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THE BENEFIT OF VIDEO RECORDS IN TEACHING ENGLISH FOR YOUNG LEARNERS

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Monograph

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This monograph explores the significant impact of video records on teaching English to young learners, focusing on the context of a Kuva secondary school. The study is comprehensive, covering theoretical foundations, practical applications, and empirical data to support the use of videos in English Language Teaching (ELT).

The research investigates how videos such as feature films, YouTube clips, and documentaries enhance English teaching, specifically aiming to develop pupils' communicative skills. The hypothesis suggests that videos, aligned with the communicative approach to ELT, positively affect learning outcomes. The study addresses why and how teachers use videos, the types of videos used, their frequency, what is taught and learned through videos, and the attitudes of both teachers and pupils towards video lessons.

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This research aimed at exploring the use of video in English language teaching in a Kuva secondary school №7 (grades 8). Videos in the work were represented by, for example, feature films, YouTube clips, and documentaries. In addition, the diploma work aimed to find out how videos in English lessons helped to achieve the goals of the English curriculum. The main hypothesis was that teaching with video would develop pupils' communicative skills and, therefore, was appropriate for the communicative approach to ELT.

The study addressed five research questions regarding the use of videos in English lessons in the case study school: why the teachers used videos in ELT, what kinds of videos were used in English lessons, how and how often videos were used, what was taught and learned through the use of videos and, finally, what the teachers' and pupils' attitudes to lessons with videos were.

The research was performed as a case study in a Kuva secondary school №7. The data for the research was obtained through the use of mixed methods: qualitative, observations of the two teachers' lessons with videos, and quantitative, in the form of a pupil questionnaire answered by 105 pupils from three 8th grade classes.

Videos were used in general from three times a year up to every month by the different teachers.

The teachers' practices concerning viewing activities varied: while one of the two teachers made use of pre-, while- and post-viewing activities, another used only post-viewing activities in the lessons with videos. The use of pre-viewing activities, normally without any vocabulary pre-teaching, as well as the use of English subtitles while watching, seemed likely to contribute to the pupils' overall understanding of the video. It also seemed that the pupils' vocabulary growth benefited to a large extent from subtitled videos, where the subtitles were in English.

Videos appeared to have a positive impact on the development of the pupils' four language skills and vocabulary growth, as well as to scaffold the process of acquiring the pragmatic use of the language and to teach about the target language cultures. By and large, both the teachers and the pupils had positive attitudes to lessons with video.

The findings of the study suggest that teaching with video can effectively promote communicative language teaching, bring variety into ELT classrooms, motivate pupils to learn a foreign language, benefit the development of the four language skills and vocabulary growth, supplement texts in textbooks, and approach the curriculum topics via a different medium.

Introduction

From the first days of the Independence in Uzbekistan root reforms began in all spheres of life of the country. Since that upbringing and educating of young generation has been of the basic priorities of our country and is in the centre of focus of the government. Education had to be reoriented to words meeting the common national interest and ensuring competitiveness in the world market.
Uzbekistan became a member of the International community and was keen to develop a modern system of education.

Numerous state documents including laws about “The program for personnel training” (1997) and ‘’About Education” (1997) were adopted and since then reforms have been realizing to prepare young generation to cope with the rapidly occurring changes toward a more global society. As for modernism the foreign language educational systems of the country the president of Uzbekistan I.A. Karimov initiated the decree “About measures on enhancement of the system of studying foreign languages” in 2012 in order to strengthen the system and research skills and international effect of future specialists in the field of linguistic and literature. To meet the need of the national standards graduates must develop their language competence to have opportunities to find positions in all spheres of life to contribute to the development of their countries and the worked.

Efficiency of measures to carry out the government's reforms depends on different reasons including presence of qualified personnel creation and conformity of the system of university education. To foster the process of the integration of education and production, we must pay greater attention to universities in solving educational and social problems.

English as a foreign language teaching is becoming increasingly important in all aspects of Uzbek life for social, as global communication.

The diploma work is based on a case study of the use of video in English language teaching (ELT) in a Kuva secondary school №7 (grades 8). Videos are defined as texts combining different modalities, such as words, images, sounds, and/or music. Thus, videos are multimodal texts. In this thesis, videos are represented by feature films, cartoons, YouTube clips, documentaries, commercials, TV shows, sitcoms (situational comedies), and shorts (films that combine both images and sounds and last between thirty seconds and fifteen minutes.

The research is mixed methods: it is based on interviews with two English teachers from a Kuva secondary school №7, observations of the teachers' English lessons with videos, and a questionnaire answered by 105 pupils from two 8th grade classes.

The life of 21st century pupils in Uzbekistan, similar to many other countries, both inside and outside the classroom, is saturated with technology. Therefore, it seems important that contemporary teachers know how to use digital tools in education.

It is also important to take into account the English subject curriculum in the current national curriculum. Thus, one of the main objectives of the curriculum is to enable pupils to communicate in English. New media play a significant role in achieving the communicative goals in the curriculum by providing learners with linguistic situations that are suitable for training communicative skills.

Good language skills include the ability to use the language through media. Thus, it is important to introduce media in English classrooms. Teaching with video is one way of enabling pupils to use digital aids. Therefore, this work contributes to the knowledge of to what extent, how and why some English teachers in a typical secondary school in Kuva follow the English curriculum through the use of videos in their language learning.

This work thus aims to shed light on ELT through videos by discovering how the process of teaching with video is practised by English teachers in a Kuva secondary school.

The research addresses the following research questions:

Why do the teachers use videos in ELT?

What kinds of videos are used in English lessons?

How and how often are videos used?

What is taught and learned through the use of videos?

What are the pupils' attitudes to lessons with videos?

One of the main expectations is that teaching with video aims at the development of the pupils' communicative skills and, therefore, fits in well with the communicative approach to language teaching. Consequently, the researcher seeks to find out whether teaching with video is primarily a meaning-based or form-based approach to ELT in the case study school. Another hypothesis is that the teachers from the case study school prefer short videos to long videos due to lack of class time, namely forty-five-minute lessons in comparison with two- hour-long feature films, as well as the limited number of teaching hours of English (two hours a week). However, in case the teachers use, for example, full-length feature films, it would be interesting to learn how the teachers handle the problem of the limited class time. Also, one would expect that the teachers use various videos, from educational documentaries to short YouTube clips, for different purposes. Since most English language classrooms are well-equipped and hence offer the possibility to use videos frequently, it is expected that lessons with videos take place relatively often up to every week, or at least several times a month. The researcher's expectation is that, when teaching with video, the teachers also aim to develop their pupils' language skills and promote vocabulary growth. Thus, it is important to know what skills they train with videos first and foremost, as well as how they organise and exercise this procedure, and whether they use any pre-, while- and post-viewing activities in their teaching with video.

In addition, the research aims to find out how the pupils perceive the results, benefits and drawbacks of lessons with videos, as well as the pupils' attitudes to such lessons. It may be expected that, on the whole, the pupils regard such lessons as entertaining and have positive experiences. On the other hand, it would also be interesting to discover if this assumption reflects the reality and if some pupils may have negative experiences. If so, it is important to find out what makes such lessons unattractive to them. In the current research, the researcher used mixed methods of data collection: qualitative, in the form of lesson observations, and quantitative, in the form of a pupil questionnaire.

Benefits of the use of video in ELT .

Since the use of video materials in language teaching began to become widespread in the early 80s (Tuffs and Tudor 1990:29), many educators have since been concerned about the nature of videos and their place in the language classroom. One of the issues that has been discussed by some researchers and educators is the difference between video texts and written texts and, consequently, between, for example, reading a book and watching a film.

Many scholars have acknowledged the power of visual media in children's lives. For example, Stempleski and Tomalin (1990:3) assert that: 'Children [...] feel their interest quicken when language is experienced in a lively way through television and video.' Marsh and Millard (2004), in their turn, examined in depth children's engagement with television, video and film. Opposing critics' views on the destructive force of television, Marsh and Millard (2004:223) found more similarities than differences in reading printed matters and televisual texts. According to Marsh and Millard (2004:223), the common feature of reading both a book and a televisual text is that reading develops social, cognitive and emotional skills, although each in their own way. Besides, reading both printed and televisual texts involves orchestration of a range of skills - phonic, graphic, syntactic and semantic, or aural, visual and semantic respectively. Also, linear narratives occur in each medium as well as nonlinear texts. Moreover, readers are active meaning-makers, who are socially, historically, politically, economically and culturally situated. They fill the gaps in the text and can re-read texts. However, televisual texts can be more ephemeral, if they are not taped and stored, while printed texts can be revisited over time. Another important difference between reading printed and televisual texts is that the former obviously make meaning through printed words and symbols, while televisual texts use images, symbols, sounds, spoken and written words. On the whole, Marsh and Millard (2004) believe that televisual

and printed texts share a number of common features which can successfully be used in the language classroom.

In a similar way, Mirvan (2013:62) believes that, in reading both a written text and a visual text, learners predict, make connections, ask questions and interpret, as well as make meaning through the details of character, theme, plot, mood, conflict and symbolism. At the same time, Mirvan (2013:65) stresses that while the meaning of a novel is controlled by the writer, the meaning that viewers get from a film is the result of a mutual effort by a large number of people.

Arguably the most important findings of Marsh and Millard's research, however, are the ones concerning the link between books and films. Marsh and Millard (2004:222) rely on Browne's (1999) study of her own daughter's juxtaposing of visual and printed versions of the same texts. Browne concluded that watching videos helped her daughter to gain confidence and enjoyment in books. Working with both film and text versions of the same text can hence be valuable for developing understanding of plot, setting, character and themes. According to Marsh and Millard (2004:222), videos can familiarise children with the language of books and can provide them with a more concrete picture of characters and make visible characteristics which were implicit within the printed narrative. Moreover, media can be an essential tool for making pupils read, because the latter may be motivated to read the texts which relate to their television, film and video consumption. The most widespread example is the case of the Harry Potter books, which became extremely popular after film adaptations.

In addition to Marsh and Millard, Vetrie (2004:41) also has a positive view on developing pupils' literacy skills with video: 'Film can be used to increase literacy skills if it is taught as literature.' Similar to Marsh and Millard (2004), who emphasise the fact that the moving image plays a central part in children's cultural life, Vetrie (2004:39) also believes that, since film is pupils' most popular 'popular' culture', it can be used to increase their literacy skills through reading film as text, especially in the case of at-risk pupils, who, by virtue of their circumstances, such

as low socioeconomic status, are statistically more likely than others to fail academically.

Video technology is becoming increasingly popular in education because of the rapid technological advancement (Lewis and Anping 2002:122; McNulty and Lazarevic 2012:51). However, the availability of modern equipment, such as a personal computer or a DVD player, is not the only reason for the use of video in the language classroom. The other important reason is that teaching with video can have a number of educational benefits.

The main advantage is that videos provide teachers and pupils with so-called 'potential learning outcomes'. According to Berk (2009:2), the most significant potential learning outcomes are as follows: videos attract pupils' attention, focus pupils' concentration, generate interest in class, energise or relax pupils for learning exercises, improve attitudes toward learning, increase understanding, foster creativity, stimulate the flow of ideas, provide an opportunity for freedom of expression, serve as a vehicle for collaboration, inspire and motivate pupils, make learning fun, and decrease anxiety and tension on scary topics.

Videos as authentic materials also bring intercultural awareness to the classroom. The foreign language teacher needs to consider the fact that teaching a foreign language does not consist of teaching, for example, only vocabulary and grammar, but also teaching the target cultures. Otherwise, the whole teaching process may appear to be useless and artificial. However, teachers have very limited time available in the classroom and there are curriculum constraints, and hence the inclusion of cultural lessons often comes second in language teaching. Teaching with video, on the other hand, provides teachers with the opportunity to develop pupils' cultural awareness and make them acquainted with the target cultures in addition to training the four basic language skills (listening, speaking, reading and writing) and increasing pupils' vocabulary.

Harrison (2009:92) insists that in a curriculum that envisions a shift toward cultural studies, the use of a feature film in the classroom can foster cultural

competence, since a feature film places language in context, gives students an in-depth understanding of a country's culture and history, and eventually becomes the gateway to language and culture. Indeed, videos are saturated with cultural information and touch upon different cultural themes, such as national diversity, national identity, national character, people's values and lifestyle.

According to Kramsch (1995), cited in Roell (2010:3), in the future the language teacher will be defined 'not only as the impresario of a certain linguistic performance, but as the catalyst for an ever-widening critical cultural competence.' Intercultural topics that show how people from different backgrounds communicate and interact are becoming more prominent in language teaching. Teachers can benefit from the films that deal with such subjects as immigration, xenophobia, adjusting to a new culture, or the dilemmas faced when one belongs to two cultures. Although films cannot substitute for actual interaction with members of other cultures, they can provide useful preparation for those encounters by fostering understanding and developing sensitivity. Films are also important for teaching the target cultures because they can represent intercultural misunderstandings and the roots of racism, foster empathy with foreigners, illustrate intercultural conflicts, contain stereotypes, show cultural traditions and intergenerational conflicts, and deal with different patterns of behaviour (Roell 2010). In addition, films can open doors to various disciplines, such as cultural studies, media studies, and film studies, which can bring diversity into language classrooms (Eken 2003:58).

Videos can also be used for many other purposes. For example, video materials can be useful for promoting communication in the classroom. Lonergan (1984:4) states that: 'The outstanding feature of video films is their ability to present complete communicative situations.' Indeed, video-based assignments can extend beyond passive video watching by requiring pupils to interact and respond to the video content. For instance, after watching the video pupils can be asked to answer questions.

Videos can also be an important tool for learning new words. Gee and Hayes (2011:116) claim that: 'When a person has images, actions, goals, and dialogue to attach to words, they have an embodied understanding of those words.' Consequently, videos help learners to see language 'embodied' by providing them with, first and foremost, images, as well as the other features named by Gee and Hayes.

Besides, Koksal (2004:63) sees as one of the advantages of videos the fact that they can be adapted for use with both large and small classes. Indeed, it may be easier to prepare activities for video-viewing classrooms than for other types of lessons by creating, for example, more oral tasks for small groups of pupils and more written tasks for larger ones. Furthermore, Koksal (2004:64) points out that videos can be an endless source of grammatical structures and words as well as a discussion starter. Consequently, teachers can benefit from videos if they exploit those opportunities that videos provide them with.

Mills (2011:32) draws attention to the fact that, in the current abundance of media, print and online sources, the need for critical literacy skills greatly arises. She insists that children entertained by videos and television programmes need the conceptual tools to understand, select, challenge and evaluate the messages of texts. Teaching with videos can become a good start for developing pupils' critical literacy skills by making them analyse, evaluate and challenge the texts that they have been exposed to.

Even though one may find drawbacks in teaching with video as well, they are likely to be outweighed by the benefits. However, the main drawback in teaching with video that should be noted is that such teaching is time-consuming. First, it takes time for the teacher to preview and select authentic videos suitable for classroom use regarding their language use and context. Teachers then need to spend some more time on preparing activities for pupils. Secondly, videos take much class time, especially if they are full-length feature films.

Another disadvantage can be the risk of making lessons entertaining rather than educating, which may lead to meaningless viewing without any purpose and hence without any educational outcome. Vetrie (2004:40) states:

Teachers sometimes use the film as a relief or a nonteaching break. The worst application of all is to use a feature film as an entertaining reward between the conclusion of a teaching unit and a holiday, a practice that is unethical as well as illegal.

To sum up, technology is an essential part of the educational world and, if used properly, can effectively promote successful language acquisition. It is important for every language teacher to be able to integrate video technology in the classroom routine and language learning activities. The instructional value of video should by no means be underestimated. On the other hand, it is also crucial to be cautious about overusing or misusing videos in class.

Effective ways of using video in the EL classroom.

When using videos in ELT, teachers face the problem of how to avoid making lessons purely entertaining and how to make the most of videos for pedagogical objectives. However, many researchers agree that teachers can prevent the practice of film showing in classrooms from becoming sheer entertainment with no learning experience by using videos effectively with educational objectives in mind (e.g. Scacco 2007; Stephens et al. 2012).

On the one hand, making lessons with video efficient is a complicated and time- consuming process because it requires careful consideration and thorough planning. Since there are so few textbooks aimed at supplementing particular videos with exercises, teachers are constrained to devote their own time for planning activities, making exercises and preparing language tasks for their pupils. However, the results that their pupils may show after lessons with video could be worth these efforts.

First of all, many researchers and educators, such as Stephens et al. (2012), Massi (2012), Roell (2010), Harrison (2009), and Koksal (2004), support the idea that lessons with video should be supplied with pre-, while- and post-viewing activities in order to make them more effective. In particular, Roell (2010:5) insists that: 'It is wise to have activities, not passive teaching.' Roell gives a range of ideas on how these activities can be organised. She advises that pre-viewing activities should include class discussions about the video to be shown. If the whole feature film is to be shown in class, it may be useful to provide pupils with an introduction to the film or a particular scene before they actually watch it. According to Roell (2010:5), film trailers can be used for this. In this case, pupils first watch the trailer and then speculate about the film's details, such as the characters, plot, and setting. Similarly, teachers can employ a warming-up exercise using the front cover of the DVD by asking their pupils to guess the identity of the person in the front cover or the genre of the film. Another similar activity is to display a film still, which is a photograph of a film scene that can be found in a magazine or on the Internet, and use it as a prompt to make pupils speculate about the film (Stempleski and Tomalin 2001, cited in Roell 2010:5).

In addition, it may be helpful to pre-teach unfamiliar or difficult vocabulary before pupils actually watch a film. For example, the teacher can hand out a list of words taken from a dialogue or describe a scene and ask the pupils to guess about the situation that the vocabulary refers to (Roell 2010:5). Consequently, before presenting the video, the teacher can arouse the pupils' interest in what they will be doing and motivate them to do it successfully. Preparation can include a pre-viewing reading activity or a discussion of new vocabulary from the video. Some scholars even claim it to be language teachers' mistake when they show their pupils a film with no language preparation focus. According to Harrison (2009:90), for example, no vocabulary preparation in advance is the main reason for pupils' frustration, and it results in the fact that the teacher does most of the talking about the film, and pupils' summaries are poorly written because they

cannot explain the details or express their opinion since the vocabulary and grammar are often beyond them.

However, pre-teaching vocabulary is one of the debated issues in ELT. Mishan (2010:163) sees pre-teaching as a technique for rendering input 'comprehensible' according to Krashen's input hypothesis. However, Mishan (2010:165) also emphasises the controversial nature of pre-teaching: on the one hand, pre-teaching is based on the assumption that incomplete comprehension is detrimental to learning, but, on the other hand, partial comprehension is an integral part of language learning. Newton (2001:30), in his turn, claims that excluding the option of pre-teaching approximates authentic language use and enables learners to develop strategies for managing new vocabulary. Thus, pre-teaching may reduce the opportunity to develop strategies, such as guessing with the use of context cues or negotiating meaning with others. As a result, Newton (2001:31) states that: '[...] all too often pre-teaching vocabulary involves too much teacher-led explanation, and a lack of engagement by learners.' Thus, being taught in this way, learners may remember new words only superficially and quickly forget them. In addition, Mishan (2010:166) points out that the pre- teaching of lexis in isolation and outside of meaningful contexts may result in making lexis more difficult for comprehension and even more impenetrable. Consequently, it is questionable if the acquaintance with the unfamiliar vocabulary before watching the video itself can promote vocabulary growth.

With regard to while-viewing activities, such activities, according to Roell (2010:5), provide an opportunity to deepen understanding of the film - or any other video - and conduct a comprehension check. In order to use this opportunity, Roell describes a technique in which the teacher prepares a handout with expressions, some of which are taken from the film, with others added that sound similar. While pupils watch the scene, they have to identify the vocabulary that is actually used. It may also be an opportunity for the teacher to observe their

reactions and see if they do not understand some words. The teacher can use the pause, rewind, and play buttons as often as needed.

While watching the video, the following while-viewing activities can be selected and assigned to the pupils to do: they may be asked to predict what is coming next, or what one of the characters is going to say next, to interpret facial expressions and body language and to focus on specific details, such as names, dates, or numbers.

Post-viewing activities, in their turn, allow students to check their comprehension and use the new language they have learned. Written tasks may often be included in post-viewing activities. Koksal (2004:66) suggests such post-viewing activities as class surveys, video summaries, alternate endings, comparisons, discussion, agree/disagree/unsure activities, ranking group consensus, organisation in writing, speed writing, role-plays, simulation, and debates. After viewing the video, these activities can be done for specific language skill practice (mainly for speaking and writing): to review and answer general comprehension questions, to describe the scenes, people and objects, to discuss the events, the particular topic, body language, and acting, to role play sequences they have seen, and to write a summary, a journalist's report or a film review.

An effective way to stimulate pupils' critical thinking may be to write a diary entry from one of the film characters' point of view. This written task can be followed by an oral one. For example, each pupil can be asked to engage in a discussion with another pupil who is writing the diary of another character. They can discuss each other's characters and the way they described them. In addition to critical thinking skills, video-based activities help to develop pupils' memory skills. Thus, Koksal (2004:64) states that activities based on videos, such as role-plays, acting out the dialogues, and simulations, make it possible for pupils to employ actions which contribute to their developing memory strategies. By means of video, pupils also have the chance to place new expressions in a context with which the new information is linked. This helps them to recall those items easily.

Activities such as summarising after both reading the novel and viewing its film version, taking notes when viewing to answer comprehension questions, and making notes when reading the novel to make comparisons, are important for enhancing the use of cognitive strategies, which help learners to manipulate and transform the target language.

Berk (2007:10) suggests that there is a common procedure for using a video clip in teaching that consists of the following eight steps. Firstly, the teacher picks a particular clip to provide the content or illustrate a concept or principle. Secondly, he or she should prepare specific guidelines for pupils or discussion questions so that they can have directions on what to see, hear, and look for. Thirdly, the teacher should introduce the video briefly to reinforce the purpose and only then play the clip. The following step is to stop the clip at any scene to highlight a point or replay clip for a specific in-class exercise. The next steps are to set a time for reflection on what was seen and to assign an active learning activity to interact on specific questions, issues, or concepts in clip. The final (eighth) step is to structure a discussion around those questions in small and/or large group format.

Undoubtedly, teachers can use video clips in this way or sequence, but they can also extend their applications far beyond these steps. It depends on serious consideration of pupils' preferences in TV programmes, feature films, commercials, and music videos.

It is often problematic to decide what type and length of video should be shown in the classroom: a short video clip or an entire feature film. Lebedko (1999:2), for example, relies on Arcario's (1992) assumption that 5-10 minutes of video can easily provide enough work for an-hour long period and hence supports the use of cartoons by believing that they meet this goal.

There is a tendency to show short videos to beginning learners. However, while most teachers limit their use of full-length feature films to intermediate-to-advanced level classrooms, there are some researchers who see advantages in

using a full-length feature film for beginners as well. For example, Ishihara and Chi (2004:30) describe their experiences teaching adult beginners listening and speaking strategies using the film 'What about Bob'. They divided the film into 10 segments of approximately 10 minutes each and played each segment in a language lab or the regular classroom. They provided the learners with handouts with tasks pertaining to the particular scene and language use, as well as cassette tapes and tape players for assessing individual pupil's speaking skills while carrying out specific tasks. The researchers carefully planned pre-viewing, while-viewing, and post-viewing activities. Pre-viewing activities included new vocabulary introduction, as well as reading the comprehension questions on the handout and predicting the answers. Such pre-viewing activities stimulated learners' imagination, sparked their interests, and aided in comprehension of the segment to be shown. While viewing, it was recommended that learners focused on the gist of the content and watched carefully so as not to miss important visual clues. The researchers played the segment or part of it more than once if necessary to ensure the learners' understanding. Post-viewing activities included going over the answers to the comprehension questions, predicting future occurrences, and getting learners to practise the language through role-play and summaries. Ishihara and Chi (2004:35) concluded that the use of full-length feature films has a definite place in the beginning-level foreign language classroom because: '[...] films provide meaningful language through interesting content and extended context, thereby enabling learners to become more motivated to learn and communicate in the target language.'

Another issue similar to the one of the choice between short and long videos is whether pupils should watch a feature film entirely or in segments. If pupils watch the whole film in one go, they may become bored because of the length of the film or they may get the wrong impression of the lesson as being pure leisure and entertainment. On the other hand, the film shown in segments can annoy and irritate pupils by constant stops because they may find it difficult to follow the

plot. Researchers' and educators' views on how to solve this challenge vary. Canning-Wilson (2000), cited in Seferoglu (2008:2), suggests that short sequences should be shown rather than the whole film, which may be followed by activities which practise and recycle the target language.

Others do not support this idea on the ground that showing chunks or sequences presents a danger of losing the 'wholeness' of the film. Yet, a film requires a high level of focused concentration, which can become problematic because of its length, especially in learning purposes. Muller (2006:35) suggests that teachers can choose to show only particular clips from a film in twenty to thirty-minute segments. This way, teachers will have more class time remaining to discuss the clip as well as to rewind it to review key moments. Voller and Widdows (1993), in their turn, claim that to show a film in chunks of approximately fifteen minutes works best, choosing moments where the story breaks naturally:

> If the segments are too long, students will be unable to organise what they have seen, and some may lose the thread. If segments are too short, the stopping and starting interrupts the flow, and prevents students from enjoying the film.
>
> (Voller and Widdows 1993:344)

Roell (2010:5) states that the teacher's choice depends on the teaching aims and objectives, and the class might watch a complete film or only parts of it, if one or two key scenes can be sufficient to illustrate a linguistic or cultural point.

Some educators have a different approach to solving the problem of showing full- length feature films in classrooms. For instance, Stephens et al. (2012:16) suggest that if pupils have access to computers or a TV elsewhere besides a classroom, they can watch the film in a library or at home as another

option. Thus, class time can be saved by assigning the film as homework outside of class.

To sum up, in order to use video in language teaching effectively, teachers should take into consideration the following aspects: they should evaluate and select the appropriate video materials regarding length, content and language goals. Also, they should find out if it fits the outlined goals and objectives of the lesson, and hence preview it first, or even watch it several times before using it. Besides, teachers should plan learning activities in advance and prepare worksheets of comprehension questions, and lists with difficult and unusual vocabulary and grammar. Obviously, teachers should also practise with the technology ahead of time, and always check the quality of the video and the equipment condition beforehand.

The effect of videos on developing language skills and vocabulary

Foreign language learning implies training the four skills: listening, speaking, reading, and writing. Videos can aid the development of these skills, as well as promote vocabulary growth.

First of all, in listening comprehension, video has an advantage over audio. On the one hand, videos acquaint pupils with different ways of pronunciation and intonation the way audio does. On the other hand, Postovsky (1981:175) states that his experience with aural comprehension programmes indicates that mere exposure of a pupil to the sounds of the target language is not sufficient. As opposed to audio, video provides language learners with visual cues that help to maintain their interest and concentration while listening. Thus, video aids in the retention of information. Koksal (2004:65) also suggests that videos can help in training concentration while listening by the teacher stopping the video and asking pupils to predict how it continues.

In general, the advantage of video over audio regarding teaching listening comprehension warrants being discussed in more detail. Rahmatian and Armiun (2011:122) studied the effects of audio and video documents (i.e. texts) on the listening comprehension of a foreign language and concluded that video documents are a better choice for practising listening comprehension in language classes because: '[...] a video document, by nature, is less tiring and could be tolerated by learners for a longer time compared to an audio document.' A video document can also contain more characters without confusing learners. Moreover, regarding the question of concentration, the use of an audio document - even though it forces the learner to listen more attentively - does not necessarily lead to better understanding. Rahmatian and Armiun's (2011:122) results indicate that a video document increases the accuracy of listening comprehension because the video channel visualises or justifies what is being said and facilitates the act of guessing and anticipating what is going to be said, while an audio document could be misleading or equivocal at times. Thus, audio materials create unnatural conditions, while video materials are closer to real life conditions.

The advantage of video over audio is supported by Wagner's (2010) experiment on an ESL listening test. University students (aged from 18 to 60) were divided into two groups: the control group and the experimental group. The control group took a listening test with audio- only texts. The experimental group took the same listening test, but received the input through the use of video texts. It was found that the video (experimental) group scored 6.5% higher than the audio-only (control) group overall, which was a statistically significant difference. The results of the study suggest that the non-verbal information in the video texts contributed to the video group's superior performance.

Baltova (1994:508) points out that in real listening comprehension people both listen and view. People do not receive information only via words, but also via body language, for example. Koksal (2004:64) even claims that communication can be achieved without the help of language, because people

often interact by gesture, eye contact and facial expression to convey a message. Thus, viewing is important in communication.

Similarly, Wagner (2010) argues that the use of video texts allows listeners to view the kinesic behaviour of speakers. Wagner (2010:494) refers to Kellerman (1992), who described kinesic behaviour as a broad category that includes the movement of the body, with gestures and facial expressions, and specified that kinesic behaviour is 'co-verbal' with spoken language, in that it accompanies speech and is a part of a human communicative interaction. The gestures, facial expressions, and visible stress patterns of the speaker serve to reinforce the linguistic message. Moreover, Wagner underlines that the number of gestures and other kinesic behaviours used by a speaker increases when the risk of making speaking errors (and consequently hearing misrepresentations) becomes greater. Consequently, listeners often rely more on non-verbal than verbal cues when interpreting spoken texts.

Videos can be used for developing speaking skills in a number of different ways. For example, discussions about films can successfully promote speaking. Also, the teacher can ask pupils to watch a certain episode from a film with the sound removed and create their version of the possible dialogue. One should further take into consideration that films are a powerful tool for improving learners' pronunciation and intonation. Qiang et al. (2007:41) claim that even if pupils merely watch a film silently, their articulatory organs work. However, it happens only if learners are completely engaged in what they watch.

The necessity of different learning activities for teaching with video is emphasised by many researchers and educators, such as Koksal (2004) and Stephens et al. (2012). Thus, Stephens et al. (2012) claim that the use of pre-, while- and post-viewing activities in their project called 'The Film Circle' successfully fulfilled the role of scaffolding and motivated pupils to speak, which was the primary goal of their experiment. 'The Film Circle' represented a structured group project where five high school pupils were assigned different

roles to perform according to their abilities and interests. Each pupil in the group had to analyse a film from a different perspective and present conclusions. After viewing the film, the pupils worked in their groups, taking turns to present the information they gathered and participated in a discussion of the film they had seen. The discussion was very basic, often with pupils asking and answering simple questions or reading their observations out loud. The conclusion that Stephens et al. (2012:18) made after having conducted their project was that pupils can rise to their teachers' high expectations and improve their English, if the latter set attainable communicative goals for their pupils and design motivating interactional activities with adequate support, i.e. scaffolding.

Most importantly, scholars, such as Washburn (2001) and Quaglio (2009) assert that videos, such as situation comedies, or simply sitcoms, and television talk shows, are the best source for training pupils' 'real life' oral skills. Quaglio (2009:1) compares the language of 'Friends', a popular American television situation comedy, to natural conversation. Quaglio (2009:13) states that: 'Excerpts from 'Friends' have been used (and are still being used) to exemplify features of conversational English in ESL classrooms in the United States.' What is more, sometimes television shows do not reflect, but, on the contrary, exert influence on the spoken language itself. Thus, discussing 'Friends', Quaglio (2009:12) claims that:

> In terms of language, the use of the adverbial intensifier *so* modifying an adjective split by the negator *not* (as in *That is so not true)* or followed by a clause (as in *That is so not what this is!)*, often used by the characters, has become a regular feature of American English conversation, not only among younger groups.

Videos can benefit pupils' reading skills. If subtitles are used, pupils inevitably make use of them, thus developing their reading skills. Mirvan

(2013:63) refers to Weyers' (1999) research with an authentic soap opera, measuring whether it can increase learners' reading comprehension. Weyers incorporated caption-on and caption-off activities in order to allow learners to practise their reading skills. The final results of the research indicated that the learners' reading skills improved after lessons with captioned videos during one school year.

However, subtitles used in a video are not the only source for improving learners' reading comprehension skills. Sticht and James (1984), cited in Chen (2012:23), claim that listening and reading comprehension require the same abilities of recall, prediction, drawing conclusion, making inferences, or following directions. Thus, a learner who watches a film improves almost the same abilities as when reading a book.

What is more important, films can cultivate a love for literature in pupils. Smilanich and Lafreniere (2010:604) insist that: 'Film makes a difference to struggling and reluctant students who refuse to engage with text.' The main reason for this is that film offers an immediacy and accessibility that the printed text frequently does not. As a result, learners who are intimidated by, or even impeded from, accessing print text, are able to discuss film with acuity and insight (Smilanich and Lafreniere 2010:604). Muller (2006:33) suggests that teachers should use film as literature in order to put struggling readers at less of a disadvantage and hence favour learners with a strong grasp of narrative analysis skills. Film can become a good way of developing critical-thinking skills, which are necessary for both viewers and readers. According to Muller (2006:33), unlike literature, film can use lighting, music, camera angles, and other tools and elements that may attract and help struggling readers. In a similar way, Vetrie (2004:42) claims that the use of film for at-risk students far surpasses literature as facilitation for increasing the literacy and critical-thinking skills of students including, surprisingly enough, reading skills as well. Vetrie (2004:39) strongly advises teachers to use film as other literature is used: 'as a basis for anchoring

most writing and critical-thinking activities.' To exemplify his point of view, one can imagine, for example, watching an action film in two different situations: as an entertainment tool at home and as an educational tool in the classroom. Action films may feature violence but they can also be utilised as literature in the language classroom by being followed by classroom discussions provoked by the teacher or writing essays about the horrible consequences of the violent acts of the film characters.

Also, Vetrie (2004:42) points out that videos can supplement reading:

> Reading, I have discovered, cannot be taught in isolation. Students who can listen, discuss, and think are going to read more effectively. I can add from my experience in more than ten years of teaching film as literature that students who gain experience in listening, speaking, and writing through interaction with film begin to radically improve their reading and writing proficiency.

Thus, videos can successfully supplement reading in the language classroom. Scacco (2007:11) insists that: '[...] using a book and its accompanying film can provide the language teacher with so many potential activities that an entire course could be built around just one title.' Scacco bases this confidence on his own experience of showing the film 'To Kill a Mockingbird' to a group of university students in Morocco. The film fulfilled the function of the book: it made the students reflect on the topics and problems raised by the author of the book. Furthermore, it made it possible for the pupils to train their language skills.

Writing as a language skill can also be trained by film-viewing. Marsh and Millard (2004:233) suggest that pupils' fascination with soap operas can be a source for writing in the classroom. Teachers can encourage their pupils to have media diaries for commenting on what they have watched or write their own film reviews.

The post-viewing phase can be especially favourable for developing learners' writing skills. A teacher can ask pupils to write a film review or a film response for a journal. For example, at the end of his workshop based on watching the film 'You've Got Mail', Eken (2003:57) asked his pupils to write a review for the readers of 'Film', a popular British magazine. He distributed the guidelines for writing the review and copies of two sample reviews on another film from the magazine in order to familiarise them with its style and format. The pupils wrote their reviews individually, then peer-checked each other's work, and submitted their revised reviews. The teacher gave his feedback on each assignment. The reviews revealed an improvement in the pupils' written language ability, with effective use of terminology and creative expressions.

Besides developing the four language skills, videos can assist in pupils' vocabulary growth. Webb (2010:497) claims that: 'Movies can offer the same potential for vocabulary learning as written texts through repeated encounters with unknown words.' The results of Webb's research, however, provide evidence that watching a single film will have very little effect on vocabulary learning. Regular viewing of films over a long period of time, in contrast, has great potential for increasing vocabulary. Webb (2010:514) suggests that: 'Watching 70 movies may have considerable benefit in terms of vocabulary learning. Over a year, it is approximately 1.3 movies a week.' Thus, in terms of vocabulary growth, there is a considerable difference in value between watching an occasional film and watching films regularly. The problem with film-viewing, however, can be the lack of a sufficient number of examples of how to use a word. In addition, Webb (2010:514) insists that only the learner who has reached the target vocabulary size, which is 3,000 word families, may be able to understand and learn a language through watching films.

Sydorenko (2010:64) also stresses that teachers should provide their pupils with feedback and opportunities to train new vocabulary, otherwise learners may not perceive that they learn new words from videos. Although learners may guess

the meaning of certain words from visual context in combination with either aural or written language, they may easily forget them if they do not use them in their own speech. Moreover, Sydorenko adds that videos can be used not only for learning new vocabulary, but also for reinforcing already learned vocabulary, since the combination of images and verbal forms in the aural or written mode helps subsequent recall of vocabulary.

The use of subtitles

According to Hsu et al. (2013:404), subtitles were initially used in foreign language instruction in the 1980s when videos themselves became extensively used in education. The main reason for the use of subtitles is that they facilitate the understanding of the spoken language and, therefore, enhance the effectiveness of listening comprehension. Garza (1991:239) found a positive correlation between the presence of subtitles and increased comprehension of the linguistic content of the video material. The most significant conclusion made by Garza's (1991:246) study is that the use of subtitles bridges the gap between the development of skills in reading comprehension and listening comprehension. Pupils assign meaning to previously unintelligible aural entities when given the visual representation of the word and, gradually, build their aural comprehension in relation to their reading comprehension. Similarly, Nagira (2011:95) maintains that subtitles can contribute to learning word meanings when learners may have failed to understand appropriate meanings. This way, subtitles can help in vocabulary growth and retention (Nagira 2011; Hsu et al. 2013).

The issue of the language of subtitles is, however, disputable. Vandergrift (2007), cited in Hsu et al. (2013:404), claims that providing native subtitles for learners will obstruct their familiarity with pronunciation. Similarly, Mitterer and McQueen (2009:1) argue that subtitles in the listeners' native language hinder them from adapting to an unfamiliar foreign accent and hence harm foreign speech

perception. However, Mitterer and McQueen (2009:4) agree that native-language subtitles are essential for listeners with limited language proficiency. Similarly, Koolstra and Beentjes (1999), cited in Webb (2010:500), also discovered that watching television in the foreign language with native-language subtitles may lead to better vocabulary growth for those who have just started to learn a language.

Despite the above benefits of subtitles, some scholars argue that subtitles can be detrimental to listening comprehension. For example, Lavaur and Bairstow (2011:458) insist that advanced learners do not need subtitles in order to comprehend the original version because the presence of subtitles has a distracting effect, especially for visual comprehension. However, Lavaur and Bairstow (2011:457) agree that beginning learners need subtitles because of their poor language level, as well as learners with an intermediate fluency level. However, according to Lavaur and Bairstow (2011:457), subtitles produce contradictory effects for the learners with an intermediate language level because they will be distracted by the necessity to read the subtitles for more in-depth comprehension. Similarly, Koolstra et al. (2002:331) claim that subtitles can distract a viewer from attending to the images by attracting his or her attention and causing an automatic reading behavior, even when subtitles are not necessary for comprehension.

Among other drawbacks of subtitles is that reading subtitles is different from 'normal' reading (Lavaur and Bairstow 2011:457). The reading time is limited, since subtitles must keep pace with the oral dialogue and hence often move at a brisk pace. As a result, one should be a proficient reader in the subtitle language, otherwise subtitles may be of little use to the viewer.

To sum up, according to Lavaur and Bairstow (2011:457), subtitles appear to have a detrimental effect on visual information processing, but a facilitating one on linguistic information processing.

Selecting videos for classroom use

Choosing videos for classroom use involves several issues. Berk (2009:6) emphasises the following three issues to be taken into account by foreign language teachers who show video clips in their classrooms: (1) criteria for selection; (2) types of videos; and (3) sources for selecting videos.

As for selection criteria, teachers should obviously consider videos that are suitable for their pupils. Gareis (1997:20) suggests that teachers should avoid controversial topics and opt for safe materials. However, she also notes that using only safe materials has its own drawbacks, such as the lack of students' interest, especially if they are adolescent and adult learners. The selection process is hence complicated. On the other hand, there are certain issues to be taken into account by any teacher choosing what video to show. Thus, irrespective of the age of pupils, teachers should avoid videos with too much violence, obscene language and constant cursing, nudity, sexuality and explicit sex, and offensive humour. That is why Gareis (1997:20) emphasises that teachers should always preview videos before showing them in class. She also states that teachers should consider the cultural and religious background of the pupils. If teachers find it difficult to ensure the suitability of certain videos, they can ask their pupils to decide if the videos are appropriate to be shown in class by informing them about potentially objectionable content.

Berk (2009:7) has an even more scientific approach to the selection criteria. He defines three sets of criteria that must be considered: (1) the pupils' characteristics; (2) the offensiveness of the video; and (3) the video structure. The first set of criteria relate to salient socio-demographic characteristics: age or grade level, gender, and ethnicity. Teachers know their pupils and these characteristics are a 'must' consideration in choosing the right video. The second set of criteria concerns the possible offensiveness of the video. According to Berk (2009:7), a pupil who is offended by a video '[...] will withdraw, turn off, and harbor anger,

which are emotions hardly conducive to learning.' On the other hand, it may be difficult to decide what video can be interpreted as offensive according to pupils' own values, beliefs and principles. The best solution for a teacher is to make every effort to reject any material that is even borderline or potentially offensive. Finally, the structure of the video must be appropriate for instructional use. Berk (2009:7) names the following characteristics as important: length, context, actions/visual cues, and number of characters.

Regarding the types of videos, Berk (2007:7) names a range of them that can be shown in the language classroom: drama, action, romantic, comedy, romantic comedy, documentary, TV programmes, commercials, music videos, and even videos made by pupils themselves. Berk stresses that all the above videos have different emotional effects and, therefore, the choice of the video type largely depends on what effect teachers want to produce in a given learning situation. Otherwise, if applied inappropriately, a video clip can distract and decrease learning.

In their turn, Massi and Blazquez (2012) suggest one more type of video to be used in the language classroom: shorts. Shorts can be defined as films that combine both images and sounds and last between thirty seconds and fifteen minutes (Massi and Blazquez 2012:63). In other words, shorts are self-contained mini-films. Massi and Blazquez distinguish between three following sub-categories of shorts: animated shorts, documentaries, and live-action shorts. The first type refers to hand-drawn or computer generated films that develop stories. The second category - documentary - presents facts and opinions about single topics. The people in documentaries are not actors as the main objective is to 'document' reality. The third type - live-action shorts - offers a series of events that tell a story performed by actors and actresses. Massi and Blazquez particularly support live-action shorts for classroom use. Massi and Blazquez (2012:65) insist that live-action shorts can be exploited in different ways in the language classroom with the following purposes in mind: (1) to introduce a topic or issue, for example

bullying at school, ambitions, bad and good luck, life and values; (2) to illustrate a particular language function in context, for instance expressing feelings and emotions, describing people and places, giving opinions or advice; (3) to consolidate a set of grammar structures, such as conditional forms, passives, reported speech, to develop a lexical domain or semantic field, e.g. education, greed, psychology, jobs and work routines; (3) to provide exposure to distinct stress and intonation features; and (4) to generate opinion on a controversial issue. According to Massi and Blazquez (2012:66), the advantages of using live- action shorts as language learning resources are the clarity, simplicity and economy of storytelling. In addition, live-action shorts can serve as the starting point of a lesson focused on the development of receptive and productive skills. Lastly, a live-action short offers a story in a nutshell and its exploitation in the ELT setting can be as productive as watching a full-length film.

Finally, when advising on teaching with video in the American college classroom, Berk (2009:8) points out the five most appropriate sources from which a foreign language teacher can select videos for class: (1) TV programmes based on Nielsen Media Research (an American company that measures media audiences, including television, radio, theatre films, and newspapers) survey results for the college age group; (2) feature films based on cult classics, Oscar winners, and most recent and popular films; (3) YouTube videos that are top- rated or most often viewed; (4) music videos targeted for the college audience; (5) informal and formal pupil surveys of what videos pupils watch.

It is also important to take into account the characteristics of the video itself: clear picture and sound as well as the balance between dialogues and visual support. The question of accent is also important. It can be reasonable to use videos with standard accent most of the time, especially for beginning learners, but teachers may also find it useful to use videos with some other accents and dialects in order to familiarise pupils with them.

Another view on the selection of video for classroom use belongs to Vetrie (2004:42), who claims that selecting a film that relates to pupils, connects to their schemata, and engages them with its story (by answering the questions of experience and relevance) can provide teachers with good opportunities to improve their pupils' communication. Vetrie (2004:42) insists that:

> [...] choosing a film that strongly fits within the experiences of the students and has relevancy for their lives creates a dynamic environment in which the students think about the film critically, express their opinions orally, and write profusely.

In other words, Vetrie finds pupils' experience and video relevance as the main criteria for classroom video selection. Vetrie (2004:42) uses the term 'schemata' as it applies in psychology, as 'a pattern imposed on complex reality or experience to assist in explaining it, mediate perception, or guide response.' He believes that every teacher must discover what their pupils know and have already experienced and then choose the right video to tap into or connect to that knowledge. The reason for this is that films around which pupils have already built strong interconnected structures make it much easier for them than trying to build a new knowledge base or schemata from the very beginning. Stephens et al. (2012:16) also support the idea that videos need to be appealing to pupils and related to their background knowledge. Thus, videos to be shown in class should correspond to the pupils' experiences and should raise or touch upon the problems and topics that are relevant for the pupils in the classroom. This leads to better results and higher achievements. According to Vetrie's (2004:43) experience, '[...] when the students are caught up in a film [...], they are more successful with their writing and discussion prompts. They write more and express themselves better. The discussions are heated and intense.'

There are also some other aspects to be considered:

> [...] degree of visual support, clarity of picture and sound, density of language, the actors' speech delivery (including accent), language content, and language level should precede any other consideration if the experience is to be enjoyable and educational.
>
> (Arcario 1992, cited in Gareis 1997:23)

Teachers should also select videos that are relevant to the current educational objectives and their pupils' needs and interests. Selecting the right film is crucial because it has a profound effect on pupils' participation (Stephens et al. 2012:16), as well as inspiration, concentration and motivation. Thus, teachers should make careful selections before using video in the classroom.

Recearch methodology.

The research was based on a case study of the use of video in ELT in a Kuva secondary school (grade 8). The main research questions were why the English teachers in the case study school used videos in ELT, what kinds of videos were used, how and how often videos were used, what was taught and learned through the use of videos and, finally, what the pupils' attitudes to lessons with videos were.

In order to answer the above questions, mixed methods research was used. Thus, the researcher employed qualitative methods of data collection, namely teacher interviews and lesson observations, and a quantitative method, namely a pupil questionnaire. Different methods of data collection increased the validity of the research. According to Dornyei (2007:124), qualitative inquiry is very different from quantitative: while the latter can be easily divided into two distinct phases - data collection and data analysis - because they usually follow each other linearly, qualitative data collection and analysis, in their turn, are often circular and frequently overlap. Moreover, it is sometimes problematic to decide whether a particular qualitative method refers primarily to data collection or data analysis (Dornyei 2007:124). Besides, Dornyei (2007:125) accentuates the two main characteristics of a typical qualitative dataset: first, the tendency of qualitative data to become increasingly long and, second, its unfocused and heterogeneous nature. Nevertheless, because of its heterogeneity, qualitative inquiry can provide the researcher with rich, various and multiple data on the topic and hence with valuable results. Quantitative research, in its turn, can contribute to the study by providing proof of a greater accuracy and eliminating bias by the researcher.

Since the present research combines three different research methods – interviews, a questionnaire and lesson observation – it is relevant to comment on each of them before discussing them in detail.

Interviewing, the most commonly used method in qualitative inquiries according to Dörnyei (2007:134), is one of the most efficient ways of collecting data since it enables the researcher, who performs the role of the interviewer, to receive immediate feedback and question the respondents at any moment of their speech. Furthermore, the popularity of questionnaires as a quantitative inquiry tool is mainly due to the fact that they are capable of gathering quick and compact information in general from a large number of respondents on the topic being investigated. However, the questionnaire in the current research provides with both quantitative and qualitative data, since it contains both closed items and an open-ended question. Finally, observation is a major method of a case study. According to Cohen et al. (2000:185), the case study researcher, as opposed to, for example, the experimenter, typically observes the characteristics of the case in order to probe it deeply and analyse it intensively.

On the whole, a case study gives a 'thick' description of the issue being studied. Below is a detailed presentation of the methods employed in the current research.

Case study

A case study is defined as 'a detailed examination of a single subject or group or phenomenon' (Borg and Gall 1989:402). Thus, the current case study involved an investigation of why and how the English teachers from the particular secondary school used videos in their teaching, as well as how their pupils reacted to and learned from such teaching. Borg and Gall (1989:403) differentiate between several types of case studies, such as historical case studies of organizations, observational case studies, oral histories, situational analysis, and clinical case study. The present case study can be distinguished as observational, because it focuses on English classrooms as a part of an organisation (a lower secondary

school) and the focus of the study is a group of individuals (the teachers and pupils).

Borg and Gall (1989:402) believe that: 'A case study requires the collection of very extensive data in order to produce an in-depth understanding of the entity being studied.' Therefore, the researcher employed the three aforementioned methods of data collection. The researcher believed that these three methods would provide detailed information and a deep vision of the topic, since multiple methods increase the validity of the study and provide versatile results.

Interviews

The interview as a research method involves the collection of data through direct verbal interaction between individuals. The interview has the advantage of immediate feedback as contrasted with the questionnaire. Besides, the questionnaire is often criticised for being too shallow to provide a true picture of opinions (Borg and Gall 1989:446). Some preparations had been made before the interviews with the teachers. Firstly, an interview guide was created (see Appendix 1). Secondly, the researcher conducted an hour- long pilot interview with an English teacher using a sound recorder in order to test the interview guide. The pilot interview helped the researcher to practise her interviewing skills and find out whether some questions should be added, re-formulated or removed. Many researchers, such as Borg and Gall (1989:464), Bailey (2007:101), and Seidman (1998:32), insist on the necessity of pilot interviews in order to gain practice in interviewing, reveal flaws in the questions to be asked and memorise them so that the interviewer could maintain eye contact with the respondent with minimal glancing at the interview guide. This is crucial for establishing a friendly relationship between the interviewer and interviewee, and hence for a successful and informative interview. Besides, the use of a sound recorder, as opposed to the note-taking method, also helps the researcher with the effectiveness of the

communication. When the researcher is busy with taking notes, he or she may seem to be taking little participation in what is being said, which can make the respondent feel uncomfortable and frustrated by this way of being interviewed. Thus, the sound recorder was used in the pilot interview and the actual interviews. According to Seidman (1998:97), in-depth interviews should be tape-recorded because the tape lets the researcher work more reliably with the words of participants. The recording provides the researcher with the opportunity to transcribe the interview word by word, to have the original data and to return to it any time for accuracy.

When creating the interview guide, the researcher included more open questions than closed questions so that the interviewees could provide the former with broad, detailed and extensive answers. By leaving out or reducing yes/no and agree/disagree questions, the researcher aimed to hear the interviewees' own words in order to obtain the necessary data, such as the teachers' own experiences and attitudes to the use of video in ELT.

The researcher conducted semi-structured interviews for verbal data collection. This kind of interview can provide the researcher, on the one hand, with a certain amount of precision and accuracy, as opposed to unstructured interviews, and, on the other hand, with some level of flexibility, as opposed to structured interviews. In a semi-structured interview, the researcher uses an interview guide with specific questions that are organised by topic but are not necessarily asked in a specified order (Bailey 2007:100). According to Borg and Gall (1989:452), semi-structured interviews have the advantage of being reasonably objective and deep because they provide the interviewer with the opportunity to ask open-ended questions in order to obtain more complete data.

The interview with each teacher was conducted in English. The interview consisted of seven main topics (see Appendix 1). It started with questions about the teachers' background and opening questions on the use of video, such as how long the teachers had been using videos and whether they had ever been taught

how to use videos in class. The interview continued with questions on the teachers' opinions and experiences of the importance of videos for developing their pupils' speaking and listening skills, as well as reading and writing skills. Another block of questions referred to the vocabulary growth of pupils during the lessons with video: how and whether videos helped the pupils to learn more words and expressions. There were also several questions on cultural awareness provided by videos, such as if videos were an appropriate tool to show learners how people communicate in real life in different conversational contexts and if videos taught about the target language cultures. In addition, the role of subtitles when teaching with the use of video was also addressed in the interview, including questions about the language of subtitles and their necessity.

While interviewing, the researcher focused on listening to the interviewees more and speaking less by only asking the questions from the interview guide and the questions that arose during the interview. The researcher's aim was not to probe, dispute or judge the teachers' answers about their experiences; therefore, she tried to explore the latter with as objective as possible an attitude by asking more open-ended questions and following up without interruptions.

In order to keep the received data confidential for satisfying the ethical requirements of the research, the researcher transcribed parts and summarised the rest of the interviews herself.

Questionnaire.

In total, 105 pupils from two 8th grades were asked to answer a questionnaire(see Appendix 2). The pupils were asked to answer a Likert-type questionnaire, ticking off 25 statements on a scale from 'strongly disagree' to 'strongly agree' ('strongly disagree', 'disagree', 'neutral', 'agree', and 'strongly agree'). The questionnaire included statements concerning the pupils' attitudes to lessons with videos, as well as the effect of videos on the development of oral, reading and writing skills,

vocabulary growth, promoting cultural awareness, and the use of subtitles. Thus, the questionnaire contained, for example, statements, such as: 'Videos in English lessons provide me with topics to communicate with other classmates' or 'Videos in English lessons inspire me to read books that I may have previously had little interest in or that I did not know about before'.

The questionnaire as a method of data collection was chosen because of the following advantages: time and effort. Firstly, it took the pupils only about 20-25 minutes to answer the questionnaire, which is beneficial when collecting information from teenagers who may find the research procedure long, boring, or unnecessary to spend much time on it. Secondly, since 105 pupils participated in the project, it would not have been possible for the researcher to interview so many of them. However, the disadvantage of questionnaires is that they give general data without extensive information on the personal feelings and opinions of the participants. That is why the researcher included an open question in the questionnaire to learn whether the pupils had positive or negative attitudes and experiences of lessons with the use of video: 'What was your favourite English lesson with video? Why?' In order to keep the received data confidential, the questionnaires were anonymous.

Observation

Lesson observation took place in two lessons with video taught by the teachers from the case study school. Observation as a method of data collection in a case study implies the thorough examination of the characteristics of the phenomena being studied. The main advantage of observation is that it provides direct access to the phenomena under examination. Instead of relying on collecting information from other people, the researcher has the opportunity to observe the case himself or herself. As opposed to observation, interviews as well as questionnaires may not always provide accurate or complete information because the respondents

might answer in the way that corresponds, as they may think, to what is desirable. However, interviews and questionnaires are still an important basis of research data and they should by no means be ignored. Observation as the third method in mixed methods research can simply complement the first two methods more effectively and efficiently by providing the researcher with more unbiased and objective data.

Cohen et al. (2000:186) distinguish between two kinds of observation in a case study: participant observation and non-participant observation. The type of observation in the present case study is non-participant. Hence the researcher as an observer took the non- participant role by sitting at the back of the classroom and watching the educational process without taking any active participation in the tasks. Dornyei (2007:179) also emphasises that it is typical for the researcher to take the role of non-participant observer in classroom observations, because he or she is usually not or only minimally involved in the setting, as opposed to the researcher who does ethnographic studies and hence becomes a full member of the group and participates in all the activities.

In addition, Dornyei (2007:179) distinguishes between structured and unstructured types of observation, referring to the quantitative and qualitative methods correspondently. In the current research unstructured observation took place. Consequently, the researcher did not have to focus on concrete observation categories in order to fill in a special observation scheme, or protocol, prepared in advance. She only observed the setting by completing narrative field notes without looking for anything special, but deciding what aspect was significant for her research. However, during the lesson observations the researcher paid special attention to the following aspects: the teachers' methods and ways of using video, the pupils' responses and attitudes to the lessons, and the structure and efficiency of the lessons. The English lessons visited by the researcher were not recorded so that both the teachers and pupils could feel more natural during the lessons. The note-taking method of data collection was used instead.

Interview with Iroda(teaching English in the 8th grade)

At the time of the interview, Iroda had 17 years of English teaching experience.She had ten years of experience of teaching with video. She preferred to use films, music videos (songs) and short YouTube clips. She started to use video because, in her opinion, videos helped her to illustrate what she was talking about.

She said that collaboration with her colleagues, especially younger ones, helped her to learn how to make the most of videos in teaching. The main benefit of teaching with video that Iroda had experienced was the pupils' motivation to learn English. She also added:

It's easier to discuss a film or a video piece from YouTube than just an article or a written text because I think many of those who are slow learners or pupils who don't read well remember more when they see a film and pictures.

Iroda used videos once a month in general. When showing films, she practised both showing them in segments and as a whole unit. However, most of the time she preferred to stop a film between different scenes and discuss with pupils what they had seen in order to learn their reactions to it and answer their questions. She said: 'I seldom show a film just to show a film. I use it together with other tasks, like writing a film review or article. [...] I may have written questions they [pupils] are going to answer during the film.' Thus, Iroda liked using while- and post-viewing activities. She was not focused on making pupils learn the vocabulary from the film beforehand. She used English subtitles in order to help pupils with the complicated vocabulary, but if she could see that pupils did not understand some words, she stopped the film and explained them. Before seeing the film, however, Iroda made her pupils read about the film and its topic.

Iroda mentioned that they had a small video library at the school consisting of approximately 60 videos, mostly feature films and some documentaries. She said that she collaborated with and borrowed videos from her younger colleagues, who were also keen on using video in teaching.

When discussing film selection criteria, Iroda said:

It has to be, first of all, a film that is acceptable for the age group, of course. And it has to be the film that they can learn something from. [.] It has to illustrate the topic that we are dealing with. And I like to use high quality films.

Iroda found videos to be useful for her pupils' speaking skills: 'I find it very useful as a starting point for a discussion. It's, as I said earlier, easier for many students to discuss something that they have seen and not only have read about.' Iroda preferred to make her pupils sit in pairs and sometimes in groups of four in order to make them speak about the film and its main topic and share their impressions.

She also believed that videos helped her pupils to develop their intonation and pronunciation skills: 'You can hear some of them have, for example, an American accent. And they've learned it from films. [.] And I encourage them. I think it's good that they are trying to speak real English.'

When asked to comment on the difference between a video and a sound recording, and their influence on the development of pupils' listening skills, Iroda suggested that it depended on the type of learner. Thus, some pupils might be distracted by visual aids in a video and hence might learn more and better from a recording. Others, on the other hand, might find visual cues helpful in developing listening skills and understanding the speech from the video.

When comparing videos with written texts, Iroda suggested that the latter would teach pupils more vocabulary and provide more sentences and examples to learn from than videos. On the other hand, she pointed out that her pupils remembered words better from videos than from the texts that they had read.

Iroda found videos to be influential on pupils' reading skills via primarily subtitles. She also stated that videos made some of her pupils motivated to read more about someone or something that they had watched about. She added that videos provided pupils with ideas to help them to write more and better: 'Their

writing skills and speech will obviously profit from films. They hear the words, the correct sentences, the idioms, and the way of saying.'

As for cultural awareness, videos helped Iroda to acquaint her pupils with the target culture more easily:

If you read a text about the USA, you get only images in your head. But if you watch a video, you will see how it actually is. You may observe the clothing, you may listen to accents, and you see the environment. Well, you see people, and you see the actual places.

Iroda used subtitles mostly if the sound of the video was not good enough or if a dialect was spoken in the video. She preferred English subtitles to Russian ones because, in her opinion, English subtitles supported learning better by showing the exact words that had been uttered in the same language, which she considered as the main advantage of subtitles. The disadvantage of subtitles was that pupils might lean back and keep reading rather than listening.

Interview with Botir (teaching English in the 8th grade)

At the time of the interview, Botir had seven years of English teaching experience. Botir started to use videos in his teaching at the very beginning of his teaching career because he enjoyed watching English videos himself both for entertainment and learning. In his teaching, he preferred to choose only those videos that were suitable for the subject. He aimed to use a video not only because it was in English, but also if the video had something more to teach pupils.

Botir also used to be taught with videos at school himself. He assumed that different teachers had different approaches to the use of video in the classroom, so he concluded that he used videos the way it seemed natural to him. Botir also acknowledged that different teachers had different purposes when showing a video in class: 'I see a lot of English teachers who use a video just because it's all in the English language. And that's all. But I often think that it should be something that they [pupils] love as well.'

When asked about the benefits of teaching with video, Botir replied that the main benefit was that videos provided the format that contemporary pupils were used to. He also stressed that he would rather use books, but that would take much longer. When he used a film, in contrast, it took less time: '... and that's [a film is] as long as two hours or one hour and forty-five minutes, or something like that. So that's very effective, I think.' Botir found this time advantage of watching films over reading books in class more efficient in training certain skills or introducing certain themes.

According to Botir, the drawback of teaching with video was that this method did not appeal to all pupils. He gave an example of a recent lesson with a video when some 8th grade pupils did not understand why they had watched it. Botir assumed that his pupils hardly watched films like that at home and hence they were not used to the videos that both entertained them and supplied a certain idea or information to be discovered. He expressed his hope that in future his pupils would get used to watching films in order to discover some information or learn something rather than to be merely entertained.

Although Botir claimed that he mostly used videos in class in order to present, reveal, and illustrate some topic or idea, that is he focused on 'meaningful videos' with a certain idea or problem in the centre, he also intended to train his pupils' language skills with videos, namely the ability to understand oral language and reading skills via reading subtitles.

As for the types of videos used in his teaching, Botir usually used feature films and sometimes short Internet clips (for example other people's speeches), and documentaries if they were related to the topic that they were studying.

When asked about a video library at the school, Botir answered that there was one, but it was not extensive and, therefore, he used his own videos as well. He stressed that most of the videos that he used were his own ones. He also said that he collaborated with his colleagues and provided them with his videos if they asked.

Regarding the most important video selection criteria that he adhered to, Botir underlined that videos should be relevant to the topic being studied: 'It [a video] should be relevant to the subject that we are working on. And that's important. Other than that, it just has to be useful. Botir preferred to let his pupils watch a film in one go and then give them activities afterwards, such as writing a film review or engaging in discussions about the film. Hence Botir used mostly post-viewing activities when teaching with video. His reasons for watching a film as a whole unit rather than in segments were that, first, some pupils might not attend the next lesson due to sickness or some other cause and hence might miss part of the film and, second, because he assumed that it would be easier for the pupils to understand and follow the plot when watching a film in one go.

As for listening skills, Botir found it important that videos could provide pupils with different accents and help them with pronunciation by showing how the word was pronounced. From Botir 's experience, videos stimulated pupils' communication in English in the classroom. However, he also mentioned that they did not function so well with the pupils who were usually shy or unwilling to speak English in class. Thus, he divided pupils into small groups in order to make it more comfortable for shy pupils to talk.

As for the advantage of video over audio materials, the pupils comprehended oral speech from videos much better than from just ordinary sound recordings thanks to visual clues, such as body language.

When comparing videos with written texts, such as books, Botir asserted that books helped the pupils to use their imagination much better than films. He preferred books to videos in teaching because books were extremely important in developing reading and writing skills. However, he acknowledged that teaching with books was quite time-consuming for teaching in class and, therefore, he found films to be a more economical teaching tool in the classroom.

In his teaching with video, Botir used mostly English subtitles. And I find it most useful to use English subtitles. All the time.

The reason why Botir preferred English to Russian subtitles was that he believed that pupils learned more words from English ones. From his experience, if subtitles were not used at all, there was always some dialogue that was not understood by the pupils. Botir believed that most pupils benefited from subtitles, and he was not able to name any drawbacks that subtitles might have.

When asked if he thought that films could help to cultivate a love for literature, Botir answered that none of his pupils had ever told him that they would like to read, for example, a novel on which the film that they had watched in class was based. However, Botir believed that many of his pupils read books connected to their video consumption outside of school, such as 'Harry Potter'. His point was hence that film could supplement reading.

In his opinion, whatever pupils read or saw in English could help them to improve their writing skills and, as long as they saw and read something, they would be developing their writing skills simultaneously: 'Anything they read or see in English will help them to become better writers. It doesn't matter what, in my opinion.' Thus, he believed that videos helped to develop writing skills as well as to inspire pupils to write.

Botir found it hard to say to what extent videos helped his pupils to increase their vocabulary, but he believed that videos did help them to enrich vocabulary, especially via subtitles. However, he did not use follow-up word tests or glossaries in order to test how many words his pupils had picked up from a film. He could see if there were any vocabulary improvements from his pupils' essays:

A lot of teachers use word tests or glossaries, or something like that. I don't use them that much. But it becomes evident when you see their essays or their written work. what kind of vocabulary they have. And you will see if it gets better or not.

Finally, Botir added that one more reason why he used videos in his English teaching was because they showed the target culture and acquainted pupils with the cultural differences.

Pupil questionnaires

This subsection presents the findings from the questionnaires answered by the 8th grades pupils from the case study school, comprising 105 respondents in total. Each of the tables addresses one specific aspect concerning teaching with video. These aspects are the affective aspects of watching videos, the general educational aspects, the frequency of watching videos in relation to vocabulary growth, the connection between watching videos and the development of oral language skills, the connection between watching videos and the development of other language skills, the cultural and contextual aspects of watching videos, and videos and subtitles.

Table 1 presents an overview of the questionnaire responses on the affective aspects of watching videos.

Table 1: Affective aspects of watching videos

Statement (N = 105)	Strongly agree	Agree	Disagree	Strongly disagree	Neither agree nor disagree
English lessons with videos are fun and entertaining.	69 (65%)	30 (29%)	2 (2%)	2 (2%)	2 (2%)
I do not like English lessons when my teacher uses videos.	5 (5%)	4 (4%)	29 (28%)	54 (51%)	13 (12%)
Videos in English lessons help me to gain confidence in speaking to my classmates.	18 (17%)	27 (26%)	24 (23%)	8 (7%)	28 (27%)
Visual cues (for example, face expressions and body language) in videos help me to maintain my interest and concentration while listening.	29 (28%)	57 (54%)	6 (6%)	2 (2%)	11 (10%)

As Table 1 shows, the large majority of the pupils (94%) agreed or strongly agreed that English lessons with videos were fun and entertaining and roughly four out of five indicated that they liked English lessons with videos. The same tendency can be seen with regard to the statement that visual cues helped the pupils to maintain their interest and concentration while watching a video (82% agreed or strongly agreed). There was, however, a greater spread in answers about

whether videos helped the pupils to gain confidence in speaking to their classmates: 43% agreed or strongly agreed, three out of ten disagreed or strongly disagreed and roughly one out of four neither agreed nor disagreed.

Table 2 provides an overview of how the pupils perceived the educational benefits of lessons with videos.

Table 2: Educational benefits of watching videos

Statement (N = 105)	Strongly agree	Agree	Disagree	Strongly disagree	Neither agree nor disagree
I learn more English during English lessons with videos.	14 (13%)	41 (39%)	17 (16%)	3 (3%)	30 (29%)
I learn in a more efficient way during English lessons with videos.	19 (18%)	44 (42%)	13 (12%)	5 (5%)	24 (23%)

As Table 2 shows, approximately half of the pupils agreed or strongly agreed that they learned more English during English lessons with videos, whilst one out of five disagreed or strongly disagreed. In addition, six out of ten of the pupils agreed or strongly agreed that they learned in a more efficient way during English lessons with videos, whilst just under one in five disagreed or strongly disagreed and roughly one in four neither agreed nor disagreed with the statement.

Table 3 provides an overview of the pupils' responses to the frequency of watching videos in English lessons in relation to vocabulary growth.

Table 3: Frequency of watching videos in relation to vocabulary growth

Statement (N = 105)	Strongly agree	Agree	Disagree	Strongly disagree	Neither agree nor disagree
Just a few lessons with videos do not help me to increase my vocabulary.	8 (7%)	22 (21%)	38 (36%)	10 (10%)	27 (26%)
Regular lessons with videos help me to increase my vocabulary a lot.	30 (29%)	55 (52%)	7 (7%)	2 (2%)	11 (10%)

As Table 3 shows, nearly half of the pupils (46%) disagreed or strongly disagreed that just a few lessons with videos did not help them to increase their vocabulary, whilst roughly one in four neither agreed nor disagreed with the

statement. In contrast, approximately four out of five agreed or strongly agreed that regular lessons with videos helped them to increase their vocabulary considerably, while roughly one in ten disagreed or strongly disagreed.

Table 4 illustrates how the pupils evaluated the role of videos on the development of their oral language skills.

Table 4: Effects of watching videos on oral language skills

Statement (N = 105)	Strongly agree	Agree	Disagree	Strongly disagree	Neither agree nor disagree
Videos in English lessons provide me with topics to communicate in English with other classmates.	11 (10%)	37 (35%)	25 (24%)	6 (6%)	26 (25%)
Videos in English lessons help me to improve my pronunciation and intonation.	41 (39%)	50 (48%)	3 (3%)	2 (2%)	9 (8%)
Videos in English lessons help me to understand oral English better than just ordinary audio sound recordings (CD, etc.).	34 (32%)	50 (48%)	5 (5%)	1 (1%)	15 (14%)
Videos in English lessons are a good source to make me familiar with and used to different ways of pronunciation and intonation.	50 (48%)	46 (43%)	3 (3%)	-	6 (6%)

As Table 4 shows, slightly less than half of the pupils agreed or strongly agreed that videos provided them with topics to communicate in English with their classmates, while three out of ten disagreed or strongly disagreed. Furthermore, the large majority (87%) agreed or strongly agreed that videos in English helped them to improve pronunciation and intonation, whilst very few (5%) disagreed or strongly disagreed. Another large majority, roughly four out of five of the pupils, agreed or strongly agreed that videos in English helped them to understand oral English better than just ordinary audio sound recordings, while 6% disagreed or strongly disagreed. Finally, as many as 91% of the pupils agreed or strongly agreed that videos in English were a good source to make them familiar with and used to different ways of pronunciation and intonation.

Table 5 demonstrates how the pupils evaluated the role of videos in English on the development of the other language skills, namely reading and writing, and vocabulary growth.

Table 5: Effects of watching videos on reading, writing and vocabulary

Statement (N = 105)	Strongly agree	Agree	Disagree	Strongly disagree	Neither agree nor disagree
Videos in English lessons inspire me to read books that I may have previously had little interest in or that I did not know about before.	13 (12%)	22 (21%)	35 (34%)	11 (10%)	24 (23%)
Videos in English lessons make me more interested in doing written tasks.	12 (11%)	43 (41%)	25 (24%)	9 (9%)	16 (15%)
Videos in English lessons help me to learn vocabulary.	46 (44%)	46 (44%)	5 (4%)	4 (4%)	4 (4%)

As Table 5 shows, one third of the pupils agreed or strongly agreed that videos in English lessons inspired them to read books, whilst roughly half of the pupils disagreed or strongly disagreed with the statement. As for writing skills, almost every second pupil agreed or strongly agreed that videos made them more interested in doing written tasks, as opposed to one third of the pupils who disagreed or strongly disagreed with the statement. Finally, the large majority (88%) agreed or strongly agreed that videos helped them to learn vocabulary, whilst only one in ten pupils disagreed or strongly disagreed with the statement.

Table 6 shows the pupils' responses about the cultural and contextual aspects of watching videos.

Table 6: Cultural and contextual aspects of watching videos

Statement (N = 105)	Strongly agree	Agree	Disagree	Strongly disagree	Neither agree nor disagree
Videos in English lessons help me to understand how certain words and expressions are used in real life.	46 (44%)	48 (45%)	7 (7%)	1 (1%)	3 (3%)
Videos in English lessons are the best way to see how people communicate in real life and in different situations.	33 (31%)	50 (48%)	12 (11%)	2 (2%)	8 (8%)
Real life contexts in videos help me to learn about the English-speaking cultures.	32 (30%)	47 (45%)	7 (7%)	3 (3%)	16 (15%)

As Table 6 shows, almost nine out of ten of the pupils agreed or strongly agreed that videos in English helped them to understand how certain words and expressions were used in real life, while just under one in ten disagreed or strongly disagreed. Roughly four out of five agreed or strongly agreed on videos being the best way to see how people communicate in real life and in different situations, while 13% disagreed or strongly disagreed. Finally, 85% of the pupils agreed or strongly agreed that real life contexts in videos helped them to learn about English- speaking cultures, as opposed to every tenth pupil disagreeing or strongly disagreeing with the statement. The pupils who neither agreed nor disagreed with the statement accounted for 15% of the respondents.

Finally, Table 7 illustrates the pupils' attitudes to the use of subtitles in teaching English with videos.

Table7: Attitudes to subtitles in videos

Statement (N = 105)	Strongly agree	Agree	Disagree	Strongly disagree	Neither agree nor disagree
I prefer subtitled videos to non-subtitled videos.	29 (28%)	33 (32%)	13 (12%)	11 (10%)	19 (18%)
Subtitles distract me.	8 (8%)	17 (16%)	29 (28%)	40 (38%)	11 (10%)
Subtitles help me to follow what is happening.	25 (24%)	38 (36%)	19 (18%)	9 (9%)	14 (13%)
Subtitled videos help me to learn new vocabulary and idioms more quickly than non-subtitled videos.	26 (25%)	43 (41%)	9 (9%)	10 (9%)	17 (16%)
I prefer Russian subtitles to English ones.	21 (20%)	22 (21%)	25 (24%)	18 (17%)	19 (18%)
I learn more from English subtitles than native ones.	38 (36%)	34 (33%)	11 (10%)	8 (8%)	14 (13%)
English subtitles used in videos help me to develop my English reading skills.	29 (28%)	48 (45%)	8 (8%)	2 (2%)	18 (17%)

As Table 7 shows, three out of five of the pupils preferred subtitled videos, as opposed to one fifth of the pupils preferring non-subtitled videos. Roughly one out of four of the pupils agreed or strongly agreed that subtitles distracted them, compared to roughly two thirds of the pupils disagreeing or strongly disagreeing with the statement. An equal number of pupils (41%) preferred Russian subtitles

to those who did not. However, slightly more than two thirds of the pupils (69%) agreed or strongly agreed that they learned more from English subtitles than from native ones, whilst only one in ten pupils had the opposite view. Finally, 73% of the pupils agreed or strongly agreed that English subtitles helped them to develop their reading skills, as opposed to every tenth pupil who disagreed or strongly disagreed.

Lesson observations

Lesson observation 1

Lesson observation 1 took place in 8a class. The film that was used during the lesson was called 'Cinderella story'. The film was about a young girl who found herself in love with singing. The topic being studied by the pupils according to the curriculum at that time was 'Hobbies'. Two lessons were spent on watching the whole film in one go. The researcher observed both lessons. During the first lesson, the film took approximately 40 minutes, while in the second lesson it took all the class time, namely 45 minutes. Since there was no pause between the two lessons, an extra fifteen minutes of the school break were also spent on showing the film. The teacher used English subtitles in the both lessons.

The first lesson started with greetings and the teacher's explanation of the researcher's presence in the lesson. During the lesson, the teacher (Botir) used both English and Uzbek. Uzbek was used in order to clarify something to the pupils. For example, before watching the film, the teacher explained to the pupils in English that they were going to write an essay based on the film. However, he did not advise the pupils to take notes. He used Uzbek to introduce the theme of the film so that the pupils could have an idea of what was going to be shown to them. The teacher explained that the film was about a young girl who became torn between her affection for siging and the expectations of her family, who would prefer to see her working instead.

At the beginning of the first lesson, all the pupils took seats closer to the screen by moving their chairs forward. The teacher asked the pupils to immediately raise their hands if they could not understand a word or expression so that he could explain the meaning. Although the pupils did not ask any questions, the teacher tried to predict himself what words might be unfamiliar to the pupils. That is why he stopped the video several times in order to ask if the pupils had understood certain words and, if they answered negatively, he explained the words either in English or Uzbek. While watching the film during the two lessons, the pupils were quite noisy and talked to each other, especially during the moments when there was only music in the film without any dialogue. Thus, the pupils might have found the scenes without dialogues boring and hence seemed only slightly interested in the film and did not take any notes.

There was no pause between the two lessons. However, at the end of the first lesson the teacher stopped the video and told the pupils in Uzbek that they could leave the classroom if that was necessary for them. Then he continued to play the film. Approximately five pupils left the classroom during the break and came back at the beginning of the second lesson, while the rest of the class was still watching the film.

During the second lesson the pupils still seemed to be little interested in the plot of the film and the actions and conversations taking place. By the end of the film in the second lesson (approximately 20 minutes before the bell), although the film had not finished yet, the pupils had started to chat with each other even louder than before, as if they had become extremely tired of sitting and watching it.

At the end of the second lesson, the teacher reminded the pupils that they were to submit an essay with their impressions of the film a week later.

Lesson observation 2

Lesson observation 2 took place in the 8b grade . It was the second lesson out of four planned lessons to watch the film 'Pearl Harbour'. The film was about patriot

pilots who protected their land from Japan invaders. The film was used in connection with the topic being studied by the pupils on the curriculum, 'Free characters'.

The lesson started with greetings and the teacher's explanation of the history of World War II. The teacher(Iroda) spoke only English during the whole lesson. First, she gave the pupils a handout of a text on black history in America. As it was the second lesson of watching the film, the pupils had already watched part of the film (about ten minutes) in the previous lesson. The rest of the first lesson had been spent on making the pupils acquainted with, for example, the states of America and the map of America and where the event happened .

Therefore, during the observed lesson, before showing more of the film, the teacher asked the pupils some basic questions about the film, such as who was fighting against whom in the film, in order to clarify if they had any questions about the plot. Subsequently, a brief discussion of approximately four minutes took place. The pupils seemed engaged and interested in the film and its plot. Before showing the rest of the film, the teacher asked the pupils to pay attention to some aspects, such as ideology, beliefs, as well as the aim, plot, setting, and characters of the film. The teacher stressed that the pupils should make notes while watching because they were going to write an essay the following week. The teacher encouraged the pupils to ask her to stop the video during the viewing if they had any questions, either on the plot or vocabulary of the film.

Then teacher started showing the film from the episode at which the class had stopped watching the previous lesson. The class spent approximately 30 minutes on watching the film. While watching it, the teacher stopped the video several times in order to explain or comment on an episode (for example, she reminded the pupils that one of the characters was the man whom they had seen in the previous lesson) or to explain some words or phrases. While watching the film, the pupils looked interested and absorbed in the plot, sometimes discussed it with their neighbours, and a few pupils made notes. Once when the teacher stopped the

video, she asked the pupils to pay attention to the main two characters, the friendship between them and the belief they struggled for because the pupils were going to discuss it at the beginning of the next lesson.

Approximately five minutes before the end of the lesson, the teacher stopped the video in order to discuss the aspects of the film that she had asked the pupils to be aware of at the beginning. About three pupils were actively involved in the discussion, while the others listened to their peers.

At the end of the lesson, the teacher reminded the pupils that their task for the next lesson was to prepare to discuss in class the two characters from the film.

Discussion

This chapter discusses the findings of the research and relates them to the expectations for the study and the theory and literature reviewed on the use of video. The first research question concerned the reasons why the English teachers from the case study school used videos in their teaching. In their interviews, the teachers explained the use of videos mainly by the desire to make lessons more interesting and bring variety into the classroom. Besides, the teachers found videos helpful in introducing the target language cultures into the classroom. The latter reason can be considered as one of the most important aspects of the use of videos in the language classroom, since language teaching also presupposes the acquaintance of the pupils with different dialects, forms of address, customs, taboos, values, traditions, and other cultural elements that influence communication (Roell 2010:2). Thus, the teachers underlined that they found it important that videos reflected the real life use of the language.

Above all, the teachers claimed that they used videos in class not because the videos were in English or they were entertaining, but because they had some educational value, provided additional information on the topic, and hence represented a supplement to the textbook. Since the teachers usually selected particular videos in order to supplement the topic on the curriculum, they found videos informative and educationalOn the one hand, the teachers' choice of the videos relating to the topic being studied might have seemed boring to the pupils and that is why some of them showed little interest in some lessons with videos. On the other hand, it was an important criterion for the teachers when selecting videos for classroom use that they were related to the curriculum topics. The videos were viewed in connection with the texts that the pupils were supposed to read, and, therefore, such lessons used the videos to increase the pupils' literacy skills through reading film as text and provide more insight on the particular topic. Such an approach to the choice of the films, as well as the teachers' expectations

for the films to be educating, was likely to have a positive impact on the development of the pupils' literacy skills and result in the films being perceived by most pupils as part of literature relevant to their curriculum.

In addition, the teachers claimed that they used videos as a way of teaching the curriculum aims and saw lessons with video as a less time-consuming option, as opposed to, for example, reading books in class. Nevertheless, great attention to the relevance of the video content with the topic being studied may have some possible negative outcomes. For example, such videos may not have any relevance for the pupils' world of experience, interest and expectations and, therefore, may not create a dynamic environment in which the pupils could think about the film critically, express their opinions orally, and write profusely (Vetrie 2004:42). However, three of the interviewed teachers) believed that the videos helped them to develop the pupils' critical literacy skills by making them analyse, evaluate and approach the videos as they would texts, so that they could write an essay or a film review at the end of the film-viewing lessons. That is why the teachers paid attention to the use of videos in connection with the development of the pupils' critical literacy skills, which are gradually becoming more important in the current climate of media, print and online sources.

The teachers also acknowledged the role of videos on the development of the language skills and promotion of vocabulary.

Finally, the teachers believed that videos motivated the pupils to learn English. These beliefs fit in with other educators' beliefs, such as Stempleski and Tomalin's (1990), that the pupils would feel their interest in language learning stimulated when language was experienced through video. In fact, the researcher's expectation was that videos in the English lessons would make the pupils want to identify with the target culture and people and hence to practice the language. Although the lessons might have influenced some pupils in this fashion, the researcher, however, assumes that most pupils' motivation in the observed lessons may have been more instrumental than integrative according to Gardner and

Lambert's (1972) classification. The pupils had been asked to discuss particular topics and produce certain written texts after the lessons and hence their motivation may have been closely linked to achieving their specific learning goals for the lessons. The pupils' goals, such as answering the teachers' questions correctly and receiving a good grade on the essay, may have been of a short-term nature. According to Larsen-Freeman and Long (1991:173), Gardner and Lambert (1972) believed that instrumental motivation was much less successful in the long run for sustaining interest in mastering the second language. Thus, the research may have shown that the lessons with video had a tendency to arouse mainly the pupils' instrumental, or short-term, motivation.

Kinds of videos used in English lessons in the case study school.

The second research question pertained to the kinds of videos used in the case study school. As stated in Chapter 1, the term 'video' comprises, for example, feature films, cartoons and YouTube clips. The researcher hence expected the English teachers from the school to use different kinds of videos in the classroom. In fact, the researcher's main hypothesis was that the teachers would use mostly short videos, taking into account that English lessons took place only twice a week and lasted forty-five minutes. As it became explicit from the interviews, however, the teachers used a range of videos, including both short ones, such as a five-minute long YouTube clip, and long ones, such as a two-hour long feature film. Among the kinds of videos frequently used, the teachers named feature films, documentaries, short YouTube clips, and music videos. However, the impression gained was that the four teachers' favourite, and most frequently used kind of video, was a feature film, and for several reasons.

Firstly, the teachers mostly referred to feature films in their interviews. For example, when asked to comment on the influence of videos on reading skills, Iroda remembered how the film made her pupils more interested to read the text about the historical period that she published on *Its Learning* afterwards.

Similarly, other teachers constantly referred to particular feature films, rather than any other kinds of videos, when answering questions.

Secondly, the two teachers whose lessons had been observed all used a feature film.

Thirdly, the school video library consisted of approximately 60 videos and most of them were feature films. Since the school videos had been bought by the teachers, this fact confirms that the teachers seemed to prefer feature films to other kinds of videos, such as episodes from situation comedies, television talk shows, or documentaries. However, in their interviews the teachers mentioned other kinds of videos used in their teaching, such as YouTube clips and documentaries. Thus, one may assume that the teachers also used those kinds of videos from time to time.

Finally, at the end of the pupil questionnaire, the pupils were asked to answer an open question about the English lesson with video they liked best of all. This tendency may simply show that the pupils themselves prefer feature films to other kinds of videos, since they were asked to name an English lesson with any video they liked most of all. On the other hand, it may also indicate that the pupils were mainly exposed to feature films because the teachers' first choice was a feature film.

How and how often videos were used in the case study school

The third research question related to finding out about how and how often videos were used. It should be noted first that the researcher had an impression that the teachers coordinated their lessons with videos with one another. Firstly, the teachers themselves said that they collaborated with each other as far as the videos were concerned and borrowed them from one another. Secondly, it became clear from the interviews that the teachers almost always used the same videos when studying a particular topic across the classes. The fact that the teachers had a

tendency to collaborate with each other strengthens the suitability of the videos for classroom use.

Many researchers and educators, such as Stephens et al. (2012), Massi (2012), Roell (2010), Harrison (2009), and Koksal (2004), support the idea that lessons with video should be supplied with pre-, while- and post-viewing activities in order to make them more effective. Based on the lesson observations, the teachers followed different ways of using activities. Botir used only post-viewing activities when discussing the film with the class after showing it and asking the pupils to write an essay about it. Iroda, in contrast, made use of a range of activities in her classroom. In fact, she employed all the three stages of activities by discussing basic information about the states of America before showing the film, by discussing the plot and characters of the film while watching it, and by asking the pupils to produce an essay after watching the whole film. Therefore, it seems that the teachers made the pupils experience film-viewing lessons as a part of their education, rather than mere entertainment.

Another important aspect in connection with how the videos were used is the issue of vocabulary pre-teaching, as it is one of the most debated issues in ELT (Mishan 2010). While some educators, such as Harrison (2009) and Roell (2010), insist on pre-teaching vocabulary, others, such as Newton (2001) and Mishan (2010), see more disadvantages than advantages in this respect. None of the three teachers whose lessons were observed taught the pupils the vocabulary from the film beforehand and, when interviewed, the teachers stated that they did not usually pre-teach vocabulary when teaching with video. Still they all asked the pupils before showing the films to immediately raise their hands and ask them to explain the words that they could not understand. Two teachers tried to predict themselves what words might be difficult to understand. In particular, Newton (2001) and Mishan (2010) claim that excluding the option of pre-teaching could approximate authentic language use and enable learners to develop strategies for managing new vocabulary. In other words, the pupils had to engage themselves

with the text of the film and guess the meaning of the words from the context because, learning words in isolation from the context appeared to be boring and thus ineffective for the pupils. On the other hand, it is essential that the films shown to the pupils should contain 'comprehensible' input according to Krashen's (1982:20) input hypothesis. Hence the choice of the video is important as far as the language of the video and the pupils' level of knowledge are concerned. Besides, almost nine out of ten of the pupils confirmed that videos in English helped them to understand how certain words and expressions were used in real life. The fact that the videos provided the pupils with examples of how to use specific words in context was more beneficial than pre- teaching vocabulary without any context.

The researcher's impression that the pupils in Botir's lesson were bored, confirmed by Botir 's statement that they did not like the lesson, may be because the film was too long, since Botir showed the whole film in one go during two lessons and a break. According to Voller and Widdows (1993:344), if a film is shown in segments and they are too long, pupils are likely to be unable to organise what they have seen, and some may even lose the thread. The film, which was shown in Botir 's class, required a high level of focused concentration, which became problematic because of its length and, probably, the relatively young age of the pupils. In addition, Botir 's example implies that it is not only important to select videos relevant to the current educational objectives, but it is also worth taking into consideration the pupils' interests.

In addition, Iroda's and Botir 's lessons showed that showing a film in segments did not seem to endanger losing the wholeness of the film. Lastly, the interviewed teachers preferred to use subtitles, and their first choice was English subtitles. The teachers believed that subtitles in English would facilitate the pupils' understanding of the videos and make them learn more English. The main reasons for allowing subtitles in the cases they would be used were the unavailability of the English ones, the low level of the pupils' language knowledge, or the difficult language of the video.

Concerning the frequency of the use of video in class, the teachers said that they showed videos from three times a year up to every month. The researcher's expectation was that the teachers would use videos quite often, even every week. However, given that they had only two English lessons per week and the availability of many other methods of teaching, it seems that lessons with video were nevertheless a relatively regular phenomenon in the school and the frequency of their use showed the pupils how videos could be used for educational purposes.

What was taught and learned through the use of videos.

The fourth research question concerned what was taught and learned in the lessons with video. The researcher's hypothesis was that each teacher participating in the project would use videos when aiming at developing at least one particular language skill, such as listening comprehension. However, the teachers made it explicit in the interviews that the focus was not on teaching one or more particular language skills in the lessons with video. As already discussed above, the teachers' main goal was to select the video relevant for the curriculum topic and provide the pupils with added insight into the topic. Nevertheless, the teachers stressed that the lessons with videos did have a positive impact on the development of all the four language skills in general. The teachers whose lessons were observed discussed the film, its plot and its characters either while watching the film or after having watched it. The teachers also gave their pupils a written task in the form of an essay or a film review as homework in the last lesson of the film viewing. In addition, they both used English subtitles, which, according to the teachers' expectations, would improve the pupils' reading skills and simultaneously make it easier to grasp the plot of the film. Therefore, the teachers believed that the feature films used in the observation lessons helped them to develop their pupils' speaking, writing, and reading skills, in addition to listening skills being trained during the viewing itself.

The pupil questionnaire aimed to find out how the pupils themselves evaluated the influence of videos on the development of their language skills. The vast majority of the pupils agreed that videos in English had a great impact on both familiarizing them with and developing the target language pronunciation and intonation. These findings support some researchers' views on videos being a powerful tool for improving learners' pronunciation and intonation. For instance, Qiang et al. (2007:41) claim that even if pupils merely watch a film silently, their articulatory organs work. However, this happens only if pupils are completely engaged in what they watch.It seems that watching videos both outside and in school will have an impact on pupils' pronunciation and intonation.

The majority of the pupils also said that videos in English were more efficient in helping them to understand oral English than just ordinary audio sound recordings. According to the teachers, visual cues provided by videos, such as body language and facial expressions, could be extremely helpful in understanding the speech from the videos, which the clear majority of the pupils supported. Indeed, according to other scholars' research, such as Baltova (1994), Koksal (2004) and Wagner (2010), videos provide the viewers with the real life format of communication when one can see the speakers' or interlocutors' faces and other visual cues. Thus, one may conclude that videos in English help and, moreover, are more efficient at developing oral skills, than ordinary audio sound recordings, which was confirmed by both the teachers and most of the pupils.

It was also expected that videos, compared to printed texts, would provide the pupils with more interesting topics and motivate them to speak English. In support of this hypothesis, when interviewed, the teachers claimed that videos were a more absorbing experience for their pupils than textbooks, because they provided them with visual images and hence were more effective at illustrating particular items. Therefore, the interviewed teachers expected their pupils to be more involved in doing tasks after watching a video than after reading a text.

On the basis of the results of the pupil questionnaire, however, less than half of the pupils agreed that videos provided them with topics to communicate with classmates. Yet this might have been caused by the teachers using different kinds of videos from the pupils' everyday experiences and practices..

The researcher's hypothesis that videos would stimulate pupils to speak freely and spontaneously about their content, rather than the teacher providing topics for discussions, was not borne out. In real life, situations of speech come up unpredictably, whilst in the observed lessons the pupils had already been given certain tasks before watching the films, such as to be prepared to discuss the plot or characters, and were hence channelled to speak on the particular topic, not ones suggested by the pupils themselves. At the same time it is worth noting, on the basis of Vetrie's (2004) research, that it is important for pupils to watch videos with some purpose so as not to experience lessons as pure entertainment. The tasks given by the teachers in advance were supposed to work as a tool for making the pupils more concentrated. However, these tasks were primarily meaning-focused as opposed to form- focused. The teachers selected videos relevant for the curriculum topic, rather than to highlight particular grammar rules or the like. Most of the activities were focused on communication, such as discussions of the film, its plot and characters. Also, the teachers whose lessons were observed, gave the pupils the task to produce a written text in connection with the film at the end of the final film-viewing lesson. The teaching with video in the case study school thus emphasized oral and written communication.

In addition to speaking and reading skills, videos were linked to a certain extent to the pupils' writing skills. Yet only slightly over half of the pupils acknowledged that videos in class actually motivated them to do written tasks. Nevertheless, the teachers in their interviews pointed out that the pupils' writing skills profited from English lessons with video. Iroda added that videos not only provided the pupils with ideas to make them write more and better, but also acquainted them with vocabulary, idioms and different ways of expressing

themselves. Thus, the research confirmed the hypothesis that videos to a certain extent helped to develop the pupils' writing skills via critical-thinking activities, such as writing an essay or a film review. The fact that the teachers whose lessons had been observed gave their pupils a written task in the final film-viewing lesson, such as to write an essay or a film review, and could see the beneficial outcomes of such a task, confirmed other researchers' claims (e.g. Eken 2003; Koksal 2004) that the post-viewing phase was especially favourable for developing learners' writing skills.

Another important aspect concerning what was being taught and learned through videos was vocabulary. Almost nine out of ten of the pupils said that videos helped them to learn vocabulary, while eight out of ten considered that regular lessons with videos had a positive impact on their vocabulary growth. Moreover, nearly half of the pupils acknowledged that even seldom lessons with videos were as useful for their vocabulary growth as regular ones. This latter finding, however, questions Webb's (2010) findings indicating that watching a single film will have very little effect on vocabulary learning, whilst regular viewing of films over a long period of time, in contrast, has great potential for increasing vocabulary. Apparently, even rare film viewing in the classroom was considered as a way of increasing the vocabulary of almost half of the pupils who participated in the project. On the other hand, it is difficult to determine if the videos actually helped the pupils to learn new vocabulary, or if they reinforced already learned vocabulary since, according to Sydorenko (2010:64), the combination of images and verbal forms in the aural or written mode helps subsequent recall of vocabulary. The latter might have been the reason for the pupils' impression that they were learning new vocabulary.

Furthermore, almost nine out of ten of the pupils stated that videos in English helped them to understand how certain words and expressions were used in real life. This might have resulted from the fact that, while watching the videos, the pupils were not exposed to conscious attention to language form. In this case,

the fact that the teachers did not usually pre-teach the vocabulary from the videos played an important role. Otherwise, the pupils might have been taught the vocabulary in isolation from the context and hence might have had problems with both understanding the meaning and use of the words, and memorising them. The fact that the pupils had not been pre-taught vocabulary from the videos meant that they listened to the speech of native speakers in a context, which promoted subconscious language acquisition as opposed to conscious learning according to Krashen's (1982:10) acquisition-learning hypothesis. Such language acquisition helped the pupils successfully apply new vocabulary in real communication afterwards, which was noticed by the teachers. In essence, the pupils were able to subconsciously 'pick up' new vocabulary from the context of the video instead of the conscious learning of the words.

It seems that the pupils' vocabulary growth benefited even more from subtitled videos, since the teachers assumed that most of their pupils were visual learners. According to Leaver (1998), visual learners, especially verbalists, see words and store in memory the letters of the word. Thus, two thirds of the pupils felt that subtitled videos helped them to learn new vocabulary more quickly than non-subtitled videos. In addition, seven out of ten of the pupils felt that they learned more from English subtitles than from the Russian ones. Thus, one may conclude that the use of subtitles, and no vocabulary pre-teaching, are the two most favourite factors for vocabulary acquisition from videos. Given the results of the pupil questionnaire, it is important, however, to note that the subtitles should be in the language of the video itself.

The last, but not least aspect concerning what was taught and learned through videos is the cultural one. The teachers claimed in the interviews that videos played an important role in teaching about the target language cultures. They saw the main advantage of videos as being able to illustrate communication in real life situations. Moreover, the large majority of the pupils acknowledged that real life contexts in videos helped them to learn about the English-speaking

cultures. Since there is limited time available in class for teaching the target cultures in English lessons, teaching with video appears to be an attractive and effective opportunity to develop the pupils' cultural awareness, which is important in the curriculum. In addition, roughly four out of five of the pupils agreed on videos being the best way to see how people communicate in real life and in different situations. Thus, the videos helped to teach the pragmatic use of the language, namely how to use the language appropriately in different situations, depending on such factors as the relationship between the speakers, the setting, and the context of the situation. According to Washburn (2001:22), dialogues in textbooks often reflect what people think to say, rather than what they actually say, which makes it difficult for teachers to teach their pupils pragmatic language use correctly. The videos, on the other hand, provided varied opportunities for observing pragmatic use and had several advantages over real interaction, such as the advantage that the pupils were not directly involved in the interaction and hence could focus on and analyze the patterns and forms of pragmatic language use.

To sum up, the research in the case study school revealed that the videos used in English lessons helped the pupils to practice the four language skills, as well as to acquaint them better with the topic being studied, increase vocabulary, introduce the target language cultures and, lastly, teach the pragmatic use of the language. Most of the pupils perceived that they had learned vocabulary and about the target language cultures, and developed oral skills through videos. In addition, half of the pupils acknowledged the role of the videos on the development of their writing skills. Slightly under half of the pupils could see the influence of videos on their motivation to read and speak in the classroom. In contrast, slightly fewer than half of the pupils believed that videos failed to inspire them to read afterwards and one third of the pupils stated that videos failed to motivate them to speak in class and do written tasks in the English lessons.

The teachers' and pupils' attitudes to lessons with videos

Last, but not least, the researcher was also focused on finding out what attitudes the teachers and pupils had in general to lessons with videos and, therefore, what benefits and drawbacks they could see with such lessons. The four teachers said in the interviews that they could see many benefits of the use of video in class and, hence, had positive attitudes to such lessons. They acknowledged the considerable effect of videos on the pupils' motivation to learn English, as well as the development of their language skills. Adam, though, admitted that he would prefer to use books and printed texts instead of videos, but he realized that the pupils today were more eager to watch videos and more reluctant to read books. Besides, teaching with books could be more time-consuming, and hence videos were a more economical way to teach.

As for the pupils, the overwhelming majority in the questionnaires found English lessons with video fun and entertaining. The attitudes of the pupils to these lessons with videos were mostly positive because the lessons were likely to have provided them with a low-stress learning environment, which is essential for successful L2 acquisition according to Krashen's (1982:31) affective filter hypothesis. Besides, the videos represented authentic materials, which might have resulted in greater motivation because authentic materials tend to increase learners' concentration and involvement in the learning activities more effectively than artificial materials (Peacock 1997; McNulty and Lazarevic 2012).

However, almost every tenth pupil claimed that they did not like lessons when their teachers used videos. The reason for this might be found in the pupils' answers to the open question in the questionnaire, where they were asked to remember the English lesson with video they liked most of all. Four pupils wrote that they did not like any English lesson with video, either because the lesson or video was boring or because they learned nothing interesting or useful from those lessons. Krashen's (1982:20) input hypothesis implies that people acquire language when comprehensible input is available. Thus, the films or other videos that the

four pupils had watched in the English lessons might have been beyond their level of comprehensible input. Moreover, no comprehensible input available could make the pupils feel bored, stressed or nervous, which might have created a barrier preventing from acquiring the language from the available input according to Krashen's (1982:32) affective filter hypothesis. In contrast to the four pupils, however, the majority of the pupils named lessons they liked with particular videos and roughly every fifth pupil provided a general description of English lessons with video, giving reasons why they liked them, such as 'because they were fun', 'because they taught something about the foreign culture' and 'because they taught new vocabulary'. Thus, on the basis of the questionnaire answers, the pupils had generally positive experiences of and attitudes to English lessons with videos and acknowledged the educational role of English videos in their English language learning.

Over half of the pupils said that they learned more English with videos and lessons with videos made the process of learning more efficient. This confirms the hypothesis that videos would provide learners with a low-stress learning environment, which is essential for successful FL acquisition according to Krashen's (1982:31) affective filter hypothesis. The mostly positive attitudes of the pupils to the lessons with videos revealed in the questionnaire answers might have been caused by the lessons with videos reminding them of their home practices. Moreover, although not all the teachers used the full range of pre-, while- and post- viewing activities, the lessons with videos could satisfy the needs of pupils with different learning styles. Thus, according to Leaver's (1998) classification, watching the videos and listening to the actors might have satisfied aural learners' needs, while classroom discussions might have helped oral learners. The use of subtitles might have assisted visual learners, especially verbalists, while imagists may have gained more useful information from the pictures and images used in the videos. Finally, written tasks were of great aid to mechanical learners.

Most of the pupils, namely four out of five, showed their preference of videos over audios in helping them to understand oral English. This supports Postovsky's (1981:175) experience that mere exposure of learners to the sounds of the target language is not sufficient. As opposed to audio, video provides language learners with visual cues that help to maintain their interest and concentration while listening. Thus, video aids in the retention of information. Similarly, the vast majority of the pupils claimed that visual cues helped them to maintain interest and concentration while listening.

As for the attitudes to the subtitles, the four teachers acknowledged the role of these on the pupils' understanding and vocabulary learning. As a consequence, the teachers used subtitles constantly. In fact, the three teachers in the observed lessons used English subtitles. Similarly, roughly six out of ten of the pupils preferred subtitled videos, although every fourth pupil found them distracting. The latter pupils might be learners with an intermediate fluency level, for whom, according to Lavaur and Bairstow (2011:457), the presence of subtitles would have a distracting effect, as opposed to learners with poor language knowledge who needed subtitles. The subtitles might have caused an automatic reading behaviour by attracting the pupils' attention (Koolstra et al. 2002:331). Yet six out of ten of the pupils said that it was easier to follow what was happening in the video with subtitles.

Other benefits of the use of videos that the teachers could see in English teaching were the opportunity to illustrate real life communication, to use the medium that contemporary pupils were used to, and to introduce variety into the lessons. Nunan (1999:27) finds it important that learners read and listen to authentic materials of different kinds as often as possible, which will help learners make the important connections between the classroom world and the world beyond it.

On the other hand, the teachers could see several disadvantages of such teaching. Among the main drawbacks the teachers named were the passive

behaviour of the pupils while watching videos, the impossibility to sit down with every pupil and explain every detail that they had not understood, and, mostly important, the fact that teaching with a feature film was a time-consuming process, although apparently more economical than lessons with reading texts. These perceived drawbacks might be the main reason why the teachers did not use videos as often as the researcher had expected.

Conclusion

The study of this work addressed five research questions regarding the use of video in English lessons in the school: why the English teachers in the school used videos, what kinds of videos were used in English lessons, how and how often videos were used, what was taught and learned through the use of videos and, finally, what the teachers' and pupils' attitudes to lessons with videos were.

The data for the research was obtained through the use of mixed methods, both qualitative and quantitative: teacher interviews and lesson observations, and a pupil questionnaire, respectively. The researcher interviewed English teachers, observed the interviewed teachers' lessons with video, and handed out a questionnaire consisting of 25 statements on the use of video to 105 pupils from three 8th grade classes.

One of the main findings of the research was that the teachers made use of videos in a meaning-based approach to ELT. The teachers used, for example, videos in order to provide the pupils with certain information on the particular curriculum topic in focus so that they could discuss it and produce a written text on it afterwards. Consequently, the teachers did not focus the pupils' attention on linguistic forms in the lessons with videos. Since the tasks in connection with the videos were aimed at training, first and foremost, the pupils' oral and written communicative skills, communication was thus the focus of language teaching with video, confirming the hypothesis that teaching with video fits in with the communicative approach to ELT.

In addition to providing the pupils with information on or more insight into the particular curriculum topic being taught, videos were used to teach about the target language cultures, to help the pupils to immerse in the target language environment and to scaffold the process of acquiring the pragmatic use of the language, which shows that the sociocultural theory of FL acquisition was applied to these lessons. In brief, the processes important for the sociocultural theory, such as mediation, imitation, and scaffolding, took place along with watching and

listening to the videos, as well as discussing them and producing written texts afterwards. The teachers also acknowledged the fact that videos in general had a positive impact on the development of the pupils' listening, speaking, reading and writing skills, as well as vocabulary growth, and found this factor to be an advantage of the use of videos in class.

Videos in the case study school were used from three times a year up to every month by the different teachers. The most frequently used kinds of videos were feature films. The teachers practiced different ways of using feature films in class by showing them both as a whole unit and in segments..

Videos appeared to be extremely helpful for the pupils' vocabulary growth by providing them with context and visual aids, which was confirmed by both the teachers and pupils. The teachers did not generally practice vocabulary pre-teaching, which provided the pupils with the opportunity to acquire vocabulary in context. Since the pupils were not exposed to examples of decontextualized language, they listened to the speech of native speakers in context, which would promote language 'acquisition' instead of 'learning' according to Krashen's (1982) acquisition-learning hypothesis. It also seems that the pupils' vocabulary growth benefited to a large extent from subtitled videos, where the subtitles were in English.

Both the teachers and pupils had on the whole positive attitudes to lessons with video and acknowledged their influence on the development of the four language skills and vocabulary growth. Videos in English appeared to be favoured to ordinary audio sound recordings in the development of the pupils' oral skills. Moreover, most pupils felt that they acquired new vocabulary through occasional lessons with video in addition to through regular ones. Videos, being such a common feature of pupils' everyday lives, are one of the digital media that foreign language teachers are most likely to turn to. Consequently, the research on the use of videos in ELT is extremely relevant in the modern world saturated with technology.

Finally, the work has reflected on the possible outcomes, benefits and drawbacks of teaching with video in the case study school, which could be useful for other teachers to be aware of in order to improve their methods of teaching. Given the fact that there are countries, such as post-Soviet ones, where the grammar-translation approach to ELT is still predominant, one may assume that there are teachers who have very little experience of using videos in English lessons in those countries. Thus, such teachers could benefit from reading about research on the use of videos in ELT classrooms.

One of the implications of the present research is that teachers may use videos in ELT for scaffolding the process of FL acquisition in class. However, this process is efficient only when the videos shown in class correspond to the pupils' age, level of language knowledge and interests. The use of different pre-, while- and post-viewing activities can facilitate pupils' understanding of the video. Pre-viewing activities, such as class discussions about the video to be shown, are particularly important for pupils to be introduced to and become engaged in the video; otherwise they may not understand the video and hence become bored. On the other hand, decontextualised vocabulary pre-teaching may be less effective than vocabulary acquisition in context. Moreover, subtitles in the language of the video seem to contribute to pupils' overall understanding of the video, i.e. its plot and language, as well as FL acquisition on the whole.

Given the results of the research, videos in English lessons can be particularly useful in the development of pupils' communicative skills, both oral and written. The post-viewing phase is mostly favourable for written tasks, while speaking skills can be practiced effectively at all the three stages of viewing: pre-, while- and post-viewing. In addition, videos can supplement texts in textbooks and approach the curriculum topics via a different medium.

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Appendices

Appendix 1: Teacher interview guide

Background

How many years of English teaching experience do you have? What qualifications do you have in English in higher education?

As I have already mentioned, I am interested in learning about teaching with video in English language classrooms in Kuva. All the information provided by you is valuable for my research, so I appreciate you sharing your experiences and views with me.

Opening questions

How many years have you been practising teaching with video?

What benefits of teaching with video have you experienced? What drawbacks of teaching with video have you experienced?

What are your experiences of using videos as a student? If you have these experiences, what was your attitude to such lessons? If you don't have these experiences, do you think it was a disadvantage for your English language education?

Have you learned how to teach English using videos? How?

How often do you use videos to teach English?

What are the pedagogical reasons for using a particular video in your classroom? What do you practice first and foremost when teaching with video: listening comprehension, oral skills or something else?

What types of videos do you usually use in your classroom? (feature films, cartoons, documentaries, sitcoms/situation comedies, YouTube clips, soap operas, etc.) Could you comment on your choice (e.g. why do you prefer long feature films to short YouTube clips?).

Do you have a video library in the school? How many videos do you have? What are they? Where did they come from? Do you collaborate with your colleagues about using video?

What are your film selection criteria? (the particular linguistic level of pupils, the balance between dialogues and visual support, appropriate speech delivery, clear picture and sound, standard accent, the appropriateness of content (films with explicit sex, gratuitous violence, constant cursing, etc. should be avoided), the age and gender of pupils, pupils' interests, the length of videos, etc.)

Can you give an example of a lesson when you choose a particular video to show? (Why do you choose this video for this lesson?)

Do you use any activities when teaching with film? If yes, what kind of activities do you use? Are they pre-, while- or/and post-viewing activities?

If you use a feature film, how do you show it, in its entirety or in segments? Which of the approaches do you find more effective? Can you give an example of a lesson with a particular approach?

Speaking and listening skills

What is the effect of videos on speaking skills? On listening skills?

In what way do videos stimulate your pupils' interaction and communication with other classmates?

To what extent do videos help your pupils gain confidence in speaking in front of classmates?

In what way do videos help your pupils improve their pronunciation and intonation?

Do videos help your pupils become acquainted with and used to different ways of pronunciation and intonation?

Do you find videos to be helpful in developing fluency in your class? Do videos help pupils to use more appropriate language?

Do you find it easier for your pupils to understand oral speech from a video than from an ordinary audio sound recording? Does the presence of extralinguistic features such as facial expressions and gestures in videos reinforce your pupils' comprehension of oral speech?

Do you find visual cues in videos to be more successful in maintaining pupils' interest and concentration while listening? Why?

Reading and writing skills

To what extent do you link videos to written texts?

Do videos help your pupils develop their reading skills? If yes, in what way?

Do subtitles used in videos help your pupils develop their reading skills? (If you don't use subtitles, do you think they would help in developing reading skills?)

Do videos help pupils cultivate a love for literature by encouraging them to read the books that they may have previously had little interest in or that they did not know before?

Do videos help you develop your pupils' writing skills? If yes, in what way? If no, why do you not use videos for developing writing skills?

Vocabulary growth

To what extent do videos increase pupils' vocabulary?

Is there any difference between rare and regular lessons with videos for your pupils' vocabulary growth?

Do you teach new vocabulary from a video you are going to show in your classroom? If yes, how?

Cultural awareness

Are videos an appropriate tool to show learners how people communicate in real life in different conversational contexts?

Do videos teach pupils about the target culture? If yes, how? *Subtitles*

What are your practices in connection with subtitles? (Do you use subtitles when you teach with videos?)

What is your attitude to the use of subtitles when teaching with video? What advantages and disadvantages of using subtitles can you see when teaching a language with video?

If they use subtitles:

Do you use English or Norwegian subtitles? Why? What factors does your choice of the language of the subtitles depend on? (e.g. the level of your pupils language skills and their age, the pupils' own preferences, etc.)

Do you find it easier for your pupils to understand a video when it has subtitles? If they do not use subtitles:

If you had to use subtitles, what language would you choose - English or Norwegian? Why? What factors would your choice of the language of the subtitles depend on? (e.g. the level of your pupils language skills and their age, the pupils' own preferences, etc.)

Do you think that subtitles will distract your pupils from listening comprehension?

Is there any occasion when you would use subtitles, e.g. beginning learners?

Thank you very much for your help.

Appendix 2: Questionnaire about the use of video in ELT

Dear Pupil,

My name is Sadokat, and I am a student at the Ferghana State University . For my diploma research, I want to find out about the use of video in English language teaching. You can help me by answering this questionnaire. Please, tick your own opinion (strongly disagree, disagree, neutral, agree, strongly agree) in front of each statement.

Statement	strongly disagree	disagree	neutral	agree	strongly agree
1. English lessons with videos are fun and entertaining.					
2. I learn more English during English lessons with videos.					
3. I learn in a more efficient way during English lessons with videos.					
4. I do not like English lessons when my teacher uses videos.					
5. Videos in English lessons provide me with topics to communicate in English with other classmates.					
6. Videos in English lessons help me to gain confidence in speaking to my classmates.					
7. Videos in English lessons help me to improve my pronunciation and intonation.					
8. Videos in English lessons help me to understand oral English better than just ordinary audio sound recordings (CD, etc.).					
9. Visual cues (for example, face expressions and body language) in videos help me to maintain my interest and					
10. Videos in English lessons are a good source to make me familiar with and used to different ways of pronunciation and					
11. Videos in English lessons inspire me to read books that I may have previously had little interest in or that I did not know					

12. Videos in English lessons make me more interested in doing written tasks.					
13. Videos in English lessons help me to learn vocabulary.					
14. Just a few lessons with videos do not help me to increase my vocabulary.					
15. Regular lessons with videos help me to increase my vocabulary a lot.					
16. Videos in English lessons help me to understand how certain words and expressions are used in real life.					
17. Videos in English lessons are the best way to see how people communicate in real life and in different situations.					
18. Real life contexts in videos help me to learn about the English-speaking cultures.					
19. I prefer subtitled videos to non-subtitled videos.					
20. Subtitles distract me.					
21. Subtitles help me to follow what is happening.					
22. Subtitled videos help me to learn new vocabulary and idioms more quickly than non-subtitled videos.					
23. I prefer Russian subtitles to English ones.					
24. I learn more from English subtitles than Russian ones.					
25. English subtitles used in videos help me to develop my English reading skills.					

What was your favorite English lesson with video? Why? (You can answer the question either in Uzbek or English.)

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Thank you very much for your help.