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The Perspectives of Efl Learners on the Video Use in Language Classrooms

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Abstract

With the improvement in technology in recent years, language teaching methodology has changed to a certain extent. Thus, teachers have started to make their lessons more efficient with the integration of the recent technology in the lessons. To illustrate, videos have started to be used in classes instead of audio players and tape recorders. The importance of video use in language classes has already been mentioned and it is a well-known fact in the field (Ur, 1984; Singer & Singer, 1983; Canning-Wilson,2000). However, nobody knows what will happen when the videos brought to the class have been created by the students themselves and their pedagogical implications. This study has been conducted whether the students have benefited from the videos that they have created due to the project assigned to them and a comparison between the videos brought by the teacher and the student videos has also been made on the benefits of both. In order to figure out the educational benefits, students were given a project which required them to create a video in which they were playing by using the vocabulary and the structures they had learned so far. They were given a questionnaire before the videos were shown. Then, both the student videos and videos brought by the teacher were shown. Another questionnaire was given just after these presentations. It has been found out that students prefer videos brought by the teacher rather than the ones created by themselves because of several reasons. They have also preferred to have videos related to the target culture. Furthermore, there are some practical implications of the video use for education as well.

Keywords: Video use, Students' videos, Videos brought by the teacher

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Introduction

In order to understand people and have an effective conversation with them, we should listen to them first because listening accounts for half of the time we spend using the language (Rankin, 1926 cited in Coakley & Wolvin, 1990). The importance given to listening is also valid in L2 circumstances. Underwood (1989) describes "listening" as a skill which seems to develop easily for mother tongue listening but requires considerable effort where listening in a foreign language is concerned. Therefore, Goh (2005) states that listening has become a significant component of many language programs recently.

In the present era, referred to variously as the "informational age" and the "post-literate age", the role of electronic media in communication is increasing almost daily (Joiner, 1997). Therefore, teachers should make some efforts to keep up with the technology because possibilities to use technology to develop listening skills seem virtually limitless. Joiner (1997) states that we can expect technology to continue to improve and become more widely available and less costly in response to both consumer and the instructional markets. Thus, some of the excuses of the teachers associated with the use of video (shortage of equipment, lack of technical support) can be expected gradually to disappear.

Through the advancement of technology and the realization of the importance of listening in classrooms, teachers should begin using videos in their foreign language classrooms. However, is every single video suitable for our language classrooms? Of course not! Teachers should decide on the video that will be benefited from during the listening session. According to Joiner (1997), the teacher should watch the video that s/he is planning to exploit in his/her classroom beforehand and make up his/her mind whether it will be useful or not. In one of Rubin's (1990) studies, two classes in the same school watched different kinds of videos in their language lesson. One of the videos was a little at a high level for students to understand while the other one conformed to the level of the learners. The latter one was benefited much more by both the learners and the teacher himself. It was shown in this study that it was the selection that was critical not just the use of video. Also, Haley (2004) asserts that every individual teacher must determine why, how and when to use video in their classrooms in the selection process.

Teaching and learning process will be highly facilitated by the usage of videos. According to Ur (1984), one of the things that can be considered as an advantage of video use is that they prevent classrooms from being monotonous places. Again, According to Singer and Singer's (1983) study, videos hold students' attention by piling up novelty through shifts of scene, content, mixture of visual elements, music, sound affects and speech. In a large scale survey conducted by Canning-Wilson (2000), it was founded by the attitudes of the students observed that they like and enjoy learning a language through the use of videos.

The importance of context in comprehension is indisputable. Scheflen (1972) clearly points out that if we study the uses of speech, we notice that discourse can serve a variety of purposes in human affairs confirming the importance of context and pragmatics. Garrod (1986) states that context has to be taken into account at all stages of comprehension. Furthermore, when it comes to "listening", it is much more significant. Brown and Yule (1983) mentions that the listener has to place language in a context of situation" so as to work out what the speaker means because different types of people (young, old, female, shy, outspoken) are likely to say different things and speak in different ways. Ur (1984) gives a perfect example for this: when you are in a railway station, you are likely to hear an announcement which will be highly related to the arrival or departure of a train. In his study, students who watched the video of this situation understood the things which were listened much better than the ones who listened to the audio which had the same content of the video because they could see the surrounding and create a context easily in their mind. Ur (1984) also added that the students who watched the video could understand the level of formality, the amount and kind of emotional involvement of speakers, the kind of relationship existing between speakers and listeners, the prevailing mood all of which was not understood by the students who listened to the text through the use of audio. This study is confirmed by Noblitt (1990) who stresses that comprehension is aided enormously for learners by being able to see gestures, expressions and elements of the surrounding environment through the use of videos. Lip-reading, where possible, may also contribute to comprehension (Kellerman, 1990; Montgomery, 1993).

Another important advantage which videos provide us with is that students get the body language and culture of that society apart from the contextual clues they give and lively atmosphere they create in the classroom. Garrison (1990) describes "body language" as a collection of over two hundred and fifty common idiomatic phrases that contain some reference to a part of the human body. It can be concluded that "body language" and "culture" affect each other. Each culture has its own language with its own kinesics features. Scheflen (1972) claims that an expert observer can recognize the origins and culture of a participant by the forms and styles of body movement and spacing he uses. In a study conducted by Cole et al. (2002), students watched the videos given and after watching the videos, students were given questionnaires. According to the results of the questionnaires when they were analyzed by the researchers, it was understood that students got the cultural knowledge with the body movements of the actors in videos themselves.

To organize an effective activity for a listening session is quite important for learners to benefit much from the lesson and usage of videos gives teachers several chances to exploit the video in that aspect. Austin and Haley (2004) claim that one can ask both display questions which are based on what the learners usually interpret and referential questions which are based on what the learners comprehend aural input after the students have watched the video one has chosen. In Joiner's (1997) study, it was shown that students

exposed to videos could talk much more about the characters' actions in their verbal retellings and did more physical gesturing while students exposed to audios could only recall more figurative language and based their inferences more on textual context in the activity organized by the teacher.

That the video use is advantageous in the ways mentioned above is clear but there are still some drawbacks in using video in our classrooms. One and most probably the most common problem we can face with while using video is stated by the Joiner (1997) that it is the visual that predominates. Hence, Underwood (1989) warns teachers that students should be provided with tasks which necessitate listening as well as watching. Another problem occurs if the videos we will use have already been subtitled. In one of Ur's (1984) studies, it was shown that most of the students were distracted by the subtitles of the film so that they couldn't focus on the spoken English. Ur (1984) also explained that students lost their track when the length of the video being watched by the students was too long.

Despite the drawbacks of video use, we will accept its benefits without any hesitation when we compare it with audio use. According to Baltova's (1994) study, unlike a student who listened in sound-only conditions, students who used video were more consistent in their perception of the story. Also, some researchers like Singer and Singer (1983) compared audio and video in a scientific way showing that video was a verbal-linguistic and more action-oriented processing system linked especially to the left hemisphere of the brain whereas audio use involved a more receptive, global, spatially oriented or imaginary-focused process linked to the right half of the brain. Therefore, the challenge that learners go through during the video including their struggle to coordinate the visual images with the listening will make them improve themselves.

Research Method

Participants: This study was done with a group of students attending the School of Foreign Languages at an urban state university in Istanbul, Turkey. These participants of the study were all in the same class with three different instructors. One instructor was for the grammar lessons and one was for reading and writing course. The other one was for supplementary grammar course. Thus, these students had 26 hours of English lessons per week. 12 hours were allocated for grammar, 12 hours for reading & writing and 2 for supplementary grammar course. One of the researchers was this class' reading and writing instructor, which made this study a participatory action research because he knew all the conditions of the class and he had the chance to observe all the process.

There were 18 students in this class, where the data were collected. These students were having their first year in their undergraduate studies. They entered the university entrance exam before having the right to be registered in this university which is one of the most prestigious universities in Turkey.

Therefore, these students were quite successful in terms of their university entrance exam results.

These students were chosen to be the participants of this study because English had a significant importance for them because they would get English medium instruction in their faculties and departments if they passed the final exam. Their departments were Business Administration, Economics, and Sociology. As they would get content-based instruction in their faculties, they were quite enthusiastic to learn and improve their English.

There were 18 participants. 11 of them were male. 7 of them were female. The average age of the participants was 20.3. 7 of them were from eastern parts of Turkey. 5 of them were from Black Sea region. Two of them were from the Marmara Region. Others were from the Aegean, the Mediterranean, and the Central Anatolian parts of Turkey. One of the participants was from Germany. 61.1 % of these students (11 of them) graduated from a state high school, which meant that they did not have an English language background. Only 6 of them graduated from Anatolian High School with some foreign language background and one of them graduated from a vocational high school.

As this study was related to the perceptions of the students' towards video use in language classes, the researchers also wanted to determine whether the participants had ever watched a video in an educational context. 83.3 % (15 participants) watched a video in their previous academic years before coming to the university. 55.6 % of them found the videos that they watched educational. However, 22.2 % of them had no idea about whether they benefited from the videos educationally and 3 of them did not find the videos that they watched educational. Whether these participants were positive towards video use in educational context was also tested and 33.3 % of them said that it must be used in the educational context as well as 55.6 % of them said that it should be used. Only one of them said that there was no need for video use in education, which indicated that these participants were quite positive towards video use in class.

The most important reason why these participants in the same class were selected was that they had not used videos all through the first academic fall term until the time when the data were collected. This information was also confirmed by the participants in the questionnaire. They stated that they did not use videos in the class.

Data Collection and Analysis: This was a participatory action research as one of the researchers was the reading & writing course instructor of the class where the data were collected. Therefore, at the beginning of the academic term, the researcher informed the students about the assignment that they were responsible for. He assigned them a project which required them to record a short movie created by them. The content of the movie completely depended on their choice as long as it did not offend anyone in the class. Thus, this emphasized the importance of creativity of the video. The only thing that should be considered was that they would record the whole movie whose actors

and actresses would be the students themselves. They were also warned that they paid attention to using the words, phrases, structures that they had learned until the end of the term in the video. Additionally, they had to put English subtitles in their videos so as to make it easier for their friends to follow what was happening in their movie. The deadline of the projects when they would be displayed was also announced. As this project required them to work cooperatively and collaboratively, they were divided into groups. The groups were determined by the students themselves in accordance with their own preferences and the harmony they had among themselves. The purpose of this group work was that every member would learn something from his/her group friends.

During the time when the students were preparing their short movies, the researcher did not use any videos in his class until the videos that students prepared were shown. Other instructors also did not use any videos in their courses, either. Therefore, students did not have any idea about the video use in language classes until the day when they showed their own videos in the class to the whole class members including their instructor.

During the time when the students were preparing their short movies, the researchers prepared the two different questionnaires that they would use as instruments that would help them collect the data they needed. Two different questionnaires were prepared by the researchers themselves. The questionnaires were prepared in Turkish language so as to make them explicit and easily comprehensible for the students whose linguistic competence was not that high. The items of the questionnaire were written in a likert-scale format. Students were to choose the number that best suited them. (1= Strongly Agree, 2= Agree, 3= No idea, 4= Disagree, 5= Strongly Disagree) The items in both questionnaires were almost the same but the items in the one that was distributed before the demonstration of the videos were written with future tense aspect whereas the items in the other one that was distributed after the demonstration of the videos were prepared with past tense aspect considering that the students would refer to the videos that they had watched. Eventually, the first questionnaire was distributed to the students before the demonstration of the videos in the class in order to determine students' perceptions on video use before the real performance. The purpose was to determine their attitude towards it. They were collected for the analysis.

When the deadline came, the student videos were shown. The instructor made some comments after each video. He also encouraged the students to make comments on their peers' videos. After the demonstration of student videos, the instructor also showed some videos that he found on the Internet. The videos he brought were some parts taken from some British serials. Thus, the speech was more fluent and accurate compared with the one in student videos. He also made some comments after the display of the videos that he had brought just like he did after watching the student videos. After watching all the videos including students' videos and the videos brought by the instructor, the other questionnaire was distributed to the students so as to determine whether their thought had changed about video use in the class.

Students were also expected to evaluate the efficiency of the videos prepared by them and the videos brought by the instructor.

After the collection the two different questionnaires, one of which was given before the demonstration of the videos and the other one of which was distributed after the demonstration of both students' videos and videos brought by the instructor; the instructor had short interviews with each student in the class to make them express their feelings and ideas about video use in the class and the efficiency of students' videos and the videos brought by the instructor. Each interview with each students lasted 5 minutes utmost. Interviews were conducted in Turkish so as to make students express themselves in a comfortable way with their native tongue.

The questionnaires were analyzed with the help of a statistical software program and the interviews were analyzed manually by the researchers. Descriptive statistics were used to determine the means of the findings. Therefore, the results will be presented with the means of each item. It is important to remember the meanings of the numbers in a likert-scale questionnaire: 1= Strongly Agree, 2= Agree, 3= No idea, 4= Disagree, 5= Strongly Disagree

Results

Students had had a positive attitude towards video use in the class before they watched the videos with 1.7 mean. Their attitude slightly changed in a positive way after they watched the videos. They agreed with the statement that watching video was an important part of language lessons with 1.5 mean. Students also strongly agreed with the statement that they understood the conversation better in the video as they were able to see the environment where the interaction took place after the demonstration with 1.3 mean. They agreed it before the demonstration with 1.5 mean. They also agreed that watching video would break the monotonous atmosphere of the lesson before the demonstration with 2.0 mean and their opinions slightly changed in a positive way with a mean of 1.5 after the demonstration.

As for the videos chosen for the lesson, students had no idea about whether the videos that would be used in the class should be created by the students instead of bringing a video randomly to the class even before (3) and after (2.8) the demonstration. The students had no idea about the proposition that they would be more interested in the videos created by them than the ones brought randomly to the class with a mean of 3.4. They agreed with the statement after the display of the videos with a mean of 2.4. The students agreed with the statement that they gained a lot from the process during which they created their own videos. They had the same mean both before and after the demonstration with 2.5. They had no idea whether their pronunciation would improve after watching the videos created by their friends before the demonstrations. However, they still had no idea about whether their pronunciation improved after watching their friends' videos after the demonstration with a mean of 3.1. They agreed with the proposition that the

videos brought by the instructor would improve their pronunciation better than the ones prepared by them before the demonstration and they also agreed that the videos brought by the instructor improved their pronunciation better than the ones prepared by them after the exhibitions.

The participants strongly agreed that the subtitles of the movies would make it easier for them to understand what was happening in the movie along with the new vocabulary, structure and grammar with a mean of 1.2. After the demonstration, they agreed that subtitles made it easier for them to understand what was happening in the movie along with the new vocabulary, structure and grammar with a mean of 1.6.

They had no idea whether they would like the videos brought by the teacher more than the ones created by them before the demonstration of the videos with a mean of 2.6. They still had no idea about this issue after the demonstration as well with a mean of 2.7. They agreed with the statement that they would learn the pragmatics of the language before they watched the videos with a mean of 1.6. They also agreed with it after the shows but this time the mean changed. It was 2.3.

These students used CD player in their listening activities and they agreed that watching videos was much more beneficial than listening to CDs with a mean of 2.1. Their ideas changed in a positive way after the demonstrations and the mean turned into 1.5 after they watched videos. They also agreed that the videos brought by the instructor were great assets to their vocabulary knowledge with 2.3. Participants also compared the video use with the audio use which they had been exposed to until they were demonstrated the videos in language classes and they seemed much more positive towards video use than audio use both before and after the demonstrations because they strongly agreed that they could concentrate on the conversation more easily than they did on the conversations on the audio tapes with a mean of 1. 4.

The students also expressed their opinions on the way of applications of the videos in the class. They agreed that it would be useful for them if the teacher stopped the video and asked them questions while they were watching it with a mean of 2.3. They must have benefited from this implication that their ideas changed in a positive way after the demonstration that they agreed that they benefited from this technique with a mean of 1.9. They also strongly agreed that they would benefit from the explanations made by the instructor at the points that they could not understand with a mean of 1.6. They agreed that they benefited from the explanations after the demonstration with a mean of 1.5. Students also assessed the video use in terms of their skill improvement. They agreed that video use would improve their speaking skills before the demonstrations with a mean of 1.5. They confirmed that they improved their speaking skills after the application with a mean of 1.9. They also agreed that the videos that would be used in the class should be brought by the teacher instead of the ones created by the students both before (2.0) and after the demonstrations (2.3).

Students also mentioned about their concerns about video use in the questionnaire. They disagreed that they would concentrate more on the scenes

than the conversations in the video with a mean of 3.6. They had no idea about whether they did concentrate more on the scenes than the conversations after they watched the videos with a mean of 3.2. They also disagreed that they would come across some scenes that was not convenient and that would adversely influence their language learning both before (3.8) and after the demonstrations (4.1). Before the demonstrations, they naturally had no idea whether the videos prepared by their friends would include some non-pedagogic scenes from which they would not benefit with a mean of 2.7. Surprisingly, they still had no idea whether these movies included some non-pedagogic scenes after the demonstrations with a mean of 3.3. They also disagreed that the subtitles of the videos would distract their attention by leading them to focus on the subtitles rather than the scenes both before (3.8) and after the demonstrations (4.5). They disagreed that they would daydream while watching the video both before (4.0) and after (4.2) the demonstration. They also strongly disagreed that they would not benefit from the video use in language classes pedagogically.

Students were also asked in the questionnaire what kind of movies they would prefer to watch in the class. They were given some options and they were expected to rank-order them. Their preferences were like this: videos related to the United States and the United Kingdom culture (1.7), videos related to Turkish culture (2.2), videos related to other non-native cultures (2.8), and videos prepared by the students (3.2). Students were asked the reasons why they made such a ranking in the interviews and the one who preferred videos related to the UK/USA cultures said:

Culture and language are inseparable. Thus, if we are learning a language of these nations we should also know their culture because we can learn the pragmatics of the language; we can learn some idioms, phrases that are used in certain situations only if we are exposed to the culture of these nations. Otherwise, we cannot be fully competent in this language.

There were also some students who preferred to watch videos related to their own culture. They said:

As we already know about our own culture, we will be interested in the movies that we will watch if they are related to our native culture. What is important is that we are not competent enough in the English language. Thus, we can compensate our deficiency if we know the content of the movies. This would make it easier for us to comprehend the content of the movie as we know it from our background knowledge.

Another student who said that she would like to watch videos related to Turkish culture approached the issue from another point of view. She said that culture was gradually changing and this would lead her to learning the new changes in her own culture.

The researcher also asked why they did not preferably choose to watch videos prepared by the students. One of them explained it by saying:

We have made a lot of efforts to record our own videos but we have had lot of difficulties during this process. Even though we have done our best to do them, the videos have some problems and mistakes in terms of pronunciation and grammar. Therefore, I do not think that I benefit much from the videos that my friends have prepared due to the reasons that I have mentioned. However, of course, I have learned a lot during the preparation process of my video but this task is quite challenging and demanding. Therefore, I prefer to watch videos brought by the instructor.

Students were also asked in the questionnaire the content of the videos that they preferred to watch. They were given options and they were expected to rank-order them. Their preferences were like this: history (3.0), science and technology (3.1), social problems (3.2), students' problems (4.1), literature (4.3), geography (5.06), and politics (5.06). They were also asked why they made such a list in the interviews.

One of the student said that history would appeal to everyone as they did not know much about it. Another student said that science and technology should be dealt with in the lessons because they would make their life easier. It was also interesting that most of the students preferred to watch videos about social problems and students' problems. One of them explained the reason by saying that:

We should be aware of the problems existing around us and we should be conscious as well. We should try to solve them and make people's life easier. If we ignore them, life will be difficult for everyone.

It is also striking that politics did not appeal to many students in the class and this topic was not preferred to be watched by the students. One of them explained it by saying:

I do not think that politics is the appropriate topic for us to discuss in this university context because each of us has different political views and if everybody wants to present and share his/her political views, this might arise some problems and contradictions in the lesson. This might even bring about some quarrels which might disturb the flow of the lesson. Therefore, there is no point in discussing these issues in the class.

During the interviews students were also asked to compare the videos brought by the instructor and the ones they prepared. They all said that they benefited from the video preparation process but it was a demanding task for them because they said that their proficiency of the language was not satisfactory enough to prepare such challenging assignments. However, they all said they enjoyed the process. One of the participants said that he learned how to work in a group stating that he had never worked in a group before and he benefited a lot from this cooperative and collaborative learning experience. One of the participant said that he improved his vocabulary while recording the videos because they tried to use the vocabulary, phrases and structures that had been taught to them. They also stated that they liked watching the other videos prepared by their friends but they added that they did not gain much from their

friends' videos because the videos had some grammar and pronunciation mistakes even though their friends did their best to record such videos.

They all said that they liked the videos brought by the instructor and they liked the application that the instructor used while watching the videos. The instructor stopped the video and asked some questions and he also made some explanations at some intervals of the video. They benefitted from this technique and they said they improved their vocabulary and pronunciation from this implication. They also added that they improved their speaking skills because they were expected to answer back to the questions related to the video. However, they found the level of the videos brought by the instructor a little high above their proficiency level and this made it difficult for them to understand the content of the videos but they added that the explanations made by the instructor facilitated their understanding.

Conclusion

This study became an unforgettable memory for the participants because they had never prepared such a project with a couple of people working in groups. They all said that it was their first experience to work in groups with people with whom they were just familiar. This naturally made the things a little bit difficult for the participants because they had some problems with their group friends from time to time. Despite the problems they had encountered, they all stated that they highly enjoyed the process both during the preparation and the demonstration in the class because they had the chance to watch the projects created by themselves and their peers. They realized their own potentials and capabilities, and what they could do by using them. Therefore, they seemed quite positive towards video use in the class but their preference was the videos brought by the instructors.

There are certainly some reasons why they would like to watch the videos brought by the instructors. First of all, they did not have to prepare a video, which they found quite a challenging task in this situation. What is more, they completely believe in their instructor in every aspect. They said that the videos bought by the instructor included the correct grammar and pronunciation but theirs had some mistakes in these terms. This showed that they were a little bit prejudiced against the videos brought by their peers. These students should be made aware that there was not a single correct pronunciation in English language any more as English is used by all the countries in the world. They are using it for their own purposes as Crystal (1997) states:

> In the seventeenth and eighteenth centuries, English was the language of the leading colonial nation Britain. In the eighteenth and nineteenth centuries, it was the language of the leader of the industrial revolution-also Britain. In the late nineteenth century and the early twentieth, it was the language of the leading economic power-the USA. As a result, when new technologies brought new linguistic opportunities, English emerged as a first rank language in industries which affected all aspects

of society-the press, advertising, broadcasting, motion pictures, sound recording, transport and communications (pp. 110-111).

Students should be made aware that English does not belong to any nation any more and the language they are using is correct as long as they are comprehensible by others. This showed the obsession of the students with the Standard English with Received Pronunciation accent. They all wanted to learn the standard ignoring the other varieties.

One of the most important points that can be made from this study is that students focused on the forms used in the videos. They did not focus on the content as a whole. They tried to learn vocabulary, structures and new phrases instead of trying to understand the message of the videos. They said that they benefited from the videos as long as they included some new vocabulary and structures. This also indicated that the videos were used in a superficial level in the classes. They did not discuss the content and the message given but the main focus of this video activity was to teach students some unknown vocabulary and structures. However, this most probably stemmed from the low proficiency level of the students. As their linguistic competence was not that high, students' concern about video watching was to learn some new forms that they did not know. They highly focused on the forms and their meanings. They did not pay much attention to their usages in contexts. The problem with these students was that they did their best to learn new vocabularies and structures along with their meanings but they did not make a lot effort to learn their usages. Thus, they could not make sentences using the vocabulary and structures that they had just learned. Another reason might be the possibility that they paid attention to the scenes where their friends acted instead of the language used in those scenes.

Last but not the least important point made in this study is the importance of how to apply the video use technique because it must have a purpose and an objective like everything else in the lesson. The students seemed quite satisfied with the technique that the instructor used in the lesson especially in the videos that he brought to the lesson. He made them watch the video by stopping the record from time to time to ask questions about the video and to make the students guess what would happen. This was a perfect speaking exercise. They also stated that this activity improved their speaking because they were expected to use the words that they heard in the video and this was an excellent practice for them as well. Additionally, this stop and play kind of activity made them feel engaged with the video because they had to be alert so as to answer the questions, which lowered the possibility of daydreaming in the lesson. During these intervals the instructor also made some necessary explanations that they might need about the content of the video and some vocabulary that they might be unfamiliar with was presented. These implementations might also make them prefer the videos brought by the instructor because their videos were not stopped while they were watching because they all had subtitles and explanations and feedback were given after they watched the entire movie. However, this might make them feel bored from time to time during the demonstration of some videos.

To conclude, instructors should bring videos to the class and they should make use of them as the way that this instructor did in their lessons by making explanations, asking questions at some intervals during the video show. However, this does not mean that students should not prepare a video in the class. They should create such projects but the duration of the videos that were assigned to them should be short so that this would be less demanding for them. This might also encourage them to concentrate on their projects more willingly. However, the videos that they created should be watched by everyone in the class including the instructor before they are displayed in the class because everyone will have an idea about the content of the videos in this way. This might also provide both students and the instructor with the possibility to have a look at some structures used in the videos before coming to the class. If everyone comes to the demonstration having watched the videos of their friends, they will benefit from them more as they will be familiar with both the content and the forms used in it. On the demonstration day, the instructor should also give some guidance to the students to make them focus more on certain parts of the video to avoid distraction and so as to exploit the video effectively in a pedagogic way in the class.

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