

THE USE OF VIDEO IN FOREIGN
LANGUAGE TEACHING:
A study of teachers' practises and attitudes

Master's thesis
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May 2012

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty Humanistinen tiedekunta	Laitos – Department Kielten laitos
Tekijä – Author Niklas Leppänen	
Työn nimi – Title The Use of Video in Foreign Language Teaching: A study of teachers' practises and attitudes	
Oppiaine – Subject Englanti	Työn laji – Level Pro Gradu
Aika – Month and year Toukokuu 2012	Sivumäärä – Number of pages 67 sivua+1 liite
Tiivistelmä – Abstract <p>Videon käyttöä vieraiden kielten opetuksessa on tutkittu suhteellisen vähän varsinkin opetuskäytänteiden osalta. Videon käytön hyötyjä ovat mm. oppilaiden lisääntyvä motivaatio, parempi kohdekielen kulttuurin opettaminen, kommunikointitaitojen kehittäminen sekä itseopiskeluun koulun ulkopuolella kannustaminen ja siihen lisäkeinojen antaminen. Tämän tutkielman tarkoitus oli tutkia kuinka paljon ja miten opettajat käyttävät erilaisia videomateriaaleja kielten opetuksen apuna. Lisäksi tarkoitus oli tutkia millaisia asenteita opettajilla on videon käyttöä kohtaan.</p> <p>Tutkimuksen kohderyhmänä olivat kielten opettajat pääosin Jyväskylän ja Seinäjoen alueelta. Aineisto kerättiin netissä täytettävän kyselylomakkeen avulla. Lomakkeessa oli 20 kysymystä ja siinä kysyttiin videon käytön tavoista, määrästä ja asenteista sitä kohtaan. 56 opettajaa vastasi kyselyyn. Tutkimusmenetelmä oli suurimmaksi osaksi määrällinen, mutta kolmen kysymyksen vastaukset analysoitiin laadullisesti. Tulokset esitettiin deskriptiivisesti ja tavoitteina oli muodostaa eräänlainen kokonaiskuva videon käytöstä kielten opetuksessa.</p> <p>Tutkimuksen mukaan kielten opettajat käyttävät videota melko paljon. Videota käytetään etenkin kulttuurin opetukseen, kuullunymmärtämisen kehittämiseen ja oppilaiden mielenkiinnon herättämiseen tiettyjä aiheita kohtaan. Opettajien asenteet videon käyttöä kohtaan olivat positiivisia. Enemmistö opettajista uskoi videon katsomisen hyötyihin sekä oppitunneilla että koulun ulkopuolella.</p> <p>Lisätutkimukseen olisi aihetta mm. suuremmalla määrällä tutkimukseen osallistuvia opettajia sekä maantieteellisesti suuremmalta alueelta kerättävällä aineistolla. Olisi myös tärkeää verrata oppilaiden ja opettajien kokemuksia videon käytön ja sen onnistuneisuuden suhteen. Olisi myös kiinnostavaa verrata keskenään oppitunteja ilman videota ja videon kanssa ja päätellä millainen videon käyttö on tehokkainta. Lisäksi olisi hyvä tutkia tunteja, joilla katsotaan videota ja johon liittyy myös tehtäviä ja verrata niiden oppimistuloksia pelkän videon katsomisen kanssa.</p>	
Asiasanat – Keywords language teaching, media, authenticity, Youtube, motivation	
Säilytyspaikka – Depository Kielten laitos	
Muita tietoja – Additional information	

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1 INTRODUCTION

In the present day world technology allows video material to be quite widely used as a teaching or learning aid in foreign language teaching. The use of video can have several positive influences on language learning. First of all, the media has become a vital learning source for the younger generation (Buckingham 2003: 4). Therefore, it is only sensible to use that same learning source to aid learning at school. Secondly, students generally feel their motivation towards language learning improves when video is used during lessons at school (Leppänen 2008: 13-15). Third, video material can be a great aid in learning the target language culture (Mishan 2004: 46). Fourth, video material can help students learn how to communicate better in the target language (Stempleski and Tomalin 1990: 3-4). Finally, the use of authentic teaching and learning materials, as which I include video, can promote learner autonomy which can help students learn languages better outside of school as well (Little 1997: 227).

The number of studies made on language teachers' use of video in their teaching is quite limited. Studies have been made on the use of music in foreign language teaching, on the use of movies in foreign language teaching, on the use of authentic materials in foreign language teaching and on students' opinions on the use of video. Moreover, several material packages where teachers are instructed how to use video better have been made. A clear overview, however, of to what extent and in what ways video is used in foreign language teaching in Finland is lacking. This study sets to find out precisely those questions. Moreover, the aim of the study is to find out what kinds of attitudes language teachers have towards the use of video in foreign language teaching. The data of the study consists of 56 answered internet questionnaires by language teachers in Finland. The questionnaire has 20 questions. The data are analyzed mostly quantitatively, but three questions are analyzed qualitatively. The data analyses method is descriptive.

This study is constructed the following way. Chapter 2 will discuss authenticity as a basis for the use of video in foreign language teaching. Chapter 3 will argue why the use of video is important in foreign language teaching and learning. Aims, data and

methods of the study will be introduced in chapter 4. Chapter 5 will present the results of the study. Finally, chapter 6 discusses the findings. Moreover, it discusses the pros and cons of the study and gives suggestions for further research.

2 AUTHENTICITY

The use of authentic materials in foreign language teaching can be seen as a basis for the use of video. This chapter will discuss authenticity, what is really meant by authentic materials and why they should be used in language teaching. I will start this discussion by taking a brief look at the historical background of authenticity. From there I will move on to the definition of authenticity and finally I will discuss why authentic materials are of great importance to foreign language teaching.

2.1 History of authentic materials

Authenticity has been present in foreign language teaching across history. One could describe several attempts by e.g. Romans, Sumerians and the Greek to learn new languages in order to trade, talk to slaves or by aiming to communicate with conquered people as authentic language learning (Mishan 2004: 1-2). They did not have teaching materials made specifically for language teaching. Languages were learned by talking to and communicating with one another. Those kinds of language learning situations illustrate the earliest uses of authenticity in language teaching and learning. According to Mishan (2004: 10), King Alfred of England was in favour of using authentic texts in education over a century ago. Moreover, there is evidence of Roger Ascham using authentic texts in the 16th century, while teaching Latin (Mishan 2004: 4). According to Howatt (1984), Henry Sweet wrote in his 1899 book of *The Practical Study of Languages* about teachers using pieces of “natural” text as examples of grammar points, etc. The “natural” texts may very well have meant what is nowadays called authentic texts (Howatt 1984: 186). These examples illustrate the presence of authenticity in language learning and teaching throughout history. However, the approach where authenticity can be seen as most crucial and integral appeared only at the end of the 20th century.

Communicative Language Teaching came into view in the 1970's after the Grammar Translation method had dominated foreign language teaching throughout the century (Howatt 1984: 129). Communicative methods were considered more practical and more rational than the previous methods (Howatt 1984: 129). They did not consider

focus on forms and structures as relevant as the Grammar Translation method. A greater focus was put on communication. The aim of language teaching became “communicative competence”. The key was “to teach communication via language, not language via communication” (Mishan 2004: 3). Thus, authentic texts were seen as effective teaching and learning materials and their systematic use in foreign language teaching became more regular (Mishan 2004: 1). Now that a brief look has been taken at the history of authenticity, it is a good time to move on to discuss the definition of it.

2.2 Definition of authenticity

Defining what authentic materials are and what is meant by authenticity is by no means an easy task. There appears to be distinctions between different types of authenticity and different levels of authenticity. I will try to provide a quick look at the matter bearing in mind what is important in terms of authenticity with the use of video in foreign language teaching.

2.2.1 Authenticity of texts

The simplest definitions of authenticity are provided by Kramersch (1993: 177) and Lee (1995: 324) both quoted in Mishan (2004: 12):

The term authentic refers to the way language is used in non-pedagogic, natural communication. (Kramersch 1993: 177)

A text is usually regarded as authentic if it is not written for teaching purposes, but for a real life communicative purpose, where the writer has a certain message to pass on the reader. As such authentic text is one that possesses an intrinsically communicative quality. (Lee 1995: 324)

There are, however, views that complicate the matter. Widdowson (1979) made a distinction between “genuine” and “authentic” language use (Van Lier 1996: 125). He used the term genuine to refer to what Kramersch and Lee above would have considered authentic. In other words, Widdowson (1979) considered e.g. a newspaper article, an episode of television series or a novel a genuine piece of language. In his mind authenticity “is a characteristic of the relationship between the passage and the

reader and it has to do with appropriate response” (Widdowson 1979: 80). He means thus that merely bringing a genuine piece of language into the classroom does not make it authentic. Only students can make those pieces of texts authentic if they do authentic things with them (Van Lier 1996: 126).

Morrow (1977: 14-15) provides more arguments against texts being authentic in language classrooms. In his opinion texts are unique in their original contexts. Therefore, if one considers a unique text authentic and uses it in the language classroom for teaching purposes, they will destroy that authenticity. Moreover, in his opinion it is impossible to recreate total authenticity in the texts that one might use in language teaching. Widdowson (1998: 711-712) thinks along the same lines. He writes that “what makes the text real is that it has been produced as appropriate to a particular set of contextual conditions, but since these conditions cannot be replicated, the reality disappears” (Widdowson 1998: 711-712).

Yet another argument that texts lose authenticity in language classrooms has been made about culture. Nostrand (1989: 49) argues that “authentic texts from one culture may give a false impression to a student from another unless they are presented in an authentic context which makes it clear what they exemplify.” Furthermore, according to Mishan (2004: 12), there is a good deal of discussion about the use of realia (e.g. broadcasting schedules, bus timetables, newspaper snippets) in ELT course books. It is said that they might lead to a touristic and not so much of a cultural learning of the language. It is easy to see from these arguments that defining what authenticity means causes debate and disagreements. I will move on from this to discuss what most researchers, who take a rather complicated view on authenticity, agree what makes texts and learning in classrooms authentic. After that I shall explain what authenticity and authentic materials mean for this study.

2.2.2 Authenticity of language use

Those researchers who agree with Widdowson’s (1979) distinction of “genuine” and “authentic” use of language usually agree with the definition that authenticity “applies not to any characteristics of the material itself, but to the interaction between the user and the text” (Mishan 2004: 15). They believe that teaching materials are not

enough to make a lesson authentic. They do believe, however, that authenticity in itself is an objective which can be reached only by co-operation by the teacher and the students (Van Lier 1996: 128). This means that what is done with the text is more important than if the text was originally used in a real situation (Mishan 2004: 15). Moreover, it means that “genuine texts must be authenticated by the learner” (Van Lier 1996: 126). The authentication means basically “a personal process of engagement” (Van Lier 1996: 126). Van Lier actually argues that there is no particular teaching method to make a lesson authentic. He believes that the teacher can play a significant role in making a lesson authentic, but it is not possible without each student’s individual effort in that particular class. The true authentic lesson, according to him, happens when each of the students and the teacher authenticate the lesson together with everyone’s personal engagement (Van Lier 1996: 128).

The shift in focus on what constitutes an authentic text to what makes learners’ language use authentic while dealing with the text led to more emphasis being put on the notion of the task (Mishan 2004: 16). A famous description of what a task means in terms of authenticity was made by Breen (1985):

1. Authenticity of the text we may use as an input data for our students
2. Authenticity of the learner’s own interpretation of such texts
3. Authenticity of tasks conducive to language learning
4. Authenticity of the actual social situation of the language classroom (Breen 1985: 61).

According to Mishan (2004: 16), Breen’s numbers 2 and 3 support several researchers’ views on the matter e.g. Widdowson (1978), Van Lier (1996) and Lee (1995). Breen’s number 4, however, raises a discussion of authenticity of the whole pedagogical situation. Widdowson (2001: 8) states that several people may think that a classroom is not a “real” place in terms of language. This happens, since classroom language is often quite fixed and easily recognisable. Van Lier (1996: 124), after comparing language used in a language classroom and in a dentist’s office, argues that “authenticity is not something that is a property of some piece of language, but rather, of a speaker’s intention and a hearer’s interpretation of the language used.” This means in theory that language used in a pedagogical situation or in a task may be

as authentic to the participants as a language used in a real life situation if that is what they are aiming for (Mishan 2004: 16).

2.2.3 Authenticity in the present study

It can be seen from the discussion above that the term authenticity can be quite ambiguous. It can simply mean the use of language in a communicative real life situation which is not intended for language teaching purposes. On the other hand, it can also mean the way language can be learned through making texts and tasks authentic by personal engagement and the interaction between the reader and the text. Despite all of the debate above this study takes the simple view of authenticity. For this study, authenticity means “the way language is used in a communicative, non-pedagogic communication” as Kramsch (1993: 177) argued earlier. This is a valid view, since the most important thing for any language learner is learning the language, not if it happens in, what researchers call, an authentic way or not. This study concerns video as an authentic teaching and learning material. It bears no great importance within the context of this study to start debating whether the learning of a language is considered authentic or not. What is crucial is the fact that people are able to learn new languages, and the view of this study will be that the authentic materials will help to achieve those goals. Even Widdowson (1990) writes that “inauthentic language using behaviour might well be effective language-learning behaviour” (Widdowson 1990: 46-47). Therefore, I will move on from here to explain why authentic materials and video should be used in language teaching and learning without worrying about whether the actual learning that takes place is authentic in nature.

2.3 Reasons for the use of authentic materials

The use of authentic materials relates heavily to learner autonomy, motivation and actual evidence of what learners want from language teaching. These topics will be discussed below.

2.3.1 Learner autonomy

Learner autonomy is another term that has arisen after Communicative Language Teaching emerged in the 1970's. It is more of a condition in order to learn a language instead of an approach to it (Mishan 2004: 7). Learner autonomy means a process to acquire a mental capacity where the learner takes responsibility for their own learning by noticing how they learn best, setting themselves standards of what they want to learn and keeping themselves motivated to learning. Moreover, having the technological skills and required resources available for learning plays a role here (Benson 1997: 19-25). There seems to be no way to teach or learn this capacity. It can, however, be fostered with certain pedagogical practices in suitable conditions (Benson 2001: 110). The most crucial part in these conditions is that learners are exposed to plentiful input of the target language. Secondly, the pedagogical environment should be one that makes interaction a key part of the lessons (Mishan 2004: 8).

Second language learning can also be compared with first language acquisition in terms of learner autonomy, as is done by Mishan (2004: 36). She feels it is important to remember that everyone has the previous experience in learning their first language. While that experience may not be a very conscious one, it can still be considered a language learning experience. Therefore, learning a second language is not like learning something completely new, which can be the case in several other subjects in school. Thus, she states that "it might be that this early ability for autonomous learning can be reactivated in the appropriate conditions" (Mishan 2004: 36). These conditions involve reflecting one's own motivations and expectations for learning and becoming aware of what learning practises work for oneself and how they can be used in a pedagogical context. According to Mishan (2004: 36), autonomous learning can lead to learners having a "genuine and compelling incentive" to use language to communicate with other people. In order to use the target language in a way which enhances learning, learners must be able to use it autonomously (Little 1991: 27).

According to Mishan (2004: 8), there are two factors that can promote learner autonomy: self access structures and learner directed curricula. Self access structuring

means learners and teachers working together towards autonomy. It is about teachers mentoring and supporting learners on how to use resources, materials and information technology available to them in order to learn a language. In that way, the learners raise their awareness of what kinds of learning materials and procedures suit them best. Furthermore, the learners should think of pedagogical goals and their teacher's role in their learning. When the learners learn how to learn, they can be more involved in deciding what learning styles they want to use, what the contents of a course might be and even monitoring and evaluating their own progress. This will ultimately lead into a more learner directed curriculum.

It is important to bear in mind that the learner directed curriculum does not mean that teachers should just let learners decide everything that concerns the lessons and their learning. Neither is the point of learner autonomy to suggest that learners always know what is exactly best for them. They cannot possibly know that especially at the beginning of their new language learning. It is important, however, to let them have a chance to find out what is best for them. Naturally, this means that in autonomous learning environments teachers must adjust their roles. A teacher cannot be the sole provider of information, but they must be able to provide resources and adopt the roles of a counsellor, facilitator and mentor (Mishan 2004: 9).

According to Sheerin (1997: 63), teachers "have a crucial role to play in launching learners into self access and in lending them a regular hand to 'stay afloat'". She also feels that helping learners too much and too intensively might endanger the learners' autonomy. On the other hand, if a teacher puts too much trust into learners' ability of autonomous learning and fails to support and counsel them in the right way, they may "lack direction or waste time in heading in the wrong direction" (Sheerin 1997: 63). Therefore, it is not easy to assume the role of a teacher in a learner directed curriculum. It requires skill and sensitivity. Teachers must be able to notice when their students are ready to learn independently, in addition to being able to provide them what they need in terms of language learning (Sheerin 1997: 64). Breen and Mann (1997: 145-146) deduce three attributes that are important for the teacher in terms of teacher-learner relationship in autonomous learning situations. They are the teacher's own self-awareness as a learner, belief and trust in each learner's capacity to

learn, and the desire to want to foster the development of learner autonomy in classroom.

The view which underlies learner autonomy is that it is often impossible to separate language learning and language use. When language learners do tasks to promote their language learning, they almost always use the target language at the same time. Their target language use might not be perfect, but it is language use nevertheless. Moreover, often when learners use the target language outside of school, they think about their learning at the same time (Little 1997: 227). Thus “it is misleading to distinguish between the classroom as the place where language is learnt and practised and the outside world as the place where language is used” (Little 1997: 227-228). Therefore according to him, if it is believed that it is vital to use language in order to learn it, authentic texts should be introduced to learners from the beginning of their language learning. Learners can comprehend much of authentic texts at the beginning of their language learning if they rely on their world-knowledge. It is just up to the teachers to find texts that their students are interested in.

Little (1997: 231) argues that authentic texts are involved in learner autonomy in two ways. Firstly, the learners who have been introduced to authentic texts from early on in their language learning tend to be more confident in using the target language. They understand that they can understand and communicate much, even if their comprehension is partial. They do not worry about trying to be perfect. Secondly, “on the psychological level, authentic texts accommodate the two-way relation between language learning and language use” (Little 1997: 231). Other researchers agree on the relation of learner autonomy and authentic texts. Mishan (2004: 9) calls autonomy and authenticity symbiotic in terms of the language learning context. She also agrees on authentic texts promoting autonomy, since through authentic texts learners have to connect the classroom and the real world. That forces learners to “make a greater personal investment” when they have to think of how the culture affects the use of the target language (Mishan 2004: 37). McGarry (1995: 3) argues that authentic texts promote learner autonomy, since they “can play a key role in enhancing positive attitudes to learning, in promoting the development of a wide range of skills and in enabling the students to work independently from their teachers.” Mishan (2004: 10) makes a vital point in terms of the current study that in the present day world learner

autonomy means that everyone should take advantage of all the technological resources available. That means taking advantage of the television, films, internet etc. in order to use foreign languages more, and thus, learn them better.

2.3.2 Motivation

Motivation is another key reason for the use of authentic materials. Furthermore, it is a key factor for the language learning altogether. I will discuss here briefly what motivation is and why authentic materials are important for motivation.

It would be unwise to attempt to make a very detailed definition of motivation here, since there are probably hundreds of different theories of it and it is not the main topic of this study. However, one definition is that the amount of motivation in an action can be determined by intensity of engagement, attention, effort and persistence (Van Lier 1996: 102). Mishan (2004) quotes Gardner's (1985: 281) definition where motivation concerns "those factors that energise behaviour and give it direction." Moreover, it is usually accepted that motivation can be divided into intrinsic and extrinsic motivation. Intrinsic motivation means innate motivation, in other words the learner's own will and interest to learn. Extrinsic motivation, on the other hand, means that motivation comes from environmental factors (Van Lier 1996: 99). When it comes to language learning, motivation is often divided into integrative and instrumental motivation. This classification was made by Robert C. Gardner and Wallace Lambert (1972). Integrative motivation refers to the learners' genuine interest towards the speakers and the culture of the target language. The learner may wish to be a part of that group, and hence, wants to learn their language. Instrumental motivation refers to more external goals such as getting a good grade, getting a job or perhaps a raise (Van Lier 1996: 104).

The importance of motivation for second or foreign language learning is undeniable. Pit Corder (1974: 22, quoted in Mishan 2004: 25-26) stated famously that "given motivation, it is inevitable that a human being will learn a second language if he (*or she*) is exposed to the language data." The same is true vice versa. Without any motivation to learn, a learner is unlikely to learn very much. It is widely believed that authentic materials increase learners' motivation. Especially in terms of integrative

motivation it is believed that materials which come directly from the target language culture interest students a great deal more than artificial materials. When students are interested, they are usually motivated. Furthermore, authentic materials can help increase instrumentally motivated learners' motivation. When learning a language for a special purpose, e.g. a profession etc, authentic materials from that particular profession or an area of need might be more motivating (Mishan 2004: 25-26).

The actual empirical evidence for authentic materials increasing motivation remains scarce. This is mostly because of lack of research on that particular area and the fact that motivation can be very difficult to measure. One of the most convincing studies has been made by Peacock (1997). He defined motivation as “interest in and enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and enjoyment” (Peacock 1997: 145). His results indicated that both on-task behaviour and overall motivation increased significantly when using authentic materials (Peacock 1997: 148). However, in my opinion his definition of motivation is crucial especially in terms of this study. Authentic materials are generally accepted as more interesting as inauthentic ones (Gilmore 2007: 107). Therefore, if it is accepted that interest equals or at least increases motivation, the authentic materials should be considered more motivating than inauthentic ones. Now, I will move on to my final argument on behalf the use of authentic materials: the students' opinions on the matter.

2.3.3 Students' opinions on authentic materials

According to a number of studies, language learners have a very positive attitude towards authentic teaching and learning materials. Pahajoki (2009) made a pro gradu study about that precise topic. His participants were Finnish primary school students in English classes studying for their 8th or 9th year. He found out that 43 out of 51 students were in favour of authentic materials. That means roughly 85 per cent of the participants. They considered authentic materials as welcomed addition to their text book material. Moreover, most of the students considered English very useful as a subject, but they felt that their teaching was sometimes a bit too unchanging. Thus,

they had a very positive attitude towards authentic materials as a good addition (Pahajoki 2009: 44-49).

Helve (2008) studied (in her pro gradu) Finnish upper secondary school students' opinions about the texts they study in their English lessons. One of her questions was if the students would like to read some other material than text book material during their lessons. 68.2 per cent of the participants answered yes to the question. That clearly indicates they would like to read authentic materials as well. Furthermore, Helve asked about the students' reading preferences. She found out that the four most preferable topics were movies, music, sports and current issues. It should not be too difficult to find useful authentic material from those topics if teachers would like to bring them to class. (Helve 2008: 47-52)

Jarvis and Atsilarat (2004) carried out a study about teachers' and students' attitudes towards communicative language teaching at the Language Institute, Dhurakijpundit University, Bangkok, Thailand. Their student data consists of 655 participants. Their question number 12 was if the teacher should use authentic materials all the time. Their scale was strongly agree, agree, neither agree nor disagree, disagree or strongly disagree. 26 per cent of the participants answered strongly agree and 53 per cent agree. Moreover, the students were asked if the teacher should use language that has the same speed, same accents, slang etc. as native speakers. For this question 23 per cent answered strongly agree and 61 per cent agree. Finally, they asked if the teacher should engage students to practise meaningful and purposeful language. 25 per cent of the participants agreed strongly and 58 per cent agreed. I think it is quite easy to see from these studies that students are very much in favour of authentic materials (Jarvis and Atsilarat 2004: 10-13).

Now that I have defined what authentic materials mean for this study and argued why they should be used in foreign language teaching and learning, it is time to move on to the actual topic of this study; video.

3 VIDEO

In the present day world all kinds of video material are very familiar to teachers and especially to students through the media. It might be useful to take advantage of that familiarity in foreign language teaching. Video as an authentic material can be a great teaching or learning aid when it comes to speaking skills, listening comprehension or the culture of the target language. Moreover, it can provide additional motivation and spark to what could otherwise be familiar routines in foreign language lessons. I will discuss these topics in this chapter and argue for the use of video in foreign language teaching.

3.1 Students and video

A good deal of research has been done about the use of media by young people. Luukka et al. (2008: 167) found out that only 7 per cent of the 9th grade students in Finland did not watch television at all on a typical week day. According to Leppänen et al. (2009: 94), 88 per cent of their respondents of Finnish people between the ages of 15-24 watched movies or TV-series in English with Finnish subtitles at least every week. Nyssölä (2008: 33) quotes Taloustutkimus (2007) which studied the media habits of Finnish people between the ages of 10-24. According to that study, people in the mentioned age category spent 504 minutes daily for the use of all the media available to them. 36 per cent of that time was spent on watching television and 5 per cent on watching DVD's (and possibly VCR's). That means that roughly 40 per cent of all the media use was spent on video, and that does not even include Youtube or other online videos. It is very easy to see from these results how important a role several kinds of video material play in students' every day lives.

It is generally recognized that people can learn or acquire language skills implicitly through the media (video naturally is a large part of the media as demonstrated above). This is especially possible after a little explicit language learning (Nyssölä 2008: 88-89). Therefore, it is possible to make a division between formal language learning environment (school) and informal language learning environment (anywhere else than school). However, according to Luukka et al. (2008: 25), it is not

sensible to separate formal and informal learning environments, since language learning happens constantly in both environments. At best, both of these environments can support one another which can have a very positive effect on learning. Since young people watch so much all kinds of video material nowadays, it would be strange if that was not utilized in language teaching.

It is obviously important that the lessons in school should be in connection with the every day lives of students (Starko 2010: 181). According to Buckingham (2003: 4), the media has become a vital learning source for the younger generation. The textbooks used for language teaching in schools nowadays have improved much compared to what they once were. However, it may be that some of the topics or characters in them do not get the students emotionally involved (Meskill 2002: 62). Starko (2010: 181) highlights the fact that it is important that students care about the material and topics presented to them. This is one of the reasons why the use of video might be useful. By using Youtube, television, films or documentaries it is possible to present several interesting topics in class which students can relate to.

Leppänen (2008) studied students' opinions on the use of video in foreign language teaching. According to him, they had a very positive attitude towards it. One of the main reasons why the students liked the use of video was a change to their normal routines during lessons. According to Leppänen (2008: 13-15), the use of video was often described as refreshing. Moreover, 90 per cent of the respondents believed that the use of video increased their motivation during lessons. The main reason for that was the fact that video was considered more fun than regular teaching. Some of the students did point out, however, that from watching video, especially without subtitles, they could learn how the target language was used in real life. They believed that helped them cope with more media in the target language. If the use of video in schools can help students to explore more media in the target language on their own time, then that may easily lead to better learning in both home and school contexts.

Even though the main argument for the increase of motivation in Leppänen's study was the fact that watching video is more fun than the regular teaching, it is nevertheless important that the students feel it increases motivation. According to

Nyyssölä (2008: 104), entertainment and knowledge are often combined in the media. Moreover, Dörnyei (2001: 63) points out that the lack of relevance in teaching materials can be extremely demotivating. The students care more about learning if they feel they get what they need. I am not suggesting here that the learning of a language, especially in school context, should necessarily be entertaining and fun all the time. However, with a little use of video every now and then, it might be possible to make the students feel that the lessons are more interesting and fun than how they otherwise would experience them. That can lead to a more positive attitude towards language lessons, which might in return be a motivating factor to engage oneself more into all the other activities during lessons, which might lead to better and more authentic language learning.

While the familiarity of the media and video and the motivation increase that results from their use remain strong arguments for the use of video, there are also concrete ways to teach language skills through video. I will argue next how the use of video can help in the teaching of culture, speaking skills and listening comprehension.

3.2 Culture through video

Culture can be defined to mean “the total body of tradition borne by a society and transmitted from generation to generation. It thus refers to the norms, values and standards by which people act, and it includes the ways distinctive in each society of ordering the world and rendering it intelligible” (Murphy 1986: 14, quoted in Mishan 2004: 45). It would be almost impossible to form an understanding of a language without understanding the culture which underlies the language. Therefore, when one is trying to learn a new language, one must also learn something about the culture (or the cultures) where that language is spoken (Mishan 2004: 46).

The aim to learn something about the target language culture is also included in the Finnish national curriculum. The curriculum for comprehensive schools states that foreign languages are skill and culture subjects. Moreover, one of the objectives of teaching is to make sure that the students know how to act in a way that is required by the target culture. It is also one of the criteria for a good grade that a student knows something about the way of life and the history of the target culture (Perusopetuksen

opetussuunnitelman perusteet 2004: 138-142). In the curriculum for upper secondary schools one of the objectives is to know how to communicate in a manner that is characteristic of the target language and its culture. Moreover, teaching should develop the students' skills of cross-cultural comparison (Lukion opetussuunnitelman perusteet 2003: 100). Therefore, it is crucial for the teachers to be able to teach the target language culture. Video can act as a valuable teaching aid in achieving that goal.

Blake (2008: 4) considers Internet "the next best alternative to actually going abroad" when discussing technology, authentic materials, and foreign language teaching. Internet provides endless opportunities for language use. Moreover, it provides a great deal of useful video material. With the help of e.g. Youtube, it is possible to "travel" almost anywhere in the world where English is spoken and examine the cultural aspects of people's language use (Blake 2008: 4). Mishan (2004: 46) includes target language films and television programmes as the "treasure chests of cultural exploration", since culture is always involved in both of these mediums.

Television, in particular, is a medium that has a familiar set of genres. There are, however, often differences in the presentation of the genres between different cultures. For example, news or weather forecasts, talk shows, sport studios, or the characters of a television series might differ in terms of culture between different countries and languages. Even the production styles might differ a great deal. These are the cultural differences that can be noted at a superficial level of television genres. There is, however, a great deal of more to be noted when watching television. The contents of a reality television show might reveal cultural differences in e.g. the styles of social interaction, cross-gender relationships or language registers. Furthermore, at a much deeper level it is possible to notice from watching a television programme how e.g. gestures, signals, body language, greetings, facial expressions, distances where people stand, eye-contact, how often people touch each other etc. differ from one culture to another (Mishan 2004: 135).

In comparison to television, films usually need more evaluation whether they are suitable learning material for culture. Some films created purely for entertainment purposes may indeed give a false, simplified or superficial representation of a specific

culture. One way to determine if a film gives an accurate portrayal of a given culture is to study the director of the film. Typically if they are members of the culture the film is representing, the cultural information is usually accurate. Often though, it is up to the teacher to determine whether the cultural information of a film is accurate or not (Summerfield 1993: 16). According to Mishan (2004: 225-226), films can, however, give viewers a great deal of valuable information about the target language culture. Films can show values and ideals that people have. Moreover, they can show information of what people eat and drink, how they spend their free time, where they shop, what they wear, what kind of habits they have and what their value systems and attitudes towards different things are. One could obviously learn similar things from a television programme or from a video in Youtube posted by an individual person. What is still crucial here though, is the fact that different kinds of video can help language learners in learning all of the above mentioned aspects of cultural information.

While it is true that video can be a great aid in teaching and learning about other cultures, it has to be noted that often the mere watching of the video will not be enough. According to Tomalin and Stempleski (1993: 8-9), teachers should make students practise skills that enable them to grasp the important information from the material. They suggest that task-oriented approach via co-operative learning would be the most effective way to learn cultural elements. This can be done by pair and group work. It is considered important to gather information, then discuss what has been discovered and finally interpret the information and compare it with the students' own culture. Tomalin and Stempleski (1993: 9) state that "when students have understood the language being used in a situation and then go on to gain an understanding of the cultural factors at work, this is for them one of the most absorbing and exciting parts of any language lesson" (Tomalin and Stempleski 1993: 9).

Now it is time to move on from culture to discuss how the use of video can benefit learners' speaking skills and listening comprehension, i.e. communication.

3.3 Video and communication

There are a number of ways in which the use of video during a language lesson can help students to communicate better. First of all, a teacher can illustrate interesting topics through video (Harmer 2001: 285). That can keep students motivated to communicating during the tasks of that topic. Moreover, Stempleski and Tomalin (1990: 3) argue that students will generally be much more ready to communicate in the target language after having watched and understood a video sequence. This can be achieved via communication activities based around the video e.g. information gaps. Furthermore, it is worth noting that an interesting, familiar and funny video excerpt (e.g. an excerpt of an episode of Friends) provides a good opportunity for the students to act out a short dialogue. Harmer (2001: 282) mentions the power of creation as one of the reasons why to use video. Acting certainly does give students opportunities to create something. Moreover, it can help the students' pronunciation to mimic native speakers.

According to Stempleski and Tomalin (1990: 3), "using a video sequence in class is the next best thing to experiencing the sequence in real life." When students can see the language being used and not just hear it, they understand it a great deal better. Expressions, gestures and other visual elements of language use can sometimes be used to express meanings or moods. The combined elements of intonation and facial expressions often aid understanding (Harmer 2001: 282). It has been said that nearly 80 per cent of people's communication can be non-verbal. Sometimes expressions, gestures, posture, dress and surroundings are as important as the words that one says (Stempleski and Tomalin 1990: 4). These elements of communication can be studied with the help of video.

The communication strategies might differ between speakers of different languages. One good example might be the way Finns, Americans or Brits act as listeners. Finns are generally considered to be mostly silent when other people are talking. They might express that they are listening to one by nodding or by using other types of non-verbal signals. The Americans or Brits, however, are often expecting people to use verbal cues (e.g. yeah, right, ok, I see) to demonstrate that they listen to what one is saying to them (Lillimägi and Wentzell 2011: 34). Again, these types of features of

communication can be taught to students with the use of video. I would imagine that it might certainly be easier to pay attention to these types of features when one is actually seeing the communication that is happening between people.

According to the Common European Framework of Reference (2002: 108-123), communicative language competence is divided into linguistic, sociolinguistic and pragmatic competences. The use of video can be very helpful in teaching the latter two. Sociolinguistic competence includes knowing about the linguistic markers of social relations, politeness conventions, register differences and dialects and accents. These types of issues can easily be studied through video. It can also help with learning some of the pragmatic features of language. Video can show students how language is used in real life, how people communicate with it and what they really mean with some of the words that they are saying (Common European Framework of Reference for Languages: Learning, Teaching, Assessment 2002: 108-123).

I have tried to demonstrate here how much of important communicational skills can be studied and practised with the aid of video. In the next part, I will take a look at some the techniques and principles of using video in classroom. Then lastly, I will discuss some of the problems often associated with the use of video in classroom.

3.4 Techniques and principles of video use

When using video in language teaching, the first decision a teacher must always make is the length of the video clip. If a teacher decides to use a video programme that takes the whole lesson (or multiple lessons) to watch, the video will usually present the main topic for that lesson (or multiple lessons). On the other hand, if the video clip is short (2-10 minutes), it can be used to illustrate a certain topic or to provide extra information on a topic the class has been working on (Harmer 2001: 285). According to Stempleski and Tomalin (1990: 8), a short video clip is often more useful than a longer one. A short clip can be used more thoroughly and systematically. If a video sequence is long, the students may watch it more passively.

One of the main principles in the use of video in language teaching is to make the students watch video actively (Stempleski and Tomalin 1990: 6). It is important for

the students to have a purpose in watching the video clip. Otherwise they may associate the watching of video more with entertainment than learning. If the students are not engaged in watching the video, its contents might purely slip through their minds and not aid their learning at all. The most effective way to make students watch video actively is to create “authentic interest” (Mishan 2004: 133). This means that the video clip in itself is interesting enough to wake up the students’ genuine interest towards watching it. The other way to counter passivity is to demand activity. This can be done via tasks before, during or after watching the video sequence (Mishan 2004: 132-133).

Short video clips can be used effectively to introduce topics for conversation. The purpose of watching the video clip can be purely to provoke discussion after watching it. In that way, the video clip can act as an impetus for a communication task after the video. Moreover, short clips can be used to highlight grammar points or other language points e.g. features of a dialect or an accent or cultural elements (Harmer 2001: 285). When using video for these kinds of purposes, a teacher can ask students to pay attention to the features before and while watching the video. The common task types are then to answer written questions while watching the video and then going through the answers together after the video. Obviously, short video clips can also be used for listening comprehension with similar tasks that were described above. Other types of tasks relating to a short video clip can be showing students an interesting dialogue and asking them to act it out, or tasks relating to vocabulary. It is possible to learn new vocabulary or reinforce already learnt vocabulary through video (Stempleski and Tomalin 1990: 8).

According to Harmer (2001: 284-285), the use of videos longer than 30 minutes usually means that the video will provide a topic for multiple lessons. Therefore, there can be tasks before watching the video. The most usual tasks are discussing the video and what to expect from it. The topic of the video can also be discussed. Then, it may be a good idea to make sure students understand the key vocabulary of the video before watching it. After the video there can be multiple tasks relating to it. Often used task types are writing a review of the video, role-playing the key points of the video, discussing some of the points of the video or reviewing the vocabulary used in the video (Harmer 2001: 284-285).

One other technique for the use of video in foreign language teaching is the information gap. According to Mishan (2004: 133), it can be effective if used in short activities. However, if used too excessively it may tend to frustrate students. One way to create an information gap is to remove either the sound or the picture from the video. In my opinion, both of those ways can be effective in terms of learning the non-verbal elements of language and culture. One can watch the video without sound and to pay greater attention to facial expressions, movement of hands or body etc. The same can be true when first listening to a video without the picture and then seeing all the aspects of communication of the same dialogue (Mishan 2004: 133).

Finally, it is important to mention that not all of the video watching activities need to necessarily happen during the lessons. According to Harmer (2001: 286), teachers may also give students homework that involves video. Those videos need to be videos that the students can watch at home or in the self access centre or computer classroom at school. According to Harmer (2001: 286), video as homework can be very useful if teachers give students tasks to complete while watching the video. Moreover, it is crucial for the teachers to encourage students to make most of the watching and offer guidance at school if the students have any problems with the tasks.

After the small overview of the techniques and principles of the use of video in foreign language teaching, I will move on to the final part of the theoretical background of this research. That part will involve taking a look at the possible problems related to the use of video in language teaching.

3.5 Possible problems in the use of video

Probably the most often cited possible problem for the use of video in foreign language teaching is the assumption that video makes students passive. According to Mishan (2004: 132), students sometimes tend to “identify television with passivity and entertainment” (Mishan 2004: 132). Harmer (2001: 283) mentions the so called “nothing new syndrome” (Harmer 2001: 283). They both mean that merely showing the students some kind of video material is not enough to make them learn a great deal from it. Indeed, if a teacher merely puts on a video without any explanation or a

reason why to watch it, the screen can become a “virtual wallpaper”, as Mishan (2004: 132) puts it. As has been mentioned above, the key for successful use of video is to have a purpose for it. Activity must be demanded from the students and teachers should be able to create unique learning experiences for the students with the help of tasks relating to the video (Harmer 2001: 283).

Some of the other problems relating to the use of video can be poor video material and poor viewing conditions (Harmer 2001: 283). If the video material is poorly acted, produced or in some other way fails to wake up the students’ interest, it may be very difficult to consider it useful. Moreover, it is natural that if the students cannot hear or see the video properly, or if the lighting of the room is too bright in order to see all the aspects of the video, then they are probably not going to be very motivated in watching it. It is always up to the teacher to find interesting material that relates to the students’ lives or the topics of study. Moreover, the teacher has to be able to judge correctly if e.g. the actors of a film or a television series are good enough. The teacher is also responsible for setting the classroom for optimal viewing conditions for every student in the classroom (Harmer 2001: 283).

The final possible problems for the use of video can be technical problems or the teacher’s inability to use technology (Harmer 2001: 283). If, for example, a DVD has scratches on it or the internet does not function properly and the computer cannot connect with Youtube, it is impossible to watch them. Moreover, if it takes five minutes for the teacher to set up the video, the waiting might lower the students’ motivation and make the viewing less effective. Obviously, it may not be possible to influence the technical problems which result from the machines. However teachers who wish to use video as a teaching material, must be able to plan their lessons properly and e.g. set up the video material to the right part before the lesson, so that there will be no unnecessary pauses or disruptions to the flow of the lesson. The teacher must also be familiar with technology that they are using.

In the theoretical background of this study, I argued for the use of video in foreign language teaching and learning. I presented the use of authentic materials as a basis for the use of video and argued why video should be used in foreign language teaching. Moreover, I presented some of the basic principles and techniques for the

use of video and discussed some of possible problems involving it. From here, I will move on to present the method and the research questions of this study.

4 AIMS, DATA AND METHODS

In this section, I will explain the aims of the study and present the research questions of the study. Moreover, I will describe the questionnaire used for gathering data. I will also present an overview of the participants of the study, clarify the data collection methods, and discuss the processing of the data.

4.1 Aims

This study aims to find out to what extent and in what ways video is used in foreign language teaching in Finland. Moreover, the aim is to find out what kinds of attitudes teachers have towards the use of video. This topic has not been widely studied. There are studies of students' opinions on the use of video and on authentic materials in general. Furthermore, a decent amount of material packages have been made for the use of video. However, a clear overview of how much teachers actually use video in foreign language teaching is lacking. One study with a similar topic was made by Mynttinen and Nieminen in 1990. The information of that study is clearly outdated since, in that time, technological resources in order to use video were not even close to what they are today. Thus, a present day overview of the use of video in foreign language teaching in Finland is needed. The research questions of the current study are:

1. How much is video used in foreign language teaching in Finland?
2. How and to what purposes is video used in foreign language teaching in Finland?
3. What are the attitudes of teachers towards the use of video in foreign language teaching in Finland?

4.2 Choice of methodology

The study was conducted by using a questionnaire with a few open-ended questions and it was carried out on the internet by using an SPSS based MrInterview program. There are several pros for conducting a quantitative study. First of all, since this study aimed at forming an overview of the use of video, the quantitative method was more

suitable to this than a qualitative one. According to Dörnyei (2007: 33), it is possible to make generalizations via the quantitative method. Moreover, the data from a quantitative study is usually reliable and replicable. Other positive features of a quantitative study are the fact that they can be tightly controlled and numbers can be a powerful tool to affect people's minds. Furthermore, quantitative studies are relatively quick to conduct and they can be cost-effective (Dörnyei 2007: 32-34).

Obviously, there are also downsides in using a quantitative study. First of all, it might be that quantitative studies fail to take into account the individual differences in the lives of the participants. It might be difficult to know who has been motivated to answer the questions truthfully and who has not been. Moreover, it might be difficult to know how the respondents have interpreted the questions. Secondly, sometimes quantitative studies fail to explain the reasons behind some findings (Dörnyei: 2007: 35). This might happen since the questions need to be easy and understandable leaving little room for determining the reasons behind the answers. This is why I included a few open-ended questions in my questionnaire, which were able to be analyzed qualitatively. The open-ended questions aimed for the participants to be able to define certain answers slightly more and to determine reasons for specific answers.

A quite comprehensive list of the strengths of qualitative studies is made by Dörnyei (2007: 39-41). First, the qualitative study is exploratory in its nature. It suits well for finding out new information on topics. Second, with the help of qualitative analysis, one might be able to explain complex situations better. Third, qualitative studies aim at finding out reasons behind results and for answering "why" questions. Fourth, qualitative studies widen our understanding of things since they do not aim for a one conclusion which could be generalized. Instead, they provide clear data which can be analyzed and from which several possible interpretations can be made. Fifth, a qualitative study is more flexible if mistakes occur. They do not ruin the whole study and can even be used to yield unexpected, exciting results. Finally, a qualitative study provides rich material for the research report.

Dörnyei (2007: 41-42) does, however, also list the weaknesses of a qualitative study. First, the sample size of a qualitative study is usually small and, therefore, it is difficult to make generalizations. Second, when analyzing data qualitatively, it is

possible that the researcher's personal opinions or biases might affect the interpretation of the results. Third, one might be able to say that qualitative methods lack methodological firmness. Fourth, it can be difficult to determine from a qualitative data what information can be generalized and what is tied to a one case. Therefore, there is always the danger of constructing too complex or too narrow theories. Finally, analyzing qualitative data takes a great deal more time and effort than analyzing quantitative data.

Bearing all these features in mind, the quantitative method suited better in the present study. This study aimed at an overview and some generalizations of the topic. Moreover, it was somewhat important that it might be easier to get people to answer in a quantitative questionnaire. Analysing data quantitatively can also be considered slightly easier than analysing it qualitatively. The questionnaire for the study had, however, a few open-ended questions lending to qualitative analyses in it since the attempt was also to find out reasons for particular types of answers.

4.3 Questionnaire

A questionnaire was chosen as the method of obtaining data for the study since, in order to form an overview of things, a large enough pool of data is required. Interviews would be useful for gathering more in-depth information, but they are not as suitable for quantitative studies as questionnaires (Dörnyei 2007: 101). Questionnaires are a relatively quick way of gathering data. Moreover, they take much less effort from the part of a researcher than interviews would take. An adequately made questionnaire helps also to process data in a fast and straightforward way. Furthermore, it is easier to find participants to answer questionnaires than interviews due to the high level of anonymity of questionnaires (Dörnyei 2007: 115).

There are, however, several disadvantages associated with collecting data through questionnaires. These disadvantages are listed in Dörnyei (2003: 10-14). First of all, questionnaires only tend to gain simple or superficial answers. This happens since the questions must be quite simple so that everyone can understand them when answering the questionnaire. Moreover, since people in general are not willing to spend a huge amount of time answering questionnaires, it limits the number of questions one can

ask and how deep in detail the questions can be. Secondly, sometimes people can be quite unmotivated and unreliable when answering questionnaires. There is no way to know who has answered the questionnaire truthfully and carefully and who has just answered quickly for the sake of answering to it. There is also no way to correct respondents' mistakes if they have answered incorrectly or untruthfully to some of the questions. The third problem is social desirability or prestige bias. That relates to the fact how people might not always answer what is true. According to Dörnyei (2003: 12), "the results represent what the respondents *report* to feel or believe, rather than what they *actually* feel or believe." Fourth, it is not uncommon that when answering questionnaires some people tend to agree with anything that sounds good, even if they are not sure what is meant. Fifth, the halo effect, which means a tendency to excessively generalize positive features of something one likes or negative features of something one dislikes, can be a factor when answering questionnaires. Finally, if a questionnaire is too long or too boring, the effects of fatigue will start to show and the answers may not be as truthful as they should be (Dörnyei 2003: 10-14). Despite all of these disadvantages the questionnaire was still the most suitable method of gathering data for the present study. Naturally, some of these problems were kept in mind when constructing the questionnaire.

I did not use any already existing questionnaire for the present study. The questionnaire was based on my research questions. Naturally, some of the earlier studies of similar topics may have had an influence on the questionnaire as well. It consisted of 20 questions and centred around three themes. The first four questions asked the participants' background information (gender, teaching experience, languages taught, school level where at work). The first theme of the questionnaire was the use of video. Questions 5-11 were to find out how much video is used, how it is used and what purposes teachers usually have in mind when using video. The second theme focused on the attitudes towards the use of video and towards learning languages from different kinds of video material. Questions 12-16 aimed at finding out how important the teachers consider the use of video. Moreover, they asked if the teachers believe that video increases students' motivation and if they consider it important that the students watch a good deal of video material outside of school. Question number 17 was for the teachers to be able to elaborate on what kinds of clips they show students from Youtube. This was considered important since the use

of Youtube has really increased in recent years. The last theme of the questionnaire aimed at finding out reasons behind the possible non-use of video.

Most of the questions in the questionnaire were multiple choice questions. The participants were often asked to choose from multiple options the choices that describe them or their actions best. Some of the questions that asked desires or beliefs were simple *yes/no* or *yes/to some extent/no* questions. The “to some extent” option was added to some questions in order to avoid being able to over-generalize answers based on purely *yes/no* questions. Teachers’ attitudes towards the use of video were asked with a scale based on the Likert-scale, the options being *very important*, *important*, *cannot say*, *not very important* and *not important*. Open-ended questions were used to give the participants a chance to elaborate on some questions and to further find out reasons for one question. The number of questions in the questionnaire was kept relatively low. This was done in order to make the questionnaire easy to participate in since it would take only 5-10 minutes to complete. The open-ended questions were placed at the end of the questionnaire due to similar reasons. It was thought that only a few people would refuse to answer them after having completed most of the questionnaire already and knowing there were not going to be a significant amount of questions left.

4.4 Participants

The questionnaire was sent by e-mail to 130 teachers. Their e-mail addresses were found on the websites of schools. 8 additional teachers were contacted through social media and were asked to participate in the study. The data were collected in January and February of 2012. 56 teachers responded to the questionnaire. Therefore, the response rate of the study was 40.5%. The response rate can be considered to be surprisingly good and, therefore, additional e-mails in order to get more participants were not sent. Moreover, it was assumed that the response rate would only go down if additional e-mails were sent since the teachers who were most likely to answer to the questionnaire were contacted first.

The first four questions of the questionnaire asked the participants’ background information. The questions asked the participants’ gender, teaching experience,

languages they teach and the school level of their place of employment. The following four tables give an overview of that information.

Table 1. Participants' gender (Presented in frequencies and percentages)

Gender	Frequency	Percentage
Male	9	16%
Female	47	84%

Table 2. Participants' teaching experience in years (Presented in frequencies and percentages)

Teaching experience in years	Frequency	Percentage
1-5 years	12	21%
5-10 years	10	18%
10-20 years	17	30%
+ 20 years	17	30%

Table 3. Languages taught by the participants (Presented in frequencies and percentages)

Language	Frequency	Percentage
English	45	80%
Swedish	21	38%
German	10	18%
French	9	16%
Spanish	4	7%
Russian	3	5%
Other language	-	-

Table 4. The school level of participants' place of employment (Presented in frequencies and percentages)

School level	Frequency	Percentage
Elementary school	16	29%
Junior high school	31	55%
High school	25	45%
Vocational school	2	4%
University of applied sciences	-	-
Other type of school	1	2%

The majority of participants, 84%, were female and 16% were male. One could imagine that it correlates quite well with the overall percentages of language teachers' gender in Finland. 60% of the participants had at least 10 years of teaching experience and 40% less than that. The numbers of the teaching experience were, however, quite evenly divided. No group formed over 30% of the participants. In terms of languages taught, the percentages are there only to show how significant portion of teachers teach each specific language. Naturally, several teachers teach more than one language. The same holds true for the places of employment. One teacher can teach in several of the mentioned school levels. The most often taught language was English. 80% of all the participants taught it as one of their languages. Swedish was taught by 38% of the participants, followed by German (18%), French (16%), Spanish (7%) and Russian (5%). Most of the participants taught in elementary school (29%), junior high school (55%) or high school (45%). Only 3 participants (6%) worked in either vocational school or some other type of school. This is mainly due to the fact that most e-mails were sent to the teachers working at elementary schools, junior high schools or high schools. Therefore, it was unlikely to be able to get a great deal of answers from teachers working at the other mentioned school levels.

4.5 Data collection

Conducting a study via the internet is quite popular nowadays. According to Dörnyei (2007: 121), there are several reasons for this. First of all, it is often cheaper than conducting a traditional study. Secondly, it is easier to contact people via the internet since it requires no contact in person. One can send the link to the materials via e-mail and wait for answers at home. Finally, answering a web based questionnaire is considered extremely autonomous which can guarantee that the questions are answered honestly. These were the primary reasons for choosing to conduct the present study via the internet. Since the university provides access to the SPSS program, it was free of charge for the author. Moreover, it was a great deal easier to contact the participants via e-mail than it would have been to send questionnaires by mail, or to visit the schools in person. It was also easier to analyze the results by using a computer program. Furthermore, it was thought that more people would be willing to participate in the study by clicking a link and answering a few questions on the computer screen than if the questions were on paper and there was more work on the part of the participants.

The two areas where the most e-mails were sent were Jyväskylä and Seinäjoki. Jyväskylä locates in Central Finland and Seinäjoki in Western Finland. These areas were chosen since it was thought that it might be easiest to get participants from these areas. That was because I have a history of going to junior high school and high school and also working in one school in the Seinäjoki area. The Jyväskylä area was chosen because of the proximity of the university. That was thought to help in getting more answers than sending the questionnaires to other areas where there might be other universities to compete with in getting participants to various studies. Some teachers who were contacted through the social media work in the Southern Finland.

The teachers were contacted either by sending them a message in Facebook or by finding out their e-mail addresses on the web sites of the schools they work at. The work had to be done one by one since there was no available e-mail list of teachers in a specific region. This kind of work was naturally quite time-consuming. The majority of the e-mails sent found their recipients. A slight number of e-mail

addresses were, apparently, no longer in use since some of the e-mails sent were returned to the sender. Those e-mails were counted out of the number of e-mails sent.

4.6 Data processing

The data were collected into an SPSS computer program on the internet. Therefore it was handled anonymously. The data were analyzed, as has been mentioned above, mostly quantitatively. The three open-ended questions were analyzed qualitatively. Some of the data were analyzed with the help of the staff of the Statistic Guidance of the university. All the comparisons between different groups of respondents were done with their help. The data is presented only in frequencies and percentages. There were no hypotheses made before study. Therefore, the presentation of the data is purely descriptive.

5 RESULTS

In this section I will present the results of the study. The results will be presented according to the three themes in the questionnaire. The first theme will be the use of video (Section 5.1). The second theme will be the attitudes towards the use of video (Section 5.2). The final theme will take a look at the possible non-use of video (Section 5.3).

5.1 The use of video

The first theme of the questionnaire deals with how and how much teachers use video as a teaching material. There were eight questions in the questionnaire to gather information about this topic. The data from these questions will be presented in the following tables. The first question (question number 5) aimed at finding out what kinds of video material teachers use during lessons.

Table 5. What kinds of video material do you use in your teaching? (Presented in frequencies and percentages)

Video material	Frequency	Percentage
Youtube	50	89%
Movies	42	75%
Videos made for language teaching	38	68%
Documentaries	27	48%
News	23	41%
Cartoons	20	36%
TV-series	18	32%
Some other material	3	5%
No answer	2	4%

The numbers and percentages indicate how many of the respondents have marked that they use the particular kind of material mentioned in their teaching. It can be seen in this table that Youtube was the most often used video material among the teachers of this study: 89% of the respondents used it as a teaching aid. The next often used video material was movies. 75% of the respondents marked that they used them during their lessons. The third most used video material was videos made for language teaching with 68% of the respondents having used them. Documentaries were used by 48%, news 41% and cartoons 36% of the teachers. TV-series were only the seventh most used video material. Only 32% of the respondents used them. Only two teachers did not answer this question, indicating that they did not use video material at all in their teaching. Three people, meaning 5% of the respondents, did use some other kind of video material that was not listed to the questionnaire as an option.

These results indicate quite clearly that the use of Youtube is popular among teachers at the present time. Moreover, they indicate that the most schools where the participants work at have the technical resources in classrooms that enable the use of Youtube. What can be considered quite surprising is the fact that 75% of the teachers in this study used movies, but only 32% TV-series. It was discussed in the theoretical background of this study that movies, in comparison to television, usually need more evaluation, especially in terms of culture, whether they are suitable learning material or not. Moreover, movies are considerably longer than TV-series, and if watched in full, they take a great deal more time in terms of lessons. The percentages in terms of documentaries (48%), news (41%) and cartoons (32%) indicate that they are used a good deal by several teachers.

Another result which can be considered slightly surprising is the use of videos made for language teaching. 68% of the respondents used them in their teaching. They were not mentioned in the theoretical background of this study since I argued for the use of video as an authentic material. Naturally, the videos made for language teaching do not fit into the definition of authenticity adopted in this study. The language use in them can be as inauthentic as some of the materials in textbooks for language learning. That is not to say, however, that they cannot be a helpful aid in teaching. They still contain the positive elements of video. It is still surprising, though, that

nowadays from a wide selection of video material available to them, several teachers still decide to choose the videos made specifically for language teaching.

Since the use of Youtube has become increasingly popular nowadays, there was an open question in the questionnaire (question number 17) asking teachers to further elaborate what kinds of clips they show students from there. The question was: “If you answered previously that you use Youtube in your teaching, could you elaborate more what kinds of material you show students from there?” 46 out of the 56 teachers answered to this question. Here are some examples from the answers:

Example 1.

“Esim. uutispätkiä, luontodokumenttia, kaupunkidokkareita, haastatteluja, harrastevideoita, amatöörien kieltenopetusvideoita etc”

”E.g. clips of news, nature documentaries, city documentaries, interviews, amateur videos, videos made for language teaching by amateurs etc”

Example 2.

“Kulttuuriin liittyvää materiaalia, erilaisia puhetapoja, maisemia, stand-up komiikkaa ja joihinkin aiheisiin liittyvää syventävää tietoa”

”Material relating to culture, different ways of speaking, scenery, stand-up comedy, and further information relating to some topics”

Example 3.

“Kulttuuriasioita, paikat, tapahtumat, ajankohtaisuus”

“Stuff relating to culture, places, events, timely matters”

Example 4.

“Milloin mitäkin. Yleensä kyseeseen tulee oppikirjan teemoihin liittyvät pätkät hetken mielihohteesta”

”Whatever comes to mind in whatever day. Usually, just out of a whim, clips relating to the themes of the textbook come into question”

Example 5.

“Kappaleiden aiheisiin liittyviä videopätkiä”

“Video clips relating to the topics of the chapters”

Example 6.

“Pätkiä eri ohjelmista (uutiset, piirretyt, talk show, elokuvat ym.) and musiikkivideoita”

”Clips from different shows (news, cartoons, talk show, movies etc.) and music videos”

Example 7.

“Runoja, lauluja, elokuvan pätkiä, sketsejä”

”Poems, songs, movie clips, skits”

Example 8.

“Lyhyitä pätkiä aiheeseen liittyen (ja kyllä, monesti laittomasti)”

”Short clips relating to the topic (and yes, often illegally)”

Example 9.

“Kaikenlaista. Ihan tekijöiden omia juttuja kuin niitä oikeastaan laittomia katkelmia esim tv-ohjelmista tms. Ongelma on, että videomateriaalin käyttö - niin monen youtuben videon kuin muunkin videomateriaalin - ei ole ihan laillista... Elokuvia ei saisi näyttää (ei edes pätkiä jos ollaan tarkkoja), TV-ohjelmia ei saa näyttää, uutisia vain livenä (ei tallennettuna), jne. That's the problem”

”All kinds of stuff. Own clips made by amateurs and also those clips that are actually illegal e.g. TV-shows etc. The problem is that the use of video material – so many Youtube videos as well as other – is not totally legal... One should not shows movies (not even clips to be specific), one should not show TV-shows, news are legal only live (not recorded) etc. That's the problem”

Several interesting issues can be found in these examples, as well as in the answers overall. First of all, according to the answers, Youtube was very often used for the teaching of the target language culture. 18 teachers out of the 46, who wrote an answer to the question, mentioned that they showed students some sorts of video clips relating to the target language culture. They could be events relating to the culture, just scenery so that the students know what foreign places look like, different dialects

or local accents, sports that are popular in the target language countries or cooking typical target language food, and so on. The teachers were very diverse and inventive when showing students Youtube clips with the aim of familiarising them with the target culture.

The second issue worth mentioning is the amount of music and movies that teachers showed students from Youtube. 26 out of the 46 teachers mentioned a song, music or music videos when answering the question. Music was used for grammar teaching purposes, sometimes the music was related to the target language culture, it could be used in order to practise listening comprehension and sometimes music or music videos were merely mentioned, indicating that they might be used as refreshment, entertainment or as a diversion at the end of a lesson. Several teachers also mentioned that they showed students clips from movies by Youtube. It was not, however, elaborated in any great detail for what purposes the movie clips were used. The plentiful use of movie clips through Youtube might, however, explain why, in the previous question, the movies were used so much more than TV-series.

The respondents seemed able to utilize Youtube a great deal in finding extra information about the topics of the textbook. One teacher, who is also quoted in example number 4, mentioned that Youtube allows teachers to find interesting material just “out of a whim.” Based on the answers, it seems that teachers are well aware of how they can liven up the chapters of the textbooks by using clips from Youtube. Moreover, several teachers mentioned that they used also amateur made videos relating to several topics, and also amateur made videos for language teaching. That might, again, explain the high usage of the videos made for language teaching in the previous question.

The final topic worth mentioning considering the use of Youtube is the issue of copyright laws. Several teachers mentioned that they showed students clips from movies, clips from TV-series, documentaries, songs, music videos and stand up comedy through Youtube. Only two teachers, both quoted in examples 8 and 9, recognized the fact that showing several of those clips is, theoretically, illegal. The teacher in example number 8 recognized the fact that using those clips might often be illegal, but it did not bother them or prevent them from using that material. The

teacher in example 9, however, was feeling slightly uncomfortable in using that illegal material. Despite that, he or she admitted using it sometimes. Only one teacher out of the 46 (who answered the question) wrote very clearly that he or she does not use material that could violate the laws of copyright since it is illegal. The teacher in question wrote that he or she only uses material which is made by the person who published it on Youtube. That was the first criteria they had when selecting what they might show students from Youtube. The teacher in question admitted, however, that it requires a great deal of more work to find interesting video clips that do not violate the copyright laws. That was one of the reasons, the teacher indicated, why they did not use video as much as they would have liked to.

The copyright laws regarding the use of video in language teaching appears to be a difficult issue. The one teacher, who refused to break the law, wished that the schools would be able to pay a small fee to the copyright owners in order to be able to legally show all kinds of video clips to students. No such an agreement has been made though, and the use of several video clips remains, at least in theory, illegal. The data from the Youtube question indicates that most of the teachers do not, however, mind that at all. They use whatever video clips they want for teaching purposes without much of a fear of being penalized by the law.

The next question of the questionnaire (question number 6) aimed at finding out for what purpose or purposes teachers used video in their teaching. Here are the results:

Table 6. To what purpose or purposes do you use video during your lessons? (Presented in frequencies and percentages)

Purpose	Frequency	Percentage
Teaching of culture	49	88%
Teaching of listening comprehension	47	84%
Waking up students' interest	46	82%
Preview of a topic	37	66%
Encouraging students to learn languages	35	63%
Entertainment	34	61%
Teaching of speaking skills	21	38%
Teaching of grammar	16	29%
Communication exercises	11	20%
Some other purpose	4	7%
No answer	2	4%

According to the data, 88% of the teachers used video for the teaching of the target language culture. 84% used it for the teaching of listening comprehension and 82% for waking up students' interest towards certain topics in class. These were the three purposes that were most often in teachers' minds when showing students video. The next three most popular purposes for the use of video were a preview of a topic (66%), encouraging students to learn languages (63%) and entertainment (61%). 38% of the teachers in this study used video for the teaching of speaking skills and 29% for the teaching of grammar. 20% of the teachers answered that they used video for communication exercises. 7% had some other purpose than the ones listed in mind when using video. 4% of the teachers who participated in this study did not answer the question.

These results point out that the teachers of this study have noticed that video can be an effective tool in the teaching of the target language culture. Moreover, they seem to realize that the combination of picture and sound is a good way to improve students listening comprehension. The teachers seem also to be aware that a short video clip, relating to a certain topic or an issue, can wake up students' interest towards the topic a good deal more than just reading about it in the textbook. More than a half of the teachers used video for encouraging students to learn languages and for entertainment. That indicates that the majority of the teachers are well aware of how much young people watch all kinds of video nowadays and realize they can learn languages by doing so. The relatively low number of teachers using video for grammar teaching is not too surprising. If one is not really aware of how to utilize video in that way, it requires a great deal of work to find the right material and suitable exercises for that. The fact that only 20% of the teachers used video for communication exercises can be considered slightly disappointing since video can offer a great deal of topics for conversation and models for dialogues, and so on.

Question number 7 in the questionnaire set to find out how often the teachers use video in their teaching. The results were the following:

Table 7. How often (approximately) do you use video in your teaching? (Presented in frequencies and percentages)

Amount of use	Frequency	Percentage
More than once a week	13	23%
Once a week	12	21%
Once a fortnight	12	21%
Once a month	9	16%
Rarely than that	10	18%

23% of the respondents used video approximately more than once a week. 21% used it approximately once a week. Also 21% used it approximately once a fortnight. These numbers indicate that 65% of the respondents used video at least once a fortnight. Moreover, according to the results, 44% of the teachers used video at least

once a week in their teaching. 16% of the teachers used video approximately once a month and 18% rarely than that. Overall, these numbers can be considered quite satisfactory in terms of the use video in foreign language teaching. There was no hypothesis made before the study of what the results might be, but 44% of the teachers using video at least once a week and 65% at least once a fortnight indicates that several teachers have realized the benefits of the use of video in foreign language teaching.

With the help of the SPSS program, it was also possible to compare a few groups of teachers with other groups of teachers. This was done in order to see if there were any similarities or any differences between the groups. I chose to compare teachers with 1-10 years of teaching experience with teachers with over ten years of teaching experience. Moreover, I compared teachers who teach English as one of their languages and teachers who do not teach English at all. The results were as follows:

Table 8. How often (approximately) do you use video in your teaching? Teachers with 1-10 years of teaching experience. (Presented in frequencies and percentages)

Amount of use	Frequency	Percentage
More than once a week	2	9%
Once a week	5	23%
Once a fortnight	6	27%
Once a month	5	23%
Rarely than that	4	18%

Table 9. How often (approximately) do you use video in your teaching? Teachers with over ten years of teaching experience. (Presented in frequencies and percentages)

Amount of use	Frequency	Percentage
More than once a week	11	32%
Once a week	7	21%
Once a fortnight	6	18%
Once a month	4	12%
Rarely than that	6	18%

The number of teachers with 1-10 years of teaching experience who participated in the study was 22 and the number of teachers with over ten years of teaching experience was 34. According to these results, teachers with more than ten years of teaching experience used more video in their teaching than teachers with less than ten years of experience. Only 9% of the less experienced group used video more than once a week, but 32% of the more experienced group used it more than once a week. Similarly only 32% of the less experienced teachers used video *at least* once week (more than once a week and once a week combined) compared with the 53% of the more experienced group. The largest difference in percentages was naturally with the use of video more than once a week. The rest of the comparisons did not offer any great differences. It can be considered slightly surprising, though, that the less experienced teachers used less video than the older ones. One could have imagined that since the less experienced teachers are younger than the more experienced ones and have lived through the era of internet, Youtube and American TV-series that they might have associated them more with language learning and used them more in their teaching as well.

Table 10. How often (approximately) do you use video in your teaching? Teachers who do not teach English as one of their languages. (Presented in frequencies and percentages)

Amount of use	Frequency	Percentage
More than once a week	3	27%
Once a week	3	27%
Once a fortnight	4	36%
Once a month	1	9%
Rarely than that	0	0%

Table 11. How often (approximately) do you use video in your teaching? Teachers who teach English as one of their languages. (Presented in frequencies and percentages)

Amount of use	Frequency	Percentage
More than once a week	10	22%
Once a week	9	20%
Once a fortnight	8	18%
Once a month	8	18%
Rarely than that	10	22%

Naturally one could argue that the validity of comparing these groups is not of highest quality since there were only 11 teachers in the study who did not teach English as one of their languages. Despite that, however, according to these results, the teachers who did not teach English appeared to use slightly more video than the teachers who taught English. 54% of the teachers who did not teach English used video *at least* once a week (more than once a week and once a week combined) and 90% *at least* once a fortnight (more than once a week, once a week and once a fortnight combined). The same percentages for the teachers who taught English were 42% and 60%. One of the reasons for this might be that since teachers can expect students to see and hear video material in English outside of school anyway, some of the English teachers might think that there is no need for that during the lessons as well. The situation in terms of other languages is quite different. There is no guarantee that

students will ever hear some of the languages outside of school which might prompt the teachers of those languages to try to encourage them to watch more video material in those languages by showing video clips at school.

The next question in the questionnaire (question number 8) asked if the participants would like to use video more in their teaching than what they are using it at the moment. Here are the results:

Table 12. Would you like to use more video in your teaching? (Presented in frequencies and percentages)

Willing to use more video	Frequency	Percentage
Yes	35	62%
No	21	38%

These results are fairly straightforward. 62% of the teachers answered that they would like to use more video in their teaching. 38% of the teachers, on the other hand, answered that they would not like to use more video in their teaching. According to these results, it can be generalized to some degree that more than half the teachers would like to use video more in their teaching. That can be seen as an encouraging sign by those who believe in the positives of the use of video in foreign language teaching.

Question number 9 of the questionnaire aimed at finding out if there are tasks related to the use of video by the teachers. The results were as follows:

Table 13. Are there tasks related to the use of video during your lessons? (Presented in frequencies and percentages)

Use of tasks	Frequency	Percentage
Yes	41	73%
No	13	23%
I do not use video at all	2	4%

According to the results, 73% of the teachers used tasks relating to the use of video during their lessons. 23% of the respondents answered that they did not use tasks relating to their use of video. 2 teachers (4%) answered that they did not use video at all. It can be considered slightly surprising that 23% of the teachers did not relate any tasks to the use of video. It was argued in the background section of this study that tasks are sometimes crucial in order to counter the students' passivity while watching video at school. Moreover, it was argued that tasks were needed to create unique learning experiences for the students. Therefore, it was slightly unexpected that a relatively high number of teachers answered that they did not relate any tasks to the use of video. It seems that they use video only for entertainment purposes, to encouragement purposes or to wake up interest towards topics.

The next question (question number 10) was to find out what kinds of tasks are used in relation to the use of video. Here are the results:

Table 14. What kinds of tasks are related to the use of video during your lessons? (Presented in frequencies and percentages)

Task type	Frequency	Percentage
Listening comprehension tasks	39	70%
Tasks related to culture learning	29	52%
Speaking tasks	23	41%
Writing tasks	22	39%
Grammar tasks	11	20%
No answer	13	23%

In the last question, there were 15 teachers who answered either that they do not relate tasks to the use of video or that they do not use video at all. Therefore, it is slightly confusing that only 13 teachers did not answer to this question. Those 13 teachers count for 23% of the respondents. The number of respondents who answered to this question was 43. 70% of the 56 total respondents related listening

comprehension tasks to the use of video. 52% of the respondents used tasks related to culture learning with the use of video. 41% of the teachers answered that they related speaking tasks to the use of video and 39% of the teachers answered that they related writing tasks to the use of video. 20% of the respondents used grammar tasks in relation to the video.

When comparing these results with the results aimed at finding out the purposes for the use of video, some interesting discrepancies can be noticed. 84% of the teachers answered that they had the purpose of teaching listening comprehension in mind when using video. Only 70% of the teachers, however, answered that they related listening comprehension tasks to the use of video. Similar results can be found when comparing the tasks related to culture with the purpose of teaching the target language culture. 88% of the respondents had the purpose of teaching culture when using video. However, only 52% of the respondents answered that they used tasks related to culture learning during those lessons. Therefore, it appears that quite a significant amount of the teachers do not sometimes use any tasks related to the video during their lessons, even though they have a purpose in mind to teach something through the video.

The last question of the questionnaire (question number 11) relating to the “use of video” theme aimed at finding out the length of video clips teachers normally show students during lessons. Here are the results:

Table 15. How long video clips do you usually show to your students? (Presented in frequencies and percentages)

Length of video clips	Frequency	Percentage
0-5 minutes	27	48%
5-10 minutes	26	46%
10-30 minutes	13	23%
+ 30 minutes	9	16%
No answer	2	4%

According to the results, clearly the most used video clips were the short ones. 48% of the teachers used video clips lasting 0-5 minutes and 46% of the teachers used video clips lasting 5-10 minutes. 23% of the respondents used also video clips with the length of 10-30 minutes. 16% of the teachers answered that they used video clips that lasted longer than 30 minutes. 2 teachers did not respond to this question, meaning that they do not use video at all. The results indicate that roughly half of the teachers preferred video clips of 0-5 minutes and the other half clips of 5-10 minutes. In addition to that, several of the teachers also used longer videos. These results are not surprising when keeping in mind that several teachers did not always relate any kinds of tasks to the use of video. In that case, the short video clips for e.g. waking up interest or introducing a topic seem to be the most efficient ones. The longer videos, as discussed in the background section of the study, usually need planning several tasks and possibly lessons around them.

These were the results on how and how much teachers use video in foreign language teaching. From here, I will move on to the next theme of the study which aims at finding out the teachers' attitudes towards the use of video and towards learning from video.

5.2 Attitudes towards video

The second theme of the study was to find out what kinds of attitudes teachers have towards the use of video in foreign language teaching and towards learning languages through video in general. There were five questions in the questionnaire aimed at finding out these matters. The first question (question number 12) asked the importance of the use of video in the respondents' teaching. The results were the following:

Table 16. How important do you consider the use of video in your teaching? (Presented in frequencies and percentages)

Importance	Frequency	Percentage
Very important	4	7%
Important	27	48%
Cannot say	8	14%
Not very important	17	30%
Not important at all	-	-

7% of the respondents considered the use of video in their teaching *very important*. 48% of the teachers considered it *important*. 14% of the respondents answered *cannot say*. 30% of the teachers considered the use of video *not very important*. None of the teachers who participated in the study considered the use of video *not important at all*. The results reveal that 55% of the teachers of this study consider the use of video important in their teaching.

The next question (question number 13) asked the teachers' beliefs concerning the importance of the students watching video material in their own time. The results were:

Table 17. How important do you consider that the students watch all kinds of video material in their own time? (Presented in frequencies and percentages)

Importance	Frequency	Percentage
Very important	12	21%
Important	38	68%
Cannot say	3	5%
Not very important	3	5%
Not important at all	-	-

21% of the teachers considered it *very important* that students watch all kinds video material in their own time. Moreover, 68% of the teachers considered it *important*. Only 5% of the teachers answered *cannot say*. The final 5% of the respondents answered that they did not consider it very important that students watch all kinds of video material in their own time. According to these results, it can be quite clearly generalized that the teachers consider students' video watching outside of school important. 90% of the teachers of this study answered accordingly.

The next three questions of the questionnaire (questions number 14, 15 and 16) aimed at finding out if the teachers believe in the benefits of video in terms of learning languages outside of school and in terms of the students' motivation. The first question was if the teachers believe that the use of video during lessons will encourage students to work on their language skills outside of school. The second question asked whether the teachers believe that the use of video during lessons will increase the students' motivation during those lessons. The final question asked if the teachers believe that the watching of video, at school or in free time, will have a positive influence on the students' language skills. The results are presented in the following tables.

Table 18. Do you believe that the use of video during lessons will encourage students to practise their language skills independently outside of school? (Presented in frequencies and percentages)

Answer	Frequency	Percentage
Yes	14	25%
To some extent	39	70%
No	3	5%

Table number 18 shows that 25% of the respondents believed that the use of video during lessons will encourage students to practise their language skills outside of school. Moreover 70% of the respondents believed that it will encourage students to some extent. Only 5% of the teachers who responded to the study did not believe that the use of video will encourage students to practise their language skills outside of school. These results are not very surprising, considering the fact that 63% of the teachers answered in table 6 that they had the purpose of encouraging students to

learn languages in mind when using video during lessons. Therefore, one does expect them to believe that the use of video will encourage students to practise their language skills outside of school with the help of video or in some other way.

Table 19. Do you believe that the use of video during lessons will have a positive influence on the students' motivation? (Presented in frequencies and percentages)

Answer	Frequency	Percentage
Yes	33	59%
To some extent	22	39%
No	1	2%

The data in table number 19 reveals that 59% of the respondents believed that the use of video during lessons will increase students' motivation. 39% of the teachers believed that it increases students' motivation to some extent. Only 2%, which means one teacher, believed that the use of video during lessons will not increase students' motivation. These results are very significant, in my opinion. It was argued in the background of the study that students generally feel that their motivation towards the language lessons increases if video is used to some extent as a teaching or learning material. The data in table 19 indicates that the teachers generally feel the same way. Therefore, since both the teachers and the students seem to be in agreement that the use of video will increase students motivation, it can be concluded that the use of video should be one of the regular language teaching methods in foreign language teaching.

Table 20. Do you believe that the watching of video by students (at school or in free time) will have a positive influence on the students' language skills? (Presented in frequencies and percentages)

Answer	Frequency	Percentage
Yes	42	75%
To some extent	14	25%
No	-	-

The results in table 20 show that 75% of the teachers who participated in the study believed that, if students watch video material at school or during their free time, it will increase their language skills. Moreover, 25% of the respondents believed that it will increase students' language skills to certain extent. None of the 56 teachers answered that they do not believe that watching video material will increase students' language skills. These results prove quite clearly that the teachers nowadays do acknowledge the positive effects of watching video material on students' language skills.

Overall, according to the results presented above, teachers seem to have quite positive attitudes towards the use of video as a teaching material. Moreover, they appear to recognise the benefits of video material as an aid in learning languages. The majority of the teachers in this study considered the use of video important in their teaching. The vast majority considered it important in terms of language learning that students watch video material outside of school and, moreover, that it has a positive influence on students' language skills. Furthermore, 55 teachers out of 56 believed that the use of video during lessons will increase students' motivation at least to some extent. These results can be considered very significant in terms of validating the use of video in foreign language teaching.

5.3 Reasons for the non-use of video

The final theme of the study was to find out the possible reasons for the non-use of video. There were three questions in the questionnaire which aimed at finding out these matters. The first question (question number 18) asked simply the reasons for the non-use of video. The final two questions (questions number 19 and 20) gave the respondents an opportunity to further define or explain their answers. The results for the first question are presented in the following table.

Table 21. If you do not use video in your teaching, what is/are the reason(s) for that? (Presented in frequencies and percentages)

Reason	Frequency	Percentage
Lack of time during courses/lessons	6	11%
Lack of the equipment needed to show video	4	7%
I would like to use video but do not know how to make the best use of it	2	4%
Other reason	1	2%
Takes too much time to plan	-	-
Lack of belief in the usefulness of video	-	-
No answer	47	84%

First of all, the most notable aspect in these results is the fact that 47 out of the 56 teachers did not answer the question. That counts for 84% of the number of participants in the study. Those teachers defined themselves as those who use video in their teaching and, therefore, did not find the need to answer the question of why they do not use video. The most notable reason for not using video, according to the results, was lack of time during courses or lessons. Six teachers answered accordingly. Four teachers answered that the reason they did not use video was the lack of the equipment which was needed to show video. Two teachers answered that they would like to use video, but did not know how to make the best use of it. One teacher answered that he or she had some other reason for not using video. None of the 56 teachers who participated in the study answered that they did not use video because of lack of belief in the usefulness of video or because it would take too much time to plan lessons for the use of video.

Question number 19 of the questionnaire asked the participants to further explain their answers if they answered that they did not use video in the previous question for

some other reason than those which were given as options. The question was: “If you answered to the previous question that you do not use video for some other reason, could you further define what that other reason is?” Only one of the teachers answered that they did not use video for some other reason. Therefore, it is quite surprising that three teachers answered to the question number 19. The answers were as follows:

”Joskus ajanpuutteen takia on myös vaikea löytää kielellisesti sopivan tasoista videomateriaalia”

”Sometimes due to lack of time it is difficult to find material which would be right for the students’ language level”

”Aikaa on kyllä rajallisesti vaikka videota käytänkin”

“There is a limited amount of time available even though I use video”

“Käyttäisin mielelläni videomateriaalia opetuksessani, mutta luokkani tietokone on suojattu enkä ole järjestelmänvalvoja, joten en voi ladata flash playeria, mikä olisi ymmärtääkseni edellytys esim. videoiden katseluun”

”I would like to use video material, but the computer in my classroom is protected and I am not the system controller, so I am unable to download flash player, which according to my understanding would be required in order to watch videos”

The first two teachers further mentioned that the lack of time affects their willingness to use video in their teaching. The third teacher told that he or she could not use video since the computer in his or her classroom was lacking the required software. The teacher was unable to download it and, apparently, unable to ask help from the teacher who would have the authority to download the required software. The third teacher failed to notice, however, that not all video material have to be showed to students directly from the internet. If the computer had a basic windows media player, then it would be possible to show students DVD material.

The final question of the questionnaire (question number 20) aimed at finding out reasons for the teachers’ possible lack of belief in the usefulness of the use of video. None of the 56 teachers answered in the question number 18 that the lack of belief in

the usefulness of the use of video would have been a reason behind not using video in their teaching. In spite of that, however, three teachers answered to the question number 20. One of the answers was clearly misplaced or the question was misunderstood since the teacher in question listed reasons why he or she uses video. The two remaining answers were:

”Ei sitä kieltä hauskaa pitämällä opi vaan kovalla työllä”

”One does not learn a language by having fun, learning requires hard work”

“Videon pitää olla hyvin valikoitu ja sopia tarkoitukseen ja asiaan”

”The video must be well selected, have a purpose and fit to the topic in hand”

The first one of these two respondents clearly had a slightly old-fashioned view of how languages are learnt. He or she thought that one learns languages only by working hard. Therefore, he or she considered the use of video as an unnecessary fun which was not aiding learning. The second teacher was not totally against the use of video, but considered it very difficult to find suitable video material which would benefit his or her teaching purposes. That was the reason for his or her lack of belief in the usefulness of the use of video.

To sum up, the majority of the teachers who participated in the study did use video in their teaching. The main reasons for not using video were lack of time during courses or lessons, lack of the equipment which was needed to show video and not knowing how to make the best use of the video material. Only one teacher out of the 56 expressed clearly that he or she did not really believe in the usefulness of the video as a language teaching or learning aid. The teacher in questions associated language learning more to working hard in order to learn than merely watching video material and learning from it.

6 DISCUSSION AND CONCLUSION

The main purpose of the study was to find out to what extent and in what ways teachers use video in foreign language teaching in Finland. Furthermore, the aim was to find out what kinds of attitudes teachers hold towards the use of video. The study was carried out via a questionnaire on the internet. The link to the questionnaire was sent to 138 language teachers via e-mail or on Facebook. 56 teachers responded to the questionnaire. Most of the data were analyzed quantitatively, but the answers to the three open-ended questions were analyzed qualitatively. In this last section I will present a summary of the findings while discussing some important topics that arose from the findings. Moreover, I will discuss the pros and cons of the study and make suggestions for further research.

The first aim of the study was to find out how much video is used by language teachers here in Finland. Finland might be a slightly too broad generalization since the study was carried out only in two regions of Finland. The results indicated that 23% of the teachers in this study used video in their teaching more than once a week. Another 21% of teachers used it approximately once a week. That means that according to the results, 44% of the teachers used video at least once a week. Superficially that sounds quite satisfactory in terms of the use of video in foreign language teaching. It might be, however, difficult to determine from these results what once a week really means. If a teacher has six different groups to teach and he or she shows one group a short clip of video in a week, then it does not sound very satisfactory any longer. It might be difficult to know whether the teachers who participated in the study interpreted once a week to really mean once a week (including every group they teach) or once a week per each group of students. That could have been defined better in the questionnaire. That is also something which should be kept in mind when doing further research on the topic.

Another aim of the study was to find out how and for what purposes video is used by foreign language teachers. Clearly the most often used video material was Youtube. 89% of the respondents used it. 75% of the teachers used movies and 68% used videos made for language teaching. One of the reasons for the high use of videos

made for language teaching might have been the fact that those videos are often available on Youtube. Several teachers mentioned them when specifying what they exactly showed students on Youtube. The high usage of Youtube also indicates that the most schools in the areas of Seinäjoki and Jyväskylä have the necessary technological equipment to show students video material on the internet. Teachers were contacted for the study in over a dozen different schools in the Jyväskylä area which further validates the argument. It might also be possible to generalize that the most schools in every relatively large town in Finland have the same resources since it would be very difficult to believe that the educational resources would vary greatly between similar sized towns. Further research could be done, however, to find out whether the schools in small towns have similar technological equipment in classrooms.

The study also aimed at finding out what were the purposes the teachers had in mind when using video. 88% of the respondents used video for the teaching of the target language culture, 84% for the teaching of listening comprehension and 82% for waking up students' interest towards certain topics. It was notable that only 38% of the teachers used video for the teaching of speaking skills and only 20% for the communication exercises. Video material does provide several topics for conversation, dialogues for acting, models of how to speak in a certain way, and so on. One of the reasons why culture teaching and listening comprehension were more often the purpose behind the video than speaking skills or communication exercises might be the fact that there are not often ready made tasks for the latter two. Some teachers might think that it is too time consuming or they simply might not know how to invent tasks and exercises for those purposes. It might be a great deal easier to create a task for listening comprehension through video than it would be to create one for really practising communication through video.

Another interesting notice was that some teachers, according to the results, did not use any tasks even though they had the purpose in mind to teach something through video. 88% of the teachers answered they wanted to teach the target language culture with the help of video, but only 52% answered that they used tasks relating to culture when showing students video. The same was true with listening comprehension. 84% of the teachers had the purpose in mind to teach it through video, but only 70% used

tasks relating to it. In terms of listening comprehension it might be quite understandable that teachers might think that a short video clip in itself provides practise for listening comprehension and does not require further exercises. In terms of culture, however, it has been noted in the theoretical background section of this study that tasks are crucial to really provide meaningful learning experiences.

One of the reasons for some teachers for not using tasks, especially with the aim of teaching culture through video, might be that several teachers mentioned that they used a great deal of Youtube material when showing students video clips related to the target language culture. Again, there are no ready made tasks for the Youtube material. It would be up to the teachers to invent them. Therefore, some teachers might think that they do not have enough time to invent tasks and that may result in some teachers merely showing students clips related to culture and hoping they learn something from them.

Youtube might also have an effect on the results of purposes the teachers have in mind when showing students video. The purpose teachers most often had in mind when showing students video was the teaching of culture (88%). As has been mentioned above, several teachers seemed to think that it does not require any tasks. The next purposes teachers most often had in mind were listening comprehension (84%), waking up students' interest (82%), preview of a topic (66%), encouraging students to learn languages (63%) and entertainment (61%). These are mainly purposes which rarely require a great deal of planning and tasks. Moreover, the video material for these purposes can easily be found on Youtube. Therefore, it might be the case that some teachers use only video material that Youtube easily provides and they do not use a great deal of time inventing meaningful tasks around video for students.

The final aim of the study was to find out what kinds of attitudes teachers hold towards the use of video in foreign language teaching. The results indicated that the attitudes towards it were very good. 55% of the teachers considered the use of video important in their teaching. 25% of the teachers believed that the use of video will encourage students to practice their language skills independently and 70% more believed that it encourages them to some extent. 59% of the teachers also believed that the use of video during lessons will increase students' motivation during lessons.

Moreover, 39% of the teachers believed that it will increase students' motivation to some extent. These numbers are very significant. The teachers who participated in this study clearly believe in the positive effects of the use of video. Therefore, it can be argued that video should be used as a teaching or learning aid in foreign language teaching even more in the future. Moreover, it could be a good idea to organize courses for language teaching where they would be taught how to utilize video better.

In my opinion, this study was able to find answers to its research questions quite well. The results give some information on how much and how video is used in foreign language teaching at least in two areas of Finland. Moreover, the results form a small overview of the attitudes language teachers have towards the use of video. The response rate of 40.5% of the questionnaire can also be considered quite successful. The response rate shows that the questionnaire was made relatively easy to participate in. In my opinion, the study has succeeded in creating a small overview of a topic which has not been widely studied here in Finland. Furthermore, the results can be seen as quite encouraging and the future might be very positive for the use of video in foreign language teaching in Finland.

Naturally, the fact that the questionnaire was easy to participate in can also be seen as a downside for the study. The questionnaire was quite short and at times somewhat superficial. In order to find more in-depth information on the topic, more questions in greater detail should be asked. Moreover, as has been mentioned above some of the definitions in the questions could have been made clearer. Obviously, the sample size of 56 teachers is not enough for any great generalizations. In order to truly form an overview of the topic here in Finland more teachers in a great deal wider area should be contacted.

One can only assume that since the technology develops even further the use of video will be one of the hot topics in the field of foreign language teaching in the future. According to the present study, video is used to relatively good extent in language teaching. More research could be made, however, with a wider range of towns and with a wider range of teachers to form a larger overview of to what extent and in what ways it is used. More detailed questions of the teachers' ways of using video could also be asked. Moreover, it could be found out if the smaller towns and smaller

schools have the similar technological resources for the use of video than the larger ones. It would also be important to conduct studies where teachers' and students' experiences and opinions were compared. Furthermore, it would be important to compare lessons without the use video with the lessons with the use of video and determine in which ways video can be used most efficiently to aid the learning of foreign languages. One more thing to study would be how effective the use of video without tasks is compared to the use of video with tasks.

The use of video can have several positive effects on the learning of languages. The present study has argued that students' motivation increases when video is used during language lessons. Moreover, this study has argued on behalf of the positive effects on culture learning and communication. It is important, however, to keep improving the methods in which video can be used. In the present day world there are vast amounts of video material available to teachers and students that can aid language teaching and learning. It is up to the teachers and scholars in the field of language learning and teaching to be innovative and develop even better ways in which to use video in language teaching.

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Appendix – Questionnaire

Sukupuoli		Paste Insert Item
Sukupuolesi on?		
<input type="checkbox"/>	Mies	
<input type="checkbox"/>	Nainen	

Työkokemus		Paste Insert Item
Montako vuotta olet työskennellyt opettajana?		
<input type="checkbox"/>	1-5	
<input type="checkbox"/>	5-10	
<input type="checkbox"/>	10-20	
<input type="checkbox"/>	+20	

Opetettavat kielet		Paste Insert Item
Mitä kieltä/kieliä opetat?		
<input type="checkbox"/>	Englanti	
<input type="checkbox"/>	Saksa	
<input type="checkbox"/>	Ranska	
<input type="checkbox"/>	Espanja	
<input type="checkbox"/>	Venäjä	
<input type="checkbox"/>	Ruotsi	
<input type="checkbox"/>	Muu	


Kouluaste		Paste Insert Item
Millä kouluasteella työskentelet?		
<input type="checkbox"/>	Alakoulu	
<input type="checkbox"/>	Yläkoulu	
<input type="checkbox"/>	Lukio	
<input type="checkbox"/>	Ammattikoulu	
<input type="checkbox"/>	Ammattikorkeakoulu	
<input type="checkbox"/>	Muu	

Videomateriaali		Paste Insert Item
------------------------	--	---------------------

Millaista videomateriaalia käytät opetuksessasi? (Voi vastata useaan kohtaan tai jättää vastaamatta, mikäli et käytä lainkaan videomateriaalia.)

<input type="checkbox"/>	Youtube			
<input type="checkbox"/>	TV-Sarjat			
<input type="checkbox"/>	Elokuvat			
<input type="checkbox"/>	Dokumentit			
<input type="checkbox"/>	Uutiset			
<input type="checkbox"/>	Piirretyt			
<input type="checkbox"/>	Kielenopetukseen tehty materiaali			
<input type="checkbox"/>	Jokin muu materiaali			
<input checked="" type="checkbox"/>	No Answer			NA


Group on Page Paste | Insert Item

Videonkäyttö      

Mihin tarkoitukseen/tarkoituksiin käytät videota tunneillasi? (Tähänkin voi jättää vastaamatta mikäli et käytä lainkaan videota.)

<input type="checkbox"/>	Kuullunymmärtämisen opetus			
<input type="checkbox"/>	Puheen opetus			
<input type="checkbox"/>	Kulttuurin opetus			
<input type="checkbox"/>	Aiheen alustus			
<input type="checkbox"/>	Viihde			
<input type="checkbox"/>	Kieliopin opetus			
<input type="checkbox"/>	Kielen opiskeluun kannustaminen			
<input type="checkbox"/>	Mielenkiinnon herättäminen			
<input type="checkbox"/>	Kommunikaatioharjoitukset			
<input type="checkbox"/>	Jokin muu tarkoitus			
<input checked="" type="checkbox"/>	No Answer			NA







Group on Page Paste | Insert Item

Videonkäytön_määrä      

Kuinka usein suurin piirtein käytät videota opetuksessasi?

<input checked="" type="checkbox"/>	Enemmän kuin kerran viikossa			
<input type="checkbox"/>	Kerran viikossa			
<input type="checkbox"/>	Kerran kahdessa viikossa			
<input type="checkbox"/>	Kerran kuukaudessa			
<input type="checkbox"/>	Harvemmin			

Group on Page Paste | Insert Item







Videonkäytön_määrä2      

Haluaisitko käyttää videota enemmän opetuksessasi?

Kyllä

Ei

Group on Page Paste | Insert Item

Tehtävät3      







Liittyykö videonkäyttöön tunneillasi yleensä tehtäviä?

Kyllä

Ei

En käytä lainkaan videota

Group on Page Paste | Insert Item

Tehtävät2      

Millaisia tehtäviä videonkäyttöön tunneillasi liittyy? (Jos vastasit edelliseen kysymykseen "ei", ei tähän tietenkään tarvitse vastata.)

Kuullunymmärtämistehtäviä

Puhetehtäviä

Kulttuuriin liittymisiä tehtäviä

Kielioppitehtäviä

Kirjoitustehtäviä

No Answer NA

Group on Page Paste | Insert Item

Videopätkien_pituus      

Kuinka pitkiä videopätkiä näytät yleensä oppilaille? (Jos et käytä lainkaan videota, ei tähän tarvitse vastata.)

0-5min







5-10min

10-30min

+30min

No Answer NA

Group on Page Paste | Insert Item

Tärkeys      

Kuinka tärkeänä pidät videonkäyttöä omassa opetuksessasi?







Todella tärkeä

Tärkeä

En osaa sanoa

<input type="checkbox"/>	Ei kovin tärkeä		
<input type="checkbox"/>	Ei yhtään tärkeä		







Group on Page Paste | Insert Item

Tärkeys2      

Kuinka tärkeänä pidät oppilaan kaikenlaisen videomateriaalin katsomista vapaa-ajalla kielenoppimisen kannalta?

<input type="checkbox"/>	Todella tärkeä		
<input type="checkbox"/>	Tärkeä		
<input type="checkbox"/>	En osaa sanoa		
<input type="checkbox"/>	Ei kovin tärkeä		
<input type="checkbox"/>	Ei yhtään tärkeä		







Group on Page Paste | Insert Item

Motivaatio      

Uskotko videonkäytön tunneilla kannustavan oppilasta itsenäiseen opiskeluun koulun ulkopuolella?

<input type="checkbox"/>	Kyllä		
<input type="checkbox"/>	Jossain määrin		
<input type="checkbox"/>	Ei		







Group on Page Paste | Insert Item

Motivaatio2      

Uskotko videonkäytöllä opitunneilla olevan positiivinen vaikutus oppilaan motivaatioon?

<input type="checkbox"/>	Kyllä		
<input type="checkbox"/>	Jossain määrin		
<input type="checkbox"/>	Ei		

Group on Page Paste | Insert Item

Kielitaito      

Uskotko videomateriaalin katsomisella (vapaa-ajalla tai koulussa) olevan positiivinen vaikutus oppilaan kielitaitoon?

<input type="checkbox"/>	Kyllä		
<input type="checkbox"/>	Jossain määrin		
<input type="checkbox"/>	Ei		

Group on Page Paste | Insert Item

Youtube      

Jos vastasit aiemmin, että käytät Youtubea opetuksessasi, niin voisitko kertoa hieman millaista materiaalia näytät oppilaille sieltä?

No answer

Group on Page

Paste | Insert Item

Ei_käyttö



Jos et käytä videota opetuksessasi, niin mistä se johtuu? (Jos käytät, ei tähän tarvitse vastata.)

<input type="checkbox"/>	Ajan puute tunneilla/kursseilla		
<input type="checkbox"/>	Tarvittavien välineiden puuttuminen		
<input type="checkbox"/>	Vie liikaa aikaa suunnitella		
<input type="checkbox"/>	Uskon puute videon hyödyllisyyteen		
<input type="checkbox"/>	Haluaisit käyttää mutta et tiedä miten saada siitä paras hyöty		
<input type="checkbox"/>	Muu syy		
<input type="checkbox"/>	No Answer		NA

Group on Page

Paste | Insert Item

Muu_syy



Jos vastasit edelliseen kysymykseen, että jokin muu syy, niin voisitko kertoa mikä?

No answer

Group on Page

Paste | Insert Item

Hyödyllisyys



Jos et usko videon hyödyllisyyteen, niin voisitko kertoa miksi?

No answer