THE USE OF VIDEO IN CONTACT AND DISTANCE FOREIGN LANGUAGE TEACHING: TEACHERS' PERSPECTIVES

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Tiivistelmä – Abstract

Teknologia kehittyy yhä nykypäivänäkin erittäin nopeasti, ja teknologian saatavuus ja käytettävyys paranee myös kouluympäristössä niin opetuksen kuin omaehtoisen oppimisenkin kannalta. Tämän vuoksi videoiden käytölle opetuksessa on yhä useampia erilaisia vaihtoehtoja. Tämän tutkimuksen tavoitteena on saada tietoa siitä millä tavoin opettajat näkevät erilaisten videoresurssien ja käyttötapojen hyödyntämisen opetuksessaan ja mitä mieltä he ovat niiden mahdollisuuksista. Tässä tutkimuksessa käsitellään sekä videoiden käyttöä yleisesti normaaleissa opetusolosuhteissa että tällä hetkellä ajankohtaisen etäopetuksen näkökulmasta. Tutkimus keskittyy erityisesti vieraiden kielten opetukseen. Videoita voidaan hyödyntää opetuksessa sekä valmiin videomateriaalin että itse tehtyjen videomateriaalien muodossa (Bull & Bell 2010, O'Donoghue 2014).

Tämän tutkimuksen aineisto kerättiin haastattelemalla kolmea vieraiden kielten opettajaa Keski-Suomen alueelta. Haastattelu valittiin aineistonkeruumetodiksi sen vuoksi, että tavoitteena oli saada tietoa henkilökohtaisista subjektiivisista kokemuksista ja preferensseistä, mihin haastattelumetodi sopii hyvin (Roberts 2020: 3187). Aineisto analysoitiin laadullisen sisällönanalyysin keinoin, koska sitä hyödyntäen oli mahdollista saada aineistosta eroteltua tutkimuskysymysten kannalta relevantein data (Schreier 2012). Tutkimuksen tuloksista saatiin selville, että opettajat olivat yleisesti tietoisia erilaisten resurssien, kuten itsetehtyjen videoiden ja erilaisten valmiiden videoiden olemassaolosta. Kaikkein yleisimpiä resursseja lukuun ottamatta opettajien ensisijaisesti suosituimmat videoresurssit vaihtelivat jonkin verran. Opettajat olivat myös käyttäneet pitkälti hyvin samankaltaisia videoresursseja ja videopohjaisia tehtäviä niin etäopetuksessaan kuin lähiopetuksessaankin. Opettajien erityisen potentiaalisina näkemät käyttötavat vaihtelivat kuitenkin opetustavan ja -tilanteen mukaan. Opettajilta saatiin tutkimukseen myös tietoa heidän kohtaamistaan videoiden käytön ongelmista ja hankaluuksista. Näiden tulosten perusteella voidaan päätellä esimerkiksi samankaltaisten videoresurssien, käyttöperiaatteiden ja potentiaalien olevan mahdollisesti yhtä toimivia sekä etä- että lähiopetuksessa, vaikkakin nämä tulokset eivät pienen otoskoon vuoksi ole yleistettävissä.

Avainsanat – Keywords Foreign language teaching and learning, video in teaching, distance teaching and learning, teaching practices, preferred practices, teaching potential

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1 INTRODUCTION

Using video in teaching and learning has been prevalent for a long time and as
will be discussed later, this has likely contributed to teachers' knowledge of the
availability of video resources. Technology has evolved significantly since video was
introduced to teaching, and because of its continual evolution along with the new
teaching circumstances presented by the global pandemic, it is important to keep
researching how video and other technological resources are used.

Various pieces of research have already been done in this area. For example, Bull
and Bell (2010) go through various ways of using digital video across the curriculum
and handling video material, also discussing what can be achieved by using video in
teaching. O'Donoghue (2014) offers more insight into creating video material for
teaching and creating video tasks for students. O'Donoghue (2014) also describes
what both of these require from and offer to teachers and students. Lech and Harris
(2019) have studied the role of online informal learning of languages through video
along with other aspects of virtual learning. Bajrami and Ismaili (2016) have studied
the role of video material in EFL classrooms, for example the goals that they help
achieve. In Finland, Leppänen (2012) has studied teachers' practices and attitudes
toward the use of video in foreign language teaching.

However, previous research has not provided much insight into using videos in
distance foreign language teaching or compared this to contact teaching, at least in
Finland. It is also worth noting that the circumstances surrounding video use in
teaching may already have changed since Leppänen's (2012) study, for example. This
is due to the fact that technological capabilities have also shifted drastically since 2012,

and it may be speculated that an online distance learning situation on a global scale would not have allowed similar use of video resources then as it does now.

The aim of this study is to gain further information about teachers' awareness of different types of video materials and how they are being used. I also aim to find out how teachers view the use of video in distance learning circumstances as opposed to regular contact teaching circumstances. The study also examines teachers' general preferences in terms of what kinds of video materials they see as most useful in both distance and contact teaching.

In this paper, I will first consider the background theory and previous studies in more detail, moving from video in all teaching applications to video in language teaching and learning more specifically. Then the focus will be shifted toward the methodology and aims of this study, after which the data gathered from interviews will be reviewed and analyzed. Last, I will offer some concluding thoughts regarding the findings of this study and their implications, along with some suggestions for further research in the same field.

2 TEACHING WITH VIDEO

The consumption and creation of various kinds of video material is becoming increasingly commonplace in the current society. Most students in Finland, at all levels of education, are accustomed to some kind of video consumption, and most teachers are also likely to have acquainted themselves with some kind of video material whether that is in their free time or integrated into their teaching. The societal situation caused by the ongoing pandemic forces teachers to adapt their teaching, thus making video use a valuable asset for teaching. In this literature review, I will discuss the general use of video in teaching and look into video production for teaching. I will then move further into discussing video use in language teaching and, more specifically, in English language teaching. The roles of video and its effects on students' performance, along with teachers' views on the topic of video use as previously researched, will also be discussed.

2.1 Video in teaching

Video can be a very useful resource in teaching across all levels of education. It can be used to help motivate students to learn where more traditional reading and teaching methods may not achieve great involvement from pupils. As Bull and Bell (2010: 3) mention at the very beginning of their book about teaching with video, video material

can be used very successfully when the correct type of video is chosen and incorporated into the teaching. In addition to using the appropriate types of premade video materials from the internet or other sources, some thought could also be given to producing one's own video materials for teaching or handing students a task in which they get to create their own material in connection to the task at hand (O'Donoghue 2014).

O'Donoghue (2014) addresses a number of issues in his guide to video production in connection to teaching and learning that may be considered when it comes to both production and general usage of video materials in teaching. He brings up two risk factors that inexperienced video makers need to take into account. First, one needs to take care that the video actually focuses on what the teacher is trying to teach, and secondly, one needs to consider the video from a student's perspective in terms of its overall appeal and interest in students' eyes (O'Donoghue 2014: 35). These two notions also apply to using other video resources (Bull and Bell 2010).

There are many ways of activating and motivating students with video. The easiest of them is simply watching video with students or making them watch videos by themselves. Bull and Bell (2010: 5–6) exemplify the usefulness of this type of video use as a way to ease students' understanding of whatever it is that needs to be taught, by for example showing them something that helps them create logical connections between what is taught and its real-world context. They also further emphasize the fact that, as a teacher, one needs to make sure that the students know they need to watch the videos in an active capacity (Bull and Bell 2010: 6).

Video production as a part of students' coursework presents a large amount of potential in various subjects (Bull and Bell 2010: 7, O'Donoghue 2014: 129–130). O'Donoghue (2014: 129–130) argues that introducing an activity based on video production in the place of an old-fashioned writing task may yield positive results in the levels of students' enthusiasm. Bull and Bell (2010: 7) also describe video production as something that may have positive results in the form of an increase in students' creative output and further argue that the engaging nature of videos in communicative contexts directly translates into their ability to engage students in the

classroom. Furthermore, O'Donoghue (2014: 130–131) points out that, from the teacher's point of view, making students produce video content may be both very rewarding when everything goes smoothly. On the other hand, the teacher may be required to exert more effort into supporting the students with the various difficulties they might encounter, as compared to writing an essay, for example (O'Donoghue 2014: 130–131).

At the end, it can be concluded that video may be used in a variety of ways across the curriculum, including both the actual production of video material, and the watching and analysis of pre-existing video materials from various sources. Both of these utilizations preferably offer more exiting and approachable options compared to more traditional methods of teaching and learning and, when used correctly, can afford the teacher with better teaching results.

2.2   Video in language learning and teaching

There is a multitude of ways in which videos can be utilized in language learning. These usage scenarios are applicable both when learning online at a distance and in classroom-based learning scenarios. Many different languages may be taught using video in these ways, however, in this paper the English language will be used as an example. A few previous studies will also be taken into consideration in this section.

The use of videos in teaching is considered to be a part of the concept of multimodal teaching. What this means is the use of multimodal texts in teaching, which are defined by Bull and Bell (2010: 108) as texts that are not in the written format, which essentially means video, photograph and audio material. A related term to also deliberate upon is the concept of multimedia-based teaching (translated from Finnish term "monimediainen opetus") (Taalas 2007: 414). This term is described as teaching that houses within it all kinds of mediums allowed by technology, including, but not limited to, both video and audio materials (Taalas 2007: 414).

Taalas (2007: 413) also states that the usage of computers and technology is still often only used as a replacement for more old-fashioned tasks. One way in which the

use of video in teaching languages can be broadened to encompass a wider range of applications is brought up by Lech and Harris (2019: 47). They discuss the online informal learning of English and the informal learning of foreign languages in general. They express that informal learning is critical in the learning of foreign languages and state that different kinds of online video content are a part of informal language learning (Lech and Harris 2019: 47). This notion can be linked into the use of video in teaching, by way of teachers encouraging students to actively seek out different informal learning environments and perhaps even giving tasks related to these. This could be a very useful way of keeping students active in language learning during distance teaching circumstances as presented by the effects of the ongoing pandemic on teaching.

As far as teaching English is concerned, video can have multiple roles in and out of the classroom (Bull and Bell 2010: 107–110, Bajrami And Ismaili 2016: 504–505). Bull and Bell (2010: 107–110) talk about how video can be used in English language arts, which essentially means the creative portion of language teaching. They propose the idea to use video to explore and to use language creatively. Bajrami and Ismaili (2016: 504–505) go into some detail describing a variety of goals and advantages of video use in an EFL (English as a foreign language) classroom. They first stress that the desired learning goals must be clear to the teacher, and then propose that video could be used as a tool to aid listening comprehension. Furthermore, they suggest that video could also be useful in encouraging students to take interest in learning about the language and all that is involved with it (Bajrami and Ismaili 2016: 504–505). It is worth noting that both Bull and Bell's (2010) and Bajrami and Ismaili's (2016) examples on English apply to other foreign languages just as well.

When it comes to previous research done in the area of video usage in language teaching and learning, a considerable body of research already exists as videos have been used in teaching in some capacity for a relatively long time. Next, I will explore the aims and content of a few of these studies. I will also go through their most significant findings as far as they relate to my specific subject of study. As noted before, Bull and Bell (2010: 7) mentioned that video production may aid student creativity.

Chen (2018: 2–3) has studied the integration of creativity in an EFL classroom, and as a part of this study, she has also investigated using video in teaching language in the form of watching videos relevant to the subject matter being taught. Chen (2018: 2) found, for example, that students were enthused by a task wherein they watched a video and then wrote a letter regarding the subject matter.

Research by Göktürk (2016: 71–96) examines what effect video recordings have on the oral performance aspect of EFL learning. The findings of this study indicate that the recording of video material does indeed have an overall positive impact on oral performance, though only on proficiency and not fluency. This leads Göktürk (2016) to conclude that this kind of task involving video helps make the students more confident in using the language.

The aim of the last study by Leppänen (2012) comes closest to the aim of my study, in that it explores teachers' interests and experiences in using video for foreign language teaching. The findings of the study by Leppänen (2012: 37–58) indicate, for example, that 44% of the teachers that took part in the study used video in their teaching at minimum once a week. Leppänen (2012) also found that Youtube was the most extensively used source of videos. Finally, Leppänen (2012) also identified what purposes the teachers used video for: the most prevalent of these was teaching target language culture. My study is, however, distinguished from this study by my heavier focus on teachers' practices and experiences along with the perspective of distance teaching as introduced recently by the Covid19-pandemic. My study also aims to take a more qualitative approach to questioning.

On the basis of these sources, it can be concluded that video has many potential uses in language teaching. It may be used as a material both in remote teaching and in contact teaching. Video also has potential for language teaching and learning in the form of informal use of video material and the integration of these informal video resources into teaching.

3   THE PRESENT STUDY

3.1   The aim and the research questions

The aim of my research is to find out whether the participating teachers are generally aware of the different possibilities presented by video use and creation, and how teachers view the use of video in distance foreign language teaching.

1. What kinds of possibilities regarding video usage and video creation in language teaching are teachers aware of and how do they view these possibilities?

    As mentioned in the previous sections, the production or creation of videos by either the student or the teacher can be beneficial when both learning outcomes and learner motivation are considered. For example, Bull and Bell (2010: 7) mention the potential of video use on aiding student creativity. This is why I have also chosen to seek answers from teachers about whether they are aware of this fact, and whether they themselves see the potential in this type of video usage.

2. What kinds of video materials and tasks involving video have teachers liked using in remote teaching or would see some potential in using, and do these practices differ in some way from those they use in contact teaching?

3.2   The data

The data of this study consists of qualitative data regarding foreign language teachers' opinions and experiences with the use of video in their teaching along with their general awareness of different video sources and utilizations. The data includes viewpoints regarding contact teaching and distance teaching, and offers both positive and negative perspectives and aspects in connection to the use of video.

The data was collected through individual interviews. Interview was chosen as the method of data collection due to the fact that it is a highly useful method when the desired information is to be subjective and based on personal preferences and opinions (Roberts 2020: 3187). Three interviews were conducted in addition to a pilot interview. The interviews were carried out in February 2021. The data collected from the pilot interview was not used in the analysis as the interview was altered significantly after the pilot interview. The interviews were constructed upon ten main questions (see Appendix 1) that acted as a basis for gathering the desired information. The answers to question 10 were excluded from the results as the question was deemed irrelevant to the actual study. The answers were open ended and thus, the questions actually asked varied between the interviews depending on what the participants disclosed in connection to a specific question. This variation was necessary so that the participants would not unnecessarily have to answer questions regarding a subject matter they had already discussed in connection to their previous answers. The questions were sent to the teachers in advance. This decision allowed the teachers to start thinking about the subject matter of the study in advance, thus hopefully yielding more in-depth answers during the interviews. The interviewed teachers were foreign language teachers from Central Finland. Their interview data was pseudonymized and the teachers were labeled as Teacher #1, Teacher #2, and Teacher #3 respectively. The data was collected in Finnish so as not to discriminate between teachers of different languages. The length of the entire transcribed data from

the interviews was 14 pages or around 5000 words. Each participant provided roughly the same amount of data.

3.3   Methods of analysis

Qualitative content analysis was used as the method of analyzing the interview data. This method was chosen for the analysis because it is a suitable approach to adopt in order to gain only the useful information that answers the research questions out of a larger body of text, which an interview produces. For example, one of the main differences of qualitative content analysis when compared to different qualitative data analysis methods is that it leaves only the most important aspects of the analyzed data whereas other methods expand upon the examined data (Schreier 2012: 7–8). Qualitative content analysis was therefore used to select the suitable data out of the entirety of data available, so that the research questions were answered through the selected data, and so that the analysis may reflect upon the theoretical background examined. The interview data that was collected in Finnish was first transcribed completely. The data desired for the analysis was then coded into seven categories that roughly corresponded with the different aspects mentioned in the research questions and the questions that were used as the basis for the interviews. These categories were: 1) pre-made video material, 2) preferred video materials, 3) awareness of video materials, 4) videos made by teachers themselves, 5) videos made by students, 6) negative aspects of video use, 7) video in distance teaching. This coded data was then used in the analysis so that each code roughly corresponded with a specific subsection of the text. Findings based on the data were then connected to the background theory of the study.

4 FINDINGS AND ANALYSIS

4.1 Pre-made video material and general awareness

The first aspect of video use in language teaching that the teachers were enquired about was their preferred or most used video materials along with their general awareness of different video sources and different applications of video. The open-ended questions they were asked were roughly as follows:

1. What applications of video in language teaching hold the most potential in your opinion?

    a. What kinds of teaching applications for video do you like the most?

2. What kinds of language teaching compatible uses and sources of video material are you aware of?

3. Have you utilized premade video material in your language teaching?

Two important aspects, among others, regarding the use of premade video material were also remarked upon by the teachers in the interviews. More specifically, these were the question of suitability for teaching a certain subject matter and the need for correct rights to use video material. The suitability issue is also pointed out by Bull and Bell (2010: 3) who note the importance of the correct type of video being used in a specific circumstance.

4.1.1 Preferred video materials and utilizations

There were a few video materials and circumstances in which video is used that the teachers saw as their most preferred ones. Teacher #1 mentioned utilizing thematic content in the form of short videoclips from different sources such as Youtube or different news services, as an example of their preferred practices. Teacher #2 saw most potential in using video in replicating and displaying authentic language use and thus also being able to observe nonverbal forms of communication. Teacher #3 also mentioned expressions and gestures as a positive aspect of videos, and saw most potential in using video as a way to better listening comprehension. Bajrami and Ismaili (2016: 504–505) also associate video as a resource that has potential benefits for listening comprehension. All three participants also mentioned ready-made learning materials as a significant and important source of video materials and assignments.

On the basis of the answers received, it can be derived that the three participants showed a clear preference toward the use of premade video materials. This is likely mostly due to the ease of use provided by these premade materials, and also the relatively low effort they require from a teacher in order to use them as an assignment. O'Donoghue (2014: 130–131) also states that more exerted effort may be required from the teacher when using video production as a resource in place of more traditional teaching methods. However, the materials and practices mentioned in this section were not the only ones used by the teachers, but rather examples of their most notably preferred practices. From the teachers' answers it could be inferred that they are well aware that there is a vast array of video material available. For example, a remark by Teacher #1 indicates knowledge of vast availability of material:

(1) "Kun niitä (videomateriaaleja ja käyttötapoja) on niin paljon kaikkia" "There are so many of them (video materials and uses)"

4.1.2 Teachers' awareness of video materials and utilizations

The participants described numerous other materials and ways in which video may be used that they were aware of. The fact that they are not included in the section

concerning preferred materials and methods does not mean that the participants do not use them. In fact, the participants mentioned using or having used most of these other materials in their teaching, but they were not mentioned as their most preferred methods or materials. This could mean that they perhaps do not use these ones as much as those they mentioned as their preferred ones. Firstly, the participants were all generally aware of both premade and self-made video materials. Furthermore, all of them also had previous experiences and opinions regarding both video material made by the teachers themselves, and the creation of video material as a student assignment.

Clips of television programs from different internet services were given as one example by Teacher #1. Teacher #1 also mentioned an application called Ylen Kielikoulu and different paid services as possible sources of video material for teaching. Teacher #2 also specified television and Youtube clips, along with music videos and old matriculation examinations as sources of video material to be used in teaching. Instructional videos, TED talks and videos made by other teachers were brought up by Teacher #3. Teacher #3 also provided an example of a music video-based task, this being lyric completion. These specified resources coincide partly with the findings of Leppänen (2012) about what types of video materials teachers utilize most often.

The fact that the teachers are aware of all these possibilities reflects the position that video holds in teaching and learning language. It also reflects the fact that video material, along with other technological teaching methods, has in itself been present in school environments for a long time (Taalas 2007: 413). However, the ways in which video is used and can be used has evolved significantly during this time, which is the reason for my research.

4.2 Self-made video material

As discussed before, many sources firmly suggest that video production in teaching and learning may have several benefits on different aspects of language acquisition (Bull and Bell 2010: 7, O'Donoghue 2014: 129–131). Thus, the participants were next enquired about their previous experiences with two forms of self-made video material, along with their opinions on the usability and potential presented by these forms. The following questions were used as an outline to evaluate these opinions and experiences:

1. Have you utilized self-made instructional video material in your teaching?
2. Have you utilized making video as an assignment (for students) in your teaching?
   a. If you have, have you seen it as a good or a bad practice in teaching?

4.2.1   Videos made by teachers themselves

When asked about whether they had used video material they made themselves, the general consensus among all participants was that they had scarcely ever created self-made materials. At least in the case of Teacher #1 and Teacher #3 it was outlined that this is largely due to the relatively large workload in comparison to using premade material as also identified by O'Donogue (2014: 130–131). Thus, I suspect this might be the case among teachers also on a more general level than that of my study, but this would need to be verified.

The teachers did, however, despite their initial assessments, outline some instances where they had, at least to some extent, used video material that they had created. Teacher #2 specified livestreamed teaching content that is saved as a video afterwards as an instance where they had produced self-made video material. Composing a sort of video collage from other videos to use as teaching material was an example given by Teacher #3. Thus, it can be speculated that teachers may actually make more teaching videos than they realize. It may be because of the scarcity of using such materials that they do not notice using them.

4.2.2 Videos made by students

Inquiring about videos that teachers had assigned for students to make, it was discovered that, as opposed to teacher made materials, they had utilized this form of self-made video rather often and in an active manner. Teachers #2 and #3 had both assigned students to create resumes in video form. A point regarding the usefulness of learning to make video as a skill that plays an important role in students' everyday lives was made by both Teachers #1 and #2. This may in fact be a factor in the divide between the amounts of the two forms of self-made video I enquired the participants about. The data also suggests that more benefit is seen in assigning a video production task to students than teachers producing video themselves. O'Donoghue (2014: 130–131) also points out that video production may be rewarding to both students and teachers, which could also be a reason behind the use of video production as an assignment.

Teacher #1 presented an interesting approach to student video creation. This approach being giving the students a choice as to whether they want to complete an assignment in video form or rather using only audio recording. Taking the students out of their comfort zone in the forms of these types of assignments was also presented as a positive aspect of self-made video by Teacher #1:

(2) "Se (videoiden teko) voi mennä näitten mukavuusrajojen ulkopuolelle, mutta kun ne saa sen tehtyä ja kun vaatimustaso ei ole kauhean iso nii sitten ne tottuu siihen ja sitten se auttaa niitä oikeasti niitten oikeassa elämässä." "It (making videos) can go out of their comfort zone but when they get it done and when the task is not too demanding, they get used to it and then it can help them in their real lives."

Different forms of course work assignments such as presentations were also outlined by Teachers #2 and #3 as examples of video material tasks to be created by students. It can be concluded that the teachers saw video creation assignments as a good practice overall.

4.3 Negative aspects regarding the usage of video

My initial hypothesis was that the participants may not voluntarily name any possible negative sides regarding video use in language teaching. Thus, a decision was made to include one question about negatives in the outline for the interviews. The question was as follows:

1. Are there any forms of video use or video material that you do not like when considering teaching?

Contrary to my initial prediction, some of the participants had more difficulties and negative aspects to express regarding video use, and, next, I shall outline some of these negatives and examine the lack of negatives in some cases.

Surprisingly, the participating teachers did not express any specific forms of video use or video material that would be especially disliked by them, which was the initial aim of my questioning. They did, however, name several difficulties and more negative aspects related to using video in teaching.

Teacher #1 named finding the right video to use in a certain context as a common difficulty. As Bajrami and Ismaili (2016: 504–505) mention, it is essential that the learning goal of using a specific video resource is clear to the teacher. This point was also elaborated on by Teacher #1 with the mentions of possible information errors and inappropriate content that could be found in some videos, both of which are prevalent issues due to the vast amount of video material available. Teacher #1 also mentioned the difficulty in being selective enough so as not to use an excessive amount of video material. Teacher #2 expressed disliking when video material is used in cases where it does not provide any additional value to the teaching and is rather being used only because it can be used. Difficulty in keeping students engaged when using video in teaching was a second point delineated by Teacher #2:

(3) "Kun taas jossain luokassa kontaktiopetuksessa pidät ja näytät videon niin osa saattaa heti checkoutata tai keskustella kaverin kanssa." "Whereas if you show a video in contact teaching situations, some students may check out or start talking with classmates."

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Teacher #3 saw no other difficulties or negatives in video use besides the relatively larger workload on both teachers and students.

On the basis of these remarks, it may be speculated that the amount of difficulties the teachers encounter when using video material may serve as an important separating factor between foreign language teachers, regarding their experiences and opinions on video use in teaching. As background theory (Chen 2018) suggests, video use may be especially motivating for students. On the opposing side of this increase in motivation, if a teacher were somehow demotivated by difficulties and workload created by the use of video material, it may result in them using a bare minimum of video material as required by whichever curriculum or teaching material they follow in their teaching.

4.4   Distance teaching and video

The last aspect of this study is teachers' experiences in and opinions on using video in distance teaching circumstances as opposed to regular contact teaching. The teachers partaking in the study had not had much experience with distance teaching, which is why they were asked about both their own experiences and the hypothetical future potential of video materials in their teaching. The following questions were used:

1. Did you use video material under distance teaching circumstances, or would you see some potential in it in a similar future situation?
2. What kinds of utilizations of video material would best suit distance teaching circumstances in your opinion?
3. Does your opinion on video teaching applications and their teaching potential differ regarding distance teaching circumstances as opposed to normal contact teaching circumstances?

4.4.1 Video in distance teaching

Regarding the use of video in distance teaching circumstances, Teachers #1 and #3 expressed having had difficulties using video initially because of the instability of the virtual teaching environments. All the teachers, however, noted that they had used some kind of video material in their distance teaching classes. Teachers #1 and #2 mentioned having used video material that is integrated into the students' pre-existing study materials. All the teachers also mentioned using teaching related videos from other sources than the teaching materials as something they had also done in their distance teaching. Teacher #2 also brought up recording or streaming their teaching as a distance teaching related utilization.

When asked more specifically about what kinds of video materials or utilizations would suit the distance teaching circumstance best, Teacher #1 indicated that there are a lot of possibilities but did not specify any particular preferences. Teacher #2 indicated a preference toward video materials that are narrow enough in their content, essentially following Bajrami and Ismaili's (2016: 504–505) thoughts on the crucial nature of clear learning goals in the teacher's mind. An example of dialogue exercise videos was also mentioned by Teacher #2. Teacher #3 thought that video suited distance teaching best when used in completing oral exercises. Research by Göktürk (2016) also agrees with Teacher #3 on the suitability of video materials for oral exercises.

Regarding possible differences between using video in distance and contact teaching circumstances, Teacher #1 expressed not really seeing any major differences. Teacher #3 only mentioned the possible functionality issues related to distance teaching and the fact that the way in which video is shared to the students is different.

(4) "No kyllä siinä se ero on, että viime kerran ne (videomateriaalit) ei ainakaan toiminut." "Well, there is the difference that at least last time they (the videos) did not work."

Teacher #2 thought that distance teaching presents the student with more flexibility in terms of timing their work, in addition to there being potential for a better focus on the videos than in contact teaching. Teacher #2 also mentioned that in distance

teaching it may be more difficult to create conversations around a video material than in contact teaching.:

(5) "Sitten toki se videon auki purkaminen siihen saa sitten toisaalta paremmin interaktiivisuutta kontaktiopetuksessa, et sitä on paljon helpompi purkaa porukalla, että jutteleppa vaikka parin kanssa tai pienellä porukalla keskustelkaa, että mitä saitte videosta irti. Se on taas etäopetuksessa mahdollisesti hankalampaa toteuttaa." "You can integrate a more interactive approach into dissecting a video in a contact teaching situation when you can group people easier, by telling them to discuss the video with a pair or a small group. That could be something that is more difficult to carry out in distance teaching."

Based on this data, it can be said that the teachers generally use video in a rather similar manner regardless of whether they are teaching their class in a classroom or over an internet connection. My speculation is that this may be due to the teachers using rather a lot of video in their contact teaching and thus not really having the need to add any more video into their distance teaching. Because of this relative similarity in practices, it may be suggested on the basis of the data gathered in this study alone that all the practices and principles presented in the background section of this study may be used in a similar manner in both contact and distance teaching circumstances. Especially the online informal learning of language through video as presented by Lech and Harris (2019: 479) may have potential in a distance teaching and learning situation.

5   CONCLUSION

The overall aim and purpose of this study was to find out how much teachers know about the possibilities of video in language learning, and to find out what their experiences and opinions are, regarding both distance and contact teaching circumstances. The findings of the study show that the teachers were, in fact, rather well aware of the vast availability of different kinds of video resources that could be used in language teaching and learning. This is not entirely surprising because, as Taalas (2007: 413) states, video has already been used in teaching for a considerable time. The teachers interviewed for this study had utilized many different video materials in varying teaching contexts. Some similarity regarding these findings and the findings indicated by Leppänen (2012: 37–40) when discussing the kinds of video materials teachers used most often in their teaching can be found. For example, Youtube and different kinds of news material appeared in both studies. The teachers also showed that they had each developed some preferences toward certain kinds of video usage, which also implicates the amount of video material they use in their teaching, since in order to have preferences, one needs to have experience. These preferred applications usually had something in common with the effort needed in completing a certain video assignment which was, for example, mentioned by O'Donoghue (2014).

The results also show that teachers generally utilized video in a similar way regardless of whether their teaching was contact or distant. It is also shown that the teachers were well aware of the teaching potential of video. They indicated, however,

that some teaching scenarios in which video is used, such as group work, may function better in contact teaching whereas some others such as intensive, concentrated watching of a video may function better in distance teaching. Using video in oral exercises, the overall effectiveness of which was remarked upon by Göktürk (2016), was one example of an exercise that may function better in a distance teaching situation. A second potential seen by the participants of this study that was also mentioned by Bajrami and Ismaili (2016: 504–505) is that of video as an aid to listening comprehension.

One of the strengths of this study is that the findings, although subjective in nature, are relatable, and may give some insight into potential teaching practices for teacher students or other language teachers. This study may also give ideas for other researchers to further study video in language teaching from the current more distance teaching orientated angle. Similar qualitative studies may also be conducted so as to yield more generalizable net results in the future, since one of the limitations of this study is its subjective non-generalizable nature due to the low number of participants. The participants were also all from a relatively localized area of Finland, thus making generalization even more difficult.

Another strength of this study is that it succeeded in answering the initial research questions quite thoroughly and clearly in my opinion. It also yielded some interesting ideas for further research to be done. As an example, online informal learning through video utilized as part of teaching and learning may be an interesting area to research or even conduct experiments in. The effect of availability of better technological solutions for using video in both contact and distance teaching is another area where further research could yield intriguing results.

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APPENDICES

Appendix 1 Interview questions in Finnish

Haastattelukysymykset kandidaatin tutkielmaa varten:
1. Millaisissa / millaisessa videoiden käyttötavassa tai sovelluksessa näet eniten potentiaalia kieltenopetuksessa?
    a. Millaisista videoiden opetussovelluksista pidät itse eniten?
2. Millaisista kielenopetukseen sopivista videomateriaalin käyttötavoista tai lähteistä olet tietoinen?
3. Oletko käyttänyt kielenopetuksen yhteydessä valmista videomateriaalia? (miksi?/miksi et?)
4. Oletko hyödyntänyt opetuksessa itse opetusta varten luotua videomateriaalia? (miksi?/miksi et?)
5. Oletko hyödyntänyt videomateriaalin luomista opetuksessa jossain muodossa? (esimerkiksi oppimistehtävänä, harjoituksena tms.) (teettämistä oppilailla)
    a. Jos et, näetkö että tällaisen videoiden käyttötavan hyödyntäminen olisi mahdollista tai mielekästä omassa opetuksessasi?
    b. Jos olet, näetkö tämän hyvänä vai huonona käytänteenä opetuksen kannalta? (sekä videoiden käytön ylipäätään että erityisesti tämän oppilaiden luomisen?)
6. Onko joitain videoiden käyttötapoja, joista et itse, opetuksen kannalta ajatellen, pidä? (miksi?) (onko joku käyttötapa hankala, häiritsevä, turhan työläs yms.)
7. Käytitkö videomateriaalia etäopetustilanteessa tai näkisitkö tässä jatkossa vastaavia tilanteita ajatellen potentiaalia?
8. Minkälaiset videomateriaalin hyödyntämis- / käyttötavat voisivat mielestäsi soveltua tällaiseen etäopetustilanteeseen?

9. Eroaako näkemyksesi videoiden eri käyttötavoista ja niiden opetuspotentiaalista etäopetustilannetta ajatellessa verrattuna normaaleihin lähiopetusolosuhteisiin?

10. Miten näkisit videomateriaalin käytön kielenopetuksessa tulevaisuudessa?
    a. Millaisia uusia mahdollisuuksia työtapoja yms. voisi olla.