# Views of Pre service Teachers in Utilizing Online Video Clips for Teaching English Language

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*Abstract*—**This paper provides a utility knowledge of how and widely and freely available online video clips can be collected and utilized to teach English Language. English language video clips from various Internet sources have been searched, categorized and provided to pre service TESOL teachers to view their applicability for the teaching in terms of technical qualities, content, attitude and readiness, student engagement and pedagogical parameters. The teachers filled in a questionnaire on the applicability of the video clips which was developed and distributed to 33 TESOL pre service teachers at a public university in West Malaysia. The result shows that pre service teachers highly accept the applicability of online video clips and they show very strong attitude and readiness to use the video clips in the future teaching.**

*Index Terms*—**Evaluation, freely available, online video clips, pre service teachers.**

## I. INTRODUCTION

The use of video is not new in the field of education. It has always been seen as a promising teaching and learning media. The visually appealing video has in many ways helped educators and learners to understand the meaning of a certain phenomenon. For the past several decades, the video medium has been used as a teaching resource to enhance English language learning. Mayer (2002) has defined video as a kind of multimedia material consisting of verbal and non verbal presentations displaying simultaneous images, narration and on screen text [1]. Continuous growth of online video can be beneficial for educators as the access to an extensive and expanding spectrum of topics are increasingly available to them. Trends in educational video viewership have risen in recent years. For instance, Purcell (2010) found that trends in educational video viewership have risen from 22% to 38% between 2007 and 2009[2]. This is an indication that the use of online videos and its benefits are tapped by the education practitioners.

The emergence of Web 2.0 has further caused the meteoric growth of online videos in recent years. Much of this growth is contributed by YouTube, a video sharing site formed in 2005. The popularity of tube videos have risen with the

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development of more video sharing sites such as Yahoo Video, Teacher Tube, School Tube, Hulu, Netflix and many more similar ones. Nielson Online [3] reported that the level of activity was up as viewers' streamed 28% more video and 45% of them spent more time watching online video and to date there is no exact number of online videos available. However, this number will continue to surge and as of February 2011, about 7.5 millions of video has been streamed on YouTube alone in the U.S.

A growing numbers of authors believe that the young generations of today are essentially different from the former generation because of the rapid changes and exposure to the Internet technologies and media consumption. Thus, the rapid technological advancement is believed to have transformed the student's thinking skills that require new educational approach [4]. Although researchers are slowly recognizing the usefulness of online video clips in the classrooms, only limited number of researches have been done on the appropriateness of the freely available online video clips. Thus, the purpose of this study is see whether the tube videos that are abundantly available via Internet are really useful, possesses good quality that improves the pedagogical applications and their usefulness in teaching English Language from the perspective of the pre service teachers in a public university in West Malaysia.

## II. RESEARCH QUESTIONS

The research questions for this study are as follows:
1) How do the TESOL pre service teachers perceive the applicability of video clips for teaching and learning of English in terms of:
   - Technical qualities
   - Content
   - Attitude and readiness
   - Student engagement
   - Pedagogical parameters
2) How are the various dimensions of the video clips evaluation ordered in term of their importance?

## III. THEORETICAL FRAMEWORK

The theoretical framework for this study is built upon the existing Technological Pedagogical Content Knowledge (TPACK) framework. This framework which was initially introduced in understanding teachers' acquaintance in terms of technology, pedagogy and content, actually evolved from Schulman's construct of Pedagogical Content Knowledge as shown in Figure 1. It included technology knowledge as situated within content and pedagogical knowledge as seen in

Figure 2 [5]. In facilitating this study, two new dimensions specifically attitude and engagement factors are added to the existing TPACK model. As the TPACK model concentrates on the three key elements of knowledge of Technology, Pedagogy and Content knowledge, other researchers have emphasized the importance of educators' attitude toward technology and the degree of engagement in the teaching and learning activities[5] . Therefore, these two new dimensions are included in establishing the theoretical framework for this present study. Thus, as seen in Fig 3, this study is based on the *content knowledge*, *pedagogy knowledge*, *technology knowledge*, *attitude* and *engagement* of students as the purpose of this study is to see the suitability and applicability of video clips in teaching and learning in terms of these dimensions.



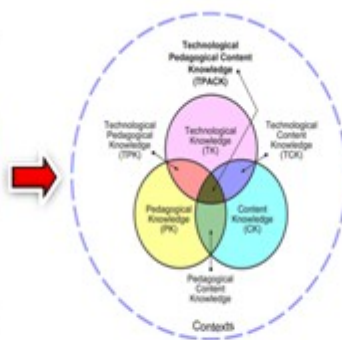Figure 1: Shulman's Pedagogical Content Knowledge.

Figure 2: The components of the TPACK framework (graphic from http://tpack.org.)

Figure 3: Proposed Theoretical Framework for the research

## IV. LITERATURE REVIEW

Google video, YouTube, Yahoo! Video, SchoolTube, Teacher Tube, and many more similar websites offer great videos that can be downloaded instantly to be viewed and shared. The popularity of online video largely contributed by YouTube can be seen in many statistical reports since its creation in 2005. In the first five years of service, YouTube recorded 2 billion views per day [6]. Blinkx (2011) has indexed more than 35 million hours of video in its website [7]. Nielson Company in its January 2011 online viewing figures revealed that there are 14.5 billion videos with average viewing time of 279 minutes per viewer. This statistics on the number of video clips watched and uploaded is a clear indication that these existing video clips can be used in positive manners in improvising the teaching and learning processes. Of the millions of videos created and uploaded daily, a large number of them are educational and they can be downloaded and used. Mullen and Wedwick (2008) expressed that videos are now available at the click of mouse and video sharing sites like YouTube provide quick access to a big pool of video data base [8].

Authors have also mentioned that social video sites offer massive amount of video clips at very little or no cost at all. For instant, according to Fralinger & Owens (2009), visitors can view hundreds of hours of video clips and events without any charges at all [9]. Profusion of video clips clearly shows that online video clips are just waiting to be exploited in education. However, concern on the quality and their fitness in education still arise among the education practitioners because of the massive quantity of video clips available online. Snelson (2008) concluded that there is a need for research in evaluating the content quality in addressing, the evolving phenomenon of rapid growth of short video clips [11].

Video can be best defined as selection and sequence of messages or a kind of multimedia material that consists of verbal and non verbal presentations displaying simultaneous images, narration and on screen text **[1][11]**. Video which had evolved from silent movie has gone through numerous changes to its present stage as a new digital technology. It has found a new place in the world today with the proliferation of Internet and the emergence of YouTube. The term online video is a norm among the web surfers as it had becomes a platform for the Internet users often known as Net Gens to share and upload their video creations. A number of advantages and positive applications of video clips in education have been identified from the literature. They are as below:

1) Video clips are very short in duration and not only carry the intended message concisely and precisely but it also can be presented in various forms like word, spreadsheet and power point [10][14]

2) Video is a flexible medium that posses the ability to be paused, stopped, and restarted to ensure the learners understand the new concepts or topics [12] [13] [14].

3) Variation of video attributes help in maintaining attention and focused concentration of learners when used alongside with other delivery methods [15] [25].

4) Generate interest, inspire and motivate students with its presentation of dynamic and still images, movies, sound and accompanied by supporting texts as it make the material more meaningful [17].

5) Generate fun environment and improve the attitude and increase the memory as video present the intended information more naturally with high richness and clarity [15] [17].

6) Aspire collaborative learning in classroom as it can provide opportunities for the teachers to break out the monotony and carry out discussion or assessment by replaying the segments of the video and lead to greater student participation[15] [18].

English Language has been always considered as the universal communication medium and thus many methods of promoting and enhancing the effectiveness of teaching English as second language are being researched. With the shift towards the digitized world, the Malaysian Ministry of Education has emphasized the use of multimedia teaching courseware and even launched the EDUWEBTV in the year 2008 replacing the educational TV to reduce the digital gap in education transformation [17]. Multimedia researchers have also found that the use of videos can enhance the teaching of English language as videos can provide great visual stimulus through its combination of illustrations, sounds, graphics, and text. Mixture of sound, pictures, mental images, perceptions, figures, text and others can facilitate student engagement and improve learning process [11]. McKinnon (2011) acknowledged that video clips can portray settings, action, emotions and gestures that can provide important visual stimulus for language practices and learning [20]. Thus, literature show that the use of videos in teaching has grown over the past few decades and left positive impacts in improving the process of teaching in the classrooms.

As key players in the educational system, teachers' belief and attitude towards technology has been consistently emphasized because there has been constant relationship between positive attitude and the use technology. For instance, Al-Zaidiyeen, Mei & Fook (2008), found that teachers play an important role in the implementation of ICT into schools and their attitudes have proven to be important predictors of technology use [18]. Considering the past findings on the attitude magnitude of teachers in integration of technology, it is important to know the pre service teachers attitude and belief towards freely available online video resources.

Although very few studies related to online video clips have been carried out in the past, there is a growing number of researches related to YouTube (www.youtube.com), the popular video sharing site as specific subject in their research. With the advance of Internet technology, many research academicians have resorted to the online resources. Berk, (2010) concluded in his research that, videos from published website resources like YouTube are ranked top in the teaching of English, Physical Education, Business Management and Health courses[15]. The potential of YouTube for online education has been examined and one of the obvious benefits of online video is it leads to vast quantities of free public video on a broad spectrum of topics (Snelson, 2009)[19].YouTube can also be used as supplementary teaching material, to provide examples of native English speakers and as a resource in developing authentic writing skill (Snelson, 2008)[11]. According to Duffy, YouTube is a powerful social media that can motivate learner and provide pedagogic resource for educators [22]. Thus as we can see, researchers are already gearing up in using the usefulness of freely available resources.

## V.    METHODOLOGY

This study has two main phases. The first phase is the process of searching and identifying various Internet sources and downloading the appropriate English Language video clips. 50 suitable video clips are downloaded and put onto VCDs to be later distributed to the respondents involved in this study.  The sources of the video clips are from websites named as *5 minutes video.com*, *BBC Learning English*, *Learning Upgrade*, *Lets's Talk*, *School House Rock*, *Teacher Mario*, *Wildcatter Productions* and *Youtube*. The duration of each video clips are between one to five minutes. In the second phase of the study, the applicability of the video clips was evaluated by 33 TESOL pre service teachers randomly selected from the Education faculty of a public university in West Malaysia. The evaluation was based on an instrument adapted from the Video Evaluation Questionnaire of the EDUWEBTV program [23]. The instrument consists of 40 questions addressing the five variables of the study namely *attitude and readiness*, *technical qualities*, *pedagogy, contents*, and *student engagement.* All the items are based on a likert scale ranging from 1 (Strongly disagree) to 4 (Strongly agree). The cronbach alpha reliability value of the instrument was found to be 0.92.

## VI.    FINDINGS AND ANALYSIS

Tables I to V shows the views expressed by TESOL pre service teachers towards the applicability of online video clips in terms of Attitude and Readiness, Technical Qualities, Pedagogical Parameters, Content and Student Engagements.

TABLE I: TECHNICAL QUALITIES OF ONLINE VIDEO CLIPS

| Technical Qualities | N | Mean | SD |
|---|---|---|---|
| The quality of video is good. | 33 | 3.24 | .56 |
| The quality of video is clear. | 33 | 3.27 | .67 |
| The quality of video resolution is good. | 33 | 3.15 | .61 |
| The sound effect aids learning. | 33 | 3.36 | .60 |
| The background music is suitable. | 33 | 3.36 | .60 |
| The video files can be easily opened. | 33 | 3.69 | .52 |
| The video interface is user friendly. | 33 | 3.48 | .56 |
| The operation of video on the computer screen is clear. | 33 | 3.63 | .48 |
| The display of video on the computer screen is clear. | 33 | 3.12 | .59 |
| The overall technical qualities of the videos are good. | 33 | 3.33 | .59 |

TABLE II: ATTITUDE AND READINESS OF ONLINE VIDEO CLIPS

| Attitude and Readiness | N | Mean | SD |
|---|---|---|---|
| The videos can help me to promote students'  learning. | 33 | 3.78 | .41 |
| I am confident of downloading appropriate videos from the internet in the future. | 33 | 3.66 | .54 |
| I am positive about the benefits of using videos in the classroom. | 33 | 3.63 | .65 |
| I am interested in using the videos in my classroom teaching. | 33 | 3.60 | .49 |
| I am motivated to use the videos for my teaching. | 33 | 3.60 | .49 |
| I am enthusiastic to use the videos for my teaching. | 33 | 3.60 | .49 |
| I will be comfortable to use the videos. | 33 | 3.57 | .50 |

| | N | Mean | SD |
|---|---|---|---|
| The videos can help me to create more interesting tasks for my students. | 33 | 3.48 | .50 |
| In future, I will use more videos in my classroom. | 33 | 3.36 | .60 |
| I need training on how to use video for teaching –learning activities. | 33 | 2.21 | .89 |

TABLE III: PEDAGOGICAL PARAMETERS OF ONLINE VIDEO CLIPS

| Pedagogical Parameters | N | Mean | SD |
|---|---|---|---|
| The language used is appropriate for learning. | 33 | 3.39 | .49 |
| The language used is conversational in nature. | 33 | 3.24 | .61 |
| The layout of the screen is consistent. | 33 | 3.03 | .72 |
| The layout is uncluttered and easy to follow. | 33 | 3.33 | .47 |
| There is not too much text in the videos. | 33 | 3.21 | .54 |
| The relationship of screen text to audio commentary is appropriate. | 33 | 3.24 | .56 |
| The images and the commentary reinforce each other. | 33 | 3.27 | .51 |
| The video encourage /scaffold constructive learning. | 33 | 3.30 | .46 |
| The video is a good medium that enhance teaching-learning activity. | 33 | 3.60 | .49 |
| Videos can enable students to understand difficult concepts in language learning. | 33 | 3.15 | .75 |

TABLE IV: CONTENT OF ONLINE VIDEO CLIPS

| Content | N | Mean | SD |
|---|---|---|---|
| The contents of video are attractive. | 33 | 3.42 | .56 |
| The content of the videos are well organized. | 33 | 3.24 | .71 |
| The contents are related to school English language curriculum. | 33 | 3.63 | .48 |
| The duration of the videos are appropriate | 33 | 3.39 | .55 |
| Students can easily understand the content of the videos | 33 | 3.48 | .56 |

TABLE V: STUDENT ENGAGEMENT OF ONLINE VIDEO CLIPS

| Student Engagement | N | Mean | SD |
|---|---|---|---|
| Videos can make school work more interesting for students. | 33 | 3.69 | .46 |
| The videos can help students improve their grades. | 33 | 3.27 | .45 |
| Videos can help students learn better and faster. | 33 | 3.39 | .49 |
| Videos can capture and retain students' attention. | 33 | 3.51 | .56 |
| Videos can generate new ideas among students. | 33 | 3.33 | .64 |

The data analysis shows that the pre service teachers' attitude and readiness is ranked top in the variables / dimensions studied with average mean score of 3.45 as seen in the Fig. 4. The position is closely followed by content and student engagement dimension with same average mean score of 3.44 in second ranks. Technical quality is ranked fourth with 3.37 average mean score whereas, the pedagogical parameters is ranked lowest among the five dimensions with average mean score of 3.28. are very appropriate to be used in English language teaching. As suggested by Mullen & Wedwick (2008) and Trier (2007), quick access to the vast quantity of video database provides great opportunities in enhancing learning [9] [24]. This supports the claims of earlier researchers who found that online video clips downloaded from YouTube or other similar websites are very educational and practical to be used. For instance, in the technical dimension, about three quarter of the participants strongly agreed that the online videos clips are high in quality. According to Hubbard (2009) attributes like good sound and visual are very important in aiding learning and sustaining the interest of learners [25]. Thus, this study showed that the quality of freely available online video is good and teachers can utilize them without much problem.
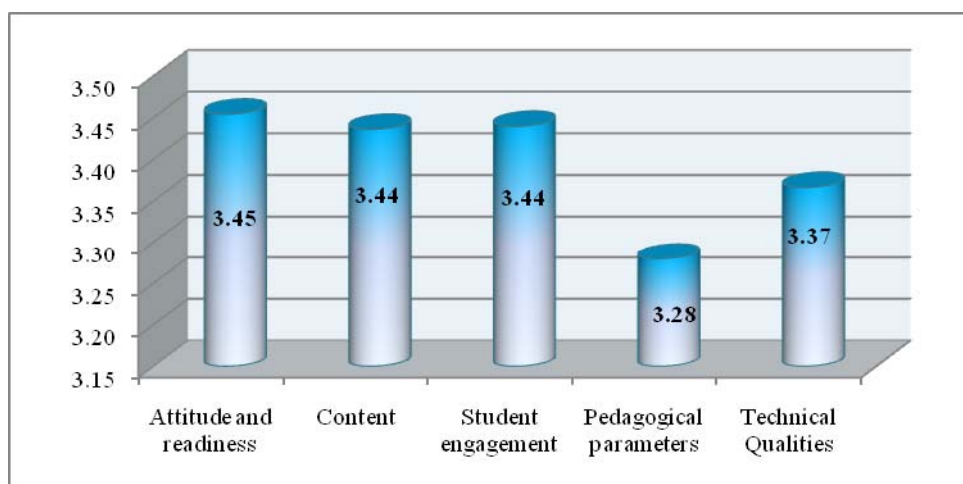


Fig. 4.Rank Score of Video Clips in Term of Dimensions.

## VII. DISCUSSION AND CONCLUSION

Although the small number of sample used may have limited the data interpretation, but it does provide some initial information and perception about the usage of freely and readily available online video clips among the future generation of teachers. The results of this study support the applicability of readily and freely available online video clips in teaching English. The outcome of the study clearly indicated that online video clips are very suitable and High mean score showed that the content of selected video clips not only meet the curriculum requirement but also found them to be rich in content, presented attractively and effectively. This finding also confirmed the claim of many

users and researchers on content of video clips uploaded online are indeed presented in a dynamic way that can enhance mastering of English language among students supporting the claim by Burke, Synder & Rager [26]. Meanwhile they also claimed that video can engage learners, thus the study has signaled that the content of online video clips are indeed engaging and could help student to be more focused. At the same time, video clips can improve the pedagogical parameters in classrooms.

Pre service teachers regarded attitude and readiness as the most important factor in integrating the freely available online video clips in their future teaching. According to Albirini (2006) teachers' perception and attitude in technology integration can pre determine the future technology usage pattern [27]. However, pre service teachers seem to be less concerned about the pedagogical parameters as the online video clips meet the basic requirement of quality and content. The current study envisions that more pre service teachers will adopt the usage of online video clips in their future teaching.

In conclusion, the enormous number of video clips available freely online can be further ventured into creating a new edge in education. Online video will not only serve as platform for amateurs to upload their materials but also as free resource center for teachers and students. Optimistic attitude and keenness is also a strong indication that the teachers of this generation regard the online resources like video clips as an important resource in enhancing teaching and learning processes. A video enhanced curriculum has a potential to serve as a very powerful approach in attracting the interest and zeal of learning of the net generation today!

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