

The Power of Video Materials in EFL Classroom from the Perspectives of Teachers and Students

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Abstract

This study is addressing the utilization of video materials as an essential strategy in the process of materials design within the area of EFL/ESL teaching. The study aims to gain an in-depth understanding of the utilization of video materials in EFL classroom, and exploring the reason(s) of incorporating video materials into the EFL classroom from the perspectives of teachers and students. The study draws on the paradigm of interpretivism employing its epistemology and philosophy as an underpinning stance. For gaining thick information, the researcher used the method of semi-structured interviews with teacher and student sample. Interpretations of data showed that teachers and students as well are highly interested in the utilization of video materials in the EFL classroom due to certain reasons. Based on the findings of data analysis, the study offers a number of implications and suggestions that are of value for teachers who are involved in the process of ELT.

Keywords: material design, material development, video materials

INTRODUCTION

In the era of modern English language teaching when the focus has been on the communicative needs and interests of the students, teachers have to think of different innovations to bring to the classroom. As a consequence of the status of English language as the international language, the emphasis has been on the speaking and listening as two essential skills in communicating among people all over the world. The ever-growing needs of the listening and speaking skills has shifted the emphasis from learning the grammar and literature of the language to the communicative needs and skills (Richards and Rodgers, 2001; Goh & Burns, 2012, Nunan,, 1992, 1989). Thus, empowering the communication skills requires mastering the speaking and listening skills which are considered as the foundation of the language that facilitates the learning of other skills. No doubt that the communicative language teaching (CLT) is the most effective approach in this respect. Accordingly, maintaining the communicative approach in English language learning requires many issues to be considered by course designers and teachers such as course design, classroom methodology, materials design, assessment, and the like.

Due to the complexity and difficulty of the speaking and listening because of the associating skills and elements (Goh & Burns, 2012; Thornbury, 2005; Harmer, 2001), it is important to think of any motivating and effective strategies that help support and stimulate students' learning. Among these effective strategies are videos, films, and TV shows (Jonassen et al. 1998, 1996). In comparison to the textbooks and other traditional materials that might fail to adapt to students' needs and interests, video materials have got a great level of interest as they bring authenticity, reality, flexibility, and variety to the EFL classroom and curriculum development (Richards, 2007; Peacock, 1997; Stoller, 1988).

Several empirical research studies have proved the usefulness and the impact of multimedia on people in various fields such as policy, health, economy, and education is no exception. The literature on foreign language materials design and several empirical studies emphasized the importance of utilizing movies in EFL teaching on the basis of enhancing students' communicative skills and competence. Multimedia plays a great role in the improvement of English language proficiency. Video materials have been widely used in EFL classroom because of their association with the communicative language teaching in addition to their role in facilitating language learning and stimulating the students (Kurniawan, 2015; Langer, 2010).

Teachers and course designers need to be more concerned about integrating video materials into the classroom learning. Pedagogically, the goal behind this is to expose students to the natural use of language. Incorporating movies into classroom teaching helps provide learners with "multi-sensory input that is close to real life communication" (Ishihara & Chi, 2004, p. 30). It is also believed that video materials allow both teaching and learning to become more meaningful and interesting, and dynamic (Richards, 2007; Lonergan, 1984). In addition, videos provide other facilities such as subtitles, play controls, and captions (Pujola, 2002, Jonassen, 2000). Also, their usefulness lies in exposing students to native speakers through a variety of videos such as movies, TV advertisement, broadcasts, etc. Importantly, video materials solve the obstacles of travelling to the English native speaking countries to meet native speakers.

In the era of technology, teachers and course designers can make use of digital videos in accordance with students' needs and interests, and with the type of subject or course (Shrosbree, 2008). For example, the speaking course needs to be supported by video materials and activities according to the syllabus and type of themes.

In the context where the current study takes place teachers are given as Toohey states the advantage of designing the courses they teach as this reflects "their control over curriculum" (2002, p. 1). In an attempt to enhance the speaking and listening skills several teachers decided to integrate video materials into classroom teaching for teaching a variety of subjects. Although some of them are concerned about teaching subjects such as writing, reading, Grammar, and listening, they use videos along with textbooks, worksheets, and other materials. They believe that the speaking skill is very challenging as it takes place in an EFL environment where there is a lack of exposure to the natural use of the language and a limited practice of the English language. This makes it difficult for students to communicate in English appropriately and effectively. They also

believe that offering one course for oral communication and speaking skill with three credits per week is not enough for mastering the speaking proficiency. In this respect, teachers have a role in designing, contextualizing, and adapting materials in accordance with the needs and interests of students (Graves, 2000, 1996; McGrath, 2013, 2002).

The main purpose of the study is to contribute to knowledge about designing and using video materials by teachers at the tertiary education level. For this, the study aims to gain an in-depth understanding of the utilization of video materials in EFL classroom, and exploring the reason(s) of incorporating video materials into the EFL classroom from the perspectives of teachers and students. For these reasons, the study draws on the following research questions:

- Why are EFL teachers in a tertiary context concerned about incorporating video materials into all kinds of language subjects?
- How do teachers in a Tertiary context in Oman design their video materials in relation to all language courses?
- How do students in a tertiary context in Oman benefit from incorporating video materials into the EFL classroom?

Examining the literature review and empirical research regarding the pedagogical use of video materials as an instructional tool, it has been noticed that the main focus has been on examining the effects of video materials on certain skills. To put it in another way, the main focus has been on understanding or examining the role of video materials on a particular subject that might be speaking, listening, reading comprehensions, writing, or grammar. However, this study attempts to understand and examine the idea of integrating video materials in all kinds of subjects including speaking, listening, reading, writing, and grammar. To my knowledge, there is no study in the existing literature that has been conducted for this purpose, especially in Omani tertiary contexts and the area of the Arabian Gulf. Therefore, this study attempts to close this research gap.

LITERATURE REVIEW

The idea of incorporating video materials into EFL classroom is not new. Many teachers and experts are familiar with the advantages of video materials in language classrooms. Also, our students are very experienced with films and television and YouTube shows. In EFL, the focus on using authentic materials, which video medium is part of, has been associating with the Communicative Language Teaching (CLT) that emerged since the 1980s. According to the CLT approach, language teachers need to think about using a variety of using authentic materials in the EFL classroom for the purpose of encouraging communication and interaction among students (Richards, 2007; Nunan, 2004, Knapp, & Antos, 2009).

Many scholars have emphasized the importance of incorporating video materials into EFL classroom as a source of exposure to the foreign language (e.g. Richards, 2007; 2006; Gilmore, 2007; Roberts & Cook, 2009; Sherman, 2003). Sherman presents a persuasive argument with regard to incorporating video material into language classroom (2003). For this purpose, she provided activities showing how to use video to bring the real language and culture into the EFL/ESL classroom. A great advantage of bringing video

materials into the classroom is exposing students to the culture of the target language. By watching movies and videos students can learn aspects, customs, and values of the English speaking countries. Moreover, using movies in EFL classroom helps provide students with “multi-sensory input that is close to real-life communication” (Ishihara & Chi, 2004, p. 30).

The interest in utilizing the video as a medium of instruction has attracted the attention of many researches for the purpose of investigating the benefits of using videos in EFL/ESL classroom. For example, several studies have examined the role of video materials in bringing authenticity, motivation, and variation to the classroom that traditional textbooks cannot bring (Mishan, 2005, Sherman, 2003). Several studies have admitted that providing authentic materials can positively influence students’ motivation in terms of gaining a positive attitude for learning the English language culture and participating in competitive group activities (Park & Jung, 2016; Huang, 2015; Amine et al, 2012; Otero, 2016). Amine, Benachaiba, and Guemide through their case study have found out that “the availability of multimedia was a dynamic and challenging motivating factor in EFL classroom” (2012: 63). Similarly, Huang (2015) has supported the application of video materials for stimulating students with low English proficiency. Psychologically speaking, and particularly in relation to student motivation, there are influential factors that play a great role in students’ learning (Dornyei, 2009; Dornyei, & Csizer, 2002; Schmid, 2011; Robinson, 2003). Videos can be considered as one of these factors that contribute to students’ learning by rising their attention and minimizing their anxiety while viewing videos (Spielman & Radnofsky, 2001; Turula, 2002).

Other studies in this area have emphasized the role of video materials that can be used as a pedagogical strategy for enhancing different language skills including speaking, listening, reading comprehension, writing, grammar, vocabulary, and pronunciation. Video materials when used in combination with other types of materials can help the level of proficiency in the EFL classroom (Sherman, 2003; Chung, 1999; Longerman, 1984). The main focus has been given to investigating the effects of videos on improving the listening and oral communication and listening skills. This is because through video materials students have the chance to be exposed to native speakers. For this purpose, Otero (2014) conducted an action research with the aim of examining the use of videos and information technology in language classroom as innovative strategies for enhancing the oral skills and communicative needs of students. The most important of all is that video medium can work for improving the communicative needs as the primary goal of learning English as a foreign or second language.

Video materials are also helpful in improving students’ listening skills as they provide real situations with real pronunciation, intonations, and a variety of English accents (Martinez, 2002). Krasnikova (2014) has examined how viewing Hollywood movies in ESL can enhance students’ writing skills. An interesting idea is relating to using video materials for teaching grammar. Llin, Kutlu, and Kutluay (2013) conducted an action research examining teaching grammar through the use of technology and videos rather than traditional textbooks.

An important advantage of videos, especially movies can be exploited for enhancing the skills of comprehension (Goldestein & Driver, 2015; Chapple & Curtis, 2000; Liang, 2013; Sarani, 2014; Coffey, 2004). Furthermore, viewing films helps students improve their critical thinking skills and abilities of analyzing film clusters semantically, pragmatically, and culturally. Harmer (2001) also points out to another major advantage of videos that is relating to their comprehension. Videos provide contextual clues, gestures, and expressions that support not only students' listening skills but also their comprehension skills. When students watch language in use through videos, they can connect between words and images and analyze the use of language in natural contexts.

An important issue that should be taken into account is relating to the new or Net Generation (Net-Gen). Globally, it is a well-known fact that this Net-Gen is highly influenced by the variety of digital technologies and media. Research in this area has indicated that many features of technologies and videos are useful for learning. In particular, they have a positive impact on learners' memories on the basis that the information gained through the visual aids and the medium of video can be stored easily and for the long term. It is therefore a theoretical fact that the video medium with its "moving-talking image can be used as a more effective stimulus for storing and encoding information than merely spoken or silent, printed words"(Cepon, 2013, p. 84).

Furthermore, contemporary research has proven the impact of computer-based multimedia instruction on the proficiency of the EFL in comparison to the traditional methods of teaching-learning (Kavaliauskiene, 2008, Kavaliauskiene & Kaminskiene, 2010; Watkins & Wilkins, 2011). "Learning a FL nowadays is not as a static experience for the Net-Gen anymore" (Bueno cited in Cepon, 2013, p. 86). This is because the Net-Gen can whether intentionally or unintentionally get information from digital Medias (Goldestein, & Paul, 2015).

Video: Definition and Types of Video

In language learning, video materials constitute a kind of audio-visual aids that help students in learning a foreign language through hearing and viewing. Richards and Renedya (2002) point out that "video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experience in addition to spoken language" (ibid, p. 364). In the era of technology, video is considered as an educational technology tool that has been incorporated into course syllabus design for educational situations and EFL/ESL classroom.

Video materials involve different types. They can be presented in a form of films, television advertisements, news, and broadcasts, and professionally designed tapes. Recently, digital videos have become so popular that are useful in making the everyday English accessible to all learners all over the world. Videos can be professionally designed for classroom instruction.

Video are considered as important tools in teaching a foreign language as they bring the natural use of the language by native speakers into the classroom. Through video materials, students can learn paralinguistic features such as gestures, body language, and different expressions. Besides, videos help change the routine of lessons, cultures, and

textbooks that help students better understand through “visual and audio clues to meaning” (Demirezen cited in Meriem, 2015).

Video materials must be differentiated from audio materials as the latter refer to the text that can be recorded in a tape or CD for the purpose of listening. Video materials, on the other hand, refer to audio-visual materials that can be heard and viewed at the same time such as movies, videos, news, and the like (Asokhia, 2009).

Harmer (2001) refers to three types of videos that can be used in classroom. These types are listed below:

- Off-air programs-They are kinds of videos that can be recorded from television programs. The teacher can choose from these programs certain activities that help in language teaching and learning.
- Real-world videos-These are kinds of feature films or documentary movies that are of a great importance for EFL.
- Language learning videos- These kinds of videos are specially designed for language teaching. Some of them accompany the course book.

The Role of Videos in EFL Classroom

It is generally recognized and accepted that the use of video materials in EFL classroom is a great tool for facilitating learning and motivating students who are suffering from lack of practice and exposure to native speakers. Therefore, it is important for teachers to use them as an alternative or aid material in different areas of English language. Using videos in EFL classroom has several advantages that are summarized in the sections below.

Authenticity- Video materials including movie scenes, commercials, songs, provide a level of authenticity to students learning via creating a natural environment inside the classroom. In other words, videos provide a genuine input for learners. This helps students not only understand the real use of the language, but also to see aspects of communication such as gestures, body language, and context clues. These aspects cannot be seen by means of created materials or textbooks that are only designed for pedagogical purposes (Mishan, 2005; Tarnopolsky & Degtiariova, 2003). Moreover, watching videos helps learners in acquiring the language which is easier in learning a foreign language than methods of reading and understanding a language (ibid).

In language learning, authenticity refers to “the language produced by native speakers for native speakers in a particular language community” (Gilmore, 2007, p. 117). Authentic materials are important for supporting the communicative language teaching (CLT) that emphasizes the communicative function of language more than its structural function. According to (Richards, 2007) methods of language teaching must be more natural inside the classroom since language learning in naturalistic environment is more successful and effective than learning in unnatural environment. The communicative approach emphasizes naturalism in foreign language learning. Video materials can be a useful tool to help students learn English as a foreign language rather than learn it consciously. Therefore, teachers must use a variety of opportunities in order to help students to use language for communicative purposes.

Through the use of video materials, as an important form of multimedia in the classroom, students can be provided with an opportunity to experience native speakers' pronunciation and accent. Thus video materials help solve many challenges such as the lack of meeting native speakers. Videos help students to be exposed to real language discourse which contains spoken phrases, a variety of accents, hesitations, real pronunciation, intonation, and rephrasing that cannot be presented easily through textbooks and other created materials (Martinez, 2002). Also, Gebhard states that "authentic materials can reinforce for students the direct relation between the language classroom and the outside world" (1996, p. 89). This means that authentic materials bring examples of the outside real world into the inside classroom. Authentic materials help students focus on the content and meaning more than on the language itself.

Motivation- is a key factor in the process of learning English as a foreign language that must be taken into consideration in any lesson, course or program. A well developed and planned curriculum cannot be successful unless teachers maintain motivation in the classroom. Lack of motivation that occurs either because of a teacher or students has a negative impact on students' learning and might lead to failure in learning.

Movie materials also play an important role in teaching EFL by providing more enjoyable and entertaining EFL classroom environment (Mishan, 2005). Tomalin (1991) confirms the role of video materials in classroom in stimulating students to acquire new words and phrases when learning a foreign language. Moreover, movies encourage students to involve in classroom discussion and practice oral communication expressing their feelings and opinions.

Cultural aspects- using videos in the classroom gives students the chance to see and understand some social and cultural aspects of the English-speaking countries that can be narrowly provided by the textbooks (Harmer, 2001). Language is an integral part of culture, and as such it plays an important role in developing students' cultural awareness and competence. Learning a language is not only restricted to learning its vocabulary, grammar, and pronunciation. Rather, learning a language involves understanding its cultural aspects, values, history, and social customs in order to use it appropriately. Through viewing videos students can learn different manners in association with various communicative situations such as the ways of invitation, accepting and refusing the invitation, ordering food in a restaurant, booking a hotel, and the like. Furthermore, watching videos helps students learn the pragmatics of the language used by the characters.

Effects of Videos on Speaking and Listening

It has been stated in the introduction section that the speaking skill is the most fundamental skill in foreign language learning because it constitutes an important part of everyday interaction and communication. Through speaking students can express their ideas and understand each other. Thus, it is very important for EFL students to enhance their speaking skills to be able to speak fluently and comprehensively (Goh & Burns, 2012). However, mastering the speaking skill is challenging and complex since it involves simultaneous listening and comprehending that happen in real time. Besides, the

speaking skill involves mastering several components such as fluency, appropriate pronunciation, use of vocabulary, in addition to some socio-cultural components. Richards and Rynandya (2002, p. 201) point out to the importance of the speaking skill saying that “a large percentage of the world’s language learners study English in order to develop proficiency in speaking”. They also state that the success of language learning is determined by the spoken language proficiency.

The process of watching videos in the classroom involves a combination of listening and speaking which is so important for improving students’ speaking skills consciously and unconsciously. Besides, after viewing the video the students are given the opportunity to practice the language and engage in a variety of discussions and activities. Also, students learn other aspects of speech such as arguments, agreements, and disagreements. While and after viewing videos, students might come up with ideas which help them develop their speaking skills.

METHOD

This is a small scale case study that employs the epistemology of interpretivism for investigating the strategy of utilizing video materials in EFL classroom qualitatively. This is due to the purpose of the study that seeks to address the use of video materials in a particular EFL context at a tertiary institution in Oman. Epistemologically speaking, this study draws on the philosophy of constructivist-interpretivist paradigm. This paradigm assumes that the researcher should employ the epistemology of interpretivism when investigating a particular issue in a particular context from the perspectives of the involved participants in order to construct a holistic view of the investigated phenomenon. Thus, the case study which is defined as “an empirical inquiry that investigates a contemporary phenomenon within its real life context” (Yin, 2003, p. 13) can be employed as a useful tool by means of which a researcher can research a case or “bounded system” (Cresswell, 2007, p. 93). This assumption applies to the current research that seeks to investigate a particular strategy that is video materials from the perspectives of a group of teachers and students in a particular context.

Sample

The sample of this study involves two groups, teacher group and student group that were purposefully selected in accordance to the qualitative approach that this study draws on. The sample of the teacher involves four participants who teach a variety of language courses (Speaking, Listening, Reading, Writing, and Grammar) at a tertiary context in Oman. The teacher sample is selected to address Question One and Two of study.

The sample of students involves four students who were purposefully selected to address Question Three of study. The students are majoring in English as a foreign language at the undergraduate level. The sample has the potential to provide rich information for these questions due to their live experiences in the studied phenomenon-classroom motivation (Creswell, 2007; Silverman, 1985). Practically, the selection had been done according to two considerations, their academic level and GPA (Grade Point Average).

According to the academic level, I selected the students from semesters four and five, (intermediate and advanced semesters). The selection is based on several reasons. First, the students at these levels have studied a variety of EFL/EAP courses. Accordingly, they are supposed to have experience that enables them to identify any factors and challenges in their classrooms and reflect on their experiences and perspectives in a critical way. Second, the students can analyze the learning situation in terms of its components such as the teacher style, classroom methodology, the learning subjects or courses, as well as the other institutional and socio-cultural circumstances.

The second consideration for the choice of students sample is related to their GPA. I chose the students with a variety of GPA, that is good, average, and weak students. The rationale for collecting data from various levels of students is to gain multiple understandings of how individual differences among students affect their perceptions and views regarding the investigated phenomenon.

For the purpose of confidentiality and anonymity, I used pseudonyms such as initial letters instead of the real names of the students. Before conducting the interviews, I gave all the students consent letters explaining the agenda of the research, its purpose, setting out their rights as research participants and inviting them to take part. Then, I gained all informed consent and kept them with me. In addition, I informed the students that the data will be kept with only the researcher.

Data collection

The method of data collection utilized in this qualitative study is the semi-structured interview. The purpose behind the selection of this method is first to create a more relaxed climate for the participants to reflect on their own opinions, attitudes, and perspectives through oral discussions. The second reason is to encourage the participants to elaborate on the investigated issue in an exploratory manner (Dornyei, 2011).

The interview is based on a guide that was piloted before conducting the interviews involving a number of aspects such as the questions to be asked, how to start the interview and when to end it, as well as the aspect of listing the researcher's comments and observations during the interview (Punch, 2009; Dornyei, 2011). Most of the questions in the interview guide are based on the theoretical framework in this study. This guide is formed on the basis of the research questions and the purpose of study (See Appendix 1 for the interview guide).

The data was recorded by using a digital recorder in addition to the method of note taking. Accordingly, five individual interviews with five individual learners were conducted in the site of the college, in my office in the Department of English. Each interview lasted approximately 60 minutes.

Data Analysis

The first step in the data analysis involves transcribing the recorded data into conceptual categories in a form of texts -paragraphs and sentences- on a hard copy taking into consideration all the pauses, false starts, and other forms of disfluency. I used the form of

three dots (...) to indicate these non-verbal aspects and underlines to indicate any stressed words or phrases by the participants.

After transforming the data, I used different highlighters to categorize the data and gave each category a thematic code following Miles and Huberman's (1994) model. The data have been categorized according to the two samples- Teacher Interview Findings and Students Interview Findings. Further categorization has been followed in terms of the three research questions.

Then, I further coded the categories into sub-codes depending upon the theoretical framework. Furthermore, some new features and variables have emerged from the data that were not identified in the theoretical framework. All the coded themes were then displayed and organized under general themes and subthemes.

RESULTS

Findings of data analysis are classified into two groups, teacher based interview findings and student based focus group findings. The findings are also categorized in terms of themes emerging from data analysis and in relation to the main research questions.

Teacher Interview Based Findings

The findings from the teacher interview are based on the main research questions, One and Two and they are described in terms of themes as stated in the following sections.

Reasons of Using Video Materials by Teachers

In response to the question "Why do you use video materials in your classroom?" all four teachers gave similar responses. They justified their use of video materials on the basis that they have several advantages such as creating motivation, variation, and exposing students to native speakers and some cultural aspects of the English language, and the most important of all is enhancing students' oral communication (see Figure 1). One of the teachers (I) responded to the question by explaining how video materials help her in facilitating both teaching and learning. She states that

I prefer to use video materials for teaching all kinds of language courses including Oral Skills, Reading Comprehension, Writing, and Grammar. Integrating videos along with textbooks and other kinds of materials is very important... Its importance is not only restricted on improving our students' oral skills, but also creating important features such as motivation, variation, flexibility, and so on...

According to participant (M), teaching students by videos "makes the classroom more effective and interesting". He further explains that "different types of videos encourage students to engage in classroom activities after viewing the video". In addition, he noticed that watching videos can attract the students' attention.

Another teacher (Y) responded to the question from a different perspective stating that "We are dealing with the Internet generation who are...interested in learning through YouTube, video games, computer..."

Another reason was mentioned by all participants that is related to facilitating the process of teaching and learning. All teachers considered the use of video materials as an assistant tool that helps them present and explain many topics and subjects in a relaxing way. Teacher (I) who teaches a variety of language subjects said that:

I feel that it is difficult sometimes to teach English pronunciation or speaking skills without showing videos. Most of teachers are not native speakers, so they need certain video tapes to show the appropriate way of pronunciation. The same thing is applicable to other subjects, particularly listening, reading, and vocabulary.

Teacher (Y) also confirmed that some courses such as listening and reading comprehension are based on pragmatic meanings that require body language, facial expressions, and gestures. Video tapes provide students with these features more than the written materials. Therefore, explaining the idea or meanings is easier through video tapes.

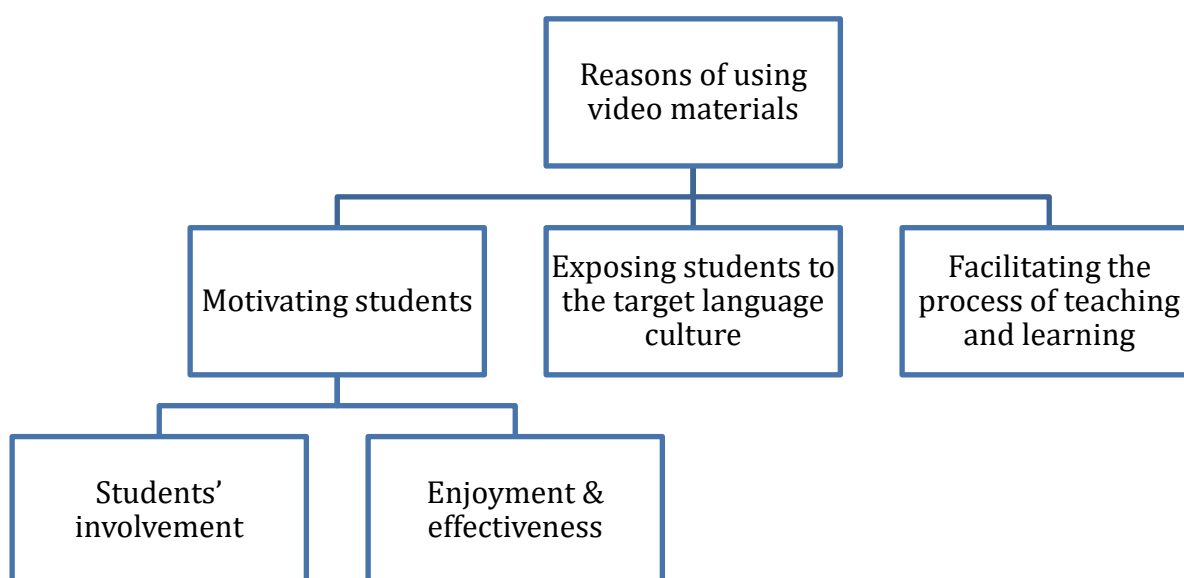


Figure 1. Reasons of Using Video materials from Teachers' Perspectives

Methods and strategies of Incorporating Videos into Course Design

In response to the question "How do you incorporate video materials into course design?" the teachers provided a variety of responses involving a variety of strategies and methods.

Selection of movies according to the subject- The four teachers agreed that the choice of video should be done in relation to the topic of the subject or course. They said that this helps provide students with some knowledge about the topic in addition to drawing their attention. In this respect, one of the teachers (I) pointed stated that:

I select video materials in accordance with the type of the course and the type of the topic. For example, if I teach Oral Skills course, first I have to check the topic in the module of the textbook. If the topic is about success

of business, for example, then I have to select a video relating to this topic-business...If I teach the present perfect in the grammar course, I also do the same. Sometimes, I select songs for teaching grammar to make fun in the classroom...

Period of showing movies-Another strategy was aroused by teacher (Y) when he referred to the period of showing the video. Teacher (Y) stated that “it doesn’t matter when to show the video. Sometimes I show it initially, while in other situations I do it in the mid or at the end of the class”. However, teacher (I) gave a different opinion regarding this issue believing that “it is important to provide students with some background about the topic prior to showing them the video. I also believe that it is more stimulating if we show them the video in the mid of the class”.

Culture consideration-An important issue was raised by two teachers (M and I) regarding the factor of culture when choosing a video for classroom teaching. Teacher (M) states that “I usually choose videos that are suitable for the culture of the students”. By this he means that he needs to be aware of students’ culture that might not accept showing any video inside the classroom. Teacher (I) added that she has to be “very careful when choosing a video, especially if the classroom is mixed including boys and girls”. Besides, teacher (I) raised an important issue that is the content of the video. This teacher reported that “it is important to select movies that reflect the daily life of English speaking countries”. She believes that this is a good way of familiarizing the students with the English culture.

Showing a variety of video forms-Another important method relating to video choice was mentioned by teacher (I) regarding the variety of videos. In this regard, she means that it is very important to “choose different forms of videos such as news, documentary movies, cartoons, and the like”. This helps bring variation to the class rather than focusing on one type of videos which might cause boredom and lack of interest.

Engaging students in classroom discussion-All participants confirmed the importance of involving students into classroom discussion and analysis immediately after viewing the movie. In addition, teacher (I) stated that she uses pauses during the movie. She said that she stops the video tape in order to ask about a particular scene. She considered this as a technique that helps to activate the memory and imagination of the students”. Also, she uses this technique in order to “examine how much the students understand the main ideas and their ability to analyze the events pragmatically”. On the other hand, participant (M) stated that pausing the movie several times is important “in order to give the students the opportunity to practice speaking skills”.

Findings from Student Interview

All the students in the focus group discussion responded that they favor the strategy of using video materials in the classroom for teaching all kinds of subjects. They mentioned several benefits that can be categorized in the following sections.

Video Materials Improve Students’ Speaking and listening Skills

In response of the question “Why do you prefer video materials?” all the students stated that video materials assist in facilitating their speaking skills more than relying on the

prescribed textbooks. One of the students (O) claimed that “By watching a video, I feel more confident to speak English because I learn the correct way of speaking from native speakers”. Another student (S) said that “watching a video helps me express myself in English because I can generate ideas from the native speakers”. Furthermore, students (M) claimed that viewing a video provides them with a variety of situations and this helps them “understand and learn what to say in each situation”.

With regard to the listening skills, the recorded data also show that all students believe that watching videos is the main source that contributes to enhancing their listening skills. They all agreed that when they watch and listen at the same time, they can learn correct pronunciation, the native accent, intonation, and other features of listening. Student (S) claimed that:

Watching videos is very important since it helps me not only in pronunciation, but also understanding the meaning of words. Sometimes, I understand the meaning of the word, but I don't know how to use it correctly. Therefore, when I watch and listen to native speakers at the same time, I can learn the meaning of words and phrases.

Video Materials Create Classroom Motivation and Enjoyment

The second advantage of video materials that all the students referred to is motivation. The students considered the use of video materials as a kind of extrinsic motivation in the sense that they need a kind of external motivation to learn English. They believe that the whole reliance on the teacher and the textbooks is boring which might be challenging for learning a foreign language. Student (O) stated that:

The majority of teachers rely on textbooks which is boring. We are the Internet generation, so we need technology such as movies, YouTube, and other digital materials to make the class more interesting and enjoyable...

Another student (M) added that “it is difficult to pay attention, especially if it is a lengthy class of sixty or ninety minutes...We need from the teacher to use a variety of methods to break the boredom”. Moreover, they believe that they pay more attention if the teacher uses various types of materials. Student (K) raised a crucial issue relating to songs. She said that “by watching and listening to songs she makes refreshment” which is necessary for making enjoyment and fun inside the classroom.

DISCUSSION

The main purpose of this case study is to find out why teachers in a tertiary context in Oman incorporate video materials into their courses and classes, and how. Also, the study aims at finding out whether the students are in favor of the idea of incorporating video materials into the classroom or not and why. Having analyzed the data, it has been shown that both teachers and students show a favorable attitude towards the use of video materials in this tertiary EFL context. Both parties believe that utilizing video materials in the classroom facilitates the process of teaching and learning. It has been also shown that there is a kind of similarity and agreement between teachers and students' perspectives regarding the utilization of video materials in EFL classroom.

Firstly, the aim of teachers of using videos materials in the classroom is to provide a variety of materials. The teacher respondents consider using video presentations as a supplementary material which is more important for supporting and facilitating the process of teaching and learning than the reliance on the textbooks. The idea of “providing variety” of materials in classroom learning is confirmed by several specialists in the area of materials design (e.g. Dudley-Evans & St. John, 2004; McGrath, 2013; 2002; Richards, 2007; Graves, 2000). The notion of variety is important, particularly in ESP/EAP classroom learning in order to avoid “the danger of the ESP class becoming rather a dry affair that fails to motivate learners” (Dudley-Evans & St. John, 2004, p. 177). Besides, the use of videos as supplementary materials plays an important role in satisfying the students’ needs and interests. From teachers’ perspectives, satisfying students’ needs is the main reason behind the use of supplementary or video materials. Satisfying learners’ needs and interests is an essential component in the whole process of course design leading to the effectiveness and success of teaching and learning (Graves, 2000; 1996; Richards, 2007, Dudley-Evans, 2004).

Secondly, teacher and student participants believe that video materials when used along with other types of materials bring variation, motivation, fun, and flexibility to the classroom which is very important. Also students participant agree that the classes and lessons are more enjoyable and interesting with different forms of video. They added that they have no difficulty in understanding movie presentations in the classroom. Motivation, as has been mentioned in the theoretical part of this study, is an essential strategy in EFL classroom that determines the success and effectiveness of teaching and learning and the whole program of curriculum development (Dornyei, 2009; 2005; 2003; Gardner, 2005).

Movie materials also play an important role in teaching EFL by providing more enjoyable and entertaining EFL classroom environment (Mishan, 2005). Missan confirms the role of video materials in classroom in stimulating students to acquire new words and phrases when learning a foreign language. Many experts in ELT area (e.g. Richards, 2007, Dudley-Evans, Tomlinson, 2003; Ur, 2006) agree that video materials constitute a kind of authentic materials that has “a positive effect on learner motivation” (Richards, 2007: 253). This is because videos depend on web and media resources which might be intrinsically more stimulating than created materials such as textbooks.

Thirdly, the teacher participants believe that video materials can bring cultural information to the EFL class which is an important aspect in learning a foreign language. Richards (2007, p. 253) confirms the importance of using videos in EFL/ESL classroom on the basis that “they provide authentic cultural information about the target culture”. An important fact is that authentic materials, particularly movies and video clips are more suitable for teaching the cultural aspect of the target language. Movies and video clips are a great authentic and reliable way of teaching students the cultural aspects of the target language (Gilmore, 2007; Mishan, 2005).

Fourthly, all teacher participants understand the challenges of travelling to the English speaking countries and meeting the natives. Therefore, they are trying to confront this challenge by designing videos in association with each topic and lesson with the aim of

bringing native speakers to the classroom. By this way, teachers believe that they can bring native speakers into the classroom and provide real language use that the textbooks cannot provide (Richards, 2007; 2001; Gilmor, 2007; Tomlinson, 2003). Providing exposure to the target language means providing a level of authenticity and naturalism in the classroom.

In language learning, authenticity refers to “the language produced by native speakers for native speakers in a particular language community” (Gilmore, 2007, p. 117). Authentic materials are important for supporting the communicative language teaching (CLT) that emphasizes the communicative function of language more than its structural function. According to (Richards, 2007; Tomlinson, 2003; 1998) methods of language teaching must be more natural inside the classroom since language learning in naturalistic environment is more successful and effective than learning in unnatural environment.

The communicative approach emphasizes naturalism in foreign language learning. Video materials can be a useful tool to help students learn English as a foreign language rather than learn it consciously. Therefore, teachers must use a variety of opportunities in order to help students to use language for communicative purposes.

Through the use of video materials, as an important form of multimedia in the classroom, students can be provided with an opportunity to experience native speakers' pronunciation and accent. Thus video materials help solve many challenges such as the lack of meeting native speakers. Videos helps students to be exposed to real language discourse which contains spoken phrases, a variety of accents, hesitations, real pronunciation, intonation, and rephrasing that cannot be presented easily through textbooks and other created materials (Van Duzer, 1997; Martinez, 2002). Also, Gebhard states that “authentic materials can reinforce for students the direct relation between the language classroom and the outside world” (1996, p. 89). This means that authentic materials bring examples of the outside real world into the inside classroom. Authentic materials helps students focus on the content and meaning more than on the language itself.

CONCLUSION AND IMPLICATIONS

The key themes emerging from the data analysis provide certain practical implications that can be beneficial for the institution where this study takes place and for teachers who are concerned with designing and selecting their EFL materials. The results imply that the teachers in this tertiary context show a great tendency towards the use of videos in their classroom as a pedagogic means for improving their students' listening and speaking skills. This implies that teachers of English can incorporate video materials for teaching all kinds of subjects (Reading, Writing, Grammar, Speaking, Listening, etc.). By this way teachers can make advantage of all subjects for the improvement and reinforcing of speaking and oral communication. A second implication based on teacher and student interviews regards the power of videos as an effective strategy that assists in stimulating students and encouraging them to get involved in classroom discussion and activities.

The third implication relates to the belief that teachers must have a vital role in designing video materials and incorporating them in accordance with the type of topic and subject.

Also, teachers need to be aware that there are certain issues that must be taken into consideration when selecting video materials such as students' contextual culture, language proficiency level, interest, and age.

Based on what is reported above we understand that for these teachers material development is not merely a matter of using textbooks. Rather it is a matter of making decisions and options in order to present materials that go in alignment with goals and objectives and serve to satisfy students' needs. This is compatible to what Graves (2000: 156) states that "...an important aspect of materials development is making choices... you need to make choices based on what you want your students to learn according to your goals and objectives and your syllabus focus".

Based on teacher interviews, it has been indicated that the teacher participants use the textbook prescribed by the department. However, they believe that the sole reliance on the textbooks for delivering a course is inadequate. For this reason they decided to mediate between the textbook and other supplementary materials such as video materials and websites. They believe that such mediation of materials helps achieve several purposes such as motivation, variation, flexibility, and satisfying students' needs. The teacher participants consider videos as an effective tool that has several advantages.

Another important point to highlight is that there are several factors that need to be considered when using video materials. These factors involve students' culture, language proficiency level, interests, and needs. Also, teachers must consider whether the videos help students reach the goals and objectives or not. In other words, videos must not be selected for the purpose of coloring the lesson; rather they must be selected on the basis of the course learning objectives.

APPENDIX 1: TEACHER INTERVIEW QUESTIONS

1. What do you think of using video materials in EFL classroom?
2. How does the use of materials affect your classroom?
3. How do you incorporate video materials into course design?
4. Why do you use Video materials in classroom?
5. What kind of video materials do you use?

APPENDIX 2: STUDENT INTERVIEW QUESTIONS

1. What do you think of using video tapes in the classroom? Why?
2. How do videos affect your language proficiency?
3. Do you agree or disagree with the idea of incorporating video materials in all language courses? Why?

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