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THE ROLE OF VIDEO MATERIALS IN EFL CLASSROOMS

Diplomski rad

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THE ROLE OF VIDEO MATERIALS IN EFL CLASSROOMS

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Abstract:

The aim of this study was to explore the use of video in EFL classroom and describe the positive transformation of English language teaching related to using technology and video in education. The textbooks analyzed are designed in line with current technological advancement. They offer a variety of topics and provide a source of authentic language. The content of textbook modules and units is presented in the tables and all the videos are listed for the purpose of this study. Selected videos are described and the suggestions for lessons using video are explained. The reason for using video is to stimulate students' motivation. Our research is focused on person – centered learning and development of students' 21st century skills – creativity, collaboration, communication, critical thinking, learning to learn. We have shown that post-viewing tasks for practicing speaking and writing develop these skills.

Keywords:

analysis, textbooks, video, motivation, 21st century skills, task

1. Introduction

The aim of this study was to explore the use of video in ELT classroom and describe the positive transformation of English language teaching related to using technology and video in education. More specifically, we wished to demonstrate that video material has potential to develop students' individuality, positive attitudes and cooperation in the classroom. After reviewing theoretical background and previous research, we focus on the analysis of a selected number of textbooks which integrate video.

The textbooks which we analyzed are the following: 1.) *A weekend away* from the year 1996, which shows that ELT classroom can have entertaining topics to motivate students. 2.) *Project Explore 3* for primary school in which we can see drama videos, animated videos and documentary videos. It contains engaging videos of different types which introduce storytelling, show social relationships among characters and make the topics more interesting and suitable for younger students. 3.) *Headway Intermediate 5th Edition* is created for secondary school students. It is a textbook with videos that are mostly interviews, which is important for communication practice. These videos are very useful because the topics from around the world can be presented in an interesting and engaging way. 4.) *High Note 5* prepares students for a life in an academic environment, and it has more digital options for working with video than other textbooks. 5.) *On Screen* was selected because its authors stress the importance of using video in developing various skills in the process of language acquisition and learning. The textbook deals with contemporary topics, such as 3D art and technological innovations. 6. *Global English 9* deals with global issues and claims to develop the 21st century competences using video. Creativity, communication, collaboration and critical thinking are some of them.

2. Theoretical background

This thesis is based on the research of English language teaching materials. Before going into the analysis of textbooks, we will define ELT and mention some principles which are important for theoretical concerns about modern approaches to teaching. Videos integrated in textbooks and digital textbooks are considered an innovation in ELT.

ELT is not about using one principle, or method as a rule for teaching. “Modern English language teaching (ELT) is based on the culmination of years of second language learning research and practice, and is always developing. It does not offer a standard “method” to follow in all classes or prescribe exactly what you should do but offers certain guiding principles which form an “approach” to our teaching.” (Hadfield J., Hadfield, C., 2010, p.7) Teachers in advanced settings also have to use basic ELT principles when they start using video in the classroom and video is used to expand the knowledge of our learners.

2.1. Individuality of learners

Individuality of learners is at the center of our attention. From the definition of ELT, it follows that the job of teachers is to provide interesting, motivating, enjoyable, and engaging learning activities for our learners. Lessons need to have a clear aim, which the learners are aware of, so that there is a sense of purpose and cooperative atmosphere in the classroom. (J. Hadfield, C. Hadfield, 2008, p. 7)

According to White and Motschnig, person – centered learning refers to an interpersonal climate characterized by emphatic understanding, acceptance and realness. (Cornelius White, Motschnig, 2012, p. 2596) Person – centered learning was explained in the past as well, by Hadfield and Hadfield who say that person – centered learning involves a mixture of challenge and encouragement: working with learners to set learning goals and encouraging them in their efforts. It will also involve helping them take responsibility for their own learning.” (J. Hadfield, C. Hadfield, 2008, p. 7) It is interesting to see that motivation and responsibility are connected in the classroom when there is enough emphasis on learners’ individuality and personalized learning using video in textbooks.

J. Hadfield and C. Hadfield write about the importance of engaging activities for our learners which imply enabling students to take responsibility for their own learning. These educational aims and principles are reflected in the English language curriculum in Croatia as well. In our analysis, we shall show how this engagement can be fostered using textbooks and accompanying video materials which will be shown using the examples of textbooks.

2.2 Video in ELT, motivation and skills

The impact of using video in the classroom suggests that over time, technology has improved and video content became limitless. In the beginning of video, there were only DVDs and VHS cassettes “Not long ago, video in the classroom usually referred to commercially available DVDs and VHS cassettes. Video content was often linked with the world of television and cinema.” (Keddie, 2014, p. 44) The fact that technology improved meant that mobile phones and access to technology have influenced how videos are created and viewed online.

According to Keddie, the six reasons for using video are motivation, language impact, language output, skills development, content which is interesting, entertaining and educational. Furthermore, online videos can be used as models for creation of new videos by students “Motivation. Video can be a particularly engaging medium for everyone in the classroom – teachers and students alike. A well-chosen video will lend itself to activities that maintain student curiosity and interest. An the more interesting the material, the more memorable the language learned in conjunction with it. Language impact. Learners need samples of language to study, process, adopt and acquire. Video is an excellent resource for monologues and dialogues which, in turn, offer a rich source of grammar, lexis and discourse, especially for spoken English. Language output. Using video can provide a stimulus for language production tasks. As well as speaking and writing activities, we will also see a number of ways in which video can be used to extract grammar and vocabulary from students. Skills. Perhaps the most obvious skill that can be developed through video is listening. The internet is a repository of diverse English dialects and accents – both native and non- native. Through video, students can be trained to familiarize themselves with the sounds of English that they are most likely to meet and work with. However, there are other skills associated with video such as reading, critical thinking, and visual literacy. Content. Online videos can be funny, entertaining, informative, or educational, and cater to virtually all interests. They can also be an invaluable resource for those of us who are required to teach other subjects through English (maths, psychology, media, art, geography, etc.) There is virtually no topic that is beyond the reach of online video. Models. Finally, you might decide to make use of a short video to provide students with a model for their own work. For example, if you want students to create a video for homework in which they demonstrate how to make their favourite sandwich, you could show them an example from YouTube – there are many to choose from! As well as providing students with model language, the video can also serve to demonstrate technicalities associated with the filming and editing” (Keddie, 2014, p. 74) The impact of video in the classroom is, therefore, an important element of our research on teaching English. Donaghy’s main ideas are similar to Keddie’s. Donaghy

K. in his book “Film in Action” writes about using film in language teaching. “One of the main benefits of using film in language teaching is that it is highly motivating and relates to the learners’ lives. Learners engage with moving images constantly outside the classroom, are knowledgeable about them, and enjoy watching them.” (Donaghy, 2016, p. 18) An engaging lesson using video can be adapted to students’ needs.

According to Donaghy, benefits of using film are motivation, authentic language and visuality. “Motivation has been identified as one of the most important factors in determining successful second language acquisition. Another vital benefit of using film is that it provides a source of authentic and varied language. Films are authentic material, and provide learners with genuine input which helps them see the foreign language used in “real” situations outside the classroom. Krashen points out that a natural input helps learners “acquire”, without necessarily noticing that they are hearing or reading a foreign language. Films can be a useful way to help learners acquire a language rather than learn it consciously. Film also provides learners with authentically interactive language, the language of real life conversation. “Interaction” is recognized in the Common European Framework of Reference for languages as one of the major areas of language competence, along with Production, Reception and Mediation. The visuality of film makes it an invaluable language teaching tool. This visuality means that learners often understand much more because language is interpreted in a full visual context, which helps them by supporting the verbal message and provides a focus of attention while they listen.” (Donaghy, 2016, p. 19)

Using video in an ELT classroom is tightly related to storytelling as well as learning about different cultures. Furthermore, storytelling is largely based on visual elements that have changed with the advancement of technology. “Storytelling is also a popular tool in language learning, because it is engaging for students and also practices key literacy skills.” (Wilden, 2017, p. 64) Since one of the goals of this study is to examine activities students do after watching the video, it is appropriate to mention Wilden and his book about digital storytelling.

Wilden defines digital storytelling as telling stories in electronic form, combining different digital media. This might include text, audio images (photos, screenshots etc.) or video. Wilden says that students are active when using digital storytelling “For example, they could make a simple photo story, a more complex video story or even a stop motion animation.” (Wilden, 2017, p.64)

“Another key advantage of digital storytelling is its ability to increase engagement, by giving students a chance to work together on a project to achieve a clear outcome while learning

from each other and the space to develop their ideas while learning from each other.” (Wilden, 2017, p.64). The teacher helps, advises and supports when it is necessary.

The analyses of the textbooks which will be described in this thesis show that the use of video is not a static activity. Learners are actively involved in using videos by working together with the teacher to create new materials or creating their own videos that may contain video interviews, summaries, role – plays, simulations, debates, etc.

Student’s development is encouraged by using resources which motivate them and help them achieve desired outcomes. Today’s resources are accompanied by open wh-questions, discussions and creative tasks (Heron and Pearson, 2020). Tasks should stimulate higher-order thinking, according to Bloom’s “Taxonomy of educational objectives”.

Furthermore, use of video is related to specific skills. Ball, Kelly and Clegg focus on CLIL (content and language integrated learning) and skills which can be developed using technology in CLIL. The authors stress that “language development and subject acquisition are interdependent and happen together.” (Ball, Kelly, Clegg, 2015, p.70)

When we discuss how to teach language, in CLIL, there are some suggestions “In the case of non-native speakers of English studying geography, for example, it can be useful to identify categories for describing the language involved. Taking the topic of global warming as an example, we could look at the following categories: grammar, vocabulary, discourse markers, thinking skills/language functions, language skills.” (Ball, Kelly, Clegg, 2015, p.66)

Ball, Kelly, Clegg say “The geography teacher might ask learners to make predictions about the impact global warming will have. In order to do this exercise, learners will need to have available a number of appropriate grammatical structures which will enable them to speak or write about the impact they predict global warming will have. And their sentences will also need to include the relative probability and certainty they attach to each of these effects. (Ball, Kelly, Clegg, 2015, p.67)

2.3 ELT classroom and the changes in practice

The use of video is connected to technological advancement. Without technology, the use of video would not be possible. Brewster, Ellis, Girard determined the benefits of using technology “Technology can contribute to the global development of our students and complies with the psychological, linguistic, cognitive, social and cultural objectives of most language teaching programs” (Brewster, Ellis, Girard, 2004, p. 203). They say “Students find it fun, motivating and stimulating. It provides variety.” (Brewster, Ellis, Girard, 2004, p. 203) Today

teaching without digital materials seems unusual and this has an impact on students' identities. As our analysis shows, there are some principles in ELT that are met in the classroom and the practice improves with technological advancement.

The benefits we mentioned are crucial for every example we will mention in this thesis. Every benefit should be taken into account when designing materials or lesson plans. Technology can be used in many different ways, and video is also a part of this. It is also important to explain that the visual and learning about social situations and the school curricula are connected. The importance of learning about social situations in a foreign language is dominant in English language teaching. Textbook analysis in part three of this thesis will show that these benefits are applied in practice.

The changes in our communities, businesses and classrooms are also important to discuss. Snyder discusses Kress and Bolter "Each argues that important changes to the semiotic landscape are taking place. According to Kress, we are witnessing a renewed emphasis on the visual that directly affects the ways in which meanings are made. Bolter contends that we are facing the possible displacement of the verbal by the visual." (Snyder, 2005, p. 41) Communication practices have changed the way the curriculum for English is written and followed in teaching English. Our analysis which we explain in part three shows that textbooks follow the ideas mentioned in part two of this thesis.

Some of the ideas about the changes in curricular and pedagogical practices have been implied more than 25 years ago and they cannot be more relevant today – the dominance of the visual input is extraordinary. Snyder's article from the year 2005 is based on the notion of change in communication practices, which students also have to be aware of and it explains today's education "Indeed, if we heed Kress (1997a:67), the visual is becoming so prominent in public communication that it "cannot be ignored by school curricula". To prepare students to participate effectively in this new order, teachers need to be aware of the semiotic range implicit in a variety of communicative practices. In the new communicative order, the task for teachers alters. They need to conceive of each curriculum area in terms of a broad framework that takes account of a wide range of communication practices. Without doubt, to be well educated students will have to understand more than they do at present about the communicative choices available to use, and about which media and what forms are more appropriate at a particular moment." (Snyder, 2005, p. 56)

The textbooks which we analyzed in part four of this thesis are based on the English language curriculum in Croatia. The curriculum is written for teachers to understand better what they should do in the classroom. It is adapted for the changes we can see in the world and in

teaching. Complex issues which we discover when teaching and doing research make us identify communication practices. Teachers seem to be motivated to use new communication practices according to their experience with technology in and outside of classroom.

3. Previous research

López – Alvarado writes about his research on using video in the article “Teaching English using video materials: design and delivery of a practical course”. He used video “Spike in tourist driver crashes in New Zealand”. After careful selection of video based on the level of the audience and the possibilities that this video gives for listening to a variety of accents and the mix of narration and dialogue, López Alvarado describes that the advantages of using video for teaching: seeing language in use, cultural awareness and motivation. (López – Alvarado, 2017, p. 2)

His research was based on the video we mentioned. New and important vocabulary was introduced to the students. Then as an introduction of the video, there was a pre-listening activity. Comparing video and listening, López – Alvarado establishes disadvantages of a listening text. When we listen to a recording, we cannot see the body language or the context, but in the case of video, we will have the visual aid to add context and meaning, making it a little easier to make sense. (López Alvarado, 2017, p. 2)

He concluded that the pre-listening activity was used for activating learners’ mindsets and enabling them to anticipate what would be coming. The instructions for this activity are “You are about to watch a video on the topic of road accidents involving tourists in New Zealand. The audio is composed of some narrator’s voice- over lines, and interviews with tourists, with a Town Mayor and with a rent-a-car manager.” These instructions will activate the learner’s schemata, and it will help them to anticipate what they will hear later. (López – Alvarado, 2017, p.2)

In the next part of the article, Lopez – Alvarado writes about listening for gist and listening for specific details. He says “Rather than asking them to listen and try and understand everything, I will ask the learners some gist questions such as what are the main issues in the video, and to try and identify the roles of the people featured in the video (reporter, tourist, Town Mayor, rent-a-car executive).” (Lopez – Alvarado, 2017, p.3)

Also, he divided the text in two parts for the task of listening for specific details. “The reason for dividing the text in two parts is to allow learners to concentrate on detailed meaning for a shorter time.” An integrative post-task followed the final viewing. He asked the students for their reactions to what they had heard and if they agreed, disagreed or believed in what they had heard. There were three speaking tasks: controlled speaking task, role play and freer practice.

Writing class consisted of writing tasks based on the video. The learners could choose between writing an article for a students' magazine, reporting the facts mentioned in the videos, and writing a short adventure story for the same magazine, inspired by the video. The second task was to choose between writing a letter or an email to a friend, telling him her/his experience when travelling in New Zealand. The learner pretended that she/he was one of the tourists featured in the video. This type of writing is intended as a way to communicate, so it is important to emphasize that the message has to produce an interaction and is directed to a friend.

After writing tasks, Lopez – Alvarado concludes that “This course lessons were designed to provide comprehensible input to the learners at a level that will stretch their abilities. To give the necessary learning conditions, the class was designed to comply with MINUS principles (Meaningful, Interesting, New items, Understanding, Stress Free)” (Lopez – Alvarado, 2017, p. 4)

López - Alvarado notes that these activities can be very motivating since they are based on real life situations that can prepare learners to effectively function outside the classroom. (López – Alvarado, 2017, p. 5) López – Alvarado concludes that his research offers the TEFL teacher a tool to design new course materials.

Natalia Vronska also considers the use of video in her article “Use of videos to support teaching and learning in the study process”. Internet and information and communication technologies have greatly expanded into the field of education in last two decades. “The global adoption of new technologies into education provides an opportunity for modernising of study process.” (Vronska, 2017, 321) Vronska adds that this type of lectures also implements a didactic principle of accessibility: an ability to combine visual and verbal information perception.

Vronska establishes “Teachers use various modern educational tools such as Internet, smartboard, multimedia and videos along with traditional lectures to ensure an optimum student learning environment.” (Vronska, 2017, 323)

Vronska carried out a study at the Latvia University of Agriculture during October 2016. The students were between 18 and 24 years old and 220 students took part in the study. A questionnaire was developed to obtain respondent opinions about the usefulness of videos in teaching and learning in the educational process. The students had to answer whether they agree or disagree with the statements in eight questions. Analysing the research data Vronska concluded that LUA students like video lectures at the classes. It means that students consider the supplement of learning video in the lecture is helpful and lectures with video are clearer than without them. “Video helps to remember the lecture better; it helps to maintain interest in

the lecture. The acquired knowledge from the video is stored for a longer time compared to lectures without the video. “(Vronska, 2017, p 325)

According to Ilker Kosterelioglu in the article “Student views on learning environments enriched by video clips” the benefits of videos can be listed as making learning independent from time and space, providing group learning opportunities, facilitating learning in dimensions of movement, colour and sound, transferring outside class environments to class and facilitating concrete and permanent learning. (Kosterelioglu, 201, p. 360) In the article Kosterelioglu writes about the study “The study identified student views regarding the effectiveness of video clips used as classroom materials to realize the goals of the lesson.” (Kosterelioglu, 2016, p. 361).

The research was done on 120 students who participated in the study voluntarily. They were attending Amasya University during the spring semester of the 2012-2013 academic year. “The most emphasized student views on the effectiveness of using videos during the instructional process are providing memorability (27,7%), facilitating learning (12,1%), arousing interest towards the class (12, 1%) and ensure concentration (10,5%).” (Kosterelioglu, 2016, p. 362) Based on research findings, use of educational video clips can be suggested since videos allow for more effective learning environments. (Kosterelioglu, 2016, p. 367)

4. Research

This study sought to obtain insight into the use of video in ELT classroom, taking as the main perspective the positive transformation of English language teaching caused by the use of technology and using video in education. Our aim was to demonstrate that video in textbooks changes the way students learn about grammar, vocabulary, pronunciation. Also, it changes the ways in which we discuss modern education. We analyzed textbooks which integrate video. The textbooks we have chosen are modern, they follow the modern theories and practices on learning languages and they are very attractive in their design. Also, as our analysis has shown, they are innovative because of the topics they present and the usage of video. We can categorize video in textbooks according to curriculum outcomes and lessons topics or skills which they develop. We have analyzed textbooks Project Explore 3, Headway Intermediate 5th Edition, High Note 5, On Screen B2, On Screen B2+, Global English 9, A weekend away.

4.1 Sample

4.1.1. Textbook “A weekend away”

“A weekend away” is an activity book with video originally on VHS cassettes and in the printed version it contains the transcripts with dialogues and many tasks for students. Today, there is a version of this video on YouTube, and the link is

<https://www.youtube.com/watch?v=wIUokBvDg98&t=2199s>.

Table 1 – Episodes and their descriptions – Textbook “A Weekend Away”

	Episodes	Description of units
1	Episode 1 – The notice	Gary lives in a block of flats. He plans a weekend trip to Oxford by minibus. We meet the other five characters. The next Friday they load up the bus and set off for Oxford. To be + questions; this, that, these, those; there's; adjectives; thanks, sorry Meetings and greetings; personal identification
2	Episode 2 – The first stop	Friday afternoon. They stop at a motorway service – station. They have food and drink in the restaurants. I'd like, Would you like?, Mass and unit; can, have, has got; imperatives. Restaurant situations; food and drink; requests and offers.
3	Episode 3 – At the hotel	Friday evening. They arrive at the hotel. Kevin and Sharon look at their room. An evening at the hotel. Making plans for the weekend. There is, there are; present continuous; going to future. Describing places; describing actions; making plans
4	Episode 4 - Shopping	Saturday morning. Everyone goes shopping in Oxford. Kevin and Sharon go to a boutique. Mrs Wilson to a toy shop, and Margaret and Nicholas to a computer shop. They all meet. Like, want, need; present simple for habits; frequency adverbs.

		Shopping; likes and dislikes; everyday habits; times, prices.
5	Episode 5 – The drive in the country	Saturday afternoon. They go for a drive, but the minibus runs out of petrol. Kevin goes for the petrol, but there's a problem. Simple past: was, were, irregular verbs, regular verbs. Talking about the past; past narrative; time words
6	Episode 6 – Oxford	Sunday morning. Gary, Margaret and Nicholas go sightseeing in Oxford. They go round St John's College. Margaret loses her umbrella. Simple past; past continuous; when and while; must, mustn't, needn't, looks like. Extension of the past; obligation; lack of obligation
7	Episode 7 – The game of football	Sunday afternoon. They're on their way home. They stop and have a game of football. Kevin has an accident. They take him to the hospital. Present perfect; already just, often, yet; comparatives and superlatives; had to do, going to do, doing, done. Commentary; past obligation; past experience, comparing
8	Episode 8 - The photographs	Two weeks later. Gary invites everyone to his flat. They look at photos of the holiday. 'll, will, shall, let's, for offers, requests, suggestions; present perfect with for, since; superlatives. Social language. Revision.

4.1.2 Textbook “Project Explore 3”

Project Explore 3 is a textbook for level A2 according to CEFR levels and for the seventh year of learning English. The authors are Sylvia Wheeldon and Paul Shipton. It consists of animations, drama videos and culture videos. It can be bought and users have to register online. The link is

<https://www.oxfordlearnersbookshelf.com/home/main.html?state=wYRIVNHdu3ly9EUjVK31676126352595>

Table 2a – Videos in textbook “Project Explore 3”, Introduction, Unit 1, Unit 2 + Episode 1

	Introduction	Unit 1: Family histories	Unit 2: Teen life
Video 1	Hello	Gossip, Part 1	Going out – Part 1
Video 2	Plans, Part 1	Gossip, Part 2	Going out – Part 2
Video 3	Plans, Part 2	Culture – Chinese New Year	Culture – Video Game Technology
Video 4	Stories from the campfire – Episode 1		

Table 2b - Videos in textbook “Project Explore 3”, Units 3 and 4 + Episode 2

	Unit 3: Me, Myself, and I	Unit 4: It's a mystery
Video 1	An accident – Part 1	The secret – Part 1
Video 2	An accident – Part 2	The secret – Part 2
Video 3	Culture – Football academy	Sherlock Holmes – scientific detective
Video 4	Stories from the campfire – Episode 2	

Table 2c - Videos in textbook “Project Explore 3”, Units 5 and 6 + Episode 3

	Unit 5: Space: the final frontier	Unit 6: Imagine that!
Video 1	Star Wars – Part 1	A new genre – Part 1
Video 2	Star Wars – Part 2	A new genre – Part 2
Video 3	Culture – Space – what's next	Culture – Film school
Video 4	Stories from the campfire – Episode 3	

4.1.3 Textbook “Headway Intermediate 5th Edition”

Headway Intermediate 5th Edition can be used in Croatian secondary schools. This textbook is for the first year of secondary schools and it consists of twelve videos belonging to twelve units in the textbook. It is an innovative approach to English teaching and it can be used both in school and at home. The link we used is

<https://www.oxfordlearnersbookshelf.com/home/main.html?state=vHKtUWmBYzltXfmtQa31676753208225>

We have analyzed the first and fourth unit.

Table 3a – Headway Intermediate – Units 1-6 and videos

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	What's your story?	Language matters	Just a job?	Tales of the unexpected	Rights and wrongs	Easier said than done
Video	Nick Bruckman – my life, my story	The art of subtitling	Saving lives at sea	How to tell a good story	Growing up	The Lost Gardens of Heligan

Table 3b – Headway intermediate – Units 7-12 and videos

	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	Best years of your life?	Future friendly?	Caring and sharing	Beyond belief!	Back in the real world	Living the dream
Video	Redroofs School for Performing Arts	Space	What is hygge?	Amazing world records	Performance capture	Making a difference

4.1.4 Textbook “High Note 5”

“High Note 5” is a textbook for level B2+/C1 and for upper-secondary students. We accessed it by using Pearson English Portal. The access is limited to students and teachers who buy the textbook. The link we used is

<https://englishconnect.pearson.com/lesson/view/5434231387848704/next/~courses~6062052082712576?display=list> .

	Unit 01 Identity	Unit 03 Hard sell	Unit 05 Do your best	Unit 07 The creative urge	Unit 09 Unbelievable
Video	Global Citizen	Put Yourself in My Shoes	Programming Bootcamp	The Second Life of Second Hand Clothes	It's Magic!

Table 4 – High Note 5, Units with video

4.1.5 Textbook “On Screen” B2 and B2+

The analysis of the textbooks “On Screen” B2, written by Evans and Dooley has shown that there are tasks with video in every module. The videos in the textbook “On screen”, level B2, have tasks connected to the video in the online version of the textbook. The videos can be downloaded and the speed of the video can be adjusted. The link we used is <https://www.expressdigibooks.com/reader/read/50>. Users have to be registered in order to use the textbook and get the video.

Table 5a – Textbook On Screen B2 videos – Modules 1- 4

	Module 1	Module 2	Module 3	Module 4
	People	The Environment	Travel and holidays	Festivals and celebrations
Video 1	Multicultural London	Belize: the natural paradise	Dream holidays	Pumpkin house
Video 2	International Indigenous Peoples Day	Lemurs: Visitors from Madagascar	Vietnam travel and tourism	Las Fallas festival
Video 3	Rice, bamboo and the Akha traditions	Seahorse Sanctuary	Victoria falls	Ottery St Mary, Devon Tar Barrels
Video 4	Having a good wardrobe	Wildlife Crime	Transportation in Kiev	Stars and their craziest Thanksgiving memories
Video 5	Biography: Venus and Serena Williams – Tennis stars	The Amazon and deforestation	Tips for biking to work	The British and Americans Celebrating 4 th of July together
Video 6	Eureka moments: The Golden age of genetics	Our Energy	Ascott Hotel Manchester	Britain's biggest fire festival
Video 7		How to use the EU Energy label to choose more efficient products	Grand Canyon: A journey of wonder	The day of the Dead festival in Mexico
Video 8		The Cove: Saving the dolphins		
Video 9		Carnivores of the plant world		

Table 5b – Textbook On Screen B2, Modules 5-8

	Module 5	Module 6	Module 7	Module 8
	Crime	Technology	Sports and Fitness	Nature attacks!
Video 1	The story of organized crime	Latest tech gadgets	Sports for all tastes	Natural disasters
Video 2	Ballistic Identification Technology	The history of Apple and Steve Jobs	How to play squash	Caution: Connections
Video 3	Forensic Science Analysis	The birth of the iCub	Bowling tips	
Video 4	You be the judge	The history of Google	Obesity epidemic	Surviving the tsunami
Video 5	Custody	Top 10 reasons to use technology in education	Gold's gym	Canadian weather
Video 6	When you arrive for your hearing...	Smartphone addiction	Ultraman World Championship	Dublin weather
	What is 101?	Mobile addicts' stories	Underwater hockey	Earthquake preparedness
	K9 – working dogs	Smart Wi-fi use		Mt Tambora: the world without a summer

Another textbook from the “On Screen” series is B2+. We have chosen the topic from Module 5. The link is <https://www.expressdigibooks.com/reader/read/66>

Table 5c, Textbook” On Screen” B2+, Modules 1-4

	Module 1 Work	Module 2 Travel And Shopping	Module 3 Our World	Module 4 Moods And Feelings
Video 1	Hopes And Dreams	Thailand's Floating Markets	What is Climate Change?	Body Language
Video 2	Career Planning for Students	London, England's Family – Friendly Activities	Climate Change – Wildlife and Wildlands	Stress Management
Video 3	Swimming With Sharks	An Ancient Sri Lankan ritual	The Sinking of Tuvalu	Collecting Stamps
Video 4	Playing Shark Tag	Online Retail Therapy	Top 10 Infamous Natural Disaster of The Last 100 Years	Relaxation Tourism in India
Video 5	Why Be Enterprising?	The history Of the Statue of Liberty	Interested in humanitarian aid work?	Peer Pressure
Video 6	Deep Impact on Medical Research	A Look at Thailand	An Introduction to The Climate Protection campaign	What Is Bullying?
Video 7	Comparing Careers	Moscow Flea Market	Why Not try traditional Theft?	Dealing with Bullying
Video 8	Work as a Bird Researcher	Unique Holiday Destinations	Youth Ecology program	How to Care for Your Elderly parents

Video 9		Eco – Friendly Tourism and Sustainability Education	World Vision's 30 Hour Famine	How to Stop Bullying
Video 10			Adaptation to Climate Change	
Video 11			A Force of Nature – Hebgen Lake Earthquake	
Video 12			Greater Yellowstone Area – a Quest for Balance	

Table 5d, Textbook “On Screen”, B2+, Module 5-8

	Module 5 Art	Module 6 Food and health	Module 7 Civilizations and science	Module 8 Education
Video 1	Summer Arts Previews	Poisonous Foods	UFO Sightings	The Global Transformation in Education
Video 2	James Cameron: From Titanic to Avatar	Preventing Accidents at Home	Mysterious places	Top 10 things to Remember Before Your First Class
Video 3	Meryl Streep: Hollywood's Greatest Living Film Actress	Breakfast Do's and Don'ts	Challenger disaster: A Space Flight Tragedy	New York Harbour School
Video 4	Margaret Thatcher: The Iron Lady	Video Game Addiction	World UFO Day: Celebrate Conspiracy and Mystery	An education masterpiece in Baton Rouge
Video 5	Wildlife Photography	Hospital Food	Travel Guide: Munich's Museums	Did You Have someone in School Who Inspired You?
Video 6	Mona Lisa's Twin Sister	Simple Ways to Live a healthy Lifestyle	What the Hubble Telescope Has Shown us	Exam results: A Student's Story
Video 7	The Impressionists	Margaret Webb: Author of “Apples to Oysters”	Comets	Learning Outside the classroom
		Kids And Fiber	World Heritage	AICA: Australian International College of Art

4.2.6 Textbook “Global English 9”

Textbook” Global English 9 can be found using the link. Users need to register and download the textbook. The trial version is free for the period of one month.
<https://www.cambridge.org/go/resources/Cambridge-Global-English-Stage-9-2nd-Edition>)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	Views and voices	Well-being	Tourism	Science	Technology

Video 1	Learning about learning	Healthy and happy	A good holiday	Science and our colourful world	It's a technological world
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Table 6a Textbook Global English 9, Units 1-5

Table 6b, Textbook Global English 9, Units 6-9

	Unit 6	Unit 7	Unit 8	Unit 9
	Rules and laws	Competition	The environment	Achievements and ambitions
Video 1	Playing by the rules	Winning!	The world around us	Achieving my dream

Table 6c, Unit 8

This table shows content of unit 8.

Lesson		Outline of learning content
1.	Let's talk about the weather	Learn and use collocations for describing weather conditions.
2.	Global warming and climate change	Read about the causes and effects of global warming.
3.	I'm very concerned about...	Understand and express opinions about global environmental issues.
4.	Zero waste	Listen to suggestions for reducing waste.
5.	Living and growing	Discuss the advantages and disadvantages of urban farming.
6.	The air we breathe	Understand and discuss ideas about making cities sustainable for the future.
7.	Improve your writing	Write a report about extreme weather conditions.
8.	Project challenge	Compile a sustainable living list, or a plan for a sustainable future for your area.
9.	Poetry	Read and analyze two poems about the earth and nature.

4.2. Content analysis

In order to present the distribution of videos in textbooks mentioned above we have designed 12 tables for textbooks to show different numbers of videos per unit.

We can see the influence video has on students' development, creativity and students' knowledge of English and motivation to learn English. We shall show that students can develop communication skills, critical thinking, collaboration and digital literacy using video in the classroom.

4.2.1 Textbook “A Weekend Away”

The activity book consists of eight episodes about a weekend at Oxford, published in 1986. Each episode has a transcript and there are several characters whose experience is described and can be seen in the video. It can be found on the Internet. Each episode has grammar practice. “The video is a situation comedy in eight episodes, each approximately six to eight minutes long” (Viney P., Viney, K., 1996)

An example of a lesson is episode six, section 4. It is titled “Oxford”. Before watching the video, the students read about important Oxford sites. The Sheldonian Theatre, the Radcliffe Camera, the Clarendon Building and the Bridge of Sighs. Transcript of the text is:

Margaret: My umbrella! I haven’t got it.

Gary: Where did you leave it?

Margaret: I don’t know. But it doesn’t matter. We’re late. We’re meeting the others in ten minutes.

Gary: But we must find it, really.

Margaret: We needn’t, Gary. It’s an old one.

Gary: But you had it when we left the hotel...

Margaret: Yes

Gary: Were you holding it while we were looking at the statue?

Margaret: I don’t know. I can’t remember.

Gary: But you were carrying it when we came in.

Margaret: Yes, I was. I had it then. Oh wait, maybe...when we were sitting on the bench... Did I put it down?

Gary: Well, that’s it. It’s on the bench. Wait here. I’m going to get it.

Margaret: Gary, you needn’t go.

Gary: But your umbrella...

Margaret: Nicholas can get it. Go on, Nicholas. We can meet you at the minibus.

Nicholas: It’s not my umbrella... you left it.

Margaret: Go on, Nicholas, off you go. You were telling me about Los Angeles, Gary. It was very interesting...

After watching the video, students answer the questions. The grammar that students practice in this unit is the past continuous, obligation/ lack of obligation, prohibition, dates in the past and irregular verbs. The questions are: When are they meeting the others? Was it a new umbrella? Was she carrying it when they came in? Who was holding the umbrella in the garden? Who put it on the bench? So, did Margaret leave it, or did Gary leave it on the bench? Where are they going to meet Nicholas? What was Gary telling her about?” (Viney P., Viney K., 1996, p. 51)

In the past decades there have been some changes in the design of textbooks for learning English. We can see differences between textbooks from thirty years ago and modern textbooks. In the past there was an emphasis on comedy because it was thought that it was motivating for learners to be entertained. Today, documentary videos are used in textbooks because the focus is on development of students’ competences and skills, such as communication and collaboration.



Figure 1 – Screenshot of characters from the textbook “A weekend away”



Figure 2 – Screenshot from the textbook A Weekend Away, from the Activity book

4.2.3. Textbook Project Explore 3

The next textbook is Project Explore 3. All units contain videos. We will describe the culture video in Unit two – “Teen life”. It is a documentary video with a narrator. It lasts five minutes and it is about video game technology (Wheeldon, Shipton, 2020, p. 30). Before watching the video, students can discuss teenage habits of using technology.

The topic of the lesson we analyzed is creating video games. Students can see actors during the creation process. They see the example of creating a realistic video game character. Vocabulary used in the video includes phrases such as motion capture, cutting edge technology, digital skeleton. When we analyze the lesson with video, we can see how in the dialogue with the teacher, students can describe the meaning of new vocabulary which was used in the video and they practice new vocabulary. This video promotes developing a positive self-image because they see a successful creator of video games.

The episodes of “Stories from the campfire” appear after Unit 2, Unit 4 and Unit 6. We will describe Episode 1. In this animated video the characters sit around the campfire and listen to the story. This video is four minutes long. Students also connect because they are watching the video together and have to be attentive in order to understand the story. This video can engage students because it is a scary story. After watching the video, the teacher can ask questions about the main characters to see whether the students have understood the story.

Students learn about telling stories and re-telling events in the story. It is an animated video in which the main topic is a famous musician who was thought to be dead. Students can watch the video, but there is also the same story in the form of a cartoon in the physical book and digital version, with speech bubbles and pictures. In the video, there are no speech bubbles, but there is the option to use subtitles. (3, 4, 5, 6)



Figure 3 - Screenshot of the digital textbook Project Explore 3, Stories from the campfire

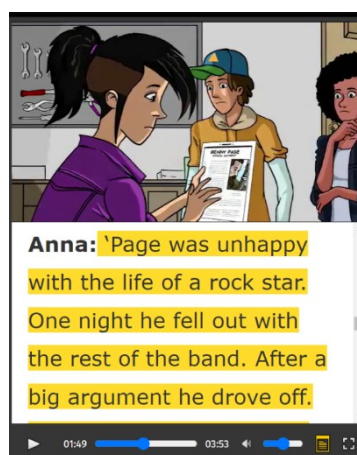


Figure 4 – Screenshot of the video with subtitles in Project Explore 3, Stories from the campfire

The grammar and vocabulary in the video are also interesting to analyze. The students practice past tenses. They learn “used to” for the past, the phrase “long time ago” with past simple. Also, past simple is used with the adverb of time “never”: “They never saw him again”. Present perfect is used in “I’ve liked his music for years” and past continuous in “I was walking through the park” and they practice grammar.

4.2.3 Headway Intermediate 5th Edition

a. Unit 1 “What’s your story” – Video “Nick Bruckman – My life, my story”

The first unit “What’s your story” contains a video about Nick Bruckman (table 3a). The subtitles can be turned on and off, depending on the teacher’s instructions and student’s needs.

He is the owner of People's Television and he describes his life and living in New York in the video in the form of an interview. There is a narrator who asks questions and gives comments. It consists of three parts. In part one of the video, which is titled "A New York life", Nick Bruckman answers questions. He says that he likes the energy of New York and different cultures, and that the people are very passionate. The narrator describes his apartment and its location. In part two of the video, which is titled "A family story" Nick talks about his family. His mother's side of the family is from India, Calcutta and his father from what is now Belarus. We learn more about the interesting life of members of his family. Part three of the video is titled "If you can make it here..." Nick answers some questions about this job. He is a filmmaker and explains that his mother is an artist and his father more into business. He connected both in his job. He made a lot of movies about immigrants and he is interested in making the world a little bit better. Our analysis shows that the lesson with the video can be an introductory lesson with students learning how to introduce themselves and other people with interesting work and life experience.

Grammar practice includes different types of questions asking for information about people, places and things. This includes WH – questions and questions with like. The vocabulary practice is about adjectives, such as impatient, bad – tempered, hard-working and ambitious, amazing, challenging, exhausting.

This video is about Nick's personal life and this is why it is engaging for students. They can do various speaking and writing exercises and make their own video for practice or project work. (see chapter 2.2 Video in ELT, motivation and skills, p. 4 and 5)

b. Unit 4 "Tales of the unexpected" - video "How to tell a good story"

Unit four "Tales of the unexpected" (table 3a) contains a video 10 minutes long. Two storytellers who appear in the video are examples of how storytelling can be turned into a profession.

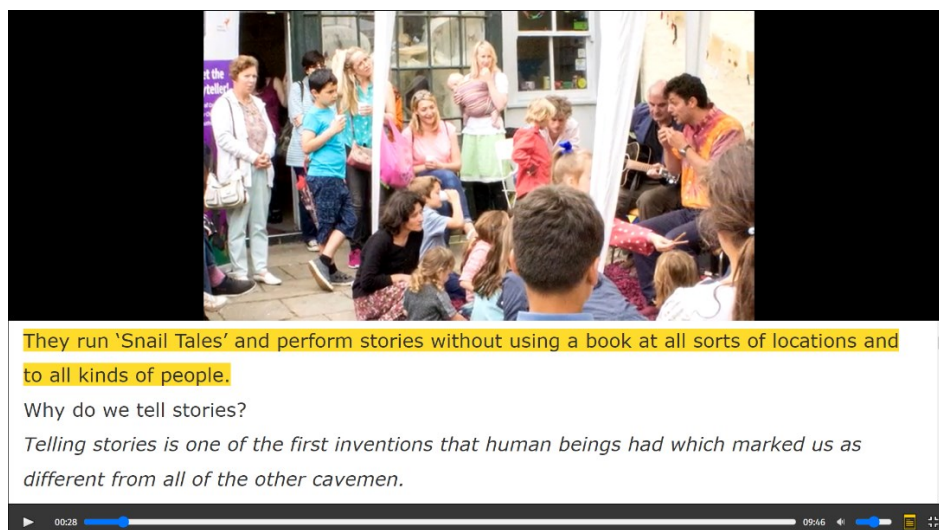


Figure 5 – Screenshot from the textbook Headway Intermediate, Unit 4 video

The video we analyzed presents two professional storytellers. They run “Snail Tales”, an organization which produces family storytelling shows with a high level of audience participation, even by children aged 7-11. The questions that Chip and Amy answered were: Why do we tell stories? What do we learn from stories? Do all stories follow a pattern? Isn't storytelling just for children? Why are stories so useful? What's the role of the storyteller? Is modern technology a threat to traditional storytelling? What's your favourite story?

The task for students is to listen carefully to their answers and take notes for further discussion about the importance of storytelling for the community as an all-age art form. According to Chip, the audience has an important role in storytelling.

Another task for students can be to discuss the importance of social media, like Twitter, for storytelling.

In this video, the storytellers appear and the video also shows storytellers in the street and how the audience reacts to the story (figure 5).

Narrative tenses are used and they can be practiced in the class. Grammar that is practiced are past tenses, active and passive. This unit reviews the Past Simple, Past continuous and Past Perfect in a contrastive way with a range of accuracy and analysis-based activities. After watching the video, the teacher can ask students to describe the last story they told to somebody, a story from a book they have recently read in English. The analysis of this textbook shows that video is a tool for telling stories and for education about storytelling, which is crucial for learners of English.

4.2.4 Textbook “High Note 5”

“Documentary videos are 3-4 minute long authentic, thought provoking documentary films produced in cooperation with ITN Productions. The intention for the High Note documentaries concept is to provide film extensions to the topics and themes raised in the units, which will enable students to get more insight into a given issue, think about it critically and discuss it at length. Authentic documentary videos will boost students’ motivation, expose them to natural, real-life language, extend their vocabulary and develop their receptive fluency and critical thinking skills.” (Bandis, 2021, p.16).

We analyzed the first and third unit which contain documentary video. Other units in the textbook “High Note 5” don’t have videos.

a. Unit 1 – “Identity”, video “Global Citizen”

Unit one “Identity” introduces students to the idea of identity. They read the article “The person I know best” and do the listening task number 2. They listen to three people being asked to describe themselves. Task 3 is to decide which adjectives in the box describe each speaker from exercise 2. Another task is task 8 where students use the adjectives to form nouns to practice personality adjectives and values.





The topic is appropriate for this level and it fits the curriculum for upper secondary schools. The aim of the text is for students to think about the things that define them. The text gives students the opportunity to think about their interests, which can turn into a lifelong hobby or a career. Students learn vocabulary about personality: compound adjectives, fixed expressions, idiomatic phrases, verbs for thinking and understanding; practice grammar, continuous and perfect tenses and language skills.

Next, the students do exercise 12 in the “Watch and reflect” section of the unit. There are six tasks, based on the video, which are a part of the online version of the textbook and which students have to do. Video and tasks are in the online version of the textbook, but all tasks are in the printed version of the textbook as well. An interesting addition is the possibility to record student’s answers by clicking on the microphone symbol and listen to it by clicking on the symbol of ear. Also, they can read model answers.

 WATCH AND REFLECT

1. In pairs, look at the photo and answer the questions.



B *I* U    

1. What kind of event is this and why is it taking place?

Reset

Figure 6 – screenshot of the digital textbook High Note 5 – photo from the video “Global citizen”, textbook High Note 5

The students answer the questions about the photograph (figure 6). “1. What kind of event is this and why is it taking place? 2. Have you ever taken part in an event like this? Say why. 3. What do you think it means to be a global citizen?”

Documentary video “Global citizen” defines a global citizen and presents different communities that people belong to. After watching the video students answer six questions about globalization, in task two. Task three is to give their opinion on nuclear energy. Task four is to complete the summary of the video with the words from the box.

Task five is a speaking task. Students discuss the questions in pairs and share their opinion with another group. Task 6 is a writing task. They write an essay about the effects of globalization in their town. In the essay, they describe the problem and explain why action is required. They list the possible measures that could help improve the situation and make suggestions for the most effective measures to take.

There is also a glossary, with new vocabulary from the video. There are many online articles on globalization which students can find and present to the class and there are many assignments teachers can ask students to do: participate in a debate or write about and even make their own stories and videos about it.

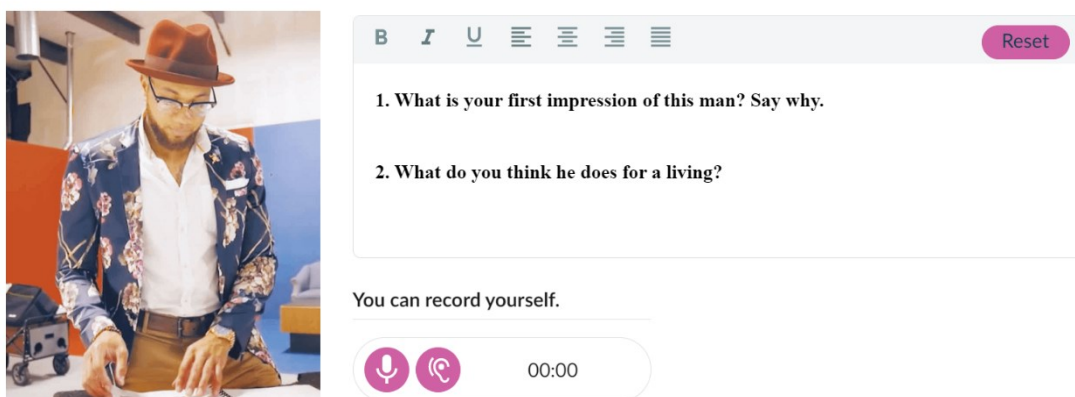
b. Unit 3, “Hard Sell”, video “Put yourself in my shoes”

The name of this unit is “Hard Sell”. Students learn business – related vocabulary, compound nouns, phrasal verbs, synonyms (persuasion), economics – related vocabulary, synonyms (decision – making). Students practice grammar, the Passive. Students learn how to infer meaning, opinion and attitude. In speaking they practice negotiating and the writing exercise is for – and – against essay.

The video “Put yourself in my shoes” explains entrepreneurship to students and introduces Eric, who is a successful entrepreneur. He makes and sells shoes, and he started his business while he was in college. Every type of business requires entrepreneurial skills. Our analysis explains that the textbook is designed so that students learn by watching a video and discussing the issues presented in the video.

Before watching the video, students look at the photograph and speak in pairs about their first impression of the man in the photo, Eric Jones. (see screenshot in figure 7)

1. In pairs, look at the photo and answer the questions.



The screenshot shows a digital textbook interface. On the left is a photograph of a man wearing a brown fedora, glasses, a white shirt, and a blue floral patterned jacket. He is standing in what appears to be a workshop or store. To the right of the photo is a text input area with a toolbar at the top containing icons for bold (B), italic (I), underline (U), bulleted list, numbered list, and indent. A pink 'Reset' button is in the top right corner of the text area. Below the toolbar, there are two numbered questions: '1. What is your first impression of this man? Say why.' and '2. What do you think he does for a living?'. Below the questions, it says 'You can record yourself.' and there is a recording interface with a microphone icon, a speaker icon, and a timer showing '00:00'.

2. Watch the video and compare your answers from Exercise 1. Then answer the questions.

Figure 7 – screenshot of the digital textbook High Note 5 – photo from the video “Put yourself in my shoes”

Then, students watch the video “Put yourself in my shoes”. Video and tasks are in the online version of the textbook, but all tasks are in the printed version of the textbook as well. There is the possibility to record student’s answers by clicking on the microphone symbol and listen to

it by clicking the symbol of ear. Also, they can read model answers. After watching the video, the students answer the questions: “What does LFLS (Like Father Like Son) stand for? What inspired Eric Jones to come up with his business concept? What personal and business problems did Eric have as graduation approached? What two events kept Eric in business? What advice does Eric have for people who want to set up their own business and be successful?” Another task is to answer the question “Would you be interested in becoming an entrepreneur? Say why.” (Edwards, Roberts, Fricker, 2021, p. 163) After answering these questions, they do the vocabulary exercises. Additional questions are “What could be the pros and cons of launching a start-up/ word – of – mouth marketing/advertising on social media? Which do you think is easier: saving a failing business or setting up a completely new business? Say why.” (Edwards, Roberts, Fricker, 2021, p.163)

This topic is important because students get a positive attitude towards entrepreneurship while using video. Entrepreneurs are people who have achieved individual success, who have social recognition, they have a positive public image and they are role models for young people. Students learn new vocabulary related to entrepreneurship and discuss possibility of starting a business.

4.2.5 Textbook “On Screen” B2 and B2+

a. “On Screen” B2

In Module six, “Technology”, various gadgets are described. The video “Mobile Addicts’ Stories” presents five young people who are addicted to mobile phones. Christina (19 years old) Sumi (22), Linda (19), Danny (20) and Cyrus (20) introduce themselves. Danny describes his addiction “My name’s Danny. I’m 20 years old and I’m a student. Whenever I’m just sitting down, we’ve got a family over or we’re at home, always on my phone, messaging or calling people or even using Facebook on my phone. It’s just sort of, it’s pretty addictive, yeah, I don’t know what I could do without my phone, I’d feel lost really.”

In the second part, they explain which type of mobile phone they have and why they have that particular type. Thirdly, they answer the question if they have ever caused an accident because of their addiction. Christina said “Uhm, when I’m driving, I constantly am chatting so I’m not looking at the road which means that I cause a bit of an accident sometimes. Luckily, I haven’t been hit.”

Another issue was how much money they spent on mobile phones. Linda said “I try to buy thirty dollars a month, but I normally buy, heaps more than that, say like, I would say at least 60 a month.” Furthermore, they explained whether other people have noticed their

addictive or unusual behavior regarding phones. Christina said “I was on the way to the city for an interview, left my phone at home, and then canceled the interview to drive all the way back home just to get it. I said that my mum was sick in hospital.”

Finally, they explain what is their addiction experience like. Danny says how he feels without his phone “You sort of feel naked without your phone. I’d basically get a new phone asap, yeah.” “It’s like I lost my arm, it would be a disaster.”

After watching the video, students do exercise true/false presented in figure 8 and answer the questions about mobile addiction.

1 Christina doesn't pay a lot of money to have access to the Internet.	<input type="button" value="True"/>	<input type="button" value="False"/>
2 Simi and Linda are both addicted to their mobile phones.	<input type="button" value="True"/>	<input type="button" value="False"/>
3 Linda sends text messages even when she's driving.	<input type="button" value="True"/>	<input type="button" value="False"/>
4 Christina hasn't had many phones in her life.	<input type="button" value="True"/>	<input type="button" value="False"/>
5 Christina and Danny admitted using their mobile phones when driving.	<input type="button" value="True"/>	<input type="button" value="False"/>
6 None of the young people in the video can do without their mobile phones.	<input type="button" value="True"/>	<input type="button" value="False"/>



 **Do you think you suffer from mobile addiction? Why?/Why not? Compare your answers to the model answer in the HELP button.**

Figure 8 – Screenshot of post-viewing tasks, “On Screen”, B2, Module 6

After this, they can discuss their personal experience with mobile phones and gadgets and how much they are attached to them.

b. “On Screen” B2+

Module 5 of the textbook “On Screen” B2+ is titled Art. The introduction to the video “James Cameron – from Titanic to “Avatar” is the text “New Dimension to Art”. It explains how Cameron created the movie “Avatar” which required computer generated imagery to make the world of Pandora more realistic. Students can listen to and read the text “New Dimension to Art” online. There is the option to do the exercises online and check the answers or try again.



A Computer-generated imagery (CGI) has greatly influenced and changed the way we see and do things that would have been impossible to even imagine before. Over the years, three-dimensional computer graphics and animation have been applied to all areas of the media such as, films, television programmes and video games to enhance the visual and special effects. Each project added

C In Avatar, the characters not only have a full range of natural body movements, but complete facial expressions as well. Cameron helped develop a one-of-a-kind technique to copy the movements of lips, eyes and mouths. Actors were given special headgear to wear equipped with a camera. As a result, every muscle and eye movement was recorded and used to make the digital characters in the film truly authentic and lifelike. To make the world of Pandora even more realistic, many fields of knowledge were used and integrated with art. Experts in biology, engineering and physics worked closely with talented artists and illustrators to create this magnificent world. Great attention to detail was applied to each creature, character and the surrounding environment, including every plant and leaf. Somehow, that wasn't enough for the director; he had to take it a step further.

D After years of dreaming about it, Cameron developed the first 3D camera that combined the live action scenes with the computer-generated scenes. Video-gaming technology was used along with a virtual camera and a simulation camera to create a virtual production stage for the director through a computer. But how is that possible, you might

Figure 9 – Screenshot of the text about CGI and Avatar, On Screen B2+, Module 5

In the video “James Cameron – from Titanic to Avatar” the subtitles are in English and a narrator’s voice explains the topic of the video.

The video presents some facts about the life of James Cameron. His age, place of birth, his studies and his career.

Students learn new career-related vocabulary, phrases drop out, pursue a career, work his way up, bring to life, due to, propel, defy expectations, cost over-run, setback, drive to brink of exhaustion, reach a record. The transcript is in Appendix 5.

Students do comprehension exercises after watching the video. They choose A or B answer and they can check their answers.

- 1 James Cameron hoped to create his own sci-fi epics after he ...
 - ☐ A watched Star Wars in 1977.
 - ☐ B graduated from university with a physics degree.
- 2 The success of The Terminator in 1984 caused ...
 - ☐ A a film studio to hire Cameron to write and direct another sci-fi film.
 - ☐ B Cameron to have bad dreams about robot assassins in the future.
- 3 The Abyss, filmed in 1989, ...
 - ☐ A was never actually released in cinemas.
 - ☐ B did not perform as well as expected at the box office.

Figure 10 – Screenshot of post-viewing questions, On Screen, B2+, Module 5

4 The first thing Cameron did after he formed Lightstorm Entertainment was to ...

☐ A invent a new type of metal.

☐ B make a sequel to The Terminator.

5 Filming for Titanic ...

☐ A took almost two years and cost about \$200 million.

☐ B was delayed for two years due to the expensive budget.

6 Cameron returned to feature filmmaking with Avatar, a ...

☐ A sci-fi masterpiece that he had first thought of ten years earlier.

☐ B movie he made despite the limitations in technology.

 Which of James Cameron's films have you seen? Which do you like the best and why? Compare your answer to a model answer in the HELP button.

Figure 11 – Screenshot of post-viewing questions, On Screen B2+, Module 5

In the last task, students discuss their favourite James Cameron films and explain why they are their favourite. They can discuss recent films as well, such as “Avatar: The way of water” and write essays about the main issues in the movie, such as support from the community when characters encounter difficulties.

4.2.6 Textbook Global English 9

We have chosen Unit 8 to present the textbook video. It is called “The environment” and the video is “The world around us”. The teacher can see the instructions on the screen about using the video. Learners watch the video and answer the questions.

In the video in Unit 8 David Attenborough talks about protecting the environment.



Figure 12 – Screenshot of Unit 8 video, digital learner’s book “Global English 9”

Students watch the video with David Attenborough and answer the questions about the environment, its protection and important environmental issues.



Figure 13 – Screenshot of Unit 8 video, digital learner’s book Global English 9

In the second part of the video the narrator introduces Greta Thunberg as a teenager who is campaigning on the environment. She criticizes politicians and their actions. In this interview she talks about climate change anxiety, how she got the idea of school protests, and how it sparked a global movement.

Students answer the questions “Why did Greta decide she needed to take action? Do you think she and other young people can make a difference?” The third question which they answer is “What can you, your friends and family do to help?”

Students also learn from this video vocabulary related to environment and its protection. This video encourages students to discuss the current global problems and use various methods of communication such as debate and writing tasks. Students are encouraged by Greta Thunberg and David Attenborough to discuss openly global threats to our civilization and express their opinion. They suggest solutions for their own community.

5. Conclusion

Video in ELT classroom can be used in many ways. Video shows stories, people, events in an interesting way which makes learning a positive experience.

After presenting seven textbooks, videos and methods, we can conclude that they have been influenced by technological advancement and digital learning. This is especially important in language tasks when students get immediate feedback on whether they have answered correctly.

There is always a need to re-evaluate the way textbooks are written. Textbooks analyzed in this thesis stimulate thought processes and are written for students who are interested in learning English but also in obtaining skills such as storytelling, debating, writing, interviewing and presenting. Our choice of textbooks and videos on various topics showed that this can be achieved if students are motivated to actively participate in activities in the classroom and do project work at home. Using their phones, they can produce their own digital stories using narrative tenses, adverbs of manner, direct and reported speech and practicing grammar that way.

The textbooks with video create an area for students' development of their competences. "A weekend away", "Project explore 3", "Headway Intermediate 5th Edition", "On Screen", "High Note 5", "Global English 9" have been analyzed. The names of units and videos are written in the tables and they show how they are connected and their quantity. From each book we have chosen one or two videos to present the way of teaching particular lessons with video.

With technological improvement, teaching methods and materials are constantly changing. Education is becoming digital, which requires 21st century skills for using video when learning English in order to accomplish outcomes.

Appendix 1

Headway Intermediate 5th Edition, Unit 04

How to tell a good story (0:00 – 03:16)

Part 1: Why do we tell stories? Amy and Chip are professional storytellers. They run “Snail Tails” and perform stories without using a book at all sorts of locations and to all kinds of people. Why do we tell stories? Telling stories is one of the first inventions that human beings had which marked us as different from all of the other cavemen. It was really our way of planning of what we were going to do in the future based on what we had done in the past, and it was the development of that imagination, um, education and, and inventing if you like, that helped us to survive where other cavemen didn’t. What do we learn from stories? Stories are a testing ground for real life because they invite you to put yourself in the place of a main character who is facing problems and living their life and having to react to things. And so stories invite the questions: What would I do in that situation? What would be the right thing to do? There are questions of morality and problem solving. Um, and all those help you to think about the other people around you, how many different points of view there are and how many different ways of tackling a problem there can be so that you can decide not only what you would do but also begin to understand why the character might make the choices that they do. Do all stories follow a pattern? All stories have the same shape, because all stories have a problem in the middle. Often, the story will start with a character who wishes for something or wants something, and then the first thing that will happen in the story is that there will be a barrier to the character getting that wish. There will be a problem and all stories go towards a resolution: the way that the character solves that problem or overcomes it. Or, if they don’t, the resolution of the story is about how the character has been shaped by that experience of not being able to overcome a problem. The problem is what gives the story its shape, what makes it into a story instead of just a description. It’s like a tent pole in a tent: without the pole, a tent is just flat canvas. And, without a problem, a story is not really a story; it’s just some descriptions.” (Soars, Hancock, 2022)

Appendix 2

Textbook High Note 5

Unit 01

“Global citizen-someone who self- identifies not as a member of a nation or a tribe, but as a member of the human race prepared to act on that belief, to tackle our world’s greatest challenges.” Further text is “We live in an age of globalization. Thanks to developments in transport, technology and communication over the last century, our world is more connected than ever before. And this unprecedented exposure to different countries and cultures isn’t just changing the way the world works. It’s also changing our sense of identity. With an increased awareness of the world around us, more and more people are identifying as a global citizen with a commitment to solving global challenges as part of an international community. But what does it mean to be a global citizen? One of the issues that demonstrates global citizenship in action is climate change. Fueled by worldwide consumption of fossil fuels, climate change is a problem that can only be solved with a global effort. To succeed, we need to make a two pronged attack that combines scientific and civil action. And when it comes to the science, we can’t afford to be narrow-minded. This means finding alternatives to current renewable energy sources that can lack stability in changeable climates, like solar and wind power.

In the next part, there is an interview with Kerry Emanuel, who appears on the video and he is a professor at MIT. He says “It makes sense to scale up renewables up to some point- like twenty percent or so. After that, you need something called baseload. You know, sort of a source of power that goes day and night, twenty-four seven. And what could possibly supply that? Well, it’s going to be fossil fuels, or it’s going to be nuclear.”

“So, a group of young, global minded engineers are developing a new brand of nuclear reactors that can produce high- volume, low carbon energy to the masses.” Mark Massie, co - founder, Transatomic Power: “I want to build an advanced reactor in the next decade, so that we can build them all across the planet.” And being a global citizen gives them a unique motivation to succeed. The kids that have been coming into nuclear engineering over the last decade have been exceptionally talented; they’re not coming into this field because they think they can get rich- they are coming into it because they think that this is an area where they can actually do something that’s important for humanity. But nuclear power has a bad reputation- particularly amongst traditional environmental organizations. So, these young engineers are being supported by a community of global climate activists - like Janne and Rauli. They’ve written a forward- thinking book that aims to change the negative perception of nuclear power. It’s pro-nuclear, pro-renewables, pro efficiency, pro- evidence- based solutions for climate

change. Janne and Rauli travel to different climate events around the world to hand out their books and encourage other dedicated activists to embrace a possibility of a nuclear future. And they've been joined by another global citizen who is helping raise awareness in his own unique and passionate way." Eric Meyer, activist "I wasn't really able to meet a lot of people who agreed with me that nuclear needed to be a big part of the solution. Until I met Rauli and Janne. These guys get it. I'm glad to do anything I can to help them succeed in that goal." "Listen friends to what I'm saying, we must stop playing with all our futures. This is the moment! This is the moment! When we all decide to fight as one for the Earth!" The combined effort of these strong-willed engineers and climate activists is just one example of global citizens working together to effect change. And with more than fifty percent of people around the world now self-identifying as a global citizen, these types of multifaceted global initiatives look set to continue. The notion of global identity is a complicated concept, and in some ways, an ironic result of globalization. But one thing is for sure - for a global citizen, information is key. If you don't give people a chance to learn and change their mind, they never will." (2020)

Appendix 3

Textbook High Note 5 – B2+/C1

Unit 03, “Hard Sell”

Video - “Put yourself in my shoes”

Meet Eric Jones - founder and CEO of LFLS shoes. The trade name of the company stands for Like Father Like Son. LFLS shoes is a start-up that produces luxury goods-dress shoes and loafers. Eric came up with his unique business concept after spotting a niche market of high-quality shoe lovers in his local community. Its USP? Rather than being mass produced, the shoes are handcrafted in Brazil.

Entrepreneurship hasn't been easy for Eric, who grew up in a low-income household – something he credits for his strong work ethic. “Being poor – it kind of humbled me. I grew up with my mum – she worked like two or three jobs, and my grandma took care of me and stuff like that. She barely made ends meet still doing that, so I guess I grew up learning how to, like work and go get it. You know, nothing is ever given.” (Eric)

Motivated to create a better life for himself, Eric launched his business while he was in his junior year of college, with the help of his mother. Eric decided to set up LFLS shoes purely as an e-commerce shop, instead of a brick and mortar business. He found a New York agent who connected him with a factory in a Brazil that could make his designs come to life. And for a while, business was flourishing. But things started to unravel as he approached graduation. Tragically his mother passed away, leaving Eric to navigate the early days of entrepreneurship alone. And to make things worse, he soon discovered that the New York agent had been overcharging him for their services and delivering a low-quality product.

“When I graduated that's when all the kind of like horror stuff started happening, like the production was done late, the agent paid them late. When the shoes actually came in, they were lower quality than what I wanted. I had to throw away a lot of shoes and it was terrible.” (Eric) Eric was living in debt, and didn't think his business would survive into the new year. But amazingly, the factory in Brazil reached out to Eric directly, and by establishing a personal relationship with them, Eric was able to produce the high-quality product he had envisioned – at a more cost-effective price that could win over target clients. His second stroke of luck came when he met a man willing to sign up to make an upfront investment in his business. “It allowed me to keep pushing forward, like keep working. And sales right now, I sell thirty, forty pairs a month, and that's pretty good for a start up you know. I'm already making revenue from last year. And I'm projecting to like, to start making six figures in revenue next year.” (Eric)

With a profit margin of 100 percent, and a projected six – figure annual turnover, Eric now runs a successful business. So, what advice does he have for budding entrepreneurs seeking to start a profit- making venture? “Social media is very, very important. If you don’t have social media presence, it’s like, you don’t really exist, that’s really my- where everything comes from. Like, when I look at my analytics, everything comes from the social. And that’s where I got all my customers that click through and go and just check out the website. (Eric) Eric also chose to set up his company in Arkansas where there’s less competition than larger start-up hubs like New York and California. “People say “oh go to New York” – but I’m like, being here in a ... big fish in a small pond. It helps out a lot. I feel like if I was in a place like New York or something, it would be too saturated.” But, having experienced so many personal and professional setbacks in the early days of his business, Eric believes that the real keys to success are passion and resilience. Entrepreneurship is not easy, you know, but if you have the passion and the purpose and the drive behind it, you can do anything you want to do, no matter where you come from, like what you go through, no matter the colour of your skin or whatever it is. The sky’s the limit, for real.

Appendix 4

Textbook On Screen B2+

“He is well known for his temper on set, and need to pioneer new cinematic technologies in order to bring his iconic visions to life. Today, we’re taking a look at the career of director James Cameron. James Cameron was born in Ontario, Canada in 1954. He went on to study physics California State University Fullerton. Merely a year into his studies he dropped out to marry a waitress and drive a truck. However, he underwent a life altering moment of clarity when he saw Star Wars in 1977. As a result, Cameron left his job and wife to pursue a career in the hopes of creating his own sci-fi epics. Cameron got his start as the art director for Roger Corman’s “Battle beyond the stars”. The job had been given to him following a screening of his own 12 – minute film “Xenogenesis”, which showcased his ability to produce stunning visual effects. In 1981, Cameron worked his way up to the director’s chair for the film “Piranha 2: The Spawning.” The shoot was a terrible experience for Cameron as the film had an extremely low budget and a crew that only spoke Italian. Due to the stress he was under, Cameron experienced a nightmare about the robot assassin from the future. This inspired him to write the screenplay for 1984’s “The Terminator” which he brought to life with the help of friends from the marketing department at Corman’s production studio. The film became an unprecedented success, which instantly revolutionized the action movie genre and propelled Arnold Schwarzenegger into Hollywood stardom. His success caused 20th Century Fox to pursue him as the writer and director for 1986’s “Aliens”, the high profile sequel to Ridley Scott’s groundbreaking sci-fi horror film “Alien”. Despite friction caused by a crew that constantly stopped to take breaks, Cameron managed to defy expectations and was rewarded at the box office for producing a strong narrative, characters and unparalleled visual effects. He was again pursued to direct “The Abyss” in 1989. However, cost over-runs due to his elaborate set pieces and three cancelled release dates caused the film to fail financially. The tense underwater shooting and severe shouting matches Cameron had with his actors, which resulted in their refusal to participate in promotional events did not help the project either. In the wake of this setback, Cameron formed “Lightstorm Entertainment” so he could have full creative control of his projects without studio intervention. His first order of business was to create his impressive sequel to “The Terminator”. “Terminator 2: Judgement Day” instantly became Cameron’s biggest success up to that point while claiming numerous awards for industry leading effects all made possible by the technology that Cameron’s crew had begun pioneering during the production process of “The Abyss” such as the liquid metal effects that were central

to the movie. Cameron then followed-up with various projects that were uncharacteristic for the director such as his spy film “True lies” and the futuristic film noir production “Strange Days” which he co-wrote and co-produced. These projects helped him bide his time until he could truly position himself as one of cinema’s most iconic directors with 1997’s “Titanic”. The film became one of the most visually stunning, expensive and profitable pieces of celluloid ever produced. The demands he placed on his talent and crew were so high that he drove them to the brink of exhaustion during their 2-year filming schedule. His budget also kept ballooning until it reached a record breaking 200 million dollars. As a result, Cameron decided to forgo his own paycheck in order to ensure that he maintained full creative control. In the wake of Titanic Cameron took a ten-year absence from feature filmmaking. During that time he served as the producer for both the television show “Dark Angel” and Steven Soderbergh’s film “Solaris”. Cameron then ventured back to the themes of his previous films by directing the documentaries “Ghost of the Abyss” and “Aliens of the Deep” for Imax. These projects allowed him to satisfy his fascination surrounding the mysteries hidden in the ocean’s depths. With a vocal audience that clearly wanted James Cameron to create yet another cinematic epic, he finally returned to feature filmmaking with his 2009 sci-fi masterpiece “Avatar”, a movie that he had envisioned over a decade earlier, but was unable to make due to limitations in technology.” (Evans, Dooley, 2020)

Appendix 5

Textbook Global English, Learner's book 9

Unit 8, "The environment"

Video "The world around us"

"David Attenborough is a world – famous scientist and broadcaster who has campaigned to protect animals and the natural environment for many years. 1. Listen to this clip of David talking in 2018. What does he say about protecting the environment?" In the next part, we can see David Attenborough. He says "Right now, we are facing a man made disaster of global scale. Our greatest threat in thousands of years, climate change. If we don't take action, the collapse of our civilizations and the extinction of much of the natural world is on the horizon. In fact, David has been campaigning for a long time. 2. The next clip is from 40 years ago. What issues does he mention here? We are now interfering with the natural world in such a wholesale way that we are risking the fertility of the world, we are risking the continued existence of this earth as a fertile planet and if we go on felling the tropical rainforests, pouring insecticide into rivers, we will be reducing the Earth's potential, the Earth's power, to grow food for ourselves, so that the situation is a very serious one. What issues did David Attenborough mention? Are there any other issues that you think are important?"

"In the past few years, a number of teenagers and young people have started campaigning on the environment too. Greta Thunberg from Sweden in one of these young people. 3. What does Greta say about politicians worldwide in the first part of this interview?" In the next part, Greta Thunberg says "If they don't act now then in the future they will be seen as some of the greatest villains in human history and we will not judge them easy, I think. But they can still change that." The female narrator then says "Now watch the rest of the interview. 4. Why did Greta decide she needed to take action?" "Interviewer: "You have spoken before about the effect of anxiety around climate change on your mental health, can you just describe that for me and what prompted you finally to take action? Greta Thunberg: Yes, I mean anxiety, when it comes to the climate change is of course a very big problem, many people have it and they feel anxiety and they feel sad or angry or scared, but nothing is being done, and that we are, in every bit of our day life we are fueling the crisis and that is what I felt and I just kind of convinced myself that I was so desperate, (I was) like I have to do something and then I got the idea of school striking. So I decided to just try it and see where it led and then it just became big. Interviewer: It became a bit more than big. It sparked a global movement and millions of school children followed your lead. Did you ever think it was going to end up like that?" Greta Thunberg: "If

anyone would have told me, like maybe one year ago that this is where we are now, then I would be like, I would never have believed that.” Interviewer “What do you think it was about the school strike and that idea that caught the imaginations of so many people?” Greta Thunberg “It was just after a very hot summer, there was lots of wild fires and droughts and extreme weather in Sweden. So many people were worried about and concerned about the climate. Like “Oh, maybe this is serious”. Also, because it is children, it is young people who are saying these things. Saying like “You are stealing our future.”; “Why should we care about our future educating ourselves if you don’t care about our future.”; and I think that is a very powerful message and people, many people feel guilty when children say that.”

“Why did Greta decide she needed to take action? Do you think she and other young people can make a difference?” The last, fifth question asks students to “think about the challenges the environment faces in your country. What can you, your friends and family do to help?”

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