
TEACHING BY USING VIDEO: WAYS TO MAKE IT MORE MEANINGFUL IN EFL CLASSROOMS

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Abstract

The widespread of English learning videos nowadays reveal that technology has been integrated in English language realm. There are numerous videos that can be deployed as English learning media or sources. As commonly known, the use of video in English Foreign Language (EFL) classrooms can facilitate the students to get more interested in learning and also enhance their communicative competences because they can get rich learning experiences. However, in this advanced technology era, the teachers have to face some challenges in utilizing the video in the classrooms, such as variety of video formats, technology devices, and video techniques. In this case, the teachers have to be able to choose appropriate video, deploy the technology devices, and present it in more interesting and meaningful ways. If the teachers do not know how to figure out the challenges, the video will not work effectively to achieve the teaching and learning objectives. Considering great benefits and challenges of using video in the EFL classrooms, this paper discusses theoretical background to present some meaningful ways of deploying video. It is expected to provide information for English Language teachers to successfully employ the video in their classrooms.

Keywords: *Video, EFL Classrooms, Meaningful*

1. INTRODUCTION

The widespread of English learning videos nowadays reveal that technology has been integrated in English language realm. The use of video can facilitate the students in more interesting learning activities because they can get different learning experience when it can be implemented by teachers effectively. Harmer (2006) states that video can give essential extra benefits for students' learning experiences; enrich the students' experience about language in use, improve their cross cultural understanding, develop their creativity, and increase their motivation in learning. However, in this advanced technology era, the teachers have to face some challenges in utilizing the video in the classrooms.

The first challenge that the teachers have to face relates to their capability in deploying video in the classroom and utilizing other technology devices. Computer, laptop, projector, earphones, and some other programs or tools are commonly found in EFL classrooms. The teachers have to be the one who knows very well how to use the devices to facilitate the students during the teaching and learning process. Even they did not learn about technology in specific, but they have to be knowledgeable figures. Then, they have to be able to apply some techniques in using the video and the other devices, and also figuring out some barriers that may appear in the class that can influence the students' impressions in learning.

On the ground survey in a school, researcher found that a group of students in a class were so excited when they knew from their teacher that they would be taught a new lesson by using video. Then, after a few couple of minutes waiting for the video on, the students' mood were slowly down because they seemed getting bored and tired of waiting the video because the teacher got technical problem, she did not have any idea to handle it. In this case, the teacher failed to build up the students' interest in learning because of technical problem in using the video. Obviously, that matter was not expected to happen by every teacher when using any devices, so the teachers have to enrich themselves with some techniques to figure out some problems that might appear. That kind of condition has to be anticipated by the teachers because it will influence the teaching and learning

process. Overall, the teachers should enrich themselves with good understanding of deploying technology in EFL classrooms.

Then, another challenge in utilizing video in EFL classrooms is the teachers' capability in selecting appropriate video that can effectively support the students in developing their communicative competence. Actually there are numerous English videos produced nowadays, they can be accessed or downloaded easily in internet. However, the videos that will be used in the class should be in line with the purpose of teaching the language. The video should be selected based on some criteria, such as students' learning topics that refer to syllabus of the school and also students' English level. Unfortunately not all teachers realize about those things, so it influences to the effectiveness of learning process by using video. In short, the teachers have to be able to provide appropriate videos that will be presented based on the students' needs.

Furthermore, the teachers have to have rich techniques in teaching by using video. It means that the video should be presented in various interesting and meaningful ways. When the video is presented, the teachers do not only let the students to watch it and ask them to answer some questions relate to the video or make the students to be passive viewers, but the teachers also need to encourage them to be active viewer. The teachers have to be able to understand and apply various techniques of teaching by using video, such as full viewing, freeze framing technique, silent viewing, and others (Harmer, 2006). If it is just presented in common way, it probably can get the students' interest, but it may not meaningful for the students. The students may enjoy watching the video, but they may get difficulties to get, share, practice the information that they watch form the video.

The last but not least challenge is the teachers have to develop themselves as creator, producing video to fulfill their students' needs in learning activities. Through intensive use of videos, the students will demand something that more interesting than the one that just created by someone else. The teachers have to be able to facilitate the students' needs and create effective videos that can support the students' learning activities successfully. If the teachers just deploy some videos that they gathered from internet or bought in stores, the videos are probably not fresh from the oven anymore for the students. They might have watched the video, so it could not be really effective for the students. The teachers are needed to develop their creativity in creating more applicable videos for the students.

Considering great benefits and challenges of utilizing video in the EFL classrooms nowadays, this paper provides ways for using video meaningfully, it expected to present valuable information for the teachers, especially EFL teachers about some ways that they can implement when teaching English by using video. So, the students do not only get interested when the teaching and learning activities are run by using video, but they can get valuable and long lasting information through the video presented by the teachers.

2. REVIEW OF RELATED LITERATURE

Video in English Language Classrooms

According to Wang (2015), there are three goals of teaching English with video materials: The first is to facilitate the development of EFL learners' language skill. It means that the video can provide a lot of information for the learners, get their attention to focus on the material in the video, and improve their comprehensive linguistic competence. The second is to cultivate students' competence of intercultural communication. When the video is presented in the classroom, it does not only give information about the language, but the learners also can learn about culture of English native speakers. Then, it can support the learners' communicative competence in English. The third is to cultivate students' aesthetic values and ability to appreciate English videos of Artistic values. In this case, the video does not only present information about what the students have watched, but it is expected to make the students have aesthetic impressions of the video in their mind. It can encourage them to have deep thinking and critical review. So, the students can get a lot of benefits from the video.

Then, Harmer (2006) states that deploying video in English language learning provides special points to the students; seeing language in use, cross-cultural awareness, the power of creation, and motivation. It means that video employs important roles in the classrooms because the students do not only listen how the language used by native speakers, but they also can see about the

language used in real context of communication. It also allows the students to know about English native speakers' culture based on the setting of the story in the video. Then, it can develop the students' creativity and communicative competence because they can create their own video while using or practicing the language. Moreover, the students can get more interest in learning because they have opportunity to see the language in use as well as learn it from audio recorder. In this case, the use of video provides advantages for the students.

Harmer (2006) also adds that the teacher needs to be aware of some problems that might appear during the teaching and learning activities by using video:

1. Nothing new syndrome can influence the effectiveness of using video in the class. It happens because the teacher cannot facilitate the teaching and learning activities in more interesting way, so the students just consider that the teaching and learning activities by using video are as same as the other common learning activities.
2. Poor quality video also another factor influences the effectiveness of employing the video in the class, for example the students will get problem to see how the language is used in real context of communication.
3. Poor viewing condition can affect the effectiveness of using video. When using video in the class, the teacher has to ensure that the situation in the class will facilitate the students to see the video clearly. In some cases, the video is just brought into the class without considering the eligibility of the condition in the class.
4. Stop and start technique in using video might also fail to get the students' interest in learning because the teacher does not know very well how to apply the technique.
5. The length of the video used in the classroom should be counted. It is not going to be effective if the duration of the video takes too long, they may fall asleep or lose their attention. Using short video will be one of the ways to get the students' attention in learning activities.
6. Technical problems might appear during the teaching and learning activities. The teachers should get familiar with all the tools that will be used to support the classroom activities.

According to Abukhattala (2015), integrating technology in the classroom will successfully depend on the teachers' roles; their beliefs and practices influence how they deploy the technology in the classrooms. It means that the teachers have to be able to anticipate some problems that may appear in running a course, especially in using video. English language teachers also have to be able to choose appropriate video content that refers to the instructional goal, (Bell & Bull, 2010). The teachers have to prepare and carefully choose the video based on the students' needs. It appears as one of the teachers' challenges in advance technology era nowadays because there are many video formats and information that can be found easily in internet. Berk (2009) mentions that there are numerous of video types that can be employed in the classrooms. The choice of the video will depend on the teaching and learning objectives, students' characteristics, and interests. In this case, the teachers can choose the following types of video: drama, action, romantic, comedy, romantic-comedy, documentary, TV program, commercials, college music videos, and students' own videos. In other word, the video content that will be presented in the class should match on the teaching and learning objectives. Those criteria need the teachers' extra efforts to filter suitable video for the students.

Wang (2015) added that inefficiency of using video materials in EFL classrooms can still be found, such as monotonous classroom activities and teaching methods. This condition shows the students' activities and teachers' ways in teaching by deploying video also influential factor that can affect the effectiveness of employing the video in the classrooms. In many realms of English language teaching, the teachers just present it in very common activities that can influence the students' interests and achievements. Then, it cannot facilitate the students effectively during the teaching and learning activities in the classrooms.

Based on the information above, the use of video in the EFL classrooms provide benefits for the students in teaching and learning activities. However, it sometimes does not work effectively in

the classroom due to some challenges that cannot be figured out well by the teachers as facilitator in the classrooms, such as limited knowledge about techniques of using video in the classrooms. Therefore, the following information reviews some techniques of using video in EFL classrooms.

Techniques of Using Video in EFL Classrooms

Harmer (2006) states that there are some techniques which can be used in video based lesson; Viewing Techniques (Fast Forward, Silent Viewing, Freeze Framing, Partial Viewing) and Listening (and mixed) Techniques (Pictureless listening, Picture or Speech). The brief information about the techniques can be found in the following explanation:

A. Viewing Techniques

One of the main objectives of viewing techniques is to awake the students' curiosity about what they are going to learn by doing prediction. These techniques can be implemented in several ways:

1. Fast Forward

The EFL teachers can present the video to the students by playing it for a few seconds and then fast it forward. Those activities should be repeated until the end of the video. Then, the teacher asks the students to share what information that they got from the video. In this case, the students can guess what the people talked about.

2. Silent Viewing

In this step, the teachers can play the video without any voice. The video is just presented silently without any information. In this case, the students' abilities to predict the information are required.

3. Freeze Framing

This way needs the teachers to stop the video for several times. The students are encouraged to deliver their idea when the video is stopped. It will be more effective to guide the students in understanding the text because they can predict what will happen after seeing some parts of the video.

4. Partial Viewing

It is also a way to underpin the students' curiosity because it lets the students to see a part of the video and ask them to predict what kind of information that they will gather

B. Listening (and Mixed) Techniques

1. Pictureless Listening

In this activity, the learning activity is started by guiding the students to listen to the information in the video. However, the students are not allowed to see the pictures in the video until they are able to guess and share what information they got.

2. Picture of speech

This way can be run by dividing the students in the class into two teams. Each team has different opportunities during the teaching and learning activities. The first team is administered to watch and understand a video presented by the teacher. Then, another team should predict what the video is about based on the clues stated by the first team. This activity trains their speech and fluency of the language.

Çakir (2006) also mentioned some other ways for using video in a classroom; active viewing, freeze framing and prediction, silent viewing, sound on and vision off activity, repetition and role play, reproduction activity, dubbing activity, and follow up activity. Actually, some of the ways have similarity with the previous ways stated by Harmer (2006). However, there are several additional ways added, such as repetition and role play, reproduction activity, dubbing activity and follow up activity. The brief information about the ways can be seen in the following paragraph:

1. Repetition and role play

In this activity, the video is played for several times until the students get familiar with the information that they listen to. Then, they are guided to have role play after

they repeated the teacher's orders to support teaching and learning activities in the classroom.

2. **Reproduction activity**
Let the students to watch the video and encourage them to try what they have learned. This is expected to provide the students to have experiment in using the language through the video.
3. **Dubbing activity**
It is an interesting activity that can be implemented in the classroom to invite the students actively using the language by asking them to fill in the missing dialogues after watching sound of video episode.
4. **Follow up activity**
After watching video, teachers have to provide follow up activities for students to have further extended oral practice, such discussion. The students will have a chance to develop sharing and co-operative skills.

Furthermore, Mohammed (2013) found another effective ways of using video. He implemented the use of subtitled video to teach grammar had successfully developed students' grammatical accuracy. Enhancing the past perfect form in video subtitles drew the students' attention to learn it better from text and pictures rather than text only. Generally, more positive respond addressed by the students about the use of video grammar instruction. Gromik (2015) also pinpoints that teachers can use Smartphone Video Camera as a tool to create Digital Stories for English Learning Purposes. The results of his study indicated that the students were able to produce digital stories to express their idea about some selected themes in the target language. Then, Smeda, et.all (2014) also mentioned about the effectiveness of digital story telling in the classrooms. In other words, Smartphone-based video story telling is a very good task for language learners to get knowledge and experience in learning the target language.

Then, Berk (2009) states several commons procedures of using a video clip in teaching:

1. **Pick a particular clip to represent main content of the video.**
When using video, the teacher does not always need to let the students watch the whole part of the video, but they can select some essential parts and discuss it with the students.
2. **Prepare guidelines for students' activities and discussion questions on what they have to see, hear, look for.**
Commonly, when video is presented in the class, there is no specific instruction about what the students have to learn from the video and what they have to do after watching the video. This matter should be well organized to guide the students in achieving the learning objectives.
3. **Introduce the video briefly.**
Giving information to the students about what they have to watch is important action to activate the students prior knowledge and help them in the process of comprehending the information.
4. **Play the video.**
When playing video, the teachers have to facilitate the students to focus on what they watch.
5. **Stop the video at any part to highlight a point or replay it for exercises. It will be effective to guide the students to understand what they learn.**
6. **Set a time for reflection what they have watched.**
This activity is really beneficial in order to gather information that relates to the students' understanding about what they have watched. In addition, it can facilitate the students to practice their communicative competence, especially in delivering information orally.
7. **Design an active learning activity**

This last point is the most influential; the teaching and learning activities will not run effectively if the teachers do not prepare what the teachers and students have to do during the class. In this part, the teachers' capabilities to run appropriate techniques are needed.

3. METHODS

This study was designed in descriptive qualitative research; the data were collected from some related literature about the implementation of video in English language classrooms. Then, they were analyzed in three steps; data reduction, data display, and conclusion/verification. Firstly, information that relates to the use of video in EFL classroom was collected. Then, the information is presented based on the roles of video and techniques of employing video. Both of the components were expected to represent great roles of video in EFL classroom and some ways that can be applied by the EFL teachers in teaching by deploying video. The last, some conclusions were drawn to attest more meaningful ways in deploying video in the classrooms.

4. DISCUSSION

Deploying video in the English as Foreign Language (EFL) classrooms can bring positive values during the teaching and learning activities, even some problems inevitably appear, (Harmer: 2006). In this case, the teachers as facilitators in the class need to prepare appropriate learning sources and implement effective ways when using video in the classrooms. The existence of video in the language teaching realms is not only as a device used during the teaching and learning process, but it is an effective tool that connects to the development of students' language skills.

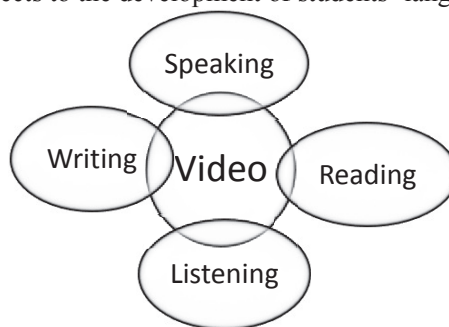


Figure 1: Video and Language Skills

The chart above shows that video can be used as a media to develop EFL learners' skills in English, (Woottipoong, 2014). Video can be very relevant media and source of learning if it is presented well by the teachers. Based on some theories that had been written before, there are few numbers of ways/techniques that can be implemented to support English language learners to learn about the language, (Harmer 2006; Mohammed 2013; Gromik 2015). In this case, teachers as facilitators in the classrooms have to be able to design and run effective and meaningful learning activities.

To deploy video as powerful tool during the teaching and learning activities, preparation is one of the main ways to make it more meaningful before implementing some other ways to encourage the students to be active learners. Then, the teachers are also required to design learning activities that can keep the students in active learner modes. In this case, the teachers are challenged to involve the students actively during the teaching and learning activities by using video.

Based on references presented in this study, there were some ways that can be implemented when using video in EFL classrooms, such as Harmer (2006) who mentioned about; Viewing Techniques (Fast Forward, Silent Viewing, Freeze Framing, Partial Viewing) and Listening (and mixed) Techniques (Picture less listening, Picture or Speech). Then, Çakir (2006) also added some other ways; active viewing, freeze framing and prediction, silent viewing, sound on and vision off activity, repetition and role play, reproduction activity, dubbing activity, and follow up activity. In addition, Gromik (2015) who talked about the Smartphone Video Camera as a tool to create Digital

Stories for English Learning Purposes. In this case, all of those techniques can be effective ways that teachers have to apply in their EFL classrooms. The list of the ways can be seen in the following group :

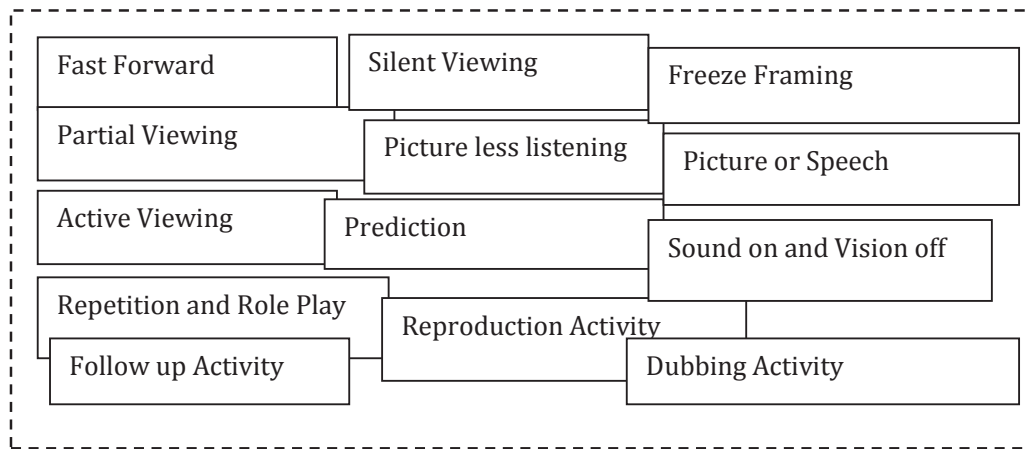


Figure 2: Techniques of Using Video

The chart above clearly shows some ways that can be implemented by the EFL teachers during the teaching and learning process. Actually, some of the teachers might get familiar with those ways, but this article provides information about three phases of teaching English by using video. Then, there will be some ways that can be applied by the teachers to make it meaningful.

Pre-Activities

In many classrooms, before playing a video, teacher usually delivers some questions to activate students’ background knowledge in order to help them in understanding what information that they are going to learn. However, the teacher sometimes has to face difficulties to encourage the students to respond to his/her questions because the students prefer to be quiet in the class or having no idea about the teacher’s question. In other words, questioning technique or asking some questions before playing the video is not always appropriate to be implemented in the class. The students need to be guided to respond the questions. It sometimes appear as a problem because the teachers sometimes get difficulties to guide the students. So, in this part, silent viewing/ prediction/ partial viewing can be ways out as pre activities that can be implemented by the teachers to invite the students to actively participate in teaching and learning activities. It is line with Harmer’s statement (2007), silent viewing/prediction/partial viewing can encourage the students to predict what information that they will learn. The students’ interest to involve in the lesson can be easily activated when they can observe something. In other words, the teacher can apply the following ways to start his/her class when deploying a video:

Names of the techniques	Concepts	Tips to make it more meaningful.
Silent Viewing & Prediction	Guiding students to watch a video without playing its sound, and inviting them to predict what the video is about.	The teachers can prepare some cards to let the students share what information they got. The teachers listed the best work and reward a few of them. Then, the teachers should facilitate the students to focus on what they watch.
Partial Viewing & Prediction	Partial viewing and prediction : Playing a part of a video and guiding the students to predict what information that they will find from the next part.	

Figure 3 : Pre Activities in Using Video

Based on the information in the table above, it is possible for the teachers to apply both of the ways in pre learning activities. The teachers can encourage the students to actively participate during the teaching and learning process because those ways; silent viewing and prediction, and partial viewing and prediction were designed to invite the students to be active learners by showing the partial part/ component of the video. In addition, to make it more meaningful, the teachers can use some pieces of papers or cards to help the students to note important information in the video.

Main Activities

When teaching English by using video, commonly teachers use the video in the classrooms is by just playing it without involving it as an interactive part of the lesson. It affects the quality of the teaching and learning process in the classrooms. In this case, the teachers have to be able to invite the students to be active viewers. It means that the students do not only watch the video when it is presented by the teachers, but they also could gather valuable information that can enhance their English skills. As stated before, deploying video in the class can facilitate the students to learn big things that will support their communicative skills in English, such as culture and language used in various contexts. In this case, the teachers have to be able to design interactive activities that can affect the students' skills in English. Hence, there are some ways that can be implemented by the teachers; sound on vision off, active viewing, freeze framing, and dubbing (Çakir, 2006; Harmer; 2007).

Names of the Techniques	Concepts	Tips to make it more meaningful
Sound on vision off	Playing the video without showing its picture.	The teachers should be able to choose appropriate video that match the students' needs and conditions. In other words, selecting short videos with 7-10 minutes length will be effective to keep the students' mood on. Then, the teachers should prepare guidelines for the students' activities
Active Viewing	Providing chance for the students to watch the whole video and asking them to share what they have watched in written and oral forms.	
Freeze Framing	Playing the video by cutting some parts of the video.	
Dubbing	Asking students to fill in the missing information after watching video.	

Figure 4 : Main Activities in Using Video

Post Activities

In this phase, the teachers are also needed to design appropriate learning activities that have to be completed by the students. As the last part, it also can be very influential during the process of learning. In other words, each phase has connection among others Here, the teachers also need to apply appropriate techniques to make the teaching and learning activities become meaningful in the closing part of this stage. In some cases, this part was only encountered as closing activities in which the teachers just gave some tests to the students in order to know how well the students can learn from the video that they watch. Obviously, the teachers need to prepare what the students' need.

Names of the Techniques	Concepts	Tips to make it more meaningful
Follow up	Providing an opportunity for the students to discuss about what they have watched. The students will have a chance to develop sharing and co-operative skills.	In this step, the teachers have to be able to guide the student with challenging questions that invite the students to share their idea. Then, prepare reward for the students who can complete the challenges given.
Reproduction	Encouraging the students to try what they have learned from the video. This is expected to provide the students to have experiment in using the language through the video.	

Figure 5 : Post Activities in Using Video

In relation with all of the information above, there are three main phases of teaching and learning activities in deploying video. Each phase was designed in some ways which were expected to encourage the students to be active learners and viewers, so those ways can be meaningful ways

for the students to enhance their English. The teachers may adopt a part or whole stages presented in this paper based on the students' needs.

5. CONCLUSION

Although the use of video in many EFL classrooms is not something new anymore, but more positive responds are still addressed by the students. However, the teachers are challenged to be able to deploy the video effectively due to numerous types of video that can be found and presented in the classrooms. In this case, the teachers as facilitators have to be able to prepare appropriate video based on the students' need and design some ways to make it effective, especially in encouraging the students to be active viewers. So, the teachers have to be able run some effective ways to involve the students during the teaching and learning activities by using video. Actually, there are many ways that can be implemented by the teachers, they are; fast forward, partial viewing, active viewing, repetition and role play, follow up activity, silent viewing, picture less listening, prediction, reproduction activity, freeze framing, picture or speech, sound on and vision off, dubbing activity. In this paper some of the ways were classified into three phases to provide more meaningful ways for the teachers in deploying the video.

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