Views and perceptions of the use of text and video in English teaching

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Abstract

This essay investigates how students studying at upper secondary level perceive the use of text and video as teaching aids as part of their English studies. Students that came from both vocational and preparatory programs completed an online survey and seven of them subsequently took part in interviews.

Both the survey and the interviews show that a large majority of students would like much more video based teaching material as part of their English courses - some would even prefer all the course material to be video based. The results also show that even though the students want more video, opinion is divided when it comes to how much, and in what way video is best used or incorporated into English teaching. Many of the students that asked for more video said that they found it difficult to read and to understand longer texts, furthermore they found texts to be boring. They pointed out that video was more interesting and motivating. Video was generally seen as being the preferred choice when it came to authentic language, help with pronunciation and access to the culture of different English speaking countries. Text, on the other hand, was seen to provide a much richer and more detailed information which was especially helpful when it came to spelling and grammar. It was also clear that the preference for video was greater among the students from the vocational classes. There was also a general agreement that, although video is used as a teaching aid, it is more usually used by their teachers as a time filler or reward. Finally, even if learning English continues to be based on text and course books, there is a broad consensus among the students that more video should be used, as it is seen as a valuable and an effective complement to traditional text based material.
Table of contents

1 Introduction ................................................................................................................................................. 1
2 Aim and Scope ............................................................................................................................................... 2
3 Theoretical background............................................................................................................................... 3
  3.1 English teaching in Sweden ...................................................................................................................... 3
  3.2 Motivation .................................................................................................................................................. 5
  3.3 Context, register, mode and genre ............................................................................................................. 5
  3.4 Learning through filmed material ............................................................................................................ 8
  3.5 The cognitive theory of multimedia .......................................................................................................... 9
  3.6 A wider text perspective ........................................................................................................................... 11
  3.7 Why use media in education? .................................................................................................................. 12
  3.8 Authenticity .............................................................................................................................................. 13
  3.9 English as a foreign or second language ................................................................................................. 14
  3.10 Multiple ways to reach multiple intelligences ....................................................................................... 15
4 Material and Method .................................................................................................................................. 15
  4.1 Introduction .............................................................................................................................................. 15
  4.2 Choice of students .................................................................................................................................... 16
  4.3 Method of analysis ................................................................................................................................... 16
  4.4 Problems (and solutions) in analysis ....................................................................................................... 16
5 Findings and analysis .................................................................................................................................... 17
  5.1 Introduction .............................................................................................................................................. 17
  5.2 The survey ............................................................................................................................................... 17
6 Summary and conclusion .............................................................................................................................. 35
  6.1 Findings in relation to aims ....................................................................................................................... 35
  6.2 Findings and implications ......................................................................................................................... 35
  6.3 Conclusion ............................................................................................................................................... 36
  6.4 Summary .................................................................................................................................................. 36
  6.5 Limitations and shortcomings of this work ............................................................................................. 37
  6.6 Possible venues for future research ......................................................................................................... 38
Works cited .................................................................................................................................................... 40
Appendix 1
Appendix 2
Appendix 3
Appendix 4
Appendix 5
Appendix 6
Appendix 7
Appendix 8
1 Introduction

“English is, and will continue to be the most important language in school, the sciences and the workplace for the foreseeable future”. This was the view of Svenskt Näringsliv, Sweden’s largest and most influential business federation in their report Språk – en väg in i arbetslivet (2011: preface). This view of the importance and status of English is shared by the Swedish National Agency for Education (Skolverket 2011:1) who state that “The English language surrounds us in our daily lives and is used in such diverse areas as culture, politics, education and economics.” They also emphasise that a good knowledge of English increases the individual’s chances to be part of a global social, educational, working and cultural community (ibid). In the modern classroom, the use of video has grown rapidly due to modern technology, ease of use and a growing emphasis on new communicative techniques. Video is well liked by students as it brings a new perspective to the learning process, allowing a large range of communicative situations in the classroom. By making use of video, the teacher can use authentic language input and give students access to the culture they are studying (Canning-Wilson 2000:1). The present study is based on the findings from data collected from seven classes studying English at an upper secondary school in Sweden. It investigates student views concerning the effectiveness and use of text and video as part of their courses studying English at the upper secondary level. The material used in this essay was compiled through the use of two methods. The first was a quantitative research method where students from seven English classes answered 16 questions concerning their English studies via an online survey. The second method, a qualitative series of interviews with seven of these students, was used to complement and expand on the information gathered in the initial survey.

Studies carried out by Skolverket (2006:63) and The European Commission (2012:92) have both shown that Swedish students are very good at English compared to most other European countries. Buckingham (2003:4) discusses the importance of a ‘media literacy’ for the modern world which he argues is as important for young people as a traditional written literacy. Cope and Kalantzis (1993:197-198) point to the importance of multimodal learning and claim that modern technology should be used more often and more effectively to make use of student proficiency. Gardner (1985:158) has also shown the importance and role of motivation in learning a new language. The importance of motivation is further reflected in Skolverket’s (2011:15) interest in John Hattie’s research (2009), which shows the importance of motivation in connection to students study results. Hemei (1997:45) also states that students like and enjoy video finding its use stimulating, interesting and challenging. Wilga Rivers (1987:11) also argues that the use of authentic visual and audio teaching material can be effective in learning about the culture and language studied. De Jong
(2010:105-137) argues, that for learning to be effective and to take place, the information contained in the learner’s working memory must reach long term memory; thus, the ability to use multiple channels via multimedia means the knowledge is more likely to be incorporated into long term memory and not lost. This provides part of the backdrop to this study.

The use of films and video material has not until fairly recently been seen as equal to traditional written texts. This though has changed and greater weight and importance has been given to the use of non-written texts in Swedish schools starting in 1994 where the concept of “det vidgade textbegreppet”, a wider text perspective (see 3.5), was introduced into the curriculum. This perspective focused on the importance of other channels of communication and not just on the textual. This need to identify and to utilise new possibilities in the Swedish classroom has been identified by the Swedish school authorities, and it is the lack of research into the students’ attitudes towards this development that is the driving focus of this essay. Videos in this essay are represented by, for example, feature films, YouTube clips, video clips and documentaries.

2 Aim and Scope

The aim of this study is to investigate how upper secondary level students, who study English, perceive the differences between the use of text and video as teaching materials and how they view the relative merits and their effectiveness as part of their course. My working hypothesis is that the students will be quite divided in these aspects and that ease of use and time taken to view video material will be important for those students that do not like to read, or have trouble concentrating on a text over a longer period. The students who have a greater ambition, or have chosen to study at a higher level will be more focused on what they perceive as the best tool to help them learn English. My main research questions in this study are:

- Do students prefer teaching materials in video format instead of text format?
- Do students perceive video to be more useful than text as a teaching aid?
- How do students perceive the differences between text and video as teaching materials?

As well as a sub question
- In which ways do students think video and text can be used to complement each other?
In what follows, chapter 3 presents the framework and background from previous research with relevance to the essay. The material used and the method used to collect and analyse this material is discussed in chapter 4. In chapter 5 the results and finding of the survey and the interviews are presented and analysed. Chapter 6 is a conclusion and summary of the essay with a discussion of the essay’s limitations as well as suggestions for further research.

3 Theoretical background

3.1 English teaching in Sweden

In this section, I look at previous studies that are particularly useful for this study in the use of video in learning. Media in educational usage, or at least digital media in educational usage, is somewhat of a new field, so to provide a backdrop, I look at English and its role in Sweden according to Skolverket. Skolverket’s emphasis on the concept of a wider text perspective, with a new ‘literacy’ not solely composed of written texts, is also an important aspect. I also look at aspects of motivation to see if it is heightened or lowered by the use of digital media. Naturally I look at the use of multimedia in the language classroom and the importance of authenticity in terms of the material used. The cognitive theory of multimedia and different ways of reaching and teaching students English through Multiple Intelligences is also discussed.

In 2002 Sweden took part in a study known as *The Assessment of Pupils' Skills in English in Eight European Countries* (The European Network of Policy Makers for the Evaluation of Education Systems:11). The countries that took part were France, Spain, Sweden, the Netherlands, Finland, Germany, Norway and Denmark. This study was a follow-up project from a previous survey of pupils’ attainments in English carried out in 1995-1996. The reason that English was chosen, among all the other European languages, was because the Commission judged that the English language had such a prominent place in European foreign language teaching and also due to the language’s status in the world (ibid). The results of this survey showed that Swedish students were very good at English, not least in the areas of receptive competence - listening and understanding. The study also revealed that Swedish students, in general, liked learning and speaking English: both as a language but also as a school subject. According to *The Role of Teaching material in Teaching*, (Skolverket 2006:66), English is the subject that the students themselves view as the one that will be of most use to them, as well as the subject they want to know more about. The report also states that English is a language that they use on a day-to-day basis. Other studies show that teenagers and young adults, living in
industrialised countries, now spend more time watching television and films than they spend on any other activity. “If we add to this the time they devote to films, magazines, computer games and popular music, it is clear that the media constitute by far their most significant leisure-time pursuit” (Buckingham 2003:5). Furthermore, Buckingham emphasizes the importance of media as a means of expression and communication. “…to become an active participant in public life necessarily involves making use of the modern media” (ibid). Studying English is thus an important and relevant part of a student’s life in, as well as outside school. Today English is one of the world’s most widely spoken languages and arguably the most important when it comes to international communication, especially in such areas as tourism, finance, science, entertainment and popular culture. According to a report from the Swedish school authorities, English is viewed by the majority of parents as extremely important (Skolverket 2011:6). This viewpoint is supported by ESLC (European survey of language competences) in their most widespread international study to date which was designed to “collect information about the foreign language proficiency of students in the second year of upper secondary education” (European Commission 2013:92). When seen in comparison with 13 other European countries, the report shows that Swedish school children had the best knowledge of the English language.

English has been an obligatory subject in Sweden since 1962 with school children beginning their English studies in their fourth school year. When the new syllabus called Lgr80 was introduced in 1980, there was a greater emphasis on the pure communicative aspects of English. This attitude and focus is also the overriding focus in the present curriculum (Lgr11) which was introduced in 2011.

Students should be given the opportunity, through the use of language in functional and meaningful contexts, to develop all-round communicative skills. These skills cover both reception, which means understanding spoken language and texts, and production and interaction, which means expressing oneself and interacting with others in speech and writing, as well as adapting their language to different situations, purposes and recipients. (Skolverket 2011:1)

This idea of using language in functional and meaningful contexts was something the students commented on. They clearly saw that by using different types of video as instructional tools different aspects of language learning, such as vocabulary, grammar, pronunciation and access to native speakers could provide a positive impact on their learning.
3.2 Motivation

There has been a great deal of research into what factors motivate students to learn. Littlewood (1984:53) talks about how motivation plays a considerable role in learning a new language, meaning that such considerations as the social context or the relation the individual has towards a new language affect motivation. In *Introducing Second Language Acquisition*, Saville-Troike discusses some of the factors that are important in explaining why certain L2 learners succeed better than others. Individual motivation, he states “largely determines the level of effort which learners expend at various stages in their L2 development, often a key to ultimate level of proficiency” (Saville-Troike 2006:86). In *Visible Learning* (2009), John Hattie presented the compiled results of 50 000 research articles, which investigated which factors affected students learning and what actually works in schools to improve learning. Skolverket commissioned a translated presentation of this work (Håkansson 2011: preface), with the purpose of “creating closer ties between the Swedish School System and educational research”. According to Hattie it is “the students themselves that, in the end, decide what they will learn” (Hattie 2009:241). Hattie continues by stating that all students live in at least three, of what he calls, “separate worlds”. These worlds are a social world containing teacher led discussions and assignments, a second social-private world of informal relations, whisperings and so on. The third world is private, with personal thoughts. Each world, though, has its own pattern of behaviour, interaction, habits, rules and expectations. Håkansson states that the most important lesson Skolverket need to draw from Hattie’s research is that teachers need to give more time and energy to understanding how students view teaching and their attitudes towards the process of being taught and place less emphasis on keeping students busy and active, how much time an activity takes and what happens if an assignment or activity is not completed on time. Using video can entail that students get different perspectives instead of just from their teacher and this can be a motivating aspect (Håkansson 2011:51). Several of the students that were interviewed commented on this aspect. When asked if he was enjoying video as part of the class one student answered “Yes. it’s funny to have video. You become more motivated to learn if you have video.” Another student when asked if she enjoyed using video as part of the class said “…text is so usual in class so when something different happens you enjoy it more. Most of the lessons are text based…” Many of the students (when answering appendix 1, question 4) reflected the opinions from the interviews, commenting on the motivating aspect of using other teaching formats such as video.

3.3 Context, register, mode and genre

One of the main functions of any language is to convey information to other people or to enable a person to request services in a variety of varying situations. These may require the use of
different expressions and vocabularies that suit the context. In addition to this, speakers adjust their style of language, using different grammatical constructions and sentence types, in relation to whom they are speaking to and in what context this takes place. Systemic functional linguistics (SFL) is an approach to language and educational linguistics that was mainly developed by Michael Halliday in the 1960s and is the study of the relationship between a language and its functions in social settings. It does this by showing how the organisation of a language is connected to its use by operating from the premise that the structure of a language is closely related to social function and context, with “Functional” referring to the function a language has within particular contexts. A central theoretical principle for Halliday is that any communication entails choices, thus “Systemic” refers to the systems of choices that are available to language users for creating meaning. From a SFL viewpoint the notion of context is a central one when it comes to learning a second language, as a language is only understandable when it is exemplified in relation to the environment where it is used. As Halliday and Hasan (1989:117) argued:

The notions of text and context are inseparable: text is language operative in a context of situation and contexts are ultimately construed by the range of texts produced within a community.

The SFL model tries to explain texts in relation to their contexts of use by showing how language choices are influenced by certain factors in the context. In a classroom situation, with a textbook-dominated instruction, language can often be seen to function outside its natural or real environment. Even language textbooks that use the situational approach which attempt to place texts in recognisable situations run contrary to what Halliday calls “the basic notion of language functioning in a context of situation” (Halliday 1978:10). Although the aspect of context was not part of the student interviews it was nevertheless something that several students mentioned. One student thought that too many of their course texts were too formal and lacked a real-world context and language and believed video superior to texts in this aspect.

… you get training in how real communication works and what it’s like to speak and listen in real life. They also talk in a real way with slang and sometimes not so correct grammar. Our books are usually very correct. (Nellie).

This can be reflected by Boxer and Pickering, who suggest that a greater focus on speaking skills will raise the students’ pragmatic awareness of the target language:
Only through material that reflects how we really speak, rather than how we think we speak, will language learners receive an accurate account of the rules of speaking in a second or foreign language.” (Boxer and Pickering 1995:56).

Context is characterised by three features which Halliday called field, (subject matter or what is being talked about), tenor (who is involved - the nature of the relationships) and mode (the channel of communication used) and together these three factors form what he called register. A register can therefore be seen as a variety of a language that is used for a particular purpose and a particular social setting and context. According to Figueiredo (2010:123):

...this premise is particularly evident in the language classroom, where both spoken and written texts should not be interpreted in isolation from their contexts of production and circulation.

When a person produces a text, they make constant choices concerning vocabularies, grammatical patterns and different ways of organizing or structuring a text. These choices are guided by the person's understanding of the situation of the communication and its purpose. There are also clear differences in communicating by speech or writing in English. Each form has different ways in which it is used to interact with a specific audience. Native English speakers have different but overlapping vocabularies for speaking and writing as well as different vocabularies according to the social situation - its formality or informality, or if it has a general or specialised use. One of the interviewed students who thought that too much emphasis was put on a formal vocabulary said:

Texts are often too formal in the texts that we get in school as it’s supposed to...we’re supposed to learn the proper English and not the street English. (Oscar).

Hughes (2010:207-224) argues that spoken discourse is not a tidy combination of grammatical sentences, as may be the case in formal writing, and that therefore more of the focus of the teaching materials should be placed on speaking skills. Hughes continues by saying that this contributes to the growth of speaking skills with an ability to produce and adapt a language according to the circumstances.

All students bring varied language resources to school and outside school they may have different registers of language for different purposes and have learnt to use them in situations of
great linguistic diversity. The setting for learning a second language is usually the classroom situation and not an actual situational setting. From a SFL perspective the notion of genre is seen to occupy an outer language circle encompassing register (field, tenor and mode). The SFL approach to genre is as Rodríguez-Arancón (2013:247) states:

...largely a response to changing views of discourse and of learning how to write, thus incorporating a better understanding of how language is structured to achieve goals and purposes in specific contexts of use.

From an educational viewpoint, a greater focus on genre can be used to show a relationship between the social purpose of the texts and the textual structures used. Genre enables a deeper understanding of how different texts are organised according to the social purpose of the text. Register can give students a clearer outline of the relationship between the context and how this affects the linguistic choices they make i.e. texts with the same topic but aimed at different audiences where field and mode vary.

Although the concepts of genre, register and context were not specifically taken up with the students in either the survey or the interviews they were nevertheless indirectly mentioned on several occasions during the interviews. Some of the students voiced the opinion that learning English was not merely a grammatical competence and that there should be a more pragmatic teaching and use of the language in order that they gain a greater awareness of the appropriate use of the language in different physical and social contexts.

3.4 Learning through filmed material

Persson (2000:15-21) states that it is not surprising that studies have shown that film media is the most popular form of media or popular culture when it comes to teenagers and older children. Neither is it surprising that they consume more film media than they do printed or written material, though it is still printed material that dominates in school. In Four groups of media activities (Reimer 1996: 40-42) states that watching television and films is the activity that nearly all young people have in common and something which they do on a daily basis. He adds that aesthetic experiences, which are often found through mass media channels, are important for this group of people where they contribute to identity creation. According to Cope and Kalantzis (1993:205), a multiliteracies framework should be seen as a supplement for the existing teaching practices and that the process of learning needs to be connected to the social practices employed by the students. The clear implication is that modern technology be used more often and effectively, making use of students proficiency in
these areas. Reid et al (2002:3) argue that these kind of approaches can help develop better “problem-solving, thinking and reasoning skills”. Recent studies also support the theory that viewing is an active process, one which can be “an ongoing and highly interconnected process of monitoring and comprehending” and “a complex, cognitive activity that develops and matures with the child’s development to promote learning” (Marshall 2002:7).

In Skolverket’s report *The Role of Teaching material in Teaching* (Skolverket 2006:91) which investigated English teachers’ choice of teaching material, a commissioned survey showed that traditional printed course books were used by 75% of the teachers surveyed in every English lesson. “The course book is the teaching material that most frequently is used in English teaching - three of four teachers use a course book for every lesson. The course book has therefore gained a unique position among teaching material and has become the basis of teaching”. (idib). The report goes on to discuss the reasons for this unique position by stating that this is most probably due to course books having a ready and useable structure which helps to create a continuity during the lessons. Another aspect that was judged positive by teachers was that using a course book saved time.

### 3.5 The cognitive theory of multimedia

According to Mayer (2001:154), people learn better from words and graphics than from words alone. One example of this could be the adding of English subtitles to a video with English speakers. The cognitive theory of multimedia learning (CTML), developed by Richard E. Mayer and other cognitive researchers’ states that the use of words and pictures together creates an increase in the effectiveness of multimedia instruction arguing that multimedia supports the way that the human brain learns. In *The Cambridge Handbook of Multimedia Learning* Mayer (2009: 41, 85-139), argues a case for multimedia learning based on how the human mind works, where the term *cognitive* means perceiving and knowing and concerns the processes of understanding language, thinking, remembering and learning.

Let’s assume that humans have two information processing systems - one for verbal material and one for visual material. Let’s also acknowledge that the major format for presenting instructional material is verbal. The rationale for multimedia presentations - that is, presenting material in words and pictures - is that it takes advantage of the full capacity of humans for processing information (Mayer 2009:6).

Mayer defines instructional messages, consisting of words and pictures, where pictures include graphics such as illustration and photographs and dynamic graphics in the form of animation and
video, as communication that can play a significant role in enhancing student learning. His theory concerns the issues of trying to structure effective multimedia instructional practices to help students learn in a more effective and efficient manner based upon how the brain processes information, arguing that the inclusion of words and pictures in teaching materials leads to a better learning outcome compared to when just words, or just pictures, are used in teaching material. “Presenting both is like presenting the material twice - giving the learner twice as much exposure to the explanation” (Mayer 2009:7). This multi-channel learning leads to a higher and better enhanced retention through a higher cognitive activity. “People learn more deeply from words and pictures than from words alone” (ibid). He does, though, make it clear that the value of video is reliant on factors such as, how it is used, as it can have the opposite effect and instead distract and overload students.

We are really in the knowledge business in education. It’s difficult to view learning as some commodity that can be taken from the outside world and placed in someone’s head. People always relate it to their prior knowledge, rearrange it, try to make sense out it. That’s how learning works (Mayer 2014).

One important point that Mayer takes up is the failed promise of technology-centered approaches when it comes to language teaching. He attributes this to a technology-centered approach that demanded that humans adapted to the cutting-edge technology, instead of the technology being adapted to fit the needs of humans and in not promoting human cognition (Mayer 2009:12). This aspect is also mentioned by Ross who states that the problem with this approach is “…that it ignores the nature of the learner. It does not take into account an understanding of how people learn” (2002:97). From the results of his research into how people learn from word and pictures, Mayer describes twelve principles of instructional design which he calls The Cognitive Theory of Multimedia Learning (Mayer 2009:43-56). This theory has three main assumptions: the first is that humans have two main channels for processing information - the auditory and the visual. The second assumption is that each of these two channels only has a finite capacity. The final assumption is that humans learn via an active process where we select, organise and integrate new information based on prior knowledge. Mayer’s cognitive theory of multimedia learning suggests that the human brain dynamically selects and organises multimedia presentations of words, audio, pictures etc. to produce logical mental constructs. There are, though, as Mayer himself has pointed out many areas of CTML research that are unresolved, especially now that the science of instruction is lagging behind the faster emerging new multimedia technology. What he does reiterate, and which has relevance for the research in this essay, is that it is not the sophistication of a technology that matters, but the
instructional method used. The CTML model shows that effective multimedia teaching practices based on cognitive strategies can help students to learn efficiently.

Students in Sweden are commonly exposed to viewing and reading in different languages and being able to see material in both a text form and in a visual form is something that the interviewed students said helped them and enhanced learning. As one student said. “…you get different things...you get the accents and dialects from video. But you get a deeper meaning to the grammatically part of the language in reading.”

3.6 A wider text perspective

With the invention and development of new types of technologies many things have changed - among them has been how a text is seen and defined. The word “text” now seems to have many possible definitions; The Longman Dictionary of Contemporary English defines for example a “text” as “any written material” or as “a book or other piece of writing that is connected with learning or intended for study”. In 2016 Skolverket (The National Agency for Education) discussed this issue on their Internet page;

It was first in the 1994 curriculum that a wider text perspective was first added, and in 2000 the concept was further added to. Why is this important? School must of course keep in tact with the times. New media has taken a prominent place in society and school must of course keep up. Many of these new media have a great importance and influence over youths...mastering ‘literacy’ - written texts - is not enough today. Modern research is focusing more and more on “media literacy” - a kind of general media competence.

[My translation] (Skolverket 2016:1)

As mentioned above, the first time a wider text perspective was introduced into the Swedish school curriculum was in 1994 and in this new curriculum Skolverket put emphasis on the concept of a wider text perspective where such things as images or pictures were also to be seen as texts. Starting in the Autumn term in 2011, there has been a new curriculum and syllabus for compulsory school in place in Sweden. (Gy11). In this curriculum the importance of this wider perspective was again altered, when a wider text perspective was replaced by

other types of texts as well as film and other media /…/ text can be seen as more than written text; text can also be pictures or moving images. (Skolverket Gy11:160)
The concept of what a text is can of course appear obvious but when a text is talked of in an educational or school situation it can be seen as much more. A text is now no longer limited to a verbal or written expression but can instead be a song, an image, a film or video or an Internet web page. Skolverket has also stated that these changes, where it comes to the context and meaning of a text, are motivated by a desire to align the Swedish syllabus to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). One of the major changes that have a relevance to this essay is the stated aim that text types and context for language use have been put into the core contents of English (Skolverket 2011:1).

This idea of a wider text perspective and a new media literacy are clearly reflected in the results of the student survey and interviews where a majority state they would like more video as part of their English course. Many also say that they see video as a genuine compliment, or in some cases a replacement, for traditional texts.

3.7 Why use media in education?

A number of studies have shown that in the majority of industrialised countries, children spend time interacting with various forms of media. In *Media Education. Literacy, Learning and Contemporary Culture*, David Buckingham states “...it is clear that the media constitute by far their most significant leisure-time pursuit” (Buckingham 2003:5). He also argues that the different forms of media are now a significant part of and means of cultural expression and communication stating that being active in public and social life “involves making use of the modern media” (ibid). Furthermore, he adds that media texts now combine images (still and moving), audio as well as written language and that these forms of communication must be included in modern education (Buckingham 2003: 4). Skolverket in their new school reform Gy11, which was applicable from 1st July 2011 write the following:

During lessons the student should experience different kinds of spoken and written language. They should also be able to place the content in relation to their own experiences and knowledge...with the support of different types of teaching aids and media.

[My translation] (Skolverket 2011:53)

In *Teaching Foreign-Language Skills*, (1981:399) Wilga Rivers argues, that in order to understand another culture a learner of the new language is clearly helped by contact with speakers of that language, through both visual and audio. Buckingham (2003:4) mentions that media texts are often a combination of audio, written texts and images. He continues by commenting that in order to develop
these competences, a form of media literacy is required. “This competence is frequently described as a form of literacy; and it is argued that, in the modern world, ‘media literacy’ is just as important for young people as the more traditional literacy of print” (Buckingham 2003: 4). The increasing use of contemporary media in the classroom questions the concept of literacy in the modern media age we now live in. In Literacy in the New Media Age Gunther Kress (2003:16) talks about this, saying that the domination and status of the printed word in terms of communication has changed. Rapid technological innovation has meant that visual communication using video, sound and images has become increasingly important. Kress continues by saying there is a shift from the literacy of print to a media literacy. “… that can account equally for gesture, speech, image, writing, 3D objects, colour, music and no doubt others” (Kress 2003 :36). Buckingham agrees with Kress, observing that modern communication “involves a combination of different modes, visual as well as verbal” (Buckingham 2003:35). Furthermore, according to Parisi and Andon (2016:102) the use of video material might benefit students’ learning experience “by providing authentic input, raising cultural awareness, motivating students, and creating opportunities for language production.“

Modern media in its many forms is something therefore that modern pupils are at home and comfortable with. The advantages that these technologies, such as video, can bring to a modern classroom should then clearly not be ignored. This was something the students who took part in the survey and interviews often stated.

3.8 Authenticity

The use of authentic material as part of teaching English as a foreign language has been a topic of discussion for many years. Many teachers feel that much of the commercially produced teaching material available provides a distorted or atypical view of the language and how the English language is used in real life situations. It has also been argued that non-authentic materials do not serve to reinforce a direct relation between the English they learn in the classroom and the outside world. In Authentic materials and authenticity in foreign language learning (2007:3), Gilmore says authenticity can be described as “the language produced by native speakers for native speakers in a particular language community”. One of the demands from the syllabus for English for upper secondary school is that the lessons should be taught in English and that the students should encounter (authentic) spoken and written English of varying types (Skolverket 2011:53). The authority also states that the focus in learning the language should be focused on taking part in the process of communicating and not mastering the individual language structures.
3.9 English as a foreign or second language

The language a person first comes into contact with usually becomes their native language. Many people, though, learn English as a second language through having a parent that originates from an English-speaking country, or due to the fact that they later live in an English-speaking country and learn the language in a native environment. English as a foreign language, on the other hand, is only learnt through instruction or teaching outside of the environment where the language naturally occurs (Saville-Troike 2006:3-4). Gebhard (1996:2-4) also defines learning English as a foreign language as "English as studied by people who live in places where English is not the first language of people who live in the country". Gebhard also refers to English as a second language as "English as studied by people who speak other languages as their first language – such as Spanish, Arabic, Chinese, or Swahili – but live in places where English is the first language" Gebhard (1996:39). In Sweden, however, this distinction is less clear. International studies have shown that Swedish children have a much better ability when it comes to English than most other European countries (European Commission 2012:37). Much of this is due to the access to English language films and television where the films and television series are not dubbed. This can be compared to many European countries where this is not the case. The popularity and spread of computer and online games has also contributed to this as most popular world-wide selling games are made and promoted in English. These factors reflect the status and spread of English as an international language. According to Skolverket, the English language and the popular cultural aspects of the language are readily available throughout Swedish society and students meet many different variations of English outside school. They meet English in various ways; television, films, through music, via the Internet and computer games, reading of texts and through direct contact with English speakers (Medierådet 2006:38-42). The Swedish school Inspectorate (2011:19) stated that “English occupies, or is about to occupy, a position as essentially a second language for many Swedish people. This above all applies to the younger generation.” [My translation]. In Sweden, students learning English can therefore arguably be seen to be learning English as a second language instead of as a foreign language. The same students learning other modern languages such as French or German though, will learn these languages as foreign languages. Vetenskapsrådet (2012) support this saying that even if English has historically been seen as a foreign language there are arguments for being seen as a second language; pointing to the increasing use and prevalence of the English language in Swedish society and among the Swedish people.

English today has a strong foothold in certain language area within the country. This
3.10 Multiple ways to reach multiple intelligences

Videos combination of sound and moving imagery makes it a powerful teaching tool. Research by Wetzel, et al (1994:150-155) found that adding sound to a picture is more effective and results in an improved learning compared to just having images move without sound. It was also found that video combining a mix of a spoken language, stills, text and moving imagery - a multiple symbol system - gave the greatest learning results. The findings of Wetzel, et al’s research reflect Howard Gardner’s theory of multiple intelligences (Frames of Mind: The Theory of Multiple Intelligences 1993). Gardner found that both adults and children did not just have a single dominating general ability, or intelligence, but had, what he called, ‘specific modalities’ or intelligences. It is because of these modalities that “students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways” (Gardner 1993:12). According to his theory, people differ in the individual strengths of their intelligences and in how these intelligences are called upon and combined in order to carry out or solve tasks and problems. These individual differences "challenge an educational system that assumes that everyone can learn the same materials in the same way” (idib). He has also stated that “our educational system is heavily biased toward linguistic modes of instruction” and that learning would be better served if ‘disciplines’ could be taught in a number of ways. And in a similar vein Buckingham also mentions the widening gap between the emphasis of many educational systems and the pupils world’s outside of school. He states “…the social and cultural experiences of children have been dramatically transformed over the past 50 years, schools have signally failed to keep pace with change” (Buckingham 2003: 32).

4 Material and Method

4.1 Introduction

The material that is used in this essay was drawn from the responses by pupils in seven different classes, all studying English at Falkenbergs gymnasieskola, an upper secondary level school. The pupils are studying different levels of English known as 5, 6 and 7. The classes that took part studied English at different preparatory and vocational programs. Seven interviews were conducted, two with students from the Social Science program, one studying English 5, and one English 6. Two interviews with students from the Humanistic program, one studying English 5, and one English 6. Both the
students from the Building program studied English 5 and the final student from the technical program studying English 7. The Economy, Humanistic, Technical and Social science programs are higher education preparatory programs (högskoleförberedande), and Building and Trade are vocational programs (yrkesutbildning).

4.2 Choice of students

All the surveys and interviews were conducted during normal lessons at school. By focusing on seven classes, with the corresponding large number of students, from both vocational and higher education preparatory programs, I deemed that the results would be representational for the attitudes of all the students who study English as a foreign language at this level and age. According to The Swedish Research Council, the participants in any survey should be clearly informed as to the purpose of the survey and if possible be allowed to participate anonymously (Vetenskapsrådet 2008:7). All the students that took part in the research were informed as to the purpose of the research, how it would be used and they participated anonymously. The only personal information concerned their gender; although even here, they could choose the option “Other”.

4.3 Method of analysis

Two methods were used to gather the information presented in this essay. The first method was a quantitative online survey. In order to make this as representative as possible, seven classes, (totalling 105 students from different school programs), studying at different levels of English were selected. All the surveys were conducted as part of their normal English lessons at school. The second part of the data gathering process was a series of qualitative interviews with seven students that had earlier taken part in the quantitative online survey and who had expressed a wish to participate in the follow-up interviews. Of those who took part in the survey, 22 stated they would like to be interviewed, which made it possible to interview students studying the different levels (English 5, 6 and 7) as well as being able to choose from both the vocational and preparatory programs. In order to try and achieve a balance, students were chosen that were studying different levels of English as well as from different programs where possible.

4.4 Problems (and solutions) in analysis

Due to the fact that a large number of students, with varying abilities in English, took part in the survey, it was essential that the language and wording used on the survey was easily understandable and not open to interpretation. In order to test both the language used in the questions, as well as the students understanding of how to complete the survey, a number of dry runs were
performed on two other classes of students studying English 5 - classes which did not later take part in the survey or interviews. “Before the data collection starts, there should be a dry run or pilot survey on a small sample, with the objective of testing the measurement instruments and eliminating any discernible imperfections in the survey procedures” (Levy and Lemeshow 2008:7). The results of these dry runs showed that certain students had difficulty understanding some of the words - needing them to be explained, while others had difficulty understanding certain questions. These problems were resolved by rewriting and simplifying the questions. A number of students also misunderstood what was meant by video and text. In order to be clear, this was later explained before students took part in the survey giving them an opportunity to ask questions and to discuss examples of different texts and video.

5 Findings and analysis

5.1 Introduction

The responses provided by the 105 students that took part in the survey provide the findings for this study, presented in diagrammatic form. The responses given by the seven students in individual interviews are also added to the results below where applicable. As all the students who took part in the survey and interviews were assured of anonymity, the seven students interviewed will be referred to by other names. The students from the Social Science program, are Julia and Anita. The two students from the Humanistic program Nellie and Wilma while from the Building program are Oscar and Alexander. The final student from the Technical program is Jonathan.

5.2 The survey

Question 1: What do you prefer, video or texts?
Taking a closer look at question 1 “What do you prefer, video or texts?” shows that over 74% of the surveyed students preferred video to texts. The reasons for the large percentage of students choosing video seem to vary. A large group of students, especially from the vocational program, cited reasons such as finding texts difficult to read, texts were boring and that they took too long to read. A number of students wrote that they were unable to concentrate on a text for any length of time and therefore video suited them, as watching a video usually took less time than reading a text. Some of these students even went as far as stating that they would like all course material in video form. Other reasons for preferring video were that almost all other school course work was textbook based and that video was more fun and motivating and more suitable for learning language than certain other subjects.

A lot of people get very bored with a lot of texts they are given - and it's very common we get texts. If you can see what is being explained at the same time as it's being explained, you get a better picture of what a certain thing actually means. You get a deeper meaning to it. (Oscar).

This aspect was mentioned by a number of the students who seem to have great trouble being able to read and understand longer texts and would therefore rather have video material which they felt to be a more natural way to take in information. This thinking reflects Kess (2003:35) who argues that other modes (of communication) exist and that in certain circumstances “may be more prominent and more significant” in helping learning. There were, though, many that preferred texts. One student placed emphasis on the role of imagination and the ability to create your own mental projections of what was read, as well as pointing out the positive effects of gaining a better understanding of grammar and spelling.

I prefer texts - I think you learn more when you see the whole text, you can imagine it in your own head instead of watching a video and it's all just pictures that you actually see so you don't get your own reflection of what’s happening, of the situation. So I think it is better to read because you also learn grammar and new words when you actually read the text yourself. I think you learn many more words reading than listening or watching. (Nellie).

I asked this question as my hunch was that many of the students would prefer video. I was, though, surprised that the number was so large. Many of the answers reflect an interest from the students for new ways and methods that are motivating and allow them to learn in different ways. A certain amount of this interest in using video material may, though, have more to do with an inability to read
lengthy texts than a preference for video in terms of its effectiveness as a teaching aid. Video in this case may be simply seen as an easy option. In hindsight, this question was perhaps too broad even though it had been explained to the students that the concepts of video and texts were to be seen in relation to learning English and as instructional tools.

**Question 2: What do you think you can learn the most from, video or texts?**

![Pie chart showing 50.5% for video and 49.5% for texts]

Question two was another question with particular relevance to this study, it is closely linked to the first question and here the students’ answers give more information as to why they either preferred video or text as a teaching aid in school. In this question the preference was almost 50-50 with a slight preference for text.

...when you read you learn new words and they stick in your head rather than watching and hearing it /.../ you get a better vocabulary. You see the grammar more when you read as you can see the spelling - when you watch a movie or video you don’t think about grammar, you more fall into the movie and you don’t think. (Wilma).

This thinking was supported by other students who believed that it depended on what was being learnt. Learning new words and pronunciation were helped by video whereas text was better when it came to grammar and sentence construction. Another answer was that video was easier for some.

*I think when you read something you have to get a picture when you’re reading - you do it through your mind and your imagination and I think for some people that can be very difficult and in that way video is a lot easier as you get this picture in front of you...* (Anita).

This answer by Anita is typical for a number of the students who believed that many others had difficulties in taking in and understanding larger texts and thus being able to make their own mental
images of what they read. This was more prevalent for the vocational classes where the students often did not like to read or had difficulty reading and concentrating on a text. One of the unexpected results is that a lack of interest in reading is not just confined to those studying at a lower level but is also true for many that are studying English at a higher level. The answers were also surprising as I had expected the students to believe they could learn more from texts even if they did not like them.

Those that preferred video stressed that video had certain advantages over texts. Among these advantages were the view that video was more authentic than the more formal traditional texts in their course books. They also pointed to a more natural language which they considered important. Others also said that it gave access to the culture being studied and that it helped by hearing different English accents as they usually only heard their teacher’s accent during lessons. This aspect was also seen as something that helped with pronunciation. Video was also seen to help weaker students as they found it easier to follow a video than a book. Besides bringing variation to teaching, students thought that video, even in a more limited capacity, could work as a good complement to traditional text. For example, for some students it allowed them to see the same material from different perspectives, such as seeing the video version of a book they had read in class.

Those that preferred text argued that a video could not give the detail and depth of information that could be gained from a book. They also pointed out that texts could be read at the reader’s own speed and that a text allowed the reader to create their own mental imagery of what the text was about instead of someone else's version being shown to them. Even those that preferred texts, however, generally agreed that there was a genuine place for video when learning English, especially pronunciation and hearing native speakers, although they thought that text was far better when it came to spelling and grammar.

**Question 3: What does your teacher use the most of in teaching? Texts or video?**
The overwhelming answer was that texts were mainly used in their English classes. This was backed up by all the interviewed students who gave their views on why this was the case.

*I agree absolutely...I think that it is hard for teachers to find good video to use in the education. A course book is made for it so it’s just checking off points.* (Oscar).

Others agreed with the suggestion that it was lack of video based teaching material that meant most of their teaching was via course books. It was also suggested that teachers would be more interested in using more video if they had more time to look for and prepare video material that was suitable. Another suggestion was that it was easier and less risky for a teacher to follow a course book than have to produce more of their own material.

**Question 4: What is the biggest difference between watching video material and reading a text?**

Question four was the only question on the survey where the students needed to give a written answer to the question. A theme that many repeated was that they found it hard to retain or remember what they had read. “If I’m reading a text I don’t get it into my brain” or “If I read a text I can’t focus on it”. Others also pointed to it being easier to remember information in a video as it was more fun to watch and more relaxing. “It’s easier to get pictures into your head when you watch video”. One of the main reasons many students stated for preferring a video was that texts were boring. Others also stated that they could not concentrate on texts.

*Reading a text takes too long and it’s pretty boring, watching a video is easier to concentrate on /.../ you get a better picture of things*. (Jonathan).

Another common answer was that video was more fun and interesting, making it easier for them to learn as well as it being easier to understand the content when they could hear the words. A number of students believed they could learn as much from video as texts, while others argued that texts gave a greater depth and understanding giving more information, even if videos were quicker. Another common theme was that texts were better when it came to learning grammar and spelling, but that videos were more authentic and allowed them to hear how words should be pronounced. Video was also seen as something that had to be watched at a fixed speed while texts could be read at the reader’s speed. The answers to this question show that many of the students do not like to read but also show that many of the students see a clear difference in how both texts and video can be used, seeing
strengths and weakness in both forms. Many of the answers also point to a need for variation in teaching materials, something which they see as something that is more fun and enjoyable, but also something which also increases motivation on their part to learn. This is backed up by the work of Littlewood (1984:53) who pointed to the important role of motivation in learning a new language, arguing that certain second language learners learn better than others due to their personal motivation, judging it as a key to an ultimate proficiency in the new language. This is also supported by Hattie (2009:47-49) who states that it is the students themselves who, in reality, decide what they can learn. Rivers (1987:463), also argues that part of a teacher’s job should be the ability to motivate, arouse interest and create excitement in personal development.

**Question 5: Do you find that music in a video helps you understand the content of the video?**

![Chart showing 74.3% Yes and 25.7% No responses to the question.]

Over 74% agreed that music could help in understanding a video. This was backed up by the interviewed students.

*It could be effective - definitely to follow what the person is saying. It can be dramatic and effective - can help build up the atmosphere in things like speeches. It can also depend on your level of English - if it’s not so good it helps you understand what is happening. (Wilma).*

It was also seen as helpful if a person could not understand all the words, or if the people in the video spoke quickly. The kind of music in the video was also seen as helpful as it was as a good indicator of the mood in the video.

*Yes, if it’s a video like a tragedy or funny the music helps to explain the situation and what’s happening. (Nellie).*
The general consensus was as expected with most students saying music helped. For most of the students in the interview this was not an important issue and was something that was seen as more important for the weaker English students.

**Question 6: Do you think it helps you to learn when you hear different accents from different English speaking countries in videos?**

Again a high percentage of those surveyed, 79%, thought hearing different English accents helped them learn as it allowed them to hear and practice listening to other accents than their teacher’s and from a variety of countries where not all the speakers were native speakers. The seven students interviewed generally agreed with the positive response from the survey saying that different accents gave them a different perspective - something which was impossible when reading a text - an example being the difference between British and American English. It was also pointed out that it was easier to learn about or understand different English speaking cultures as video was more likely to include authentic natural language and slang.

*You can get too used to one person speaking - like your teacher. It’s good to hear other people.* (Wilma).

This is in line with the thoughts of Canning-Wilson who encourage teachers to make use of video containing authentic language in order to give students a greater access to culture they are studying Canning-Wilson (2000:1). In Oscar’s view speaking is the aspect of English that is most useful, meaning that the ability to verbally communicate is essential. He linked this to real life situations outside the classroom where English is very often the language people turn to when abroad and it was therefore important to hear English spoken in a variety of accents.

*If you travel the world you have to be able to understand different usages of the English
language because you speak very differently in different parts of the world. (Oscar).

The students generally agreed that learners need to be exposed to these accents in order to be able to understand them and that this could not be done by reading a text.

You have to watch a video; you have to hear these people speaking. (Julia).

It was also pointed out that nearly all their literature contained a formal language, comparing this to video which has a more everyday language. Another aspect was that the only English speaking voice they usually heard was their teacher’s. It was also pointed out that not all teachers spoke as native English speakers.

It can be a problem if you just hear one voice - your teachers. You can get used to it - it’s good to hear different accents. (Julia).

Both the survey results and the answers from those interviewed point to a generally shared opinion that being exposed to different English accents is beneficial as they usually only hear their teacher speaking English in school and quickly became used to the accent. Many also said that it gave an authenticity to what they heard and a chance to listen to native speakers talking in a natural way. A number strongly linked this to helping them with learning English. What was perhaps strange was that a fifth of the students did not think that hearing a variety of accents would be beneficial. I had expected almost all the students to see this as something that would be helpful when learning a second language.

**Question 7: Do you enjoy video as part of your class?**
A large majority of the surveyed students liked video as part of their English studies. The answers from the students who were interviewed were in general agreement with the survey. “You become more motivated to learn if you have video” and “Yeah - it depends on what kind of video it is but often it’s quite enjoyable and you can learn lots from them.” How little video was used in their classes was also mentioned. “…text is so usual in class so when something different happens you enjoy it more/…/most of the lessons are text based”. The usefulness and role of using video was also taken up.

Yes, I do sometimes, but sometimes I think that students prefer videos because you don’t have to focus that much because it’s easier. But if it is used when it should be used they can be very beneficial. It’s a question of how serious the student is and how serious the teacher is because sometimes I believe teachers can use when they don’t know what to do - maybe at the end of a semester. (Anita).

Although the answers from the survey show that the students overwhelmingly wanted more video a number of the interviewed students had concerns as to how it would be used and also wondered if some might prefer video as they saw it as an easier option. Whatever the reasons the majority would like more video. As can be seen from the answers to questions 3 and 7 the students also answer that they enjoy video, but also that they very seldom have video as part of their course material. This desire for more video material and a break from text based teaching material, reflects, in many ways Skolverket’s concept of a wider text perspective as well as the idea of learning through multiple intelligences, mentioned earlier.

**Question 8: Why do you think your teacher uses video? You can choose several answers if you like.**
Due to certain limitations in the survey program used several of the graphics produced lack a clear text. The choices were as follows:

- As an additional tool
- As a reward
- As something for a substitute to use while the teacher is away
- As a time filler at the end of a unit or semester
- Other

A great many of the surveyed students answered that they thought that their teachers had used video as a teaching aid. There were, though, a large number that answered that it was also used as a time filler, a reward, or as a substitute for when the teacher was away. When seen as a teaching aid several mentioned how video was often used as a compliment for work already done with a text - such as when they had read a book and then saw the film of the book.

> when we don’t have anything planned or it’s close to a holiday /.../ but lots of times we see the film after we have read the book so we can see it from different perspectives. (Nellie).

Others, though, had a more negative view of the use of video, saying it was only used when other course work was finished or as a time filler.

> I’d say mostly as a reward or to fill in time, because they usually try to use up all of the time of the year to read all these texts and then if we have time left on the end of a term or before a semester you get it as a reward. (Oscar).

Other students were more unsure as to why and when video was used

> It depends on what we are doing but it depends on the teacher we have. Some teachers has it as a reward I think, sometimes when we have to learn a specific thing in the class. (Jonathan).

The general feeling when it comes to the use of video was that video was often used when other course work was finished – as a reward or time filler – but that it could also be used in effective ways
such as giving a different perspective to something the students had already been working on, such as watching the filmed version of a book that had been read in class. It was mentioned in the interviews that this lack of video in their classes may well be due to there being little video material compared to the number of English course books and that their teachers lacked the time to do this themselves.

**Question 9: Would you like it if video was used more in your classes?**

Over 80% were positive to more video as part of their English lessons. The interviewed students were less sure, but this was mainly due to being unsure how video could best be used in an effective way. One student would rather have video all the time during English lessons while another disagreed, seeing texts as more beneficial to learning English saying

> Yes, because for me it’s a better tool to learn English. If I watch a video I remember a lot more because if I read a text I don’t remember what I read. (Alexander).

Generally, all the students said they would like more video to be used. What they were divided on was how effective it could be and the ways in which it could be used. The answers to this question can be seen in relation to what John Hattie (2009:228-229) talks of when he points out that modern teaching should relate itself to modern media and communications channels as these are the activities that most modern young people share. By doing this, he says, the teacher is more likely to create a situation where learning can be more successful. The responses by the students for more video as part of learning English is completely in line with the recommendations from Skolverket (210:2) who state students should experience “…different kinds of spoken and written language” during their lessons, reflecting not just media’s prominent place in society but also Skolverket’s views of an extended literacy or and a wider text perspective. This is supported by Cope and Kalantzis (2008:202),
who point out that literacy is no longer simply about learning so called ‘proper usage’ but is instead about the myriad of different usages in different contexts.

**Question 10: Have you ever watched the film version instead of reading the book in a school assignment?**

The answers from the interviewed students differ from the survey. Slightly over half of the students interviewed had watched a film instead of reading the book, whereas 4 of 7 interviewed, roughly 57% had not, although one was unsure. Of those that said they had not seen the filmed version explained that they thought a book was better.

*The book always gives a deeper meaning for me, you get your own picture of a character instead of a man-made picture of a character that a director has decided. (Wilma).*

I was slightly surprised that the number that had watched a filmed version instead was not higher. When the interviewed students were asked about this question the answers were mainly in line with what had previously be said. Some students pointed to such things as texts providing greater detail and being more interesting while others said they had seen the film instead due to poor reading skills and lack of ability to concentrate on texts.

**Question 11: Is there a film that you have seen that has made you want to read the book?**
The results from the survey show that over half the students had seen a film that made them want to read the book version. This is surprising as so many had said that they did not like to read as it took too long and was boring. One answer to this contradiction may be that many had thought about doing it but in the end, had not read the book.

Yes, but I know I get bored so I’ve never done it - even if it’s better. (Alexander).

An answer given by a number of the students was that books were better and that they usually read the book first – only watching the film if they enjoyed the book.

I don’t know most of the times I read the book first then maybe watch the film after - I think books are usually better”. (Wilma).

A number of the students answered that they had seen a film that made them want to read the book but in the end had not done it, although one student listened to audiobooks when he cycled or was on the bus. Those that were more active readers had either already read the book or had other books that they were reading or were planning to read.

Question 12: Do you think that you can learn the same things from watching a video as from reading a text?
Almost 60% of the surveyed students thought that books were better for learning English. Videos were seen as helpful when it came to grammar and pronunciation and hearing a native speaker as they were more realistic, while texts were good for detail, vocabulary and spelling.

*I don’t think the same things are introduced in a text verses a video because you may focus on other things like when you read a book you are exposed to many things and details. In a film it depends in what the producer is trying to highlight /…/ in smaller video clips maybe you could learn the same things, it depends /…/ it can be beneficial to watch a film or video instead of reading a whole book because you then have so many details that you don’t know what is important.* (Anita).

Another student answered that in her opinion both were needed.

*...because they learn different things /…/ I think it would be very hard to know how to pronounce things by just reading.* (Julia).

It was also suggested that video and text helped in different ways.

*No I believe that you get different things...you get the accents and dialects from video. But you get a deeper meaning to the grammatically part of the language in reading /…/ Texts when we read them are always correct but in real life people talk different - not always correct.* (Oscar).

Other students said similar things adding that real talking is full of stops, “umms, ers “and that people start talking, stop, then start again, adding that in their course books this kind of speech was very unusual. Several of the students pointed out that when reading a text, the reader had to build up the content using their own imagination whereas in a video this was already done. This could either be
positive or negative depending upon the student. Whatever the reason, the answers from the interviewed students show that in most cases the students believed that video and text offered different positive aspects when it comes to learning English. This was perhaps one of the most important questions in terms of the aims of this essay and provided many answers. I was surprised that such a large percentage, almost 42%, believed that the same things could be learned from both texts and video. My initial assumption was that the students would see each as having certain areas where they excelled, or that video would be seen as purely a compliment to text based material. The answers do though seem to reflect Gardner’s opinion (1993: 12-14), where he talks of challenging prevailing educational systems and points to a variety and balance in learning materials being something that suit what he calls specific modalities or intelligences as all students learn, remember, perform, and understand in different ways. There was however a considerable number of students who viewed video as more than just as a compliment for texts, but as a replacement for texts. The majority, though, saw video as a serious teaching aid which could be highly effective in certain areas but something which could mainly be used as a compliment to texts and not as a replacement.

**Question 13: Approximately, how often do you read books?**

![Pie chart showing reading frequency]

The answers from the survey show that reading is not popular with almost 44% saying that they only read as part of their school work. In total 95 of the 105 students answered that they very seldom or never read outside of school. This was in contrast to the interviewed students where 3 of the 7 said that they read in their free time. The amount they read was, though, was often steered by how much school work they had to do and how much free time they had.

*I read twice a week when I don’t have so much homework. It depends how much time I have.*

*We have to read so much at school.* (Wilma).
Only one of the students read more than five times a week.

*I think I try to read a book every night before going to bed - more than 5 times a week then.* (Nellie).

The answers gained from this question reflect answers given in previous questions which show that reading is not popular. This is especially true of the vocational classes where very few liked to read. Once again the answers were surprising as I had not expected that so few read in their free time - only 2.9% reading five times or more a week. This was perhaps even more surprising considering the number of students in the survey that studied a higher level of English.

**Question 14: if you don’t like to read texts can you say why? You can choose several answers if you want.**

Due to certain limitations in the survey program used several of the graphics produced lack a clear text. The choices were as follows:

- Difficult to follow the story
- Difficult to concentrate
- Takes too long
- Reading is boring
- I do like to

In this question the answers show that texts were not popular due to the reasons stated in previous questions. Students felt texts took too long to read, found it difficult to concentrate on them or simply found reading boring. An oddity in the results seems to be the final choice “I do like to”, where over 32% students say that they do like to read. This can be seen in relation to the answers from question
13 where so few students answered that they read books during their free time. Why so many answered that they do like to read is unclear, but may be due to misunderstanding the question; those that answered that they do like to read should not have answered any of the other choices. It was also clear from the survey that a lack of interest in reading was far greater among the vocational classes than the preparatory classes. The answers the interviewed students showed that the majority did like to read, but as stated in earlier questions, it depended upon how much time they had.

“...I don’t think that I have the time that’s the problem. It always feels like you’re stressed out. (Oscar).

Others repeated earlier answers.

I can’t concentrate, it takes too long and I can’t sit still so long. I can sit still for a video but not a text. (Alexander).

Being unable to concentrate or sit still in order to read was a fairly common comment, especially from the students in the vocational classes. These answers again show that many students prefer video to texts and view video as an alternative to texts.

**Question 15: If you don’t like to watch video can you say why? You can choose several answers if you want to.**

![Graph showing reasons for not liking to watch video]

Due to certain limitations in the survey program used several of the graphics produced lack a clear text. The choices were as follows:

- Difficult to follow the story
- Difficult to concentrate
• Takes too long
• Watching video is boring
• I do like to

A large majority of almost 90% answered that they liked video and only a small percentage stating that they did not. These findings were reflected in the answers given by the seven students with all the students saying they liked vide although they occasionally qualified their answers.

*I prefer using my own imagination instead of having someone else portraying the picture in front of me and controlling how I see something without my perspective. (Wilma).*

As expected most of the students answered that they did like to watch videos with very few not watching videos on a regular basis.

**Question 16: Approximately, how often do you watch videos?**

![Pie chart showing frequency of video watching]

A strong majority of the surveyed students watched videos at least five times a week which reflects the answers from question 15. Only 1% answered that they only watched video during school lessons. These answers match those given in the interviews where the students from the building program were the most avid viewers.

*All the time - much more than 5 times a week. (Jonathan).*

The answers to this question were expected as watching films or YouTube clips and media from similar social sites is very common now that almost all students have smartphones or tablets and access to Internet. This use of this kind of media also reflects the desire to have more video as part of their English courses - something which rarely happens though. The prevailing emphasis on text can
be seen therefore to go against the thoughts of Cope and Kalantzis (1993:205), who argued that existing teaching practices should to be linked to the social practices used by the students and that modern technology should be used more often and more effectively.

6 Summary and conclusion

6.1 Findings in relation to aims

The aim of this work was to investigate how students, who study English as a foreign language, perceive the differences between the use of text and video as teaching materials. The finding of this essay show that video is seldom used in their classrooms, although when used the students generally found it used as a teaching aid, furthermore, also quite often used as a reward or a time filler. At the same time, the majority of the students express that they enjoy video and would like more video as part of their courses. A large number of the students have also stated that they believed the same goals could be reached by using either video or text material. The findings seem to indicate differences between the vocational and preparatory programs when it comes to a basic ability to read and to understand what is read, with many from the vocational program describing themselves as very weak in this aspect. This is also true concerning their attitudes towards the use of video in learning English where a strong majority of the vocational classes want more video. A common answer from both programs was that they believed video was especially useful with helping with grammar, pronunciation and for giving an authentic language and access to the culture of different English speaking countries. Traditional texts were, on the other hand, seen as better for learning spelling and for giving a much greater detail and information than a video.

6.2 Findings and implications

There seems to be a clear distinction between the students from the vocational and preparatory programs where a great many of the students from the vocational building program state that they do not like to read texts. They also said that they have trouble concentrating on texts, and that texts are boring and that they take too long to read. This attitude is not just limited to the vocational program but is also evident in the preparatory programs, although to a lesser extent. Watching video or video material is something that is spread across both types of program although the number who wanted more of their English teaching to be video based is far greater in the Building program than in the other programs. There are of course a number of implications for the attitudes and views stated above. One thing that is clear, though, is that there is an increasing want, or demand, for more video material as part of learning English as a foreign language - at least in the school where this study took
place and therefore most probably true of similar schools. The findings from the study show that although students want more video (80.8%) and enjoy it as part of their course (97.1%) they are seldom taught in this way (see appendix 1, question 3). The reasons for this are not part of this study but the students themselves on several occasions thought that this might be due to a lack of ready video teaching material compared to the number of text course books that are available. This may or may not change in the future, but the probability is that there will not be any great changes, especially for the more formal language courses, English 6 and 7. This then may have implications for the many students that do not read or find reading difficult, (90% in appendix 1, question 13 answered that they very seldom or never read outside of school), when faced with a course, or courses, that are heavily text based. This lack of interest in reading - if it is a general phenomenon throughout the country - is therefore obviously a problem not just for those that wish to study after school but also because many jobs demand a traditional text literacy.

6.3 Conclusion

The overriding conclusion from this study is that a large number of students from both vocational and preparatory programs either do not like to read texts, or experience problems when faced with reading texts. This is especially true of the classes from the Building program. There is also a marked interest in having more video as part of their English teaching although many of those interviewed see limitations in the use of video material, feeling that a text gives greater depth and detail. There is though, a fairly wide consensus that video has a serious role to play if used in the right way. Many voiced the opinion that video helped create a larger picture and provided access to a greater linguistic register or variety of specialized vocabularies in various contexts, or that it was useful in learning pronunciation seeing video as authentic and natural. Many, however experience that their teachers, in many cases, use video as a reward and not always as a true teaching aid.

6.4 Summary

This essay deals with how upper secondary level students studying English view and perceive the use of text and video as teaching aids in their English studies. The conclusions presented in this essay were reached by students answering a survey and through a number of subsequent interviews. The findings of this essay show that large numbers of students at the upper secondary level are much more interested in, and at home with, video material compared to traditional written texts - the majority actually preferring video. Alexander liked video saying "If I understand the text I might understand it better but otherwise I learn more from videos". Although many who took part in this
essay have stated an interest in reading, the results have shown that few actually do read. Almost half of the students believe that you can learn more from watching video than reading texts "I personally remember more when watching a video" others believed that more could be learnt from texts "videos are quicker but texts contain more information". Many of the students also answered that they hardly read any books outside school at all, while almost all watched at least a few videos and many had seen a much higher number. One of the main reasons for preferring a video was that texts were time consuming, were hard to concentrate on and boring "It's more boring to read a text then to watch a video" or "reading a long text is boring". Others disagreed saying “I prefer texts - I think you learn more when you see the whole text”. Overall the results also show that the students saw video as more authentic and best when it came to learning grammar and pronunciation and that texts contained more information and gave a better depth of understanding. There was though a marked difference between the classes from the vocational program who clearly preferred video and disliked texts and the classes from the vocational programs who believed that although video had a place, texts were by far the better teaching aid. Finally, even though video is wanted and in many cases preferred it is seldom used by their teachers and then in many cases as a form of reward or as a compliment to a traditional text.

6.5 Limitations and shortcomings of this work

One of the limitations of a work such as this was the time aspect which limited the number of classes and therefore students that could be surveyed and interviewed. I would have liked to have been able to include classes from several other programs in order to be able to more clearly distinguish between those that studied vocational programs and those that studied preparatory programs. Although I have been able to do this with the seven classes that took part I feel that a greater number may have increased the validity of the results attained. Another area which may have led to a certain uncertainty among some students was getting them to clearly understand what was meant by text and video in relation to this study. There was a clear difference between certain classes when it came to their listening to the information and explanations given concerning what the survey was about. Almost all the students took the survey seriously and were judged to have answered the questions as honestly as possible. Both myself and their regular teacher were in the classrooms and available if questions arose - although I was the only person who provided explanations when needed. There were, though, a number of students who answered the survey quickly and with, presumably, little thought. Even if this was the case, I judged this number to be very low and unlikely to have any meaningful effect on the results. It would also have been interesting to have expanded on some of the questions and to have
asked the students more closely about what types of video they preferred as educational aids, and what types of video their teachers showed during their English lessons.

During the subsequent interviews with seven of the students who had taken part in the survey, it was clear that some of students felt that some of the questions were repetitive - or they gave similar answers. One slight problem was when the students interviewed came to talk about appendix 1, question 4 - “What is the biggest difference between watching video material and reading a text?” Many of the students had forgotten what they had answered which meant that they had to provide a new answer during the interview. When it came to appendix 1, question 7 - “Do you enjoy using video as part of the class” those interviewed responded by saying that they had only ever had video on a few occasions. This therefore brings into question their assessment as to how they can reliably judge the relative qualities and benefits of using video and text when they have not been able to experience and test video to a greater extent as part of their English lessons. Another time limitation of this study was that it did not allow the chance to interview the teachers of the students who were surveyed and interviewed. This would have been beneficial and would have provided an opportunity to widen the research by gaining their views, attitudes and perspective in these questions.

As this research is limited in scale, the seven classes that took part were taught by four teachers. This limited number may, or may not, be representative of the attitudes towards using video in the English classroom. Moreover, their ages, gender and teaching experience may also be affecting factors. In hindsight several of the questions, such as questions 10 and 11, could have been omitted as they did not provide much useful information in relation to aims of this essay.

6.6 Possible venues for future research

The findings of this essay show that there is clearly a large number of students who dislike and who have trouble concentrating on and following texts and that would rather have more video lesson material - something which is in line with Skolverket’s ideas concerning a wider text perspective. The students who took part in this study are, though, in agreement that their lessons consist of very little video material. One area of future research may be helpful in is finding ways in which more video material could be successfully included in the syllabus for teaching English as well as investigating the teachers’ own views as to how more video could be used in teaching English. Although this study has not concentrated on this area, there seems to be a clear distinction between how the different students from vocational and preparatory programs view the use and effectiveness of text and video. This could also be expanded to see if this, and the questions taken up in this study, are representative for other schools in the area, or indeed for other areas of the country. This study
has also shown that the number of students that read outside of school is very low and this must lead to the assumption that many of these students are going to have difficulty, not just studying English, but also other subjects.
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Appendix 1

Survey of student's attitudes towards the use of video and texts in English teaching

This survey consists of 16 questions. Most are simple choices – some need a sentence or two to be answered.

The questions will be explained in advance giving you a chance to ask about anything you are unsure of.

This survey is anonymous and is part of a c-essay.

Thank you for your help!

Q1. What do you prefer, videos or texts? *

- Video
- Texts

Q2. What do you think you learn the most from, video or texts *

- Video
- Texts

Q3. What does your teacher use the most of in teaching? Texts or video? *

- Video
- Texts

Q4. What is the biggest difference between watching video material and reading a text? *

Ditt svar
Q5. Do you find that music in a video helps you understand the content of the video? *

○ Yes
○ No

Q6. Do you think it helps you to learn when you hear different accents from different English speaking countries in videos? *

○ Yes
○ No

Q7. Do you enjoy using video as part of the class? *

○ Yes
○ No

Q8. Why do you think your teacher uses video? You can choose several answers if you want to. *

□ As an additional tool
□ As a reward
□ As something for a substitute to use while the teacher is away
□ As a time filler at the end of a unit or semester
□ Other

Q9. Would you like it if video was used more in your classes?

○ Yes
○ No

Q10. Have you ever watched the film version instead of reading the book in a school assignment? *

○ Yes
○ No
Q11. Is there a film that you have seen that has made you want to read the book? *

- Yes
- No

Q12. Do you think that you can learn the same things from watching a video as from reading a text? *

- Yes
- No

Q13. Approximately, how often do you read books? *

- Only during school lessons
- Very seldom
- Less than once a week
- Between two and four times a week
- More than five times a week

Q14. If you don’t like to read texts can you say why? You can choose several answers if you want to. *

- Difficult to follow the story
- Difficult to concentrate
- Takes too long
- Reading is boring
- I do like to
Q15. If you don't like to watch video can you say why? You can choose several answers if you want to. *

☐ Difficult to follow the story

☐ Difficult to concentrate

☐ Takes too long

☐ Watching video is boring

☐ I do like to

Q16. Approximately, how often do you watch videos? *

☐ Only during school lessons

☐ Very seldom

☐ Less than once a week

☐ Between two and four times a week

☐ More than five times a week
Appendix 2

Interview with Anita

Q1. What do you prefer, videos or texts?
“I prefer texts as it’s easier to read at your own place, you’re not obliged to go at someone else’s pace. It can be very different and very difficult if you have someone in the video or clip who is speaking very fast the I think it can be difficult to understand compared to reading on your own”.

Q2. What do you think you learn the most from, video or texts?
“I think when you read something you have to get a picture when you’re reading - you do it through your mind and your imagination and I think for some people that can be very difficult and in that way video is a lot easier as you get this picture in front of you when you see or just hear something but I still think it’s easier when you read as you’re acknowledging more details than when you see something in a video as you can read at your own pace and go back to something you didn’t understand, highlight words you didn’t understand or phrases you find difficult and that’s why I think a text is better. You learn more through reading than through watching. You can look up and down in a text or the last page. It more difficult in a film.

Q3. What does your teacher use the most of in teaching? Texts or video?
“It’s definitely text. She sometimes uses short clips to introduce a theme like the presidential election in America where we saw clips to introduce the candidates - otherwise we don’t use video a lot.

Q4. What is the biggest difference between watching video material and reading a text?
“What I mentioned before -you can read at your own pace, highlight texts and difficult words and you can easily go back to something you didn’t understand - you can’t do the same thing when you watch a video. Some students when they watch a video think it’s very relaxing and..not that they doze off but I think they start focusing after a while they same thing can happen when you read a text but then the reading stops not like in a video. You don’t have to think so much on your own with a video.”
When asked what were the strong points using video:
“The best thing with a video is that you get a picture in front of you without having to use your imagination or without having to produce this picture on your own. of course it is much easier to
learn different accents when watching a video because you can’t do that through a text- I think that’s the biggest benefit with watching a video when it comes to that area.”

Q5. Do you find that music in a video helps you understand the content of the video?
“I think that depends but if you hear sad music in the background you know it’s about something sad: Another kind of music in the background can help you as it kind of controls your emotions so you know what it is going to be about. It maybe helps more if your language isn’t so good”

Q6. Do you think it helps you to learn when you hear different accents from different English speaking countries in videos?
“Absolutely as you have to be exposed to these accents in order to be able to understand them and I don’t think they can be exposed to them by just reading a text - you have to watch a video, you have to hear these people speaking. Most teaching books use a formal language - the course literature but sometimes when we watch videos the language isn’t that formal - it’s more kind of everyday language.”

Q7. Do you enjoy using video as part of the class? “Sometimes I think it is good, but I prefer to do both to have both texts and videos.”
“Yes I do sometimes but sometimes I think that students prefer videos because you don’t have to focus that much because it’s easier but if it is used when it should be used they can be very beneficial. It’s a question of how serious the student is and how serious the teacher is because sometimes I believe teachers can use when they don’t know what to do - maybe at the end of a semester.”

Q8. Why do you think your teacher uses video? You can choose several answers if you want to. See above.

Q9. Would you like it if video was used more in your classes?
“I think it’s sufficient what we have now. I’m pleased how it is right now.”

Q10. Have you ever watched the film version instead of reading the book in a school assignment?
“No, never but sometimes if we have to watch a film I read the book instead as I think there’s so much more detail in a book so I’ve done the opposite”.
Q11. Is there a film that you have seen that has made you want to read the book?
“Yes, there are many films I’ve seen that make me want to read the book actually - I always think the books are better than the film.”

Q12. Do you think that you can learn the same things from watching a video as from reading a text?
“No, not the same things as I don’t think the same things are introduced in a text verses a video because you may focus on other things like when you read a book you are exposed to many things and details. In a film it depends on what the producer is trying to highlight. The actors or the setting can be more important than the content and the plot so I don’t think you can learn the exact same things. In smaller video clips maybe you could learn the same things, it depends. In some cases it can be beneficial to watch a film or video instead of reading a whole book because you then have so many details that you don’t know what is important.”

Q13. Approximately, how often do you read books?
“I think I try to read a book every night before going to bed - more than 5 times a week then.”

Q14. If you don’t like to read texts can you say why? You can choose several answers if you want to.
“I do like to read”
NOTE: lots 34% said they like to read but don’t!

Q15. If you don’t like to watch video can you say why? You can choose several answers if you want to.
“I do like to watch but I prefer reading books as I prefer using my own imagination instead of having someone else portraying the picture in front of me and controlling how I see something without my perspective”.

Q16. Approximately, how often do you watch videos?
“Once a week maybe”.
Appendix 3

Interview with Jonathan

Q1. What do you prefer, videos or texts?
“Video - but it depends on the length of the video because if it’s a long video I will not remember everything, but I like videos. I don’t make notes. When I make the notes I don’t hear what they say in the video - I lost myself”.

Q2. What do you think you learn the most from, video or texts
“A short video, I learn more from that and if it’s a long text I think I will remember more and learn more from the text.

Q3. What does your teacher use the most of in teaching? Texts or video?
Texts - almost all the time, except when we are doing listening tests”.

Q4. What is the biggest difference between watching video material and reading a text?
“If it's a short video you will remember it easier and if it's long it's hard to remember everything. And a text sometimes I forget myself - what I read so i maybe remember half the text if its long. If it's short it's easier to remember - I don’t forget what’s happening in the text”.

Q5. Do you find that music in a video helps you understand the content of the video?
“Yes, but it depends on the situation in the video. It helps me understand if I don’t know all the words or they talk too fast. Maybe something will happen and the music gives a clue to what is happening”.

Q6. Do you think it helps you to learn when you hear different accents from different English speaking countries in videos?
“No - if I understand what they say it’s not a big difference. But it’s good practice as when you read a book it’s only your own voice in your head”.

Q7. Do you enjoy using video as part of the class?
“Yes. it’s funny to have video. You become more motivated to learn if you have video.
Q8. Why do you think your teacher uses video? You can choose several answers if you want to.
“IT depends on what we are doing but it depends on the teacher we have. Some teachers has it as a reward I think, sometimes when we have to learn a specific thing in the class.

Q9. Would you like it if video was used more in your classes?
“Yes. if it’s long video I would prefer a text - if it’s too long, like half an hour. if I could have the video and watch it when I want, then I would choose the video. I’d rather have video all the time”.

Q10. Have you ever watched the film version instead of reading the book in a school assignment?
“Yes. but I don’t remember. I don’t like to read so I watch a film or movie if I can. I don’t read books that much”

Q11. Is there a film that you have seen that has made you want to read the book?
“No - never - i hate to read”

Q12. Do you think that you can learn the same things from watching a video as from reading a text?
“Yes. But it’s maybe a little difference but I think you can learn the same thing. When you read you get a picture in your head which is different from the video. there is a difference but it will end the same I think”.

Q13. Approximately, how often do you read books?
“Never. Only if I have to. Like now when I’m almost 18 and I have to read books to get a car license - to study. I read on Facebook”.

Q14. If you don’t like to read texts can you say why? You can choose several answers if you want to.
“I think it’s difficult. It takes too long, I’m very slow when i’m reading. When you watch a film or a video it goes so much faster” - I don’t like to read overall- I lose concentration in the text. It has to be very quiet when I read or I lose my focus”.

Q15. If you don’t like to watch video can you say why? You can choose several answers if you want to.
“I do like to watch video”.

Q16. Approximately, how often do you watch videos?

“All the time - much more than 5 times a week”.
Appendix 4

Interview with Alexander

NOTE: found I had to remind ‘them’ what I meant by video and text

Q1. What do you prefer, videos or texts?
“I prefer videos because I can understand better when I look at videos. If I look at a text I can’t understand, I have more chance with a video with pictures and music.

Q2. What do you think you learn the most from, video or texts
“If I understand the text I might understand it better but otherwise I learn more”: 

Q3. What does your teacher use the most of in teaching? Texts or video?
“Texts. We have used video once.”

Q4. What is the biggest difference between watching video material and reading a text?
“I understand better with video. If you see video you have pictures which makes it easier to understand what is happening. With text maybe you can misunderstand what the text means. Text is boring. I often get bored I don’t concentrate as much and don’t know what’s going on”.

Q5. Do you find that music in a video helps you understand the content of the video?
“Yes maybe it can be happy music, but if it’s a text you don’t know”.

Q6. Do you think it helps you to learn when you hear different accents from different English speaking countries in videos?
“Yes I do, because you learn more words when you hear other people talk. You learn from different cultures - British or American - they have different slang which is good”.

Q7. Do you enjoy using video as part of the class?
“Yes I do. Like I said before maybe when you see a video you remember things from it but if it’s a text you think it’s boring”.

Q8. Why do you think your teacher uses video? You can choose several answers if you want to.
“We only watched a few times - maybe for tests. Sometimes to listen to people talking...like Ted talks.

Q9. Would you like it if video was used more in your classes?
“Yes, because for me it’s a better tool to learn English. If I watch a video I remember a lot more because if I read a text I don’t remember what I read.”

Q10. Have you ever watched the film version instead of reading the book in a school assignment?
“I don’t think so, maybe once. but not often”.

Q11. Is there a film that you have seen that has made you want to read the book?
“Yes but I know I get bored so I’ve never done it - even if it’s better”

Q12. Do you think that you can learn the same things from watching a video as from reading a text?
“No maybe not but same again I don’t think I’ll remember the text but a video i will as it pictures and stuff.”

Q13. Approximately, how often do you read books?
“Never - I never read outside school”.

Q14. If you don’t like to read texts can you say why? You can choose several answers if you want to.
“As i said before texts are boring, and I can’t concentrate, it takes too long and I can’t sit still so long. I can sit still for a video but not a text”.

Q15. If you don’t like to watch video can you say why? You can choose several answers if you want to.
“I do like to watch video”.

Q16. Approximately, how often do you watch videos?
“I watch a lot - especially on YouTube and this kind of thing”.
Appendix 5

Interview with Julia

Q1. What do you prefer, videos or texts?
“I prefer watching videos with people watching, but prefer it with subtitles, it could be in English but like so you learn how it spells - if it’s like new words. I also read just text but I think it’s easier like watching tv-shows or interviews - I learn a lot from that.”

Q2. What do you think you learn the most from, video or texts
“It depend on what I’m supposed to learn, like if it’s new words or pronunciation then it’s easier with video because you hear. I think grammar is easier to learn with a text, like you know how the structure is supposed to be, but from videos you can hear how it’s supposed to be used.

Q3. What does your teacher use the most of in teaching? Texts or video?
“Mainly texts. Like now we’ve read two books so mostly text.”

Q4. What is the biggest difference between watching video material and reading a text?
“I don’t remember what I wrote. (Asked again) It depend on what you’re supposed to learn but with a text you can see how it’s spelt out. It depend on what sort of video it is. In the class most of the English is texts and a usually a kind of proper English, not normal talking or slang English. Some text can be from books where the author has written using slangs but usually we just get proper English.”

Q5. Do you find that music in a video helps you understand the content of the video?
“yes I think so...like if you don’t really understand what it’s about you can often tell by the sound of the music if it’s like sad or it controls very much. If it’s a horror film or if it’s a comedy”.

Q6. Do you think it helps you to learn when you hear different accents from different English speaking countries in videos?

“I don’t know if I learn more but I learn different English...maybe I recognise like I can understand better if I hear it. It can be a problem if you just hear one voice - your teachers. You can get used to it - it’s good to hear different accents.

Q7. Do you enjoy using video as part of the class?

“Yeah - it depends on what kind of video it is but often it’s quite enjoyable and you can learn lots from them.”

Q8. Why do you think your teacher uses video? You can choose several answers if you want to.

“She uses mainly as a teaching tool as an additional tool but also like a reward. We read a book then usually get to see the film of the movie - it’s a reward but also helps us see the story from different ways - so it's a teaching tool really. It gives a different perspective.”

Q9. Would you like it if video was used more in your classes?

“Yes. I’m not like I need it but I don’t mind”.

Q10. Have you ever watched the film version instead of reading the book in a school assignment?

“No”.

Q11. Is there a film that you have seen that has made you want to read the book?
“Yes I think sometimes. Sometimes i read the book afterwards and maybe the movie was better but sometimes I do it the other way. It’s more usual to read the book then watch the movie”.

Q12. Do you think that you can learn the same things from watching a video as from reading a text?
“No I think you need both because they learn different things. I think it would be very hard to know how to pronounce things by just reading. the teacher can help you know how to pronounce things but.”

Q13. Approximately, how often do you read books?
“I read quite often, maybe once a week but it’s been a lot of work at school just now.”

Q14. If you don’t like to read texts can you say why? You can choose several answers if you want to.
“I do like to read texts”.

Q15. If you don’t like to watch video can you say why? You can choose several answers if you want to.
“I like to watch videos”

Q16. Approximately, how often do you watch videos?
“I think like I watch every day.”
Appendix 6

Interview with Nellie

Q1. What do you prefer, videos or texts?
“I prefer texts - I think you learn more when you see the whole text, you can imagine it in your own head instead of watching a video and it’s all just pictures that you actually see so you don’t get your own reflection of what’s happening, of the situation. So I think it is better to read because you also learn grammar and new words when you actually read the text yourself. I think you learn many more words reading than listening or watching.”

Q2. What do you think you learn the most from, video or texts
“I think as I said already in the first question”.

Q3. What does your teacher use the most of in teaching? Texts or video?
“texts mostly, yeah. Sometimes we watch something about when we discuss what has happened in the world - the news etc. if the teacher wants us to discuss it - YouTube a lot.”

Q4. What is the biggest difference between watching video material and reading a text?
“If you read a text you understand better and when you read it yourself you get your own opinion. positive with videos is that very much information about what you watch - you can get a better perspective. When you read you can read at your own speed but in a video it is at the speed other people are talking. This can be good as you get training in how real communication works and what it’s like to speak and listen in real life. they also talk in a real way with slang and sometimes not so correct grammar.” Books are usually very correct unless there is a part written as talking or dialogue.

Q5. Do you find that music in a video helps you understand the content of the video?
“yes if its is a video like a tragedy or funny the music helps to explain the situation and what’s happening.”

Q6. Do you think it helps you to learn when you hear different accents from different English speaking countries in videos?
“Yes it does. Videos with English or American speaking can be so different - this is hard to do in a text and if the writer tries to write this way it is very hard to read. It helps me to be better at understanding.”

Q7. Do you enjoy using video as part of the class?
“Sometimes I think it is good, but I prefer to do both to have both texts and videos.”

Q8. Why do you think your teacher uses video? You can choose several answers if you want to.
“I think I choose when we don’t have anything planned or it’s close to a holiday - but lots of times we see the film after we have read the book so we can see it from different perspectives. So it’s as a teaching aid.

Q9. Would you like it if video was used more in your classes?
“I don’t know -sometimes when we discuss certain things or things that have happened in the news or to talk about a book and these kind of things.”

Q10. Have you ever watched the film version instead of reading the book in a school assignment?
“No”

Q11. Is there a film that you have seen that has made you want to read the book?
“I don’t know most of the times I read the book first then maybe watch the film after - I think books are usually better”.

Q12. Do you think that you can learn the same things from watching a video as from reading a text?
“No you understand more of vocabulary and texts- video is good when you are going to listen and is good when it’s normal talking - how people really talk not how they do in a book. real talking is full of stops, umms ers and this kind of sounds. people start talking, stop, then start again - this doesn’t happen in a text. a text - ones we have in school is maybe done more for being clear and easier to understand. A video is more real and true - even has bad grammar sometimes.”

Q13. Approximately, how often do you read books?
“Quite a lot - I read a lot ..more than 4 times a week - if I can”
Q14. If you don’t like to read texts can you say why? You can choose several answers if you want to.
“I do like to read texts”.

Q15. If you don’t like to watch video can you say why? You can choose several answers if you want to.
“I don’t like to watch - I’d rather read texts as I think you learn more and it’s more fun”.

Q16. Approximately, how often do you watch videos?
“A couple of times a week”.
Appendix 7

Interview with Wilma

Q1. What do you prefer, videos or texts?
“I think it’s more important to work with text material because so much of today’s society is watching tv and video games and today we don’t read as much as before. So for me it’s more working with the text; it connects your writing - reading and writing have a connection rather than watching videos.”

Q2. What do you think you learn the most from, video or texts?
“I think reading, when read you learn new words and they stick in your head rather than watching and hearing it, you don’t have the same interests to learn the words - you get a better vocabulary. You see the grammar more when you read as you can see the spelling - when you watch a movie or video you don’t think about grammar, you more fall into the movie and you don’t think.”

Q3. What does your teacher use the most of in teaching? Texts or video?
“I think my teacher uses more text-reading then later writing about it or having a test. We read about the news for example trump and Clinton when it was the election, then we had to read the facts about them. Then we wrote our conclusions.
(Lots of times this questions gets answered by the students in Q1)

Q4. What is the biggest difference between watching video material and reading a text?
“I think it’s more about what the video is about, if you find it boring or interesting - what is its theme- what it’s about. Some things like documentaries are better as video as you can see for yourself what is happening or being shown and don’t get someone else's explanation or viewpoint.”

Q5. Do you find that music in a video helps you understand the content of the video?
“It could be effective - definitely to follow what the person is saying. It can be dramatic and effective - can help build up the atmosphere in things like speeches. It can also depend on your level of English - if it’s not so good it helps you understand what is happening.

Q6. Do you think it helps you to learn when you hear different accents from different English speaking countries in videos?
“Yes I think so because today we are more surrounded by the American accent rather than English. You can get too used to one person speaking - like your teacher. It’s good to hear other people. It’s good if your English isn’t so good to hear others to practice listening. If you’re good at English the accents should not matter”

Q7. Do you enjoy using video as part of the class? “Sometimes I think it is good, but I prefer to do both to have both texts and videos.”
“Sometimes. It depends on the subject, for example listening to the debate between Clinton And Trump was helpful. you get the feeling of what they want to deliver or say, what changes they want to make.”

Q8. Why do you think your teacher uses video? You can choose several answers if you want to.
“As an additional teaching tool, to make us more understand -things like debates or talks”

Q9. Would you like it if video was used more in your classes?
“Yes but I would like to more reading because if I read more my level in English will probably be better in the future - so it depend on what it is used for.”

Q10. Have you ever watched the film version instead of reading the book in a school assignment?
“Yes, probably Harry Potter films.”

Q11. Is there a film that you have seen that has made you want to read the book?
“Yes the fault of our stars, but I thought the book was better than the movie”

Q12. Do you think that you can learn the same things from watching a video as from reading a text?
“I think watching a video with persons seeing them interact and talking will probably more stick in your head because you have seen them but when you read something you have your own imagination to build up how things are. You can also learn more about rhetoric and body language when talking from a video - the pauses and the tone”

Q13. Approximately, how often do you read books?
“I read twice a week when I don’t have so much homework. it depends how much time I have. We have to read so much at school. I would like to read more. It’s a question of time.”
Q14. If you don’t like to read texts can you say why? You can choose several answers if you want to.
“I do like to read texts”

Q15. If you don’t like to watch video can you say why? You can choose several answers if you want to.
“I do like to watch videos too”

Q16. Approximately, how often do you watch videos?
“Maybe 3 times a week”.
Appendix 8

Interview with Oscar

Q1. What do you prefer, videos or texts?
“videos...if you can see what is being explained at the same time as it's being explained you get a better picture of what a certain thing actually means. You get a deeper meaning to it. A lot of people get very bored with a lot of texts they are given - and it's very common we get texts.”

Q2. What do you think you learn the most from, video or texts
“I’d say 50-50 ...even if i think it’s good to have videos I think you also have to read also to learn a lot of the grammatical stuff. There are already so many texts that are used for learning.

Q3. What does your teacher use the most of in teaching? Texts or video?
“I agree absolutely...I think that it is hard for teachers to find good video to use in the education. A course book is made for it so it’s just checking off points”.

Q4. What is the biggest difference between watching video material and reading a text?
“It’s easier on you so - to watch a video - as i said earlier you get a more...you understand the context of what’s being said. better because there are also pictures with the video … you can see what certain things might mean instead of basing all your assumptions on the text you are reading. And it’s also...more people think it’s more boring to read than to listen generally.”

Q5. Do you find that music in a video helps you understand the content of the video?
“yes and no. like sure it can make the ...it can set the tone of the video but doesn’t really give much for the information given in the video”.

Q6. Do you think it helps you to learn when you hear different accents from different English speaking countries in videos?
“Yes..because that’s where you mostly use your English. If you travel the world you have to be able to understand different usages of the English language because you speak very differently in different parts of the world.”
Q7. Do you enjoy using video as part of the class?
“I believe it is, as I said earlier, text is so usual in class so when something different happens you enjoy it more. Most of the lessons are text based or listening sometimes - some listening but mostly texts.”

Q8. Why do you think your teacher uses video? You can choose several answers if you want to.
“I’d say mostly as a reward or to fill in time, because they usually try to use up all of the time of the year to read all these texts and then if we have time left on the end of a term or before a semester you get it as a reward. Sure it’s also learning when you watch a video but it’s more like okay if you do all these exercises and you finish up nicely we can do this so people get motivated because they want to watch a video. In Marie’s class we’ve had a little more video than when before. We’ve used it a little more this year to prepare for certain texts and such.”

Q9. Would you like it if video was used more in your classes?
“Yes, I believe so..for the reasons I’ve already talked about.”

Q10. Have you ever watched the film version instead of reading the book in a school assignment?
“No but others have. The book always gives a deeper meaning for me, you get your own picture of a character instead of a man-made picture of a character that a director has decided do I like to get my own idea of it. ”

Q11. Is there a film that you have seen that has made you want to read the book?
“Yes, for example I watched the Hunger games films and wanted to get a deeper meaning… the Lord of The Rings books… I’ve listened to them… I didn’t read them”.

Q12. Do you think that you can learn the same things from watching a video as from reading a text?
“No I believe that you get different things...you get the accents and dialects from video. But you get a deeper meaning to the grammatically part of the language in reading -you get why are things built up the way they are in the language. Texts when we read them are always correct but in real life people talk different - not always correct”. texts are often too formal in the texts that we get i school as it’s supposed to..we’re supposed to learn the proper English and not the street English”.

Q13. Approximately, how often do you read books?
“Only during school lesson or very seldom. With having a lot of homework and such I rarely read books because I find playing games and hanging out with friends more interesting. I listen to books because I can do that when I ride a bike or take the bus”

Q14. If you don’t like to read texts can you say why? You can choose several answers if you want to.
“I do like to read but I don’t think that I have the time that’s the problem. It always feels like you’re stressed out.”

Q15. If you don’t like to watch video can you say why? You can choose several answers if you want to.
“I do like to.”

Q16. Approximately, how often do you watch videos?
“More than five times a week”