

## Video: Is video helpful in language classes?

### Summary:

Based on the following articles, the research findings are positive in terms of the advantages of video in language classes. Video helps in learning and retention of content and vocabulary in language classes. It also is viewed as the aiding tool for learners to better acquire listening, speaking, and pronunciation skills. Additionally, video is useful to orient learners with new units for the purpose of integrating prior knowledge with new materials. It assists in recalling language learning through visual and contextual features. Finally, video with subtitles improves linguistic retention of learners.

<b>Reference</b> Baltova, I. (1999). Multisensory language teaching in a multidimensional curriculum: The use of authentic bimodal video in core French. <i>The Canadian Modern Language Review</i> , 56, 31-48.	
<b>Population</b> 93 Grade 11 core French students. Their native language was English.  Students were divided into three groups. They all watched a science video. The first group watched it in reversed condition (English audio, French subtitles). The second group watched the video in bimodal condition (French audio, French subtitles). The third group watched the video in traditional format (French audio, no subtitles).	
<b>Purpose/Questions</b> The purpose of the study was to find out how the learning and retention of content and vocabulary in French were affected by different authentic video formats.	<b>Findings</b> Retention of the video content was superior under the subtitled conditions. However, there were no significant differences between the bimodal and reversed formats. Vocabulary retention in the bimodal group was found to be significantly higher than that in the reversed and traditional groups. No significant differences were found between the reversed and traditional groups.  With bimodal video students are exposed to real language, spoken at normal speed. They have the advantage of subtitles that serve as linguistic help when the audio is too fast or too difficult to understand. The subtitles can be added to the video using one of bimodal programs. The other choices are authentic videotaped TV shows that have been closed captioned for the hearing impaired.
<b>Reference</b> Kothari, B., Takeda, J., Joshi, A., & Pandey, A. (2002). Same language subtitling: A butterfly for literacy? <i>International Journal of Lifelong Education</i> 21, 55-66.	
<b>Population</b>	

3 groups with 46 students each. Grades 4 and 5, Memnagar Primary School, Ahmedabad, India.

One group watched five subtitled Hindi film songs. The subtitles were in Hindi. Group two watched the same five Hindi songs, but without subtitles. The control group did not watch songs. Students had three sessions weekly over a three-month period.

**Purpose/Questions**

The purpose of the study was to find out if watching same language subtitled songs on TV can improve reading skills of neo-literates in India. The improvement was measured by a pre-test vs. post-test difference at the syllable level.

**Findings**

The improvement of the Subtitle group was the highest, followed by the Without Subtitles group and lastly the control group. The experiment showed that reading skills can improve, at least initially, simply from exposure to the language. However, a rapid improvement was shown after students watched songs subtitled in the same language.

The experiment became a reality in Gujarat, India. Adult learners also showed measurable improvement in reading skills after watching subtitled songs. The experiment shows that same language subtitling makes reading practice incidental, automatic and sub-conscious.

**Reference**

White, C, Easton, P. & Anderson, C. (2000). Students' Perceived Value of Video in a Multimedia Language Course. *Education Media International*, 37, 167-175.

**Population**

26 students of Spanish enrolled in the first semester of a distance learning program.

**Purpose/Questions**

The purpose of this study was to investigate the following questions:

Question 1: How do students use the video component of a language course?

Question 2: What are student conceptions about the contribution of video sources to language learning?

Question 3: What kinds of affective evaluations are ascribed to video vs. print sources for language learning?

**Findings**

In regard to question 1, the study indicated that video was most commonly used to orient students to the new unit and to gain background information into which subsequent material can be integrated.

In response to question 2, the study explained that video was perceived as aiding the acquisition of listening and speaking skills, and pronunciation. The study also indicated that video assisted in recalling the language by means of the visual settings and contextual features.

Regarding question 3, the result revealed that affective evaluations of video sources are reflected with high enjoyment, low anxiety, and better mental efforts in language learning.