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STUDENTS' PERCEPTIONS ON THE USE OF VIDEOS IN DISTANCE EDUCATION

Dissertação submetida ao Programa de Pós-Graduação em Letras/Inglês e Literatura Correspondente da Universidade Federal de Santa Catarina para a obtenção do Grau de Mestre em Letras/Inglês
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Esta Dissertação foi julgada adequada para obtenção do Título de "Mestre em Letras/Inglês", e aprovada em sua formal final pelo Programa de Pós-Graduação em Letras/Inglês e Literatura Correspondente, da Universidade Federal de Santa Catarina.

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*...to the ones Who believe
that education can change not
only people, but the world.*

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*"You must take life the way it comes
at you and make the best of it."*
"Above all, never give up hope."

Life of Pi (Lee, 2012)

RESUMO

A educação à distância é uma modalidade no ensino e aprendizagem que está crescendo e é oferecido por cursos e universidades. Quando falamos do ensino de línguas estrangeiras (LE) na modalidade à distância, um número de ferramentas pode ser utilizado a fim de que esse processo se torne eficaz tanto para os alunos no processo de aprendizagem quanto para os professores no processo de ensino. O objetivo desse estudo é observar e analisar as percepções dos alunos que cursam curso Letras – Inglês na modalidade à distância na Universidade Federal de Santa Catarina sobre o uso de vídeo. O vídeo é uma das ferramentas que está disponível para maximizar a aprendizagem dos alunos na aprendizagem à distância e pode prover aos alunos oportunidades onde eles podem ver e ter a experiência das línguas sendo trabalhadas, usadas em situações contextualizadas (Lonergan, 1984). Além do mais, os alunos também podem ter experiências com vídeo onde a língua-alvo é utilizada para a explicação de certos assuntos, como no caso de tópicos gramaticais. Para este estudo, o uso de vídeo foi inserido dentro da abordagem de ensino de línguas com base em tarefas (TBLT), fazendo unidades de trabalho com base em vídeo. Assim, os alunos foram providos com vídeos que ofereceram insumo para uma produção que eles fizeram, que também é conhecida como produção final (Willis, 2004). As unidades de trabalho com base em vídeo foram desenvolvidas e disponibilizadas para os alunos que fizeram a disciplina *Compreensão e Produção Oral em Língua Inglesa VI*, que ocorreu no primeiro semestre de 2012. Para a análise, os dados foram coletados através de questionários e entrevistas. As informações obtidas mostraram que a ferramenta vídeo foi bem aceita pelos participantes, sendo colocados em duas categorias (vídeo-aulas, que apresentaram professores explicando conteúdos junto ao quadro, e vídeos que apresentaram os assuntos em situações contextualizadas) e que esta ferramenta deveria ser mais explorada, não apenas no ensino à distância, mas também em outros tipos de ambientes de aprendizagem, oferecendo melhores oportunidades para o desenvolvimento dos alunos e acesso ao uso autêntico da língua-alvo.

Palavras-chave: Ensino à distância. Ensino e aprendizagem com vídeos. Ensino de línguas com base em tarefas. Percepção dos alunos.

ABSTRACT

Distance education is a mode in learning and teaching which is growing, and is offered by courses and universities. When it comes to the teaching of foreign languages (FL) in the distance mode, a number of tools can be made use of so that this process becomes effective either for students in their learning process and for professors in the teaching process. This research study's objective is to observe and analyze students' perceptions who take the Letras – Inglês course in the distance mode at the Universidade Federal de Santa Catarina on the use of videos. Video is one of the tools that are available for the enhancement of students' learning in distance learning and can provide students with opportunities where they can see and experience the languages being worked with being used in contextualized situations (Lonergan, 1984). In addition, students can also experience video where the target language is used for the explanation of certain aspects, as the case of grammatical topics. For this study, the tool video was inserted within the task-based language teaching (TBLT) approach, making video-based units of work. Thus, students were provided with videos that offered them input for a later production, which is also known as an outcome (Willis, 2004). The video-based units were developed and made available for students who took the discipline *Compreensão e Produção Oral em Língua Inglesa VI*, which took place in the first semester of 2012. For the analysis, data were gathered through the use of questionnaires and interviews. The information showed that the tool video was well accepted by participants, being put into two categories (video-classes, which presented professors doing explanations in front of the bard, and videos which presented the topics in contextualized situations) and that this tool can, and should be further explored, not only in distance learning, but also in other kinds of learning environments, providing better opportunities for students development and access to authentic use of the target language.

Keywords: Distance learning. Teaching and learning with videos. Task-based language teaching. Students' perceptions.

LIST OF FIGURES

LIST OF ABREVIATIONS

AI …………………………………………………Artificial Intelligence
AT …………………………………………………Activity Theory
CALL …………………...……... Computer-Assisted Language Learning
CMC …………………………….. Computer Mediated Communication
FL ………………………………………………….Foreign Language
ICALL …………..…Intelligent Computer-Assisted Language Learning
ICC ………………………….Intercultural Communicative Competence
ICT's……………………Information and Communication Technologies
L2 ……………………………………………..Second Language
SLA ……………………………………...Second Language Acquisition
TBI …………………………………..………..Task-Based Instruction
TBLT …...Task-Based Language Teaching
UFSC ....Universidade Federal de Santa Catarina

SUMÁRIO

1 INTRODUCTION

1.1 PRELIMINARES

Distance education has been more and more present in universities and courses which aim at offering learning opportunities to a wider number of people. Shale (2010) argues that historically the appearance of such mode of teaching and learning is the fact that it can provide learning opportunities to a greater number of people and who also, at most times, live far from universities or course centers, or who do not have regular time available to be present in classroom meetings and, thus, have to make their own studying schedule.

Many have been the devices which were incorporated in the distance learning mode. In the end of the 60's and throughout the 70's, radio and television were two pieces of technology which influenced the development of distance education in order to provide students with on campus and distance learning tools (Shale, 2010). In the beginning of the 90's, distance education started to be seen as a way to promote collaborative and quality learning in a flexible and affordable way by using communication tools, among them the use of videos.

Ferreira and Júnior (1986) report that when the so called audiovisual resources first appeared, many attempts to bring them to the classroom environment were made, although the result was only to "give a colorful touch" (p. 3) to the traditional way of teaching. The authors also argue that teachers need to be aware of all the aspects and topics which can be exploited with videos and know how to best explore them. This knowledge facilitates the learning process and the teachers' roles change as soon as video starts to be implemented in their classrooms, once video does not have the function of replacing teachers, but to help them maximize students' learning.

Concerning distance education, Cleveland-Innes (2010) claims that in the 21st century, there has been the appearance of online teaching and learning that is incorporated within the internet-based instruction, which is characterized by the collaborative work of communities of inquiry in online environments providing students with learning objects and opportunities for their development.

According to Hampel (2010), the development of technologies has influenced the teaching and learning of languages. The author explains that, since the 80's, interaction has been considered a vital

feature in cultural and cognitive approaches to the acquisition of a L2[1]. In the teaching of foreign languages, a number of approaches have come to light. It is possible to argue that one of the most discussed and perhaps effective approach in the teaching of FL is the task-based language teaching (TBLT), as it is also defended by Van den Branden, Bygate and Norris (2009).

It can be assumed that in the recent years there has been a rising concern from both teacher and researchers on the use of the task-based approach in classrooms. These concerns can be linked to the learning process, that is, how the TBLT approach best benefits students and results in effective acquisition of the target language.

1.2 STATEMENT OF THE PROBLEM

Considering the tools incorporated in distance education to foster students' development, Garrison and Cleveland-Innes (2010) state that the use of new communications technology and the internet in distance education is recent. According to the authors, this is not limited to only the implementation of such tools in teaching and learning, but in the reorganization of pedagogical approaches to teaching and learning. They also maintain that in the new organization and conceptions of distance education, interaction through the internet is a necessary part of such mode of teaching and learning. One of the tools which the technology and the internet permit to use as a learning tool is digital videos.

The possible main reason for using video in foreign language classroom is the fact that video is engaging for many people, once the teachers have the possibility to choose videos which are of students' interest. Ferreira and Júnior (1986) state that video[2] presents dynamic situations where students can see real people, animals or objects. Lonergan (1984) states that

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[1] Although there is distinction between FL (foreign language) and L2 (second language), in this research paper, the acquisition of foreign language will be referred to as L2.

[2] Bull and Bell (2010) call our attention to their definition of the concept *videos*. According to the authors, videos are no longer limited to a set of moving images but rather can be composed of a group of photos, or images accompanied by narration of an event or phenomenon. This kind if video is very much related to educational videos, where clear information or instruction is provided so that learning is enhanced.

through arm movements, facial gestures, and eye contact speakers convey meaning to their dialog patterns. Often gestures and mime can carry the whole meaning; the words are unnecessary. For language learners the ability to recognize, understand and perhaps use these features of the language is an integral part of achieving communicative fluency. (p. 41)

Lonergan (1984) also calls our attention to the fact that when working with video, learners can easily see characteristics such as the speakers' ages, their sex, their relationships, their clothes, their body language, if they are happy, sad, excited or worried.

In the last years, video has become more and more popular. Videos are now possible to be found in different formats, which include the VHS tapes (VHS tapes are being used lesser and lesser for their edition and sound limitations), DVDs, and also videos in digital formats. The use and access to videos is becoming popular especially among young users. According to Bull and Bell (2010), the site You Tube receives a number greater than 24 hours of videos uploaded per minute. Furthermore, the authors explain that many of the videos uploaded are authored by the people who upload them themselves. This has to do, the authors explain, with the fact that the devices which can be used to capture images, such as handheld camcorder, and even cell phones have become cheap and easy to use technology artifacts. These facts have been helping the increasing number of videos made available in sites like You Tube.

The incorporation and use of videos in distance education also bring to light concerns of how to best explore and manipulate such tools. Concerning the teaching of foreign languages, in the past years there has been great interest in TBLT as part of the process of L2 acquisition both in the teaching methods and with learning results which are the consequence of the use of this approach. According to Ellis (2009), the use of tasks can present different perspectives when the focus is on research or when it is on pedagogy. Ellis (2009) clarifies this idea by explaining that when tasks focus on research, the concern is on how a number of factors may affect the process of language acquisition. A focus on pedagogy, on the other hand, concerns with tasks as units of work for schematic classroom work.

Van den Branden et al. (2009) argue that the task-based language teaching approach is strongly believed to have a very important

pedagogical relevance in the process of second language (L2) acquisition. The authors also explain that a number of teachers, scholars and researchers maintain that L2 is taught to develop students with the ability to use the target language to do things. The use of language in a meaningful way is closely connected to the TBLT approach, where meaning conveyance is the primary focus. According to this approach, tasks relate to activities which require actions taking place outside the classrooms, like for example, the exchange of personal information, or the negotiation of meaning for a solution to be found for a probable situation.

Willis (2004) also provides definitions for task according to the literature. According to the author, many researchers explain that a task revolves around achieving an outcome or an objective. In addition, the authors argue that in tasks the primary focus is on meaning and that students are free to use the language in order to convey their messages and meanings by using a specific skill or involving the four skills – reading, writing, listening and speaking.

In sum, as TBLT is concerned with the teaching of FL with focus on meaning, and, as has been stated that, videos can present contextualized conversational situations, where students can not only hear, but see the language being used, why not combining videos within the TBLT approach so to maximize students opportunities of development?

1.3 OBJECTIVES AND RESEARCH QUESTIONS

The objective of this research study is to observe and understand students' perception on the use of videos in distance education during the Letras course offered by UFSC. The students who participated in this research are students from the five study centers the university has in the cities of São José, Itajaí, Araranguá, Chapecó and Concórdia. The objectives can be simplified into two, which was to investigate:
- Students' perceptions[3] on the use of videos as a pedagogical tool in distance education;
- Students' perception of the TBLT approach and the implementation of videos within this approach making them video-based units.

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[3] In this study, perception will be related to the ability of noticing, processing, organizing and comprehending pieces of information in an intellectual way, which may not have been noticed or understood by others (Silva, 2003).

For the objectives of the study to be addressed, the three research questions are:

1- How do students perceive the use of videos produced for the course?
2- How do they perceive the use of the videos taken from the internet?
3- Do they perceive the video-based units for the oral course? How?

The three research questions were the guide of this study, in order to understand participants' perceptions to the use of videos in relation to their general view, attractiveness and their usefulness. In addition, participants also reported their perceptions concerning the implementation of videos within the task-based language teaching.

1.4 SIGNIFICANCE OF THE RESEARCH STUDY

This research study presents great significance once it deals with a specific mode of learning, specially considering the use of ICTs (Information and communication technologies): Distance Education. As has been stated, learning and teaching in the distance mode is growing rapidly, and with such, new concepts of learning, the learning organization and what tools can be best applied to provide students with the best opportunities to develop and build their knowledge are arising.

The tools that can be available for students need to be well thought of concerning the fact that we do not deal with regular classroom situations, and, thus, the learning tools need to present effectiveness in themselves, and in the way they are implemented. This study, then, deals with the video tool. Videos can be a meaningful learning tool for students, once they present more than one literacy, that is, videos are a combination of literacies. These literacies are believed to maximize students' understanding and learning of the subjects being worked within the courses, and also videos can be seen as a joyful tool, as they can be seen as a 'less formal' way of working the subjects.

Although the use of videos can provide students and professors with excellent material and input for learning to be fostered, it is important to take into consideration that it is a tool that can and should not be only used per se, but within the TBLT approach. According to the TBLT approach, students should be provided with opportunities to be exposed to, and to use the target-language in contextualized and meaningful ways. Videos, then, can bring this concept to the classroom.

When videos are inserted within a task-based approach, they are believed to maximize the opportunities offered to students for the development of the target language. In addition, when students are exposed to videos where they can actually work with the target language meaningfully, thus providing them with more effective tools, enhancing their learning.

This research study, thus, presents a significant contribution to the field of teaching in the distance mode, once it presents how the use of videos and the TBLT approach in a combined way can result in a learning experience. This learning experience provides opportunities for students to be exposed to the language, and use the information in the videos as input for further practice and for the production of an outcome. This process can help in the intake of the target language in a more dynamic way.

1.5 ORGANIZATION OF THE THESIS

This study is organized in the following way:

In Chapter I an introduction and the statement of the problem are presented so to make a brief contextualization of the study. Chapter II presents the review of literature on Distance Education, The Use of Videos in Language Teaching, Task-Based Language Teaching, and TBLT in Distance Education ending with a combination of them. Chapter III presents the methods used for the data collection and also for the data analysis. Chapter IV presents the data analysis and discussions on the results obtained. Finally, chapter V presents the final considerations including the pedagogical implications of this study, followed by the references and the appendixes.

2 REVIEW OF LITERATURE

In this section, I present background information concerning the three areas this research study is developed with. In section 2.1, information on distance education; in section 2.2, the use of videos is dealt with; and in section 2.3, task-based language teaching (TBLT) is discussed.

2.1 DISTANCE EDUCATION

In this section I present information related to distance education in the following way: in 2.1.1, I discuss the technological evolution of this mode of teaching and learning; and in 2.1.2, I present the pedagogical evolution of this mode of teaching and learning.

2.1.1 Distance Education: A Technological Evolution

Distance education has been used for more than 100 years, and the first technological device used for the delivery of the materials for students was the mailing system. This evolution took place in the first half of the 20th century, when there was an improvement in the mailing system and course materials could, then, be distributed in a more economical way. This also brought to light a new format of teaching, which was characterized as an event taking place outside classrooms (Garrison & Cleveland-Innes, 2010).

Garrison and Cleveland-Innes (2010) explain about the use of technology in distance education in the 20th century. The authors argue that the electronic technology which was first incorporated in distance education was the radio. After the radio, television was used for broadcasting in the second half of the 20th century. With the implementation of different media, and the appearance of the satellites in the 70's encouraged a great number of universities to explore the use of audio-teleconferencing.

With the concerns about interaction in the learning process, Kanuka and Brooks (2010) explain that, in the last years, there has been a need for the engagement and interpersonal relationship in the learning experience between students and teachers and with this, a new learning theory came to light. The authors maintain that

> the learning theory with which many distance
> educators have aligned themselves in the post-

> Fordist period has been constructivism – as it too focuses on process. As such, the post-Fordist framework and constructivism were integral in advancing open and distance education (p. 76).

Interaction and discussions held in a spontaneous way have presented the means to achieve the necessary quality of academic distance education. Shale (2010) is clear when defending that the use of technology can provide students with the required opportunities of interaction among themselves and between them and the teachers, thus, coming closer to the interaction which takes place within a classroom. and ultimately making them become autonomous in their learning process.

Swan (2010) clarifies that online learning can be differentiated from distance learning in that it applies the use of technology as well as the pedagogic approaches they support, becoming, then, student-centered. In addition to the concern with students' development and autonomy, there was the concern with the interaction students should be provided with. Garrison and Cleveland-Innes (2010) suggest a new concept and objective insertion of conversation which would provide students with opportunities for interaction. According to Garrison and Cleveland-Innes (2010),

> this concept included the possibility of real conversations with a tutor, most often this was simulated internal conversation that resulted from the design of self-study materials. In essence, however, teaching remained one-way communication between the course materials and the student. (p. 15)

With the constant development of distance education, there has been the concern not only with the tools incorporated in this mode of teaching and learning, but also with the pedagogical approaches which go along with this kind of education. The pedagogical evolution in distance education will be discussed in the next section.

2.1.2 Distance Education: A Pedagogical Approach

With the evolution of technology and the ways people are cognitively involved with learning in both formal and informal ways, there have also been changes in the ways teaching and learning take

place, as is explained by Kanuka and Brooks (2010). According to the authors, with the appearance and incorporation of new computer technologies in the design and production of quality and innovative teaching materials, students' needs could be better addressed and students could be offered with opportunities for interaction and knowledge building, being based on the constructivism framework. According to Kanuka and Brooks (2010), these new materials must provide a "moving of thinking about learning as information transmission to include learning activities and experiences that require the students actually to do something with information, while demonstrating competence" (p. 78). In addition, there is also the importance of interaction that is a central part of constructivism. As is clearly explained by Kanuka and Brooks (2010), the interaction among students themselves and between students and teachers play a primary role in the construction of knowledge and thus, facilitate the learning process in order to meet the needs of the students and the educational objectives proposed. The authors are specific when they argue that in distance education special attention needs to be paid to the *process* of learning to meet the necessary quality of the *product*, which is education. This can be seen with the incorporation of the World Wide Web (WWW) in distance education. Shale (2010) maintains that

> the emergence of Web-based technology is having a revolutionary impact on the creation of multi-mediated instruction and its distribution – as well as being a time-responsive, inexpensive means of communication among teachers and students. Web-based technology is ubiquitous, relatively easy to use and extremely versatile – so much that one could say it is in common use for teaching purposes on university campuses. (Shale, 2010, p. 100)

Furthermore, when dealing with the WWW, most individuals have a certain independency to navigate on their own and to search for particular information. When discussing online learning, Swan (2010) calls our attention to the World Wide Web (WWW), which offers a great deal of information about any kinds of topics and subjects available to anyone. The author also argues that the availability of information and easy access to it

provides educators with the opportunity, perhaps the imperative, to change their pedagogical focus from the transmission of knowledge to one enabling students both to make sense of an overabundance of information and to use it to generate knowledge themselves (p. 111).

Many educators see the use of technology as a way to create communities of learning with students, where the work is developed collaboratively, and where individual responsibility is related to autonomy and collaborative responsibility is related to community. Swan (2010) also cites that the different media available are not only concerned with the technology devices they use, but also with the culturally situated practices that are surrounded by them.

The author further defends that the digital tools available and the multimedia in current use and development not only expose information and meaning, but also offer tools and opportunities for individuals to share their ideas, manipulate information and to evaluate the creations of others, as can be seen in the site You Tube, where individuals can upload videos recorded and also comment on videos uploaded by other people.

In these kinds of virtual environments, individuals need to deal with information in the written, aural and visual formats, making it necessary for them to activate their intellectual abilities to grasp meaning from what they are exposed to and interact with the ones who made these pieces of information available, creating a two-way interaction which can be related to collaborative work, where all the participants take active part in the creation and the evaluation of content.

It is important to take into consideration, however, that the simple use of technology does not guarantee the effectiveness of learning. It is closely related to the way teachers and instructors and students themselves deal with technology and how they incorporate these tools for their teaching and learning experiences to become effective. Furthermore, Swan (2010) argues that technology is selective. That means that it can at some times help, motivate, facilitate and enhance many kinds of experiences, and at others exclude other experiences. This, as the author maintains, is connected to the teaching and learning experiences as processes, where pedagogical approaches need to be carefully thought of. The author also adds that the emerging technologies used for communication in online learning are

characterized as interactive, which fosters students' participation allowing the construction of knowledge.

Considering the interaction as part of the process of acquisition, Swan (2010) agrees that what is learnt or acquired is resulted of an active process which is very particular to each individual being closely connected to the ways they experience the contexts and situations they live through, and no matter the time or location they take place, learning will result. Grounded on constructivism theory, he argues that there are four characteristics which are extremely important in relation to online learning. These are learning-centered, knowledge-centered, assessment-centered, and community-centered.

Learner-centered learning is primarily concerned with the process of learning. Once they revolve around the assumptions that learning results from experiences which individuals process cognitively in a unique way. It also concerns with the *how students learn*, rather than *what is taught*. Teachers are required to help their students develop their critical thinking as well as to take risks and experiment their ideas and limitations and based on these, re-build their concepts and knowledge. Many times, online courses may present some challenges, as they must be designed before students enroll, making it extremely difficult to develop tasks with are connected to students' characteristics or learning styles, for example.

In the design of online learning tasks, asynchronous online discussion, as for example forums, can be an enormous opportunity for the collaborative and social construction of knowledge, when carefully thought of. The characteristic of being asynchronous offers them with enough time to read their peers' contribution, for reflection and then for the construction and refinement of their contributions and offer time facilitations, and become very personal.

In the *knowledge-centered* learning environments, students are provided with opportunities for the understanding and acquisition of particular forms connected to the topics of the disciplines or courses being taken. Individuals learn though living and exploring experiences from a variety of perspectives. In addition, the focus is not so much on the acquisition of a great amount of facts and procedures, but on contextualized learning in authentic knowledge development environments. Online tools can provide valuable techniques for the development of knowledge-centered environments, once, as is from their nature, students can access and revisit amounts of course materials they wish to, even not being these materials part of the course they are

taking, but being accessed outside the course, providing them with freedom and autonomy for their own learning.

In the *assessment-centered* learning the feedback students are provided with is emphasized. Learning and the building of knowledge is closely related to the feedback and the reflections students receive in their interactions in a continuous way where students question and rebuild their knowledge and understandings according to the assessments they receive. In relation to online learning, continuous feedback and assessment is important as it is a very important part of the interactions. In addition, most online course platforms and environments store the records of students' participations, portfolios and contributions. Many times teachers or instructors get together with students and provide them with important feedback or assessment in an informal way, as normally happens in regular classroom environments.

The *community-centered* learning environment defends that learning is built in a collective and collaborative way in small groups named *communities*. Knowledge is built and developed by the participation of all the students within a group where the interaction and negotiation of meaning and different perspectives are key factors which fosters their learning. Not only are interaction and participation important per se, but they need to be connected to students' contexts and interests, thus becoming relevant and meaning for them. Students' personal perceptions are argued by many researchers as being important for their learning, and not only the media used to expose them to the contents and topics.

It is important that teachers and instructors who deal with distance education be careful and at the same time critical with the tools and resources used in the teaching/learning processes. As added by Shale (2010), students' development and learning does not depend on the technology per se, but on the instructional and pedagogical approaches the teachers or instructors will follow and take so that the combination of their approaches with the tools incorporated and used will result in the achievement of the educational objectives proposed. In addition, the fact that distance education deals mostly with students who are geographically separated, there is the need to offer them opportunities for interaction, considering that educational philosophies, like constructivism dictate that knowledge is built collaboratively through sharing among students and teachers, thus being part of efficient teaching and learning experiences. The choices and formats of materials and learning opportunities students are offered in distance education can come in a varied number. Two of them, the use of videos as materials or

tools and the task-based language teaching approach as the pedagogical treatment will be discussed in the next sections.

2.2 USE OF VIDEOS IN LANGUAGE TEACHING

In general it can be claimed that videos can benefit the process of teaching and learning in three different ways: 2.2.1 the use of videos in the FL classroom; 2.2.2 the different video formats; and 2.2.3 the creation and use of videos pedagogically by teachers and by students. These three ways of exploring videos will be discussed as follows.

2.2.1 The Use of Videos in the FL Classroom

Video can be of importance in the teaching of languages. It provides complete and totally contextualized situations. Lonergan (1984) states that the images and sounds are combined in such a powerful way that learners are able to see the use of language in context, therefore making the use of video as a meaningful experience. The author also includes that visual features can result in a better comprehension than language that one just listened to. When students have the opportunity to see what is going on, they can pay attention to features such as the mood of the participants, their emotions or even the degree of formality of the situation. These aspects are very important clues to be paid attention to while learning a language. Studies have focused on the effectiveness of video as well as how this resource can activate students' creativity in the knowledge building process and in the collaborative work (Yadav et al. 2011; Hakkarainen, 2009; Kurz, Batarelo & Middleton, 2009; Philipsen, 2009).

According to Yadav et al. (2011), many times it is not simple to evaluate the effectiveness of video in instructional environments. According to the authors, the use different media cannot be defined as causing learning, but the methods applied, considering the kinds of activities or tasks students are provided with when working with videos.

Yadav et al. (2011) explain that there are two systems which make information presented in different media to be processed. The first one is through linguistic information added to aural information, and the second one is through visual information added to spatial information. In addition to these two systems, they also argue that features such as affective and emotional feelings and reactions such as body language, facial expressions and gestures are considered non-verbal and that are also carried with meaning. The authors further argue that information is

better retained when there is the combination of images and sounds or narration.

Another strong reason for working with videos and, more importantly, for developing students with the habits and skills for extracting information from this medium, is the fact that video is now becoming a way for communication around the world. In sites like You Tube, people not only upload their own productions, but also, comment on the videos produced by other people and interact on the topics of interest they share. Bull and Bell (2010) maintain that "the ultimate goal of video is communication" (p. 9). This is so, once a short piece of video can provide opportunities for engagement, and contextualized learning which, as the authors suggest, would be difficult to offer in any other ways.

Concerning the different kinds of 'materials' students are exposed to, in schools students are still provided mostly with the written type of literacy, that is, they are provided most with paper-printed texts, when most of the 21st century literacies, like for example, videos, films, music, etc., can be learnt with no formal teacher instruction (Kajder & Young, 2010). That means that students are responsible for choosing the tools and thus become responsible for their learning process. This leads us to reflect on the new concept of "text", which no longer is concerned only with the written form. This includes digital video, which, in relation to the new modalities of literacy and media, can be considered a kind of text and, in addition, can be found in digital environments, such as web sites like You Tube.

Kajder and Young (2010) also claim that media does not only provide information in a situation where students intake it, but also brings to light the possibilities of creating and sharing concepts of different texts. Digital videos can be related to new kinds of texts in which different formats of information can be portrayed, being those possible in aural and visual formats, or as a combination of both. The authors also defend that, with the use of new kinds of texts, teachers need to become aware that different teaching techniques are necessary to be thought of. This new pedagogical thinking means that the use of new texts require new forms of reading and understanding new information, as well as, the manipulation of it and the creation of new concepts based on it. With such, they explain that the focus no longer is on teaching, but in the learning, in how teachers provide students with opportunities to explore and enhance the different media and texts and consequently how these provide understanding and knowledge building. With this practice, the authors argue that teachers and students co-construct literacy

(written, visual and aural) practices unchaining constant learning opportunities.

It is important to consider, however, as Kajder and Young (2010) add, that the use of 21st century literacies require not only teachers, but students to always be adapting and learning new technologies, so to best benefit from them. They defend that the use of the combination of new literacies facilitates students' comprehension and learning of new information. According to them, when images and sounds are juxtaposed, knowledge building becomes more effective.

Still reflecting pedagogically, film has been, and needs to further be used in classrooms as tools to have different perspectives on literary works and to provide students with food for thought and for writing as Kajder and Young (2010) defend. The use of videos as a new literacy is defended to create opportunities to help students develop their critical thinking and provide them with the role of active learners, connecting the tools used and the information processed in an authentic learning process.

This process leads to the scaffold concepts named by the authors *watch*, *analyze* and *create*[4]. In the watch phase, students are provided with video to engage in meaning-making process and are encouraged to perform a post video task. It is important to pay attention to the objectives for watching the video, as is exposed in the question 'We are viewing this in order to do what?' In the analyze phase, students are encouraged to think critically of the video watched, reflecting on the impact caused by images and sounds chosen. And finally in the create phase, students are engaged in a task where they will create a text using multimodal literacy with the knowledge acquired as an output. The authors maintain that the scaffolds watch, analyze and create aim at suggesting a pedagogical way to think of videos and to possibly make them useful tools in the process of knowledge building making students active in the process of learning.

Bull, Tillman and Bell (2010) explain that for videos to work effectively with students, they need to be relevant and engaging for students. That means that the videos need to be connected to their realities and thus motivate them in the task accomplishment, so that they will be successful in the performance.

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[4] Some of the authors work the use of videos as outcome of the learning process, like for example Bull, Tillman and Bell (2010). Although these three concepts are interesting, they are not the focus of this research study.

According to Hammond and Lee (2010), it is important that teachers be extremely careful when planning and developing the activities related to videos. Students' contexts always have to be taken into account, so that the tasks to be carried out become relevant and meaningful to them. When starting the task, teachers need to reflect on how to introduce the topic and engage students in the process. This can happen through discussions related to their families' practices in the holidays or to information gathered from other sources such as books.

The use of videos per se does not guarantee better understanding or learning of a certain topic. Pedagogical concern needs to be taken by teachers when they plan on using videos in their classes. In this planning stage, students' engagement and learning is the primary focus of a video class plan, helping students identify and make it clear with them the objectives of the activity and the contents they will work with throughout the process. It is important that the videos to be used in the classroom be carefully selected for the objectives of the lesson to be achieved, which involves 1) having clear what they need to focus on while watching; 2) watching the video; and 3) checking together and discussing the information they obtained. In other words, they will watch the video purposefully.

Yadav et al. (2011) maintain that students working with videos are more engaged than students working only with texts. The authors also explain that 55% of the messages people communicate are made through nonverbal features, such as body language and gestures, 30% is made through voice, tone, speed of speech and 7% is made with words.

Hammond and Lee (2010) explain that the use of videos provides students with opportunities to engage in political and social reflection as well as develop their critical thinking. Videos show to be great opportunities for teachers themselves to reach the objectives they wish with their students. For such, not only can they use videos already exiting, but also, they can be the authors of new videos as is defended by Hammond and Lee (2010). Still reflecting pedagogically, film has been, and needs to further be used in classrooms as tools to have different perspectives on literary works and to provide students with food for thought and for writing, as Kajder and Young (2010) defend. The use of videos as new literacies is defended to be used to create opportunities to help students develop their critical thinking and provide them with the role of active learners, connecting the tools used and the information processed in an authentic learning process.

Videos can, then, be defended to have an important impact on learning, especially when they present the topics in contextualized,

meaningful and motivating ways. Also the different formats of videos can also play an important role in students' development, as will be discussed in the next section.

2.2.2 Video as a Pedagogical Tool by Teachers and Students

The use of video benefits both students as well as teachers. It benefits students in terms of 1) providing opportunities for further comprehension of the topics being worked for they offer extra information and explications on what is being learnt; 2) providing opportunities to research other references for further comprehension as students can have access to infinite sources when working online; and 3) having the opportunity to see the target language being used in contextualized situations for being exposed to videos bringing the target language being used contextually and purposefully. And it benefits the teachers in terms of 1) providing students with relevant tools for further practice adding to the tools teachers and instructors use; 2) providing students with tools reviewing the topics worked; and 3) having the records of the topics worked making it possible for both students and teachers or instructors to access the videos when necessary.

When working with videos teachers offer students with a media that brings movement and "the sense of real life to your instruction" (Hammond & Lee, 2010, p. 17). The use of videos can help learning to be consolidated and, thus, take place more effectively when students are engaged in critical thinking. Furthermore, the videos should only be the starting point for further activities in which students will work actively.

Bull et al. (2010) exemplify Teacher Tube as another way for sharing videos as well as for teacher or instructor to find relevant videos for their classes. Within the site there is variety of links to other sites for sharing the videos, like for example, Twitter, Facebook, or My Space. Many of the sites where students post their ideas and beliefs are asynchronous, that is, where they can post their contributions at different times.

For students to become active participants in the process of knowledge building, they may work with videos by watching them for later discussions or task accomplishments, but also they can become the producers of their own videos as is defended by Hammond and Lee (2010). As nowadays students are also very much engaged with information gathered through the internet, they suggest that the videos to be worked with be embedded in a web page or a blog created for the class.

In the process of video creation, scaffolding (when a student with better understanding helps another student with some difficulties move forth in the learning process) plays a central role. As it is clearly defended by Robin, Tillman and Alexander (2010), working with projects which involve creating digital videos provide students with an opportunity to practice scaffolding, that is, to help each other providing and receiving feedback on the creation stage. Scaffolding takes place, as it is part of the process students take part in when working with video creation. When students make their own videos, they are creating their own concepts and exposing their own understanding of the subjects being worked with, and when they make their videos available by posting them online, they are providing other people with the opportunity to give feedback on their videos and, thus, improve their knowledge. In accordance, Philipsen (2009) argues that, in the process of filmmaking at the National Film School of Denmark, students work with the pedagogic concept scaffolding. As explained by the author, scaffolding helps students in the processes of filmmaking, and also provides them with positive feelings throughout the process and helps them keep focused on the objectives of their productions.

Philipsen (2009) calls our attention to the fact that the process of filmmaking is a collaborative process which involves the participation of a number of people. He also argues that research studies have started to take filmmaking production as a process of scaffolding where students or participants are inserted in the construction of knowledge.

After students have produced their videos, their productions should be made available for other people to have access. This idea can be very much connected to the one defended by Searson, Curby and Rosen (2010) when the authors explain that school projects which are made available on sharing sites, like You Tube, are viewed many times creating a cycle of exchanges.

Thus, when students post the videos in sharing sites, or even in web pages created for their classes, but which can be shared with other classes, they receive feedback in the form of comments on what they created. This results in social interactions, once there is the negotiation of meanings, and thus learning takes place, once knowledge in enhanced and also improved and thus there is the improvement of new postings. Searson et al. (2010) also argue that many educators maintain that learning informally is taken within social contexts. That is so, once in these contexts, interaction and exchange of knowledge are factors that foster knowledge building. In addition, when students are working at a

distance, collaborative work helps them enhance their learning in an active and autonomous way.

Feedback is a fundamental element which should be part of the process. As students create and are working on their projects, they should receive feedback so that they can improve their creations and ensure the quality of the final product. When students are working on their projects, teachers should pay some attention to some facts, like for example, when working with younger students, the students may be engaged in the process of creating the videos. It is, then, advised by Robin et al. (2010) to work with each team separately to help them keep on focusing on the contents to be presented on their videos.

According to Searson et al. (2010), the Partnership for 21st Century Skills (2007) defends that communication and collaboration in the learning process are essential skills. By using these skills, students should be able to expose and transmit ideas and concepts in a clear way in written and unwritten forms and contexts, listen skillfully to grasp meaning, values and intentions, use communication tools to transmit information, instructions, motivations and engagement, use technological devices and reflect about their effectiveness as well as communicate in different kinds of environments. In addition, collaboration is addressed when students are argued to be able to work in a way that shows respect with members of their teams, to value the contributions brought for the benefit of all involved in the process.

The use of videos can provide students with opportunities for knowledge building as well as offer them with materials, that is, input, to enhance their development. The way in which the videos are treated, that is, the way they are worked with students depends on teachers or instructors' pedagogical perspective. An approach which can be implemented with videos is the Task-Based Language Teaching (TBLT), to be explained in the next section.

2.3 TASK-BASED LANGUAGE TEACHING

In this section I present information concerning task-based language teaching. This section is organized in the following format: 2.3.1 a definition of task; 2.3.2 TBLT in the FL classroom and 2.3.3 the types of tasks, 2.3.4 the task cycle and 2.3.6 task-based language teaching in technology-based education.

2.3.1 TBLT: Defining Tasks

Different perspectives can be observed and are presented concerning the definition of tasks. According to Skehan (2009), a task to be used in L2 teaching is characterized as an activity in which the primary focus is on meaning. In addition, the author mentions a very important feature of task, that is, the relation to real-life activities, leading to an outcome to be accomplished. According to Swales (2009), a task is argued to have a communicative outcome or product. As is defined by the author, methodologies which make use of task-based approach have the focus on

> rhetorical action and communicative effectiveness, however much the means to those communicative ends may involve, in various ways and to variable extends, the analysis and discussion of text and situation, and the teaching and practice form (p. 44).

When defining tasks, Swales (2009) explains that the text needs to be related to the task to be carried out. The author argues that tasks are workplans whose main purpose is to facilitate the learning of a target language. This learning is fostered from what the author names simple exercises to more structured and complex activities, like for example decision-making or problem-solving. Candlin (2009) exposes that tasks are

> one of a set of differentiated, sequencable, problem-posing activities involving learners and teachers in some joint selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu (p. 26).

Willis (2004) argues that a task needs to provide language use which can be connected to the form language is used in the real-world being, thus, considered authentic. These tasks are also named by Willis (2004) as simulation tasks once students' outcomes are not 'real', but simulate situations they may encounter in real-life.

In this research paper tasks will be taken as 'activities' in which the primary focus is on meaning, and demand students to achieve an

outcome, that is, to produce language. In addition, the tasks can be related to real-life situations, or, at least, the topics worked with in the tasks can be related to students' own lives.

2.3.2 Task-Based Language Teaching in the L2 Classroom

TBLT has been thought of and researched as to best develop learners with the target language. Candlin (2009) says that, for learning to be effective, a list of features involved in task-based learning needs to be taken into account so that learning opportunities are offered to learners:

1. Opportunities for students to explore the target language and their learning styles;
2. Challenges for students to critically reflect on the language, learning and the syllabus they work with;
3. Opportunities for students to negotiate among the language and the syllabus;
4. Interactivity among students, teachers and the materials used in the teaching and learning processes;
5. Use of tactical forms to evaluate the language, the learning and how effective the syllabus being used is being;
6. Clear input and procedures so to engage students in the tasks;
7. Opportunities to work with different styles and characteristics students may have;
8. Opportunities for teachers to cope with language learning.

For tasks to become effectively helpful in the acquisition process, there is the necessity of input so that students can be able to perform the proposed task. Furthermore, according to Willis (2004), learners who are studying a foreign language by being exposed to tasks, make efforts to use the target-language to communicate, that is, they use the language being studied for real purposes. The author also exposes that TBLT is not a one-hand approach which is applied in a single way. She explains that TBLT can be applied in a number of different organizations and sequences which are not stuck, presenting the possibility to be arranged and rearranged according to the needs of the students.

For students to best accomplish the tasks they are provided with, there is also the necessity of clear input. Input has a crucial role in language acquisition once it can be argued to unchain the process of acquisition of the target language aspects under study. According to Willis (2004), students should be provided with enough language input. The author also provides a definition where the author exposes it as

'understandable input + 1', which would also be named as I + 1. Texts students are exposed to can be considered input, once they present the language being learnt and also provide language features which they will in a later moment use. In the case of texts (in the written or in the spoken forms) as input providers, they should be engaging and not extremely difficult for students and can represent the situations and contexts students may face in the real-world as well as be of their interests.

The role of output is also examined by Willis (2004). According to the author, the use of language for the conveyance of meaning is very important for acquisition to take place. In addition, the author mentions six factors which may make the output lead the acquisition, according to the Output Hypothesis. Students' output can:

1. Help students recast their outputs and make it more comprehensible as well as provide more opportunities for negotiation of meaning;
2. Help students prepare themselves by rehearsing the language they will be expected to produce;
3. Provide opportunities to test and experiment new language items and it these items can be applied in certain contexts.
4. Help them become autonomous and thus fluent in a preparation stage where already acquired chunks are referred to;
5. Help students develop their discursive abilities, like turn taking, asking for clarification and in the writing production to create supportive arguments;
6. Help students develop their personal ways of exposing their meanings and ideas.

As was exposed in this section, tasks can present effective learning opportunities for learners, when they are developed following the features presented. Also different types of tasks can be worked with depending on the objectives to be reached, as will be explained in the next section.

2.3.3 Types of Tasks

In task design, there is a number of characteristics and features for their organizations and presentations. Willis (2004) exposes three classifications for tasks: citation, simulation or replication tasks. Citation tasks are concerned with the focus on form with repetition or pre-scripted exercises in a controlled form. Simulation tasks are also

concerned with form, but they encourage students to use the language aspects worked with in role plays, for example. And replication tasks are concerned primarily in the use of language for communication with no pre-selected language forms to be used. Willis (2004) calls our attention to the fact that, even in replication tasks, there can be room for focus on form; however, this should not happen in the initial stage, once it would then not make students perform a replication task, but a simulation.

Willis (2004) also explains about the parameters used in designing and organizing tasks. According to the author, each parameter has a different degree to which these address different language features. The parameters are explained as follows:

Parameter 1 – Open/Closed Tasks

Closed tasks are explained by Willis (2004) as having specific objectives to be reached and are carefully structured for these to be achieved. As the example provided by the author "spot the difference" task, in which students work in pairs negotiating the similarities and differences they can find in a photograph and later present their finding to other pairs in the classroom. According to what the author explains, SLA research has defended that closed tasks would promote better language acquisitions for their structural organizations..

Parameter 2 – One-Way/Two-Way Tasks

This kind of tasks can be linked to the ones described by Willis (2004) where the author names them as 'reciprocal' and 'nonreciprocal' tasks. According to the author, reciprocal tasks, which are also two-way tasks, are concerned with the participation and interaction of two or more students in order to achieve an outcome, contrary to a nonreciprocal or one-way task, in which only one student controls or exposes the information. According to what is assumed by Willis (2004), research has suggested to two-way tasks provide students with more opportunities for negotiation and exchange of meaning and thus language acquisition.

Parameter 3 – Focused/Unfocused Tasks

According to Willis (2004), focused tasks have a specified focus on certain language forms or grammatical structures. Unfocused tasks, on the other hand, encourage students to use the target-language freely in order to convey their meanings and the messages they intend to expose. An example of unfocused tasks would be the replication activities, where students focus on the situation and context to negotiate meaning. According to Willis (2004) focused tasks can be conscious-raising activities where students are encouraged to observe and analyze

aspects of the language or to comprehend and use certain language forms.

Parameter 4 – "Real-World Target Tasks/Pedagogic Tasks

According to Willis (2004), target tasks, are the kind of activities which learners would do in real-life, like for example going to a restaurant and ordering their meals, or talking to an assistant at a shop. Willis (2004) also refers to these kinds of tasks as authentic tasks, once students would be reproducing real situation which can be encountered in the real-world. The author, based on other researchers' assumptions, also mentions that any task contains language features that may be used in real-life communication.

Willis (2004) argues that tasks need to be designed around certain topics. The author also maintains that these topics should be relevant to students and thus engage them in the process of language acquisition. In addition, in some cases students can be given with the 'task' to choose on the topics they may want to work on and so end up motivated for working on topics which are of their real interest. This can also be included in students' outcomes, where they will be able to choose what to write about, if their final product will be a written text.

In sum, the ideas presented in this section show that concerning the different objectives to be reached, different types of tasks can be used. In addition, when different types of tasks are used, different skills may be involved; however, the main focus is that learners use the target language for the accomplishment of an outcome.

2.3.4 TBLT Design: The Cycle within Tasks

As has been mentioned in the former sections, there are a number of factors which are fundamental for the organization and implementation of the tasks, such as the necessity of being focused on the use of language purposefully and there is the need for a goal to be achieved. The goal referred to in this research study is the production of language by students. In addition, the tasks should provide students with opportunities to reuse, or restructure the language previously used. Within tasks learners, then, can have opportunities to develop their fluency and the use of the correct structures as well as refer to language items previously learned. Willis (2004) exposes a task cycle, which is assumed to be used and defended by many researchers and educators and well-implemented in task-design. According to the author, the task cycle involves three phases: a pre-task, the task itself and a post-task. In the pre-task phase, students are presented with the topic(s) to be worked

with and their previous knowledge, schemata, is built. It is important to clarify that for authors such as Ellis (2003), the pre-task phase can also be a schema activating stage, which helps students to recall previously learnt information for the accomplishment of the task. In the second phase, the task itself, students are presented with the task where they will carry out activities which will prepare them with enough knowledge or the necessary language for the outcome. Finally the outcome, which is the third phase, is when students will produce and present their productions to their teacher classmates. As is defended by Willis and Willis (1996, in Willis, 2004), the post-task is normally presented after some time for planning and preparation.

The three phases are also examined by Skehan (2009) as being of importance in the implementation of tasks. According to the author, these phases are named as pre-emptive work, which is a pre-task, the during, which is the task itself, and the post-task. According to him, in the pre-task or pre-emptive phase, teachers will present students with the necessary language they may need to use in the task accomplishment. In addition, the pre-task phase does not try to predict what language may be used, but provide students with the language to be used. Also, in the pre-task phase, students can process the language the language they will be exposed to in the during phase, as well as activate their schemata to relevant information for the task accomplishment. The during phase, that is, the task itself, should not be extremely difficult. The task should involve some kind of communication where students make use of the target language for meaning conveyance. Tasks should also not be too easy, so to have students become unmotivated for not being challenged. Lastly, there is the post-tak phase when students know what will be expected from them, their attention to the phases and to the procedures and language throughout the accomplishment of the task may be affected. As the author exposes, a pot-task can be divided into two types: the first one involves public performance and analysis of the language used, and the second type involves synthesizing the sequences within the tasks which were accomplished. In a more general view, the author defines post-tasks as performances, analyses, or tests.

TBLT is also being much implemented and researched in distance education. This kind of tasks used in different virtual environments and with different organizations will be exposed and discussed in the next section.

2.3.5 Task-Based Language Teaching In Technology-Based Education

With the appearance of technological tools, individuals also began to be provided with more opportunities to interact with people who range farther from their cities or states. With connectivity, people, in this case students nowadays can interact with different cultures and have access to different knowledge. Hampel (2010) explains that students are offered with many types of activities like discussions and interactions with students of other nationalities. The author also explains that the interaction and meaning negotiation can also take place in the written forms, for example in online chats. The chats which take place online, and whose main objective is to convey meaning, can be closely related to TBLT, once, in the TBLT approach, meaning conveyance in primary, as has been stated. According Schulze (2010), in tasks, pre-task activities can be divided in two categories: (a) linguistic priming and review and (b) pre-task planning activities. The author goes further in relating tasks and ICALL, where the most suitable category of pre-task is the first one (a), once they can used for the introduction or even a review of language forms or vocabulary worked or which will be worked with.

According to Thomas and Reinders (2010), task-based language teaching (TBLT) is not restricted, that is, this approach can be used in all cultural and pedagogical contexts. The authors argue that TBLT is not a one-way approach, and that this methodology is connected to CALL (computer-mediated language learning), as CALL is interdisciplinary and multidisciplinary, as a number of features and contents may be involved. The authors further explain the ideas defended by Levy and Stockwell, (2006, as cited in Thomas & Reinders, 2010) that CALL can offer opportunities for students to learn languages across different nationalities and locations.

Concerning the use of tasks in the teaching process, Thomas and Reinders (2010) also add that the preferred term used to define TBLT is task-based language learning and teaching, once the focus is not only on the teaching process, but on learning as well. In this process, the emphasis is on the students who are in the learning process observing, thus, that CALL and TBLT provide a reorganization of the roles of the teachers and the students in the process of language acquisition. According to the authors, TBLT and CALL appeared in the 1980's and both have been through changes. The authors make it clear that TBLT was a revolution of the Communicative Language Teaching (CLT)

methodology, and that CALL relies on technology-based learning methodologies which moves from the structural focus to a more integrative focus. The authors argue that in CALL the focus in on the skills on online and on offline resources for language acquisition. In addition, they assume that "this multimodal focus makes full use of networked computers as a means to engage learners in meaningful, large-scale collaborative activities" (p. 5).

Müller-Hartmann and Ditfurth (2010) claim that in the last years, there has been the change from the concept of computer literacy to electronic literacy and then to the lately used multi-literacies. The difference is that the concept computer literacy supports that individuals are able to deal with the computers, while electronic literacy concerns how individuals use computers to interpret and convey meaning. According to them, when students use the computers and connect to students from other parts of the world, they need to "develop an intercultural communicative competence (ICC)" (p. 19) in order to communicate effectively they say that "the task of the teachers is to help learners navigate these intertextual environments and support them in developing ICC through a task-based approach that is learner and problem-oriented" (p. 19).

In addition, the authors expose that students need to be developed with real communicative competence by being provided with tasks, which focus on the students' development. They also explain that today's CMC, computers can be used for different purposes, ranging from simple tools for drilling exercises to devices which provide students with tasks where they can engage in real communicative discussions and net-based cultural communities. They make it clear, however, that the computer does not play the role of the methodology in itself; it plays the role of a mechanism which needs to be well used by teachers in the teaching and learning contexts being, thus, used for the learning objectives. The authors argue that tasks need to be planned and designed so that students are provided with meaningful opportunities for exploring the target language and new learning tools. In addition, the authors defend that

> hence we need appropriate tasks to facilitate collaborative interaction. While the task-as-workplan is central, we also need to consider the task-as-process and with that learners' perceptions of the process, because learners perceive tasks differently (p. 21).

The authors further explain that the acquisition of a language is socioculturally set in an environment where there is the interaction between teacher X students and students X students. As they argue, the classroom is a community where the students are the participants and interact and relate to each other encouraged by their interests and personal motives.

According to Schulze (2010) Intelligent CALL (ICALL), is a field within CALL (computer-mediated language learning), which utilizes artificial intelligence (AI) in CALL, such as concepts, technologies and techniques. According to the author, ICALL can be connected to TBLT. the author argues that tasks in ICALL are a very important part in the process of language acquisition, including tasks which are real-life like, or even tasks which present fictitious contexts. In AS, the tasks are seen as a collaborative process of knowledge building.

When designing tasks in ICALL contexts, Schulze (2010) claims that they should involve a combination of SLA and pedagogical principles and theories as well as computational knowledge for the development and implementation of tasks. The author maintains that

> good task designers spend time analysing the design problem they face by also carefully reviewing what is required of them; are sensitive to task logistics, learners and context; show maximum control of task variables; identify procedures and highlight important decisions early on; use a breadth-first strategy when considering design possibilities; a times design cyclically; create choices; and stimulate input and output a lot. (Johnson, 2003, in Schulze, 2010, p. 68)

The pedagogical concerns are important in task design, once when students are provided with them, they are provided with opportunities to exchange of meanings using the target language. Hampel (2010) recalls the importance of interaction in task design and the importance of input and output. According to the author, interaction is taken as the principal factor for the negotiation and conveyance of meaning, in which students are focused on the message, that is, the meaning they try to transmit as well as the form used for doing so.

In the use of tasks in electronic environments, Hampel (2010) explains that there is the presence of mediation among people themselves and among people and the language and tools made

available for their process of acquisition. This, then, leads to the process of scaffolding which is defined by Hampel (2010) as process where a student or a teacher provides another student with enough support so that they can perform a task which they would not be able to perform alone. Hampel (2010) also states that interaction is a very important factor which fosters the acquisition of the target language. Scaffolding, thus, comes to light as a result of interaction and collaborative learning as well as mediation, which is the help by the computer. In addition, the author argues that the mediation provided by computers, also demand from students a bigger amount of cognitive effort for the learning process. In task design, Hampel (2010) clearly exposes that there is the necessity that tasks be combination of materials and provide scaffolding so that students can be able to achieve the intended outcomes and reach the learning objectives.

Concerning the use of technological devices as learning tools, care and awareness should be part of the planning and implementation. According to Schulze (2010) the author, the interaction takes place between the students and the computer. The author explains that CALL research and the implementation of tasks within CALL needs to be considered pedagogically as well as the systems where they are applied to, so to promote students with effective learning environments as well as clear and meaningful input for the acquisition to take place. He maintains that in ICALL, communicative tasks can be implemented with a group of students working in the same system, promoting interaction and exchange of meanings. He also argues that when incorporating language processing tasks in CALL, offering students with a scenario and a whole context for learning certain topics, students can feel more stimulated and engaged in the process of accomplishment. In addition, support is also defended by the author as being of extreme importance when students are performing tasks.

It is possible to argue, thus, that when working with tasks, students need to be provided primarily with opportunities in which the target language is used purposefully in order to an outcome to be achieved. In addition, when dealing with tasks in electronic environments, as is the case of this research study, students need also to be provided with tasks where they, after being exposed to the target langue, will also use it to interact, like in chats or in participating in forums. CALL can offer great resources for an L2 to be learnt. It is, however, the professors' or the instructors' task to best explore them and furthermore combine the videos within those, once videos can present the necessary input, that is, they can show the target language being

used contextually and for meaning conveyance. In this research study, the focus will be on the use of tasks in the format of video-based units of work.

3 METHOD

In this section, I recall the objectives of this research study. In addition to the objectives, the context, the participants as well as the instruments used for the data collection procedures are explained in detail.

3.1 THE OBJECTIVES OF THE STUDY

As has been previously stated, distance education has been growing in terms of the number of students who take courses in this learning mode. Furthermore, the new technologies and pedagogical approaches which are being implemented in this learning, so that students can be provided with better tools and opportunities for their learning and development, is also in focus.

The main focus in this study is to observe and investigate students' perceptions on the use of videos as a pedagogical tool in distance education. In addition it was to observe their perceptions and/or understanding of the TBLT approach with the video-based units made available for them in the discipline *Compreensão e Produção Oral em Língua Inglesa VI*, taught in the first semester of 2012. The videos worked with are videos developed for the course and videos obtained from the internet in the *Letras – Inglês* course in the distance mode at the *Universidade Federal de Santa Catarina*.

3.2 THE CONTEXT OF THE STUDY

This research study was conducted with the students enrolled in the *Letras – Inglês* program at the *Universidade Federal de Santa Catarina* in the distance mode. The university has five study centers in the state, which are located in the cities of São José, Itajaí, Araranguá, Chapecó and Concórdia.

Some of the videos were produced for the course, like for example the videos *Variedades à Distância*, for disciplines such as *Literatura Norte-Americana* and *Compreensão e Produção Oral em Língua Inglesa V*. Others were linked from the internet, like for example, the videos *The Fridge Monster* and *Long Distance Relationships* around which a task based on the task-based approach was produced and used.

For the development of the video-based units of work following the TBLT approach to be worked with students, the first step taken was

the planning of them made by the researcher and the professor of the course *Compreensão e Produção Oral em Língua Inglesa VI*, starting in the first semester of 2011.

Having conversations with the professor who, at the time, was teaching the course *Compreensão e Produção Oral em Língua Inglesa V*, the researcher explained his research objectives, which were to work with video, investigating students' perceptions on the use of video and also his interest in the task-based language teaching approach. The professor, then, invited the researcher to participate in the development of a video-class for the students who took the *Letras – Inglês* program in the distance mode, working with them the concepts of TBLT, once she was working with material development in the course. The first step taken by the researcher was to select some texts on TBLT which would be made available for students to read as an assignment. Once the texts were approved by the professor, the researcher developed a script for the video-lesson production.

The professor and the researcher had the help of another tutor who was also the coordinator of the group who assisted the professors of the English course. As the tutor had already had experiences in developing video-classes, he participated in the whole process. He brought the idea he had previously used in which he had created a talk show entitled *Variedades à Distância* in which he had the role of Luca Andrade, the host who interviewed professors on the topics worked with. In the video-lesson produced, Luca interviewed the professor and the researcher on TBLT. The idea of the development of the video was to provide students of the course *Compreensão e Produção Oral em Língua Inglesa V* in the distance mode with the concepts of TBLT in an interesting and visual way.

In 2012 the researcher also worked with the professor in the development of the video-based units of work implemented in the *course Compreensão e Produção Oral em Língua Inglesa VI*, which were part of the instruments used for the data collection procedures, as will be explained in the next section.

3.3 PARTICIPANTS

The Letras – Inglês course has around 80 students, and the students who took the course *Compreensão e Produção Oral em Língua Inglesa VI* in the first semester of 2012 were invited to participate in this research study. For such, the explanation of the objectives of the study was inserted into a web site and the link made available in the course

page in the Moodle platform. In this site, the students who agreed to participate in this research study posted their names, their e-mails for contact, their telephone numbers and their addresses, for the case one of these pieces of information would become necessary. All the students from the five study centers took the course together, thus data was collected from participants from all the five centers. Furthermore, it is important to take into consideration that only the students who agreed to participate in this study had their data collected by the researcher.

3.4 PARTICIPANTS' PROFILES

As previously explained, the participants who responded the questionnaires were students from five study centers in Santa Catarina receiving students for the course. The first part of the questionnaires was used for drawing a profile of the participants. Fifteen students participated in the research. From those, three were from Itajaí, three from Chapecó, two from Concórdia, five from Araranguá and two from São José. In addition, concerning their gender, five participants were males and 10 were females. Also, according to their age profiles, three participants had ages which go from 18 to 25 years old, two participants were from twenty-six to thirty years old, seven were from thirty to forty, and three were forty years of age. Participants were also questioned whether they were already teaching or had taught. Five of them reported to be teaching or to have already had some kind of experience in teaching, while ten participants reported to never have taught, or did not answer the questions in the questionnaire. After answering the questions about their profiles and their previous experiences with teaching, participants moved on to the second part of the questionnaire, as will be explained and analyzed as follows.

3.5 INSTRUMENTS

The instruments used for the data collection procedures were video-based units of work, open-ended questionnaires and semi-structured interviews with the students who agreed to participate in this research study.

3.5.1 Video-Based Units of Work

3.5.1.1 Starting Point: Videos Selection

The researcher started the data collection process in the very beginning of 2012, when he had meetings with the professor who would teach the course *Compreensão e Produção Oral em Língua Inglesa VI*, and who was the same professor who worked with the course *Compreensão e Produção Oral em Língua Inglesa V* in the previous year and with whom the researcher had worked with in the development of the video-class on TBLT. After having a conversation with the professor, it was defined that two video-based units of work would be developed to be made available in the course *Compreensão e Produção Oral em Língua Inglesa VI* as part of the course activities.

The first step the researcher took was to look through the course book Interchange 3 which was used in the course. Among the topics worked with, the researcher selected the grammar topic simple past tense and the topic relationships, which would be dealt with in the course. The second step was to select suitable videos from the site www.youtube.com which would fit the topics chosen. As for the topic simple past, the researcher selected a video entitled *The Fridge Monster*, which presented a woman telling stories about herself and her sisters from when they were children. In this video, the character also talked about a ghost who lived in the fridge. As for the relationships video-based unit of work, two videos were selected to be worked with. A video entitled *Long-Distance Relationships – Are they worth it?* and another video entitled *Long Distance Relationships*. The first video, presented a man discussing the features of being in a long distance relationship and stating some questions that people should consider when being or starting such a relationship. In the second video, a young man presented a discussion on the good sides and the bad sides of being in a distance relationship.

The selection of the videos and the development of the two video-based units was due to investigating students' perceptions concerning the use of videos for their learning.

3.5.1.2 Developing The Video-Based Units of Work

Before starting the development of the video-based units, the professor and the researcher met and discussed which steps or procedures each one of the units would have. They both agreed that the

units would have a pre-task, the task itself, which can also be defined as 'while listening task' and a post-task phase. All the procedures are explained as follows (to access the video-based units of work, refer to appendix section).

Both video-based units had the same sequence organization, once they were developed following the task-based language teaching approach. These tasks followed the framework presented by Willis (2004), in which students were provided with a pre-task, the task itself where they worked with the watching of the video in order to answer some questions and a post-task, where they produced an outcome.

3.5.1.3 Video-based Unit of Work #1: The Fridge Monster

In *The Fridge Monster* unit of work, the first stage was a pre-task, which was a survey concerning the topic from the video. The survey dealt with the relationships students had with their siblings when they were younger named 'Pet Peeves' (things that people do that may bother other people). In this stage, students' schemata were activated as a preparation for the topics the woman in the video would talk about.

After completing the survey, students went through a quiz about the video which was evaluated by the professor. In a page in Moodle, students had available the video and the questions concerning it. After the video, students were provided with a multiple choice question which concerned with the gist of the video, where they should reflect on the main topic the woman was talking about. In a second part, students watched the video again paying attention to the details the woman in the video described. For this, they had the questions and three responses for each. They had to choose the correct responses as the narration went on. (see Appendix A). This part of the work was asynchronous, so students could stop the video and answer, or watch more than once, if necessary.

After the completion of the quiz, students could participate in a forum where they could post the 'Pet Peeves' they did not like from when they were younger or they used to do when they were children. In this stage, students were provided with an opportunity to collaboratively bring their experiences and discuss them in a synchronous way.

As for their outcomes, students had to create a presentation on a 'pet peeve' their siblings or their cousins liked to play on them. For the presentation they should include how old they were, the place the pet peeve took place, who was with them, what happened and how they felt. The presentation could be made in two different options: in the first option students could participate in a pre-scheduled Skype chat of about

thirty minutes where they would meet with a tutor and 4 classmates online to tell them their stories. The second option was to record their presentation in an MP3 file and post on Moodle. Both options were evaluated by the tutor as part of the course. Their presentations, were, then, the outcomes they produced, as exposed in the task cycle presented by Willis (2004).

3.5.1.4 Video-based Unit # 2: Long Distance Relationship

The video-based unit of work *Long Distance Relationships* had the same organization as *The Fridge Monster* unit of work. In the first stage, students were provided with a pre-task survey in which they should reflect about what is important for a distance relationship to keep working. Once again the use of a survey helped students reflect on the topic they would be exposed to in the video and also help them in the reflection concerning the topic, which would be also used in a later stage.

After the accomplishment of the survey, students took an evaluated quiz related to the videos. The first question was related to the videos as a whole, that is, they watched the videos and selected the sentence which best defined the general idea in both. After the main idea question, students moved to a more specific set of four questions, from which two were related to the first video and the other two were related to the second video (see Appendix A).

After the completion of the quiz, students were encouraged to participate in a forum where they discussed the rules they believed were important in distance relationships and if they believed that distance relationships could encourage people to cheat on one another.

For the outcomes students prepared a presentation on distance relationships based on the information presented in the two videos worked with. In the presentations, students should present characteristics of distance relationships, examples of people they know, who have had this kind of relationships, their opinions stating whether this kind of relationship can work or not and why, and provide pieces of advice to people who are in this kind of relationship. The presentations were in the same fashion as for *The Fridge Monster* unit of work. Students could choose to have an online meeting with the tutors and four other students or they could record their presentations and post on Moodle, both of them being part of their evaluation. Again, the units of work follow the cycle presented by Willis (2004), where students, after being presented with a quiz survey related to the topic, worked with the video and

answered comprehension questions related to the information provided in the videos, and finally produced language as their outcomes (post-task).

Besides the video-based units of work, students were also provided with questionnaires to reflect on the use of videos, as is to be explained in the next section.

3.5.2 Open-ended Questionnaires

For the data collection procedures, the use of questionnaires was made. As the questionnaires were focused on the use of videos and video-based units worked with in the course *Compreensão e Produção Oral em Língua Inglesa VI*, and also on the use of videos in the *Letras – Inglês* program, they were divided into three parts.

3.5.2.1 Questionnaires Parts 1 and 2

The first and second parts of the questionnaires were made available in the Moodle platform so that all students who took the course *Compreensão e Produção Oral em Língua Inglesa VI* responded them. As these two parts of the questionnaire focused on students' perceptions on the use of videos in the *Compreensão e Produção Oral em Língua Inglesa VI* course, the professor also took it as part of their evaluation.

In the first part of the questionnaire, students were provided with questions used in order to draw a profile of the participants (see Appendix C). In the second part of the questionnaire, the focus was on the participants' perceptions on the uses of videos and the video-based units which were developed for the work in the course *Compreensão e Produção Oral em Língua Inglesa VI*. The questions first focused participants' attention to the use of videos and how they classified the use of this tool by ranking the use from excellent to irrelevant for their learning. Participants were also asked to reflect whether they believed that the use of videos taken/directed from the internet reached the learning goals proposed in the course *Compreensão e Produção Oral em Língua Inglesa VI*. In addition to their opinions concerning the effectiveness of the videos, students were asked to recall which videos taken/directed from the internet and worked with in the course *Compreensão e Produção Oral em Língua Inglesa VI* they could remember. It was assumed that remembering indicated relevance concerning the topics the videos presented and how these topics were presented. In addition, participants were asked to reflect on the video-

based units on the videos *The Fridge Monster* and *Long Distance Relationships* as well as the outcomes they produced, which were oral presentations, and classify these units concerning usefulness for their learning ranging from excellent to irrelevant. Finally, participants were asked to reflect whether they could perceive any kind of organization within the units of works following the TBLT approach.

3.5.2.2 Questionnaire Part 3

The third part of the questionnaire concerned participants' perceptions on the use of videos in the *Letras – Inglês* program in general. Different from the two first parts, the third part was sent via e-mail only to the students of the course *Compreensão e Produção Oral em Língua Inglesa VI* who agreed to participate in this research study.

Concerning the use of videos, the questions were organized in a similar fashion to the questions from questionnaire part 2, in which participants were asked to reflect about the videos developed specially for the course and videos which were taken from the internet and which characteristics of these called their attention. They were also asked to rank the videos developed for the course and taken/directed from the internet ranging from excellent to irrelevant. It is important to explain that all the questions provided room for participants to justify their responses citing examples (see Appendix D).

3.5.2.3 Semi-structured Interview

For the interview, which was conducted via skype, five participants were selected, being those one from each study center from the university. The interview was piloted with one of the participant for the refinement of the structure of the interview. The participant's information was not used.

For the interviews to be conducted, the following structure was used:

1. Explain that the interview is for the clearing of the topics from the questionnaires;
2. Remind participants that the research study is on the use of videos in distance education;
3. Ask participant how it is for him/her work with videos, as a student;
4. Ask him/her how they judges the videos taken/linked from the internet and that were used in the course;

5. Ask him/her which videos they remember and why;
6. Ask him/her how they judge the videos (video-classes produced by the professors and tutors) produced especially for the course;
7. Ask which videos they remember and why;
8. Ask about the videos worked in the discipline Compreensão e Produção Oral em Língua Inglesa VI (THE FRIDGE MONSTER and LONG DISTANCE RELATIONSHIPS);
9. Ask how they judge the units of work based on these videos;
10. Ask how they observed the organization of these two video-based units;
11. Ask whether the videos helped them preparing for the final presentation;
12. Ask which benefits the use of videos brought them in the Letras – Inglês course in the distance mode;
13. Finalize the interview;

3.6 PROCEDURES OF DATA COLLECTION

The procedures involved five stages: 1) the selection of the videos; 2) the development of the video-based units; 3) the implementation of the video-based units; 4) the use of questionnaires with participants and 5) semi-structured interviews made via Skype.

The first stage of the development of the data collection instruments involved meetings with the professor who taught the course *Compreensão e Produção Oral em Língua Inglesa VI*. As one of the objectives of this study was to investigate students' perceptions towards the use of videos and the tasks developed based on these, the researcher made the proposal to the professor for two video-based units of work to be developed and made available in the course. In these meetings, the researcher and the professor agreed on the topics the videos should contain as not to stray from the course syllabus.

With the videos chosen, the second stage was to develop the tasks for the videos selected. One video-based unit of work[5], named *The Fridge Monster*, focused on childhood past experiences with peers, relatives, and siblings, and the other video-based unit of work, entitled *Long Distance Relationship*, focused on the positive and negative aspects of keeping a distance relationship. Once the video-based units had been developed and approved by the professor, they were, then,

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[5] The names of the video-based units were the same as the names of the videos used.

made available in the Moodle platform in the course *Compreensão e Produção Oral em Língua Inglesa VI*. The video-based units followed the cycle presented by Willis (2004), in which each unit was composed by a pre-task, the main task, and a post-task.

The third stage for the data collection was the use of questionnaires. The questionnaires were divided in two parts. The first part focused on students' perceptions on the use of videos and in the video-based units of work in the course *Compreensão e Produção Oral em Língua Inglesa VI*. The questionnaire was made available in the Moodle platform, so students could download it, respond it and then post it again as an assignment. The researcher was provided with access to all the questionnaires; however, only the questionnaires of the students who agreed to participate in this research study were used.

The fourth stage of the data collection was the use of the second part of the questionnaire, which focused on the use of videos in the *Letras – Inglês* program as a whole. This second part was sent to participants via e-mail. Their answers were returned to the researcher via e-mail as well.

Finally, the fifth stage was a semi-structured interview conducted via Skype with the participants who were not very clear in their responses to the questionnaires, or that the researcher judged necessary to obtain further information. For the interviews, one participant from each study center was selected according to their responses to the questionnaires and was invited to participate in the interview. Before the interviews took place, the researcher piloted the instrument with one participant who also took part in data collection, and whose data provided in the interview was not used. All the stages involved as well as the procedures will be better explained in the following sections.

3.7 DATA ANALYSIS ORGANIZATION

For the analysis of the data gathered, the information obtained was classified into three different sections: 1) Videos linked from the internet; 2) Videos produced for the *Letras – Inglês* program and 3) videos worked in the discipline *Compreensão e Produção Oral em Língua Inglesa VI*.

In the section which dealt with the videos taken/linked from the internet, and videos produced for the Letras – Inglês course, three subsections were also inserted in each: a) general classification where participants exposed their views on the videos as a whole; b) classification as to their attractiveness, where participants exposed their

views on what aspects of the videos called their attention and why; and
c) classification as to their usefulness where participants exposed their
impressions on how the videos helped them.

In the section which dealt with the videos worked in the
discipline *Compreensão e Produção Oral em Língua Inglesa VI*,
participants classified videos as to reaching the objectives of the
discipline and their outcomes. In addition, they provided information
concerning noticing the organization of the units of work.

The sections above presented were organized according to the
results and information obtained with the interviews, thus being data
driven sections.

4 RESULTS AND DISCUSSION

In this section, the results and discussion are presented. In the first section, *Videos Produced for the Letras – Inglês Course*, there was the insertion of three subcategories: a) general classification, where participants exposed their views; b) classification as to their attractiveness, where they exposed their impressions on what aspects of the videos called their attention, and c) classification as to their usefulness where they exposed how they perceived that the videos helped them in their development.

In the next section, the results and discussions are presented in relation to videos worked in the discipline *Compreensão e Produção Oral em Língua Inglesa VI*. In this category, participants exposed their classifications as to the objectives of the videos. Later, in addition another category was inserted: videos *The Fridge Monster* and *Long Distance Relationships*. Within this category, three subcategories were inserted: a) general classification where participants exposed their views on the two specific videos; b) classification of participants' final productions where they classified their post-task productions/outcomes and c) recognizing the TBLT in the video tasks, where participants were asked whether they recognized the TBLT organization in the tasks.

4.1 VIDEOS TAKEN/LINKED FROM THE INTERNET

In the *Letras – Inglês* course, students were provided with videos throughout the course. Participants were asked to a) provide general classification of the videos as being 'excellent, great, good, or irrelevant for their learning' and justification and b) classification as to their attractiveness.

a. *General Classification*

Participants were asked to classify the videos as being 'excellent, great, good or irrelevant for my learning' in the questionnaire provided. Concerning the videos which were taken/linked from the internet, participants classified them only in the aspects excellent, great and good. One of the participants did not classify the videos using one of the words above, but mentioned different videos which could be classified as being excellent, great and good concerning the different tasks which they referred to. According to the graphic below, most participants classified the use of videos taken/linked from the internet as *great*.

Figure 1 - Diagram Presenting the Classification of Videos Taken/Linked from
the Internet

Videos Taken/Directed From the Internet

■ Excellent ■ Great ■ Good ■ Irrelevanet

0%
11%
33%
56%
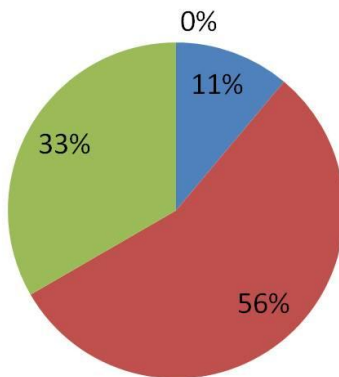
Participants' perceptions can be easily seen when, for example,
Participant 15 stated her view on the necessity of working with tools
which bring communicative tasks and which mix the different skills
(listening, reading, talking and writing). In addition, the participant
relates to the importance of activities which are related to real-life tasks
people perform. According to her, the use of videos taken/linked from
the internet is *great*, once it is

> (…) very valuable that the professors make use of these tools (videos)
> for our learning, once we must participate in a communicative teaching
> where all the skills must be worked with focusing in activities which
> come close to our reality. One of these activities is the frequent
> visualization of videos on the internet (…)[6] (Participant 15)

When mentioning "communicative teaching", Participant 15
probably refers to the use of videos as a pedagogical tool, once it offers
them an opportunity to see the language being worked with in a real and

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[6] As participants provided their responses to the questionnaires in Portuguese,
the researcher provided their translation in this section.

contextualized way. This idea is clarified in Participant 15's interview[7] provided to the researcher:

> Many [videos] were of great value, which really clarified, which were (…) very, very good, (…) mainly for the introductory disciplines (…) also where we need to have a more general notion there. I think the part of the video-classes was very interesting. After that they worked it deeper. (Participant 15)

The above excerpts of the questionnaire and of the interview show that, for Participant 15, videos were of great value, once they helped her in the first disciplines of the course, clarifying the topics. The above ideas can be clearly connected to the one argued by Participant 9. According to her, the videos present students with situations where they can actually see the language being put into practice, and have contact with different accents and be exposed to different amounts of new vocabulary. As she argues, videos are a *great* source once they

> Permit students to have contact with real situations of the use of language, different pronunciations, vocabulary, etc. (Participant 9)

The idea of having the "contact with real situations" probably shows that the language for communication that is presented in the videos present situations where it is used for real communicative purposes.
Participant 4, when classifying the use of videos as *great*, presents a similar view on the use of videos:

> I believe that the use of videos is very important for the insertion of the students in the FL in a real way. I noticed (…) the involvement of the video as a tool to solve the activity. (Participant 4)

As can be observed when Participant 4 reports the "insertion of students in the FL in a real way", he probably means that, when working with videos in the learning of a foreign language, students might be provided with videos where they could actually observe the language

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[7] As the interviews were held with participants in Portuguese, the researcher provided their translation. It is important to clarify that the conversations were translated with no use of the Conversation Analysis techniques, being, thus, the false starts and rephrases not included.

being put in practice in situations which they could possibly find in the real world.

The improvement of the communicative skills is also defended by Participant 6 as being *great*, when it is exposed that

> There are, in the internet, many videos which can be made available in our course. Among the videos available on *Moodle*, I found all of them great, they contributed a lot for my learning of the English language, of the oral skill. (Participant 6)

As the participant defines the videos available on Moodle, and states that the videos "contributed (…) for (…) the oral skill", it is possible to argue that, for her, the videos help in the improvement of the oral skills, once with the use of such tools, they are exposed to the target language being put into practice and so have a kind of a model. The idea defended by Participant 6, where she mentions the importance of videos as a model, can also be connected to videos as a scaffolding tool, once videos can provide students with opportunities to improve their knowledge in independently, and going after other sources when they feel it is necessary.

This fact of presenting students with the language being used in contextualized situations is also brought by Participant 12, when she states that

> Nothing [is] better that involving the student with aspects of their day-to-day life, like for example, the visualization of videos on the internet. Being those films or even advertisements, I think it is very valuable and I would do this in my classes. (Participant 12)

The "aspects of their day-to-day" lives can be understood to be important for the participant, once, according to her, it may be important for students to be exposed to videos where the language is used in a situation they may find in their lives. Also, when she says that "involving students" with such aspects, she probably means that this way of presenting the language to be used becomes more meaningful, once it is purposefully used (Lonergan, 1984).

Similar to the above idea is Participant 5's, when she classifies the videos taken/linked from the internet as *great*. According to her, when working with videos, not only are students widening their knowledge of the language, but also, when some aspect remains unclear for them, they can watch the video again. As it is defended by her,

> The videos are generally interesting; they improve our linguistic knowledge; they permit us to hear the English language in "real" contexts of use; and permit us the control, that is, listen more than once when we do not understand. (Participant 5)

It can be interpreted in the above excerpt, that Participant 5 also defends the importance of the use of videos which present the target language in contextualized ways when she says that "they permit us to hear the English language in 'real' contexts". Furthermore, she also defends the importance of being able to watch the video for other times. When she says that the videos "permit us the control, that is, listen more than once when we do not understand", she probably refers to the fact of going back and listening again for further comprehension when it is necessary. Not only can this help students in clarifying the topics worked, but also, the fact that they can watch the videos in other moments, can help them in the memorization process of the topics.

Very interestingly, Participant 5 reports that the videos worked with were of different kinds and could be classified in different ways. According to her, working with musical videos is always a good choice. However, she calls our attention to the videos which present too much vocabulary or a too complex language, making it difficult for students to understand. Videos which bring the grammar rules they worked with were also defended by the participant as being a good choice:

> An example of a video which should be rethought is the video Tell Us About Your Strange Jobs, which was used in the discipline Inglês Oral V, which had various new words, a difficult to understand pronunciation and there was no script, in this way not collaborating for the learning purpose. (Participant 5)

It is possible to understand, according to Participant 5, that the use of the videos related to jobs, mentioned above, was inadequate due to the unfamiliar vocabulary and different pronunciation. When she reports that "there was no script", it is also a remark that she probably had some difficulties in following the ideas exposed in the videos, affecting her understanding in a negative way. This can probably be connected to the different kinds of literacies and the different kinds of texts students are used to working with (written text). When they are exposed only with the visual and aural texts, some of them may have

some kind of difficulty in understanding certain language or vocabulary exposed (Kajer & Young, 2010).

> Although in the same discipline we have the video Relative Pronouns, Video-lesson (Australian English – Crocodile story + grammar explanation) which I would classify as great for its topic and for the clear way it is presented, helping in the learning, despite the parts spoken by natives which are not comprehensible and also do not have script. (Participant 5)

In another video worked, Participant 5 also reports the need for the script, probably to follow the dialogues exposed which were difficult for her to understand when arguing that some parts were "spoken by natives which are not comprehensible and do not have script". In addition, when referring to the relative pronouns video, she classifies them "as great for its topic and the clear way it is presented". Probably, for Participant 5, the relative pronouns videos were classified as great for they were of easier comprehension to her and so resulted in a joyful experience.

Participant 15 argued that a very necessary characteristic which videos should have is simplicity. When she argues that

> I consider important simplicity. However complex the topic may be, the professor must simplify that as much as they can, without losing the scientific rigor, so that we can understand the topic. It is useless to 'speak a difficult language' if the students don't understand the topic. (Participant 15)

Maintaining that "it is useless to speak a difficult language" she probably means that when the topics to be worked with are somehow complex, it becomes the professor's task to make them simple so that students are able to understand them. For such, professors should be conscious of the videos chosen so that the topics are understood, but without losing their essences and using adequate language for the fact that the videos are aimed at a larger audience, making the topics and the language accessible for students (Hammond and Lee 2010).

Participant 13 differentiates videos into two types. The videos which were developed with a pedagogical objective, and the regular videos, which can be used to contextualize the topics being worked with:

> There are two types of videos. The videos which simulate a classroom (explicative videos, specific of grammar) and the diversified videos, which bring real situations from the day-to-day. (Participant 13)

As is clearly defended above, the videos which present a professor in front of the board explaining some grammatical topic can be referred to as a video produced with a pedagogical aim. Videos which present contextualized situations, and that were not necessarily produced with pedagogical aims are referred to as diversified videos by Participant 13. The interesting fact here is that these two kinds of videos can be incorporated in the teaching of languages. The second category, however, needs to be carefully planned so to best fulfill students' needs, and to reach the topics to be worked with in the courses or disciplines.

When dealing with learning, Participant 2 reports a very interesting idea, which is closely connected to the distance learning mode when he argues that when working with videos, students are provided with opportunities to develop their autonomy:

> [Videos] develop [students'] confidence to the future autonomy in their learning. (Participant 2)

The idea above can be related to the fact that in distance courses students are much more independent in their studies and many times need to work their doubts out with the tools they have available. This includes researching on books, internet sites and also on videos which may bring extra explanations to clarify their doubts. In the case exposed above, autonomy can be related to initiative and responsibility for one's own learning. In this sense, students have the videos as a support every time they perceive a gap in their learning, thus having the possibility to watch it for more times in order to solve unclear ideas.

Based on participants' responses, it is arguable that participants consider the use of videos an important tool for their learning, once they present dynamic and contextualized situations as well as help them develop their skills (reading, writing, listening and speaking). Although some features are considered to be making the process of comprehending more difficult, like, for example, the amount of new vocabulary items exposed or the different accents brought by native speakers, the fact that videos can present the target language being used in contexts which students may find in real life helps them understand it and improve the knowledge of the language as well as the other contents of *Letras – Inglês* course.

b. Classification as to Their Attractiveness

For the research, participants were also questioned about which videos they could remember and why, that is, they were asked to describe what characteristics of the videos they remembered were relevant or 'catchy' for them. Participants not only reported which videos came to their minds, that is, which videos can be considered to have been meaningful enough to be remembered, but also they were asked to describe their characteristics these videos had.

Participant 7's attention was called by the fact that not only professors in the videos were foreigners, but also the simplicity of the videos and the examples provided on them so to make the topics clearer:

> The fact of the professors being foreigners, the format of the videos being simple to understand and the topics approached being based on practical examples. (Participant 7)

Participant 7's view can be understood as being in favor of videos which bring foreigners or even native speakers. When he argues that "the fact of the professors being foreigners" can be clearly connected to the fact that this helps students hear the language being used in a native-like way. Although this issue is very much discussed and questioned in Applied Linguistics (Kramsch, 1998), undoubtedly, for this participant this seems to be an advantage. In addition, "the topics approached being based on practical examples" also suggest that the participant prefers the videos which are extremely focused, like for example, on a particular grammatical topic, and on examples of that topic being used.

Participant 3 classified the videos as being *excellent* and justified her opinion defining the videos as being a very attractive pedagogical tool.

> Excellent. The videos are a very attractive pedagogical tool. They make us learn English on a contextualized and objective way. (Participant 3)

It is possible to interpret in the excerpt above, that for Participant 3, videos become an attractive pedagogical tool when they "make (…) learn English on a contextualized and objective way". As can be understood here, for her, when videos present the language being used in situations which are contextualized and go straight to the point, they become much attractive to her, once the focus is on the topic she needs or wants to focus on.

Participant 3 calls the attention to a video worked with when she says that

> In this moment I remember the video The Fridge Monster. This video, besides being a little scary in the end, was of easy understanding. The story told was interesting and caught our attention. (Participant 3)

As can be understood by what she explains, the video became attractive once it presented an easy language for students' understanding. Also, probably the fact of "being a little scary" contributed for the topics worked with become relevant and so become meaningful, probably because she might like scary films.

In contrast, Participant 3 also related to videos with grammatical explanations:

> The videos with explanations about the grammatical topics of the English language have a simple and of easy understanding language, they have examples and schemes which facilitate our learning. (Participant 3)

It is possible to observe in the excerpt presented above that Participant 3 refers to those kinds of videos with "grammatical topics (…) simple and of easy understanding language", they have examples and schemes which facilitate our learning". Probably she finds these kinds of videos attractive, once they may present straight forward grammatical aspects and also present some kind of visual organizations, as she named "schemes" which may help students in associating the topics with their uses.

Different from Participant 3, Participant 13 defends that attractive videos are the ones which do not present a professor explaining topics on the board and which do not have the didactic layout, presenting a situation which is contextualized and which is still related to the topics being worked with:

> I consider important to do or present attractive videos to students, in my case, I consider to be fundamental to present videos which do not look didactic, but are able to relate to the topic being studied, as is the case of the videos presented in the discipline *inglês oral* of this first semester (2012). (Participant 13)

It can be concluded that, for participant 13, videos become more attractive when they present the target language being used in

contextualized situations. Moreover, videos that "are able to relate to the topic" suggest that the use of videos which were not developed with pedagogical objectives can be incorporated for the teaching and learning of languages. This idea is further explained by Participant 13 in her interview:

> [The videos] call more the attention because, let's say, only the grammatical part, that thing only fixed on the subject. For example, the video monster that was shown to us I thought was very interesting because it is a different way for you to learn what it shows. It tells a terror story but at the same time it makes you listen to the English language, so I think it is a very valid tool. (Participant 13)

In the interview, the participant clearly reports that the videos which do not focus only on the grammatical aspects became relevant to her, once they presented the target language in contextualized situations and also helped them develop their listening skills.

Unlike Participant 13, Participant 4 defends his preference for the videos which have the organization of lectures, which, according to him, go straight to the point and this makes them simple. According to him

> The English classes are the best! There are various with a professor in front of a whiteboard which are simple and direct. I remember the great explanations about modals and phrasal verbs, for example. (…) (Participant 4)

For Participant 4, it is possible to conclude that the videos which are more attractive are the ones which go straight to the grammatical topics, as he states that he could remember the videos which dealt with the topics "modals and phrasal verbs". In addition, it is possible to observe that for Participant 4, videos need to be explicit in exposing the topics.

Participant 4 brings technical issues to the characteristics discussion. According to him, the high use of technological sources in the video production can have negative effects. He argues that when a video is full of effects and soundtracks, the students who are working with it may lose the focus of the topics they are working with:

> (…) what should call more the attention is the subject – as in the English classes. When the videos call attention for their high technical quality, as in the animation of (…) it runs the risk of losing its learning focus. (Participant 4)

When Participant 4 reports that "what should call more the attention is the subject" he shows probable concern with the technical characteristics of the videos. Based on him, it is possible to observe that students may not focus on the topics presented in the videos but on the features used in the production of the video, like high edition techniques or especial effects.

Participant 8 relates to the fact that makes a video attractive and thus relevant to affective features:

> As for example, the video Reservation Rod is shocking due to the accident with the child and this ends up staying in our memory, and the use of the modals in the situation presented in the film (He should stop the car). (Participant 8)

For Participant 8, the fact of a video worked with being shocking because it presented a strong situation or image, made her remember that video. Also, correlating the situation of the video to the grammatical topics helped her understand the use of the topic, as is explained in the passage "the use of the modals in the situation presented in the film". Thus a shocking image, or situation, can result in retention of the topics or subjects worked with.

Differently from Participant 8, Participant 15 shows a memory to the videos which focus on grammatical topics:

> [I remember] the grammatical videos of the last lessons, I believe that because they are more recent, where there is the explanation about the modal verbs and the passive voice, as well as the use of should have and could have. (Participant 15)

For her, the videos which were more attractive were the ones which dealt with topics related to grammar. Also, when she states that "because they are more recent" is also possible to be considered the feature recency. As can be observed, this is a reason why she could remember the kind of videos mentioned, that is, for they had been worked with recently.

Her preference for working with videos which bring the professor explaining the topics in front of the board, as can be seen in the two passages below:

> For learning I like the videos with a professor in front of the white board literally "teaching a class". To complete the activities, there is no way to forget the Fridge Monster. (Participant 15)

> What calls the attention is the real contact with the language (…). What matters mostly is the teaching in the videos with the professors; I think that is where one really learns. (Participant 15)

As is brought by Participant 15 when she states that "the real contact with the language", she probably means that the videos worked with, and that were most relevant, are the ones which presented a professor explaining some grammatical topics. This can also be observed when she argued that she is more interested in the videos "with professors", that is, the videos which follow a regular classroom organization.

Participant 7, on the other hand, shows interest in videos which present the language used in context:

> The language of easy comprehension, the language in use in a context common to the students' (all have experiences in the childhood to be shared, and in the case of distance relationships, we have the distance learning) made the accomplishment pleasant. (Participant 7)

> I think of an older video, about a "tourist guide" who arrives at the reception of a hotel and faces an amount of problems to be solved. In that video we work with hypothetical situations, about how we would solve the problems or what we would do/say if we were in the characters' shoes. (Participant 7)

As can be seen in the two excerpts presented above, "the language use in context" suggests that, for Participant 7, the language should be worked with and learned through being exposed and used in contextualized situations which should be "common to students" and so becoming relevant and meaningful for them. He exemplifies this by referring to a video which presented a situation of a tourist guide and that hypothetical situations were presented in the video. In addition, he argues that the work with the situations and how they "would solve the problems" clearly shows that students were invited to reflect and to put themselves in the shoes of the people in the videos, thus being provided with real life situations.

The connection to real life situations is also commented by Participant 6:

> I remember that, last semester (…) I watched a video with the name "The power of body language" (…). I found that video quite interesting for it was shot on the streets, with people (…) I mean that that video was not a video about lessons, tips, etc., it was a video with a quite fun and interesting topic, related to people. (Participant 6)

According to what Participant 6 argues, videos "shot on the streets, with people" become relevant to her due to the fact of not being "about lessons" as she states. Probably she is also interested in videos which bring the target language being used naturally and where students can see it being put in practice. Also, she connects the videos to affective features:

> Such activities were extremely useful for me. For being about a fun topic I saw myself interested and this ended up helping me to understand their topics. Consequently those activities were great for my learning. (Participant 6)

When Participant 6 argues that "for being about a fun topic" she probably means that when students work with videos related to topics they identify with, or which they can be related to their own lives, the work becomes more relevant and meaningful, resulting in a better comprehension.

Participant 5 relates to videos she considers being fun and also videos she names as objective:

> All of them were interesting or funny videos besides promoting learning. The grammatical videos of the series learnamericanenglish also come to my mind, especially because I like the objective and clear way the professor explains the topic in these videos. (Participant 5)

Similarly to Participant 6, Participant 5 also shows to consider important the videos which present them with fun situations. As she did not provide further explanations of what funny videos are for her, one can infer that funny videos may be the ones that provide comic situations or even videos which present situations they can relate to their own lives.

For participant 12, the videos which call her attention are also the videos presenting professors doing grammatical explanations:

> I like the homemade videos, made by native professors explaining the correct use of verbs and other things. Videos about modal verbs, the future perfect and phrasal verbs. (Participant 12)

When she argues that she likes this kind of videos "made by native professors" probably she considers important to be provided with videos that show the target language being used by natives. It is also possible to infer that, for Participant 12, listening to native professors explaining topics will help her in the development of her listening skills and pronunciation. This idea which Participant 12 states can also be observed in her interview:

> [The videos] come in the sense of aggregating more information. For example, I remember there were videos which had the American professors who give tips , give quick classes, of five minutes, they are very straight to the point tips about a certain topic, for example, phrasal verbs (…) so I think that in this sense the videos come to really help, to help in understanding of the subjects by the student. (Participant12)

From the excerpt of the interview, it can be observed that Participant 12 believes that the video-classes which bring a professor explaining about grammatical topics are the most helpful. In addition she cites different kinds of videos, like for example, commercial videos, and how they helped in the learning process:

> Commercial videos like for example "8 secrets of success" make the student stop to think about the topic and the form. After this warm up, the chat with the tutor is also important so that the student put in practice what they grasped from the video seen. (Participant 12)

According to Participant 12, the videos used as a "warm up" helped them as they provided input for the chat they carried out with the tutors. In addition, she mentions videos which helped them develop their critical thinking and their awareness of the language form when she reports that the videos "make the student stop to think about the topic and the form".

Participant 9 also states another kind of video, which is musical videos:

> I love videos with music, there is the video from Supertramp which I loved, the 8 secrets to success, the video-classes with modal verbs and

passive voice, also there are the movie segments that I love.
(Participant 9)

In addition, she defends a preference for both kinds of videos: the ones which are not pedagogically produced like when she mentioned the videos "Superstramp" or the "8 secrets to success" and the videos which are pedagogically produced, like for example the ones which bring a professor explaining some grammatical topic or a topics worked in one of the disciplines taken.

For participant 11, the connection between the video and the topics being studied is also important:

> It is pertinent material to the topic, help in the learning, make the learning more interesting and dynamic. (Participant 11)

As it is argued, when the topics of the videos are related to the issues being worked with in the disciplines, learning from them becomes "more interesting and dynamic". Probably Participant 11 refers to the fact that all the tools which are made available for students, in this case the videos, need to be linked to what they are working with the discipline. Also, he mentions videos which helped him in the evaluation part, probably playing the role of input provider:

> [The] videos about *Long distance relationship*. They made the evaluation more (…) interesting. They helped in the learning of the topic. (Participant 11)

Participant 11 also defends in his interview that the videos helped him in the language production and learning:

> These (…) videos worked as a basis so that later I could do an oral activity (…) so they brought, gave a lot of input so that I could do the oral production, they made me think (…) so I saw that it really worked as input for me to produce later. (Participant 11)

As it is argued by Participant 11, the videos helped him in the moment of the evaluation, where he needed to use them as "input" as is stated by him. Also, the videos helped him in the organization and preparation of the oral activity. As the participant did not provide further information, it can be inferred that these videos helped him in the evaluation, once they were not of a very difficult language and the

topics discussed were of easy understanding, and that it became easier for students to take a stand concerning this kind of relationship.

For Participant 14, a video that called his attention is related to the vocabulary:

> The fridge monster, for the vocabulary of easy understanding. (Participant 14)

As can be observed, "the vocabulary of easy understanding" is the feature which is more attractive to Participant 14. Probably this is because the amount of vocabulary presented was enough for the effective comprehension of the video he mentioned, thus, the new word density was balanced, that is, the amount of new words presented in the video did not affect the participant's comprehension, as is discussed by Tumolo (1999).

Considering, thus, the ideas exposed above, it is possible to defend that the characteristics participants considered to be the most important are simplicity and objectivity. According to them, videos which present a professor explaining the topics in front of the board are well taken, once they are concise and straight to the point. However, many students also defend that videos which bring the target language being out into practice in contextualized situations are also interesting, once they can see it in the context.

c. Classification as to Their Usefulness

In addition to classifying the videos taken/linked from the internet, participants also reported characteristics which can be connected to the usefulness of the video as a learning tool. As it is argued by Participant 9, videos can be a better source than the textbook:

> For me it has been very good, I like them all, I learn more about a topic with a video and with video-classes than reading the book. For example the video fridge monster which talked about pet peeves, I had never heard this expression before, because of the video I got curious and researched it so I could participate in the skype chat. (Participant 9)

When arguing that video-classes are better "than reading the book", probably she refers to the fact that the book only presents information in the written format, while the videos present information in written, oral and visual formats, resulting in a possible better understanding.

Participant 14 also refers to the improvement videos can provide:

They help in the Listening and in the pronunciation (Participant 14)

This is further explained by Participant 14 in his interview:

(…) I could realize the accent there that there were some who were native speakers and others not. Because sometimes as there are native and non-native speakers (…) we (…) can understand more because sometimes there are the same pronunciation mistakes that we make and (…) also the pronunciation is more paused, easier to understand. (Participant 14)

As participant 14 argues in his interview, the fact that in some of the videos there are "native" and "non-native" speakers may help students in a better understanding of the topics being worked with. According to what he states, the videos can provide opportunities for the improvement of the listening skills and also help in the improvement of the pronunciation of the vocabulary and structures presented.

Participant 12 claimed that the videos which present the professors in front of the board were helpful:

Various videos used in the discipline as example for the teaching of grammatical functions are excellent. They bring examples of our day-to-day, they are fast and are not boring to be watched. (Participant 12)

As it is argued by her, the videos which present explanations about "grammatical functions" are very useful, once they present situations which they can related to their "day-to-day". Another characteristic which is defended by her is the fact that these videos are not long and are interesting to be worked with. The length of videos are brought by Participant 12 probably because for her, when videos are longer, she might have difficulty in focusing her attention for a longer amount of time, or also because the longer the videos, the bigger the amount of information they may present.

Participant 6 refers to a video worked with in the beginning of the *Letras – Inglês* course:

I remember we used a video in the discipline ingles oral in the very beginning of the course. (…) the name of the video was "How to introduce yourself". That video, at first, was a challenge for me and for

many [colleagues]. But, later, I saw how much it contributed for my understanding, just like many other videos did. (Participant 6)

As she reports, despite the video referred being "a challenge" for her and for some of her colleagues, she is aware of how much it helped them in their improvement. In addition, her saying "just like many others" shows that not only the referred video helped her, but also she is aware of other videos which were important for her improvement.

Concerning the use of videos for improvement, Participant 7, too, refers to a video which was useful:

In the video *The Fridge Monster*, for example, we had the opportunity to use a known topic. Making use of experiences lived in the past. In this form we associate the topic to our real context, facilitating the comprehension. (Participant 7)

According to him, the video mentioned presented a 'known topic" which was familiar to him. Also, he calls the attention to the fact that the video presented the topic to talk about situations which were lived in the past, and thus being the language presented in a "real context" and so making the understanding easier.

Different from the two latter participants, Participant 3 also defines the videos in format of regular classes as useful:

The videos (…) helped us in the teaching-learning process. For example, the videos in the format of English classes, if we can name them this way, contributed for the improvement of our learning. Their tips and explanations were very useful for the learning of a second language. (Participant 3)

According to her, the videos which presented the topics in this way "contributed for the improvement of our learning". It is possible to argue that for this participant, the videos which help mostly in the development of her language knowledge are the ones which go straight forward in the explanation of grammatical topics.

When taking into consideration the characteristics of the videos or how the topics are dealt with, Participant 1 recalls the videos which have a 'lecture-like' approach, that is, the videos which present the professors explaining the topics. According to Participant 1

Some videos worked that I consider important that helped me were the videos which bring the professor explaining in English next to the

blackboard. They are not attractive, however they help in the moment of reviewing the subjects for a test, for example. I worked with the videos on units 13 and 14, 'Could have and Should have'. (Participant 1)

From the excerpt above, it is possible to understand that for Participant 1, the videos which bring the professor in front of the board explaining about grammatical topics are not attractive, but useful, once they are helpful for the understanding of the topics and work as reviews for tests.

This 'memory' for the videos where professors are explaining the topics in a lecture-like, or even a classroom-like organization can also be seen in Participant 7's excerpt. It is possible to observe that for him, it is important that videos be explicative:

The videos in which professors approach specific topics of the studied subjects, for example: modals in the passive voice, passive voice, defining relative clauses. These videos help the subject that was being studied, with examples which facilitate comprehension. (Participant 7)

There is also the response of another participant who classified the videos taken/linked from the internet as *excellent*. According to participant 8, videos need to be a kind of tool which substitutes the professor:

The videos make the classes dynamic and pleasant. And for us who are distance learning students and do not have the professor available, the videos are resources which help in our learning and are available to us when we have doubts. (Participant 8)

Participant 8 relates this to the fact that, for students who take a course in the distance mode, and "do not have the professor available", the videos become a very useful tool, once they do not have the direct contact with the professors and so the videos become a very useful tool for them to research and understand the subjects and clarify their doubts.

It can be observed that for most students, videos which were simple and practical were more remembered, that is, the videos which presented a professor doing some explanation in front of the board, as is reported by Participant 1:

When I think about videos taken/linked from the internet, I think of explicative grammatical videos. These are videos I used for checking my comprehension about the worked topics. (Participant 1)

Participant 1 also defines the videos as a tool "for checking (…) comprehension". Probably she refers to videos this way, once they presented her an opportunity for reviewing the subjects worked with and to consolidate them, clarifying possible doubts and strengthening them.

From the excerpts exposed above, it is possible to observe that the videos which were considered to be the most useful are the ones which bring professors doing grammatical explanations. Furthermore, videos which present the target language being used in contextualized situations are also well thought of, once, as was argued, they help in the improvement of vocabulary and in the listening skills.

4.2 VIDEOS PRODUCED FOR THE *LETRAS – INGLÊS* PROGRAM

The videos which were produced by professors and tutors were also a very much explored tool so to provide students who take the *Letras – Inglês* program via distance with tools to help them improve their learning and better expose the subjects being worked with in the disciplines. Participants were also asked to a) provide general classification of the videos as being 'excellent, great, good, or irrelevant for my learning' and justification and b) classification as to their attractiveness, where they talked about the videos' characteristics, and c) classification as to their usefulness, where participants reported their opinions concerning how useful they considered the videos.

a. General Classification
Again, participants classified the videos only in the categories excellent, great and good, as can be seen in the following graph:

Figure 2 - Diagram Presenting Classification of Videos Produced for the *Letras – Inglês* Course

Videos Produced For The Course

■ Excellent ■ Great ■ Good ■ Irrelevanet
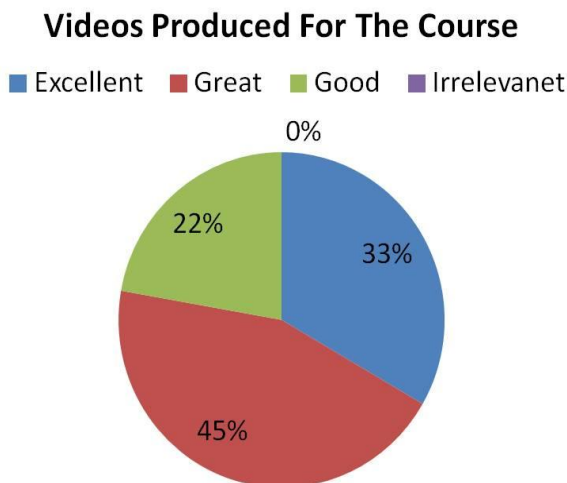
Most participants classified the videos produced for the *Letras – Inglês* course by the tutors and professors as being great. Participant 5, however, classified some of them being great and some of them as being excellent and good. According to her

> Some videos have been great, like the ones used in the Literature disciplines (…) which were well contextualized, informative and added information helping clarify topics worked in the discipline. (…) the videos from 'Didática' were also excellent, because in addition to adding information, they made us think critically. The videos from 'Inglês Oral, especially from the two last semesters were mostly good helping develop the oral skills in the sense of improving the pronunciation and add vocabulary and grammatical knowledge. (Participant 5)

Participant 5 claims that the videos worked with have been good and excellent. As she states, the videos used in the *Didática* discipline were very attractive for they made her think critically, although she did not provide further information of exactly how the videos helped her improve her critical thinking.

Participant 15 also mentioned the importance of the videos produced for the course concerning the grammatical and the listening skills development. In addition, she defends that the use of the videos

developed by the professors and the tutors complement the topics of the classes and which are presented in the textbooks. According to her,

> (…) the videos are great for the explanation of grammar and even for the listening. In the other disciplines they are also very good. Some of the disciplines make the video-classes to complement the textbook, which is great for our learning. (Participant 15)

In addition to helping in the grammatical understanding, "even for the listening" probably means that the videos worked with also helped Participant 15 in the development of her listening skills. She also claims that the videos "complement the textbook" which can be related to the fact that the topics worked in the textbook are referred to and probably reviewed in the videos, clarifying any possible doubts that might remain.

Participant 15's idea can be closely connected to the ones defended by Participant 1. According to her:

> [The videos] help the comprehension of the subjects. No matter how much the student reads the subjects in the textbook, the video helps the student to check the understanding of it. (Participant 1)

As she mentions that the videos help "check the understanding" of the subjects worked, probably Participant 1 means that the videos are a good tool for the reviewing of the topics worked with in the textbooks, and work as a simplifier of the topics which may be more difficult. Probably for Participant 1, videos are a tool which help in the comprehension of the topics, once they present the information visually and offer them the opportunity to watch the videos again, when necessary (Lonergan 1984; Bull and Bell, 2010).

Participant 13's arguments agree with the ones presented above:

> Great, I consider them very productive. [The videos] help in the understanding of the discipline subjects. (Participant 13)

She further defends in the interview that the videos provide students with help in relation to the topics:

> (…) I thought that [the videos] were very useful for learning. Because I think that all help that professors can provide (…) mainly videos, ends up helping students to understand the subjects. (Participant 13)

According to her, the use of videos helped her in the process of understanding the subjects worked with. Probably it can be assumed that the videos play the role of the clarification tool for her too, as she maintains that they are "very productive", probably meaning that with videos, her study becomes easier and her understanding is positively affected.

Participant 12 understands that the videos are a tool which can present students with examples of the target language:

> The videos are the best resources for this kind of studies, because they facilitate the comprehension as they use audiovisual resources to exemplify the subjects. At the same time they narrow the relationship between the student to the professor. Even the video-classes, which generally do not present the professor, are of great value, because they exemplify the subjects of the books. (Participant 12)

Also, when she reports that the videos "narrow the relationship between the student and the professor", she probably means that the videos are possibly one of the few connections between students and the professors. Also, the videos show students that professors are interested in helping them develop their knowledge and thus developing videos as tools for them to research and clarify their doubts. When she mentions the video-classes that do not bring the professors, probably she refers to the video-classes which were produced without a lecture-like format, like, for example, the *Variedades à Distância* videos. These videos did not bring the professors doing their explanation in the roles of the professors, but did their explanations in different contexts, like in a talk show.

As it can be observed for the excerpts above, a great number of students have a good view on the videos produced by professors and tutors for the *Letras – Inglês* course. As it was exposed, one of the main characteristics of the videos is the fact that they can help students in the comprehension of the topics as well as help them in the development of their listening skills. In addition, videos bring examples and extra information of the topics being worked with in different ways, that is in lecture-like formats, and also in ways which do not follow the regular classroom format, like in the talk show videos.

b. Classification as to Their Attractiveness

When asked about the characteristics of the videos that called participants' attention, different features were brought up, like for

example, the simplicity, objectivity and also the layout, where there is a professor explaining in a classroom-like organization. Participant 7 argues that for the videos developed there was a planning and the exposition of the topics was carefully thought of.

> Care with the topics approached, so that they were interesting for students and at the same time worked the structure of the language to be studied. (Participant 7)

Participant 7 states that for videos to be attractive probably they need to be carefully thought of and produced, as is exposed in the excerpt "care with the topics approached". In addition, when she claims that the videos also worked "the structure of the language" she probably means that the videos combined the contextual language learning with the learning of the language structure. The characteristic defended above can be connected to Participant 12's. According to her, the videos produced were well-planned and creative, once they presented students with the subjects in different ways.

> Creativity, preparation, attention dispensed in the elaboration of the video-classes is what most called my attention. (Participant 12)

Participant 12 argues that what most called her attention were "creativity" and "preparation". Probably when she mentions creativity, she is referring to how the videos presented the subjects to be worked with, like for example, exposing some topics through the use of contextualized examples. However, as she did not provide further examples, only speculation can be made.

Participant 13 also defends that the videos' characteristics which called her attention are related to their technical development, as for example, the quality of the image and the sound so that the narration or dialogues in the videos became clear and comprehensible. As she states

> The quality of image and sound, I think they are fundamental to attract students' attention. In the case of the disciplines (…), I consider fundamental a good sound quality and until this moment the professors/tutors are being able to keep this quality. (Participant 13)

Participant 13 is clear when she reposrts her preference for videos which present and good technical quality. "Image and sound" are defended by her as being of great importance for students to be

attracted. As can be understood, when these features attract students'
attention, learning takes place easily (Searson et al. 2010). Also, she
provides a positive feedback on the videos that have been provided so
far in the *Letras – Inglês* program.

Participant 4 also exposes the quality of the videos produced
throughout the course. He brings to light the improvement of them
concerning not only the topics exposition, but also the technical
characteristics, for example good edition and the use of illustrations. In
addition, the videos are defended by him as being more objective. As he
explained

> The videos have improved throughout the course. It is possible to notice
> an improvement in the quality of these videos, even in the technical
> elaboration (audio and video edition, quality of the images and examples
> used with graphs and/or illustrations) as in the elaboration of the topics
> which have been more objective lately; today I think they are great.
> (Participant 4)

When Participant 4 claims that videos "have been more
objective", he probably means that videos now go straight to the point
and can be inferred not to be lengthy. This can mean that working with
videos has become simpler and simpler and using visual resources such
as "images" and "graphs", as he exposed.

Concerning objectivity, Participant 15 talks about the objectivity
of the videos as a characteristic which called her attention. According to
her the videos also presented a phase where students could review the
subjects worked with in a wrap-up format, in a concise and objective
way:

> The characteristics of methodic and objective videos are the ones which
> most call my attention. The subjects being discussed are always well-
> discussed, related to students' necessities. (…) The characteristic of
> 'reviewing' is also marking, because many professors like (…) in the
> linguistic disciplines, professor (…) review the topics of the discipline in
> videos, in complementary activities, which is great for us to do well in
> the test time. (Participant 15)

Simplicity is also brought by Participant 14. According to him,
the videos worked with have been simple and the technical and
organizational features of them are considered good:

> Concise, simple and well elaborated videos. (Participant 14)

It is also possible to understand that when he used the word "elaborated" to describe the videos, probably he refers to the technical features and quality of the videos worked with.

Participant 6 argues that the videos worked with throughout the course were pleasant. As she defends, the videos helped her in the comprehension of the topics worked with besides being what she calls "pleasant" when she refers to the videos which focus on the foreign language or videos with deal with film trailers or pieces of films:

> (…) I can affirm that those [videos] which were made available in the English disciplines – until now – were very clarifying and pleasant. That is, some approached topics related to lessosns/activities, and others were about scenes (of a film, for example) also focusing on the FL – English. (Participant 6)

The videos which reproduced a talk show are also mentioned by Participant 5. According to her

> The literature videos, where professor (…) and other tutors performed a show with interviews and other produced by professor (…) and some other UFSC tutors also in the interview style. (Participant 5)

For her, the videos which presented the tutors performing a talk show were attractive once, as can be inferred, they brought the subjects to be worked with in a different way. For Participant 5, the talk show format showed a different context which was also effective for her learning, once the videos can be observed to have been pleasant for her (Bull & Bell, 2010).

Participant 15 recalls videos in relation to the professors who taught the disciplines. She exposes that videos which dealt with the grammar explanations and videos which worked with literature books or even which films called her attention.

> Professor (…) comes to my mind. But I don't know the discipline very well, I think it was applied linguistics, great video-classes with exercises and mainly of easy comprehension. I also remember some videos in the disciplines 'Compreensão e Produção Oral em Língua Inglesa', mainly some of Grammar and other films for oral comprehension. In the literature disciplines is where there are the [videos] which most interest me. So in the disciplines 'Literatura Ocidental' and 'Literatura Norte Americana' the video-classes were great, (…) also very useful for our

knowledge. Professor (…) is also very good, she made very interesting video-classes in the research discipline. (…). (Participant 15)

When Participant 15 defends that the videos worked with were followed by "easy comprehension" exercises, she probably means that for her, the videos were of important help so that she could do the exercises proposed with no difficulties. When she said that other videos worked with in other disciplines were also defined as having been "very interesting", probably for her, these videos were interesting because they worked as a recapitulating tool for the subjects worked with.

For Participant 7, the videos worked with and which were attractive can be connected to affective features:

> The video "teachers are heroes" besides the message being motivating, the language used is easy to be understood and permits the student extract the required information in the task. (Participant 7)

As can be observed, the video referred to by him is described as being "motivating". With this, it can be understood that videos become attractive when they present the subjects in an affective features, so as to make them memorable for students. Also, the participant mentions that the language presented in the video was "easy to be understood". Perhaps the characteristic of videos being not too difficult with the vocabulary used makes them more attractive for students, once they may then follow the subjects exposed easier.

The language used in also brought by Participant 6 in the video-classes produced.

> The language used by the tutors and professors in the video-classes was very 'accessible', mainly in the beginning of the course. (Participant 6)

When she refers to the videos produced by professors and tutors, she refers to the language used as being "accessible". Probably it was attractive to her for the fact that, as she mentioned, the language was becoming more and more complex as students went on through the course. Furthermore, in the production of the video-classes, there can also be observed concern with the pace of the speaking and an adequate choice of the vocabulary used.

Participant 4 argues that for him the videos also worked as a reviewing tool:

> Some disciplines have made video-classes for the reviewing of the subjects before the tests. (…) the most remarkable examples are some "performances" of the tutors of the Língua Inglesa disciplines in the UFSC corridors and interviews with students (…).the television programs with interviews (…). (Participant 4)

As it is reported by him, the "reviewing" that videos brought was useful for the test times. In addition, he mentions that in the videos produced by professors and tutors as representing real-life situations when he refers to their "performances". Probably having the opportunity to see the tutors working as actors became somehow pleasant for him and thus relevant and remarkable in the videos. Participant 4 also refers to the videos which follow the "television programs" fashion. Probably, he was referring to the *Variedades à Distância* show which was created and which was referred to by other participants. A reason why he mentions this video as an attractive one is due to the fact that the topics were presented in a contextualized way.

The interview show is also remembered by participant 5:

> The literature videos where the professor (…) and other tutors represented a program with interviews and another produced (…) also in the interview style. (Participant 5)

As she reports, probably one can infer that the videos which present the language and the topics in a contextualized way become more relevant, once they can see the language being used and so become relevant in their learning process.

The design of the video-classes is exposed by Participant 12 as well:

> I always remember the video-classes, from some disciplines. They were very well elaborated and designed. (Participant 12)

According to what can be observed, the video-classes become attractive for the fact that they are "elaborated and designed" in a way that probably makes the topics easy to be understood to students and thus resulting in a better comprehension. This is further argued by her in the interview:

> When the video-classes were prepared in the lab, I think the people from Design was together, there were some times that the tutors went to the street and made performances. I found that very interesting, because it

shows their concern in presenting the topics differently from what we
are reading. The video-classes where there is a professor sitting on a
chair showing a power point, I think these are boring. (…) it is the same
as is written in the textbook. (Participant 12)

From the excerpt above, it is possible to observe that for
Participant 12, the videos become an important learning tool, when they
are well-designed as she assumes when she mentioning that they were
produced in the "lab" with the assistance of the people from the
"design". In addition to the quality of the videos, she also defends as
important videos which were not centered on a professor explaining
topics, but on showing the language being used in contextualized
situations, as can be seen when she talks about the "performances" held
outside the classroom.

The characteristics mentioned above can also be seen in the
excerpt by Participant 15:

The characteristics of methodic and objective videos are the ones
which most caught my attention. The topics are always well discussed,
turned to the necessities of the students. (…) (Participant 15)

As she states, characterizing the videos as "methodic and
expositive", probably she refers to the videos which go straight to the
point in the exposition of the topics being studied. Furthermore, when
she defends that they were connected to student's necessities, it is
possible to infer that the videos presented important information which
they would probably need later for a test or for a paper.

As for the videos which were classified as being *good*, some
negative characteristics were also brought to light concerning technical
features and lack of creativity. Participant 11 reports to have a negative
view on the use of video-classes which, according to him, are not
attractive:

In general the videos produced for the disciplines of our course are good.
The subjects presented are compatible to the level of the course
however, (…) the video-classes, for example, follow expositive
presentation pattern without much attractiveness. (Participant 11)

It is possible to observe that for Participant 11 the use of videos
as a whole is well-accepted when he states that "in general the videos
(…) are good". However, he criticizes some video-classes produced as
for their lack of attractiveness. When he claims that they "follow

expositive presentation pattern", he means that the videos present the same organization of a lecture or of a regular classroom, where the professors does the explanation of the topics. It is also possible to say that, for him, an attractive video would be one which presented the target language being used in a contextualized situation. Participant 11's idea can also be seen in his interview:

> I remember that [the videos] were well-produced (…) but perhaps they are not so interesting as the videos which bring the language being used in a real situation. (Participant 11)

As Participant 11 argues, the videos were well-produced, however, for him, the videos which resulted in a more interesting experience were the videos which provided students with the target language being used "in a real situation".

It is possible to observe that the videos developed specially for the course are also well received by participants. According to them the videos which are organized in the format of a talk show were considered helpful. A negative point exposed by them are the videos which are too lengthy and thus difficult to follow or even to download.

c. Classification as to their Usefulness

Concerning usefulness, participants referred to the videos as being of importance for the test taking time. As is reported by Participant 15

> the characteristic 'review' of the subjects is also remarkable, because many professors (…) reviewed the subjects of the discipline in videos, in complementary activities, which is great so that we can do well in the test time. (Participant 15)

It can be seen that probably many professors produced videos with a reviewing intentions and thus making the topics clearer and also possibly providing students with important tips. In addition, Participant 15 also adds that with those videos they are provided with activities to help them possibly clear out the doubts they may have.

In agreement with the idea above, Participant 13 also mentions the help videos provide:

> Videos with verbal explanation of the professors/tutors and exposition of images, other videos, PowerPoint or other audio-visual elements which may help in the learning. (Participant 13)

As can be understood, with the features videos present, such as "verbal" language and the use of "images", the videos combine the aural and visual features, resulting in a helpful tool for students to benefit more in the learning of the topics (Lonergan, 1984).

Participant 11 also refers to some of the videos produced to complement the topics studied:

> I remember the video-classes in the discipline (...). Such videos were fundamental for the teaching-learning process, once we did not have printed textbook. However they need improved edition. (…) we had examples of videos like *Variedades à Distância*, dynamic, creative, however sometimes the mixture of fiction and reality presents amateurism in the production. It could be improved. (…). (Participant 11)

Participant 11 also defends that the use of videos is crucial when there is no textbook used in the discipline taken[8]. Furthermore, he exposes some videos which were produced by the professors and tutors, which reproduced a talk show where the host interviewed some of the professors and other fictional characters. Although the videos were recalled by Participant 11, he also is critical when he argues that at some times these productions can result in "amateurism" when there is the use of reality and fictional resources. Probably he means that when videos show too many effects, and which are not very well developed, students may become distracted and thus not focus on the subjects.

For Participant 4, the combination of technology and the approach to the topics was useful:

> The most important has been the focus on subjects with the junction of technical improvement. (Participant 4)

Probably he means that the "improvement" of the technical features is related to the way the videos bring to students the topics being worked with, making them more relevant and easier to follow and understand.

Participant 6 also defends that videos are useful due to the fact that they help in the understanding of the topics:

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[8] Only in two disciplines students were not provided with textbooks.

> The videos produced were really useful. (…) the videos made especially for the disciplines of the course are very clarifying, once they treat exclusively about the subjects worked with throughout the disciplines of the course. (Participant 6)

Probably, Participant 6 means that the videos were produced especially for the clarifying of the subjects being worked with as he used the term "clarifying". In addition, as she reports, the videos focus very specifically on the subjects, that is, on the contents, and did not present unnecessary information.

The videos, as being useful for clarifying the subjects, are also brought by Participant 5:

> Some videos have been great, like the ones used in the literature discipline (…) which were quite contextualized, informative and added information helping to clear the subjects worked in the discipline. (…) Helping improve the oral skills in the sense of improving pronunciation and add vocabulary and grammatical knowledge. (Participant 5)

As she states, the videos worked in some disciplines were "informative" and helped "clarify" the topics worked. In addition, she adds that the videos helped in the improvement of the pronunciation, vocabulary knowledge and the grammatical structure of students.

The above can be clearly connected to Participant 6's idea:

> The videos (…) were very clarifying, once many doubts related to the teaching of English and to our learning have been made clear. (Participant 6)

As Participant 6 argued, the videos helped "clarifying" the doubts that remained concerning the topics worked with in the discipline, thus being the videos a tool for reviewing and possibly simplifying the subjects.

This idea can be connected to Participant 13's, when she defends that videos help understand the topics:

> [The video] helps in the understanding of the topics of the discipline. (Participant 13)

It is possible to observe that for Participant 13 the videos also help in a better 'understanding" of the subjects worked with. Probably for her, like for other participants, the use of videos plays a role of

clarifying the doubts that at some times may remain unsolved. The fact that videos help in a better understanding is shown in Participant 13's interview:

> (…) as you do not have access to the professor to clarify doubts, the video-classes become interesting for you to see your doubts, listen to the professor, because you memorize the explanation not only by reading, but by watching and listening to the professor or tutor speaking. (Participant 13)

Participant 13 argued that the videos helped in the clarifying of her doubts. As she argues, students have a more limited contact with their professors, and so their chances to talk to them in order to clarify their questions and doubts also become limited. The videos, thus, become an important tool for them to make their uncertainties clear and to consolidate the learning of the subjects.

Based on the excerpts above, the videos produced for the *Letras – Inglês* course are considered helpful when they help students in the process of clarifying and understanding the topics being worked with. Furthermore, the videos presenting the necessary information for the test time are also considered helpful due to the fact that they focus on the necessary information for that and to the absence of the professor.

4.3 VIDEOS WORKED IN THE DISCIPLINE COMPREENSÃO E PRODUÇÃO ORAL EM LÍNGUA INGLESA VI

a. Classification as to their Objectives

Participants were also provided with a questionnaire which focused on the use of videos in the discipline *Compreensão e Produção Oral em Língua Inglesa VI*, which was carried out in the first semester of 2012. In addition to the videos, participants were also asked about the two video tasks which were developed by the researcher and the professor of the discipline and about the organization of the video tasks.

Participants were asked whether they believed that the videos worked with in the discipline provided support to the activities and tasks proposed. As it is reported by Participant 5, the videos worked with in the discipline were helpful, once they provided support for the tasks to be carried out:

> (…) The video *The Fridge Monster* helped us understand, in a real situation of use, the necessary linguistic structure for the Skype Chat

activity about *Childhood Pet Peeve Memories*. The video *Long Distance Relationships* was also rich in vocabulary and brought some necessary structures for the accomplishment of the Final Project. (Participant 5)

Participant 5, referring to the video *The Fridge Monster*, reported that the video helped students for their final production, which was a Skype Chat, in which they needed to narrate a situation from their past. According to her, the other video task named *Long Distance Relationships* also presented a great amount of vocabulary and helped them in preparing and presenting the necessary linguistic structures for their final production. With the ideas from the excerpt by Participant 5, it is possible to understand that, probably, the videos helped them as they presented the necessary language and ideas for them to prepare their final productions.

Participant 7 interestingly brings to light the fact that he believes that the objectives are achieved when students learn the topics in an implicit way:

> When students are able to learn the topics in an implicit form, as was the case of the videos, the professor's objective was achieved. This can be seen in the chats in which I participated with my colleagues where the conversations took place easily and fluently. (Participant 7)

According to him, whether students learnt or not can be seen when they put their language into practice in the chats, for instance. As he states the fact that the interactions were carried out "easily and fluently" can be understood as a result of the objectives of the videos having been reached.

Connecting the topics and the videos worked with, Participant 1 refers to the videos which focus on the grammar topics worked with in the discipline.

> (…) The videos achieved the objective because they cover the topic studied in that unit. Mainly the videos which approach grammar topics, these are the most interesting. (Participant 1)

According to her, the videos reached the learning objectives probably due to the fact that they were linked to the topics of the units they were working with.

The idea above can be connected to the one expressed by Participant 8, when she maintains that many times the video can be connected to the topics or themes being worked with.

> Yes. For many times it is easier to associate the theme to be learnt to the videos. As an example, pet peeve and the video *Fridge Monster*. (Participant 8)

As she argues, probably it becomes easier for students to understand and use the language being worked with when they are presented to it through the videos in the disciplines.

Participant 3 states that the videos worked in the discipline *Compreensão e Produção Oral em Língua Inglesa VI* reached the objectives of the discipline once they help in the learning process of the topics and the grammatical structures necessary in those lessons:

> The videos reached their objectives because they help us in the teaching and learning process. For instance, the videos in English classes formats, if we can call them this way, contributed for us to improve our learning. Their tips and clear explanations were very useful for the learning of a second language. (Participant 3)

Participant 3 claims that the videos reached their objectives for the fact that the videos which presented a classroom format, with the professor explaining certain subjects, helped them in their language improvement. This can be seen when she argued that the "tips" provided with the videos helped in the learning of the target language.

The idea above can also be seen in Participant 1's response:

> Great, because they help the comprehension of the topics. No matter how much the student reads the topics in the textbook, the video helps the students check its understanding. (Participant 1)

According to what she claims, the videos are a good source for helping students in understanding the topics being worked with. As is reported by her, probably sometimes the textbook is not enough, and the videos facilitate their comprehension and clarify their doubts. With the videos, the subjects can be exposed to students in a clearer way, and also, these subjects can be explained with the use of visual and aural aids (Lonergan, 1984).

Participant 2 refers to the fact that the use of videos reached their objectives once they induce students to do research:

> Yes, because through the videos I researched for other examples and I found that there are many excellent videos, such as the ones (…) in *Youtube*: (…) (Participant 2)

As can be seen in the excerpt above, Participant 2 was encouraged to further research the topics and other "examples" which were not totally clear for her. She also mentioned that a source to find examples is the site You Tube.

Participant 10 also claims that videos reached their objectives once comprehension is fostered:

> Yes, it facilitates comprehension. (Participant 10)

Probably, as can be inferred, from Participant 10's excerpt, that videos reached their objectives once they helped students in the process of comprehending the topics being worked with in the discipline.

Students' active participation is brought by participant 15 as important so that the videos' objectives were reached:

> [The videos] did reach their teaching/learning objectives. This, of course if students watched them and not only 'submit' the activities. I believe this because I see the videos as a substitution to the in-class professor. So, the explanation is being provided by another person however, the students have what they need, which is the explanation. As an example I can cite mainly the videos used in the discipline (…) for the teaching/help in pronunciation and for the listening throughout the course. (Participant 15)

Probably, when Participant 15 argues that students "not only submit" the tasks provided, she means that probably at times, students watch the videos only for the "sake" of watching and do the activities related to them with no great concern. Also, she states that the videos work as a "substitution" of the professor, probably meaning that videos work as a tool for further explanations and comprehension of the topics.

Participant 4 presents a rather indifferent view to videos:

> More or less. The videos work very well for activities related directly to them, so what happened – at least with me – was the application of the video as a tool for accomplishing the activity and that's it. Sincerely I don't remember any video which would "really have taught me" something. (Participant 4)

As he reports, the videos worked "well for the activities" which were related to the topics presented in them. Probably what he means is that the videos worked merely as input for the accomplishment of the tasks related to them, as the participant himself exposed. Furthermore he also is critical in the sense that videos have not "taught" him anything.

Differently from Participant 4, Participant 6 presents a positive view on the videos concerning their objectives:

> (…) The videos help a lot. However, we need to find other means that, like the videos with English lessons and tips, will also contribute to our learning. (Participant 6)

As she states, the videos did reach their objectives once they encourage students to go after "other means" for further understanding the topics being worked with. According to her, this search for other tools contributes to their learning.

Participant 13 argues that the videos reached their objectives for helping her in their skills improvement:

> Yes, because [the video] made me try to listen to the story narrated in English and try to understand what was being said. Thus, making me exercise my knowledge in English. (Participant 13)

Participant 13 defends that the objectives of videos were reached once for the accomplishment of a task, she needed to listen and "try to understand" the information portrayed in it. Probably she means that the videos provide input so that students develop their listening skills with this kind of activities.

Participant 11 defends that the objectives of the videos were reached for they helped him improve his vocabulary:

> Yes, improvement in the vocabulary. (Participant 11)

As can be seen, probably Participant 11 links the reaching of objectives with the fact that he acquired the new vocabulary worked with, and thus, in his perception the objectives were reached.

As it is possible to observe from the excerpts presented, videos were classified as having reached their objectives, once they helped participants in the comprehension of the topics, provided them with a review of the topics which were worked with in the classes and also helped them acquire vocabulary and extend their listening skills.

## 4.4 VIDEOS: THE FRIDGE MONSTER AND LONG DISTANCE RELATIONSHIPS

a. General Classification

Participants were asked to reflect about the videos worked with in the discipline *Compreensão e Produção Oral em Língua Inglesa VI*, *The Fridge Monster* and *Long Distance Relationships*, and rate them as excellent, great, good and irrelevant. Most participants rated the two videos as being excellent and great, as is shown in the following graph:

Figure 3 - Diagram Presenting Classification of the Videos *Fridge Monster* and *Long Distance Relationships*
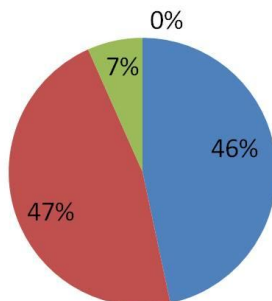
When explaining their ratings for the two videos, participants exposed that these videos were relevant and helpful in their learning process. As is argued by Participant 9, while working with the video *Long Distance Relationships*, she took notes and had the opportunity to prepare for their final presentations, in which they needed to use information and linguistic structures presented in the videos. According to her:

> In the video long distance relationship I could take notes about what would be good and what would be bad in a distance relationship, compare how they express themselves when talking about this topic and based on this be prepared to argue my opinion in the chat via Skype and the same in relation to the video fridge monster, only in this latest as I

had not understood well the meaning of the expression I researched to understand it better. (Participant 9)

As it can be observed in Participant 9's excerpt, the videos were helpful as they provided input for the final production. In addition, in the second video mentioned, she could not understand some vocabulary used and she "researched" to find it. Probably the videos, then, provided her with the path in order to get prepared for her presentation, with the necessary arguments to be used, and in doing research for clarifying the unclear information.

Participant 15 states that an important characteristic of the two videos is the fact that they are pleasurable and not impossible to be understood:

They are pleasant activities, dynamic, where we learn in a fun way, it's not difficult where we "do not understand anything", which also does not demand a big amount of time like other activities from other disciplines. I think this kind of activity is valid for my learning because it stimulates my interest for learning and makes me see how I can learn English in a fun way and with topics I like. (Participant 15)

According to her, the work developed with these two videos was fun and did not demand from her a "big amount of time". In addition, when she stated that this kind of tasks "stimulates" her, she probably means that this kind of work became motivating and "fun" for her learning, as she put it.

Participant 6 presents an idea similar to the one exposed above. According to her, the use of the videos not only helped in comprehending the topics worked with, but also they were of interest to the participant:

Such activities were extremely useful for me. As they are about a nice topic, I saw myself interested and this ended up helping me understand their topic. Consequently, those activities were great for my learning. (Participant 6)

She also defines the topics worked with the videos as being "nice". Probably she means that the topics of the videos were of her interest and thus helped her in comprehending them. As a consequence, as she defends, the tasks were helpful for her learning.

Concerning the organization of the tasks, Participant 5 also finds important the structure of the tasks present, starting with a less complex pre-task and presented the language structure for the final production:

> They were great for starting with pre-activities of smaller degree of complexity, working with interesting topics and known in the mother tongue, making comprehension more accessible. The degree of difficulty for the execution of the activity was moderate (there was new vocabulary, but not in excess), permitting a more natural interaction during the conversation in the Skype chat. (Participant 5)

Very interestingly, Participant 5 observes the task cycle, as was presented following Willis (2004). She also defends that the videos dealt with "interesting topics". It is possible to argue that for her, the fact that the topics were interesting for her was an important factor for the comprehension of the topics. She also mentions the intensity of new vocabulary, which, as defined by her, was "moderate". Probably she means that the new vocabulary exposed did not affect the comprehension of the language the videos brought and did not affect the execution of the interaction through Skype.

Participant 11 argues that the videos helped in the skills improvement:

> [the videos] help in the listening and in the oral production. (Participant 11)

As he states, the videos helped a lot in the listening and in the oral production. Probably this is related to the fact that videos present conversational situations where students can see the target language being used and thus develop their listening skills as well as their oral skills, as is brought by Lonergan (1984) as referring to the importance of providing students with videos where they can see the target language being put in practice.

In agreement with the idea exposed above, Participant 14 relates to the videos to the pronunciation improvement:

> Very good, like in the video about relationships where it was possible to analyze the pronunciation of native and non-native speakers. (Participant 14)

According to him, the video he mentions probably was helpful for providing an opportunity for students to "analyze" the language they

were being exposed to concerning the "pronunciation" and also to draw connection between native and non-native speakers.

Participant 13 shows interest in working with short videos:

> [The videos] called my attention, mainly The Fridge Monster. I liked the proposal of showing short films. (Participant 13)

Perhaps a reason for preferring to work with short videos can be the fact that Participant 13 may have some kind of difficulty to remain focused when the videos are a little longer (Bull et al., 2010).

Participant 7 argues that the fact of working with videos helped her in learning:

> All the tasks contributed in a very positive way to my learning. For being videos, I felt more comfortable and I could enjoy the task better. (Participant 7)

It can be understood that probably, for Participant 7, a reason for feeling "comfortable" and enjoying the tasks was the fact that she was working with videos. It can be observed that videos can pose a joyful tool that also made students see them as a less formal learning tool, as brought by Yadav et al. (2011).

Participant 4 also mentions that the work with videos was relevant for him for the fact that they presented the language in use:

> It's a real contact with the language. (Participant 4)

As can be understood, probably for participant 4 the use of videos was effective, once they presented him with the target language being used in contextualized situations and thus becoming meaningful for them, (Bull & Bell, 2010; Lonergan, 1984).

For Participant 2, the videos *The Fridge Monster* and *Long Distance Relationships* were helpful once for him it helped in the confidence building:

> (…) Seeing myself understanding the videos and establishing correlations with the topics of the classes, I also perceive the building of confidence. (Participant 2)

As is claimed by him, probably the "raise in confidence" was due to the fact that the videos presented language which was comprehensible

for him and which were also easy to establish "correlations" to the topics being worked with in the discipline. In addition, according to what Participant 2 brings, there is also the necessity of videos to be comprehensible for students (Bull & Bell, 2010).

Participant 8 argues that working with the videos resulted in learning

> Because they are nice and dynamic. (Participant 8)

Perhaps she defines the videos as "nice and dynamic" once the topics they presented were relevant and of her interest as well as the fact that videos presenting a contextualized conversational situation can provide great opportunities for learning (Lonergan, 1984; Bull & Bell, 2010).

Participant 3 explains that the media videos can provide great learning opportunities:

> These tasks are extremely meaningful to our learning, because the use of media resources raise and catch our attention, making us learn in an easy and pleasurable way. (Participant 3)

Based on Participant 3's ideas, it is possible to observe that the videos and the tasks worked were "meaningful" once, with the use of the media videos, students' attention is caught and learning is fostered. In addition, this can be related to the fact that videos can offer students with "pleasurable" ways of learning the topics, which videos can provide (Kajder & Young, 2010).

Based on participants' information, it is possible to observe that the videos *The Fridge Monster* and *Long Distance Relationships* were good choices, resulting in relevant and interesting topics for them. In addition, they helped them in their organization for their interactions through Skype, that is, getting organized and exposed their opinions concerning the topics.

b. Classification of Participants' Final Productions

Participants were also asked to rate their final productions to the video tasks, which were to participate in a Skype chat or to record an MP3 file and post on Moodle. In these two options, as previously stated, they were requested to use some structures which were presented in the videos and were also connected to the topics of the videos. Their productions were also rated as being excellent, great, good or irrelevant.

As can be seen in the following graphic, participants' opinions were quite divided as they rated their productions only as excellent, great and good.

Figure 4 - Diagram Presenting Classification of Students Final Productions

Participants' Final Productions

■ Excellent ■ Great ■ Good ■ Irrelevanet
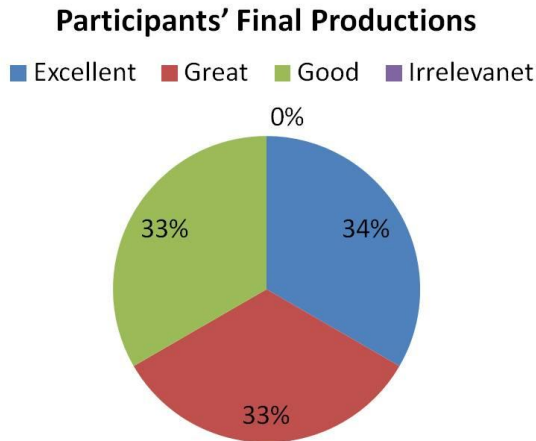
Very interestingly, participants exposed that, for their final productions, they needed to organize and prepare themselves for the chats. In addition, as is stated by Participant 8, videos help them in presenting the necessary language and topics to be discussed about:

> Because the videos brought input to the chats facilitating the dialogues. (Participant 8)

Probably Participant 8 refers to the fact that the language and the ideas presented in the videos also worked as input for them to prepare for their final productions and thus, as she states, "facilitating" the interactions.

Connecting to the idea presented above, Participant 9 also defends that the organization of the ideas was very important for their chats:

> I always think it could be better, but the Skype chats are very good, because the student has to get organized, watch the video, take notes, think about what they will talk. I first write, then I try to make a sequence of ideas, but in the chat time it never is the same and I am able

to express my opinion without needing to read or memorize, for having prepared consciously for that moment. (Participant 9)

According to her, this pre-preparation helps them not only to memorize what she was going to say, but to organize and expose her opinions concerning the topic being discussed. When she put that the "sequence of ideas" were helped by the videos, she probably means that the videos help in a way where students can have a model (Task-based) of what they will have to do in a later stage, that is, the outcome or final production.

Participant 3 also brings to discussion the importance of the conversation and interaction moments for their learning:

The oral activities are very important in the learning of a language, as has already been presented to us, we only learn how to talk, talking. So, with these tasks, we have the opportunity to improve our "speaking" and to learn with our mistakes. (Participant 3)

According to her, these opportunities help them improve their speaking and try new structures. As she exposed, the most effective way to "learn how to talk" is "talking" probably refers to the concept that the more students are provided with opportunities to interact and put into practice the language and structures they are learning, the better their learning is.

Participant 12 also defends the importance of the activities which involve interaction as being important for their learning.

The conversation made via chat makes the exercise richer because there is the exchange with other students of different experiences. (Participant 12)

For Participant 12, the exercises which involve conversation and exchange of meanings are "richer" when they involve interaction. She probably means that, with interaction, the target language is used and thus acquired.

Concerning the level of language presented in the videos, Participant 5 defends that the videos were not too dense and also were adequate to the students:

(…) the activities were not too dense, that is, were adequate to my level of comprehension and at the same time required higher level of proficiency, making me seek more knowledge. The oral production

provides us with practice opportunity which sometimes lacks, because of the lack of contact with speakers of the English language. Feedback helps us verify the points to be improved. (Participant 5)

She also calls the attention to the fact that the activities which provide opportunities of interaction help students in the process of acquiring the target language. In addition, she mentioned that the videos encouraged her to "seek" for more information when it was necessary, as is defended by Swan (2010).

Participant 8 also exposed the importance of videos as input:

Because the videos brought input to the chats facilitating the conversation. (Participant 8)

Based on Participant 8's excerpt, it is possible to observe that the videos presented the necessary language students needed for the participation in the chats. Also, as is put by her, this input was important as it 'facilitated' the interactions.

For Participant 15, the final productions can show their progress throughout the course:

They are good productions, which I dedicated time to do, trying to do them independently of the use of other resources (translators, for example). Because of this I see in it [the final production] my progress as a student and I feel good, because I can visualize my learning and my capability. (Participant 15)

As brought by her, the "progress" seen by students in their own development is seen when they produced the final projects, or their outcomes, as predicted in the task-based approach. In addition, this perception on their development can have a positive impact once, as she stated, students can "feel good" when they observe their journey. Participant 15 also defends the importance of the videos in her interview:

It was the necessity to use the video because you had to choose one of the pieces of advice that were in the videos for you to develop your own. (Participant 15).

Participant 15 claims that the videos probably worked as input for students to first organize their ideas for then "develop" their own presentation, based on the language and topics presented.

As can be observed in participants' responses, although the ratings of their productions were varied among excellent, great and good, it is possible to defend that they believe that this kind of task is very important, once it provides them with an opportunity to practice not only the language structures, but also the subjects and contents being studied, and also the conversation activities help them improve their speaking skills.

Participant 6 also reports that she dedicated in her productions:

> I dedicated in order to do a good job. (…) my activities were good. (Participant 6)

For her, the videos were well-classified once, as she expressed, she "dedicated" a lot so that her productions were good. It can also be inferred that, with her dedication, learning took place and she was happy with her development.

Participant 7 showed to be very happy with his productions:

> (…) my oral productions were great. I do not say perfect because there are always grammatical mistakes, mainly when we know we will be evaluated by professors and also by our colleagues, like in the case of Skype chats. (Participant 7)

As can be seen, he showed to be very secure about his productions. When he exposed that when students are "evaluated", it is common to make mistakes. Interestingly is the fact that when he mentioned the mistakes, he only referred to the grammatical mistakes. He exemplified this with the Skype chats.

For Participant 13 the videos help as they were important for her attention:

> [The videos] caught my attention and made me exercise the English language. (Participant 13)

As is exposed by her, the videos helped for they were interesting for her and "caught" her attention. Furthermore, Participant 13 argues that the videos also provided her an opportunity to exercise the language. Probably this can be connected to the fact that the language presented in the videos was used as input for their productions.

For Participant 1, the topics worked with are also interesting for her learning:

They are interesting topics to explore a dialogue and because of this it stimulates learning. (…) I performed the activities in a good way. (Participant 1)

Probably she means that the topics worked with somehow facilitated the construction of the interactions and "stimulates" the learning of those. In addition, she maintains that the activities related to her final production were well-performed.

Participant 14 is somehow vague with his report:

I could learn a lot with the activities. (Participant 14)

Although he does not provide further information, it is possible to understand that the activities he was provided with helped in the accomplishment of the final productions and thus resulted in his learning.

Participant 4 presents a rather negative factor concerning his final production:

Unfortunately I do not have much time to do the activities as I would like to. (Participant 4)

Perhaps a reason for Participant 4 not having enough "time" to do the activities is due to the fact that that many times students who take a distance course are people whose time is more limited and concerns mostly around work and family, and do not have much time available for their course activities (Dooley et al., 2005)

c. Recognizing the TBLT in the Video-Based Units of Work

As has been stated in the methods section, the tasks involving the videos *The Fridge Monster* and *Long Distance Relationships* were developed following the TBLT organization. Participants were asked whether they could recognize any kind of organization in these two video-based units. Surprisingly, most students could not clearly observe the organization of the video-based units of work concerning TBLT. However, some participants mentioned to have noticed some kind of organization, as is reported by Participant 9, when she explains that, with the videos, students are presented with the language structure and later need to use it to make conversation and express their ideas:

(…) the grammatical topics are there, the structures are all there, and I know that the tutor expects me to make use of them to express my ideas about the topics. (Participant 9)

I had to watch the video, understand (focus on meaning) so that I could present a final result. (Participant 9)

Participant 9 could observe that, in order to "present a final result", she needed to watch the video and use the target language presented in it in order to make a good presentation.

Participant 5 argues to have noticed an organizational sequence:

(…) Normally there is a familiarization with the topic, the presentation of linguistic structure for the production which will be requested in the tasks and only then the task to be done after watching the video. (Participant 5)

(…) In both cases there was a result to be obtained. That is, we were invited to watch the videos with a communicative purpose and we had to do something with the information obtained from the comprehension of the topics of the videos. (Participant 5)

As is brought by Participant 5, she probably noticed the TBLT organization within the video-based units of work, where there was the presentation of the topics, the presentation of the language structure, and a final production where the language had to be used, as presented in the task cycle based on Willis (2004). In addition, she observed that the videos presented a "communicative purpose" and when she maintained that students needed to "do something", the idea of TBLT becomes clearer.

The structure of the tasks, that is, the organization of the tasks is also perceived by Participant 15:

(…) I notice an organization in the tasks. They have a little introduction, a "warm up", after that the activities are developed and finally there is the task to be accomplished with the instructions. (Participant 15)

(…) I observe the use of a communicative approach because it is "an eclectic form of teaching-learning in which we are apart from the mechanical practice to simulate everyday situations, encouraging real communication situations. In this case grammar is working for the communication objectives. (Participant 15)

According to her, there is a sequence involving a "warm-up", which presents the topics and the necessity of using the language in order to accomplish the task, that is, making the task communicative, once it involves the use of real communication in the task performance. In addition, she noticed that the tasks followed a "communicative approach" which brought to students the target language in contextualized situations, and that grammar was not worked as an end of the study, but as a tool for students to better make use of the language. The warm-up is also expressed by Participant 15 in her interview:

> First the comprehension [and activity] part, after the production part? Before the video (…) yes because I had already done an activity similar to this one. Normally here are some questions first, like a warm-up? (Participant 15)

As Participant 15 expresses, she could notice that, in the organization of the video-based units of work, the first part was involved by a warm-up question, which only in a second stage led them to the watching stage, as is defended by Willis (2004) when the author defines the task cycle.

Some Participants, as for example, Participant 6, relate to the organization of the tasks, but according to the topics in the textbook they used throughout the discipline, only:

> I think all the videos have some teaching unit based on tasks. Surely, they are made available to offer us certain comprehension of the topic related to Unit x, for example. If we are working on Unit x, and there are videos available in this unit, one can conclude, then, that such videos bring something related to the topic of the Unit being worked. (Participant 6)

As mentioned by Participant 6, the videos were connected to the units of the textbook they worked with. Probably when asked about the video-based units and the approach used, the only connection she made was between the videos and the topics of the textbook, when she mentioned that the "videos" brought issues "related" to the chapters.

Participant 11 states that he could perceive a sequence:

> Yes I noticed that there was sequence to be followed. (Participant 11)

However, the information he provided was extremely vague and no further ideas can be inferred, whether the sequence could be related

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to the videos and the topics worked in the discipline or the sequence within the tasks themselves.

Participant 13 reports to observe a link between the topics and the activities:

> I thought the activities linked to the topics learnt throughout the semester. (Participant 13)

According to her, probably the only sequential observation she made was the connection between the activities and the "topics" worked with in the discipline. No information or perception was observed concerning TBLT.

Participant 1 also does not perceive any sequential organization in the video-based units of work:

> No. the videos were mixed, (…) the videos which worked grammar with other complementary videos (which did not work grammar). (Participant 1)

As she argues, the videos did not follow a pattern and were "mixed". The mixing of videos that she mentioned is probably connected to the fact that students were provided with videos which presented grammatical explanations and videos which presented the target language being used in contextualized situations.

Participant 7 observes the sequence of the video tasks following the TBLT approach:

> Yes, first we were guided by an instruction so that we had knowledge of what would come with the video. In this way, we watched the video knowing which information we would find. We then practiced reading and we got familiarized with the context. We then practiced the listening and writing and in the chat we practiced speaking. (Participant 7)

When he states that they were first "guided" with the instruction, he probably referred to the pre-task where their schemata were activated. After that, they "watched" the video already knowing what to expect and already being "familiarized" with the information and "context" of it. In a later stage, he recognized that the information was then used for a Skype chat (final production) where the target language was to be used.

For Participant 2, the videos worked as summaries and also had a communicative character:

Yes, because the videos summarized what we were learning in each chapter. (Participant2)

(…) the final projects were tasks because they were worried with meaning and pragmatic, they were not repetitive exercises and involved aspects of our own experience. (Participant 2)

As he states, the videos worked as a tool for the review and summary of the topics worked with in a "summarized" way. Also, when describing their final productions, he argues that their main concern was with "meaning", that is, with the exchange of information in which they used aspects from their own life experiences.

Participant 3 also observes that the video-based units of work opened with a pre-task:

Yes, it seems to me that the first activity instigates us and also prepares us to the next activities. (Participant 3)

(…) we can observe a teaching capable of instigating the student during the accomplishment of the task, making them more confident and critical to do what is proposed. (Participant 3)

She also brought that when students perform a task, they become more "confident". Probably she means that when students perform communicative tasks, they have the opportunity to become and see themselves as active in their learning, and thus became more confident.

Participant 4 also observes a connection between the videos and the textbook:

The videos are related to the lessons of our book – so there is as a base the teaching units brought in the book – however if there is learning of a *certain* item, I am not sure. (Participant 4)

According to him, the videos worked with are based on the topics worked with in the textbook. Probably this is the only perception he had on the use of videos within TBLT. In addition, he maintains that the learning of "certain" items could not be totally observed by him. Probably he was not sure about the concept task.

Participant 8 observes an organization in the video tasks:

> Yes, because through the videos the topics are brought, and the discussion happens naturally around the communication objectives and as a consequence, the grammatical learning [takes place]. (Participant 8)

As she mentions, in the video-based units of work, the topics are presented through contextualized means, that is, the videos. Probably she observed the videos as input, once she argued that "discussion" took place after the presentation of the videos. She further exposed that with the use of the target language presented in the videos the grammatical structure was also learned.

Participant 12, unlike the others, does not perceive any kind of organization:

> I still do not have enough maturity to identify this. (Participant 12)

According to her, she probably needs further instruction of the TBLT approach and how tasks are organized, or she just could not observe this structure or organization within the video tasks which students were provided with.

It is possible to conclude, thus, that videos are seen by participants as good learning tools, for they present further opportunities for students to review the language items, and subjects and contents worked in the disciplines taken. Furthermore, it can be observed that for students, videos can pose a joyful way for their learning; as was stated, when taking a course in the distance mode students have a limited contact with the professors, videos become an important tool for their development.

Concerning the organization of the video-based units of work, based on Willis (2004), not all participants could perceive an organization in the video tasks *The Fridge Monster* and *Long Distance Relationships*. Although the ones who noticed the organizational sequence did not defend it to follow a TBLT approach, they could notice, for example, the use of a pre-task, or warm up, which presented them with the topics, and also, the characteristic of communicative tasks, where the focus is to use the language presented and worked with for their final production.

5 FINAL CONSIDERATIONS

5.1 RECALL ON THE OBJECTIVES OF THIS RESEARCH STUDY

As previously stated, the objective of this research study was to work with students who take the *Letras – Inglês* course in the distance mode at the *Universidade Federal de Santa Catarina*. The students who participated in this research are students from the five study centers in the cities of São José, Itajaí, Araranguá, Chapecó and Concórdia. The objectives can be simplified into two, which was to investigate:

- Students' perceptions on the use of videos as a pedagogical tool in distance education;
- Students' perception of the TBLT approach and the implementation of videos within this approach making them video-based units.

For the objectives of the study to be addressed, the research questions which guided the development and application of the instruments as well as the analyses procedures are:

1. How do students perceive the use of videos produced for the course?
2. How do they perceive the use of the videos taken from the internet?
3. Do they perceive the video-based units for the oral course? How?

The questions presented above as being the guide of this study, are retaken and connected to the findings in the next section.

5.2 SUMMARY ON THE FINDINGS

Interesting data was collected from the participants. As it follows, the questions are discussed with the ideas expressed by participants. In relation to the first question, "How do students perceive the use of videos produced for the course?", based on the findings, it was possible to conclude that participants seem to have a positive position towards the use of videos. According to their responses, they show to have a particular interest especially in the videos which were linked from the internet and which present a teacher or a professor in front of the whiteboard, explaining about a certain grammatical topic. The preference of this type of video is due to the fact that they are linked to the topics being worked in class, showing, thus, a preference to more objective videos and topics.

Although this type of video was perceived as the most useful, some of the participants recalled videos which were not developed for pedagogical reasons, but were used once their subjects could be linked to the topics being worked with in class. These videos presented the target in contextualized situations, where participants could actually see the language being put in context in a talk show (in the case of videos produced for the *Letras – Ingles* course) or even in short films were people discuss regular issues (in the case of the videos *Long Distance Relationships*).

As for the second question, "How do they perceive the use of the videos taken from the internet?", it was possible to conclude that participants perceive the videos as useful in the classes. According to them, the implementation of such tool complements the use of the textbooks, and also helps them better understand and clarify the topics being studied. With the videos exposing the topics in a clearer and simpler way, participants could perceive that they worked as a good tool for the complementation of the textbook, which at some times was not very clear for them.

The third question, "Do they perceive the video-based units of work for the oral course? How?", focused on participants' awareness of the structure of the two video tasks worked with in the discipline *Compreensão e Produção Oral em Língua Inglesa VI*. When it comes to the units of work which were developed following the TBLT approach, most participants did not perceive it. Only a reduced number of them perceived some kind of organization, in which, as they put it, there was first a topic presentation, the activity related to the video itself, and, in a final stage, they used the language presented in order to make a presentation. This very recognition of such organization brings to light a question: to what extend is it important that participants 'see' the kind of organization, that is, whether they could observe the structure of the video-based units, or to what extend the units proposed present a clear image of the unfolding of what they need to and how these 'steps' help them towards the accomplishment of the task objectives? One probable answer would be that when students perceive the organization within the tasks, they can probably reach the objectives of them more easily, knowing theoretically about TBLT, as taught in the course, and why and how they are organized the way they are. However, another insight is risen with the reflection presented above: the recognition of the organization of the video-based units would probably be not necessary for regular students who are taking a course in the distance mode, although, as this research study dealt with teachers-to-be, and already

practicing teachers, the recognition of such organization, that is, such teaching approach would be necessary, once it is closely connected to their preparation as teachers in the *Letras – Inglês* course.

Another issue that was very much present in participants' responses is concerning the role of the native speaker, which seems to have been much appreciated when shown in the videos. The insight which can be raised here is due to the fact that participants show to have the impression that they will 'learn' the target language only when it is exposed through native speakers, whereas, as Brazilian users of English as a foreign language, they should probably be clear with the fact that they have their own Brazilian identities making use of a foreign language to communicate.

Thus, it is possible to argue that the use of video is a great tool to be more and more used in distance learning and teaching, once they present extra materials for students' further comprehension of the topics being worked in the disciplines and courses. In addition, videos also present complete conversational situations, whether presenting a teacher doing explanations related to the grammatical topics, or videos which were not developed for pedagogical purposes, but which were implemented and used in connection to the topics studied. Furthermore, the kind of organization or structure can also be defended as important as it helps participants in the preparation for the use of the language presented.

5.3 PEDAGOGICAL IMPLICATIONS

This research can be argued to have great pedagogical importance in the area of distance learning and teaching. With the use of different tools and provision of input to help students foster their learning, professors and instructors may not have students who are autonomous, and responsible for their own process of learning. As in the distance learning mode students do not have the professors available in the face to face interaction, they need to develop their autonomy to look for and clarify the unclear information by themselves. In addition, when dealing with videos, students are exposed to them as a tool for their learning. This means that the videos are important for their development.

In addition, when it comes to the tools to be used, as was the focus on this research study, videos can play a very important role in the teaching-learning process. The use of videos brings to the learning environment a dynamic learning tool, once it presents visual and aural information. The combination of both helps students in the process of

comprehending and internalizing the topics worked. It is important to clarify, however, that they need to be connected somehow to the topics which are under students' study, so that their use becomes meaningfully related to the classes.

Based on students' great preference for the videos which present professors explaining grammatical topics, bring to light another discussion: should the teaching the target language not be focused in the use of it for communication? If so, why are students so highly concerned with the grammatical topics, and not worrying so much with the practical use? Perhaps one answer to this question if the fact that students still might be primarily concerned with mastering the language aspects necessary to make exams.

Furthermore, the formats, or organizations in which the videos are presented also make a difference in how students may profit for their use. As was shown, videos which are inserted within a task-based organization, present students with the development of the language structure they will need to use in order to accomplish an outcome presented[9]. This language was exposed to them in the videos worked as an input, preparing them with the ideas and the language structures to be used. This helps them focus on the language in order to accomplish the 'while watching' stage and helps them prepare for the outcome, where they will have to use the language presented in the video.

As a conclusion, it is possible to defend that not only videos can be a great source for students' learning when taking courses in the distance mode, but also, how videos are presented to them, and what kinds of activities of tasks are provided can have a strong effect on students' development and learning results. It is important to take into consideration, however, that videos is a tool that is relatively recent, and that should be further explored and analyzed. In addition to that, the process of videos planning and production should be deeply studied, so to understand what features that are implemented in them can lead to learning according to the course objectives.

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[9] In the case of the two tasks worked with in the discipline *Compreensão e Produção Oral em Língua Inglesa VI*, they needed to prepare an oral presentation.

5.4 LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

The first limitation of the present study regards the limited literature available on teaching with videos. With this limitation, a deeper study on the review of literature could not be offered. In addition, mostly of the literature on the use of videos for teaching is concerned not only with the use of videos, but also with the production of videos by students.

The second limitation of this study is concerning the data collection tools. Before the actual data collection procedures, the tools, which were the questionnaires and the interviews, were piloted. However, for the pilot of the questionnaires only two students participated and for the interview, only one student participant the pilot. This can be due to the fact that students who take the *Letras – Inglês* course in the distance mode have a limited amount of time available due to their works, families, and also to the number of papers and projects to be done for the course.

One third limitation is concerning the questionnaires design and administration. As the results show, participants may have had some difficulties distinguishing when they were asked about the Letras – Inglês course in general, and when they were asked about the discipline *Compreensão e Produção Oral em Língua Inglesa VI*. Perhaps a more carefully designed questionnaire and with a different administration, could have provide with much clearer and more meaningful data for analysis.

Finally, as reported above, most of the literature worked with suggested the use of videos with the scaffolds *watch*, *analyze* and *create* (Kajder & Young, 2010). These scaffolds present a very useful possibility of research, where students are not only presented with the videos in order to accomplish tasks in which they use the videos as input for further practice and production of outcomes, but also, their outcomes are the productions of videos, where they present their own understanding of the topics and subjects being studied.

This process of video creation can lead students to the process of scaffolding, where students' knowledge is built and fostered throughout the video creation process. Furthermore, when students create the videos and make them available, as for example in sites like You Tube, they receive feedback on their productions and go to the process which involve the improvement of the knowledge already built, as is suggested in the scaffolding process (Bull & Bell, 2010), so that videos can play a

role in the students' development that can be that of input for language practice and also have students' as active producers. Although this research study can be defined as an exploratory study due to the nature of the tools focused one (videos), and the context it was conducted (distance learning mode), it presents important information on the use of videos organized in video-based units so to offer students better learning opportunities and experiences, further research is necessary on this field.

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APPENDIX A – THE FRIDGE MONSTER VIDEO TASK

Quiz - The Fridge Monster

Now you are going to watch a short film named The Fridge Monster. While you watch it, pay attention to the following details:

DAYWALT HORROR: Fridge Monster

The woman is talking about
- her childhood.
- her friends.
- her impressions on the housework.

Paying Attention to Details

Now, watch the video again and answer the following questions:

1. According to the woman, where did her sisters tell her their mother was?
They told her the mother was [▾]

2. What did the sisters do when she was in the place?
They [▾]

3. What was the name of the creature in the Fridge?
The creature's name was [▾]

4. As the character in the video tells about things from the past, she mentions things related to her sisters.
This information can be named as [▾]

Submit

APPENDIX B – LONG DISTANCE RELATIONSHIPS VIDEO TASK

You are going to watch two videos on Distance Relationships. Pay attention to the information they present and check the best option:

○ Both videos state that distance relationships do not work because of the distance matter.
○ Both videos assume that there are relationships which can work, even with the distance matter.
○ In both videos the presenters talk about their personal opinions on distance relationships.

Submit

Watch the videos again and complete the quiz below:

In video 1, a wrong reason for being in a distance relationship is

○ because one does not want to feel alone.
○ because one does not want to feel attached to someone.
○ because one does not want to see his/her mate frequently.

In video 1, a reason for distance relationships to work out is

○ when both have plans to see each other whenever it is possible and even consider moving closer together.
○ when people trust each other no matter what.
○ the feeling of being special for someone.

According to video 2, why can distance relationships be "traps"? Check more than one possibility.

○ Because the people involved see each other a limited number of times.
○ There is the matter of trust.
○ In distance relationships one of the partners will always cheat.

According to video 2, what is a key feature for a distance relationship to work out?

○ Communication.
○ A normal routine.
○ Traveling together.

Submit

APPENDIX C – QUESTIONNAIRES 1 AND 2

UNIVERSIDADE FEDERAL DE SANTA CATARINA
CENTRO DE COMUNICAÇÃO E EXPRESSÃO
Mestrado em Língua Inglesa e Literatura Correspondente

Questionário

Prezado aluno(a)! O questionário abaixo é parte da minha pesquisa de Mestrado e você está sendo convidado a participar. O objetivo da dessa pesquisa é entender aspectos sobre o uso de tecnologia no curso de Letras – Inglês na modalidade a distância. O questionário está dividida em 3 (três) partes. Abaixo você responderá as partes 1 e 2. A parte três será disponibilizada em breve!

Você, enquanto aluno desse curso é a peça-chave para podermos entender o processo atual de ensino-aprendizagem e assim com essa pesquisa, viso trazer um estudo que possa oferecer aos alunos que fazem e irão fazer cursos nessa modalidade, estratégias de ensino cada vez mais eficazes.

Abaixo de cada pergunta há uma caixa de texto onde você pode inserir a sua resposta.

Enfatizo aqui que a sua identidade será mantida em sigilo!

Agradeço a sua participação, Marinho Cristiel Bender.

PARTE 1 - PERFIL

1. Qual o seu nome?

2. Qual a sua idade?
a – Menos de 18
b – 18 a 25
c – 26 a 30
d – 30 a 40
e – Acima de 40

3. Seu gênero:

( ) Feminino.
( ) Masculino

4. Qual o seu pólo?
( ) São José
( ) Itajaí
( ) Araranguá
( ) Chapecó
( ) Concórdia

5.   Considerando seu uso total, quantas horas semanais você fica conectado a internet para dedicação acadêmica, ou seja, para o seu curso?
a – Menos de 1 hora
        b – De 1 a 3 horas
        c – De 3 a 6 horas
      d – De 6 a 10 horas
        e – Mais de 10 horas

6. Você já leciona, ou lecionou? (Se você nunca lecionou, por favor, passe para a PARTE 2 desta pesquisa).

7. Se você leciona ou já lecionou, você usa/já utilizou recursos tecnológicos nas suas aulas? Se usa/utilizou, por favor, especifique que recursos e por quê a escolha desses recursos. Se não usa/utilizou, por favor, explique por que.

PARTE 2 – TRABALHO DESENVOLVIDO COM VIDEOS
(*The Fridge Monster* e *Long Distance Relationships*)
As perguntas que seguem são vinculadas ao trabalho desenvolvido na disciplina *Compreensão e Produção Oral em Língua Inglesa VI*, que está em andamento neste semestre (2012/01).

8. Para as disciplinas que você cursou, os professores e tutores utilizaram vários recursos e várias ferramentas para a sua aprendizagem, dentre elas o recurso de vídeos, tanto obtidos na internet, como

desenvolvidos pela equipe de tutores especialmente para os cursos. Na sua avaliação, o uso de vídeos tirados da internet tem sido:

a. Excelente.
b. Ótimo.
c. Bom.
d. Irrelevantes para a sua aprendizagem.
Por favor, justifique.

9. Você acredita que (o uso) os vídeos tirados/direcionados da internet possuem conteúdos que vão ao encontro dos objetivos propostos para as atividades da disciplina *Compreensão e Produção Oral em Língua Inglesa VI*, ou seja, os conteúdos deles deram suporte às atividades propostos nesta disciplina? Por favor, justifique fazendo uso de exemplos de vídeos que você trabalhou nesta disciplina.

10. Você acha que o uso dos vídeos tirados/direcionados da internet atingiram seus objetivos de ensino/aprendizagem? Por quê? Por favor, justifique fazendo uso de exemplos de vídeos que você trabalhou nas disciplinas (sendo) cursadas até então.

11. Quando você pensa em vídeos tirados/direcionados da internet e usados na disciplina *Compreensão e Produção Oral em Língua Inglesa VI* completando as atividades, qual/quais vídeo(s) lhe vêm à mente? Por favor, justifique fazendo uso de exemplos de vídeos que você trabalhou nesta disciplina.

12. Quais características dos vídeos tirados/direcionados da internet e usados na disciplina *Compreensão e Produção Oral em Língua Inglesa VI* mais lhe chamaram atenção? Por favor, justifique fazendo uso de exemplos de vídeos que você trabalhou nesta disciplina.

13. Considerando as tarefas propostas com base em vídeos na disciplina *Compreensão e Produção Oral em Língua Inglesa VI* (*The Fridge Monster* e *Long Distance Relationships*, caso você queria ver as tarefas,

vide no final do questionário), como você avalia essas tarefas para a sua aprendizagem? Por favor, justifique.

a. Excelentes.

b. Ótimas.

c. Boas.

d. Irrelevantes.

Justificativa:

14. Para as tarefas citadas acima, propostas com base em vídeos *The Fridge Monster* e *Long Distance Relationships*, como produção final você preparou uma apresentação que foi feita via chat Skype ou gravada em arquivo de áudio. Como você avalia, para a sua aprendizagem, as produções orais que você, aluno, fez? Por favor, justifique.

a. Excelentes.

b. Ótimas.

c. Boas.

d. Irrelevantes.

Justificativa:

15. Considerando as tarefas propostas na disciplina *Compreensão e Produção Oral em Língua Inglesa VI* com base em vídeos, você pôde observar algum tipo de organização sequencial de aprendizagem dentro dessas tarefas envolvendo os vídeos? Por favor, justifique.

16. Nas tarefas propostas com base nos vídeos *The Fridge Monster* e *Relationships*, você pode observar algum tipo de unidade de ensino baseado em tarefas envolvendo os vídeos? Por favor, justifique.

The Fridge Mosnter

Topic 3: Evaluated Activities (Fridge Monster Tasks: Final Project and Quizzes)

Survey
We all have different relationships with our siblings or peers (ex.: cousins or classmates). Above there are some images illustrating different types of relationships.
Read the survey below and check the sentence that best describe the kind of relationship you had with your siblings when you were younger. If you have no siblings, think of your peers at school or other relatives.

Quiz

The Fridge Monster

Long Distance Relationships

Long Distance Relationship

Survey
Nowadays relationships happen in different ways. Think about which from the following statements are true for long distance relationships to keep working. Click on the link to complete the **survey**. Note: there is no correct answer for this activity.

Quiz
Now, you are going to watch two videos on Distance Relationships in order to complete the **quiz**.

You can continue discussing the topic "Distance Relationships" by posting your opinions on the ***Relationships Forum*** *(optional).*

Final Project
Distance Relationships: Can They Work?

You are going to reflect on the information presented in the two videos you worked with and you are going to prepare a presentation stating your own views and opinions on distance relationships.

Required information for your presentation:
 - Characteristics of Distance Relationships;
 - Examples of people you know who have had this kind of relationship;
 - Your opinion stating if this kind of relationship can work or not and why;
 - Advice to people who are in this kind of relationship.

You can present your work in two different ways:

OPTION 1:
Skype Chat **(from February 28th to March 15th)**
 Chat meetings. Each tutor is online once a week and they can talk to five (5) students at the same time. Make sure your microphone and
rly. Schedule a date and time with your UFSC tutors. Each chat session will last 30 minutes.

APPENDIX D – QUESTIONNAIRE 3

PARTE 3 - Uso de Vídeos no Curso de Letras – Inglês a Distância

Abaixo segue a terceira parte do questionário pesquisa de mestrado de Marinho Cristiel Bender (perguntas 17 a 27). Por favor, responda as perguntas nas caixas de texto, e me reenvie em formato de *documento de word*. Para este mesmo e-mail. Mais uma vez observamos que a sua participação é de grande importância, principalmente ao responder as perguntas que solicitam o uso de exemplos, que são o foco desse estudo.

Os dados fornecidos por você são a peça chave que será utilizada para entendermos como os alunos percebem o uso da tecnologia no curso de Letras – Inglês na modalidade a distância. Sua identidade será mantido em sigilo!

Desde já, muito obrigado pela cooperação!

As perguntas abaixo são vinculadas ao *__uso de vídeos nas disciplinas em geral do curso de Licenciatura em Letras – Inglês na modalidade a Distância__*. Segue abaixo a relação das fases cursadas com as respectivas disciplinas:

Fase	Disciplinas Cursadas
1ª Fase	Introdução a Educação a Distância – **CELSO TUMOLO** Introdução aos Estudos da Linguagem – **ADRIANA KUERTEN** Introdução a Linguística Aplicada – **MAILCE BORGES MOTA** Introdução aos Estudos da Narrativa – **WLADIMIR DA COSTA GARCIA** Introdução aos Estudos da Tradução – **DENISE CORRÊA** Compreensão e Produção Escrita em Língua Inglesa I – **JOSALBA RAMALHO** Compreensão e Produção Oral em Língua Inglesa I
2ª Fase	Estudos Linguísticos I – **CAROLINE ROBERTO** Linguística Aplicada I – **MAILCE BORGES MOTA** Compreensão e Produção Escrita em Língua Inglesa II – **JOSALBA RAMALHO** Compreensão e Produção Oral em Língua Inglesa II – **ROSANE SILVEIRA**

	Tópico Especial em Língua Inglesa I – Ensino de Leitura – **LÊDA MARIA BRAGA TOMITCH**
3ª Fase	Literatura Ocidental I – **DENISE CORRÊA** Estudos Linguísticos II – **RAQUEL D'ELY** Estudos da Tradução I – **LICOLN FERNANDES** Compreensão e Produção Escrita em Língua Inglesa III – **JOSALBA RAMALHO** Compreensão e Produção Oral em Língua Inglesa III – **ROSANE SILVEIRA** Introdução ao Estudo do Texto Poético e Dramático – **WLADIMIR DA COSTA GARCIA**
4ª Fase	Linguística Aplicada II – **VIVIANE HEBERLE** Literatura Ocidental II – **DENISE CORRÊA** Estudos da Tradução II – **LICOLN FERNANDES** Pesquisa em Letras Estrangeiras Inglês (PCC Horas/Aula) – **LÊDA MARIA BRAGA TOMITCH** Compreensão e Produção Escrita em Língua Inglesa IV (PCC 18 Horas/Aula) – **JOSALBA RAMALHO** Compreensão e Produção Oral em Língua Inglesa IV (PCC 18 Horas/Aula) – **ROSANE SILVEIRA**
5ª Fase	Literatura Norte-Americana I (PCC 36 Horas/Aula) – **DENISE CORRÊA e MAGALI** Didática (PCC 12 Horas/Aula) – **DANIELA RAMOS** Psicologia Educacional: Desenvolvimento e Aprendizagem (PCC12 Horas/Aula) – **JOSELMA FRUTUOSO** Tópico Especial em Língua Inglesa II: Compreensão e Produção Escrita em Inglês: Organização Textual – **CELSO TUMOLO** Compreensão e Produção Escrita em Língua Inglesa IV (PCC 36 Horas/Aula) – **JOSALBA RAMALHO e ADRIANA KUERTEN** Compreensão e Produção Oral em Língua Inglesa IV (PCC 36 Horas/Aula) – **ROSANE SILVEIRA**
6ª Fase	Literatura Norte-Americana II (PCC 18 Horas/Aula) – **DENISE CORRÊA E MAGALI SPERLING BECK** Organização Escolar (PCC 18 Horas/Aula) – **ROSELI CERNY** Metodologia de Ensino de Inglês (PCC 36 Horas/Aula) – **ROSELY XAVIER** Estágio Supervisionado I – **MARIMAR DA SILVA** Compreensão e Produção Escrita em Língua Inglesa VI (PCC 36 Horas/Aula) – **ADRIANA KUERTEN** Compreensão e Produção Oral em Língua Inglesa VI (PCC 36 Horas/Aula) – **ROSANE SILVEIRA**

Nome:

17. Você já possui alguma graduação? Qual?

18. Você já fez algum curso na modalidade à distância? Que tipo de curso foi?

Não se limite ao tamanho do quadro. Ele pode ser aumentado caso necessário.

19. Para você, os vídeos produzidos especialmente para as disciplinas do curso tem sido:
a. Excelentes.
b. Ótimas.
c. Boas.
d. Irrelevantes.
Por favor, elabore e justifique a sua escolha.

Não se limite ao tamanho do quadro. Ele pode ser aumentado caso necessário.

20. Quando você pensa em vídeos desenvolvidos especialmente para as disciplinas do curso, qual/quais vídeo(s) lhe vem à mente? Por favor, elabore justifique fazendo uso de exemplos de vídeos que você trabalhou nas disciplinas cursadas até então.

Não se limite ao tamanho do quadro. Ele pode ser aumentado caso necessário.

21. Quais características dos vídeos produzidos especialmente para as disciplinas do curso mais lhe chamaram a atenção? Por favor, elabore e

justifique fazendo uso de exemplos de vídeos que você trabalhou nas disciplinas cursadas até então.

Não se limite ao tamanho do quadro. Ele pode ser aumentado caso necessário.

22. Quais características de vídeos trabalhados nas disciplinas do curso de Letras – Inglês na modalidade a distância você julga importantes ou que ajudaram você no processo de aprendizagem do conteúdo sendo trabalhado? Por favor,elabore justifique fazendo uso de exemplos de vídeos que você trabalhou nas disciplinas cursadas até então.

Não se limite ao tamanho do quadro. Ele pode ser aumentado caso necessário.

23. Para você, os vídeos tirados/direcionados da internet tem sido:
a. Excelentes.
b. Ótimas.
c. Boas.
d. Irrelevantes.
Por favor,elabore e justifique a sua escolha.

Não se limite ao tamanho do quadro. Ele pode ser aumentado caso necessário.

24. Quando você pensa em vídeos tirados/direcionados da internet, qual/quais vídeo(s) lhe vem à mente? Por favor, elabore e justifique fazendo uso de exemplos de vídeos que você trabalhou nas disciplinas cursadas até então.

Não se limite ao tamanho do quadro. Ele pode ser aumentado caso necessário.

25. Quais características dos vídeos tirados/direcionados da internet para as disciplinas do curso mais lhe chamaram a atenção? Por favor, elabore e justifique fazendo uso de exemplos de vídeos que você trabalhou nas disciplinas cursadas até então.

Não se limite ao tamanho do quadro. Ele pode ser aumentado caso necessário.

26. Você acha que o uso de vídeos tanto da internet, quanto os desenvolvidos especialmente para as disciplinas do curso atingiram seus objetivos de ensino/aprendizagem? Por quê? Por favor, elabore e justifique fazendo uso de exemplos de vídeos que você trabalhou nas disciplinas (sendo) cursadas até então.

Não se limite ao tamanho do quadro. Ele pode ser aumentado caso necessário.

27. Em sua opinião, qual é o efeito que o uso de tipo de material (vídeos) traz para a aprendizagem?

Não se limite ao tamanho do quadro. Ele pode ser aumentado caso necessário.