Cases on Audio-Visual Media in Language Education

Catherine Hua Xiang
London School of Economics and Political Science, UK

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Chapter 7
The Benefits of Student–Led Video Production in the Language for Business Classroom

Claudia Gremler
Aston University, UK

Elisabeth Wielander
Aston University, UK

EXECUTIVE SUMMARY

The use of video in the language learning classroom has long been seen as a way to enrich the student experience and to increase student engagement. This case study presents a good practice example of student-led video production tasks. The project which is analysed here was conducted with undergraduate students of German at Aston University in Birmingham, UK. It examined student responses and student achievement in relation to a number of different video-based learning activities and explored the potential of student-led digital video production in a language for business context. Results of the study highlighted the various benefits of using video production tasks with language learners. In particular, the data demonstrated how video-based tasks embedded in a Content and Language Integrated Learning (CLIL) approach and supported by adequate scaffolding, such as task-based learning structures, provide collaborative learning opportunities and increase students' confidence.

ORGANISATION BACKGROUND

This study is primarily based on data collected at Aston University in Birmingham, UK. Aston has had a languages department since the 1970s with a strong focus on language in contemporary society and applied language study (Aston University, 2016). High graduate employability is a key objective. The university offers a wide choice of degree programmes that mostly combine the study of French, German or Spanish with either a second language subject, with Translation Studies or a with a social science. Single Honours programmes also exist in all three 'major' languages. The most popular language degree, accounting for up to 50% of language student intake at undergraduate level, is the International Business and Modern Languages (IBML) programme, founded 30 years ago and run jointly by the School of Languages and Social Sciences (LSS) and Aston Business School (ABS). Teaching on the IBML degree follows an integrated approach and provides students with a language learning experience that is specifically tailored towards developing language skills for a professional business environment. One of the main focal points of this chapter will be the use of video in a 'language for business' classroom as created for students with a business studies profile.

An important aspect of Aston's applied language study approach is the university's strong commitment to Content and Language Integrated Learning (CLIL), a pedagogical method where language and discipline-specific content learning are integrated flexibly along a continuum, without a stated preference for either, that can be adapted to the needs of the respective educational setting. CLIL as an educational approach "makes underlying use of some of the theoretical models that have been pivotal in the last few decades" (Ruiz de Zarobe, 2013, p. 234), among them Cummins' distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). When implemented effectively, CLIL fosters both general linguistic development and discipline-specific content knowledge and understanding. To do so, students must be "cognitively engaged" and "intellectually challenged in order to transform information and ideas, to solve problems, to gain understanding and to discover new meaning" (Coyle et al., 2010, p. 29). Beyond these subject-related goals, CLIL also aspires to further the learners' knowledge and understanding of the culture(s) where their target language is spoken and to foster (inter)cultural awareness and sensitivity. These skills form an important aspect of successful intercultural marketing and are thus especially relevant for one of the sub-projects analysed below.

In line with the CLIL approach, the large majority of classes in Aston's Languages and Translation Studies section (LTS) are taught and assessed in the target language. IBML students take specifically designed courses about the business environment

of countries and regions where their language of study is spoken while students on other degree combinations choose from a variety of target language-taught modules focusing on politics, society and culture. In addition to bringing a strong emphasis on language study and language use into these content-oriented modules, following CLIL principles at the same time means that the 'language skills' courses, with their primary objective of advancing students' proficiency to near-native speaker level, comprise tasks and exercises specifically designed to interlink with certain aspects of the content courses. Whilst module titles indicate to some degree whether the main emphasis is on language study or content, the joint CLIL approach accounts for a certain blurring of boundaries between these two types of courses and requires a close connection between them – particularly in the case of IBML where students expect specialised language instruction as opposed to a general language module. Consequently, video tasks, as all other student activity, need to be embedded in the specific structure and orientation of these courses.

The results which will be presented here are based on data collected in the second year 'German language' classes, taken by all degree level students on all German combinations. Whilst the data encompasses responses from all students in that particular year group, it is limited to students of German. However, French and Spanish degrees at Aston follow the same CLIL principles as the German programme and anecdotal evidence collected from colleagues teaching on those degree programmes and from students who combined their study of German with Spanish or French suggests that the results are largely transferrable to other languages.

SETTING THE STAGE

Pedagogic scholars (Vanderplank, 2010, p. 9) and teaching practitioners (Bailey & Dugard, 2007, p. 1) agree that the use of video materials in the classroom can serve to facilitate and enhance language learning processes as well as help build students' confidence in using the target language (Brooke, 2003). The benefits of using video with language learners, as opposed to previously applied, largely text-based approaches, are obvious and include the opportunity to provide students with a rounded 'full language experience' that comprises pronunciation as well as body language and can be complemented by authentic cultural representation more easily mediated through on-screen narratives.

As early as the 1920s, film was used for teaching purposes in British schools. From the 1950s, the BBC's schools radio service, which had also been introduced in the 1920s and had counterparts in most European countries, was increasingly supplemented by educational TV programmes (Keating, 2011). Teachers used these

materials widely but there was little flexibility both with regard to accessing them outside of broadcasting times and with a view to adapting or editing them to suit the specific purposes of a particular group of learners.

This situation changed significantly in the 1980s after the introduction of video tapes and, more importantly, VCRs. Following agreements with broadcasting companies to allow educational use of off-air recordings, it became easy for teachers to integrate individually taped materials into their classroom activities, often using more up-to-date footage than had previously been the case and choosing content more relevant to students' daily lives. In language learning, using taped original broadcasts in the foreign language does not only present the learners with authentic language use, it is also seen to facilitate cultural learning (Kramsch & Andersen, 1999, p. 39). The versatility of taped video was further increased by the fact that even basic editing could be done using two commercially available VCRs. Unsurprisingly, the 1980s and early 1990s were a time which saw the first big wave of research conducted into the use of various types of video learning and teaching activities (Vanderplank, 2010, p. 9). A relevant example of one such early study, conducted under similar conditions as the project presented here, is Coleman's (1992) account of a student-led video production project that took place with UK undergraduate students of French at what was then Portsmouth Polytechnic. Significantly, despite the project's obvious success, technical limitations of the time created challenges that can nowadays be eliminated.

Although the introduction of video tapes, and the increased access to and availability of moving images that came with it, was certainly regarded as revolutionary at the time and boosted the use of film materials in classrooms across much of the Western world, the advent of digital video formats and the ensuing possibility to gain access to and share video online brought about even bigger changes and provided previously unheard-of opportunities for individual study activities, such as distance learning. High-speed internet connections facilitated the growing presence of video in contrast to text in news media, making video an increasingly central factor in communicating information. At the same time, digital video recording equipment changed from being a separate product to a function included in a variety of mobile communication devices. This has raised the status of self-made videos, produced by members of the general public, including pupils and students, from an occasional activity, indulged in at special occasions such as family events, graduations or similar, to an omnipresent media type that influences learners from a young age and turns them into active producers and distributors of moving images (Küchmeister, 2016, p. 26). In fact, a new type of "modern learner" is emerging. These students are so immersed in the daily use of communication and information technology that they do not see it as separate from their other activities. Unlike many of their teachers, they do not consider use of technology "an event" but expect it to be constantly available

(Fisher, 2012). Today, there is still some reluctance from teaching professionals to fully embrace these changes. Restrictions for students to bring mobile devices into the classroom are frequently in place at secondary school level or even implemented by instructors in Higher Education (HE) who want to limit students' distraction from traditional classroom activities. However, the view that creative audio-visual tasks facilitate holistic learning processes, that they encourage conceptual thinking and support the development of practical, technical and organisational skills is gaining acceptance (Küchmeister, 2016, p. 26).

Despite this growing scholarly and pedagogic consensus on the benefits of using video in language teaching, and although the history of using audio-visuals in teaching stretches over a number of decades, many unexplored aspects remain that inspire new ideas for the use of this medium and stimulate further discussion. In addition, video technology continues to develop, and this continuous advancement keeps posing new challenges and emphasises the need for continuous professional development – not least for teaching professionals whose primary training is outside the field of technology.

CASE DESCRIPTION

Video had been a frequently used learning and teaching resource on Aston's language degrees for many years preceding digitisation, but due to the growing relevance of video, in particular digital video, as a medium and teaching tool and because of the desire to keep up with technological as well pedagogic developments in the field, a task & finish group was set up in 2009 to explore the use of video materials in language modules and to formulate recommendations for future good practice.

To establish the current use of video materials and the familiarity of staff with video technology, a faculty survey was conducted (Appendix 1). The data was collected through a questionnaire which was completed and returned by just over half of all language teaching staff employed in LTS at that time.

In line with the general situation in UK HE institutions, a large majority of respondents stated that they regularly (37%) or occasionally (56%) integrated video materials in their teaching and that they used a variety of video genres and formats (e.g. documentaries, feature films, news programmes). To access these different types of video, staff at Aston used a variety of sources from commercially available DVDs to off-air recordings (either in the form of satellite TV materials recorded by the university's learning technologists or using Box of Broadcasts, the on-demand TV and radio streaming service for education organised by the British Universities Film & Video Council (BUFVC)) and original materials available online, for instance on YouTube or on the catch-up and on-demand services offered by French, German and

Spanish language TV. In addition, some colleagues also made use of online videos specifically designed or adapted for language learners, such as German materials distributed by the Goethe Institute or the commercially available online Spanish language course AVE offered by the Cervantes Institute.

In answer to the question how they utilised these different materials in class, the majority of respondents identified the following common usage types:

- To train students' listening skills (75%)
- To impart/acquire background knowledge (75%)
- To provide input for group discussions (50%)
- For self-study activities (37.5%)

These results suggested competent usage by most staff of typically used video formats and tasks as well as indicating that most colleagues used video in accordance with the CLIL principles applied across the department. At the same time, however, a quarter of respondents said they lacked the technological knowledge and inspiration to design video-based tasks and activities that either required them to edit their materials prior to using them in class or that would give students the opportunity to be creative and either edit or subtitle/dub existing materials or produce their own videos. There was a minority of lecturers (fewer than 20% of respondents) who at the time either used subtitling with their students or expected them to script and film their own target language videos.

The picture that emerged from the analysis of the staff questionnaires suggested a widespread conventional use of video materials on Aston modules paired with a training need (confirmed by 50% of respondents) to improve both the technological skills of teaching staff and to provide them with guidance on how to use video in more creative ways in the classroom (Appendix 1, answers to questions 14 and 16).

This assessment was confirmed by responses to a student survey conducted among second year students on Aston's German programmes (Appendix 2). A significant majority of the students who returned the questionnaire appeared to be much more familiar with receptive activities than creative tasks and only a minority of under 20% of respondents had previously engaged in video production or dubbing activities in class, the others stating that they were more familiar with text production, oral discussion or role-playing tasks based on video materials. At the same time, the results of the student survey served to reaffirm the prominent position that video should continue to take in class. The large majority of students agreed with these statements (Appendix 2, question 2):

- "Visual media helps me understand things better" (90%)
- "The use of visual media helps me remember what I learned" (75%)

- "I find it easier to concentrate when visual media are used in the classroom" (75%)
- "The use of visual media provides a more authentic access to the foreign culture" (90%)

All respondents stated that they were familiar with a variety of video formats (films, TV shows, documentaries, news programmes, music videos etc.) and had accessed them inside and outside of the classroom (Appendix 2, question 4).

Set-Up of the Study

Following the two surveys, it was agreed to conduct an exploratory study, organised as two sub-projects in 2010. The goal was to trial a variety of video-based tasks and to monitor students' performance and collect their feedback. Participants were the full cohort of second year students on Aston's German degree programmes. At that time, students were divided into two separate modules: IBML students were taught on a language module ("German for Business") that was strongly business-oriented while all other students attended a general language course ("German Language Skills") with a wider variety of thematic content and a stronger emphasis on literature and culture elements such as the study of a contemporary German novel. Students on the Language Skills module were given the opportunity to sample a variety of video-based learning activities while the German for Business students were set a video production task which formed part of a pre-existing group assignment in intercultural marketing.

The design of the various tasks was informed by pedagogical research (Brooke, 2003; Vanderplank, 2010 et al.) and followed principles formulated as part of the EU funded DIVIS project on video production and language learning (DIVIS, 2008-2010). Applying a socioconstructivist approach that understands learning as "a process of knowledge construction rather than a process of knowledge transmission", Masats et al. (2009, p. 2, with reference to Karppinen, 2005) stress that this constructivist learning process needs to be guided through adequate scaffolding and should be contextualised, i.e. organised around authentic meaningful tasks. In addition, the learning activities should encourage the learner to be active and creative, they should contain collaborative elements that ensure interaction, and be emotionally involving and motivating.

As the study was set up, the primary focus was going to be on the Language Skills group, which at the time was taught by one of the project leaders, facilitating easy access to these students. True to the exploratory nature of the study, these students were exposed to a number of different video-based tasks (see below). To include the German for Business group in the project was not part of the original plan and

their module tutor only temporarily joined the project team. However, as can be the case when conducting exploratory research, the more limited project that was set up for the German for Business group turned out to be the more successful and sustainable one, which is why it will be the main focus of this chapter despite the fact that more data was collected from the Language Skills group.

The German Language Skills Group

As mentioned above, project work and data collection was more extensive on the German Language Skills module as compared to the German for Business course. At the beginning of the study, students in the Language Skills group filled in the aforementioned questionnaires: one on different learner types, stating their own preferences with regard to using a variety of resources in language learning, including audio-visual materials such as video and slide presentations, and a second questionnaire detailing their previous experience with using audio-visuals in their language classes (Appendix 2). They then engaged in various video tasks that were spread out across the semester and filled in further questionnaires after completing each task followed by a final feedback survey at the end of the project (Appendix 3). The format of the questionnaires was a combination of pre-formulated statements - asking students to indicate agreement or disagreement -, Likert scale evaluations and comment boxes. The video-based tasks that students in the Language Skills group completed over the course of the semester consisted of three receptive activities and one video-production task:

1. Analysis and discussion of a film short
2. Analysis and discussion of a music video
3. Analysis and discussion of the film adaptation of a novel read in class
4. Production of a short video about a social, political or current affairs topic

Bearing in mind the above-mentioned need for scaffolding and contextualisation, all four activities were linked to themes that had been covered in class. All of these tasks were unassessed because the Language Skills module did not have a coursework element at that time and all assessment was done by end of term oral or written examination. The topics covered in the video-based tasks were linked to potential exam content and students were made aware of that link. Overall, the Language Skills module had a relatively flexible structure, both in terms of content and types of activities, making it easy to integrate a variety of video-based tasks and exercises into the curriculum. This provided sufficient space to test out tasks in class time, avoiding unnecessary pressure on students to perform well in what could be considered 'experimental' activities. Another favourable factor was the students'

willingness to participate in the study and their eagerness to be involved in a project designed to enhance their learning experience. Comments in the final feedback survey illustrate the students' appreciation of being able to contribute to a project with direct impact on their own studies. They thought "it was good to try different approaches to learning" and enjoyed "being part of a study to improve lectures" (Appendix 3, question 3). In combination, these key factors formed an important basis for the smooth running of the study and ultimately facilitated its success.

Student feedback on the three receptive tasks was positive on the whole but students appreciated and enjoyed some activities more than others. They found exercise 3, studying clips from a film based on the novel that formed part of the course curriculum, particularly useful (Appendix 3, question 1: 77% gave this the highest or second highest rating on the Likert scale). Respondents highlighted the perceived relevance of this task (i.e. the link to future learning activities) and it seems that showing the extracts made the prospect of reading the novel (the first long literary target-language text for many students) appear less daunting and was therefore a positive, confidence-building experience.

The fourth and final exercise was a video production task. This constituted a new activity for the majority of students in the group (see above). It was therefore decided to make this activity optional, in order not to challenge students too much. Students were given the choice of producing a short video on a socio-political topic or to prepare a slide or poster presentation instead. This was designed as a group task. In the end, a minority of students chose to produce a video, while the majority opted to give presentations. Input and inspiration for both tasks was provided in the form of student videos that had been produced on a final year Sociology module on topics such as "the impact of social media", "eating disorders" or "global terrorism". The German students were shown these videos and presented on one of the topics explored in them. They were made aware that they could expect content linked to one or more of these topics in the written exam at the end of the year. The fact that only a relatively small proportion of students (just under 50%) took up the challenge of producing their own video indicates that many students felt out of their comfort zone and preferred to default to more familiar presentation formats.

Students had various options in terms of the video and editing equipment they used and the support they could seek from technical staff. The university owns a number of cameras, from simple flip cams to more sophisticated camcorders, that students were encouraged to use. Additional equipment was acquired prior to the project with funds awarded by Aston's Alumni Fund. Students were welcome to use their own equipment (camera, mobile phone) if they preferred. Once students had chosen which type of camera to use, support was available to help them with the actual filming process. An "FAQ of filming" guideline document was made available to students to help them avoid simple beginners' mistakes such as using

inadequate lighting. These guidelines had been produced by staff from Aston's Centre for Learning Innovation & Professional Practice (CLIPP) and students were encouraged to consult the relevant colleagues and seek their advice. In addition, LSS employs two learning technologists who were equally able to offer help and support to students. Assistance was also available to help students during the final editing process. Because of this support from staff in CLIPP and the department's own learning technologists, tutors on this module were not required to have the technological expertise to assist students with their projects. As is evident from the results of the faculty survey, only some members of teaching staff would have been able to fully and knowledgeably assist students. The support offered through CLIPP and by the LSS learning technologists turned out to be vital for the success of the project.

In the end, the students who did produce a video commented positively on the experience, with 80% agreeing that this task should be retained on the module (Appendix 4, question IV). However, on the whole, feedback was significantly less enthusiastic than comments received on the video production task completed by the German for Business group (see below). Furthermore, all students in the Language Skills group agreed that making the video had been "very time-consuming" (Appendix 4, question IV) - perhaps disproportionately so when compared to the benefits gained. This was identified as a problem by the project leaders.

In conclusion, it can be said that student feedback regarding all tasks was predominantly positive and that participating in this exploratory study created a positive experience for the students who enjoyed the activities and were enthusiastic about being able to contribute to a discussion of the module's curriculum. It was slightly disappointing that only a small minority of students participating in the project chose to attempt the video production task despite the technological support that was made available. In the interest of creating a supportive learning atmosphere, students in this group had not been pushed to engage in video production and their hesitation to move out of their comfort zone had been respected. However, that decision was reviewed in the second sub-project in order to increase the number of student-led videos completed as part of the study and to be able to collect more meaningful data.

Students in the German for Business group were therefore not given the opportunity to opt out of their video production task. It was felt that this different approach was justifiable because the business-related video production task was of a smaller, less time-intensive dimension and it was designed to be integrated into a pre-existing group assignment, thus reducing the level of challenge for the individual student.

Six years after the end of the German Language Skills sub-project, only the third receptive video-based task (analysis and discussion of the film adaptation of a novel read in class) is permanently included in the module curriculum. Since this

was the task with the closest link to other learning activities on the course and the task that students found most relevant, this once again underscores the importance of contextualisation when designing video exercises and it also points towards the reasons behind the relatively bigger success of the video production task in the German for Business group.

The German for Business Group

Since access to the German for Business group was less easily obtained and their course tutor was only partially involved in the project, students in this group only completed one video-based exercise – the mandatory video production task – and they gave feedback in one questionnaire at the end of the project (Appendix 5). No additional data was collected from this group.

The German for Business module differed from the Language Skills course in two important aspects:

1. All class activities had a strong business focus, making some of the activities that were trialled with the Language Skills students unsuitable for this group. When the exploratory project was extended to include the German for Business students, the strong focus on business oriented activities on this course necessitated a re-think in terms of identifying and designing appropriate tasks for this group.
2. This module had an assessed coursework element. As a group task, students prepared and presented a marketing strategy for the introduction of a German or Austrian product in the British market. The presentation was weighted at 25% of this 10 ECTS module.

True to the CLIL principles applied in language teaching at Aston, this group assignment combined the use of business language with the study of business content. In order to be able to successfully complete the task, students were introduced to key concepts in marketing in the target language at the beginning of the semester. They studied basic theoretical concepts such as the "four P's" (product, place, price, promotion) in McCarthy's classic marketing mix (1960) and they were taught about the challenges of intercultural marketing and the influence of culture on marketing communications. They analysed advertising examples of companies targeting specific cultural groups and were introduced to the decision-making processes that determine potentially necessary changes to ingredients, flavours, packaging or product name. National stereotyping and whether to sell a product as specifically German (following car manufacturer Audi who uses a German slogan abroad) or to ignore its provenance (like the Austrian energy drink producer Red Bull) were also discussed.

Students were then allocated a German or Austrian product, usually a food product, to market in the UK. At the end of the project, they were expected to present their marketing strategy to (members of teaching staff posing as) representatives of the German/Austrian brand manufacturer.

First introduced in the late 1990s, this project has proved very popular with students over the years. The benefits of a task-based approach in language learning have been highlighted by a number of studies (Nunan, 2006; Long, 2015) and it can be argued that this marketing project fulfils the requirements for successful task-based language teaching. Several of the principles mentioned by Nunan (2006, p. 1) are addressed by the project: an emphasis on learning to communicate through interaction in the target language, the introduction of authentic materials into the learning situation, and the linking of classroom language learning with the language use outside of the classroom. This link between the learning situation and the authentic 'real-life context' is strengthened by applying the CLIL approach and teaching business content to business students in the target language.

Even before the inclusion of a video element in the project, students tended to engage well with the task. They perceived it as a creative, hands-on project that was challenging and fun, and they often took the holistic project work beyond the classroom by including individuals from the outside, such as friends and family or housemates, in tasting sessions to determine the product's potential in the UK market. When the video element was included, these people often appeared as protagonists in the videos.

The video task consisted of scripting, filming and editing an advert for the Austrian/German product, directed at UK customers and designed to promote the product in the British market. The expected length of the video was no more than 1-2 minutes. This was in line with the normal length of TV adverts, adding to the task's authenticity.

Filmed adverts are a format that is frequently suggested for video production tasks in the languages classroom (Brooke, 2003; Bailey & Dugard, 2007, p. 48). The possibility of organically embedding this type of activity into a pre-existing assignment made it even more attractive and maximised the beneficial potential of the task. At the same time, this video was expected to be significantly shorter than the videos the Language Skills group had produced, which were around 5 minutes long. It was hoped that the main point of criticism from students in the Language Skills group – namely the time-intensive nature of the filming and editing process – as well as some software problems, which will be addressed below, would not apply in the same way to this less extensive task. Indeed, only 40% of the Business for German group agreed that "making the video was very time-consuming" (Appendix 5, question IV) compared to 100% in the Language Skills group. Furthermore, the advert was always seen as just one element in the marketing presentation which

was to retain its original successful format and continued to be assessed in the same way. This meant that although this task was going to contribute to students' marks on this module, the pressure on students was only marginally higher than it had been in the case of the Language Skills group where videos were unassessed, and this was still very much in line with this being an exploratory study. Students in the German for Business group received the same technological support as the Language Skills students. They had access to the same 'FAQ of filming' guidelines and to the LSS filming and editing equipment and they could book support sessions with the department's learning technologists as well as with CLIPP staff.

Following a cross-languages harmonisation process in LTS, a rubric for marking oral presentations in all languages had been agreed prior to the set-up of the project. Students were familiar with these criteria, which are still largely in place today and are being reviewed and adjusted at suitable intervals (Table 1). No specific weighting was given to the advert, but students were instructed to use the video not only to illustrate their marketing plans but also to increase the effectiveness of the argument they were making in their presentation. This is in line with Brooke's recommendation to expect students to defend their creative and strategic choices in making the advert in an accompanying presentation (Brooke, 2003).

Table 1. Rubric for oral presentations on language modules in the Languages and Translation Studies section

Weight of mark and aspects considered:		Numerical mark
CONTENT (40%)		**/100**
● presentation of topic ● adequate and accurate factual information ● analysis and conclusion ● structure and coherence ●proper use of sources and references	Tutor comments and advice:	
LANGUAGE (60%)		**/100**
● grammatical accuracy ● range of vocabulary ● appropriate style/register ● idiomatic use of language ● pronunciation, intonation and fluency ● communication and body language ● ability to interact	Tutor comments and advice:	

MARK _____/100

Source: *(School of Languages and Social Sciences, Aston University, 2016)*

The advert proved to be a very popular addition to the marketing project. Compared to the generally positive feedback received from the German Language Skills group (Appendix 4, question IV: 50% said they enjoyed the task and a surprisingly high 80% wanted to see it retained as an activity on this course), reactions from the German for Business students were notably more enthusiastic. When asked for feedback in the end-of-project questionnaire, an overwhelming majority of 94% agreed that the video task had been enjoyable, 73% said it helped them engage better with the overall marketing assignment and two thirds stated that producing a video had helped them develop useful skills. All but 14% of students wanted to see the advert become a permanent part of the project and 74% specifically insisted that it should be part of the assessment for the module (Appendix 5, question IV). In the questionnaire's comments section, a number of extremely positive statements were recorded, including one that stated that the video production task "was as fun as it was educational" and one that emphasised how the video element had made their group "more enthusiastic about the project and presentation". Students clearly appreciated the format of the task and saw it as relevant and contextualised. One student commented positively on the well-developed link between theory and practice and the applied nature of the task: "It was enjoyable and a really useful way to understand the theory we had learned in class" (Appendix 5, question V).

In addition, the task appears to have strengthened the collaborative nature of the marketing project. Although students had always been expected to develop and practise good team-working skills while completing the assignment, it seems that module tutors had been unaware of some groups' tendency to minimise the collaborative element by dividing the presentation among contributors who then worked independently. Producing the video made it very difficult to continue with this counterproductive practice and it was satisfying to witness that the video's position as "an essential part of the actual team work", as one student commented (Appendix 5, question V), served to improve group communication and student collaboration. This is in line with the emphasis scholars and practitioners alike place on the capacity of video production tasks to improve students' team-working skills and to develop their social competencies (Bailey & Dugard, 2007, p. 43; Küchmeister, 2016, p. 29).

Interestingly and assuringly, students approved of the creative dimension of the task and did not see it as an irrelevant element of a business and languages degree: "It was […] a good experience because you don't really get an opportunity to do something creative while studying business" (Appendix 5, question V).

One final and important benefit associated with the video production task was identified by students who praised its confidence-building power: "I was […] panicking on my first part of the speech but once we showed the video I felt a lot more comfortable and confident" (Appendix 5, question V).

Again, this statement correlates with academic findings on the confidence-building nature of video production tasks (Brooke, 2003; Bailey & Dugard, 2007, p. 43; Küchmeister, 2016, p. 29).

Importantly, it contributed to the success of the sub-project that the video task could so easily and meaningfully be integrated into the existing marketing assignment. Unlike some of the tasks trialled with the German Language Skills group, the video advert was not seen by students as an interesting but ultimately expendable extra but instead perceived as an integral part of the marketing project that effectively enhanced the student experience: "Producing the advert added more value to the project and although it took quite a bit of time to produce it was thoroughly enjoyable and as a result I enjoyed the project as a whole more than I think I would have done without this element. It is something that really engaged us to work on the project" (Appendix 5, question V).

Since this sub-project received such positive student feedback, produced some impressive student work and the video advert from the start formed an almost generic part of the pre-existing marketing assignment, it was agreed to make this task a regular part of the curriculum and include it in the formal assessment on the module.

Today, the student feedback that is regularly collected confirms that the advert and the marketing assignment as a whole continue to be a popular activity that is seen by students as beneficial for their language study and general skills acquisition.

Technology Concerns

As outlined above, technological advances and the increasing availability of user-friendly recording and editing equipment, paired with students' growing expertise in using technology, make it relatively easy to include video production tasks in language learning and it seems that the benefits, such as increased student engagement and enhanced collaborative learning, easily outweigh the problems (Coleman, 1992). However, along with the time-consuming nature of the filming and editing process, technical difficulties did turn out to be a significant concern for students in both groups. The reason why only so few students on the Language Skills module chose to produce a video, as opposed to a slide or poster presentation, was, to a large degree, hesitance towards the technical practicalities. The availability of reliable technological support was key to the success of the project.

As explained above, students had various options in terms of the video and editing equipment they used and the support they could seek from technical staff. At the time when the project took place – and even more so today – recording functions on mobile phones and digital cameras were already so advanced that some students preferred to use their own equipment for the video production task instead of the cameras the university made available for student use. Students were asked to

comment on the availability and functionality of the video recording equipment and all German for Business students agreed that access to university-owned, suitable equipment had not been a problem (Appendix 5, question II). The students in the Language Skills group mostly used their own filming equipment. With a variety of mobile devices now available and in students' possession that make filming very easy, there is a growing trend of BYOD ("bring your own device") activities in classrooms. Küchmeister highlights that this may be the way forward as it not only means that institutions do not have to invest in purchasing and continually updating technical equipment, but that there is also less need for technological support and training as learners use devices that they are familiar with from their own everyday use (Küchmeister, 2016, p. 28-29).

Arguably, however, the need for technological support does not end with having access to suitable filming equipment, students also need to edit their footage and suitable editing programmes are not always included in video devices. To deal with this final and important part of the video production process, students again received support from the LSS learning technologists and/or staff in CLIPP. In fact, editing posed the main technological problem for some of the students. All computer labs at Aston run Windows operating systems but at the time of the project that did not include reliable editing software. Movie Maker, Microsoft's free editing programme, was prone to crashing, and the longer the application was in use and the bigger the file to be edited grew, the less manageable it became. The students on the Language Skills module who chose to produce a video fell victim to the weaknesses of the application and one group did not manage to fully edit and save their video. A variety of editing suites were purchased by the university to be used as alternatives to Movie Maker but these programmes were not as simple to use as Movie Maker and/or needed to be run on high-performance computers, which the university could not always provide, so that editing presented a real problem for the Language Skills students. Fortunately, this was much less the case for the German for Business students because their files were smaller due to the shorter length of the adverts. The majority of students in this group used VideoPad, an inexpensive editing programme produced by NCH Software. In addition to the full version, there is a freeware variety with relatively high functionality. This meant that students could either use the full version on university-owned computers or could install the freeware version on their own laptops and work on the project from home if they preferred. 73% of the students who used VideoPad found this application "easy to use" and 60% agreed that its technical features were "adequate" (Appendix 5, question II,2). But even some of those students remarked that making the video had taken quite long, largely due to technical problems (Appendix 5, question V).

The lesson to be learnt from this feedback is that the excellent technological support that Aston is currently able to provide to both its students and its teaching staff is a

proviso for the continuing success of the project and of similar tasks with other groups of students. As we have seen, there are clear benefits to be gained from integrating video production tasks in the learning activities of the languages classroom and it would be regrettable if the unavailability of appropriate technological support were to stand in the way of developing curricula that include video production activities. As is evidenced by the results of the staff survey (Appendix 1), only a minority of tutors have the necessary technological expertise and experience to support students during the filming and editing process. In addition, time is an issue. As pressure continues to rise, particularly on research-active staff in HE, it is not feasible for language tutors to spend significant additional time outside of normal contact and consultation hours helping and supporting students with the technological side of coursework tasks. It is important that institutions continue to invest in adequate staff provision to ensure students get the technological support they need.

CURRENT CHALLENGES FACING THE ORGANISATION

In addition to the continuing need to draw on human resources from outside of the group of tutors, i.e. qualified technical staff, to guarantee sufficient technological support, there are a number of challenges facing both the success of video production activities and language study in general.

Regrettably, language learning is in decline in UK schools and this has led to a decrease in student figures at all British HE institutions offering German degree programmes (British Academy, 2013). At Aston, this has meant that IBML students and students on other language degree programmes are no longer taught separately using specifically designed curricula for business and non-business students respectively. Instead, all students now take the same language module. Since the IBML students still form the single largest group within German studies at Aston, business-oriented course elements from the now defunct German for Business module were transferred to the new module. This includes the marketing project which is equally popular with the non-business students and with the IBML cohort. However, some of the teaching leading up to the project, i.e. the detailed study of marketing theory in the target language, has had to be reduced due to the dissimilar learning background and interests of students. The marketing project still caters to the particular business-studies needs of the IBML students, but, regrettably, it is no longer embedded in a specialist curriculum designed specifically for that group of learners.

In addition, even though the benefits of using video production in language teaching have been confirmed by the success of the study and the positive feedback received from participants – notably students arguing in favour of retaining the production of the advert for the marketing campaign – there are a number of challenges and

potential problems that should not be overlooked. Students emphasised how the integration of the video task had a positive impact on the collaborative nature of the marketing project, how it increased their engagement with the task and boosted their confidence when presenting the video as part of their marketing strategy. However, they also complained that the actual filming and editing took quite a long time – even for an advert of roughly 60 seconds in length. This initially created doubt whether students could be expected to put disproportionate effort into this element of the assignment which was, after all, not considered to be the core of the presentation. Still, in light of the clear benefits reported by students and bearing in mind the continuous technological advances that are happening in the area of video devices, these drawbacks are currently considered to be acceptable by both students and instructors and are likely to diminish in the future (see below).

Finally, it needs to be considered that, while the activity allows students to acquire and practice the aforementioned generic creative and collaborative skills, the actual amount of target language used in the video can be quite limited on this task. The students' brief is to create an advert for the UK market and even though the research and the bulk of the strategy presentation are carried out in the target language, the advert will usually be in English. However, it can be argued that this issue is offset by the fact that, as part of the project, students are expected to defend their choices and argue in the target language why they decided to produce that specific advert, who the target audience is and why the advert will be effective in this context, thus linking the advert back to the overall marketing strategy employed and ultimately increasing the amount of target-language production included in this task. In addition, for teachers interested in maximising target language production in all student activities, there are a few options that can be considered to adapt the task accordingly.

SOLUTIONS AND RECOMMENDATIONS

Possible changes to the assignment include either filming the advert in the target language – with the rationale that it will be presented to representatives of the brand manufacturer who are German speakers – or to film the advert in English but expect students to subtitle all dialogue in German. This would add a further useful task to existing student activities on the marketing project (Lertola, 2015), but it would potentially also increase the need for technological support and could make the video production process even more time-consuming.

Another way to maximise target language output in the advert would be to reverse the brief of the marketing project and to instruct students to market a traditional British product for a German-speaking country. There is anecdotal evidence from

French language tutors at Aston – who regularly set a marketing campaign for a British product in France as a task for their students – indicating that many of the benefits achieved from the project as outlined above can also be realised in this different set-up. Given these changed premises, the advert would of course then need to be filmed in the target language. However, the original set-up contains a few features that do not apply in the same way if a British instead of a German or Austrian product is marketed. Students engage in more cultural learning and do more reading in the target language when they are researching a (for them) unfamiliar product that is embedded in the target language culture and the region's traditions. Also, students are encouraged to engage in (limited) market research such as holding tasting sessions with friends or family to gauge consumer reactions to the product, encouraging them to engage in field work and develop practical research skills. Both aspects would regrettably be missing if the project were to be changed to marketing a British product. However, this reversal is a valid option for any teacher worried about the absence of target language dialogue in the advert.

In conclusion, as has been illustrated by this project, the benefits of using video in language learning, and more specifically of using a well-embedded, relevant video production task, outweigh the concerns. Furthermore, as video technology continues to develop, the technical problems that held back the students in the Language Skills group are likely to gradually disappear. The current version of Windows Movie Maker has a much better functionality, effectively offering a user-friendly, reliable basic editing programme. In addition, the BYOD trend that Küchmeister notes (2016, p. 28-29) is likely to contribute to a reduction in the present technological problems as well as the time issues that students experienced. Nevertheless, it remains important to offer adequate technological support to students working on video production tasks. Teaching staff will equally benefit from receiving more training than is currently the case in most UK HE institutions – not only to offer basic support to students (specialist support should be provided by technology experts, as argued above) and to gain a better understanding of student accomplishments in this field, but also to improve their skills in adapting video materials for their own use in the classroom.

In response to the results of the LTS faculty survey, a series of workshops was organised at Aston to address staff training needs with regard to video technology. Most of these events were run internally but support from the Higher Education Academy (HEA) made it possible to arrange a one-day good practice event on "Using Video in the Modern Languages Classroom" which was open to participants from across the UK and Ireland. This was organised in conjunction with colleagues from the University of York and took place at Aston University in January 2013.

As has been argued above, it is important to design video tasks of an authentic nature with relevant learning outcomes in mind and to provide adequate scaffolding and technical support to avoid the danger of creating time-consuming student

activities that potentially contribute very little to a successful language learning experience. A good balance between effort and output must be reached and a clear connection to authentic communication situations and learning opportunities must always be evident.

Bearing these criteria in mind, there are a number of potential video-based tasks that can be used in language learning. A prime example is the creation of either video diaries or – better suited to a collaborative team-building effort – video portraits. This format is best used in a group of students that know each other well and have a supportive, friendly group atmosphere. Working either alone or in pairs, students produce a short video portrait of one of their fellow students.

Similarly, instead of advertising commercial products, video production can be used to promote the students' home university or department. Groups of politically active students often enjoy producing fake party broadcasts. Other ideas for video-production tasks include asking students to produce reflective student vlogs (video blogs) that document, for example, their progress during a larger task-based project or their efforts in preparing for their year abroad. Alternatively, vlogs could be used as part of a portfolio assessment of their placement experience.

In addition to these general suggestions of activities suitable for all groups of language learners, there are a number of video production tasks which are most successfully used with business students, giving them the opportunity to bring the knowledge they have acquired on the Business Studies part of their degree to these activities and to creatively practice language use in areas that are particularly relevant to their studies. One obvious example are sales talks or strategy pitches where students can practice interactions with clients. The videos can then form the basis of self-assessment or peer-assessment tasks evaluating the effectiveness of the performance. Similarly, job interviews can be filmed and used to improve students' employability and self-presentation skills. This is a useful activity both in second year, when UK students are applying for Year Abroad placements, and for final year students getting ready to attend assessment centres to secure graduate jobs.

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KEY TERMS AND DEFINITIONS

Content and Language Integrated Learning (CLIL): A dual-focused educational approach where language and discipline-specific content learning are integrated flexibly along a continuum, without a stated preference for either, according to the needs of the respective educational setting.

Intercultural Marketing: (Communication) strategies, concepts and measures developed by companies that are active in multicultural markets to address specific consumer groups with different cultural backgrounds in order to increase sales.

International Business and Modern Languages (IBML): Undergraduate degree at Aston University. Founded 30 ago, IBML is a successful integrated programme using the CLIL approach to combine business and language study.

Scaffolding: Instructional techniques and support structures that help students to progressively move towards more independent learning processes.

Student-Led Video Production: The creative use of digital video in the classroom, asking learners to direct, produce and edit (short) films or clips.

Task-Based Language Teaching (TBLT): An educational framework designed to meet the specific needs of particular language learner groups by using units of communicative tasks to design classroom activity.

APPENDIX 1: STAFF SURVEY ON THE USE OF VIDEO IN LANGUAGE TEACHING, LANGUAGES AND TRANSLATION STUDIES SECTION (SCHOOL OF LANGUAGES AND SOCIAL SCIENCES, ASTON UNIVERSITY, 2010)

Questionnaires were sent out by email to teaching staff in the Languages and Translation Studies (LTS) group at Aston University in 2010. The response rate was around 50%. Not all respondents answered all questions. Multiple answers were received for some questions. Percentages always refer to the total number of participants in the survey (n = 17).

Questionnaire: Use of Video in Language Teaching

1. In your teaching, how often do you use video?
   a. Never
   b. Occasionally
   c. Regularly
2. In your teaching, what kind of video materials do you use? (Please tick appropriate boxes in Table 2).

Table 2.

	in English	in the target language
full length feature films		
extracts from feature films		
shorts		
full length documentaries		
clips from documentaries		
news programmes		
other TV programmes		
amateur videos (e.g. on YouTube)		
commercially available video, produced for teaching purposes. Please provide examples of content / websites:		
free online video produced by (educational) institutions for (language) learners. Please provide examples of content / websites:		
video produced by students		
any other video materials. Please explain what these other materials are:		

3. For which of the following student activities do you use video?
    a. Listening tasks
    b. Acquisition of background knowledge
    c. Basis for group discussions
    d. Basis for student presentations
    e. Dubbing
    f. Subtitling
    g. Film analysis
    h. Distant learning / self study activities
    i. Other. Please give details.
4. Have you used video production in your teaching?
    1a. Yes, in language classes
    1b. Yes, in content classes
    2a. No
    2b. No – but I plan to use it.
    2c. No – but I would like to use it if I had the right technological support.
5. Where do you get your video materials from?
    a. The departmental DVD library
    b. The main library
    c. Online sources (YouTube, catch-up / on demand services like BBC iPlayer etc.)
    d. Off-air recordings
    e. Via BoB (Box of Broadcasts)
6. Have you ever produced your own materials?
    1a. Yes, I edit video
    1b. Yes, I film my own materials
    2a. No
7. Would you be interested in learning how to produce your own materials?
    a. Yes
    b. No
8. For which of the following do you use video?
    a. In class
    b. For home assignments / coursework
    c. For student self-study
9. Do you edit the material you use?
    a. No
    b. Yes
    If you've answered yes, please specify the editing software you are using

10. Are you satisfied with the performance of the software?
    a. Yes
    b. No
    If you've answered "no", please explain problems / shortcomings:
11. Have you had feedback from students and/or peer observers on the use of video in your teaching?
    a. No
    b. Yes
    If you've answered "yes", please provide key examples of positive/negative feedback:
12. How do you distribute the video materials to the students?
    a. I use video in class but don't distribute it to students
    b. I supply links to online materials
    c. I send them to the departmental DVD library or the video collection in the main library
    d. I embed BoB (Box of Broadcast) links on the VLE
    e. I upload video files on to the VLE
13. What is your rationale for using video in teaching?
    a. To illustrate the content covered
    b. To provide authentic materials featuring native speakers
    c. To entertain the students
    d. To provide an alternative / addition to written materials
    e. To introduce the students to cinema as an art form
    f. To fill the lessons
    g. To give students a multimedia insight into a foreign culture
    h. To train students' listening skills
    i. To provide input for group discussions
    j. It's part of the course book used for the module
    k. Other. Please provide details:
14. What kind of technical/technological support do you need/get for using video in your teaching?
    a. I have all the support I need
    b. I would like more support in the areas of
        i. Video editing
        ii. Video production
        iii. Finding / accessing video materials
        iv. Distributing materials to students

15. "Currently the support I am getting in using video comes from..."
    a. CLIPP (Centre for Learning Innovation and Professional Practice)
    b. Media and Learning Technologies (formerly Aston Media)
    c. Departmental Learning/Teaching Support team
       e. AV support
       f. Academic colleagues
       g. Outside of Aston
16. Would you like to increase the amount of video used in your teaching?
    1. No
    2a. Yes, and I have plans how to extend this use
    2b. Yes, but I lack knowledge / inspiration on how to use it in a different way
    2c. Yes, but I don't know where to get more material from
    2d. Yes, but I'm hesitant because of technical/technological issues. Please specify:
    2e. Yes, but I'm hesitant because of copy right issues
    2f. Yes, but I'm hesitant because of pedagogical issues. Please specify:

APPENDIX 2: STUDENT SURVEY ON PREVIOUS EXPERIENCE WITH USING VISUAL MATERIALS IN LANGUAGE LEARNING (SCHOOL OF LANGUAGES AND SOCIAL SCIENCES, ASTON UNIVERSITY, 2010)

Questionnaires were distributed in class to students in the Language Skills group. All students on this module returned the questionnaire, roughly twice as many as later chose to complete the optional video production task (Appendix 4). Multiple answers were received for some questions. Percentages always refer to the total number of participants in the survey (n = 21).

Questionnaire: Past Experience With Visual Materials in the Language Classroom (Secondary and Higher Education)

1. Please describe your average visual media consumption. Please include all forms of visual media, e.g. TV, online, DVDs, etc. (This does not include computer games.) Talk about the kinds of programmes you watch and the average time you spend in front of the screen per week.
2. Which types of visual media have you experienced in the language classroom, either in secondary school or at the university? (Table 3).

Table 3. Please tick where appropriate

	Yes	No
Pictures		
cartoon strips		
short feature films		
documentary films		
excerpts of documentary films		
feature films		
excerpts from feature films		
excerpts from news programmes		
historic footage (e.g. speeches, interviews)		
music videos		
TV ads		
animated films or series		
TV series, e.g. soaps		
reality TV		
game shows		
children's programmes		

3. What kinds of activities and tasks based on visual media have taken place as part of your language classes at school or at uni? (Table 4).
4. With regard to foreign language learning, please indicate whether you agree or do not agree with the following statements (Table 5).
5. Outside the classroom, I watch the following in the foreign language (e.g. on YouTube) (Table 6).
6. Please list the names of German films or programmes that you watch (regularly) or have watched in the past.

Table 4. Please tick where appropriate

	Yes	**No**	**n/a**
answer written questions about the content			
discussion of the content in the plenum and/or in small groups			
grammar exercises			
gap-filling exercises			
describe pictures / scenes			
continue the story – "What happens next?"			
role play			
creative writing tasks			
dubbing			
video production			
analysis of feature films			
comparison of book and film			
other (please specify): **no answers**			

Table 5. Please tick where appropriate

	Agree	Disagree	n/a	Undecided
The use of visual media helps me understand things better.				
I find it more difficult to concentrate when visual media are used in the classroom.				
It is important that visual media are accompanied by tasks and activities.				
I don't like it when lecturers use Powerpoint presentations regularly.				
The use of visual media doesn't enhance my language learning experience.				
I would rather see a film clip than read a text.				
Lectures at uni use visual media more often than my teachers in school.				
I find it easier to concentrate when visual media are used in the classroom.				
I prefer to engage in group tasks.				
The use of visual media takes up too much time in the language classroom.				
I prefer lectures where Powerpoint presentations are used.				
I think it makes more sense to use visual media to teach content rather than language.				
The use of visual media is distracting.				
I prefer reading a text to watching a film clip.				
The use of visual media provides a more authentic access to the foreign culture.				
I prefer listening to the teacher to watching visual media.				
Using visual media means less preparation time for teachers.				
Watching visual media is too passive for me.				
The use of visual media helps me remember what I learned.				
We used more visual media in school than we do at uni.				

Table 6. Please tick where appropriate

music videos		reality TV	
feature films		game shows	
documentary films (or clips)		talk shows	
news programmes (or clips)		TV ads	
short films		historic footage (e.g. speeches, interviews)	
TV series, e.g. soaps			

APPENDIX 3: STUDENT FEEDBACK FROM THE LANGUAGE SKILLS GROUP ON THE VIDEO-BASED PROJECT ACTIVITIES (SCHOOL OF LANGUAGES AND SOCIAL SCIENCES, ASTON UNIVERSITY, 2010)

Questionnaires were distributed in class to students in the Language Skills group after they had experienced a number of different video-based activities introduced as part of the project. 80% of students on this module returned the questionnaire. Not all respondents answered all questions. Percentages always refer to the total number of participants in the survey (n = 17).

Questionnaire: Feedback on Video-Based Project Tasks on LG2002 German Language Skills II

1. Which of the types of visual materials you experienced in the language classroom this year were most useful? (Table 7).
2. Which activities and tasks based on visual materials did you find most useful this year? (Table 8).
3. What did you like best about taking part in this project:
4. What did you like least about taking part in this project:

Table 7. Please rate from 5=very useful to 1=not useful at all

Type of Visual Material	5	4	3	2	1
short film					
documentary films produced by fellow students					
extracts from feature film					
music videos					
screen shots					

Table 8. Please rate from 5=very useful to 1=not useful at all

Type of Activity or Task	5	4	3	2	1
discussion of the content in the plenum and/or in small groups					
grammar exercises					
text – building blocks					
working with a text related to the topic of a short film					
describe pictures / scenes					
continue the story – "What happens next?"					
creative writing tasks					
group presentation based on topic of a student video					
text production relating to the topic of a short film					
vocabulary exercises					

APPENDIX 4: STUDENT FEEDBACK ON THE VIDEO PRODUCTION TASK (= VIDEO ON SOCIAL/ POLITICAL ISSUES) FROM THE LANGUAGE SKILLS GROUP (SCHOOL OF LANGUAGES AND SOCIAL SCIENCES, ASTON UNIVERSITY, 2010)

Questionnaires were distributed in class to students who had chosen to complete the video production task (close to 50% of the Language Skills group). All of them filled in the questionnaire. Not all respondents answered all questions. Percentages always refer to the total number of participants in the survey (n = 10).

Questionnaire: Video Production in LG2002 German Language Skills II

Please answer the following questions by ticking the appropriate box.
You are very welcome to give more detailed comments in the box at the bottom of the last page.

I.   Previous Experience (Table 9).

II.   Equipment.

Aston recommends using flip cams (made available to students) for filming student projects and using the freeware programme video pad for editing.
If you used flip cams and/or video pad please answer the following questions on the use of this equipment (Table 10). If you used other equipment and software please skip section II.1 and/or II.2 and answer section II.3 and/or II.4 instead.

III. Support (Table 11).

IV.   Educational Value (Table 12).

V.   Additional Comments.

Table 9.

	Yes	No
a. The short film for this project was the first video I ever made		
IF YOU'VE ANSWERED "YES" HERE PLEASE SKIP THE REMAINING QUESTIONS IN THIS SECTION AND GO STRAIGHT TO SECTION II		
b. Before completing this project I had made videos for private use		
c. Before completing this project I had made videos as part of my studies		
d. To make videos I have previously used the following:		
camcorder		
digital camera		
mobile phone		
web cam		
flip cam		
other (please specify:) "windows movie maker"		
e. Before completing this assignment I had experience in editing video		
IF YOU'VE ANSWERED "NO" HERE PLEASE SKIP THE REMAINING QUESTION IN THIS SECTION AND GO STRAIGHT TO SECTION II		
f. To edit video I have previously used the following software:		
Windows Moviemaker		
i-movie		
VideoPad		
Adobe Premier Elements		
other (please specify:)		

Table 10.

1. Cameras: Flip cams	agree strongly	agree	neither agree nor disagree	disagree	disagree strongly
a. The cameras were easy to use for filming					
b. The technical features were sufficient for the task at hand					
c. The technical quality of the output was adequate					
d. There were enough cameras available					
e. It was easy to download the video files from the camera					
2. Software: Video pad	agree strongly	agree	neither agree nor disagree	disagree	disagree strongly
a. The software was easy to use					
b. The technical features of the software were adequate					
c. I have previously used other software and I find video pad inferior to other editing programmes					
3. Other filming equipment	agree strongly	agree	neither agree nor disagree	disagree	disagree strongly
I decided not to use a flip cam because:					
I preferred not to borrow equipment from the university					
I preferred to use equipment I was already familiar with					
I felt that the technical features of the flip cams are inadequate for the task at hand					
I felt that the technical quality of the output would have been inadequate					
Other reasons? Please specify:					
4. Other editing software	agree strongly	agree	neither agree nor disagree	disagree	disagree strongly
I decided not to use video pad because:					
The software seemed difficult to use					
I found the technical features of the software inadequate					
I preferred to use software I was already familiar with					
Other reasons? Please specify:					
Instead of video pad I used the following editing programme:					

Table 11.

		Yes	No
Our group received support from the LSS Learning & Teaching Support team			
IF YOU'VE ANSWERED "NO" HERE PLEASE SKIP THE QUESTIONS IN SECTION IIIa			
Our group received support from CLIPP (Centre for Learning Innovation and Professional Practice)			
IF YOU'VE ANSWERED "NO" HERE PLEASE SKIP THE QUESTIONS IN SECTION IIIb			

a. LSS Learning & Teaching Support	**agree strongly**	**agree**	**neither agree nor disagree**	**disagree**	**disagree strongly**
The LSS Learning & Teaching Support team provided good support for the work on this project					
More support is needed than the LSS Learning & Teaching Support team provide					
Different support is necessary than the LSS Learning & Teaching Support team provide. (Please specify)					
b. CLIPP (Centre for Learning Innovation and Professional Practice)	**agree strongly**	**agree**	**neither agree nor disagree**	**disagree**	**disagree strongly**
CLIPP provided good support for the work on this project					
More support is needed than CLIPP provide					
Different support is necessary than CLIPP provide. (Please specify)					

Table 12.

	agree strongly	**agree**	**neither agree nor disagree**	**disagree**	**disagree strongly**
I enjoyed making the video					
Making the video was very time-consuming					
Producing a video helped me engage with the topic					
Making a video helped me develop/practice useful skills					
This was not a beneficial activity for a language module					
Producing a video is a feature of the module that should be retained					
The video should be an assessed part of the module					

APPENDIX 5: STUDENT FEEDBACK ON THE VIDEO PRODUCTION TASK (= ADVERT AS PART OF THE MARKETING PROJECT) FROM THE GERMAN FOR BUSINESS GROUP (SCHOOL OF LANGUAGES AND SOCIAL SCIENCES, ASTON UNIVERSITY, 2010)

Questionnaires were distributed in class. All students on this module completed the video task. It was assessed as part of the marketing presentation. 100% of students filled in the questionnaire. Not all respondents answered all questions. Percentages always refer to the total number of participants in the survey (n = 15).

Questionnaire: Video Production in LG2043 German Language for Business II as Part of the Marketing Project

Please answer the following questions by ticking the appropriate box.
You are very welcome to give more detailed comments in the box at the bottom of the last page.

I.   Previous Experience (Table 13).

II.   Equipment.

Aston recommends using flip cams (made available to students) for filming student projects and using the freeware programme video pad for editing.
If you used flip cams and/or video pad please answer the following questions on the use of this equipment (Table 14). If you used other equipment and software please skip section II.1 and/or II.2 and answer section II.3 and/or II.4 instead.

III. Support (Table 15).

IV.   Educational Value (Table 16).

V.   Additional Comments.

Table 13.

	Yes	No
a. The advert for this assignment was the first video I ever made		
IF YOU'VE ANSWERED "YES" HERE PLEASE SKIP THE REMAINING QUESTIONS IN THIS SECTION AND GO STRAIGHT TO SECTION II		
b. Before completing this assignment I had made videos for private use		
c. Before completing this assignment I had made videos as part of my studies		
d. To make videos I have previously used the following:		
camcorder		
digital camera		
mobile phone		
web cam		
flip cam		
other (please specify:)		
e. Before completing this assignment I had experience in editing video		
IF YOU'VE ANSWERED "NO" HERE PLEASE SKIP THE REMAINING QUESTION IN THIS SECTION AND GO STRAIGHT TO SECTION I		
f. To edit video I have previously used the following software:		
Windows movie maker		
i-movie		
VideoPad		
Adobe Premier Elements		
other (please specify:)		

Table 14.

1. Cameras: Flip cams	**agree strongly**	**agree**	**neither agree nor disagree**	**disagree**	**disagree strongly**
a. The cameras were easy to use for filming					
b. The technical features were sufficient for the task at hand					
c. The technical quality of the output was adequate					
d. There were enough cameras available					
e. It was easy to download the video files from the camera					
2. Software: Video pad	**agree strongly**	**agree**	**neither agree nor disagree**	**disagree**	**disagree strongly**
a. The software was easy to use					
b. The technical features of the software were adequate					
c. I have previously used other software and I find video pad inferior to other editing programmes					
3. Other filming equipment	**agree strongly**	**agree**	**neither agree nor disagree**	**disagree**	**disagree strongly**
I decided not to use a flip cam because:					
I preferred not to borrow equipment from the university					
I preferred to use equipment I was already familiar with					
I felt that the technical features of the flip cams are inadequate for the task at hand					
I felt that the technical quality of the output would have been inadequate					
Other reasons? Please specify:					
4. Other editing software	**agree strongly**	**agree**	**neither agree nor disagree**	**disagree**	**disagree strongly**
I decided not to use video pad because:					
The software seemed difficult to use					
I found the technical features of the software inadequate					
I preferred to use software I was already familiar with					
Other reasons? Please specify:					
Instead of video pad I used the following editing programme:					

Table 15.

		yes	no
Our group received support from the LSS Learning & Teaching Support team			
IF YOU'VE ANSWERED "NO" HERE PLEASE SKIP THE QUESTIONS IN SECTION IIIa			
Our group received support from CLIPP (Centre for Learning Innovation and Professional Practice)			
IF YOU'VE ANSWERED "NO" HERE PLEASE SKIP THE QUESTIONS IN SECTION IIIb			

a. LSS Learning & Teaching Support	agree strongly	agree	neither agree nor disagree	disagree	disagree strongly
The LSS Learning & Teaching Support team provided good support for the work on this assignment					
More support is needed than The LSS Learning & Teaching Support team provide					
Different support is necessary than the LSS Learning & Teaching Support team provide. (Please specify)					
b. CLIPP (Centre for Learning Innovation and Professional Practice)	agree strongly	agree	neither agree nor disagree	disagree	disagree strongly
CLIPP provided good support for the work on this assignment					
More support is needed than CLIPP provide					
Different support is necessary than CLIPP provide. (Please specify) "They could have organized 1:1s with us as we did need help when editing!"					

Table 16.

	agree strongly	agree	neither agree nor disagree	disagree	disagree strongly
I enjoyed making the video					
Making the video was very time-consuming					
Producing an advert helped me engage with the project					
Making an advert helped me develop/practice useful skills					
This was not a beneficial activity for a language module					
Producing an advert is a feature of the marketing project that should be retained					
The advert should remain an assessed part of the project					
There is little educational value in producing an advert and it should not be part of the project					