IMPROVEMENT IN FOREIGN LANGUAGE COMPETENCE THROUGH DIDACTIC MINI-VIDEOS

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UNED
Outline

• Background and motivation
  Implementation of active learning methodologies (EHEA)
  UNED’s virtual courses improvement

• Research goal
  Didactic mini-videos for the improvement of foreign language competence?

• Research methodology
  Participants and procedures

• Data Analysis and Discussion

• Conclusions
Background and motivation

- UNED: Research Networks for Teaching Innovation
- New forms of tutoring adapted to the EHEA
The use of video for educational purposes: a proved tool for language learning. Mini-videos: the desirable length? Main objective: to measure the perception of the students in terms of effectiveness and language improvement. to assess the students’ adoption of different web conferencing and video-recording tools.
Research methodology

Mixed approach:

qualitative & quantitative

questionnaires as baseline  student tracking in virtual course
## Participants

<table>
<thead>
<tr>
<th>Course</th>
<th>No. Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English for Professional Purposes (Tourism)</td>
<td>93</td>
<td>53%</td>
</tr>
<tr>
<td>Second Language I: French (Tourism)</td>
<td>25</td>
<td>14%</td>
</tr>
<tr>
<td>Foreign Language II: Italian (English Studies)</td>
<td>22</td>
<td>13%</td>
</tr>
<tr>
<td>Second Language II: Modern Greek (Tourism)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>and Foreign Language II: German (English Studies)</td>
<td>34</td>
<td>20%</td>
</tr>
<tr>
<td>-------------</td>
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<td>---------------------</td>
</tr>
</tbody>
</table>
| Beginning of project | Meetings of teaching teams to agree on design of recordings | -Recording and uploading of videos onto virtual courses  
-Initial questionnaires for students & teachers | - Final questionnaires for students & teachers  
-Conclusions & suggestions for future research |
Activities

Teacher teams:
Meetings, in-house-training, recording and uploading videos.

Students:
Videos watching
Data Analysis and Discussion

data obtained from four questionnaires:

- two for the teaching teams
  (one before and one after the activity)
- two for the students
  (likewise, one before and after).
Some results (1):
Heterogeneity of approaches
Some results (2):

- Varying levels of previous experience in recording and implementing teaching videos
- Disparity in the number of videos recorded and made available to the experimental group
Some results (3):

Different criteria to choose the number of videos

“They correspond to especially difficult and/or relevant grammatical aspects covered throughout the didactic units.”

“Since this subject will be taught for the first time in the academic year 2013-2014, only a presentation video has been recorded.”

“To make them correspond to the didactic units, having a general video for each unit (explaining the contents) and one dealing with a more specific issue (explaining grammatical, lexical and pragmatic elements).”

“There are a total of 6 didactic units: A video has been produced with the main points of each.”
Some results (4):

- Length of the videos:
  - 40% > 5 minutes
- 100% of the teaching teams would participate again
Some results (5):

**Students initial survey:**
(filled by 414)

77% of those surveyed consider that audiovisual materials are the most adequate for language learning; however, only 6% claim to have used videos quite frequently for their learning;

40% claim to have learned “quite a lot” with this kind of activities before our experiment.
Some results (6):

Students final survey: (completed by 174: 42%)

¿Qué dispositivo/-s has utilizado para acceder a los mini videos?

<table>
<thead>
<tr>
<th>Device</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordenador personal (PC)</td>
<td>88</td>
<td>40%</td>
</tr>
<tr>
<td>Ordenador portátil o netbook</td>
<td>106</td>
<td>48%</td>
</tr>
<tr>
<td>Tablet PC, iPad o similar</td>
<td>16</td>
<td>7%</td>
</tr>
<tr>
<td>Teléfono móvil (smartphone, iPhone o similar)</td>
<td>12</td>
<td>5%</td>
</tr>
<tr>
<td>Otros</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

¿Ha sido adecuado el programa utilizado para la grabación de los mini videos?

- Sí: 156 (90%)
- No: 7 (4%)
- Indiferente: 11 (6%)

¿Ha sido adecuada la duración de los mini videos?

- Sí: 150 (86%)
- No, han sido demasiado cortos: 11 (6%)
- No, han sido demasiado largos: 3 (2%)
- Indiferente: 10 (6%)
Some results (7):

**Students final survey:**

- **this project has contributed significantly to their improvement in:**
  - oral comprehension,
  - reading comprehension and oral expression,

- **and to a certain extent to their written expression.**
Some results (7):  

**Students final survey:**

*This project has contributed *significantly* to their improvement in:*

*oral comprehension,*

*reading comprehension and*

*oral expression,*

*and to a certain extent to their written expression.*
Some results (and 8):

Students final survey:

their grammatical knowledge has improved
and
their lexis has enlarged.
Some Conclusions:

- students’ perception of their own improvement in language proficiency
- enthusiastic reception of this initiative:
  - students admitting ...
  - it has increased their motivation
  - and made them devote more time than originally planned.
References


References


THANK YOU

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Still 3 minutes? ➔ A SAMPLE VIDEO