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**VIDEOS, CULTURE, AND SIGNIFICANT LEARNING: COLOMBIAN STUDENTS
SPEAK**

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Abstract: *The study presents the results of a case evaluating the impact of designed audio-visual materials for English CLIL (Content and Language Integrated Learning) course “Cultures & Societies”. The designed videos were recorded with the purpose to connect the cultural context and content of the course and make students’ learning more significant, and thus more long-term. The purpose of the study is to identify if the designed materials have achieved the goal of providing relevant content and language that would be significant to students’ lives and results in long-term learning. During the second semester of 2016 in “Cultures & Societies” English CLIL class, students were exposed to 23 designed videos-interviews and 5 videos on similar cultural topics from other authors used from the YouTube. During the first months of the course students were exposed to 3 designed videos and 3 videos from YouTube. Students (n=15) completed a survey immediately after watching each video, indicating their perceptions of the videos in terms of relevance to their lives, culture, career and language. The results of the survey demonstrated that there was no significant difference in terms of interest and relevance to the subject, as the videos were previously selected for a course. Although students indicated that they were more connected emotionally to the designed videos than other YouTube videos. A week after the semester ended, the teacher conducted semi-structured interviews with students (n=11) soliciting information about what they remembered from videos and why. The interviews were conducted in Spanish. They were transcribed and analyzed via NVIVO qualitative software. Preliminary analysis shows that designed videos do have impact on long-term learning. Students remember the content of some of the videos they were exposed to in class, even though they watched them once three months ago. They highlight the importance of familiar cultural context, truthfulness of statements in the videos-interviews, language elements important to them, and motivation to listen to people with other cultural background, making the course “different” from the rest English classes they had.*

Keywords: *Audio-visual materials; Content and Language Integrated Learning; culture; foreign language; long-term learning; significant learning*

I. INTRODUCTION

Audio-visual materials have become an indispensable part of a foreign language class. Recent developments in technology permit access to limitless quantity of information available on video-sharing web-sites, such as YouTube. But despite the quantity of available audio-visual materials it is not easy to find the ones that would meet multiple criteria of educational and cultural contexts of Content and Learning Integrated Learning (CLIL) courses [1]. Quality CLIL materials should meet a set of requirements, such as develop critical thinking and make learning meaningful [2]. They need to connect to students’ lives and link previous knowledge and learning experiences with new content concepts.

Teaching culture through authentic English materials poses the challenge of finding materials that could connect to a local culture. As English is the language of instruction in the course, materials

are coming from English-speaking countries. It is not easy to find audio-visual materials that could connect to the local Colombian culture and be in English, meeting additional linguistic, content and technical requirements.

The CLIL videos for the course of International Relations English (IRE5) “Cultures and Societies” [1] were recorded with the purpose to connect the familiar cultural context and subject content making students’ learning more significant, and thus more long-term.

The purpose of the study is to identify if the designed materials have achieved the goal of providing relevant content and language that would be significant to students’ lives which could result in long-term learning. This research is a follow-up study. Detailed information about the process of video recording and their content, as well as pilot study results, can be consulted in a previous publication “Culture through comparison: Creating audio-visual materials for a CLIL course” [2].

II. LITERATURE REVIEW

Culture is an indispensable part of CLIL 4Cs framework (Content, Communication, Cognition, and Culture) [3] but the way it is integrated in a course depends on CLIL practitioners. They are the ones who make decisions regarding materials, texts, and activities, as most CLIL courses are designed from scratch [4]. Quality CLIL materials have to help making learning meaningful and avoid stereotypes about other social, gender and cultural groups [5]. CLIL approach does not establish a particular methodology for content learning and teaching. Consequently, there is a variety of methodologies that can be adopted from other disciplines. In teaching culture, digital content should be used in a creative way so that the existing knowledge of the students is paralleled with new information demanding comparison between students’ culture and foreign culture. This strategy contributes to students’ motivation and training in analytical and critical thinking skills [6]. Short videos created for distance education proved being effective for foreign language learning and had positive response from the students [7].

Dee Fink [8] proposed a Taxonomy of Significant Learning for university courses in order to shift university education from content-based teaching to learner-centered learning. He defined learning in terms of change: for learning to happen there should be a change. The Taxonomy of Significant Learning encompasses the following conceptual tools [8] which were used for coding the data of this research:

- *Foundational knowledge*: students understand and remember specific information, knowledge and ideas
- *Application*: students engage in various kind of thinking, e.g. critical thinking
- *Integration*: students see and understand the connections between different things, e.g. people, realms of life
- *Human Dimension*: students learn something important about themselves and about others.
- *Caring*: students develop new feelings, interests, and values
- *Learning how to learn*: students learn about the process of learning itself.

III. METHOD

3.1 Context of the study

The course “Cultures and Societies” is not designed using the Taxonomy of Significant learning, but CLIL audio-visual materials intend to make learning experiences more significant for the students connecting the previous cultural knowledge and daily life with new academic concepts. The videos show local culture from a different angle and are aimed at changing students’ perception about it. IRE5 makes part of International Relations undergraduate program; it is an obligatory 2 or 3 credit course. IRE students are expected to have B1+ level of English according to Common European Framework of Reference at the time they are enrolled in the course.

3.2 Designed CLIL videos and YouTube videos

The CLIL videos designed for the course “Cultures and Societies” were aimed at connecting the students’ cultural context to the content of the class using the components of Taxonomy of Significant Learning [8]. YouTube videos, which also make a part of course materials, were carefully selected to match the content of the course and linguistic requirements for B1 students. CLIL videos were recorded to complement the course with more audio-visual materials for listening comprehension.

The content concepts are introduced in academic texts and periodicals. They are followed by videos, listening and content comprehension exercises, and a set of questions for discussion. Videos are between 3 and 10 minutes long recorded in the form of interview-monologue. During 16 weeks of autumn semester 2016 students were exposed to 23 CLIL videos and 5 YouTube videos. The Table 1 represents a sequence of videos and research stages.

| Weeks 1-2 | Weeks 3-5 (Pilot study) | Weeks 6-16 | Week 17 |
|-----------------|---------------------------------------|--|----------------------------|
| CLIL videos 1-3 | CLIL videos 4-6 YouTube videos 1-3 | CLIL videos 7-23 YouTube videos 4-5 | Semi-structured interviews |

Table 1. Sequence of videos in the course and research stages

3.3 Pilot study results

During the first month of the course IRE5 students were asked to complete the survey evaluating perceptions of three CLIL and three selected YouTube videos. The videos were similar in content, length and complexity. Each video was played once.

The surveys were completed immediately after watching the videos in class and reported through Google Docs (<https://docs.google.com/>). The results of students’ perception of both types of videos were similar and there were no significant differences in terms of their pertinence to the course content, motivation to participate in discussions or identification with the information provided in the videos. The differences of perception laid in applicability of the video content to Colombian culture, emotional response and complexity of the language. Students indicated that CLIL videos were more connected to Colombian culture and that they experienced more positive emotions watching the CLIL videos than YouTube videos. Language of YouTube videos was perceived as more challenging to understand [1].

3.4 The follow-up research

The hypothesis predicts that CLIL videos contribute to the long-term learning about culture because they connect content of the subject to the interests and emotions of the students, their cultural context and daily life. The CLIL videos talk about a familiar cultural environment which may motivate students to attentively listen, thus they remember content from the videos after the course has finished.

The study is limited to the analysis of student’s perceptions of the designed CLIL videos significance and their contribution to development of foreign language skills according to students. The study does not measure if there was any development of listening or speaking skills due to the designed materials. Nor does it measure the real difficulty of the videos in terms of language.

The general objectives of the research questions are twofold: 1) evaluate the impact of CLIL videos designed for a course and 2) compare students’ perception of YouTube videos and designed CLIL videos.

The specific goals are as follows:

- 1.1 Do CLIL/YouTube videos contribute to long term leaning?
- 1.2 What do students remember about the CLIL/YouTube videos after the class has finished?
- 1.3 Is learning with CLIL/YouTube videos significant? How?
- 1.4. How do students perceive the language used in CLIL videos? Does it contribute to their foreign language learning?
- 2.1 What is the difference in content between CLIL videos and YouTube videos?
- 2.2 How do students perceive videos from YouTube and other videos about culture from other sources?

During the interviews students did not provide much information about YouTube videos from the course. That is why it was decided to solicit information about any other audio-visual materials they remembered. This information helped to clarify why students remembered the content of CLIL videos.

3.5 Semi-structured interviews and analysis

Semi-structured interviews were used to collect information about the impact of audio-visual materials used in class. The group of students who took IRE5 “Cultures and Societies” course in 2016 consisted of 15 students. These students participated in a pilot study. After the course ended, students were asked to voluntarily participate in semi-structured interviews which were audio-recorded and transcribed. Eleven (n=11) students agreed to participate in the study (three male and eight female, 16-21 years old). The transcribed interviews were analyzed using NVIVO qualitative software.

The interviews were conducted in Spanish and guided by open-ended questions soliciting information on what students remembered about audio-visual materials. The guiding questions included the following, among others: 1) Think about the videos we watched during the course. What do you remember? 2) Is there any particular video you liked and remember? Why? 3) What did you feel watching these videos? 4) Has your perception of Colombia change? 5) Do CLIL videos contribute to your language learning? How? 6) What is the difference between the videos we watched in class and other videos you watched about Colombia from other sources?

The answered were sorted out into the following categories:

| Categories | Subcategories (CLIL videos/YouTube videos) |
|--|---|
| 1.1 Information that indicates that students remember the content from the videos | People; content; format |
| 1.2 Specific examples of content, people, and details | Perception of Colombians, content; people |
| 1.3 Components of Taxonomy of Significant Learning | Learning how to learn; Foundational knowledge; Caring; Human dimension; Application; Integration |
| 1.4. Student’s perception of foreign language learning and usage in CLIL materials | Attitudes, difficulties, strong/weak sides |
| 2.1 Comparing and contrasting audio-visual materials from YouTube and CLIL videos in terms of content. | Comparing and contrasting audio-visual materials from YouTube and CLIL videos in terms of content |
| 2.2 Information students highlight comparing videos from YouTube and other sources about Colombia | Information students highlight comparing videos from YouTube and other sources about Colombia: type of video/source; content; attitude; differences |

Table 2. Categories and subcategories in NVIVO

IV. RESULTS AND DISCUSSION

4.1 Do CLIL/YouTube videos contribute to long term leaning?

The results of the interviews provide evidence that students remember information and content from CLIL videos, but they do not remember YouTube videos to the same extent.

When students are asked to talk about CLIL videos they describe the format, people and content of the videos. They describe the videos as interviews where people from different countries, most of whom were from the US, were comparing Colombian culture with their own countries. Students do not remember particular people or names, but sometimes they do mention countries/regions where the speakers came from (“an Asian person” or “from Finland”). Students connect the topics from the videos with the themes of the course. They mention particular topics of the videos, such as values, cultural dimensions, and time perception, among others.

YouTube videos were not remembered to the same extent. There was very little information provided by the participants about other videos watched during the course. Only two students mentioned a particular YouTube video mentioning a speaker, and one of them remembered the topic studied in the course, the concept studied and the country from the video. The rest of participants stated that they did not remember any particular video or information.

4.2 What do students remember about the CLIL/YouTube videos after the class has finished?

From CLIL videos students remember the perception of Colombians by foreigners, content and examples of the videos and some of the speakers. They mention that foreigners perceive Colombians as very solidary and cheerful people who do not worry much about life. Students connect information about Colombian culture with the concepts studied in the course: e.g. Colombians perceive time differently than other cultures; foreigners with Caucasian traits are treated differently in Colombia. Students are able to provide particular examples from the videos and mention countries of origin of some interviewees. They provide specific examples of social norms of punctuality in other countries, power relations between men and women, and, in general, refer to comparisons of cultures provided in CLIL videos.

In contrast, students do not provide enough information about YouTube videos watched in class. The following Table 3 shows a timeline of videos through the course and number of times these videos are mentioned in the interviews. YouTube videos are not shown in the first three weeks of the course.

| Weeks | Number of CLIL videos | Times CLIL videos are mentioned | Number of YouTube videos | YouTube videos are mentioned |
|-------------------|-----------------------|---------------------------------|--------------------------|------------------------------|
| 1-3 | 3 | 7 | NA | NA |
| 4-6 (Pilot study) | 3 | 10 | 3 | 3 |
| 7-16 | 17 | 8 | 2 | 0 |

Table 3. Timeline of videos in the course and number of mentions by the students

Videos included into the pilot study were mentioned most. The fact of videos evaluation via Google Docs and the need to pay attention to a particular video could have made these videos more memorable. There were three YouTube videos and three CLIL videos used for evaluation in a pilot study, but students mention CLIL videos three times more often than YouTube videos providing not only their topics, but specific details about cultural differences and parts of dialogues from the videos. Videos shown before and after the pilot study are also mentioned. According to the data, students remember CLIL videos 17 weeks after they had been exposed to watching these videos in class one time. At the time of the study the video play list with CLIL videos was not available for public view in YouTube. Therefore, the students could only watch these videos in class.

4.3 Is learning with CLIL videos significant?

The information was codified matching a particular component of Taxonomy of Significant Learning. The components that had most information were *Caring* and *Human Dimension*. The category that had least information was *Learning how to learn*. As students did not provide sufficient information about other YouTube videos, only CLIL videos are included into this section.

Caring. According to the students, it was very interesting to learn new information from a different perspective in a new way. They felt motivated and focused on new topics and were curious to know how foreigners perceived Colombian culture. For some students, the information about Colombian culture was something they expected, but for others it was completely new and surprising. The description of Colombian culture seemed very real and true. Students connected emotionally to the videos. Some of the videos made them laugh and they felt much identified with other videos. The emotions they mentioned were positive: “proud”, “happy”, “very funny”, “impressive”.

Human dimension. Students appreciate the experience of knowing what foreigners think about certain topics and in what way the things are different in their cultures because usually students do not

have a chance to interact with foreigners in other places. It is important for them to listen to the people who actually lived in Colombia. Although some students perceive that foreigners talk a bit negatively about Colombia, the informal tone of the interviews make students feel more confident and at ease listening to the opinions and learning without being evaluated. It is good to look at Colombians “from the outside” and try to change the perception about them for better. Students talk about topics with their peers outside of class and discover things they were not aware of. They learn about their own culture, but also they disagree with some of the perceptions about Colombians that foreigners have. Students recognize that they have a lot of stereotypes about other cultures and it was interesting to learn what others think about Colombians. They note that coming to Colombia may change the negative stereotypes about the country as the place of drug dealers and Pablo Escobar. Participants appreciate the natural way of talking about academic topics and mention that foreigners describe “the things as they are”. Students realized that foreigners are treated differently than Colombians, even though differently in a good way.

Foundational knowledge. Students mention parts of the dialogues from the videos about collectivism and individualism, specific examples about reality of power relations in the US and Colombia, time perception, and regional differences.

Application. In this case *application* component has to do with critical thinking and change of perception. Participants stated that after watching videos they became aware that differences can be as positive as well as negative. Colombia is not perceived as homogeneous anymore. The videos made them reflect on differences of the world view: the issue is not only what they think about something, but also how others may see it. Even though some students may disagree with foreigners’ opinion, they admit that what foreigners say is “the truth” because it is based on someone’s experience. They adopt a critical stance on the situation admitting that there are negative sides in Colombian society that could be changed.

Integration. Students connect the content of the videos with their daily life. They say: “It was very interesting because it is true. We say that we’ll do it now, but what we mean is the next day”. They provide specific examples from their life and how concepts studied in class can serve as evidence and explanation to Colombian and foreign culture. They comprehend the complexity of concepts and their relativism. Students connect cultural knowledge across cultures and say these cultural experiences are useful for their life. They highlight the importance of having personal experience in Colombia which is more positive than the image of the country in soap operas abroad. If teachers in the videos (who taught some of these students) can understand Colombian culture, then students can also “put themselves into someone’s shoes” and learn about other’s culture. Students underline that importance of cultural knowledge that comes directly from the people, and not from books. For them, it is easier to connect to a familiar culture and recognize the concepts from this culture by the simple way they are explained in the videos.

Learning how to learn. This component has only one coded item. A student mentioned that these videos show how you may learn about culture being in a different country.

4.4 Effect on the foreign language learning

Students state that the CLIL videos had positive effects on listening and speaking. Videos augmented their vocabulary and improved understanding of grammar. Videos exposed students to a variety of accents while usually only American accent is taught in other courses. Although some of the accents were more difficult to understand and that is why students needed to pay more attention while listening to the videos. The speed of the speech increased the difficulty for listening comprehension as well, but it also contributed to motivation because this type of educational material was new to the students.

4.5 What is the difference in content between CLIL videos and YouTube videos?

The difference of these types of materials lies in content and format. YouTube videos are more academic and provide more visual aid whereas CLIL videos are focused on specific topics, other countries’ cultures and daily experiences of people who lived in Colombia. This personal experience and informal atmosphere were surprising for students as they have not been shown interviews like that

before. The opinions expressed in the interviews do not stereotype Colombian culture as other sources may do. The CLIL videos do not talk about violence, but about values and lessons learned in Colombia.

4.6 How do students perceive videos from YouTube and other videos about culture from other sources?

Because there was not enough information about YouTube videos shown in class, in order to compare the content of the videos and student's attitudes, the researcher solicited to compare CLIL videos to any other videos that students remembered.

Students mentioned news reports, documentaries, other YouTube videos about Colombia, both local and foreign, and videos about tourism. The videos on news media and YouTube videos that students watched were documentaries or news reports that were about violence, drug trafficking and kidnapping in Colombia. Students had negative attitude towards the videos on mainstream media and YouTube. According to students, these videos were made by people who have never lived in Colombia. Colombia has its positive and negative sides, but it has only negative sides are singled out, even Colombians think negatively about their country.

Students perceive CLIL videos positively because these videos do not talk about violence, but Colombian culture, values and similar topics. The information and interviewees are perceived as trustworthy because they discuss real life experiences. Speakers in the videos are perceived as cultural ambassadors of Colombia who would help to change the negative perception of the country abroad after returning to their countries of origin where they could speak well about Colombia.

In terms of the format, students consider videos a good alternative to other classes. They compare CLIL videos with materials used in other classes saying that other English classes listening's were long and did not have any visual clues. The videos that were included in a course book were "super boring" while these CLIL videos were different in this respect.

4.7 Is there evidence of change and learning because of CLIL videos?

The results confirm the hypothesis that CLIL videos contribute to the long term learning. Students remember not only the topics and concepts taught in the course, but they can provide specific details about particular video months after they had watched it. The knowledge of the local culture and interest in the topics makes this type of material attractive to the students. The information students provide can be aligned with components of the Taxonomy of Significant Learning, even though some components stand out more than others. Students make connections between the course and their life. The learning is evidenced in students' responses, but not all students claim that their perception of Colombia changed. Some of the students acquired a different perspective; others did not change their perception because they already had international cultural experience or because they remember videos that confirm their perception of the country they had before the class. Talking about the language, students appreciate the variety of accents in the videos and believe that CLIL videos had contributed to foreign language learning.

In terms of significant learning from YouTube videos, it is difficult to come to a final conclusion. There were many more CLIL videos than YouTube videos in the course. But the results evidence that YouTube videos used in this course were not significant for the students. Even though in a pilot study, students claimed that YouTube videos were interesting, students did not remember almost anything by the end of the course. Language used in the YouTube videos could have contributed to the lack of attention and memory. YouTube videos provide more visual clues, but the language is more challenging, academic, and formal. The student who remembered one YouTube video was the most advanced student in a group in terms of language proficiency.

There are other factors that could have influenced on the study results. The IRE5 course had a variety of activities focused on content besides CLIL videos. There were simulations, games and reflections on the topics related to culture. These activities may have contributed to long-term learning of the content and specific cultural concepts.

It is important to highlight that the significance of CLIL videos lies not only in a new way to integrate teaching of culture and language, but in a positive feedback students had on these videos. For

significant learning to take place, materials and content have to be authentic in the students' eyes. Teaching culture has the danger of teaching it through ethnocentric or culturally biased materials. In case of CLIL videos, students appreciate the truthfulness of the information and a simple way in which it is presented. It is important for the students to hear about positive sides of Colombian culture and society and be freed from a flow of stereotyped information about violence.

V. CONCLUSIONS

This paper evaluated the impact of CLIL videos designed for a course of International Relations English (IRE5). CLIL videos achieved the goal of providing relevant content significant to students' lives and had positive feedback from students about the language used in the videos. Students relate the content studied in the course to their daily life and remember dialogues and topics from the videos months after they watched them. At the same time, they do not recall the content of YouTube videos even though during the pilot study students claimed to have been interested in their topics. There were fewer YouTube videos in the course than CLIL videos. Furthermore, it is inconclusive if the lack of connection to the local culture in YouTube videos was the reason why students do not remember much about these videos or concepts discussed in them. Difficulties of the foreign language may have been one of the reasons why students do not remember the content, as YouTube videos used academic language more than CLIL videos. They highlight the importance of familiar cultural context, truthfulness of statements in the videos-interviews, language elements important to them, and motivation to listen to people with other cultural background, making the course "different" from the rest English classes they had.

It is important to mention students' perception of CLIL videos content as truthful and reliable compared to other videos they watched outside of class. The information in CLIL videos comes from personal experiences and people who have lived in Colombia. Students are exposed to information coming from other sources, such as social networks, mainstream media, movies, and video-sharing websites which they perceive as unreliable. These sources tend to reinforce a negative image of the country stereotyping it as a place of drug lords and prone to violence. This leads to the conclusion that making materials more "local" gives them reliability in the eyes of Colombian students. The variety of materials and a careful selection are important in order to contribute to emotional well-being of the students.

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