

## *Authentic Situation Video Clips Enhance Learners' English Writing*

Budsabong Saejew, Burapha University Language Institute, Thailand

The European Conference on Language Learning 2017  
Official Conference Proceedings

### **Abstract**

Authentic situation video clips can motivate students' enthusiasm and enhance students' language skills. This study investigated the effect of authentic situation video clips as teaching tools on students' English writing. One hundred and forty-nine participants from two groups who enrolled in the English Writing for Careers course at Burapha University in 2016 were assigned to watch five authentic situation video clips acted by their teacher independently on the class Facebook page. They took midterm and final examinations that incorporated components from the video clips. These examinations tested the students' English writing skills. Their average midterm and final examinations' scores were compared to show their English writing progress. The results showed that the average final exam scores (71.11%) was a little higher than that of the midterm scores (69.5%). Other, less tangible benefits included students' increased motivation, enthusiasm, involvement in the learning processes, and benefiting from online peer feedback. The study has important implications for L2 writing teachers and material developers.

Keywords: authentic situation video clips; English writing skill; students' motivation.

**iafor**

The International Academic Forum  
[www.iafor.org](http://www.iafor.org)

## **Introduction**

Authentic situation video clips acted out by a teacher can be interesting and beneficial teaching material. The clips may excite students because they are usually interested in their teachers. This motivates students' enthusiasm and enhances students' language skills. In this study, we consider the effect of authentic situation video clips as teaching tools on students' English writing.

## **Background literature**

Jefferson (2008) Written communication is important in the work place for three reasons. First of all, it enables readers to read and study at their convenience. The second aspect is that it can be permanently recorded for future reference. Lastly, it is a good way to transmit information to others.

Workplace writing is a kind of genre. Each genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and contains choice of content and style. (Swale, 1990)

Writing for particular purposes in a Writing for Careers course includes topics like writing curricula vitae or resumes, emails, or complaints. These topics should be taught using organizational structure and linguistic features.

Lave and Wagner (1994) compared the characteristics of school-based learning activities to authentic activities and suggested that school activities are very different to real-life problem solving activities.

The researcher noted that authentic situation video clips can motivate language learning, be more meaningful learning environment, and create a communicative English language learning environment.

## **Methodology**

Five authentic situation video clips acted out by the researcher (the instructor) were used as teaching tools in the English Writing for Careers course, and all students in the class experienced activities that could be applied in their real lives.

These five video clips were posted on the group Facebook page set up for the class during the fifteen weeks of the course. All one hundred and forty-nine students enrolled in the English Writing for Careers course. They watched all clips at their convenience and interacted with their peers via Facebook. All clips were acted out by their instructor (the researcher). The situations in all clips happened in the instructor's real life, and they could happen in students' future daily lives.

The midterm and final examination scores were compared to check the progress of students' English writing skill.

## Results

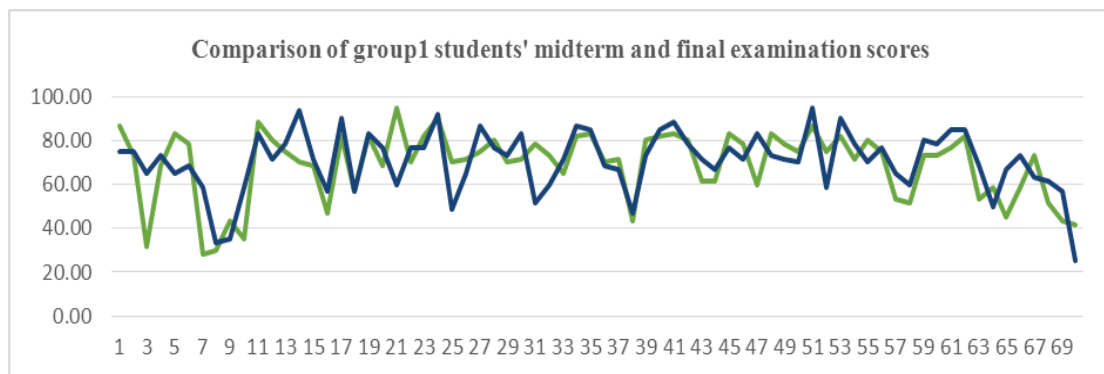


Figure 1: Comparison of group 1 students' midterm and final examination scores

Figure 1 shows a comparison between the average midterm and final scores of the participants in group 1. The blue line shows that the final score is little higher than the midterm score.

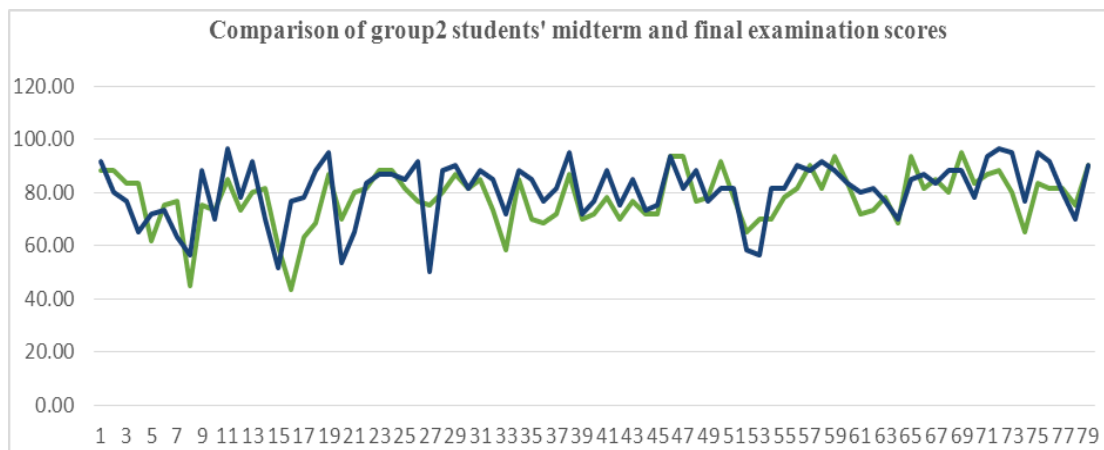


Figure 2: Comparison of group 2 students' midterm and final examination scores

Figure 2 shows that the average final score (the blue line) was higher than the average midterm score (the green line) for the participants in group 2.

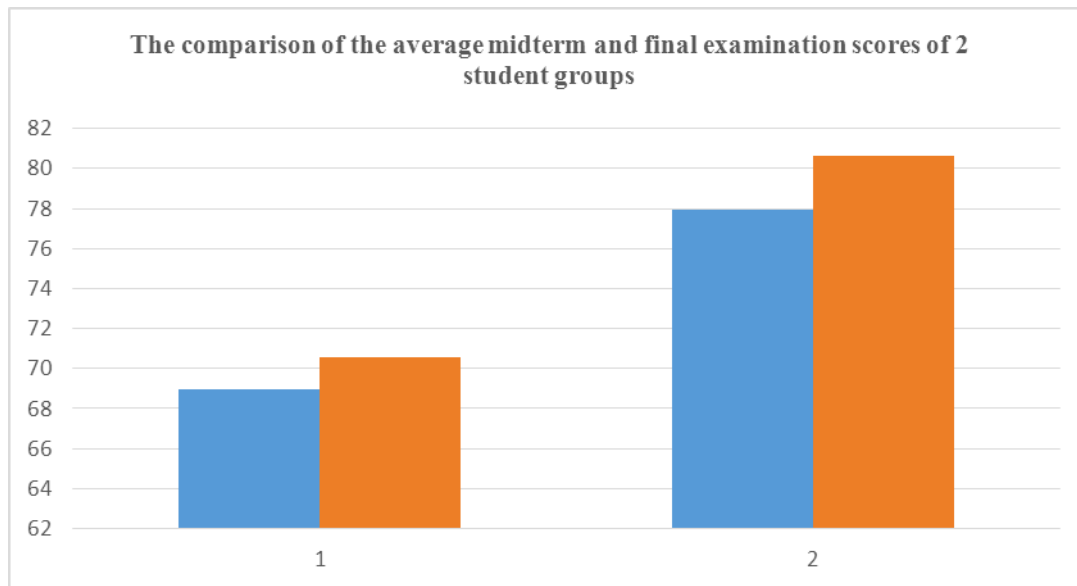


Figure 3: Comparison of the average midterm and final examination scores of 2 student groups

Figure 3 shows the progress of the participants' writing skills in groups 1 and 2 from the comparison of the average score of participants' midterm and final scores.

The results showed that the participants have made progress in writing. Although the results showed a little progress in their writing, the data from the individual interviews and student comments on the class Facebook page confirmed that they were highly motivated and actively involved in the lessons and activities.

## Discussion

As stated earlier, the students' writing skills improved after the use of authentic situation video clips acted out by the researcher (the instructor). This could be due to the authentic materials. Authentic materials are materials that are expected to have some use other than language learning. (Gardner and Miller, 1999)

Woottipong (2014) claimed that authentic materials are useful for foreign language teaching with a number of benefits. They activate students' background knowledge of the world, give examples of real-life communication in real situations and atmosphere. They also contribute to language acquisition and help focus on the language skills that students actually need. Kuimova and Zvekov (2016) concluded that it is not like an audio or printed text because they are highly informative and educational. The video consists of variety of speech aspects: content, visual information about places and events, appearance and non-verbal behavior of the person who is in a real situation.

The authentic situation video clips stimulate students' enthusiasm because they are the real situations in daily life they may experience. They are interested and feel comfortable to watch them. As they watch them, they acquire language learning skill.

The result of the research showed a small but measurable improvement (3%) in average students' scores between the midterm and final examinations. But this is only part of the picture. Student feedback in the classroom and on the Facebook page showed substantial improvement in enthusiasm, engagement with the materials, motivation and interest in the topic. Taking all of these factors into account, it can be concluded that authentic situation video clips can significantly improve learners' writing skills over time.

## **Conclusion**

This action research was conducted to examine the effect of authentic situation video clips as teaching tools on students' English writing. It was revealed that although it made a little progress in the participants' writing skills, the participants' motivation level was highly impacted. I can conclude that teaching writing through authentic situation video clips enables students to write better. One reason is that the authentic situation video clips were based on real-life situations involving a teacher who they know. Students feel more comfortable with their teacher and they are excited. The findings have important implications for L2 writing instructors and material developers.

## References

Baleghizadeh A. and Hossein R.(2012). The Effectiveness of Cooperative Learning Strategies on the Writing Performance of EFL Students. *FLLT Journal*,1, 19-32.

Jefferson S. (2008). *Technical Writing for Success*. South-Western Cengage Learning. USA.

J. Swales, *Genre Analysis: English in Academic and Research Settings*. Cambridge, UK. Cambridge University Press, 1990.

Kuimova M.V., Zvekov O.D. (2016). Blogs as a Means to Enhance Writing Skills in EFL Classes // *iJET*, Volume 11, Issue 4, pp. 157–160.  
<http://dx.doi.org/10.3991/ijet.v11i04.5430>.

Myskow G. & Gordon K.(2012).Getting Interpersonal on a University Entrance Exam Impromptu Writing Task. *Journal of English for Academic Purposes*, 11,90-98.

Reichelt M. et al (2012).Key Issues in Foreign Language Writing. *Foreign Language Annals*, 1, 22-68.

Woottipong K. (2014). Effect of Using Video Materials in the Teaching of Listening Skills for University Students // *International Journal of Linguistics*, Volume 6, Issue 4, pp. 200–212. doi:10.5296/ijl.v6i4.5870.