Guidelines for Using Videos to Promote
Student's Autonomous Learning Attitudes

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Abstract

Teachers can use videos to motivate students with favorable language learning activities. Videos allow students to experience learning regarding the world outside and also provide a sense of being-there to them. When developing students' language proficiency, teachers can employ videos to design tasks requiring students to practice their language skills. Videos can serve as great tools for teachers to promote students' autonomous learning attitudes. This paper aimed to discuss about what autonomous learning is, review the literature on autonomy in language teaching and learning, describe the pedagogical benefits of videos for teaching and learning, and then suggest some guidelines for using videos to promote student's autonomous learning attitudes.

Keywords: videos, autonomous learning, student's attitudes

Introduction

In digital age, technologies are used both inside and outside classrooms. Technologies play major roles in language teaching and learning. Students use technologies in active learning, knowledge construction, inquiry, and exploration while technologies also allow teachers and students to have remote communications including data sharing (Cambridge Assessment International Education, 2019). Since the roles of students and teachers have changed, the role of a teacher is no longer limited to the traditional one in the classroom setting; the role is now to guide the students and point out where the students can access and evaluate information, rather than be the source of knowledge (Grand-Clement, 2017). Teachers are expected to become technologically oriented and responsible for their teaching and their students' learning and they are required to be facilitators facilitating their students to make judgments about the quality and validity of new sources and knowledge (Amin, 2016). Teaching and learning activities can take place anytime, anywhere via technologies in the digital context (Zhu et al, 2016).

One of these technologies is a video. There are many benefits of using videos in teaching and learning. Salman Khan (2011) from Khan Academy gave a talk in TED Talk about "Let's use video to reinvent education", he described the transformative way that video can impact on teaching and learning in the digital age. He also encouraged teachers to consider the flipped classroom model where students can digest lecture content gained from videos at their pace and explore content more deeply during class time. The students can learn autonomously and can review the content from videos as many times as they would like to. And they can use "pause" feature to pause the videos when they would like to as well (Khan, 2011). Moreover,

by doing this, it gives the students a sense of controlling over their own learning. The ability to take charge of their own learning is a key characteristic of self-directed learning or autonomous learning (Macaskill and Denovan, 2013).

Teachers can use videos to motivate students with favorable language learning activities. Videos allow students to experience authentic learning opportunities. When developing students' language proficiency, teachers can employ videos to design tasks requiring students to practice their language skills. Videos can serve as great tools for teachers to promote students' autonomous learning attitudes. So, it is important for digital age teachers to know about autonomous learning, the literature on autonomy in language teaching and learning, the pedagogical benefits of videos for teaching and learning, and some guidelines for using videos to promote student's autonomous learning attitudes because the digital age teachers will be able to apply these guidelines in their teaching to promote their students' autonomous learning attitudes.

Autonomous learning

Holec (1981) was the first person who used the word 'autonomy' in his report: he defined it as learners' taking responsibility for their own learning. Learner's autonomy not only involves learning but also learning how to learn (Little, 1994). Autonomy refers to the ability of taking control of one's own learning, independently or in collaboration with others and an autonomous learner will take more learning responsibility and is likely to be more effective than a teacher-reliant learner (British Council, 2019). Autonomous learning is believed to make learning more personal and focused and consequently achieve better learning outcomes because learning is based on needs and preferences of the learner (Richards, 2012). Autonomous learning is about learners taking more control over their learning both inside and outside classrooms (Benson, 2001). In autonomous learning, the learner is responsible for goal setting such as setting objectives for learning, planning such as determining ways and means of learning, and action in a learning situation (Derrick, 2001; Richards, 2012), including reflecting on and evaluating what the learner has learned (Richards, 2012). The learner is in control of the learning (Holec, 1980). The autonomous language learner is expected to be an independent agent in the learning (Holec, 1981). as can be seen from the definitions provided above, autonomous learning is about the learner taking responsible for one's own learning such as goal setting, planning, and action in learning situation where the learning activity can take place anytime, anywhere both inside and outside classrooms. The learner should take a maximum responsibility for what they learn and how they learn it. Since the autonomous learner is in charge of one's own learning, the learner is expected to be more effective than the traditional teacher-directed learner and the learner should achieve better learning outcomes because this type of learning is based on needs and preferences of the learner.

Autonomy in language teaching and learning

Autonomy in language teaching and learning has been of interest in the field of English language circle as shown in several decades. Benson (2010) has written a great deal about learner autonomy and described five principles for achieving autonomous learning: 1) active involvement in student learning, 2) providing options and resources, 3) offering choices and decision-making opportunities, 4) supporting

learners, and 5) encouraging reflection. Other characteristics of autonomous learning included 1) the teacher becomes more of a facilitator and less of a teacher-centered teacher, 2) students should not rely on the teacher as the main source of knowledge, 3) students' capacity to learn for themselves should be promoted, 4) students are encouraged to make decisions about what they learn, 5) students' awareness of the own learning styles should be developed, and 6) students' own learning strategies should be developed (Richards, 2012).

Nunan (2003) presented 9 steps to promote learner autonomy as follows: 1) make instruction goals clear to learners, 2) allow learners to create their own goals, 3) encourage learners to use their second language outside the classroom, 4) raise awareness of learning processes, 5) help learners identify their own preferred styles and strategies, 6) encourage learner choice, 7) allow learners to generate their own tasks, 8) encourage learners to become teachers, and 9) encourage learners to become researchers. This 9 step procedure is for moving leaners along the continuum from dependence to autonomy: step 1-3 are more content oriented and 4-9 focus on learning process.

It can be seen from the above principles, characteristics, and steps regarding autonomy in teaching and learning that it grounded in notion of learner-centeredness where the learners should be able to involve with teaching and learning goal setting, to choose their own choice, to identify own preferred styles and strategies of learning while teachers are facilitators, not the source of knowledge. The use of technologies provides the students with in direct learning opportunities (Grand-Clement, 2017).

Previous studies related to autonomy and language learning

Many researchers have conducted their studies regarding technology implementation in the classroom and their effects on the student autonomous learning. Lander and Kuramoto (2013) summarized the current literature in the field of technology and education, blended learning, and how technology and education and blended learning can be integrated to make students to become more autonomous and independent learners. They pointed out that the use of blended learning provides positive impacts on students' autonomous learning and their English language abilities. They have proposed their framework in 3 phases: 1) face-to-face class room instruction, 2) blended learning technologies, and 3) learner autonomy. Face-to-face classroom means students will be instructed in a classroom setting. Students will be told about ways to complete the instruction goals in the alternative basis to what they may be used to. Blended learning technologies will be introduced to aid the students to achieve their learning goals both individually and collaboratively. Learner autonomy means the students will independently work and complete the similar goals. The students are inquired to use the technologies introduced in blended learning technologies phase to complete their goals autonomously.

Budianto (2014) attempted to describe how students of his university handle the use of online sources. The results indicated that the informants felt positive about using online sources to perform learning tasks because there are some benefits as follows: 1) students can work at their own pace based on their individual needs, interests, and learning preference, 2) students with specific learning needs can access to appropriate supporting resources, 3) students can learn autonomously, 4) authentic communication activities can be done through group work including the use of

authentic materials , and 5) students can increase their computer literacy skills through the use of new technologies such as translation packages, electronic dictionaries etc.

Sayadi et al (2018) investigated whether Podcasts have an effect on Iranian autonomous and non-autonomous learners' listening comprehension ability at pre-intermediate level through an experimental research. It was found that Podcasts have a positive effect on both groups. Moreover, learners should be provided with appropriate materials in which they can learn English language. By using podcasts, opportunities to listen to native speaker's speech were provided. The finding showed that using podcasts in teaching listening leads to a better performance of language learners in second language listening accuracy tests. The students enjoyed using podcasts and appreciated that podcasts can be used anytime, anywhere. They viewed podcasts as an effective tool that can be used to improve their English in terms of listening and also speaking.

Limsiriruengrai (2018) investigated digital native students' perceptions covering both advantages and disadvantages of technology implementation in their EFL classroom. The results showed that for the pros, the digital natives perceived that technology in the classroom helps boost engagement and motivation at a high level (3.97), students can concentrate more because they can learn by themselves using their own methods (3.91); they can access authentic materials to supplement their learning experience (3.91); and there are countless resources for enhancing education and making learning more fun and effective (3.85); respectively. For the cons, students perceived that technology in the classroom can be distractions at a high level (3.58); sometimes it is hard for them to receive interactive lessons (3.44); and technology in the classroom encourages plagiarism (3.41), respectively.

Wiengnil (2016) examined the students' participation in out-of-class English language learning activities and the perception towards the effectiveness of the out-of-class English language learning activities to their English language development. The finding revealed that listening to English songs, watching English movies, watching movies with English subtitles, talking with friends in English, watching English lessons on Youtube, and playing English online games were the out-of-class English language learning activities that over 50 percent of the participants have participated in respectively. The participants viewed that the out-of-class English language learning activities were effective and can be used to develop their English.

From the literature above, it can be seen that autonomous learning can be done both inside and outside classroom. There are some steps to follow to prepare the students to learn autonomously from guided activities to self-directed activities by using technologies through activities called the out-of-class activities such as listening to English songs, listening to Podcasts, watching English movies, watching movies with English subtitles, talking with friends in English, watching English lessons on Youtube, playing English online games, using online resources such as using translation packages, and using electronic dictionaries etc. It should be pointed out that from these studies, the students viewed that there are some positive impacts on their learning when using technologies in language learning: technologies help boost engagement and motivation, boost concentration because they can learn by themselves using their own methods; the students access authentic materials, and there are countless resources for enhancing education and making learning more fun

and effective. They also suggested that the selected technologies used in the studies were effective and can be used for developing their English.

Pedagogical benefits of videos for teaching and learning

There are many benefits of using videos for teaching and learning such as facilitating thinking and problem solving, assisting with mastery learning, inspiring and engaging students, providing authentic learning opportunities, and networked learning. The details of each benefits are as follows:

Facilitating thinking and problem solving

Videos can be used to motivate students and improve topics' debate and debate can facilitate thinking and problem solving. After viewing the videos, students will have some ideas towards what they have seen, and will be able to share and discuss their ideas. They can agree or disagree with the topics found in the videos. They can use their critical thinking to make decisions and eventually find the good solutions. Videos can generate and promote discussion. Videos are particularly effective facilitators for analysis (Pappas, 2015).

Assisting with mastery learning

Videos can be employed in students' self-learning. Students can use videos for catching up with concepts making a self-review of these concepts. They can view videos as many times as they need to, so videos are enhancing learning efficiency. Different from other learning technologies, videos provide the benefit of using the visual perception: a moving image can help someone to see a process or realize how something works, moves, or performs (Moss, 1983). Moreover, clear and straightforward descriptions can be presented through videos and videos help explain difficult topics (Goodyear & Steeples, 1998). In some cases, videos are good in communicating facts or demonstrating procedure to assist in mastery learning where students can view complex procedures such as clinical or mechanical procedure as many times as they need to. In addition, interactive features of modern web-based media players can be used to enhance active learning (Beheshti, Taspolat, Kaya & Sapanca (2018).

Inspiring and engaging students

Teacher can use videos to introduce a topic, explain an activity, motivate students, or simply extend the information conveyed by the course (Pappas, 2015). There is strong evidence that videos reporting can inspire and engage students when incorporated into student-centered learning activities in terms of increasing students' motivation, enhancing learning experience, getting higher marks, developing potential for deeper learning, learning of the subject, developing leaner autonomy, enhancing team working and communication skills, developing skills for interviews, providing learning resources, and providing opportunities for staff development (Willmot et al, 2012).

Providing authentic learning opportunities

With the beliefs and perceptions of both students and teachers from a study of Kearney & Schuck (2006) entitled "Authentic Learning through the use of Digital Video" clearly showed that digital video can be utilized to develop authentic learning. Students design their own projects, produce them and evaluate them. Many are motivated by this, especially if their friends are the target audience. Student autonomy

in the use of digital video was noticeable, skills in visual and digital literacy were enhanced and many students seemed to feel that what they had learnt using digital video would be of value in the future. Jordan (1997) listed sources of cultural information and video is on the list because videos are a good visual source of cultural information. Students can learn cultural information through authentic materials and get authentic learning opportunities through the videos.

Networked learning

Networked learning is a collaborative online learning form of where technologies are used to help students connect with each other, with their teachers, with valued learning resources (IGI Global, n.d.). Young and Asensio (2002) added that the seamless integration of digital video with other tools offers an opportunity to experiment with video as a focus for networked learning. They developed the Three I's outline (Image, Interactivity and Integration) to support teachers with the pedagogic design and development of video streaming.

Guidelines for using videos to promote student's autonomous learning attitudes

The existing literature provides some guidelines to promote students' autonomous learning attitudes. Bonk (2008) conducted a survey of over 1000 participants and found that short videos between one and four minutes area ideal when used for teaching purposes. It was found that videos that are informative, humorous, current, interesting and engaging are most preferred by students and it was recommended that instructors choose a video based on its instructional value, not simply due to its humorous content (Bonk, 2008). However, clear goals should be set and the learning steps should be done by moving leaners along the continuum from dependence to autonomy (Nunan, 2003).

Duffy (2007) recommended that videos should be played in short segments, allowing students to ask questions or to think critically about the content they just viewed. Students should also be encouraged to take notes while watching videos. Students take notes on the first viewing and then replaying and checking the notes (Duffy, 2007). Using the 'pause' function on video to allow the students to predict what might happen or to recall the information from the video is great. Another strategy that Duffy (2007) suggested is playing the video with the sound off because by doing this the students can focus on the visuals of the video and an instructor can narrate. Finally, it is important for the students to be assigned roles or responsibility when viewing a video. This keeps the students on task for achieving the learning goals/objectives of the lesson. The video should also have an activity to go along with it to make the content more clear and meaningful (Duffy, 2007). After being trained to use videos, students can follow similar steps autonomously by playing short segments, keeping their tasks and goals of viewing videos in mind, taking notes, doing some activities assigned, and asking questions. They can pause when they need to and turn the sound off to focus on the visuals.

Videos are the most useful tools in cognitive processing and memory. From a study, it was found that students can remember 80% of the video content after an hour watching it, compared to the content of a lecture where they can only recall 25% of it and it is recommended that teachers should use videos as teaching materials both inside and outside the classroom in order to increase variety to the learning environment and to attract the learners' attention (Anyarge & Anyarge, 2009).

Teachers can assign students to watch videos outside classroom and discuss about the videos in the class time (Khan, 2011).

Pappas (2015) suggested some reasons for using videos as follows: 1) Teachers can use videos to introduce topics, explain activities, motivate students, or simply extend the information the students have learned from the course. 2) Through a discussion after watching videos either with teachers or on their own, everyone can comment, contribute, and share their opinions and ideas. Teachers can encourage discussion by asking students to add their personal insights such as what did they like about the video? Was there anything they did not understand? How did the video relate to their personal experiences and feelings? Teachers can also ask students to share other videos references to extend discussions. 3) Mobile learning can be done through the use of videos because students can access videos and view them on the go via their smartphones and tablets. 4) Using videos for micro-learning ensures that the complex procedures and demonstrations of specific skills are delivered in small quantities, which enhances knowledge retention. Furthermore, because videos are available on all devises, so students can watch videos in short segments whenever they like and take their own time to absorb the information being offered. 5) Finally, asking students to be involved in a video production, as part of a group assignment will help them ensure that they can use the important information they have learned and develop their visual literacy and creativity. Teachers should consider providing students with clear guidelines to know exactly what is expected of them and the necessary tools and resources. Teachers can also use the videos to promote feedback exchange (from peer to peer): the feedback exchange encourages discussion and boosts knowledge retention.

Personal experiences in using videos to promote students autonomous learning

In public speaking course or listening and speaking course, first, clear instruction goals must be established. Then, as facilitators, teachers can introduce TED Talks videos to students. Teachers can guide the students how to use TED Talks videos to improve their listening, speaking, and public speaking skills. The students can learn the techniques to catch the audience's attention from the videos. In analyzing the moves of TED Talks videos, the students will learn move structures of the videos. Move analysis is used to help language learners in studying discourse used in authentic contexts and to produce them in communication. The students can apply the knowledge from the analysis when giving their own talks. They can also examine the scripts of TED Talks videos to learn vocabulary used in public speaking such as sentences used in the introduction, the body, and the conclusion of each talk. After learning in the classroom with the teacher's guidance, the students should be encouraged to use TED Talks to practice their pronunciations and accents outside the classroom. The students can spend their time learning from the videos about the correct pronunciations and various accents and they can imitate the correct pronunciations of native speakers and they can also hear different accents in order to learn the world Englishes. The contents of TED Talks are various: the students can learn about the outside world through the videos. Finally, the students should be given the chance to produce their own videos such as giving a speech in TED talks.

In reading class, the class goals must be set. Teachers can make use of videos which are in line with the class objectives from YouTube in pre-reading activities to catch the students' attentions. The videos can be used for pre-reading activities

instead of teacher-directed pre-reading such as in making prediction and integrating prior knowledge activities. Instead of teaching reading skills, teachers can show the students videos of different types of reading skills: skimming, scanning, extensive reading, and intensive reading. The student can spend their time digest the information they receive from the videos at home and they can watch the videos as many times as they would like to. And they can also pause and review when they need. The videos can be used again in post-reading activities when discussing, summarizing, making questions, answering questions, listening to other related materials, and role-playing. The students should be encouraged to watch videos related to the course materials, so they will understand more. However, at their own pace, they should be given opportunities to work based on their individual needs, interests, and learning preference to promote their autonomous learning attitudes.

Conclusion

Teachers can motivate students by using videos with their favorable language learning activities. Videos provide students learning experiences about the world outside including a sense of being- there for them. While developing students' language proficiency, teachers can use videos in designing tasks for students to practice their language skills. Videos can be used as great tools for teachers to promote students' autonomous learning attitudes. The videos should be informative and in line with the goals and activities of the lesson. The students should involve in goal setting. The students should be trained to be able to learn autonomously from guided activities to self-directed activities. Students should take notes while watching to videos for their future references. This will help knowledge retention. There are some useful features in interactive features of modern web-based media players can be used to enhance active learning such as pause feature. Students should be encouraged to use while watching videos, so they can absorb the information better and they can also take their time to digest the information. After learning from the videos, it is suggested that students should use their second language outside the classroom through activities such as discussion. Teachers should raise awareness of learning processes and help students to be able to identify their own preferred styles and strategies. Students should be able to choose what and how to learn, so in designing the course, teachers should prepare activities that allow them to choose such as generating their own tasks. Students can produce their own videos to show how they understand the topics learned from other people's videos. They can be teachers and researchers through video production project.

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