

Learning in Motion: Student Perceptions on the Impact of Video Usage

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モーショで学ぶ：ビデオ利用の影響に関する学生の視点を探る

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Abstract: This article explores the integration of conversation videos in English as a Foreign Language (EFL) classrooms, emphasizing students' perceptions through a paper-based survey conducted with an English Communication undergraduate class at Muroran Institute of Technology in Japan. Following the implementation of conversation videos into seven lessons, the study aimed to assess their impact on various aspects of language learning from the learners' perspective, including student interest, comprehension, pronunciation, listening skills, speaking confidence, vocabulary development, and cultural understanding. Positive student attitudes were observed across multiple areas, such as increased interest, improved cultural communication understanding and a desire for an increased use of videos. These findings highlight the potential of conversation videos in enhancing engagement and comprehension in EFL university classrooms, suggesting implications for teachers to more widely integrate this multimedia tool into their teaching practice.

Key words: communication, learning, perception, university, video

1. Introduction

In the field of English as a Foreign Language (EFL) teaching, the combination of technology and teaching methods has introduced varied approaches into university classrooms. Over the past two decades, the incorporation of multimedia tools such as videos has been increasing in EFL education (Alshraideh, 2021; Bajrami & Ismaili, 2016; Bal-Gezegin, 2014; Berk, 2009; Cruse, 2007; Dagci, 2021; Sakkir et al., 2020). Being cognizant of this development, this article explores the integration of conversation videos into an EFL undergraduate classroom, with a specific focus on understanding student perspectives through a survey. The survey was designed to gain insights into the impact of conversation videos by gathering student perspectives on various aspects of language, such as student interest levels, comprehension of lesson topics, pronunciation, listening skills, speaking confidence, vocabulary development,

cultural communication understanding, and their overall inclination towards future increased video usage.

The subsequent article sections provide background information on research literature and theories regarding the use of videos in EFL contexts, followed by an analysis of the survey data. The aims of the article, in addition to shedding light on students' responses are to offer a basis for discussions, future research and potential improvements to using video in the EFL university classroom context.

2. Research literature and theory

Much recent research has been conducted on the use of video in EFL classes. Bal-Gezegin (2014) defined video as conveying messages in an audio-visual environment and explored its varied applications in language classrooms. The significance of video in language teaching, especially in communicative language teaching, was highlighted. Video was seen as a tool to represent the target language and culture, providing context, discourse, and paralinguistic features. The study aimed to compare the efficiency of teaching with video and audio in vocabulary learning, drawing attention to video's potential in making language learning real-like and authentic.

A comparative study by Alshraideh (2021) investigated the effects of video-based and computer-based multimodal vocabulary teaching on vocabulary acquisition and retention in an EFL context. The research employed an experimental design involving three groups: a video-based group, a computer-based group, and a control group. The study revealed that both video and computer-based approaches positively impacted vocabulary acquisition. The findings suggested that video methods enhanced vocabulary learning, but further research was needed to explore their long-term effects.

Meanwhile, Bajrami & Ismaili (2016) explored the impact of video usage on speaking skills in EFL classrooms. The research involved two groups: a control group receiving traditional instruction and an experimental group exposed to video materials. The study concluded that incorporating video materials positively influenced students' speaking skills. It underlined the role of video in providing language input, enhancing motivation, and fostering a student-centered learning environment.

Sakkir et al. (2020) examined the incorporation of video materials into EFL classrooms to enhance authenticity and student motivation. The paper accentuated the practical application of video materials, including documentaries, educational films, interviews, and online content, such as YouTube. The authors argued that video materials not only connected learners with authentic English input but also motivated them to engage in self-directed learning. Video was considered effective in promoting comprehension, and fostering communicative language skills.

More recently, Yasin et al. (2018) presented an experimental study comparing the benefits of using videos versus audio to improve students' listening skills. Employing a pre-test and post-test control group design, the research involved 32 second-year high school students in each group, selected through cluster random sampling. Listening tests and observation sheets were utilized as instruments for data collection. The results, analyzed through paired samples t-tests, indicated significant improvement in both the video and audio groups. Notably, the video group exhibited over 2.5 times higher improvement than the audio group. The study also assessed instructional processes, considering motivation, responses, teamwork, and participation. The mean scores for the video group were significantly higher across all observed aspects, emphasizing the effectiveness of video materials in both output and process. The findings suggested that videos, despite some challenges, were more beneficial for teaching listening skills compared to their audio counterparts.

A collective analysis of the preceding research indicates a consistent theme highlighting the positive impact of video materials on various aspects of English language learning. Across the different studies as a whole, video usage is associated with improved vocabulary acquisition, enhanced speaking skills and better comprehension.

However, the primary focus in the preceding literature was not on student's own perceptions of the impact of video in the classroom and did not focus specifically on conversation videos. Thus, inspired by Masats et al.'s (2009) position that self-evaluation provides learners with an independent platform for reflection on language use, addressing potential aversions to external scrutiny, the research presented in this paper directed its focus on students' own perceptions on the impact of conversation videos in the classroom. Let us now move to consider the educational theory which supports the use of video.

In the EFL classroom, learners exhibit various intelligences and learning styles, as proposed by Gardner's Multiple Intelligences theory (Gardner, 2006). Gardner contests the more traditional view of a single intelligence type and identifies multiple intelligences (see Table 1). Plentiful research has aligned video with the spatial-visual, musical, interpersonal, and intrapersonal intelligences (Berk, 2009; Cruse, 2007; Dagci, 2021). Multiple intelligences simultaneously coexist with various learning styles, reflecting how learners respond to different situations and optimize their learning experiences. Fleming and Mills (1992) introduced the VARK model, which categorizes learning styles into Visual (V), Aural (A), Read/Write (R), and Kinesthetic (K). This model underscores the adaptability of video to diverse learning preferences within the language learning context (Cruse, 2007). According to the VARK model, individuals are classified (with overlapping aspects) as Visual learners (V) if they prefer visual representations, Aural learners (A) if they excel in auditory learning, Reader/Write learners (R)

if they do best with words through reading or writing, and Kinesthetic learners (K) if they prefer more hands-on or experiential learning.

Table 1

Gardner's 2006 Multiple Intelligences theory adapted by the author.

Intelligence Type	Description
Verbal-linguistic	Strong verbal skills, sensitivity to sounds, meanings, and word rhythms.
Logical-Mathematical	Conceptual thinking, discerns logical and numerical patterns.
Spatial-Visual	Thinks in images, visualizes accurately and abstractly
Bodily-Kinesthetic	Controls body movements, handles objects skillfully.
Musical	Produces and appreciates rhythm, pitch and timbre.
Interpersonal	Detects and responds to others' moods, motivations and desires.
Intrapersonal	Self-awareness, in tune with inner feelings, values, and beliefs.
Naturalist	Recognizes and categorizes plants, animals, and object in nature.
Existential	Sensitivity to deep questions about human existence.

Recognizing learner diversity, differentiation within lessons becomes pivotal, positioning video as a versatile tool which can also cater to overlapping VARK elements. For example research has shown that video serves as a valuable input which uses listening skills while offering rich visual and auditory stimuli (Harmer, 2007). Dagci (2021) notes the opportunities for using video in addressing diverse learning styles, providing valuable resources for communication skills, prediction and inspiration. Pedagogical advantages have also been identified, including motivation, engagement of multiple intelligences, and support for differentiation (Dagci, 2021). This emphasizes video as a potent instructional tool (Cruse, 2007).

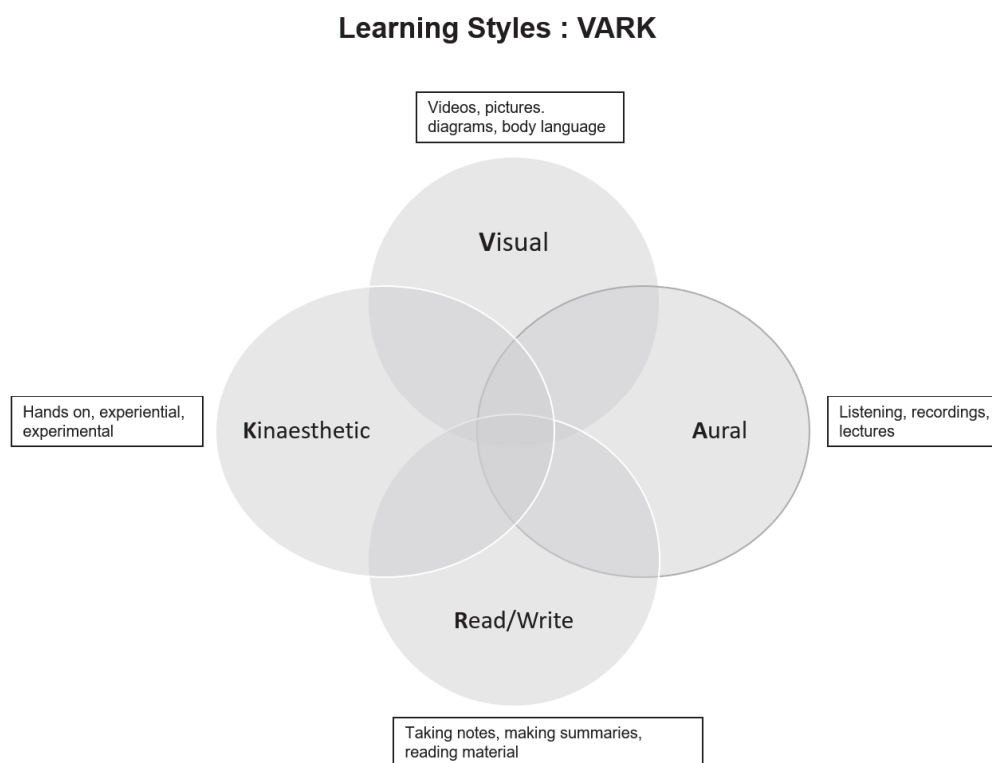


Figure 1 VARK theory adapted by the author from Fleming & Mills 1992.

Despite the merits proposed in the aforementioned research, it is worth being aware of some of the challenges that are present in implementing video effectively in the classroom. Resistance to change, inappropriate use, technical issues, as well as some teachers' technological apprehension are important considerations (Dagci, 2021). A potential pitfall to consider is some teachers overreliance on videos as filler or using videos that are excessively long, risking reduced cognitive learning if they are not balanced with other activities (Cruse, 2007; Berk, 2009). Regarding length, as Berk (2009, p. 13) states “when your students’ eyeballs start glazing over or they’re getting restless for whatever reason, go to a —Commercial Break.” In the study presented in this paper consideration was given to the duration of the selected conversation videos to avoid such pitfalls as will be discussed in the following section.

3. Methodology

The methodology employed in this study revolved around the integration of conversation videos into an EFL classroom setting across seven lessons, followed by the administration of a 5-point Likert survey consisting of eight statements, plus one open-ended question tailored to garner qualitative feedback (refer to Appendix). The survey aimed at capturing students' perceptions regarding the impact of the aforementioned videos on various facets of their learning, as is shown in Table 2 on page 8.

The utilization of a 5-point Likert scale in surveys has proven to be a valuable and rigorous approach for eliciting perceptions regarding EFL research (Dagci, 2021; Dörnyei & Taguchi, 2010). The length of the survey was given careful consideration as research has shown that overly long questionnaires can fatigue students and are counterproductive in acquiring accurate data (Dörnyei & Taguchi, 2010). The study's methodology is underpinned by its capacity for useful and clear data analysis, enabling a systematic examination of each statement response. Each point on the Likert scale corresponds to a distinct level of agreement or disagreement, affording a numerical basis for examination. This analysis lends itself to providing insights and allows for the identification of patterns (Dörnyei & Taguchi, 2010). Additionally, the simplicity of the Likert scale enhances ease of interpretation for respondents, who can express their opinions easily through the scale's structured format. This design reduces the likelihood of response errors, ensuring better reliability of collected data. Furthermore, the standardized nature of Likert scales promotes consistency across participant responses, facilitating future research comparisons between different student groups or various facets of the use of conversation videos in EFL classrooms.

The classes in the study were conducted weekly, each lasting a total of 90 minutes. Within this duration, two phases (Phase 1 and Phase 2) dedicated to the use of videos were included in each class, taking a combined total of 10-12 minutes. The videos used in the study were supplemental resources connected to the course textbook. These were created by the publisher to provide visual examples of key concepts and topics covered in the book.

The Phase 1 period presented the students in the class with a conversation video between two native speakers. The conversation always involved two participants and related to the set topic of the lesson. The lesson topics related to everyday situations useful for EFL learners, such as health, technology, food, and travel. Phase 1 videos were approximately two minutes in length, and upon the initial viewing, students were asked to focus their attention on the video. The videos were screened using a projector and a large screen, enabling clear viewing for all the students. The Phase 1 videos featured a mixture of internal and external locations where the conversations occurred, such as inside a shared student apartment or outside in a public park. Items the speakers used to accentuate points (e.g., holding a phone when talking about technology and features), and other contextual information were also present. The speakers' faces and bodies were visible in the Phase 1 videos to allow for both facial expressions and body language to be observed during the conversation as well as backgrounds.

Following the Phase 1 video viewing, students would then be asked to read the conversation script with a partner, where they would act in the roles of the video characters. For example, in the case of the food topic, one student would take on the role of a server at a restaurant, and the other student would take on the role of a customer. This step was undertaken to ensure the students could practice verbalizing the content they had just watched. Once the

role-playing conversation was complete, the Phase 1 video was then shown for a second time to reinforce the material. The total time for the activity lasted approximately 7-8 minutes.

In the second half of each lesson, a Phase 2 video was utilized. This video was shorter, at approximately 50 seconds in length. The Phase 2 video differed from the Phase 1 video in that it was designed for students to interact with the native speaker in the video/on the projected screen by having a conversation with them rather than with their classmates. The script for the conversation was built from an earlier listening activity that provided students with options for what they could say during the Phase 2 video conversation. The native speaker in the Phase 2 video would start the conversation, and the students would then reply, and the conversation proceeded in such an alternating mode.

The Phase 2 video focused only on the face of the native speaker and this allowed for very clear observations of both eye contact and facial movements/eye contact/expressions. This was useful in that it gave the class an opportunity to experience the feeling of talking to someone who was a native speaker besides their English Communication teacher, and the speed of the conversation was more rapid than when role-playing with their classmates. It also allowed for opportunities in each lesson to experience eye contact practice without any social awkwardness for shyer students. Once the Phase 2 conversation was finished, students were then asked to watch a new version of the Phase 2 video. In this version they could observe two native speakers communicating and holding a full conversation. The total time for the Phase 2 video activity lasted approximately 3-4 minutes.

Regarding research timing, the study took place from the first week of October to the last week of November 2023 in the English Communication I course at Muroran Institute of Technology (MuroranIT), a national university situated in Hokkaido, Japan. This course is mandatory for all students at the university. The focus of the research was a second-year undergraduate class comprising 30 students. On the day of the survey three students were absent and one student left their survey blank. This meant 26 students in total responded to the research survey. The survey was administered after the completion of seven lessons of the English Communication course, which places it at the halfway point of the course. It was administered verbally in English, accompanied by a Japanese PowerPoint slide, shown simultaneously to ensure understanding. Additionally, the survey itself was provided in English and Japanese versions to further ensure understanding. Table 2 overleaf illustrates the different themes and survey statements.

The study's potential limitations encompass three primary factors related to sample size, response bias (Dörnyei & Taguchi, 2010), and duration. Firstly, the relatively small sample size of 26 participants may invite criticism concerning the external applicability or generalizability of the results. It's important to note that this study serves as an initial foray into

research in this area within Muroran Institute of Technology, and thus, a modest sample size was considered appropriate for this exploratory research.

Table 2

Survey themes and associated statements.

Theme	Survey Statements
Engagement and Interest	1.1. Using conversation videos makes the class more interesting than only using audio.
Learning Benefits	1.2. Using conversation videos is beneficial for my understanding of the lesson topic.
	1.3. Using conversation videos is beneficial for my pronunciation.
	1.4. Using conversation videos is beneficial for my listening skill.
	1.5. Using conversation videos is beneficial for my speaking confidence.
	1.6. Using conversation videos is beneficial for my vocabulary development.
Cultural Understanding	1.7. Using conversation videos improves my cultural understanding of how native-English speakers interact when having conversations.
Preference for Video Usage	1.8. I would like to use conversation videos more during lessons.
Open-Ended Feedback	2. Please feel free to add any comments you have about using conversation videos in our classes

The reliance on self-reported responses introduces the potential issue of response bias, as students might align their answers with their perceived expectations of their teacher. To address this concern, ethical considerations were carefully incorporated into the survey design and implementation. Steps were taken to ensure candid responses (Dörnyei & Taguchi, 2010), including the survey's anonymous nature and therefore no names or student numbers were recorded. The distribution and collection processes were orchestrated with anonymity in mind within the class. This was hoped to provide students the freedom to express feedback without apprehension about repercussions.

A third potential limitation pertains to the study's short duration, spanning seven lessons. Recognizing that the long-term effects of conversation videos on proficiency and engagement might vary with a more extended study, it's useful to consider two aspects. Firstly, despite the condensed timeframe, the study was carefully structured to maximize the quality of the collected data, as detailed in Table 2. Additionally, it's important to view this study as an exploratory investigation addressing an understudied theme within the institution where it

occurred. This endeavor serves as a pilot study, intending to pave the way for more extensive research on the same topic in future studies. Having reviewed the literature, theory and method let us now turn our attention to the survey results.

4. Results and Discussion

This section outlines the outcomes derived from the analysis of student responses to the nine survey statements and provides discussion upon them. As stated previously, a total of 26 respondents participated in the survey. The findings reveal a very positive inclination among learners towards the use of conversational videos in the classroom.

The first survey statement was (1.1.) ‘Using conversation videos makes the class more interesting than only using audio’. The survey results demonstrate a strong consensus among students regarding the positive impact of conversation videos on class interest compared to only using audio. Prior to designing the survey, I checked with the class regarding their experiences about how often videos were used in formal language learning classroom settings. Almost all students informed me that audio only classrooms have been vastly dominant in their formal language learning experience. A substantial 69.2% (n=18) (see Figure 2) of respondents strongly agreed, and an additional 23.1% (n=6) agreed that conversation videos made the class more interesting than only using audio. This result also aligns with the existing research literature, as stressed by Bal-Gezegin (2014) and Bajrami & Ismaili (2016), indicating that video materials contribute to heightened engagement in language classrooms. The incorporation of visual and auditory stimuli through videos seems to provide a stimulating approach, adding to a learning environment that attracts students' interest.

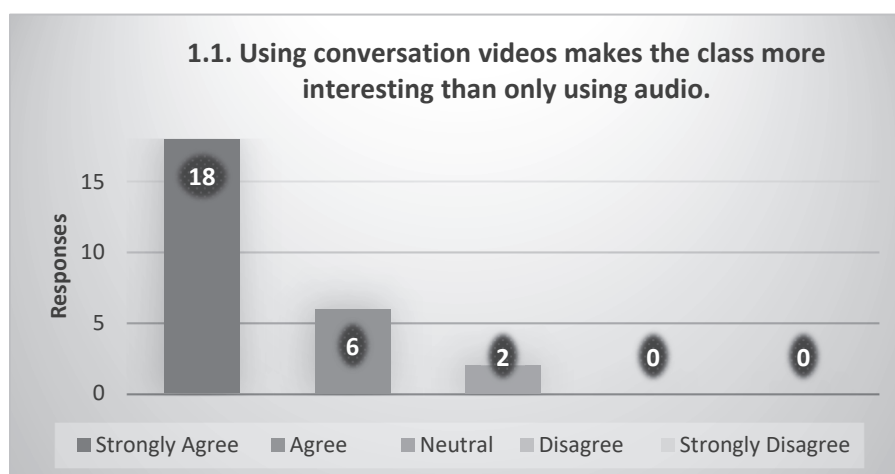


Figure 2. Survey Q1.1. Responses gauging if video made the class more interesting than only using audio.

For the second statement (1.2.), ‘Using conversation videos is beneficial for my understanding of the lesson topic’, again the majority of students at 53.8% (n=14) (see Figure 3) strongly agreed that conversation videos significantly contributed to their understanding of lesson topics, while 38.5% (n=10) agreed. This echoes the findings in Alshraideh's (2021) study, which investigated the positive effects of video-based approaches on topic understanding amongst students. 3.8% (n=1) were neutral on this statement, while similarly, 3.8% (n=1) disagreed. Given the positive response to videos in enhancing understanding, teachers could integrate conversation videos more to facilitate comprehension. This could be particularly effective in complex topic areas where visual context can aid in grasping abstract concepts or structures.

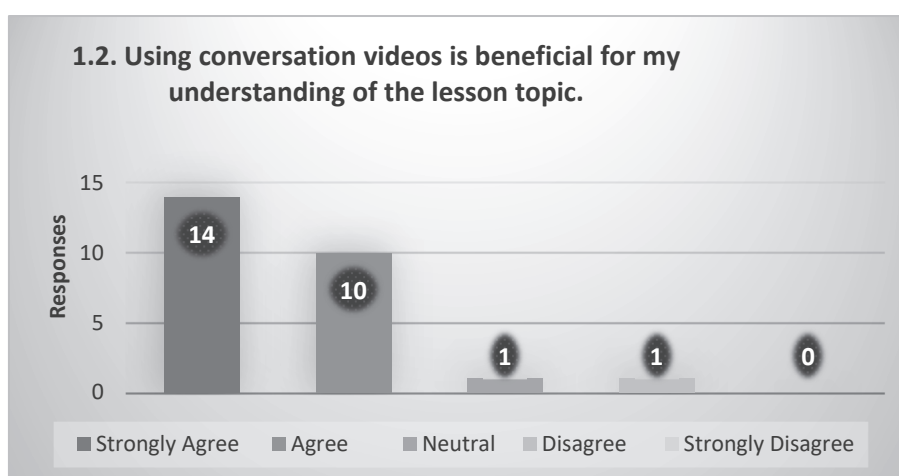


Figure 3. Survey Q1.2. This statement garnered responses about whether or not using videos was beneficial for understanding the lesson topic.

Statement 1.3. continues the Learning Benefit theme (See Table 2), ‘Using conversation videos is beneficial for my pronunciation’. For perceived pronunciation benefits, 38.5% (n=10) of students strongly agreed (See Figure 4), and 46.2% (n=12) agreed that conversation videos were beneficial. This result indicates the potential positive influence of video materials on speaking skills. Research has shown that the visual and auditory aspects of videos contribute to the improvement of pronunciation by providing language input and modeling of speech patterns. However, 11.5% (n=3) of respondents were neutral and 3.8% (n=1) disagreed.

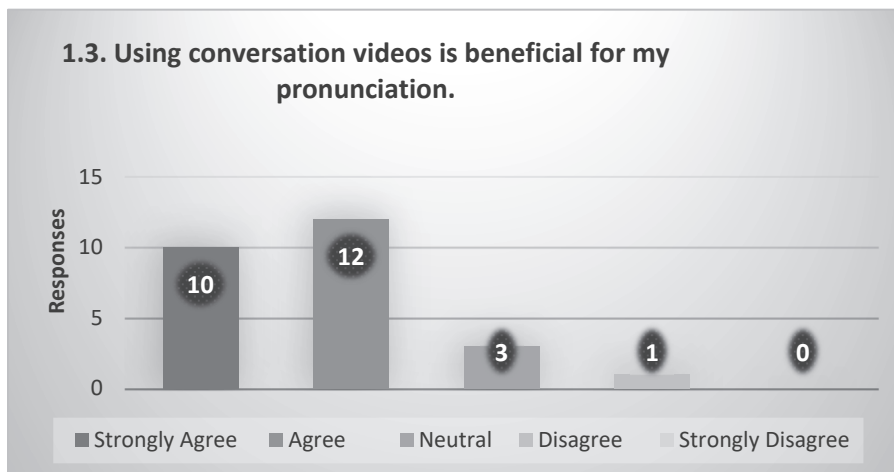


Figure 4. Survey Q1.3. Examined perceptions about the benefits of video for pronunciation.

Having explored the perceptions of conversation videos on understanding and pronunciation, we now shift our focus to listening skills. Statement 1.4., 'Using conversation videos is beneficial for my listening skill,' provided insights into how students perceive the influence of videos on their auditory comprehension. 30.8% (n=8) (See Figure 5) of students strongly agreed, and 42.3% (n=11) agreed that conversation videos were beneficial for listening skills. This result resonates with the broader literature, including Yasin et al.'s (2018) study, which showcased the effectiveness of videos in improving listening skills. It seems that the combination of visual and auditory cues in videos enhances students' ability to comprehend spoken language, facilitating improvement in their listening skills. However, 20.1% (n=6) were neutral regarding if videos were beneficial for their listening skills and 3.8% (n=1) disagreed.

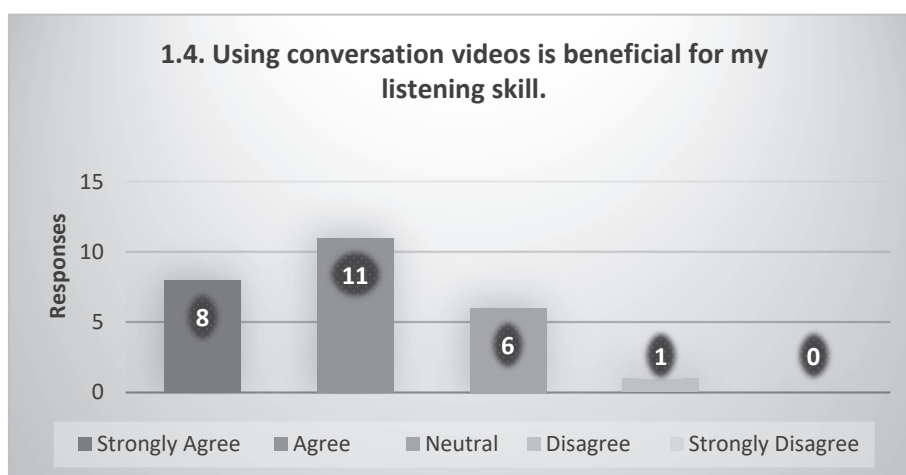


Figure 5. Survey Q1.4. This statement explored perceptions about how beneficial videos were for listening skill.

Statement 1.5. examined speaking confidence. It asked students to respond to the following: 'Using conversation videos is beneficial for my speaking confidence.' 42.3% (n=11) (See Figure 6) of students strongly agreed, and 34.6% (n=9) agreed that conversation videos were beneficial regarding speaking confidence. The positive results related to confidence here could have arisen from the combination of Phase 1 and Phase 2 videos used during classes which allowed for an interactive conversation practice. For this statement, 15.4% (n=4) were neutral and 7.6% (n=2, disagreed).

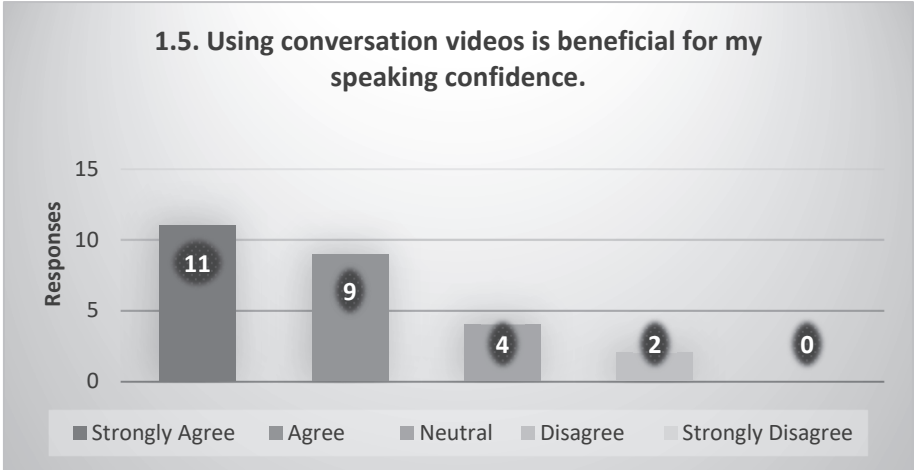


Figure 6. Survey Q1.5. This question examined how beneficial video was for speaking confidence.

Statement 1.6 (See Figure 7) inquired into perceptions regarding vocabulary development with the statement, 'Using conversation videos is beneficial for my vocabulary development.' Results showed the most varied responses in the survey, with 30.8% (n=8) strongly agreeing and 34.6% (n=9) agreeing. Notably, this statement records the highest neutral responses in the survey at 26.9% (n=7). Additionally, 3.8% (n=1) of respondents disagreed, and the same percentage (n=1) expressed 'strongly disagree,' making it the only such response in the entire survey. The varied responses for 1.6 suggest that while videos can be helpful for vocabulary acquisition, a diversified approach in teaching vocabulary by combining videos with other methods like reading and interactive activities will ensure different learning styles are adequately catered to.

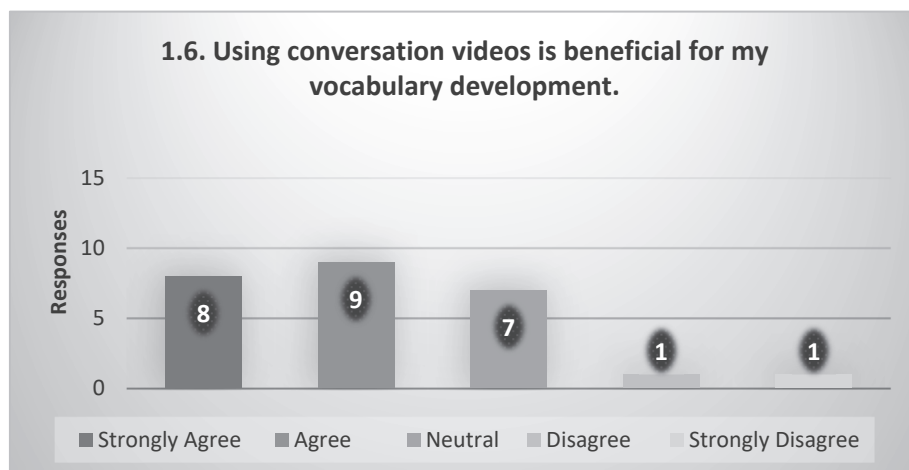


Figure 7. Survey Q1.6. This statement explored if video was useful for vocabulary development.

In 1.7. we shift to a Cultural Understanding theme. It stated, ‘Using conversation videos improves my cultural understanding of how native-English speakers interact when having conversations’. A majority of students of 57.7% (n=15) (See Figure 8) strongly agreed and 23.1% (n=6) agreed that conversation videos improved their cultural understanding. This aligns with the research literature's prominence on “video as a tool for representing the target language and culture” (Bal-Gezegin, 2014, p. 351). It seems that the inclusion of contextual information such as places and people in conversation videos allows students to observe not only language use, but also cultural nuances in how native-English speakers interact during conversations.



Figure 8. Survey Q1.7. gauged perceptions about whether or not videos improved cultural understanding.

In 1.8. we shift theme again to examine Preferences for Video Use. The following statement was put forward for respondents to consider, ‘I would like to use conversation videos more during lessons’. The survey revealed a strong preference amongst students towards increased video usage in the classroom, with 65.4% (n=17) (See Figure 9) strongly agreeing and 26.9% (n=7) agreeing

that they would like to use conversation videos more during lessons and only 3.8% (n=1) disagreeing and the same figure responding as neutral. This very positive response aligns with the findings from earlier studies, underlining the potential for increased video usage in EFL classrooms (Cruse, 2007; Berk, 2009). Students' enthusiasm for incorporating more conversation videos into lessons underscores the perceived value and effectiveness of this approach in the university EFL classroom.

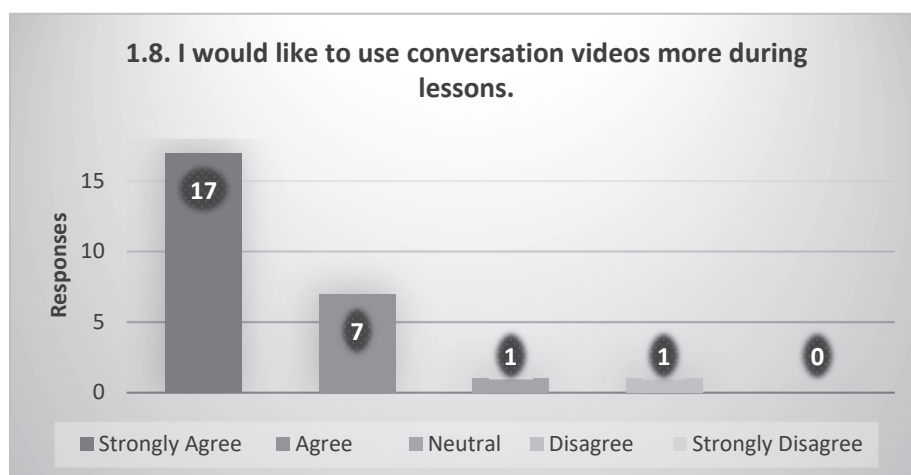


Figure 9. Survey Q1.8. This question explored if the respondents would like to use conversation videos more.

The final question (2.0) on open-ended feedback asked for comments regarding the use of conversation videos in classes. Unfortunately, only two out of 26 participants responded, making it difficult to form substantial conclusions. However, these limited responses still offer some insight. Translated from Japanese by a native speaker, the first response highlighted the videos' benefit in conveying the context of conversations: "It's good to understand because I can feel the atmosphere in the conversation./その会話をしている雰囲気伝わり、理解しやすい。" This suggests that the conversation videos are effective for this student in helping understand the atmosphere and nuances of dialogues. The second respondent's feedback, "Through the video, I understand their facial expressions and their body language. It's easy to recognize the situation./ビデオを通して、表情や身振りが分かるので、状況の理解がしやすくなる。", points to the importance of visual elements in comprehending non-verbal communication cues. These insights, though based on a small sample, provide a glimpse into the potential benefits of using conversation videos for understanding both verbal and non-verbal aspects of communication.

5. Conclusion

This study investigated the integration of conversation videos in an EFL university classroom and assessed student perceptions on their language learning experience. The results indicate a positive reception towards conversation videos, highlighting their role in enhancing engagement, comprehension, and confidence. Based on this study, video offers a

useful alternative to more traditional audio-only methods, contributing to more dynamic and interesting learning environments for students. Students acknowledged the benefits of these videos in various aspects of language learning, from pronunciation to cultural understanding. This points towards the multifaceted advantages of incorporating such resources in EFL education.

Educators are therefore encouraged to integrate conversation videos more frequently in their teaching, leveraging their potential to improve linguistic skills and cultural comprehension. The student enthusiasm within this study for more video usage also suggests the need for educational institutions to invest in quality video resources. Additionally, supporting teachers through training sessions could maximize the benefits of these technologies in language instruction as some are hesitant to depart from audio only formats.

Future research could explore emerging technologies like virtual reality conversations to further enhance the immersive quality of language learning experiences. This study lays the groundwork for continued investigation into the effective use of conversation videos in Japanese EFL teaching, aiming to create engaging and culturally rich learning environments.

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Appendix

Research Survey

English Conversation Videos

This is an educational research survey. It is completely optional. You do not have to answer it. The purpose of the survey is to get your opinion in order to assess and improve classroom activities. The specific statements in the survey are about the English conversation videos that we use in our classes together (standard conversation video and real-life exchange video). If you do choose to answer then your responses will be combined with other classmates and will be anonymous. Should you have any questions regarding this survey please feel free to email me or message me via directly our course page on Moodle.

Please rate the following statements using a 5-point Likert scale, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree." Please answer by filling in the circle that best matches your opinion. E.g. ●

1.1. Using conversation videos makes the class more interesting than only using audio.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.2. Using conversation videos is beneficial for my understanding of the lesson topic.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.3. Using conversation videos is beneficial for my pronunciation.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.4. Using conversation videos is beneficial for my listening skill.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.5. Using conversation videos is beneficial for my speaking confidence.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.6. Using conversation videos is beneficial for my vocabulary development.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.7. Using conversation videos improves my cultural understanding of how native-English speakers interact when having conversations.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.8. I would like to use conversation videos more during lessons.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

2. Please feel free to add any comments you have about using conversation videos in our classes below.

これは教育研究調査です。完全に任意です。回答する必要はありません。アンケートの目的は、授業活動の評価と改善のために、皆さんの意見を聞くことです。アンケートの具体的な内容は、私たちがすべての授業で使用している英会話ビデオ（標準会話ビデオと実生活交流ビデオ）に関するものです。アンケートにお答えいただいた場合、その回答は他のクラスメートと合算され、匿名となります。このアンケートに関するご質問は、メールまたは Moodle のコースページで直接お問い合わせください。

以下の記述について、5段階のリッカート尺度で評価してください。あなたの意見に最も近いものを○で囲んでください。例 ●

1.1. 会話ビデオを使うことで、音声だけの授業よりも面白くなる。

強く反対	反対	どちらでもない	同意する	強く同意する
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.2. 会話ビデオを使うことは、レッスンのトピックを理解するのに有益です。

強く反対	反対	どちらでもない	同意する	強く同意する
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.3. 会話ビデオを使うことは、私の発音にとって有益です。

強く反対	反対	どちらでもない	同意する	強く同意する
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.4. 会話ビデオを使うことは、私のリスニングスキルにとって有益です。

強く反対	反対	どちらでもない	同意する	強く同意する
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.5. 会話ビデオを使うことは、話す自信につながります。

強く反対	反対	どちらでもない	同意する	強く同意する
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.6. 会話ビデオを使うことは、私のボキャブラリーの発達に有益です。

強く反対	反対	どちらでもない	同意する	強く同意する
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.7. 会話ビデオを使うことで、英語を母国語とする人たちがどのように会話をしているのか、文化的な理解が深まりました。

強く反対	反対	どちらでもない	同意する	強く同意する
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

1.8. レッスン中にもっと会話ビデオを使いたい。

強く反対	反対	どちらでもない	同意する	強く同意する
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5

2. 私たちの授業で会話ビデオを使用することについてご意見がありましたら、お気軽に下記にご記入ください。