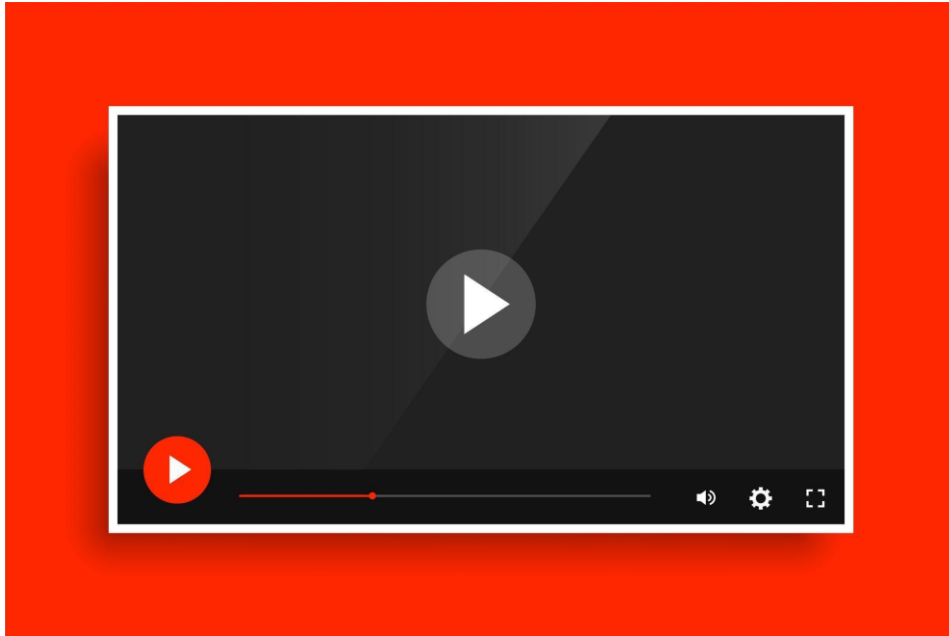


The Role of Video Materials in EFL Classrooms

BAJRAMI, Lumturie; ISMAILLI, Merita. The Role of Video Materials in EFL Classrooms. **Procedia - Social and Behavioral Sciences**, South East European University, Ilindenska n.335, 1200 Tetovo, Macedonia, v. 232, pages 502-506, October 2016.

Review by Camila Freitas Bezerra (TEAM Member). Feb. 22, 2023.



Picture by Freepik.com

In their article *The Role of Video Materials in EFL Classrooms*, Bajrami and Ismailli emphasize the importance of video materials in English as a Foreign Language (EFL) classrooms. The authors believe that video materials are great tools to incorporate into what they call “traditional classroom situations” because besides providing more interesting and meaningful learning opportunities, they also provide original input and help students to acquire the target language as well as culture.

Nowadays it can be observed that the consumption of videos is increasing and they already make part of our lives, including English language teaching situations. According to the authors, video materials are effective resources in the teaching and learning processes, which can help develop students' autonomy in language learning, provide authentic input, and help students to acquire cultural background information.

The authors also state that assisting students to be autonomous in learning is significant in the teaching process for the reason that it helps them to be less dependent and more participative during the class, build their own knowledge, and take their own decisions in their learning process.

I understand that using authentic video materials in the classroom is an interesting way to teach, since it shows the students the daily life of the target language speakers, allowing contact with many cultural aspects. So, these video materials are a good help for students to acquire cultural background information and emotional attitudes related to the target language without having necessarily to be immersed in an English-speaking country.

The authors describe three goals for EFL teachers to set up when choosing their teaching video materials. The first and fundamental one is to facilitate the development of EFL learners' language skills, emphasizing listening and speaking skills. Videos are a great tool to draw the students' attention due to their visual aids, since when students are practicing listening, they find it difficult to pay attention to an audio-only material, without the help of illustrations – especially if the audio is long.

In addition, the other goals of using video materials in the process of teaching and learning are that they can create a more realistic language learning environment and stimulate EFL learners' interest, besides enhancing their comprehensive linguistic competence.

Therefore, getting to know the English language as well as cultural aspects related to it is an opportunity to learn new ways of acting and thinking different from ours. Using videos to acquire this knowledge is an attractive way to learn new habits, practices, and costumes through entertainment, such as music, series, and movies. So, all these stimuli conveyed by the visual and audio materials can help to draw the students' attention more easily and, consequently, can engage them in the topic of the class.

