Svetozar Poštić*
Vilnius University
Faculty of Philology
Lithuania

Kasparas Gaižauskas
Vilnius University
Faculty of Philology
Lithuania

THE EFFECT OF VIDEO WATCHING IN THE EFL CLASSROOM

Abstract
This paper presents the research conducted in a Vilnius middle school related to the effect of watching educational animated videos on the English acquisition process. For this purpose, 98 fifth- and seventh-graders participated in the research by taking a pre-test before watching a video three times, and then taking a post-test to check their improvement in different foreign language proficiency areas, all related to the shown video. The results overwhelmingly demonstrate the effectiveness of watching this sort of video content in the language learning process during adolescence, provided that the content is interesting and useful. In addition, the same students filled out a questionnaire on their preferences and their opinion about the improvement of foreign language skills related to video watching. The results provide a valuable insight into the EFL acquisition in the era of digital education.

Key words: video watching, cartoons, EFL classroom, second language acquisition.

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* svetozar.postic@gmail.com

1. Introduction

One of the effects of globalization – an overwhelming economic, political and cultural process – has been the adoption of a single language for the purpose of intercultural communication. Since the end of the last century, English has truly become what is generally referred to as *lingua franca*. One of the main locations where learning a new language takes place is primary and secondary schools. As the world increases its versatility, the usual textbooks and educational process of language learning are progressively superseded, and they are often substituted by alternatives practices. Some of them, like learning a foreign language through visual practice, are also becoming more prominent, because they have proved to be highly efficient. During the past hundred years, not only has the reading culture first been seriously challenged by film, TV and then internet video-watching culture, now education, mainly due to the Covid-19 pandemic, has also been rapidly moving into the exclusively virtual setting. Instructors are forced to use interactive digital tools and materials in their teaching practices, and students, having developed their learning habits in the computer- and smartphone-watching environment, are less painfully moving to a complete distant-learning mode. Although the pandemic caused many inconveniences, and the educational system required much time and effort to adapt, online classes have now become widespread. Consequently, there are new, diverse and constantly improving possibilities to improve the language learning process.

In light of the increasing need to exploit digital technologies in the educational process, this paper looks at the innovative possibilities in teaching practices still not widely accepted, but whose effectiveness has already been proven. According to the research and experience of many teachers and scholars that will be pointed out, the digitized foreign language acquisition process can help students increase their proficiency. As this paper will demonstrate, the use of short films, videos, interactive games and cartoons in the target language can greatly speed up comprehension, vocabulary and speaking proficiency. This paper explores one of the most useful and stimulating ways to adapt English teaching and learning practices to the new circumstances. Building on the studies that have demonstrated the benefits of watching short films and cartoons, it takes a look at some visual learning practices across the globe, and then suggests the most effective ways to use videos, cartoons, and online communication to attain English proficiency.

The empirical study conducted in a Lithuanian secondary school measures the effectiveness of video-watching among fifth- and seventh-graders. Based on an original pre-test and post-test design, it quantifies the students' improvement in comprehension and other aspects of language proficiency after viewing a selected video several times. It also analyses the perception of this method through a questionnaire. This inquiry based on quantitative and qualitative research methods aims to make a valuable contribution to EFL studies, multilingualism practices and applied linguistics.

2. Literature review

The term "digital education" is defined as "the innovative use of digital tools and technologies during teaching and learning and is often referred to Technology Enhanced Learning (TEL) or e-Learning" (McLaughlin 2022). Almusaed et al. (2021) explain that this type of education is only extending its value and importance with each year in both formal and non-formal education. It is clear that the world is developing at a very fast pace, and education is not any different, as it must adapt to the changing situation immediately from the kindergarten to the university (Hrbaček, 2011, as cited in Lamanauskas 2011). The COVID-19 pandemic and all the measures taken against it have reversed the usual learning system and shaped a new way of teaching and learning. Traditional school education has shifted onto a digital platform and transformed into the so-called online or remote education. Physical classroom was substituted by online meeting platforms, where everything is taught through virtual means. The new circumstances have led teachers to devise new ways to engage students in order to maintain their attention and interest.

Digital education has numerous advantages. Kuznetsova and Azhmukhamedov (2020) argue that it provides broader and more universal access to learning. Courses can be taught by instructors from any place on Earth through digital platforms available to anyone through the Internet. The method also facilitates the learning process for students with disabilities, as it is much easier for them to stay connected online rather than move from one place to another. This logistics problem is also emphasized by Borisova (2020), who writes that digital learning saves people financial and physical resources that had to be spent on

transportation and eating out. The digital learning model is more flexible because of the variety of learning platforms, applications, different types of sources instantly available whether in written or visual form, depending on what is suitable for the student. Online courses or learning material can be recorded or are constantly available online, so the learners can check and revise the material or assignments whenever they want.

There are also some drawbacks. Kuznetsova and Azhmukhamedov (2020) explain that teachers have noticed a significant increase in plagiarism among students when teaching online: the possibilities for sharing content and copyright violations appear more often than during the classroom teaching. Borisova (2020) also points to the absence of direct interaction with the instructor. The indirect transformation of information through digital tools is less effective and more difficult without the physical presence of the educator. In addition, certain subjects cannot function properly when digitalized: for example, students of natural sciences and medicine need to develop their practical skills in laboratories and hospitals. It is also important to mention the possibility of poor or lost internet connection that can often emerge when learning online.

Despite the obvious benefits and conveniences, a total digitalization of educational system in the near future is not realistic. As a number of researchers have pointed out, there have been numerous inventions and new technologies that proved not to be as revolutionary as initially thought. (Malak, Mikošek 2004; Hrbaček, 2011, as cited in Lamanauskas, 2011). Nevertheless, it is evident that this concept of education has become significant. According to Greenhow, Robelia, Hughes (2009, as cited in Lamanauskas, 2011), it is clear that digital education can make teaching and learning more efficient and attractive if the educator is competent with the digital tools. Digital education is still in the process of development, and it is not capable of replacing the usual educational process completely, nevertheless, mainly because certain subjects demand practice and significant difficulties occur when learning online.

The approaches and the concepts used in teaching English as a foreign language differ depending on the country in which English is used or taught. For example, according to Ku, Furukawa and Hiramoto (2021), the Japanese distinguish between three main attitudes towards the use of English: as a fundamental, as an unneeded and overestimated competence and, lastly, as a label of generic interaction. The inclusion of English into elementary and secondary education in Japan and the

growing encouragement to study abroad testify to its significance. The Rahimi and Hassani (2012) study describes Iranian students' view of EFL as favorable, as they are eager to learn this foreign language; however, their attitude towards Iranian EFL textbooks is negative. Students in Iran assessed this learning material as inefficient and even useless. The Kiziltepe (2000) research showed that Turkish EFL students' point of view is quite pragmatic: they are greatly motivated to learn English, and they are dedicated and receptive to challenges in the learning process, but their interest in acquiring British or the American culture through EFL is depicted as mediocre.

Lithuanian approach towards EFL, as given in Misevišiūtė (2018), is also a bit ambivalent: the most obvious problem is a lack of in-depth English written communication. The most common way to teach it is through exams that usually test learners' lexis, reading comprehension and grammatical competences, and it does not fully develop their practical knowledge. However, Lithuanian students' attitude towards the EFL is positive – it has been one of the most popular exam choices among Lithuanian high school graduates in the past decade. The average final exam score of the past three years is 64.5 out of 100. Moreover, the positive evaluation of the EFL final exam in 2021 was even higher than the native language exam's – 97,9 percent for English in comparison with 91,4 percent for Lithuanian (LRT 2022).

Nowadays, students acquire language differently than a decade or more ago. The role of visual data is only growing in scope, as the Internet is overloaded with various visual content. Foreign languages students acquire information more effectively through images, diagrams, videos, cartoons, slide shows and films. Educators can use these tools to simplify vast amounts of information and present it in a student-friendly manner. In one study, Ralyn (2016) demonstrated that 75 percent of the date processed by the human brain is extracted from visual formats. In education, visual learning enhances learners' visual thinking, which is the most significant part of the learning process. Students most readily associate their thoughts, written information or concepts with images. Raiyn (2016) demonstrated that students who were exposed to visual learning showed better results than students who studied in a traditional way. Primary and middle school students who used visual learning achieved significant improvements in their high-order thinking skills. According to Shrum and Glisan (2016), the textbooks are gradually being replaced by visuals in teaching languages,

and video material in teaching has proved to be an effective tool for transmitting the culture of the target language.

One of the most popular visual learning tools today is video. The exponential growth of the social media has only increased the importance of the video format. Harmer (2006, as cited in Hadijah 2016), explains that video can enhance students' use of language skills, and it provides significant advantages in the learning experiences. It also develops their cross-cultural awareness, increases language motivation and enhances creativity. Nevertheless, educators occasionally face the challenge of finding a way to make the video material both informative and appealing, so they could reach the maximum effectiveness.

Chung (2009) discovered that video-based English teaching is indeed helpful in the learning process by dividing his students into random groups and showing two video clips to one of them, which later outperformed the other groups in both multiple-choice and open-ended tests. In addition, Secules, Herron and Tomasello (1992) revealed that showing videos with native speakers conversing in everyday situations had improved students' listening competence more than the traditional material. Herron, Corrie and Cole (2006) learned that although text-based studies enhance students' foreign language grammar skills, video-based curriculum significantly improves both the learners' grammar and listening skills. In order to keep the improvement, videos or films have to have high appeal among students in order to enhance their motivation and maintain their attention.

Due to the sheer quantity and varying degree of quality, the selection of videos used in an EFL classroom is very important. Video clips can be useful in a variety of ways in an EFL classroom, especially enriching the learner's vocabulary. In the research conducted by Yawiloeng (2020), learners who viewed a video containing English target vocabulary got better post-test results than in earlier tests when they did not have any video content shown. Bonk (2008, as cited in Kabooha and Elyas 2018) argues that YouTube provides endless possibilities to significantly enhance language learning skills for students, and it has the potential to be a rich leaning material. Kabooha and Elyas (2018) carried out a study in which one group of EFL learners were shown YouTube videos during their reading activities, and the other group was not. Needless to say, the one that watched YouTube video material achieved better post-test results than the other group. It was also noticed that the students had increased their vocabulary competences and expressed a positive attitude towards YouTube

videos incorporated in their English lessons. The research conducted by Alwehaibi (2015), shows a better assimilation of theoretical information in EFL students through the use of YouTube videos than through usual classroom methods.

Video material in a EFL classroom can also ameliorate students' attitude towards the subject and the culture of the target language. In a research conducted by Park and Jung (2016), fifteen Korean EFL students took part in a two-month English course with strongly incorporated video material such as TED talk replays, sitcoms, news reports and movies. The study revealed that EFL students enhanced their motivation and positive attitude towards both English language and culture and were more active during the activities than before.

Nevertheless, certain obstacles can diminish the effective usage of videos in the EFL curriculum. The main ones are: irritating or noisy background sounds, unappealing or meaningless images or videos, uncomfortable size of captions (Yawiloeng 2020). In addition, according to Kabooha and Elyas (2018), it is essential that YouTube video content (the same applies to the video teaching material in general) be sorted out and based on language proficiency, cultural context criteria, and it must match the lesson's goals and objectives.

Another video-based curriculum format, which is appreciated by children and adolescent EFL students, and can be a useful teaching tool with all age categories, is cartoon. Cartoons can be used in the EFL classroom and help students improve their proficiency, and this especially applies to primary school student. Shu Sim's (2012) ten-week study revealed that the cartoon is more effective in increasing foreign language competences than watching news or even films. Cartoons can help young students of EFL to improve their pronunciation skills, which is a significant obstacle in EFL acquisition in many foreign countries. Alghonaim (2020) emphasizes the impact of cartoons on children's correct English pronunciation. His study revealed that pre-pubescent EFL students can acquire a native-like English pronunciation by watching cartoons and overcoming all mispronunciation obstacles that occur with many foreign English learners. In another study, Nhung and Dieu (2020), examined the EFL learners' communicative skills improvement with the help of cartoons as a teaching tool. It was found that in six weeks the target group, for which the English cartoons were incorporated into their English lessons, has shown much greater improvement in listening and speaking skills than the control group that

had lessons without them. Lastly, Poštić (2015) revealed that constant cartoon watching in the period of childhood can even build a particular English accent, as his research has shown that people, who frequently watched American TV channel *Cartoon Network* in childhood, acquired native-like language proficiency.

3. Methodology

In order to achieve a better understanding and evaluate the influence of English videos on Lithuanian EFL students, qualitative and quantitative research has been carried out. An educational English video, "3 Tips to Boost Your Confidence" by TED-ED production was shown to students. The narration in the video is not simplified for foreign speakers, but it does not contain any difficult words or constructions. An intermediate student of English can understand the meaning of the message in only one viewing.

Most importantly, the pre-test, post-test and a feedback questionnaire were distributed and filled out by students. Each of the research segments was given to 98 eleven to fourteen-year-old children in a Vilnius middle school (grades 5–8). The pre-test and post-test were devised by one of the authors of this paper and were used to measure the level of impact of English videos on the language learner. Both the pre-test and post-test are provided in the appendix.

The questionnaire was designed to gauge students' attitudes and opinions regarding the impact of English video content on their language skills, its significance in their daily lives, and their views on digital education and its tools.

So, a total of 98 completed pre-tests, post-tests and questionnaires were reviewed and analysed. Pre-tests and post-tests were analysed with a focus on the measurement of students' English skills improvement after listening to the video, with competences separated into use of English, vocabulary, reading, listening and understanding. Having done the research with video demonstration and the tests, quantitative data were collected, and then described and analysed in the empirical part.

After completing the tests, students were asked to fill out a questionnaire and the qualitative data were collected. The following section describes in detail the whole experimental set-up and results with the help of descriptive statistics. After the empirical part, final conclusions were

drawn and formulated. The tests and the questionnaires were anonymous, and the authors have guaranteed in a written statement that no names would be revealed in the publication of the research.

4. Empirical research

4.1 Summary of the research

In order to carry out this research, the pre-test, post-test method was selected. There were no control or comparison groups. All the practical research segments were conducted with the same target group of students. The pre-test was given in the introductory part of the research in order to determine the students' initial grasp of the measures, in this case the existing English vocabulary, use of English, reading and understanding competences.

The participants of the practical research were supposed to be 101 middle school students from seven different classes; since three of them were absent that day, and the final number of participants was 98. There were 27 fifth-graders, aged 11 to 12 years, and 71 seventh-graders, aged 13 to 14 years. Each participant attends the same school and has the same number (three) of EFL lessons per week. Although the age of the participants differs, the majority of the students have high English competences, 86% with a mark equal or higher than 8 (on a 1–10 scale), meaning that the selected video was not supposed to pose significant difficulties in terms of comprehension.

Students' last semester's EFL mark							
Mark (1–10)	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Number of students	0	3	3	8	17	29	38
Percentage	0 %	3,06 %	3,06 %	8,16 %	17,34 %	29,88 %	38,76 %

Table 1: Students' final marks in English from the previous semester

It was decided that the experimental video had to be educational and at least partially matching the school's educational plan. As mentioned in the

theoretical part, one of the main features of the selected video was to be appealing to the target audience – eleven to fourteen-year-olds, so it would enhance their productiveness and involvement in the research process. Taking all these criteria into consideration, the educational cartoon "3 tips to boost your confidence" from the YouTube channel "TED-Ed" was chosen due to its relevance for teenagers' life, and it was also in line with the educational plan. The level of difficulty for the age group of the target audience was also deemed adequate. The video was shown three times – first time so the students would get acquainted with the content and understand its essence, the second time to listen attentively and to pay more attention to details, and the third time for final consolidation of knowledge, although a significant part of students stated that two times was enough for them to understand the video clearly. It was decided to present the video with English subtitles turned on, in order to activate more competences of English, and to make it easier for the students with different learning abilities.

The post-test was given to the target audience after having listened to the video three times to measure the improvements or deteriorations of students' English competences. Both pre-test and post-test were fully related to the shown video. The tests were not identical; the post-test had tasks of the same type and principle as the pre-test, but with different content, albeit directly connected to the video. Twenty minutes were allocated for the completion of both tests.

During the following lesson, a questionnaire was given to the participants in order to get an insight into the students' opinion on digital education, its tools and their significance in their daily life and the English learning process.

4.2 Analysis of the pre-tests and post-tests

During the empirical research, 98 pre-tests and post-tests were collected. The pre-test and the post-test had different content for the same type of tasks to get more accurate results and to measure the actual enhancement or worsening of their performance. The content of both tests was directly connected to the video that was shown, be it vocabulary, reading or use of English; all the elements were taken directly from the video transcript. Both pre-test and post-test consisted of five tasks and the total of 35 points. The main English competences were listening and understanding, vocabulary,

use of English and reading skills. After collecting both completed tests, arithmetical calculations were made. It was decided to measure the differences between the results by comparing the arithmetic averages of the two test points, taking and comparing the point average of each task separately and the total point averages.

The first task tested the general knowledge of vocabulary. The respondents were given a total number of 15 vocabulary items from the video transcript, and they had to translate the words into Lithuanian or, if it was less difficult for them, explain their meaning in English. The results showed that the average respondent of the pre-test knew less than seven vocabulary items (6.82) while the average post-test respondent knew a bit more than eight (8.03). After the final calculations, it was discovered that after the post-test, students' vocabulary has improved 15.07% on the average. Having in mind that the participants were given connected yet completely different set of vocabulary items in each of the tests, this margin is quite significant, and it shows the improvement of general vocabulary knowledge of the respondents, suggesting that the video was indeed an effective tool for widening the target vocabulary on the given topic.
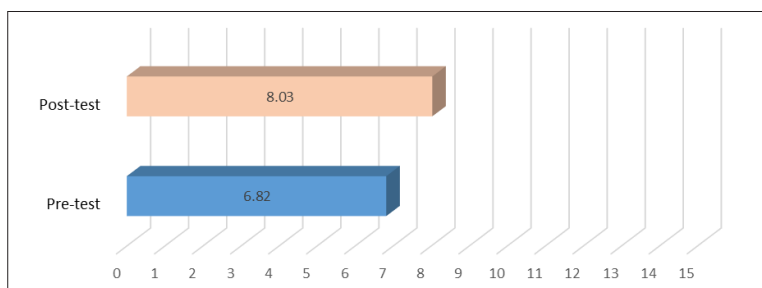

Figure 1: Comparison of points averages in the
respondents' first task

The second task was connected to the first one and it was connected to a deeper knowledge of general vocabulary. Respondents had to explain the given English phrases or collocations in English, or Lithuanian if that was too difficult for them. Four different English phrases were given in each test. The results showed that the demonstration of the video did not have a significant effect on the participants' knowledge of vocabulary. The average score of the pre-test was 1.13 phrases out of 4, while the post-test result reached only 1.22 phrases on the average, resulting in a

9,26% improvement. These measurements demonstrate that listening to the video only slightly affected phrasal or collocational vocabulary comprehension. So, students improved by remembering single words rather than compounds.
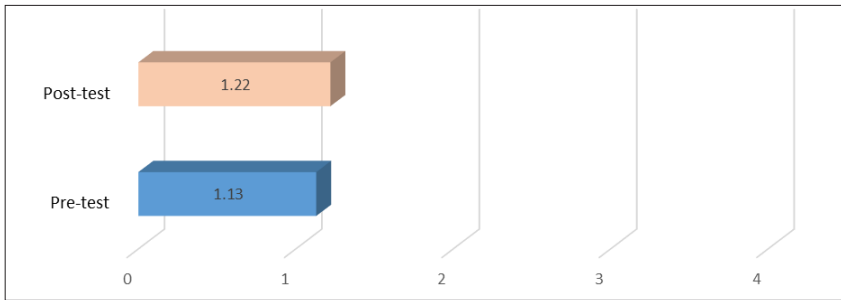

Figure 2: Comparison of points averages in the
respondents' second task

The third and fourth tasks of the tests evaluated the English comprehension and use of English competences of the participants. In the third task, five different lexical items were chosen for a multiple-choice exercise with three distractors and a single correct answer. Students had to read the given situation and choose the corresponding lexical item. Four possible answers were given and only one was correct. The results of both tests turned out to be almost identical: the pre-test average number of points was 3.48 correct answers out of 5, while the post-test number this time was even a bit lower – 3.43. The averages indicate that the result decreased by 1.44%; nevertheless, the results are very close.
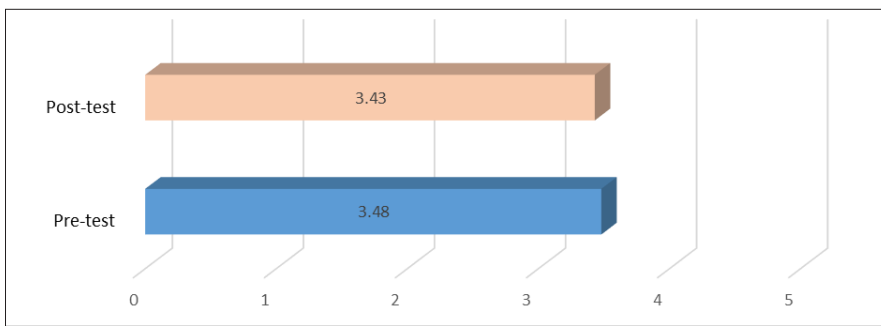

Figure 3: Comparison of points averages in the
respondents' third task

The fourth and the third tasks were connected, since they both focused on the use of English, comprehension and reading skills. Two different extracts from the transcript of the shown video were taken for both tests; the pre-test had an extract from the initial and the post-test from the middle part of the video. In each of the extracts, there were five missing words, so the participants had to fill in the gaps with the appropriate words. Four possible options were given with only one correct answer. The post-test task had an extra condition/reminder included: "remembering the video," so that respondents would think about the context of the video heard before doing the task. The results showed that the post-test average numbers of 2.81 correct answers out of 5 total were much higher than the pre-test result of 1.13 correct answers. The 148.7% improvement in the post-test results suggests that viewing the video had an immense impact on the students' English comprehension.
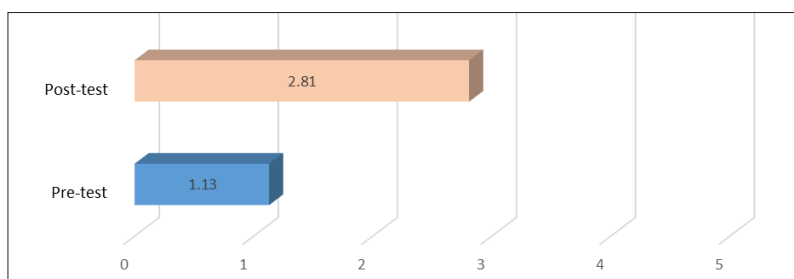

Figure 4: Comparison of points averages in the
respondents' fourth task

The fifth and the final assignment was a reading comprehension task. Two different extracts of the aforementioned video transcript were used, and six different questions on text comprehension were given in each test in order to measure the change in participants' English reading and understanding competences. These questions were multiple-choice and true-false. It was revealed that the post-test results were again higher than the pre-test ones – 2.53 average correct answers in the pre-tests and 3.48 in the post-tests. A convincing 37.5% progress was made after the post-tests, which demonstrates the importance of video watching and its connection to listening and reading tasks. This shows that it is more effective to listen to the text first, and then read and complete the given reading task.
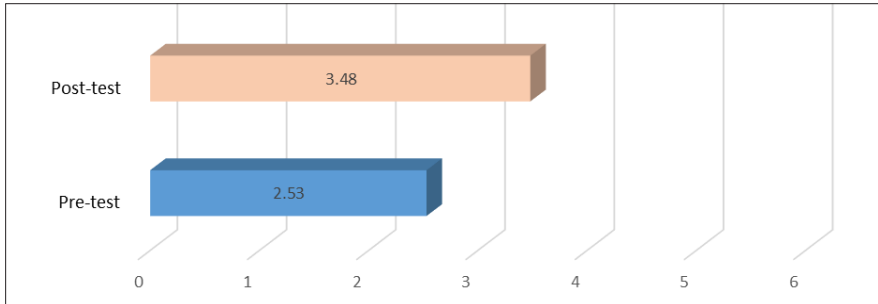
Figure 5: Comparison of points averages in the
respondents' fifth task

A comparison of both tests and the total number of points collected by the 98 respondents shows that the average score increased by 26.01 percent. Having in mind the total number of 35 total points, the average score increased from 15.03 in pre-tests to 18.94 in post-tests.
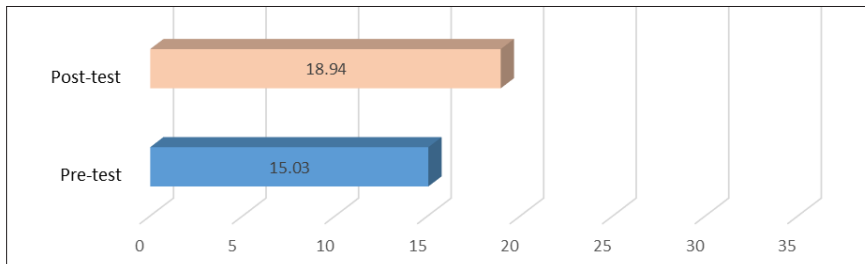

Figure 6: Comparison of the respondents' total points averages

To conclude, the comparison of the separate tasks and the total score averages of pre-tests and post-tests showed that the English video watching in the EFL classroom is an effective tool for improving students' proficiency. Only one task showed a deterioration of 1.44%, while the others demonstrated various levels of positive increase. Although some of the improvement may not seem convincing enough, it is vital to understand that the measurements were made after only two English lessons, so this suggests there is a lot of room for further improvement if continuing to apply this teaching method.

4.3 Analysis of the answers to the questionnaire

A majority of the questions in the questionnaire were open-ended, which provided a variety of different answers. In most cases, several important aspects have been identified by the same respondent, which made it more difficult to analyse because the number of significant answers was greater than the number of respondents. It was decided, therefore, to collect all the meaningful statements. Those statements were analysed by grouping them into main sections and then measuring and comparing their number. The number of meaningful statements was then turned into percentage for each section, which was then compared to the percentages in other sections.

1. *What (other than English lessons), in your opinion, helped you to learn/acquire English throughout your life?*

A total number of 172 meaningful answers were singled out here. The visual sources of information, such as films, series, cartoons, video content and video games dominated among the respondents' answers, receiving two thirds of the total number of statements (115 of 172). This result only emphasizes the importance of visual and digital content for acquiring a foreign language. The personal factor – family and international friends – are also worth mentioning, showing that human interaction is still important among youngsters.
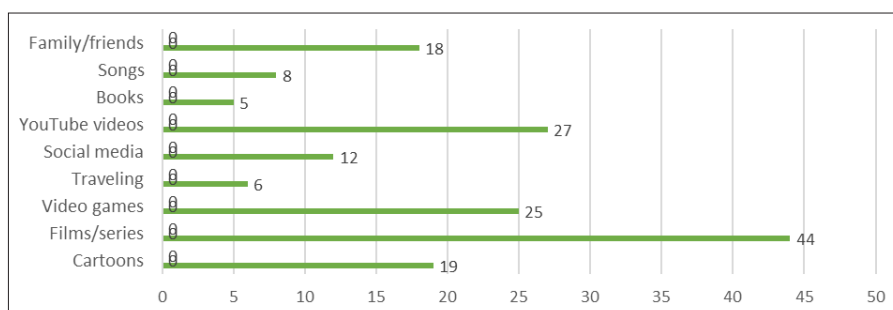

Figure 7: Aspects that helped students to learn/acquire English in their lives

2a. Do you like watching videos in English?

The first part of this question, considering the likeability of videos, showed predominantly positive answer. Out of the 98 participants, 85 respondents (86,7 percent) stated that they like watching video content in English, while only 13 (13,3%) answered negatively.

2b. If yes – what kind of videos do you watch?

Answers to this question were diversely distributed – films or series dominated alongside short videos, receiving 31 and 29 percent respectively, or receiving 46 and 44 meaningful statements out of 151. The rest of the answers was split almost evenly – funny, educational and gaming videos received the same amount of interest from the respondents. These data directly correlate with the results of the first question, which suggest that most respondents are keen on films, series, gaming and watching short video content.
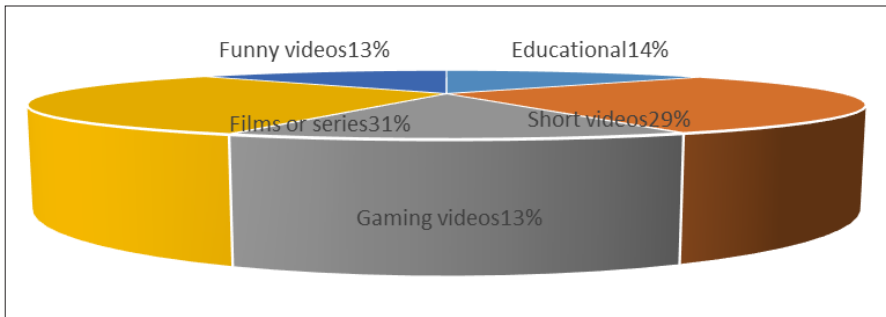

Figure 8: What kind of videos do students watch?

2c. Where do you watch them (Netflix, YouTube, Tik-Tok etc.)?

For this question, 171 meaningful statements were found. Out of those, 69 (40%) was given to YouTube as the favourite source of video content. Social media networks, such as Tik-Tok, Instagram and Facebook received 48 (28%) picks. Beside social media, Netflix stood out, receiving a quarter of the answers. Finally, television got only 11 mentions out of 171, proving that its era is coming to an end, and digital platforms are taking over the contemporary video content market, at least among the younger generations.
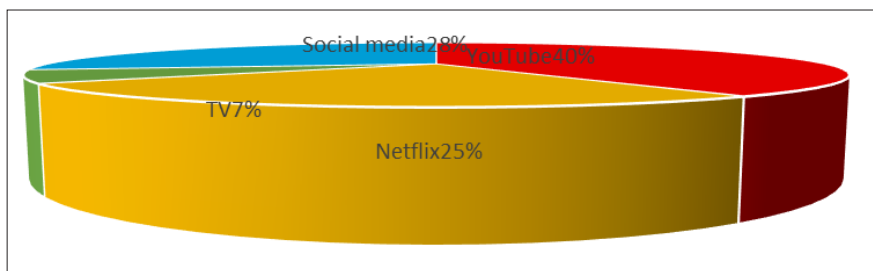
Figure 9: Where do students watch English videos?

3. Which do you like more: remote learning or going to school?

Out of the 98 total respondents, 58 (59.2%) students stated that the learning in person is their preferred method, while 40 (40.8%) favoured remote learning. This shows that despite the online educational mandate during the pandemic, which enhanced the impact of digital education and its tools, the younger generation still prefers the face-to-face model. This was a bit of a surprise, considering all the practical amenities for students in remote learning, especially for children aged 11–14, such as a chance to "hide" behind a webcam.

4. How useful (on a 1–10 scale) and helpful are English videos for your English skills improvement?

In this question, students had to measure the impact of English videos on their proficiency and rate it from 1 to 10. The majority of respondents evaluated English videos as a very effective and helpful tool to improve their English skills, as a bit more than 70 percent rated the importance of videos 9 or 10 out of 10. Only 14 participants measured the usefulness by a mark lower than 8, which accentuates English video content as a tool of great efficiency that significantly helps them to improve their English skills.

The usefulness (on scale 1–10) of English videos for students' English skills improvement										
Scale	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Amount of students	1	0	0	2	6	2	3	15	30	39
Percentage	1.02 %	0 %	0 %	2.04 %	6.12 %	2.04 %	3.06 %	15.3 %	30.6 %	39.8 %

Table 2: The usefulness of English videos for the
improvement of English skills

5a. Do you like when teachers use technologies and digital tools during their lessons (slides, interactive whiteboard, educational apps, videos, projector etc.)?

The first part of this question had to reveal whether students like digital tools or technologies used during their lessons, while the second asked for a broader explanation if the respondent answered positively. Unsurprisingly, all 98 participants responded positively to the use of digital tools and technologies in classroom.

5b. Why do you like/don't like it?

Elaborating on the reasons why technologies and digital tools are beneficial and not detrimental, the respondents provided a total of 115 meaningful statements. The reason that stood out the most was that class becomes more interesting. The statement that followed was that students' acquisition of the class content becomes better, and it is easier to understand everything. This fact again shows the importance of visual content in the learning process. The fun factor was also the key, as 20 percent of all statements indicated it. Somewhat unexpectedly, there were eleven statements (10%) indicating that the usage of projector, educational applications, videos, slides, interactive whiteboards and other digital tools in classrooms is still considered unusual.
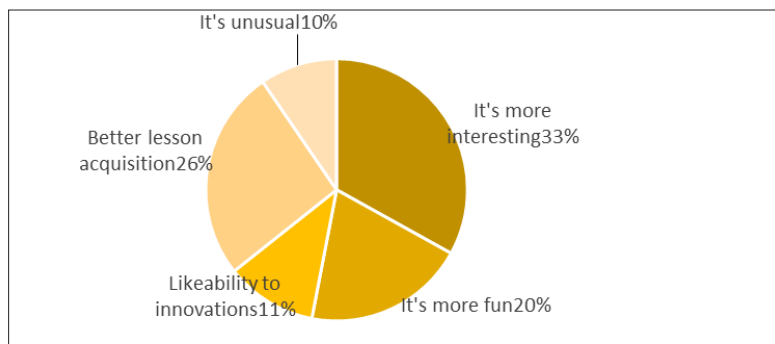
Figure 10: Why do students like technologies/digital tools
in their classroom?

6. *What do you learn/improve when watching video content in English language?*

Among the answers to this question, 125 meaningful statements were selected. More than a third, or 34% (43 out of 125), named the English vocabulary aspect as the most important Pronunciation and spelling received 20 (16%) and 10 (8%) votes, respectively. Participants also emphasized speaking (22%) and listening (15%), which is logical since they have to listen attentively to the video content to understand it properly, and by successfully doing that they can correctly replicate it. English grammar skills were overshadowed by other competences, since the main focus when watching video content is based more on visualization and listening.
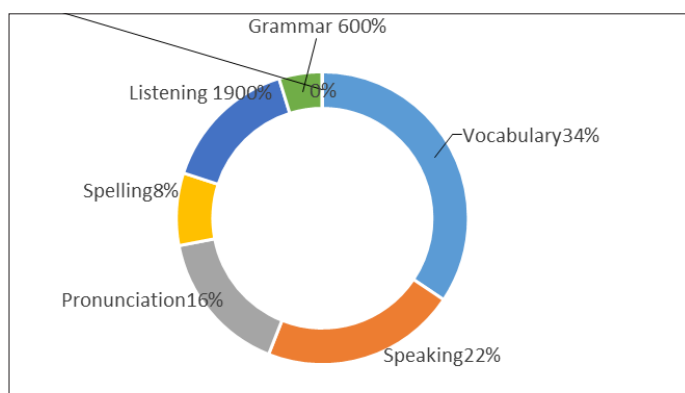

Figure 11: Students' improvements when watching video content
in English

7. How many hours a day do you approximately spend watching video content in English?

A third of the respondents indicated that that they do not watch English videos much, starting from a few minutes a day to an hour maximum. The largest part (41.8%) tends to watch English video content between two and three hours a day. Quite a large number, or 24.5% of respondents watch videos even longer. These percentages demonstrate that English video watching is an important part of the young students' daily lives, which can be explained by their age and the significant impact of YouTube and other social media on children.

How many hours a day do you approximately spend on watching video content in English?			
Scale	**Less than 1 hour**	**2–3 hours**	**3+ hours**
Amount of students	33	41	24
Percentage	33.7 %	41.8 %	24.5 %

Table 3: Time that students approximately spend on watching English videos during the day

8a. Do educational videos like the one you watched in class help you to acquire English knowledge better?

The first part of this question had to demonstrate participants' opinion about the effectiveness of educational English videos on their language learning process. The results were one-sided – 86 out of 98 total participants (87.8%) expressed positive attitude and stated that English educational videos do help them to acquire English-language skills, and only 12 of them (12.2%) disagreed.

8b. If yes, which English skill do you think improves the most?

For this question, eight different answers were provided by 86 respondents who previously reacted positively. A total number of 98 meaningful statements was selected. The most common answer, named 31 times (32%), was improving vocabulary. The rest of the answers received quite

a similar number of mentions. The listening competence was in second place with 13 mentions. There were 12 respondents to whom it was clear that the educational videos are an effective English learning tool, yet they could not decide which one. The other five options received gradually fewer picks; general knowledge and pronunciation competences received respectively ten mentions each, as well as grammar and speaking skills (both 8 mentions). The spelling skill was named least frequently. The distribution of the meaningful statements is quite predictable and logical, as the educational videos as well as the video content in general tend to stimulate vocabulary, listening, pronunciation skills and the general knowledge.
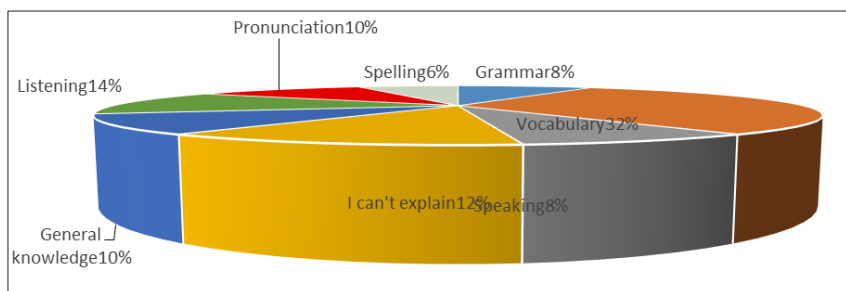

Figure 12: English skills that, in students' opinions, improve when watching English educational videos

One possible limitation of the research could be that the first set of words given to the students might be more challenging then the second set, but there are no objective methods to measure this difference in the difficulty of the vocabulary.

5. Conclusions

After the empirical research was carried out and analyzed, the following conclusions have been made: First, the reviewed literature has shown the importance of using digital content in English classes, as well as its significant influence on the language-learning process. Previous research also shows that the acquisition of English language skills through video content is an effective tool for the development of EFL learners. According

to researchers, this digital tool is particularly useful for improving students' comprehension, listening, vocabulary development and speaking competences. However, this is still an underexplored and under-researched linguistic field. The video content chosen as a digital education tool in the classroom must be relevant and should correspond to the curriculum, also be informative and appealing.

Second, empirical research and its analysis of 98 respondents' pre-tests and post-tests demonstrated that the average student's score increased by 26.01 percent after watching the chosen video. The result of only one task out of five had a deterioration of 1.44%, while the rest of the tasks demonstrated an improvement from 9.26% to a very high 148.7%. Taking into consideration that this average improvement of more than a quarter is achieved after viewing only one particular video during two English lessons, it is evident that a further incorporation of English videos in the learning process can lead to gradual but significant improvements in the long run.

Third, the results of a questionnaire revealed that English videos, both educational and other, are strongly influential in the EFL acquisition processes. Students have a very positive attitude towards the English video content, as the majority of them spend more than two hours a day watching them. Their opinion clearly matched the results of the empirical research, and they indicated that the English vocabulary, listening, speaking, comprehension and pronunciation skills all improved significantly. Students also reacted affirmatively to the digital education and its tools used during the lessons. Interestingly, more students (59.2%) prefer face-to-face classes to online learning. This shows that a combination of digital tools and personal contact is the best formula for effective foreign language instruction.

So, this research has proven that English videos are a significant and important tool in the digital education era. The pre-tests and post-tests successfully demonstrated improvements of students' EFL competences. The questionnaire demonstrated students' favourable attitude towards English video content, its incorporation in the English lessons and its effectiveness for their EFL competences. If selected according to the lesson plan, they are an effective digital education tool.

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Appendix

Pre-Test

1. Translate these words into Lithuanian:
- confidence –
- to boost smth –
- likely –
- certain –
- ability –
- mindset –
- grades –
- to attempt –
- challenge –
- to reject –
- knowledge –
- pep talk –
- to consider –
- setback –
- to untangle smth –

2. Explain these phrases:
- to face a challenge –
- to lurk at every corner –
- give somebody a pep talk –

3. *Choose the one word or phrase that best completes the sentence*.

1. "Hey, look, he's just like his father, they do everything the same way." "Yes, it's in his ____".
   a) legs   b) genes   c) eyes   d) armpit
2. When everything was going just fine, in a moment Erin faced a _____ to run 10 kilometres.
   a) grandma   b) injury   c) challenge   d) bad thing
3. A feeling when you can really trust yourself and know that you are capable of doing something is called:
   a) grudge   b) power   c) confidence   d) trusted
5. A _____ mindset is thinking that you were born with some abilities and now you're growing with them.
   a) true   b) fixed   c) correct   d) growth
6. If you want to be successful and confident, you also have to be _____ to yourself.
   a) mean   b) angry   c) confident   d) kind

4. *Read and fill in the gaps with appropriate words*.

There are a few tricks that give you an immediate confidence in the short term. Picture your (6) _____ when you're beginning a difficult task, something as simple as listening to music with deep bass: it can (7) _____ feelings of power. You can even (8) _____ a powerful pose or give yourself a pep talk. Tip two: believe in your ability to improve. If you're looking for a (9) _____ change, consider the way you think about your abilities and talents. Do you think they are fixed at birth, or that they can be developed, like a muscle? These beliefs matter because they can (10) _____ how you act when you're faced with setbacks.

6. a) success   b) feelings   c) emotions   d) face
7. a) fulfil   b) promote   c) provide   d) make
8. a) do   b) put on   c) strike   d) make
9. a) long   b) long-term   c) short-term   d) medium-term
10. a) influence   b) show   c) look   d) change

5. *Read the Text Part 1 and choose the most suitable answer for the following questions*.

Text Part 1

When faced with a big challenge where potential failure seems to lurk at every corner, maybe you've heard this advice before: "Be more confident." And most likely, this is what you think when you hear it: "If only it were that simple." But what is confidence? Take the belief that you are valuable, worthwhile, and capable, also known as self-esteem, add in the optimism that comes when you are certain of your abilities, and then empowered by these, act courageously to face a challenge head-on. This is confidence. It turns thoughts into action. So where does confidence even come from? There are several factors that impact confidence. One: what you're born with, such as your genes, which will impact things like the balance of neurochemicals in your brain. Two: how you're treated. This includes the social pressures of your environment. And three: the part you have control over, the choices you make, the risks you take and how you think about and respond to challenges and setbacks. It isn't possible to completely untangle these three factors, but the personal choices we make certainly play a major role in confidence development.

Text Part 1 is written in order to:
11. a) intrigue writer
    b) advertise smth
    c) make a suggestion
    d) catch reader's attention

When a person deals with serious problems or tasks, there's always a possibility of:
12. a) making it
    b) failure
    c) facility to try to do it
    d) frightening feeling

How many aspects of confidence are there?
13. a) two
    b) three
    c) four
    d) there's only you and yourself

Your decision making model isn't important for being self-confident:

14. a) true
    b) false
    c) not mentioned

You have to be both mentally and physically prepared in order to become confident:

15. a) true
    b) false
    c) not mentioned

Social pressure boosts the environment and your feelings.

16. a) true
    b) false
c) not mentioned

Post-Test

1. Translate these words into Lithuanian:
- greater –
- to include –
- action –
- social pressure –
- environment –
- certainly –
- to respond –
- a choice –
- to support –
- short term–
- abilities –
- failure –
- an airplane–
- an advice –
- excitement –

2. Explain these phrases:
- to strike a pose –
- to play a major role –
- to picture your success –
- turn thoughts into actions –

3. *Choose the one word or phrase that best completes the sentence.*

1. "The confidence doesn't come after a day, it can be _____, like a muscle."
   a) stronger   b) developed   c) training   d) strong
2. "What shows that they will win the war?" "Well, there are several _____."
   a) failures   b) facts   c) factors   d) things
3. "Don't be afraid, stand up, give yourself a _____, and go for it."
   a) Ted talk   b) prep-talk   c) small talk   d) pep talk
5. The crimes he did in the past will probably _____ his time in jail.
   a) evaluate   b) erase   c) impact   d) insist
6. If you want to be successful and confident, you have to _____ in yourself.
   a) build   b) become   c) belief   d) believe

4. *Read and fill in the gaps with appropriate words.*

When faced with a big challenge where potential (6) _____ seems to (7) _____ at every corner, maybe you've heard this advice before: "Be more confident." And most likely, this is what you think when you hear it: "If (8) _____ it were that simple." But what is confidence? Take the belief that you are valuable, worthwhile, and capable, also known as self-esteem, add in the optimism that comes when you are (9) _____ of your abilities, and then empowered by these, act courageously to face a challenge head-on. This is confidence. It turns (10) _____ into action. So where does confidence come from? There are several factors that impact confidence.

6. a) failure   b) success   c) mistake   d) thought
7. a) wait   b) leak   c) lurk   d) sneak
8. a) –   b) just   c) could   d) only
9. a) knowing   b) certain   c) capable   d) cursed
10. a) idea b) body   c) things   d) thoughts

5. ***Read the Text Part 1 and choose the most suitable answer for the following question****s.*

Text Part 1

Tip 1: a quick fix. There are a few tricks that can give you an immediate confidence boost in the short term. Picture your success when you're beginning a difficult task, something as simple as listening to music with deep bass; it can promote feelings of power. You can even strike a powerful pose or give yourself a pet talk. Tip two: believe in your ability to improve. If you're looking for a long-term change, consider the way you think about your abilities and talents. Do you think they are fixed at birth, or that they can be developed, like a muscle? These beliefs matter because they can influence how you act when you're faced with setbacks. If you have a fixed mindset, meaning that you think your talents are locked in place, you might give up, assuming you've discovered something you're not very good at. But if you have growth mindset and think your abilities can improve, a challenge is an opportunity to learn and grow. Neuroscience supports the growth mindset. The connections in your brain do get stronger and grow with study and practice. It also turns out, on average, people who have a growth mindset are more successful, getting better grades, and doing better in the face of challenges. Tip three: practice failure. Face it, your' going to fail sometimes. Everyone does. J. K. Rowling was rejected by twelve different publishers before one picked up *Harry Potter*. The Wright Brothers built on history's failed attempts at flight, including some of their own, before designing a successful airplane. Studies show that those who fail regularly and keep trying anyway are better equipped to respond to challenges and setbacks in a constructive way. They learn how to try different strategies, ask others for advice, an persevere.

Text Part 1 is written to:

11. a) read about confidence
    b) speak about J. K. Rowling and the Wright Brothers
    c) give three strict rules to boost your confidence
    d) give three advices to boost your confidence

If you add the number of J. K. Rowling rejections to the number of tips given, you get:

12. a) 15
    b) 12
    c) not mentioned

The scientists say that the _____ mindset is better.

13. a) fixed
    b) growth
    c) not mentioned

Tip ____ says that a person should trust him/herself and that he/she can get better:

14. a) one
    b) two
    c) three

Who in Text Part 2 says that you shouldn't practice fails:

15. a) Neuroscience
    b) Tip one
    c) nobody

According to the text, certain music can boost your confidence.

16. a) true
    b) false
    c) not mentioned