DIVIS PRE-RESEARCH
ON STATE-OF-THE-ART ARTICLES

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CONTENTS

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1. List of recommended bibliography.

Allan, M. (1985). Teaching English with video. London: Longman.

Benney, A. (2001). Creating an active learning environment using digital video. *World Conference on Educational Multimedia, Hypermedia, and Telecommunications*, 133-138.

Boling, E. C. (2007). Linking technology, learning, and stories: Implications from research on hypermedia video-cases. *Teaching & Teacher Education: An International Journal of Research and Studies*, 23(2), 189-200.

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Buckingham, D., Harvey, I., and Sefton- Green, J. (1999). The difference is digital? Digital technology and student media production. *Convergence*, 5, 10-20.

Duber, J. (2002). Flash MX: Not Just Another Flash in the Pan. TESL-EJ, 5(4). Available at http://www-writing.berkeley.edu/TESL-EJ/ej20/int.html

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Fee, S. and Fee, L., (2003). Pedagogical approaches for the use of digital video. *Technology and Teacher Education Annual*, 2, 1407-1414.

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Gromik, N. (2006). Computer education and filming in an ESL classroom. *The JALT CALL Journal*, 2/1, 27-36.

Gromik N. (2008). Lights! Camera! Action! A video project for the web 2.0 classroom. In M. Dooly and D. Eastment (Eds.), *How we're going about it: Teachers' voices on innovative approaches to teaching and learning languages* (pp. 165-176). Newcastle-upon-Tyne: Cambridge Scholars Publishing.

Hada, Y. (2005). Mobile-oriented video-based learning environment using m-VCML for language learning. In P. Kommers and G. Richards (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2005* (pp. 4236-4241). Chesapeake, VA: AACE.

Hada, Y., Ogata, H., and Yano, Y. (2002). Video-based language learning environment using an online video-editing system. *Computer-Assisted Language Learning*, 15(4), 387-407.

Hansen, C. C. (2008). Observing technology enhanced literacy learning. *Contemporary Issues in Technology and Teacher Education*, 8(2), 108-121.

Hanson-Smith, E. (2004) What's new in video online? *Essential Teacher*, 1 (5), 32-34.

Hanson-Smith, E. (2008). Trends in digital media 2007. *TESL-EJ*, 11 (4), 1-13.

Hofer, M., and Owings-Swan, K. (2005). Digital moviemaking—the harmonization of technology, pedagogy, and content. *International Journal of Technology in Teaching and Learning*, 1(2), 102-110.

Hofer, M., and Owings-Swan, K. (2005). Digital moviemaking—the harmonization of technology, pedagogy and content. *International Journal of Technology in Teaching and Learning*, 1(2), 102-110.

Hofer, M., Ponton, R., and Swan, K. (2006). Reinventing PowerPoint: A new look at an old tool. S*ocial Studies Research and Practice*, 1 (3), 457-464.

Kahmi-Stein, L. D., Besdikian, N., Gillis, E., Lee, S., Lemes, B., Michelson, M., andTamaki, D. (2002). A Project-Based approach to interactive web site design. *TESOL Journal*, 11(3), 9-15.

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Kuo, F., and Chiang, H. (2006). Facilitating Chinese EFL children's vocabulary acquisition and reading comprehension with multimedia annotations. *On and Off Work*, 265-286.

Lambert, J., and Cuper, P. (2008). Multimedia technologies and familiar spaces: 21st-century teaching for 21st-century learners. *Contemporary Issues in Technology and Teacher Education*, 8(3), 264-276.

LeBlanc, P., and Oates, R. (2003). Getting serious about digital video. *Technology and Teacher Education Annual*, 5, 3642-3644.

Lin, H., and Chen. T. (2006). Decreasing cognitive load for novice EFL learners: Effects of question and descriptive advance organizers in facilitating EFL learners' comprehension of an animation-based content lesson. *System*, 34(3), 416-431.

Lonergan, J. (1984). *Video in language teaching*. Cambridge: Cambridge University Press.

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Masats, D., Dooly, M., and Costa, X. (2009). Exploring the potential of language learning through video making. A L. Gómez Chova, D. Martí Belenguer i I. Candel Torres (Eds.). *Proceedings of EDULEARN09 Conference* (p. 341-352). Valencia: IATED. Available at: http://divisproject.eu/index.php?option=com_content&view=article&id=83&Itemid=83

Matsushita, K., Nishida, H., Furuya, S., J. Mackin, K., Suzuki, H., and Nunohiro, E. (2008). Development of teaching materials using 3-dimensional computer graphics animation in elementary education. In K. McFerrin et al. (Eds.). *Proceedings of Society for Information Technology and* Teach*er Education International Conference 2008* (pp. 3489-3493). Chesapeake, VA: AACE.

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Meurant, R.C. (2007). L2 Digital Literacy: Korean EFL Students use their cell phone videocams to make an L2 English video guide to their college campus. *Intelligent Pervasive Computing*, 11(13), 169-173.

Newfields, T. and Davis, R.S. (1998) The language teacher. *The Japan Association for Language Teaching*, 22 (8), 45-47.

Parker, D. (2002). Show us a story: An overview of recent research and resource development work at the British Film Institute. *English in Education*, 36(1), 38-44.

Pino-Silva, J. (2007). The video-based short comment writing task. *Foreign Language Annals*, 40(2), 320-329.

Rhodes, N., and Puhfahl, I. (2003). Teaching foreign languages to children through video. Eric Clearinghouse on Languages and Linguistics. *EDO-FL* 03/10.

Sharp, S. K. (2005). A Blueprint for successful video projects. *Essential Teacher*, 2 (1): 36-37.

Sweeder, J. (2007). Digital video in the classroom: Integrating theory and practice. *Contemporary Issues in Technology and Teacher Education*, 7(2), 107-128.

Tschirner, E. (2001). Language acquisition in the classroom: the role of digital video. *Computer Assisted Language Learning*, 14 (3-4), 305-319.

2. List of annotated and categorised bibliography (same authors as in 1).

2.1. Young children / simple animation

Hofer, M., Ponton, R., and Swan, K. (2006). Reinventing PowerPoint: A new look at an old tool. *Social Studies Research and Practice*, 1/3, 457-464.

This article explores different ways PowerPoint can be used in order to link teaching with what the authors call "Universal Design for Learning principles" (UDL). UDL focuses on problem solving, processes, and procedural learning. The article is mostly about didactic proposals and while it mentions interesting language teaching examples, it is not limited to this area of learning. One particular case consists of the use of power point and animation to create interactive exercises for new vocabulary words (including audio). The article also explains the use of narration for story creation.

Newfields, T. and Davis, R.S. (1998). The language teacher. *The Japan Association for Language Teaching*, 22/ 8, pp. 45-47.

Discusses the combination of video and multimedia and the new opportunities provided by the widespread availability of Internet.

2.2. Research and practice in the use of video

Gromik, N. (2006). Computer education and filming in an ESL classroom. *The JALT CALL Journal*, 2/1, 27-36.

The article argues that there are not many texts which explicitly describe the language acquisition outcomes of using movie-making as a teaching approach. According to the author, there are many potentially important research aspects which are not covered in available literature on the topic. The author lists some areas of possible study: the editing software's language and the language used by students to discuss either filming directions and/or editing strategies. Until now, video making and editing has been very much a teacher's role and the acting was the students' task, whereby with this approach the students are active participants and stake-holders in the learning process.

Rhodes, N. and Puhfahl, I. (2003). Teaching foreign languages to children through video. *Eric Clearinghouse on Languages and Linguistics*. EDO-FL 03/10.

This article discusses research into the effectiveness of video use (instructional based) in the language learning classroom as a means of engaging students in the learning process. It then goes on to describe two cases, advantages and disadvantages of using instruction-based videos as part of the teaching approach and brief description of how to best implement this model of teaching.

2.3. Research on movie-making

Fitchett, A. (2002). Digital editing as a creative process. DfES Best Practice Research Scholarship. Available at http://www.bfi.org.uk/education/research/teachlearn/digied/

This article is about the development of a model of the creative process to explain making of digital films. It discusses the application of the creative process model to finished projects to enable pupils to reflect on what they have made, and the process they went through. It then discusses the difficulties encountered in using this process in the art curriculum.

Goulah, J. (2007). Village voices, global visions: Digital video as a transformative foreign language learning tool. Foreign Language Annals, 40(1), 62-78.

This instrumental case study examines how adolescent high-intermediate Japanese language learners enrolled in a one-month credited abroad program used digital video as a mediational tool for (1) learning foreign language, content, and technology skills, (2) cultivating critical multiliteracies and transformative learning regarding geopolitics and the environment, and (3) augmenting their portfolios (Gee, 2004a). Framed in sociocultural and transformative learning theories, this study also suggests that digital video production engaged students extensively in language-based tasks and cultivated collaboration and creativity. Implications suggest future research applying digital video to various languages, levels, and contexts, particularly those in traditional schools and curricula. Not specifically language learning but applicable.

Hofer, M., & Owings-Swan, K. (2005). Digital moviemaking—the harmonization of technology, pedagogy, and content. International Journal of Technology in Teaching and Learning, 1 (2), 102-110.

The article explores the digital disconnect between student use of technology in and out of school. It discusses some of the problems which are often encountered when teachers try to integrate technology into their lesson. The article then focuses on the potential of digital moviemaking (this article looks at a social studies project). While not specifically about language teaching and learning, arguably the premise can be adapted to CLIL.

McMillan, C., 2002. How does digital editing help students develop their understanding of narrative? DfES Best Practice Research Scholarship. Available at http://www.bfi.org.uk/education/research/teachlearn/digied/

This article is for advanced English arts but can be adapted to different levels of language teaching. The article describes the objective of drawing on pupils' narrative competence in film and then trying to gauge its impact on their ability to compose print narratives. The actual task consisted of making a narrative out of Bogart clips. Analysis of results indicate that student pairs consistently talked about narrative function in film in ways that are rarely used in discussion about prose fiction.

2.4. Pedagogical –based articles on video making

Allan, M. (1985). Teaching English with Video. London: Longman.

The article promotes the use of movie-making for language use based on the premise that since it is a group enterprise, language production (for communicative purpose) is inevitable during the processes of planning and production. Because these events involve a considerable amount of discussion there is authentic language use, apart from the language used in the film itself.

Gromik N. (2008). Lights! Camera! Action! A video project for the web 2.0 classroom. In M. Dooly and D. Eastment (Eds.). *How we're going about it: Teachers' voices on innovative approaches to teaching and learning languages,* (pp. 165-176), Newcastle-upon-Tyne: Cambridge Scholars Publishing.

The author considers the way in which the increasing presence of inexpensive and easy to use video equipment with computers has allowed movie making to become a tangible teaching and learning strategy. Such technological combinations empower students to gain greater control over their ability to express their opinion and to share it with the wider online community. This chapter describes how movie making has been integrated into the curriculum for advanced Japanese EFL learners at Tohoku University. The chapter focuses on three approaches which place learners in the production seat, consequently encouraging them to become more aware of how they use prior knowledge, thinking and learning skills to express their perspectives to an intended audience.

Meurant, R.C. (2007). L2 Digital Literacy: Korean EFL Students use their Cell Phone Videocams to Make an L2 English Video Guide to their College Campus. *Intelligent Pervasive Computing,* 11(13):169 – 173.

In Korea and Japan, the high penetration of student cell phones with built-in features including SMS, email, Internet capability and bilingual dictionaries, already offers ubiquitous computing facilities for pedagogical applications. Further, nearly all Korean students belong to the Hangul social networking site Cyworld.com. This paper describes an L2 English lesson, where Korean college students were asked at very short notice to make English language video guides to their campus, shooting their videos on the videocams built-in to their cell phones. Students then emailed their videos to their instructor, who arranged for file conversion where necessary, then uploaded their videos to the vblog on his English language US.Cyworld.com homepage. Students were then asked by email to view the videos and post responses in the homepage guestbook, which required them to set up their own English language account, and invited to further explore the social networking site, which is popular among Korean-Americans.

Sweeder, J. (2007). Digital video in the classroom: Integrating theory and practice. *Contemporary Issues in Technology and Teacher Education,* 7 (2), 107-128.

This article begins by addressing what educational technology (ET) is and how it operates. According to the authors ET has been defined as the systematic and creative blending of "product" and "idea" technologies (Hooper & Rieber, 1995) with subject matter content in order to engender teaching and learning processes within and across disciplines (Bednar & Sweeder, 2005; Sweeder & Bednar, 2001; Sweeder, Bednar, & Ryan, 1998). Others have more recently begun to make this critical connection under a different concept name, "technological pedagogical content knowledge" (TPCK; Koehler & Mishra, 2005).

The article then defines digital videography as one facet or subset of ET in that it integrates or blends "product" technologies such as computers, camcorders, tripods, and editing software with "idea" technologies, such as multiple intelligence theory (Armstrong, 2000; Gardner, 1999), cooperative learning elements (Wilen, Ishler Bosse, Hutchison, & Kindsvatter, 2004), and Sherman's (1991) three-stage videographing process with subject-matter content. Finally, the author argues that it is best to parse the above definition of ET with the systematic approach of a unit on digital videography in order to meld the three "idea" technologies in order to provide the structural underpinnings upon which the videography unit rests: Multiple Intelligences (MI) Theory, Cooperative Learning, and the Videographing Process.

2.4.1.Focus on affective factors (motivation)

Ellington, H. and Race, P. (1993). *Producing Teaching Materials* (2nd Edition), Kogan Page: London

This book describes affective factors in learning and how making a video can be a significant tool for promoting this. They argue that when students are allowed control of the camera, or given a role in the recording inevitably heightened learning outcomes are achieved. According to these authors, the focus of the production should not be on the quality of output, rather the ownership of the materials since this gives the learners a sense of achievement, thus they will not be overly concerned technical flaws.
The authors also point out that learners filming each other "leads to 'deep thinking' about the processes involved and ultimately helps learners develop the respective skills far more effectively than simply watching other people demonstrating them. For language focus, the entire film project can be the subject of a formal class presentation.

Hofer, M., & Owings-Swan, K. (2005). Digital moviemaking—the harmonization of technology, pedagogy and content. *International Journal of Technology in Teaching and Learning*, 1/2, 102-110.

The article covers recent impact of increasingly powerful and accessible technology tools on teaching and learning (not specifically language learning). It discusses how this potential may be seen as incongruent with classroom practice and discipline-specific pedagogy. It is argued that digital moviemaking can provide a means of integrating technology, core content and pedagogical practice within specific academic disciplines. This article explores the digital disconnect between student use of technology in and out of school and typical problems with integrating technology into teaching approaches. One case is given (social studies) as well as pedagogical implications for the future. While not specifically about language teaching and learning, arguably the premise can be adapted to CLIL.

Kahmi-Stein, L. D., Besdikian, N., Gillis, E., Lee, S., Lemes, B., Michelson, M., & Tamaki, D. (2002). A Project-Based Approach to Interactive Web Site Design. *TESOL Journal*, 11(3), 9-15.

This article describes a stand-alone course titled Using Computers in the Language Classroom that is offered in the master's in Teaching English to Speakers of Other Languages (TESOL) program in an urban university in Southern California. This collaborative video project allows students to discover firsthand how computer technology can aid classroom learning. The authors discuss the learning process and the products used. **The focus is on the role of teachers.**

2.4.2. Focus on video production

Buckingham, D Harvey, I., Sefton- Green, J. (1999). The difference is digital? Digital technology and student media production. *Convergence*, 5, 10-20.

This article considers the difference that digital technology makes to the processes and outputs of student media production. The article addresses the issue of access, both in school and in the home, and examines how digital technology changes the production process, making certain aspects of it more visible. It also considers how student media productions can find an audience, particularly through the internet. The article concludes that realising the positive impacts of digital technology in this field will depend on the social and pedagogic contexts which surround it.

Duber, J. (2002). Flash MX: Not Just Another Flash in the Pan. *TESL-EJ*, 5(4). Available at http://www-writing.berkeley.edu/TESL-EJ/ej20/int.html

This article discusses the development of Macromedia Flash, a programming tool designed especially for use in authoring interactive multimedia content for distribution on the Web. It describes features which may "revolutionize" the teaching and learning of ESL/EFL on the Internet. The programme allows videos to be made highly interactive (the video can be programmed to respond to user events, such as the click of a button, or time-based events such as the passage of a two-minute interval), the video object can be masked to give it a custom shape, or to obscure certain features. Furthermore, the mask can be animated and scripted. ESL/EFL instructors and students can integrate full motion video with text and audio and sophisticated interactivity (for example, multiple-choice quizzes, essay responses, object identification, drag-and-drop activities, etc. can accompany the video and other multimedia elements).

Fee, S. and Fee, L. (2003). Pedagogical approaches for the use of digital video. *Technology and Teacher Education Annual*, 2, 1407-1414.

This paper explores the pedagogical value of digital video, describing examples of how it is used as a tool for teaching and learning. It focuses on how digital video is particularly suited to a constructivist approach through active learning, project-based learning and modelling of best practice. The paper also charts the development of digital video and assesses current hardware and software. It includes URLs for examples of digital video projects on the web.

Fitchett, A. (2002). Digital editing as a creative process. DfES Best Practice Research Scholarship. Available at http://www.bfi.org.uk/education/research/teachlearn/digied/

This article is about the development of a model of the creative process to explain making of digital films. It discusses the application of the creative process model to finished projects to enable pupils to reflect on what they have made, and the process they went through. It then discusses the difficulties encountered in using this process in the art curriculum. **Not specifically language learning but applicable.**

Goulah, J. (2007). Village voices, global visions: Digital video as a transformative foreign language learning tool. *Foreign Language Annals*, 40 (1), 62-78.

This instrumental case study examines how adolescent high-intermediate Japanese language learners enrolled in a one-month credited abroad program used digital video as a mediational tool for (1) learning foreign language, content, and technology skills, (2) cultivating critical multiliteracies and transformative learning regarding geopolitics and the environment, and (3) augmenting their portfolios (Gee, 2004a). Framed in sociocultural and transformative learning theories, this study also suggests that digital video production engaged students extensively in language-based tasks and cultivated collaboration and creativity. Implications suggest future research applying digital video to various languages, levels, and contexts, particularly those in traditional schools and curricula. **Advanced language learners**

Hanson-Smith, E. (2008). Trends in Digital Media 2007. TESL-EJ, 11 (4), 1-13.

This article begins by pointing out the widespread use of mobile phone to take a video, upload it to a computer and/or post it to the Internet. With this as a basis for discussion, the article argues that the use of media tools is converging and that this can have an impact on teaching and learning. The article outlines the different potential ways these tools can be integrated into the class and poses the challenge that teachers may eventually be able to use any television program to generate content instantly, grammar exercises, speaking/listening practice, and so on, through common tools like the television and the computer.

McMillan, C. (2002). How does digital editing help students develop their understanding of narrative? DfES Best Practice Research Scholarship. Available at http://www.bfi.org.uk/education/research/teachlearn/digied/

This article is for advanced English arts but can be adapted to different levels of language teaching. The article describes the objective of drawing on pupils' narrative competence in film and then trying to gauge its impact on their ability to compose print narratives. The actual task consisted of making a narrative out of Bogart clips. Analysis of results indicate that student pairs consistently talked about narrative function in film in ways that are rarely used in discussion about prose fiction. **Not specifically language learning but applicable**

Newfields, T. and Davis, R.S. (1998). The language teacher, *The Japan Association for Language Teaching*, 22/ 8, pp. 45-47.

This article discusses the combination of video and multimedia and the new opportunities provided by the widespread availability of Internet. (Did not find whole article, only abstract).

2.4.3. Development of animated materials for teaching

Matsushita, K., Nishida, H., Furuya, S., J. Mackin, K., Suzuki, H. & Nunohiro, E. (2008). Development of Teaching Materials using 3-Dimensional Computer Graphics Animation in Elementary Education. In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology and* Teacher *Education International Conference 2008* (pp. 3489-3493). Chesapeake, VA: AACE.

With the rapid improvement in PC computational power and graphics, it has become possible to introduce computer graphics (CG) as teaching material in elementary education. The high visual effect of CG teaching material can be expected to improve the learning experience. For original CG teaching material, it is possible for the teacher to modify and extend the material depending on the aim and target. The authors developed 3-dimensional CG animation teaching materials using CG programming language with the aim of stimulating the interest of students and improving the comprehension in elementary education. This paper describes the development of these teaching materials.

2.5. Research on video and literacy

Hada, Y. (2005). Mobile-oriented video-based learning environment using m-VCML for language learning. In P. Kommers & G. Richards (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2005* (pp. 4236-4241). Chesapeake, VA: AACE.

This paper focuses on the mobile-oriented video-based learning environment. we propose a video correction and m-VCML for mobile learning. In video correction, a user edits a video by clicking the icons that are mimic correction marks like a document correction using a computer. m-VCML is employed to describe the editing contents by video correction. In m-VCML, editing contents and materials are separated. Therefore, it is possible to send and receive the editing data on handheld device because the editing data is shown as small size. The material can be distributed by the convenient way for user, e.g. using memory card, via network, etc. Consequently, it is possible to prepare higher quality video for computers and lower quality video for handheld computers. According to the video correction, we develop the prototype system for mobile-oriented learning. **Error analysis approach.**

Hada, Y., Ogata, H., & Yano, Y. (2002). Video-based language learning environment using an online video-editing system. ***Computer-Assisted Language Learning,*** **15(4), 387-407.**

This paper focuses on an online video-based correction system for language learning. The prototype system using the proposed model supports learning between a native English teacher and a non-native learner using a videoconferencing system. It extends the videoconferencing system so that it can record the conversation of a learning scene. If a teacher edits the video to include explanations, the video can become very useful as teaching material. However, in ordinal video editing systems, it is difficult to show edited parts. Therefore, this paper proposes a video correction system and focuses on the online video-editing model. Error analysis approach

Hansen, C. C. (2008). Observing technology enhanced literacy learning. ***Contemporary Issues in Technology and Teacher Education,*** **8(2), 108-121**

This article outlines developmental concerns that challenge technology use with young learners. However, it also points out that research shows that critical areas of literacy have increased when technology is available. The article describes a study designed to measure when and what kinds of technology were integrated into literacy teaching and learning with second graders. It then goes on to argue that there is a place for use of technology in effective early childhood literacy instruction, based on the results of the study.

According to this author, different from commonplace ideas about computers replacing children's reading, children still interact with real books and that their literacy development can be complemented by animated PowerPoint presentations that challenge young learners to focus on more technical aspects of literacy (e.g. shouting out the correct spelling before the word fades in or repeating the spelling after it boomerangs and exits). The article also describes how streaming videos can focus young children on sounds and actions associated with the content learning in order to help them assimilate the material. Finally, the article argues that technology must be used appropriately, not at the expense of known best practice. The curriculum should not change when technology resources became available, instead the learning should be enhanced through the integration of technology into the teaching and learning processes.

Kuo, F. and Chiang, H. (2006). Facilitating Chinese EFL children's vocabulary acquisition and reading comprehension with multimedia annotations. ***On and Off Work,*** **265-286.**

This study aims to investigate the effects of three types of multimedia annotations: glossing, animations, and glossing plus animations on both **vocabulary recognition** and reading comprehension of four intact classes from an elementary school in central Taiwan. Subjects were given a pretest to establish the baseline of their vocabulary knowledge. Four different versions of a narrative story: no glossing, text glossing, Flash animations, and glossing plus Flash animations were implemented. Immediate and 2-week delayed posttests were administered to assess the efficacy of different modalities of multimedia annotations on vocabulary acquisition, reading comprehension and information retention. Posttests results showed that the version with glossing plus animations was the most effective. Implications and suggestions for further studies are also provided. **(Research based-quantitative pre/post tests 4 classes.**

Lambert, J. & Cuper, P. (2008). Multimedia technologies and familiar spaces: 21st-century teaching for 21st-century learners. ***Contemporary Issues in Technology and Teacher Education,*** **8(3), 264-276.**

This article outlines the need for critical thinking and information literacy skills in today's society. This includes the ability to choose pertinent information that has been sufficiently evaluated for accuracy and appropriateness. Using an electronic storyboard or concept map as a precursor to writing or creating multimedia products can help students readily classify individual topics and then organize or synthesize them into a coherent whole. Media literacy is

called upon when selecting images, sounds, designs, messages, and layouts for multimedia projects. Finally, creativity is needed when putting these elements together for presentation to others. The nonlinear thinking called upon by most multimedia products helps students see and form meaningful relationships between concepts— a critical practice if knowledge is to be fully internalized.

Lin, H. and Chen. T. (2006). Decreasing cognitive load for novice EFL learners: Effects of question and descriptive advance organizers in facilitating EFL learners' comprehension of an animation-based content lesson. *System*, 34(3), 416-431.

Cognitive load can be defined as the amount of mental effort that performing a specific task imposes on a learner's cognitive system. It can be measured by the number of new concepts embedded in a learning task. English as a Foreign Language (EFL) learners, with their limited English proficiency and minimal entry knowledge of a subject matter, always find it incomprehensible or overwhelming to comprehend a content lesson delivered in English. This study investigated the effect of two types of advance organizers, e.g., question and descriptive advance organizers in enhancing EFL learners' comprehension of an animation-based content lesson. Eighty-six EFL learners in a university of technology in Taiwan participated voluntarily in this study. After taking the reading comprehension subtest of Test of English as a Foreign Language (TOEFL), students were randomly assigned to three treatment lessons: (1) an animated lesson; (2) an animation lesson embedded with question advance organizers; and (3) an animation lesson embedded with descriptive advance organizers. The results showed that the question advance organizer is the most effective cognitive strategy to enhance EFL learners' comprehension of the content-based lesson. No significant difference was found between animation alone and animation embedded with descriptive advance organizers with regard to students' achievement.

Masats, D., Dooly, M., i Costa, X. (2009). Exploring the potential of language learning through video making. A L. Gómez Chova, D. Martí Belenguer i I. Candel Torres (Eds.). Proceedings of EDULEARN09 Conference (p. 341-352). Valencia: IATED. Available at:
http://divisproject.eu/index.php?option=com_content&view=article&id=83&Itemid=83

The paper presents DIVIS research results on the-state-of-the-art into video production and language learning from a theoretical (review of main research findings on the field) and a practical (categorisation of classroom experiences) perspective. It also provides a theoretical framework for the integration of digital, linguistic and non-linguistic content knowledge and proposes a model for sequencing video-based projects.

2.6. Further Readings (not annotated)

Benney, A. (2001). Creating an active learning environment using digital video. *World Conference on Educational Multimedia, Hypermedia, and Telecommunications*, 133-138.

Boling, E. C. (2007.) Linking technology, learning, and stories: Implications from research on hypermedia video-cases. *Teaching & Teacher Education*: *An International Journal of Research and Studies* 23(2), 189-200.

Brookes, D., et al. (2003). Integrating video technology effectively into instruction. *Society for Information Technology and Teacher Education International Conference*, 2990-2993.

Hanson-Smith, E. (2004). What's new in video online? *Essential Teacher* 1 (5): 32-34.

Kondo, I. (2002). Video and learner enthusiasm: Stimulating personal interest as the first step towards autonomy. In A. S. Mackenzie & T. Newfield (Eds.), *Proceedings of the JALT CUE and TEVAL mini-conferences*, Japan, pp. 83-86.

LeBlanc, P., Oates, R. (2003). Getting serious about digital video. *Technology and Teacher Education Annual*, 5, 3642-3644.

Lonergan, J. (1984) .*Video in Language Teaching*. Cambridge: Cambridge University Press.

Marchionini, G. (2003). Video and learning redux: new capabilities for practical use. *Educational Technology*, 43 (2), 36-41.

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