The Proposal for the Development of a Minimal Viable Product (MVP) Repository Website Containing Authentic Texts in Video Format for the Use of Language Teachers in the Twenty-First Century

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The Proposal for the Development of a Minimal Viable Product (MVP)

Repository Website Containing Authentic Texts in Video Format
for the Use of Language Teachers in the Twenty-First Century

Rute Maria Baptista

A thesis submitted to the faculty
of Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Arts

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ABSTRACT

The Proposal for the Development of a Minimal Viable Product (MVP) Repository Website Containing Authentic Texts in Video Format for the Use of Language Teachers in the Twenty-First Century

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Master of Arts

This thesis project proposed the building of a website as a repository of authentic texts in video format for teaching foreign or second languages. The project planned the building of a minimal viable product or MVP with authentic videos both in English and Spanish, organized by the ACTFL levels with particular attention to the Intermediate level. Data were collected from a survey of 42 respondents in the United States and 89 combined from Spain and Mexico. The responses collected suggest that there is a need for this MVP. Additionally, the data indicated which features were most wanted by these teachers. These features included lesson plans, turn on and off captions, tag and save videos, and a dashboard for teachers. As a result, these features were included in the MVP.

Keywords: authentic video texts, authentic materials, Candoee, foreign language learning
No man is an island, said John Donne over 400 years ago. This reminder becomes particularly poignant as I complete this thesis project in the wake of a world pandemic and a particularly challenging time in my life. I want to thank Dr. Rob Martinsen or Dr. M, as I call him, for his patience, for having been a mentor, a friend, and the support I needed through this incredible journey thank you. I also would like to thank Dr. Bateman, a friend, a mentor, and a person who has always believed in me. Dr. Montgomery for her kindness, support, and patience as I worked through this thesis, thank you very much. I also want to thank the amazing Marissa Jensen for her friendship, her brilliant editing, and her writing skills as she read and read and read and suggested just the right language at the perfect time. Thank you very much, I would not be able to do this without you. Furthermore, I want to thank the amazing Lisa Hawkins and her amazing eye for detail and especially her amazing APA skills. Additionally, I must mention Don, for his superb contribution as he worked on the MVP. Matthew Willcox, obrigada my friend, for your astute comments as I wrote my chapters. I want to thank one more friend, and that is Professor Frederick G. Williams, who from the start believed in me and in my capabilities to succeed, muito obrigada, professor. I am eternally grateful to each and every one of you as you became my village when I needed it most, obrigada.

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CHAPTER 1

Introduction

This section will enumerate the reasons for building of website as a repository of authentic texts in video format for teaching foreign or second languages. Additionally, it will explain how the project will benefit teachers as they develop materials and engaging class activities centered around these text-videos to support the language curriculum.

Texts are critical components for the classroom within academia and education across disciplines. A “text” is defined as anything a person can see and touch while interpreting or attributing meaning to it (Sherman, 2010). Gunay (2003) further explains that texts are also “either written or spoken language sequences produced by one or more individuals” (p. 2).

One discipline that uses texts frequently, especially aural texts, is the teaching of foreign or second languages. This occurs because spoken language is not static but active and therefore demands from its interlocutors a constant stream of language exchange, including cultural nuances pertaining to the target language. For that reason, and because instructors and learners have limited access to the nations where a specific target language is spoken as lingua franca, texts are crucial sources for bringing the language and culture of the target language to the classroom (Zyzik & Polio, 2017). Examples of texts include books, magazines, newspaper articles, and blog posts. Additionally, art, songs, and videos, such as “feature films, documentaries, commercials and game shows” are also examples of texts (Sherman, 2010, p.1).

The Importance of Authentic Texts

Definitions of Authentic Texts

Practitioners and learners most often understand that authentic texts are normally written by native speakers and for native speakers (Shrum & Glisan, 2010). In the last fifty years,
various researchers have contributed to the idea of authentic texts and materials in the framework of foreign language instruction. One definition state that authentic texts are “a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sorts” (Zyzik & Polio, 2017, citing Morrow, 1977; see Gilmore, 2007). Other authors explain that authentic texts should not be simplified or edited for the purpose of foreign language instruction (Glisan & Donato, 2017). Most recently, Zyzik and Polio (2017) settled on a modified version of the idea of authentic texts based on Morrow and Gilmore’s original proposal, stating, “authentic materials are those created for some real-world purpose other than language learning, and often, but not always, provided by native speakers for native speakers” (p. 1). Thus, authentic video, according to most recent research, can fulfill more than one purpose, as it allows instructors to have a rich resource for their classrooms and provides their students with culturally relevant materials in the context of foreign language education practices, goals, and objectives.

The Value of Videos

All types of texts can provide the teacher with valuable content, but videos afford unique types of experience and input. This becomes especially pertinent in the age of technology and social media platforms. Examples are vlogs, where the creator directly addresses audiences; TikTok, an app that allows users to create short 15- to 60-second videos on any subject and in any language; YouTube, the largest social media platform in the world; and TEDx, a conversation-focused, community-driven platform. All of these can provide a rich source of audio-video input and cultural information. The visual aspect of the video gives the student additional, essential input. Texts in video format will always connect the learner to the language in a way other mediums cannot (Sherman, 2003). For example, a student who is reading a recipe
for a croissant will not get as much out of it as a student watching a video of a chef making the
recipe and explaining it as she goes along. The benefit to the student watching the video includes
hearing the language and the lexicon, absorbing the nuances of gesture, and appreciating cross-
cultural similarities in anticipation of future immersion in the culture. Students who watch videos
will have a unique linguistic, lexicon, and cultural prism through which to experience the target
language.

**Challenges of Using Authentic Video**

Authentic videos, as discussed thus far, can be impactful tools for fostering language and
cultural learning. Despite their value, however, it can be difficult for teachers to use authentic
videos for several reasons. One difficulty is that “collecting naturally occurring real-life data are
time-consuming and expensive and access to sites to record events such as job interviews and
medical consultations is difficult to gain” (Roberts & Cooke, 2009, p. 161). Additionally, even
though there are sites where these videos are available to teachers, “the task of removing them
from their original context and making them usable by selecting extracts which are amenable to
the classroom can be problematic” (Roberts & Cooke, p161). Specifically, when considering the
ACTFL proficiency levels, if a teacher wants to use an authentic video at the advanced level, he
or she will not have difficulties finding them.

However, there are relatively few videos available on the internet that use speech at the
intermediate level. This may be because most of the world, according to the ACTFL guidelines,
lives in and functions at the advanced level of communication. An advanced speaker can
communicate in all time frames, including narrating in the past. In contrast, the intermediate
level has been kindly nicknamed the survival stage of language (ACTFL, 2012). Other features
of intermediate level speakers’ ability include their capability to “create with the language when
talking about familiar topics” or when recombining learned material in a meaningful manner.

When creating with the language, intermediate learners tend to use simple sentences or strings of sentences and they can ask simple questions and generally speak in the present tense. An example of what ACTFL calls the survival stage is a speaker in a foreign country who can make simple purchases, such as paying at a grocery store, whereas they may not be able to handle a more complex situation requiring more negotiation, such as a return or an exchange. These daily life or survival purposes don’t always match with the content that is normally contained in online authentic videos, such as telling a story that occurs in the past or explaining more complicated topics for educational purposes. This means that most authentic videos available online are at the advanced level. Additionally, the content of some of the videos available on the internet can include inappropriate or distracting material that is not suitable for use in a formal educational environment. Because of these and other challenges, finding suitable authentic videos can be very time-consuming (Zyzik & Polio, 2017).

Therefore, it becomes difficult for teachers to find authentic videos at lower levels, especially the intermediate level. Because of the limitations in finding these materials and especially intermediate-level videos, this thesis project will attempt to narrow that gap and provide authentic texts in video format for the intermediate level. This project will attempt to address the burdens associated with difficulty in finding such materials by providing a website repository with authentic videos arranged by level and topic.
CHAPTER 2

Literature Review

Authentic resources provide the learner with critical input, which very broadly means any example of the language the student encounters in the target language (Shrum & Glisan, 2016). For example, cognitively, students who interact with authentic video texts become more aware of cultural nuances and how to compare them with their L1 culture (Alteman, 1989, p. 6). Further, the input provided by these texts can increase motivation and become a bridge for the student to embrace safely and fearlessly everything related to the “strangeness in foreign language learning” (Ciccone, 1995, p. 203).

History of the Use of Authentic Texts

For these reasons, authentic texts have been used from the beginning in language learning. In the United States, in the late nineteenth century, the grammar-translation method focused on teaching students how to read and translate the classics from Greek and Latin, then later from French and German literature (Taylor & Bateman, 2011). Literary authentic texts were the basis of language learning in those early days.

Later, other methods and theories emerged, such as the audiolingual method. This method preferred a “bottom-up approach” by concentrating on memorization and drilling exercises of sounds, words, and phrases all the way to sentences, dialogues, and paragraphs, while dismissing the use of authentic materials in favor of input by teacher-created materials (Zyzik & Polio, 2017). The audiolingual method, based on the behaviorist theories of B. F. Skinner, came about during World War II as the United States realized that the current method for teaching languages (grammar-translation) was not meeting the needs for functional use of the language for soldiers or members of the intelligence community, who needed to communicate in
a target language, such as German or French, for survival reasons. It was not enough for these soldiers to know how to translate the language or utter memorized, disconnected, and decontextualized discourse even to the most sympathetic of listeners. In addition, in the late 1950s with scientific advances and specifically the Russian launch of Sputnik, the United States feared missing the opportunity to take a place on the world stage and so contributed to the widespread use of this method (Taylor & Bateman, 2011).

As the natural demands of science, education, and foreign trade became more globalized, the need to communicate proficiently in a second language increased. These changes further created the momentum for new theories, methods, and “sets of principles” or frameworks, with some of those contributions made by theorists such as Noam Chomsky, Tracy Terrell, and Stephen Krashen, and others to name a few (Taylor & Bateman, 2011). These contributions to language education were enhanced by the development of the internet, where authentic materials are readily available on demand. The authentic materials available on the internet have revived the input available to teachers and students to use in conjunction with the most recent theories and methods of language teaching, as stated by Cummins (1989).

In summary, authentic texts have been used in language learning from its inception, but now they have become widely available. If teachers and students are not motivated by the mere availability of authentic texts, the key to motivation may be in the process by which these texts can be made available and comprehensible for students. If authentic texts are readily available, organized by level of difficulty and screened for helpful content, then they become accessible to teachers and enjoyable and valuable to learners. In other words, the motivation to use and the successful use of authentic texts for teachers and students hinges on how appropriate they are for the students in question, how tasks and activities can be developed, and how “effectively the
teacher is able to mediate between the materials and the students” (Gilmore, 2007, p. 107). This is another reason that creating a repository of aptly sorted and categorized authentic-like videos is vital to the success of language learners and teachers. Such a site could positively change and impact the accessibility and availability of authentic texts.

**Benefits of Authentic Texts**

Research on the use of authentic texts in foreign or second language teaching has found that the use of such materials can provide many benefits that help the students better understand the language. Teachers’ belief in the importance of authentic texts is based on the many benefits of authentic texts mentioned in the research on this topic (Sherman, 2003). A few examples of these benefits include:

1. **Authentic videos include gestures and other elements that aid in understanding.** Literature and especially theoretical and applied studies have shown how authentic videos “make linguistic input more comprehensible due to the extralinguistic cues (Ciccone, 1995). For example, a teacher could use an authentic video depicting a family gathering in Venezuela where everyone greets each other with a kiss on the cheek upon their arrival. Students could learn that this is culturally acceptable and expected due to the individuals’ responses.

2. **Authentic videos enhance student learning even though they can present challenges.** This was demonstrated in a class observation where the researcher noted how a lower-level Spanish class watched a 30-second Chilean video on how to cook *pescado*. Members of the class felt happier and more accomplished due to how much they understood. This became especially relevant as the teacher in this case did not reduce the speed of speech even when the aspiration of one of the syllables “/s/” was present, causing it to sound like [pekado], a linguistic feature present in Chilean Spanish (Zyzik & Polio, 2017).
(3) Authentic videos provide motivation for students. “People want access. . . . they want to view the news, get information from advertisements, see a film [they want to be able to] use these language products like normal consumers” (Sherman, 2005, p. 2). When the language learning desire of the student is matched with well-designed content by the teacher, the outcome and objectives are more easily met. For instance, a good match would be a *kpop* music video for a student wanting to learn Korean. Additionally, “if video is to be used in support of language or culture teaching, materials must be chosen . . . for their ability to fulfill a particular function in a particular course” (Altman, 1989, p. 25). Students will better engage with authentic video content both in and out of the classroom setting when they are given the appropriate material for their language learning level as well as their desire. An intermediate-level student (survival mode) preparing to perform a homework assignment in a food-themed chapter should be able to understand an authentic video of a vlogger in Madrid about how to make *bocadillo*, a regional dish. After watching the video students will be able to list the ingredients and make the sandwich for themselves.

(4) Authentic videos offer real-world situations normally experienced only by native speakers. Social media users, authors, and educators create a wide variety of immediately available content, allowing teachers and students to benefit. For example, a teacher preparing to take students from the United States to Spain on study abroad during the COVID-19 pandemic would benefit from creating a lesson plan using authentic videos that demonstrate how Spaniards are conducting themselves in the current crisis. These videos could include behavioral adjustments that citizens and visitors are required to make due to restrictions such as mask mandates and social distancing. By using these videos, students would be better prepared to visit a foreign country amidst such strenuous times. Additionally, authentic videos illustrate
situational contextualization. They function as a “language model for up-to-date linguistic resources such as accents, grammar, vocabulary, [and] syntax” (Sherman, 2005, pp. 2-3). Other formats of authentic texts are limited by their own natures, whereas videos offer better demonstrations of the language in action. Returning to the previous example, students would benefit from the new vocabulary introduced in these videos that would not be available in books. One such word would be *covidiot* (COVID idiot) as accepted by La Real Academia Espanola, which recognizes new words to add to official Spanish.

(5) Authentic videos complement writing and grammar instruction. “While videos can be used for a number of listening comprehension activities at this level [intermediate], they may also serve as an opportunity to elicit creative oral reactions on the part of the student or pre-writing activities for homework” (Cummins, 1989, p. 412). A teacher could construct a lesson plan including an authentic video where the audio is disabled, and the student is required to create with the language and offer the narration for the video. For example, an intermediate-level student learning Portuguese could narrate a short, animated video depicting a fairy tale from Brazil. The teacher could use these narratives to gauge how well students have learned certain grammatical principles including the correct application of the preterit versus the imperfect.

These benefits are only a small sample of what researchers have discovered over the years. If the listed benefits of using authentic video texts in the classroom seem repetitive, they probably are. The consensus among experts, compiled over the last 30 years, shows that using authentic videos truly benefits the language classroom (Zyzik & Polio, 2017; Cummins, 1989; Sherman 2003).
Purported Barriers to Using Authentic Texts

Despite empirical research showing the benefit of authentic texts and materials, practitioners and educators of foreign language continue to shy away from using them (Sherman, 2005, p. 1). Their opinions also differ on what kinds, how, and when (grade or level) authentic texts or materials should be used (Ciccone, 1995). Some of these barriers include:

(1) Appropriate authentic texts can be hard to find. This is particularly true for language acquisition where students need scaffolding in conjunction with the content provided. Most language acquisition textbooks are divided into themes, and oftentimes teachers have difficulty investing large portions of time into finding additional content for the cultural or listening comprehension units in conjunction with these themes. After putting in the additional time to find the best authentic texts for their students, they then must create tasks and activities to best incorporate these texts. Because of this perceived barrier, it is not surprising that many teachers shy away from incorporating authentic materials, including those in video format, as part of their lesson plans. By not including authentic video sources, these teachers are neglecting a vital part of the students’ education, as suggested in previous examples. Creating and providing a website that contains a repository of authentic videos divided into the appropriate levels as described by ACTFL could lessen the time teachers would need to invest in finding these materials.

(2) Authentic materials may be poorly matched to student level. A study in England where students were learning German from classical literature showed how unmotivated they were because the texts were too hard to understand (Busse, 2011; Zyzik & Polio, 2017). These results are congruent with the literature of second language acquisition, as no student will be motivated by something they cannot understand (Ciccione, 1995, p. 7). The students’ motivation is tied to their willingness to engage with the texts. The students’ inability to decipher an
authentic text can be overcome by the teachers’ ability to provide authentic materials, especially in video format, at the appropriate level. These authentic videos could include popular movies, television shows, documentaries that are specific to students’ interests, and the daily news from countries where the target language is spoken. Sherman (2003) suggests that educators compile a video library and “look for anything that’s interesting, attractive to the eye and linguistically easy on the ear, or full of things that people say, do or handle in normal life” (p. 5).

(3) The impression that using an authentic video in a lesson plan restricts the teacher to certain modes. Educators can fall under the false impression that authentic videos are geared for lesson plans focusing on the listening and comprehension modes and cannot be used in lesson plans geared for the writing mode. Moreover, foreign language teachers often assume that video texts are poor authentic material to teach grammar principles. Zyzik and Polio (2017) suggest that “authentic texts are particularly well suited for an inductive approach in which learners are led to discover certain grammatical generalizations based on examples found in the input from the source text” (p. 29). TED Talks are a source of authentic videos that offer students examples of persuasive discourse. A teacher could include a clip from a TED Talk for students to listen to and then mimic in their own essay about a topic they are passionate about. Whereas this is a task more likely assigned to students speaking at the advanced levels, with the correct preparation and scaffolding, students at the intermediate level could perform a more simplified version of the task. For example, after watching a TED Talk about how many house cleaners in Brazil are Black women, students could write an essay using short sentences about their own experiences of feeling marginalized.

Paradoxically, despite these concerns, most educators believe in the “essential importance” of the integration of authentic videos into their curriculum (Sherman, 2005, p. 1).
To help mitigate these concerns and support the use of authentic videos in the classroom, I have endeavored to create a repository of authentic and authentic-like videos that are sorted to be age-appropriate, class-appropriate, and ACTFL level-oriented, located on one site, with up-to-date material that can be reused. The site can ease the creative process for educators who want to include more authentic texts in their classrooms.
CHAPTER 3

Methodology

This chapter will explain the process for creating an initial version of the site. It will also provide the details of the process used to collect the data used to analyze teachers’ reasons for using and not using authentic texts in their curriculum. The instrument used to collect the data was a Google Form in a survey format.

Project Goals

The end goal of this project was to create a minimum viable product that provides Spanish teachers with a source for authentic-like texts in video format specifically at the intermediate level as pertaining to the ACTFL Proficiency Guidelines and then to seek and analyze feedback from the target market. The feedback provided by these teachers, aided in the creation and implementation of the website. The website was called Candoee. We chose this title because it is a play on words from the “Can-Do Statements” from ACTFL. It is also a familiar language technique because students and teachers can list what they can do with the language, i.e. “I can use sentences” or “I can talk about my day.”

Detailed Procedures

1. I developed an instrument in the form of a survey in English.
2. I created a brief video explaining the purpose of the survey and the product, titled Candoee.
3. I compiled a detailed spreadsheet with the contact information for Spanish teachers in Utah school districts.
4. Through social media, I researched TESOL teachers in Spain and Mexico. I also used personal contact information to compile a complete list of recipients.
5. I drafted an email invitation in English and Spanish, with the video and survey attached.

6. I sent the survey to Spanish teachers in Utah, and English as a Second Language (ESL) teachers in Spain and Mexico. Participants were given 10 days to respond.

7. After receiving all the survey answers, I analyzed the data.

8. The data collected allowed for the creation of the features needed for the prototype/MVP.

9. The MVP website Candoee, was designed with the help of a mechanical engineering student with website creation experience.

10. I drafted and combined all the information collected to write up the report for the final project.

**Developing the Survey**

The purpose of the survey was to determine demand for the suggested product and interest in specific features or functions. It asked for some demographic information followed by open-ended questions and multiple-choice questions. The intention of the survey was to gather information in three areas: (1) What are some of the challenges that language teachers face when searching for authentic video texts? (2) How are teachers dealing with these challenges along with the challenge of the accessibility of authentic videos when using the current options available? (3) How would a tool that offers authentic videos organized by difficulty according to the ACTFL Guidelines and divided into thematic categories help educators when they are preparing lesson plans? For example, will it reduce the time it takes them to find authentic-like videos, will it ease teachers’ stress, and will it change their feelings towards using videos in class? Consequently, the information gathered was intended to justify and inform the needs analysis for the prototype’s usage and marketability. The survey contained a brief video
explaining the basic functions and features of the Candoee tool. The survey was designed to help determine if there is demand for the product as it is currently conceptualized as well as the features that are most needed. See Appendix A for survey and survey link.

**Survey Participants**

There were two groups that received the survey: Spanish teachers in Utah, and ESL teachers in Spain and Mexico. Spanish teachers in Utah were contacted via email using the existing lists and/or district websites. Further, using our personal connections and social media outlets such as the TESOL Spain Group on Facebook, the surveys were sent to English as a Second Language (ESL) teachers in Spain and Mexico (see Appendix B). Over 300 surveys were sent in the United States and over 200 surveys were sent abroad.

**Sending the Survey**

The survey was sent via email to the participants. The teachers were given two weeks to respond. The response period was extended due to constraints associated with the COVID-19 pandemic. See Appendix A for a copy of the email. The emails were sent in two languages, with a translation from English into Spanish explaining to participants the nature of the project and the goal of Candoee. The email also included the survey instrument.

**Data Analysis**

Of the participants abroad, 100% responded to the survey and of the participants in the United States, 95.2% responded. Findings from many of the selected response items of the questionnaire provided the demographic data needed to describe the sample surveyed. The remaining selected response items were submitted to descriptive statistical analyses, such as mean and variance. The open-ended questionnaire data were grouped and analyzed quantitatively and qualitatively to explore the consistency of the answers in both frequency and content. I
identified patterns and themes using open coding, along with the constant-comparative method of qualitative data analysis (Maykut & Morehouse, 1994).

**Creating a Minimum Viable Product**

The results of the analysis further informed the creation of the features incorporated in the minimum viable product (MVP), which is an early market product, featuring the minimum number of features that allow users to experience the product. An MVP helps entrepreneurs analyze and learn customers' habits in relation to their product, without the time and expense of creating a fully functional version. We worked closely with web designers and programmers to create the *Candoee* site. It is a user-friendly interface housing a collection of authentic videos primarily at the intermediate level as described by ACTFL. However, the beginner and advanced level options are also a part of the overall design concept but were not operationalized for this stage of the project.

**Screenshots of *Candoee***

The following figures are the screenshots of different pages accessible on the *Candoee* website. They have been provided to help readers better understand what the MVP looks like.
Figure 3.1

*Candoe* Landing Page

Figure 3.1 is a screenshot of the *Candoe* landing page. This landing page is the Homepage of *Candoe* and the first encounter the teachers and students (stakeholders) will have with the site. This is also where users can log in or create a new account by clicking on *Get Started* or *Already Have an Account?*
Following the homepage, users will move to the landing page shown in Figure 3.2 for the featured lesson of the day. On this page, they can access a featured video that changes daily as an idea of the topic for the user. This is also the page where user can access different options for the levels.
Figure 3.3

Choose Your Video Library

Figure 3.3 is a screenshot of the landing page as well, but where users can choose which video library to access authentic video texts. Currently, there are two video libraries of the pair language, English and Spanish,
After choosing which video library they would like to access, user will be directed to the landing page shown in Figure 3.4. Here they can choose which level and theme of video they want to watch. The next figure, Figure 3.5, shows the menu options available on the left side of this same page.
Figure 3.5

Navigating the Intermediate Native English Video Library

Still on the Intermediate Native English Video Library landing page, users can access a menu in each level to choose from as seen on the left in green colors. Here the user will choose a video according to which topic and level they wish to view; for this thesis project we have emphasized the intermediate level.
Figure 3.6 shows the page that the user will be directed to upon choosing from the video library options previously shown. Figure 3.6 shows a video lesson titled “Apartment Tour.” On this page, users can see the options for the video such as captions and transcripts including accessing lesson plans.
The landing page pictured in Figure 3.7 is where lesson plans can be found and will be linked to a home page button in the future. For the MVP that feature is beyond its scope.

Figure 3.8

Become a Member Page
Scrolling further down on this final landing page, as shown in Figure 3.8, users can upload their authentic videos for the collective benefit of the Candoee community.

**Authoring the Report**

The project, in its completed form, includes the write-up along with a working website with the functions deemed most necessary by the survey. This written report includes an analysis of the results of the survey, as well as a detailed description of the features of the service created.
CHAPTER 4

Findings and Results

This chapter will present the findings and the results from the survey instrument used for this project. This chapter is organized based on the two different groups that were surveyed. The first set of responses presented are those from the recipients in the United States. The second half of this chapter will show the results from the survey responses from the teachers in Spain and Mexico. These two sections will be outlined according to the project leading questions: (1) What are some of the challenges that language teachers face when searching for authentic video texts? (2) How are teachers dealing with these challenges along with the challenge of the accessibility of authentic videos when using the current options available? (3) How would a tool that offers authentic videos organized by difficulty according to the ACTFL Guidelines and divided into thematic categories help educators when they are preparing lesson plans?

Responses from the United States (Domestic Data or DD)

(1) What are some of the challenges that language teachers face when searching for authentic video texts?

The first research question was posed directly to the teachers in the survey. Two common challenges identified by this group were finding videos that are both appropriate for their students and are useful for their students. Teachers in this group are concerned that authentic videos are often too colloquial or do not match the themes or vocabulary taught in the curriculum. For example, one respondent explained that “texts don't include the same vocabulary my students have been taught,” while another clarified that their greatest struggle is “finding texts that go along with the vocabulary/theme of the unit, are authentic, and yet simple enough
for my students to understand.” One teacher specified that there is a “lack of authentic materials that are level-appropriate and interesting/engaging.” Another teacher expressed the desire for authentic videos where “the content [is] more advanced/engaging while the grammar structures are simpler.” A unique response offered by one teacher was that it is difficult “finding something that is useful and then something that will be there the next year when you go to use it. It seems like things come and go so fast on YouTube.” There were also many responses that included a complaint against the amount of time it takes to find, evaluate, and incorporate the authentic texts into their lesson plans.

I can’t find authentic texts very often. It takes a lot of time… when I do find one, I have to do tons of video editing which I did yesterday it took me an hour or 2. I don't have the time… A lot of the language is inappropriate. I struggle for hours and hours going through videos, and I just don't have the time.

Another challenge that a teacher identified is the “student apathy, negative student behavior, student motivation” in conjunction with the authentic videos they try to use in their lesson plans and classroom.

Figure 4.1 shows the results to a related question: On a scale of one to five, how difficult is it to find authentic texts that match the appropriate language level for your students (one being easy and five being exceedingly difficult)?
Figure 4.1

On a Scale of 1 to 5, How Difficult is it to Find Authentic Texts that Match the Appropriate Language Level for your Students?

As suggested in Figure 4.1, the reported mean (average) is 3.64, the median (middle value) is 4, and the mode (most common) is 3. Most respondents answered 3 or higher.

To further answer this first research question, the survey asked teachers: What are some authentic cultural experiences that you would like to do with your students, but haven't been able to yet? In response to this question some teachers provided generalizations such as wanting to “travel and use the language in authentic situations.” One teacher identified a current challenge associated with offering cultural experiences to their students saying:

This year has been very difficult to do any of the activities that I am used to having my students experience because of COVID. Usually these are: Native speaker presentations (on video or facetime), trips to restaurants with authentic food, trips to a show in the target language, etc. This year, however, we have been watching news and entertainment in the target language instead because we can’t have visitors. Plus, some of my students are online and any online activity is easier for them to access and complete.
In addition to these ideas, teachers listed more activities they would like to offer their students, including specific activities such as:

- “To attend cultural festivals”
- “To learn cultural dances and songs.”
- “Students 1-1 video call/conference with other students in the target language.”
- “Travel to the nation itself”

(2) How are teachers dealing with these challenges along with the challenge of the accessibility of authentic videos when using the current options available?

The following figures show the quantitative data collected through the specific survey questions that were designed to answer this second research question. This first figure includes the numerical and percentage breakdown of the teachers' responses to the question: “Tell us about the kinds of videos that you use or would like to use in your class. Specifically what topics would you like to have covered in the videos that you use? Check all that apply.” The options provided to the teachers included, in this order:

- Food
- Family and Friends
- Housing
- Greetings/Introductions
- School and Education
- Hobbies and Sports
- Shopping
- Clothes
- Celebrations, Traditions, and Holidays
As suggested in Figure 4.2, some teachers opted to fill in the *other* selection. Their answers included such topics as science and math, emergency situations, daily routines, and “anything you’ve got.”

**Figure 4.2**

*Tell Us about the Kinds of Videos that You Use or Would Like to Use in Your Class. Specifically What Topics Would You Like to Have Covered in the Videos that You Use?*
As suggested in Figure 4.2, most educators want food or family and friends as topics covered in authentic videos. The next most common category was authentic videos addressing hobbies and sports.

Figure 4.3 shows how difficult it is for teachers to find authentic videos addressing the topics in the previous question. They rated that difficulty on a scale of one to five, one being the easiest and five being the most difficult.

**Figure 4.3**

*On a Scale of 1 to 5, How Difficult is it to Find Authentic Videos that Address These Topics?*

![Bar chart showing difficulty ratings.](chart.png)

As suggested in Figure 4.3, the reported mean (average) is 3.68, the median (middle value) is 4, and the mode (most common) is 4. Many respondents answered 3 or higher.

Figure 4.4 shows the countries and regions that teachers would like to see more videos from. The options offered to these teachers included:

- Spain
- United States
- Mexico
- Central America
- South America
- Caribbean
- Africa (Equatorial Guinea)

**Figure 4.4**

*What Countries and Regions Would You Like to See Videos From?*

As seen in Figure 4.4, in the United States the largest number of educators responded that they would like to see more videos from Mexico (92.1%), Spain (89.5%), South America (89.5%), and Central America (84.2%).

As a follow up to this question, teachers were asked to rate the difficulty in finding authentic videos from these countries. Teachers responded from one to six, one being the easiest and six being the most difficult.

**Figure 4.5**

*On a Scale of 1 to 5, How Difficult is it to Find Authentic Videos From a Specific Country as Listed Above?*
As suggested in Figure 4.5, the reported mean (average) is 3.89, the median (middle value) is 4, and the mode (most common) is split between 4 and 5. 26 respondents answered 4 or higher.

Teachers were also asked another standalone question: “How valuable is it for you to use video in your teaching?” They were given a scale of one to five, one being the least valuable and five being the most valuable.

**Figure 4.6**

*How Valuable is it for You to Use Video in Your Teaching?*

As suggested in Figure 4.6, the reported mean (average) is 4.89, the median (middle value) is 5, and the mode (most common) is 5. 29 respondents answered 5.
(3) How would a tool that offers authentic videos organized by difficulty according to the ACTFL Guidelines and divided into thematic categories help educators when they are preparing lesson plans?

To respond to this third research question, survey participants were provided a short video that described the Candoee tool. After viewing the video, they were asked how likely they would be to use a site like the one described in the video.

**Figure 4.7**

*How Likely Would You be to Use the Site as Described Here?*

As suggested in Figure 4.7, the reported mean (average) is 5.87, and median (middle value) is 6, and the mode (most common) is 6. Most respondents answered 6.

Teachers were then asked to clarify why they responded the way they did. One teacher stated that they would use the tool because the videos would be “found all in one place, based on your topics and levels.” Another teacher identified Candoee as a “great resource” while another explained that they “love being able to have authentic materials in class and it looks like finding the resources would be much easier.” One teacher expressed that “it would be nice to be able to go to one place online to find a video for the level my students are on in Spanish that has to do
with what is being taught in a Spanish classroom. Plus, it would save me a ton of time trying to look on the internet for something.”

As a follow-up to this question, teachers were asked to specify what they liked most and least about the site described to them in the brief description video. Educators across the gamut from primary to secondary education, expressed their excitement about the Candoee tool and the prospect of using it while planning their lessons. Several teachers conveyed their enthusiasm at having access to a repository with authentic videos organized by the ACTFL proficiency guidelines, such as:

I LOVE the idea of having a resource that is designed around the ACTFL guidelines and around authentic practice! I love that it would be easy to access everything in one place. I love that native speakers will be recorded and at various levels… And I love the interaction that could take place between students and others!

Similarly, another respondent expressed that “one thing I do like the most is the fact that each video is linked to the ACTFL level of proficiency.” One teacher specified that they liked that Candoee would offer authentic videos “that are short and designed for the classroom.” Another exclaimed that “it has material that I could use specifically for my classes. I don't know what I don't like about it.”

On the other hand, a few educators did express their concern about the financial side of implementing and accessing the Candoee tool. One such response asked, “Does it cost money?” and explained “everything seems to cost money nowadays.” In addition to the concern of cost, another teacher pointed out that the “videos would need to be heavily screened, and it would be nice to have available subtitles in case something is not understood.” Another explained that they
would rather have their “students using their Spanish, not speaking their native language, English. But I see where it would be helpful to the students in Mexico who are learning English.”

Teachers were then asked to identify the likelihood of using the videos available on the Candoee site in their classroom on a scale of one to six, one being the least likely and six being most.

**Figure 4.8**

*How Likely Would You be to Use the Videos in the Language You Teach in Your Class?*

As suggested in Figure 4.8, the reported mean (average) is 5.19, the median (middle value) is 5, and the mode (most common) is 6. 23 respondents (54.8%) answered 6.

Teachers were then asked to rate the likelihood of them uploading their own video creations on a scale of one to six, one being very unlikely and six being very likely.
As suggested in Figure 4.9, the reported mean (average) is 3.69, the median (middle value) is 4, and the mode (most common) is 2.

In response to the previous question, teachers were asked, in an open-ended question, to expound on their reasoning as to why they would or would not be likely to upload videos of themselves or their students using their native language. There were both positive and negative responses to this question.

Some teachers expressed their willingness to upload videos and their willingness to encourage their students to upload as well to the Candoee tool saying that they “would like to help contribute so that other teachers could use the content.” Other educators explained that their students would love to participate. For example, one responded, “my students like making videos and using technology and I think they would think this was a fun way to interact with other students, possibly around the world.”
One teacher wrote that they “would absolutely encourage [their] students to participate,” but added their concern with the privacy issues. They explained that “a student would probably need adult permission to share a video. Also, for technology to be approved or supported within our district, I think the students’ names and/or email addresses cannot be collected.” Similarly, another educator wrote that they “worry a lot about student privacy.” Another concern expressed by various teachers was the time-consuming nature of creating and uploading video content to the website. One teacher responded that they “would definitely use the videos in my lessons, but . . . wouldn't want to use class time to have . . . students make videos in English,” then offered the solution to use video creation “maybe as homework?” Other teachers were frank and wrote that uploading videos of themselves “is just something [they] would not want to do.”

The next question was: “Imagine we have $100 dollars to spend to add any of the features below to our site to make it great for you. Each feature costs $20. How would you have us spend the money? Check the features that you would most want.” The options included:

- Viewers can like/upvote videos, learners all over the world give students’ videos a thumbs up and vice versa.
- Lesson/activity plans for specific videos by level/topic
- Dashboard for teachers with accounts for students, allowing teachers to see what students watch/like etc.
- Self-evaluation tool for students, watch a video and then rate how well they think they can do that task
- Being able to tag and save videos
- Turning on or off captions
- Turning on or off translated subtitles
- Able to share students' profiles with parents, friends
- Student portfolio feature
- Send video messages to other learners
- Send email type messages to other learners
- Transcripts in English and Language of video

The responses are displayed in Figure 4.10. Teachers were not given the option to check other or offer any additional ideas for website features.

**Figure 4.10**

_Imagine We Have $100 Dollars to Spend to Add Any of the Features Below to our Site to Make it Great for You. Each Feature Costs $20. How Would You Have Us Spend the Money?_

In conjunction with this question, the survey asked teachers to identify which features mentioned in the question were their first, second and third favorite. Table 4.1 shows the menu of features and functions the designers elected for the MVP (shortened for readability) and the number of people who identified a specific one as their absolute must have.
Table 4.1

*Educators’ Must Have Features and Functions*

<table>
<thead>
<tr>
<th>Features</th>
<th>Individual responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson/Activity plans</td>
<td>18</td>
</tr>
<tr>
<td>Turn on/off captions</td>
<td>13</td>
</tr>
<tr>
<td>Tag and save videos</td>
<td>10</td>
</tr>
<tr>
<td>Dashboard for teachers</td>
<td>9</td>
</tr>
<tr>
<td>Self-Eval</td>
<td>7</td>
</tr>
<tr>
<td>Turn on/off translated subtitles</td>
<td>7</td>
</tr>
<tr>
<td>Send email to other learners</td>
<td>4</td>
</tr>
<tr>
<td>Bilingual transcription</td>
<td>3</td>
</tr>
<tr>
<td>Like/upvote videos</td>
<td>1</td>
</tr>
<tr>
<td>Share student profiles</td>
<td>1</td>
</tr>
<tr>
<td>Portfolios</td>
<td>1</td>
</tr>
<tr>
<td>Send video messages to learners</td>
<td>0</td>
</tr>
</tbody>
</table>

Participants were then asked to indicate which of those features were their first, second, and third choices. “Which feature mentioned above is your favorite? Second and third favorite?”.

Figure 4.11 shows the breakdown of these responses.
Figure 4.11

First, Second, and Third Choices and Overall, from Menu of Features

Additionally, Figure 4.12 shows the number of people that selected specific features overall, combining all the votes, i.e., combining all those who chose first, second, or third for each feature.
Lastly, Figure 4.13 shows how much the teachers liked the feature they selected as their favorite of the options listed in the question.

**Figure 4.13**

*How much do you like your favorite feature?*
As suggested in Figure 4.13, the reported mean (average) is 5.36, the median (middle value) is 5, and the mode (most common) is 5. Most respondents answered 5 or higher.

To conclude the survey, participants were asked to offer additional comments. Some of the responses included compliments on the project and offered their support for Candoee. Other comments included additional ideas that could be implemented on the Candoee site, such as “being able to comment on videos between students”; having access to “the embed code Oruro and [if Candoee] works with Nearpod or Ed puzzle”; and including captions or subtitles because they “are probably essential for hearing impaired students.” One educator pointed out that nowhere in the survey or description video do we “mention if it’s a subscription-based service. That could be a deal breaker for most teachers!” Overall, most of the feedback agreed that “it sounds great and would help [teachers] add to [their] curriculum.”

Responses from Spain and Mexico (Foreign Data or FD)

(1) What are some of the challenges that language teachers face when searching for authentic video texts?

The first research question was posed to teachers in the survey. The most common challenge among this group is finding videos that are appropriate for their students. Teachers are concerned that authentic videos are often too long or short for use by their students. Similarly, one teacher specified that there is a need for authentic videos that are “appropriate to the (skill) level of the students and contextualized to their culture.” Several teachers also mentioned that it is a challenge to find videos with the exact content they desire or of a higher quality. Another concern mentioned was the teachers in this group having a lack of overall access to authentic videos and sources. One teacher specified that “the challenge is to find [authentic video] that is pertinent, interesting, . . . and that you use it thoughtfully.” Also, a teacher specified that there is
a need for authentic videos that are “appropriate to the level of the students and contextualized to their culture.” Another added that there are authentic videos but they “are not designed for teaching purposes.” Additionally, “There are not enough [videos] on the internet. You have to pay for them.” Another teacher specified that the authentic videos differ in their “quality, language register and reliability of info.” One teacher concluded that there is a need for authentic videos that “help students to comprehend a specific topic.”

Figure 4.14 shows the results to a related question: On a scale of 1 to 6, how difficult is it to find Authentic texts that match the appropriate language level for your students? 1 being easy and 6 being very difficult.

**Figure 4.14**

*On scale of 1 to 6, How Difficult is it to Find Authentic Text that Match the Appropriate Language Level for Your Student?*

![Chart showing the results of the question](chart)

As suggested in Figure 4.14, the reported mean (average) is 3.89, the median (middle value) is 4, and the mode (most common) is 4. 69 respondents answered 4 or higher.

To further answer this first research question, the survey asked teachers: “What are some authentic cultural experiences that you would like to do with your students, but haven't been able to yet?” In response to this question, some teachers provided generalizations such as wanting “to
have an event in which [students] are shown the differences between our culture to other countries.’” Other teachers wanted their students to “feel the conversation is taken from the Reality.” Other teachers mentioned specific activities such as:

- “Folk culture of countries”
- “Daily life communication like ordering in a restaurant, ask for directions, to know the slang and idioms”
- “To use texts that involve students about the major they are studying”
- “COVID has been with us for a year already and no ESL texts have been updated to the ‘new normal’. Also, the texts are TOO formal and academic.”
- “A trip to the United Kingdom”

(2) How are teachers dealing with these challenges along with the challenge of the accessibility of authentic videos when using the current options available?

The following figures show the quantitative data collected through the specific survey questions that were designed to answer this second research question. This first graph includes the numerical and percentage breakdown of the teachers' responses to the question: “Tell us about the kinds of videos that you use or would like to use in your class. Specifically what topics would you like to have covered in the videos that you use? Check all that apply.” Educators were offered the following options, in this order:

- Food
- Family and Friends
- Housing
- Greetings/Introductions
- School and Education
As suggested in Figure 4.15, many teachers opted to fill in the *other* selection. Their answers included such topics as business, architecture, literacy, science themes, books, and movies, among others.
Figure 4.15

Tell Us About the Kinds of Videos that You Use or Would Like to Use in Your Class. Specifically What Topics Would You Like to Have Covered in the Videos that You Use?

As seen in Figure 4.15, many educators (78.7%) want to see videos that address Celebrations, Traditions and Holidays. The next largest majority (66.3%) selected Media and Technology, followed by the next topic Hobbies and Sports (65.2%).
Figure 4.16 shows how difficult it is for teachers to find authentic videos addressing these topics. They rated that difficulty on a scale of 1 (easiest) to 6 (most difficult).

**Figure 4.16:**

*On a Scale of 1 to 6, How Difficult is it to Find Authentic Videos that Address these Topics?*

![Bar chart showing difficulty levels]

As suggested in Figure 4.16, the reported mean (average) is 3.67, the median (middle value) is 4, and the mode (most common) is 4. 53 respondents answered 4 or higher.

Figure 4.17 shows the countries and regions that teachers would like to see more authentic videos from. Teachers were offered the following selection:

- England
- United States
- Canada
- Australia
- New Zealand
- South Africa
- Caribbean
- Other
Figure 4.17 includes the additional regions that teachers included in the “other” section of the question. Some of these regions included Scotland, Iceland, and Korea. Other teachers wrote a version of “all of them.” One teacher wrote “It is irrelevant, there is a wide world to explore.”

**Figure 4.17**

*What Countries and Regions Would You Like to See Videos From?*

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>72 (80.9%)</td>
</tr>
<tr>
<td>England</td>
<td>67 (75.3%)</td>
</tr>
<tr>
<td>Canada</td>
<td>64 (71.9%)</td>
</tr>
<tr>
<td>Australia</td>
<td>53 (59.6%)</td>
</tr>
<tr>
<td>New Zealand</td>
<td>45 (50.6%)</td>
</tr>
<tr>
<td>South Africa</td>
<td>43 (48.3%)</td>
</tr>
<tr>
<td>Caribbean</td>
<td>39 (43.8%)</td>
</tr>
<tr>
<td>Latin America</td>
<td>2 (2.2%)</td>
</tr>
<tr>
<td>All of them</td>
<td>2 (2.2%)</td>
</tr>
<tr>
<td>As many as possible</td>
<td>2 (2.2%)</td>
</tr>
<tr>
<td>Mexico</td>
<td>2 (2.2%)</td>
</tr>
<tr>
<td>International English from…</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>Gibraltar, Malta-Cyprus</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>Indonesia, Thailand,…</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>Ireland</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>All the countries, everywhere</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>Mexico…the cultural back…</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>Germany</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>The difficulty is not which…</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>Asia and India</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>It is irrelevant, there is a w…</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>Mexico and South America</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>Any country where English…</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>Iceland, Thailand, Finland,…</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>English speaking countries</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>Where English is a L1 or L2</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>Korea</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>Scotland and Ireland</td>
<td>1 (1.1%)</td>
</tr>
</tbody>
</table>

As seen in Figure 4.17, the largest percentage of educators want to see more authentic videos from the United States (80.9%), followed by England (75.3%) and then Canada (71.9%).

As a follow up to this question, teachers were asked to rate the difficulty in finding authentic videos from these countries. Teachers responded from 1 (easiest) to 6 (most difficult).
On a Scale of 1 to 6, How Difficult is it to Find Authentic Videos from a Specific Country as Listed Above?

As suggested in Figure 4.18, the reported mean (average) is 3.56, the median (middle value) is 4, and the mode (most common) is 4. 55 respondents answered 4 or higher.

Teachers were also asked another standalone question focusing on the value of using videos in their teaching on a scale of 1 (least valuable) to 6 (most valuable).

How valuable is it for you to use video in your teaching?
As suggested in Figure 4.19, the reported mean (average) is 5.17, the median (middle value) is 6, and the mode (most common) is 6. 54 teachers answered 6.

(3) How would a tool that offers authentic videos organized by difficulty according to the ACTFL Guidelines and divided into thematic categories help educators when they are preparing lesson plans?

To respond to this third research question, survey participants were provided a short video that described the Candoee tool. After viewing the video, educators were asked how likely they would be to use a site like the one described in the video.

**Figure 4.20**

*How Likely Would You Be to Use the Site as Described Here?*

As suggested in Figure 4.20, the reported mean (average) is 5.06, the median (middle value) is 6, and the mode (most common) is 6. 71 educators answered 5 or higher.

Teachers were then asked to clarify why they responded the way they did. One teacher explained that they would use the tool because “it is pedagogical” while another added that “it will be creative” and another said, “because I have little time to get so many things done.” Some longer responses included:
• “Because I'd like that to be a reality, sometimes I want a video on something and if you can make my life easier, I'd go for it. As I said, my biggest problem is finding the activity to go with the video, or create it, if you take care of that on your website too, then it'd be the teacher's heaven.”  
• “It would be a good way to motivate my students to use their target language and I think they would enjoy the activity as they are already quite fond of recording themselves for social media.”  
• “This is exactly what students need, share information and pronunciation from all over the world will help them get use to the language.”

Other teachers who were receptive to the Candoee website as a tool for including authentic videos into their lesson plans said they would use it “because it is essential for my students to practice listening in American English”; “because the suggestion is near my teaching needs” and because “I like to use videos to stimulate discussion.”

As a follow-up to this question, teachers were asked to specify what they liked most and least about the site described to them in the brief description video. Multiple teachers responded that the repository would be a great project and that it has the potential to be very useful. For example, one teacher explained that “because it is difficult to find videos by topic and grade (I have tried with websites like ELLLO that seem to offer plenty of well-organized material, and it is hard). Also, UK-US videos dominate the market.” Another described the benefit of such a tool saying, “It would be a good way to motivate my students to use their target language and I think they would enjoy the activity as they are already quite fond of recording themselves for social media.” Others listed the following positives: “because a repository of academic, rich and safe information will be extremely valuable”; “because I need them”; “because it seems to include
videos created by students”; “because the resources are from the real context. Sometimes students get wrong information on the internet”; and “because I really need videos according to my students’ level.” There were many positive responses to this question. One teacher explained that “having a platform where you could find information about what you need, makes teaching easy, also it can give you ideas on your following classes/sessions.” Another teacher added that “this [website] is exactly what students need, share information and pronunciation from all over the world will help them get use[d] to the language.” One teacher called the Candoee tool “the teacher’s heaven” because of the potential to make teachers’ lives easier. Another teacher shared a similar sentiment saying, “it takes time, that we teachers usually lack, to search and select appropriate videos for the age and language level of our students that also cover the topics in the syllabus and do not contain censurable language expressions.”

On the other hand, teachers did share some constructive criticism. One claimed that their institution already has different sites devoted to similar purposes as Candoee would be. Another expressed their concern that “students would not be willing to participate, and parents must supervise.” An additional reason claimed that limited access to technology could restrict the use of such a website. Another teacher was concerned about the execution, “sounds great, but how it comes to life is to be seen.” Another concern focused on the “cost and compatibility with our website/server” rather than emphasizing the Candoee site itself.

Teachers were then asked to identify the likelihood of using the videos available on the Candoee site in their classroom on a scale of 1 (least likely) to 6 (most likely).
Figure 4.21

*How likely would you be to use the videos in the language you teach in your class?*

As suggested in Figure 4.21, the reported mean (average) is 5.33, the median (middle value) is 6, and the mode (most common) is 6. 73 respondents answered 5 or higher.

Educators were then asked to rate the likelihood of them uploading their own video creations on a scale of 1 (very unlikely) to 6 (very likely).

Figure 4.22

*How Likely Would You Be to Upload Videos of Yourself or Your Students Using Your Native Language?*

As suggested in Figure 4.22, the reported mean (average) is 3.83, the median (middle value) is 4, and the mode (most common) is 3. 60 respondents answered 4 or higher.
In response to the previous question, teachers were asked, in an open-ended question, to expound on their reasoning as to why they would or would not be likely to upload videos of themselves or their students using their native language. There were both positive and negative responses to this question.

Many of the teachers who expressed their willingness to upload videos of themselves and/or their students used the word *interesting*. One stated that “I think is really interesting because the students can share personal experiences of themselves. Besides other things that we can't find in some texts and videos.” Another expressed that “videos are more interesting than just having text.” A third added, “it would be interesting for the students to share their own ideas.” A unique perspective shared was, “as I told you before learning is not just a reading process but sharing it in order to accomplish our goals, when you learn something, and you share it you are learning twice.” Another teacher shared that “it’s not a problem because maybe that will give confidence to the students,” and another “I would like to find lessons and activities by levels and topics with self-evaluation tools for students.” Other opinions shared highlighted the need for the TL and the L2. “I teach low levels, they need to connect the meanings and correlate their mother tongue with the 2L, so it could be useful to them in a functional aspect.” “They will be interested because not only the target language and culture are important but our mother tongue and culture must be promoted all around!”

Other teachers did express their reservations when asked about uploading videos to the site. A common concern expressed relates to FERPA laws in the United States and similar laws in other countries. Teachers said: “security matters”; “we are not allowed to video our students”; “they are minors and would need to ask permission of the school and parents.” Another unique
response stated: “not sure if students will offer to create those videos. It’s difficult to make them real and not just ‘theatrical’ as if performed.”

The next question in the survey provided teachers with a problem-solving question. The question was: “Imagine we have $100 dollars to spend to add any of the features below to our site to make it great for you. Each feature costs $20. How would you have us spend the money? Check the features that you would most want.” The options for the features they could choose from included:

- Viewers can like/upvote video, learners all over the world give students' videos a thumbs up and vice versa.
- Lesson/Activity Plans for specific videos by level/topic
- Dashboard for teachers w/accounts for students, allowing teachers to see what students watch/like etc.
- Self-evaluation tool for students, watch a video and then rate how well they think they can do that task
- Being able to tag and save videos
- Turning on or off captions
- Turning on or off translated subtitles
- Able to share students' profiles with parents, friends
- Student portfolio feature
- Send video messages to other learners
- Send email type messages to other learners
- Transcripts in English and Language of video
The responses are shown in Figure 4.23. Teachers were not given the option to check “other” or offer any additional ideas for website features.

**Figure 4.23**

*Imagine We Have $100 Dollars to Spend to Add Any of the Features Below to Our Site to Make it Great for You. Each Feature Costs $20. How Would You Have Us Spend the Money?*

![Feature Spending Survey](image)

In conjunction with this question, the survey asked teachers to identify which features mentioned in the question were their first, second and third favorite. Table 4.2 shows the menu of features and functions the designers elected for the MVP (shortened for readability) and the number of people who identified a specific one as their *absolute must have*.

**Table 4.2**

*Educators’ Must Have Features and Functions*

<table>
<thead>
<tr>
<th>Features</th>
<th>Individual responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson/Activity plans</td>
<td>23</td>
</tr>
<tr>
<td>Self-Eval</td>
<td>16</td>
</tr>
<tr>
<td>Dashboard for teachers</td>
<td>9</td>
</tr>
<tr>
<td>Bilingual transcription</td>
<td>9</td>
</tr>
</tbody>
</table>
Participants were then asked to indicate which of those features were their first, second, and third choices. “Which feature mentioned above is your favorite? Second and third favorite?” Figure 4.24 shows the breakdown of these responses.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolios</td>
<td>7</td>
</tr>
<tr>
<td>Tag and save videos</td>
<td>5</td>
</tr>
<tr>
<td>Turn on/off captions</td>
<td>4</td>
</tr>
<tr>
<td>Turn on/off translated subtitles</td>
<td>2</td>
</tr>
<tr>
<td>Send video messages to learners</td>
<td>2</td>
</tr>
<tr>
<td>Send email to other learners</td>
<td>2</td>
</tr>
<tr>
<td>Like/upvote videos</td>
<td>2</td>
</tr>
<tr>
<td>Share student profiles</td>
<td>1</td>
</tr>
</tbody>
</table>
Figure 4.24

First, Second, and Third Choices and Overall, from Menu of Features

Additionally, Figure 4.25 shows the number of people that selected specific features overall, combining all the votes, i.e., all those who chose first, second, or third for each feature.
Lastly, Figure 4.26 shows how much the teachers liked the feature they selected as their favorite of the options listed in the question.

As suggested in Figure 4.26, the reported mean (average) is 5.06, the median (middle value) is 5, and the mode (most common) is 5. 71 respondents answered 5 or higher.
To conclude the survey, participants were asked to offer any additional comments that they wanted us to know. Some of the comments included compliments on the project and offered their support for Candoee. Other comments included additional ideas that could be implemented on the Candoee site, such as having “new content maybe weekly or monthly”; offering “lesson plan with media tools”; and making “videos and authentic material with different tasks for the students.” Some additional comments reaffirmed ideas already consistent with the repository, such as “it can be having some kind [of] videos of people from other countries explaining their culture and custom” and “videos should be short (2 - 4 mins max).” One teacher agreed that the “videos [should] be authentic, highlighting clear discourse registers and markers,” while another explained that “in this global world, it is essential to acquire cultural knowledge and awareness.”

Select Response Comparisons

This section illustrates how the responses from both groups, from the United States and from Spain and Mexico, interact. There will be figures and tables that include the data from both sets to aid in comparison and evaluation.

Table 4.3 shows the most wanted features in the MVP. The groups were titled Domestic Data (DD) and Foreign Data (FD) for readability. The question asked for teachers to vote for their first choice, then to select a second choice and to further select a third choice.

Table 4.3

Comparison of DD and FD Favorite Features

<table>
<thead>
<tr>
<th>Features</th>
<th>DD 1st choice</th>
<th>DD 2nd choice</th>
<th>DD 3rd choice</th>
<th>FD 1st choice</th>
<th>FD 2nd choice</th>
<th>FD 3rd choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send email to other learners</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Like/upvote videos</td>
<td>1</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share student profiles</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolios</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The majority of teachers from the Domestic Data selected *lesson/activity plans* as their first choice as shown by the 13 people who selected it. Seven individuals selected *turn on/off captions* as their first choice. In this same group, seven individuals chose *tag and save videos* as their second favorite choice, while five respondents chose *dashboard for teachers* as their third choice. Most teachers in the Foreign Data selected *lesson/activity plans* as their first choice as shown by the 15 educators who selected it. In turn, seven selected *turn on/off captions* as their first choice, six selected *dashboard for teachers*, and five chose *tag and save videos*. In this same group, six teachers chose *turn on/off captions* as their second choice, while another six selected *lesson/activity plans* as their second choice. In response to which feature was their third favorite option, the largest majority from the foreign data chose *turn on/off translated subtitles*.

Figure 4.27 shows the comparison in a graph format.
Figure 4.27

Comparison of DD and FD Favorite Features
CHAPTER 5

Discussion

This chapter will discuss the results of the data collected from the surveys as well as any implications. Additionally, the chapter will discuss how the analysis of the data was applied to the creation of the MVP. Further, we will address the limitations of the project. Lastly, the chapter will provide suggestions on how authentic video text can better benefit the language classroom while supporting the curriculum.

Use of Authentic Text in the Classroom

The data seem to indicate that teachers are using authentic video texts in their classroom and lesson plans, but not as much as they could be. According to the responses, both in the United States and in Mexico and Spain, one factor contributing to this is time, or the lack thereof. Time is a commodity that teachers repeatedly claimed not to have. Although there was a consensus among the respondents that there is not enough time to find and analyze authentic videos and then develop productive lesson plans, the data do indicate that educators do consider the use of authentic video texts in their teaching as highly valuable. As suggested in Figure 4.6, when asked to rate how valuable it is to use videos when teaching, educators in the United States predominantly responded with 5, on a scale of 1 to 5. Similarly, as suggested in Figure 4.19, in response to the same question, the median from the responses collected in Mexico and Spain was 6 on a scale of 1 to 6. These data echo Robert and Cooke’s (2009) conclusion about the issue of how time-consuming it is to find real-life authentic materials, which in turn seems to discourage educators from wanting to use them, as corroborated by the results of the survey (Roberts & Cooke, 2009). Additionally, as discussed by Zyzik and Polio (2017), it is not only time-consuming to find authentic videos, but it is also time-consuming to find repositories of authentic
texts that are well organized and cohesive (p. 135). Therefore, the findings collected seem to align with the current literature.

In addition to the constraint of time, teachers from both groups also listed other difficulties of incorporating authentic videos into their curriculum. For example, teachers indicated that it was difficult to find appropriate videos that specifically address their students’ language abilities but also reflect the learning outcomes that teachers want to implement. According to the data collected in response to the question of how difficult it is to find authentic texts that match the language level of their students, the central tendency indicates that it is very difficult for teachers to do so. The median of the results from the United States responses was 4, on a scale of 1 to 5 and the median response from abroad was 4, on a scale of 1 to 6. Therefore, the data indicates a general trend of a higher level of difficulty in finding authentic videos to match the language level of students. This difficulty helps support my claim that there is a potential need for a website containing easy-to-find authentic videos.

The Accessibility of Authentic Videos

According to the data and responses, teachers are not meeting the challenge of the accessibility of authentic videos but instead seem to avoid the use of authentic video texts. However, when they do try to solve the problem, they turn to well-known platforms such as YouTube or ELLO, hoping to find content that meets their needs. For this reason, experts such as Wagner (2014) make arduous recommendations “that teachers record routine conversations or phone calls with family or friends (with parents’ permission) to be later used in the classroom” (Zyzik & Polio, 2014, p. 135). In other words, his suggestion to find opportunities to record personal videos is a way to meet the lack of content available on pre-existing sites that teachers use to supplement the language curriculum.
In response to a survey question addressing a similar theme, teachers indicated that finding authentic videos that address specific topics is difficult. In the United States, educators’ responses skew towards the more difficult with a median of 4 on a scale of 1 to 5. The responses from abroad similarly skew towards the more difficult with a median of 4 on a scale of 1 to 6. Therefore, it can be assumed that there are videos on these topics but in general it is difficult to access them for classroom use, which supports the comments made by Cummins (1989) when she discussed teachers’ complaints centered around the shortage of videos and alludes to the difficulty teachers confront when looking for specific materials that they want.

**The Need for a Repository of Authentic Video Texts**

Finally, the data seem to indicate that there is a need for a repository of authentic video texts and an audience who would use it. The findings from both groups indicate that there is a lack of robust websites with authentic content suitable specifically for their students’ speaking abilities. Teachers’ responses from both the domestic and foreign groups tell us that educators struggle to find websites containing archives of authentic video texts, as is made evident by the similar complaints from both groups about the time-consuming nature of searching for such videos, the difficulty in finding appropriate content for both their students’ speaking levels and ages, or even finding content that can be specifically used for cultural lesson plans.

Data also indicate that teachers are motivated to use authentic materials. When asked the question: How likely would you be to use the site as described here, more than 80% of responded that they would be likely to use a site like Candoee, and in comments further agreed that a site such as Candoee would be extremely welcome. Returning to the data, the findings show both groups responding the same with a median of 6.
Respondents in both groups signaled ACTFL as the example of what they would like to see as a guide for the level division, even when the Spanish speaking group may only use the European framework as reference. In other words, even when the survey did not use ACTFL in the questionnaire respondents hinted to the use of ACTFL as an example of language level. Therefore, educators from across the gamut seem to be receptive to a website repository with videos divided by proficiency levels.

Application

Most Wanted Website Features (Domestic and Abroad)

To better determine the most wanted features for the Most Viable Product, or MVP, we offered teachers a list of design features and asked them to select their first, second, and third choices, thus enlarging our scope but demanding deeper evaluation of the responses during the process of selecting the features to be included. As suggested in Table 4.3, as well as Figure 4.27, we can see the similarity between the desires of the two groups. The initial consensus gleaned from both the table and the figure indicates that these teachers, who span borders and languages, desire basically the same features in a website with a repository of authentic video texts. Statistically, teachers in both groups indicated their three most preferred features for the MVP to be lesson/activity plans, turn on/off captions, and tag and save videos, with a very similar number of individuals choosing those features overall. Additionally, the findings indicate that the remaining features also have very similar numbers between the two groups. Because of these findings it was easy to select which features would be in the MVP while reflecting the personal choice of the individual groups. These features then became the priority and were added to the website. However, instead of limiting the MVP to the three principal features from
findings, we incorporated additional features that we considered optimal for the overall product based on the remaining desired features from the data.

**Additional Design Information**

It is important to note that the site is currently run using CMS (content management software) to implement the design. The advantage of this is that we can show the basis of the design without need for a dedicated server, which is a resource beyond the scope of the current state of *Candoee*. Without a dedicated server, however, the creation of non-volatile memory (memory that remains on the site forever) from outside sources is impossible. Therefore, full implementation of accounts, dashboards, and saved videos native to the site is not currently fully functional. Upon moving the site to a dedicated server, full implementation would be possible, and the site could be completed with nearly no limitation, other than physical server size.

For feasibility reasons, all the videos featured on *Candoee* are hosted on YouTube as a private video and embedded into the site. This is because without a dedicated server, there is no physical space for the site itself to be able to host the videos. YouTube provides a free and simple way to achieve the desired result, though this will be changed upon moving the site onto a dedicated server. Any other option at this time would not be possible, due to financial constraints and the focused scope of the initial project.

**Limitations**

The following section lists certain limitations that we confronted during the project process as well as other limitations we discovered during the analysis of the data. One limitation was the uneven number of responses between both groups. The United States group had 42 participants with less than 2% of respondents at times missing one to two questions in the survey. On the other hand, we had 89 participants from either Spain or Mexico, with more than
99% completing all the questions in the survey. One other problem we only noticed after the fact was how in the quantitative questions sent to the United States participants, the scale was designed from 1 (unsatisfactory) to 5 (most satisfactory). In contrast, the foreign data on the same question had a scale of 1 (unsatisfactory) to 6 (most satisfactory). Although this did not alter the general tendencies reported by each group, it complicated the data comparisons for those specific questions. Finally, the nature of the design was a self-report measure instead of direct observation. This made it so that we could not have a true comparison measure.

**Suggestions for Further Research**

As mentioned by many scholars and researchers cited in this research project and particularly by Zyzik and Polio (2017), there are still not enough data studies comparing true authentic materials/video text studies with non-authentic materials/video text studies (p. 135-139). Gilmore (2011) argues further that one way to develop more data would be to use more empirical studies comparing two different classes. Therefore, the first suggestion would be to support Zyzik and Polio, as well as Gilmore, as they suggest more empirical data is needed. In terms of specific topics in the niche of authentic video texts, perhaps more studies need to emerge, specifically on the usage of video texts. Third, perhaps more websites designed with teachers’ needs in mind should be developed.

**Next Steps**

The current data represent the first steps in a much larger process. Now that the MVP has been developed, the next step would be to create an additional design process helping in the implementation of additional features outside of the scope of the current project such as:

- Additional pair languages
  - English – Portuguese
• English – Chinese
• English – French

- Learning Management Systems integration (LMS)
- Integrate direct links to specific dictionaries to minimize toggling between pages
- Create robust marketing needs analysis and strategy of how to offer the product to all stakeholders we envision, such as educators, students, researchers to name a few. Additionally, how to generate revenue from controlled and applicable advertisement.
- Create a robust needs analysis and strategy to decide how to host the site on a server. A server will allow for important features to come alive, such as personalized user accounts.

Conclusion

At the beginning of this thesis project, I set out to find out why teachers in second language education in the twenty-first century still do not use authentic video texts as much as they could in their language classroom. After conducting the study, it became apparent that teachers are not opposed to using such resources, in fact they want them, both here in the United States and abroad. Complicating factors are the where (platforms, repositories), the what (content) and the how (can we use it with novice and intermediate, can we teach grammar and writing, or just listening). Because of the limitations in finding these materials and especially intermediate-level videos, this thesis project aimed to narrow that gap and provide authentic texts in video format appropriate for students’ language levels. To address the burdens associated with these difficulties, we created a website repository with authentic videos arranged by level and topic. Candoee, is a repository proposal that can offer teachers the features and resources they
need to incorporate current and interesting authentic video texts into their lesson plans and boost their objectives within the curriculum.
References


doi 10.5897/ERR12.190


Appendix A

Appendix A.1

Link sent to United States teachers

The following link will take you to the actual survey online, it is still active.

https://forms.gle/Ymrj8QY5xrtrJi76

Screenshot of the email sent to teachers in the United States

Dear Teacher,

Thank you for your willingness to participate in the following survey regarding the use of AUTHENTIC VIDEOS in your teaching.

I am a graduate student at Brigham Young University (BYU), Spanish and Portuguese Department in the United States (https://www.byu.edu/).

As part of my master’s program at Brigham Young University, I am researching ways for foreign language teachers (ESL), like you, to be able to use authentic videos more easily.

With that end in mind, this survey will ask for your thoughts on using video in your teaching and ask specific questions about your needs and preferences for finding and using these materials.

https://forms.gle/NcMliwDbh3iJUexc7

The survey should only take about 5-7 minutes of your time and would be a great help to me and to the field.

If possible, please respond to this survey by Monday January 18, if not early.

Thank you for your willingness to participate.

Sincerely yours,

Ruth Baptista
Screenshot of the survey sent to United States teachers

Survey CanDoee

Dear Teacher, Thank you for taking the time to respond to this survey. Your answers will help us to create a useful web based tool that will improve language learning and make your life easier. We anticipate it will only take a few moments of your time. Feel free to share the link with any fellow Spanish teachers. If you have any questions or concerns please reach out via email. Thank you again!

Email *

Your email

Last Name *

Your answer

First Name *

Your answer
What grades do you teach? *

- K-3
- 4-6
- 7-8
- 9-12
- Post secondary/University

What are some of the challenges that you face as a language teacher when searching for Authentic texts? *

Your answer

On a scale of 1 to 5, how difficult is it to find Authentic text that match the appropriate language level for your students?

1 2 3 4 5

Very easy Very difficult
What are some Authentic Cultural experiences that you would like to do with your students, but haven’t been able to yet? *

Your answer

Tell us about the kinds of videos that you use or would like to use in your class. Specifically what topics would you like to have covered in the videos that you use? Check all that apply. *

- [ ] Food
- [ ] Family and Friends
- [ ] Hobbies and Sports
- [ ] Clothes
- [ ] Greetings, Introductions
- [ ] School and Education
- [ ] Travel
- [ ] Shopping
- [ ] Celebrations, Traditions and Holidays
- [ ] Health
- [ ] Housing
- [ ] Media and Technology
- [ ] Employment and Work
- [ ] Other: 
On a scale of 1 to 5, how difficult is it to find Authentic videos that address these topics? *

Very easy 1 2 3 4 5 Very difficult

What countries and regions would you like to see videos from? *

- Mexico
- Spain
- South America
- Central America
- United States
- Caribbean
- Africa (Equatorial Guinea)

On a scale of 1 to 5, how difficult is it to find Authentic videos from a specific country as listed above? *

Very easy 1 2 3 4 5 Very difficult
How valuable is it for you to use video in your teaching? *

1  2  3  4  5

Not valuable at all  ○  ○  ○  ○  ○  Extremely valuable
We are interested in creating a website with hundreds and even thousands of authentic videos related to tasks such as ACTFL’s Can Do’s that could be used inside or outside of class. Imagine two teens, Jack in the U.S. and Juan in Mexico. Juan might upload a video of himself giving a tour of his school in Spanish or a funny description of his family. Your student Jack would do the same in English. You could use the videos in class or as homework. When Jack and Juan come across each others’ videos they reach out via the site and ask questions about their lives. Meanwhile, the videos stay on the site and add to an amazing set of authentic language learning resources. Please click on the video below to see a mockup of the website and then answer the following questions.

CanDooee Demo

---

**How likely would you be to use the site as described here? **

1 2 3 4 5 6

Not likely at all 〇 〇 〇 〇 〇 〇  Extremely likely
Can you tell us why you responded the way you did? *

Your answer

What do you like most AND least about the site that we've described? *

Your answer

How likely would you be to use the videos in the language you teach in your class? *

1 2 3 4 5 6

Not likely at all  O  O  O  O  O  O  Extremely likely

How likely would you be to upload videos of yourself or your students using your native language? e.g. I teach Spanish primarily to native English speakers and they would share videos in English. *

1 2 3 4 5 6

Not likely at all  O  O  O  O  O  O  Extremely likely
Please help us understand your answer below. *

Your answer

Imagine we have $100 dollars to spend to add any of the features below to our site in order to make it great for you. Each feature costs $20. How would you have us spend the money? Check the features that you would most want. *

☐ Lesson/Activity Plans for specific videos by level/topic
☐ Dashboard for teachers w/accounts for students, allowing teachers to see what students watch/like etc.
☐ Turning on or off captions
☐ Self-evaluation tool for students, watch a video and then rate how well they think they can do that task
☐ Being able to tag and save videos
☐ Turning on or off translated subtitles
☐ send video messages to other learners
☐ Transcripts in English and Language of video
☐ Viewers can like/upvote video, learners all over the world give students’ videos a thumbs up and vice versa.
☐ send email type messages to other learners
☐ Student portfolio feature
☐ Able to share students’ profiles with parents, friends
Which feature mentioned above is your favorite? Second and third favorite? *

Your answer

How much do you like your favorite feature *

1 2 3 4 5 6

Actually, I don't really like it much at all. 〇 〇 〇 〇 〇 〇 This is an absolute must have.

What else would you like us to know? *

Your answer

Thank you so much for your time! Can we contact you with additional questions? *

Your answer
Appendix A.2

Survey sent to Spain and Mexico

The following link will take you to the actual survey online, it is still active

https://forms.gle/eHU9MLksH4LuA64e7

Screenshot of the email sent to teachers in Spain and Mexico

Dear Teacher,

Thank you for your willingness to participate in the following survey regarding the use of AUTHENTIC VIDEOS in your teaching.

I am a graduate student at Brigham Young University (BYU), Spanish and Portuguese Department in the United Sates (https://www.byu.edu/).

As part of my master’s program at Brigham Young University, I am researching ways for foreign language teachers (ESL), like you, to be able to use authentic videos more easily.

With that end in mind, this survey will ask for your thoughts on using video in your teaching and ask specific questions about your needs and preferences for finding and using these materials.

https://forms.gle/NeM8iu0Hai3IPJexc7

The survey should only take about 5-7 minutes of your time and would be a great help to me and to the field.

If possible, please respond to this survey by Monday January 18, if not early.

Thank you for your willingness to participate.

Sincerely yours,

Ruth Baptista
Screenshots of the Survey sent to teachers in Spain and Mexico

Survey CanDoOee

Dear Teacher, Thank you for taking the time to respond to this survey. Your answers will help us to create a useful web based tool that will improve language learning and make your life easier. We anticipate it will only take a few moments of your time. Feel free to share the link with any fellow English teachers. If you have any questions or concerns please reach out via email. Thank you again!

Email *

Your email

Last Name *

Your answer

First Name *

Your answer
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grades do you teach, please explain? *</td>
<td>Your answer</td>
</tr>
<tr>
<td>In which country do you currently reside? *</td>
<td>Your answer</td>
</tr>
<tr>
<td>What are some of the challenges that you face as a language teacher when searching for authentic texts? *</td>
<td>Your answer</td>
</tr>
<tr>
<td>On a scale of 1 to 6, how difficult is it to find Authentic text that match the appropriate language level for your students?</td>
<td>![Scale]</td>
</tr>
<tr>
<td>Very easy</td>
<td>Very difficult</td>
</tr>
</tbody>
</table>
What are some authentic cultural experiences that you would like to have with your students, but haven't been able to yet? *

Your answer

Tell us about the kinds of videos that you use or would like to use in your class. Specifically what topics would you like to have covered in the videos that you use? Check all that apply. *

- Celebrations, Traditions and Holidays
- Media and Technology
- Hobbies and Sports
- Food
- Travel
- School and Education
- Family and Friends
- Employment and Work
- Health
- Greetings, Introductions
- Shopping
- Clothes
- Housing
- Other:
On a scale of 1 to 6, how difficult is it to find authentic videos that address these topics? *

1  2  3  4  5  6  Very difficult

Very easy

What countries and regions would you like to see videos from? *

☐ United States
☐ England
☐ Canada
☐ Australia
☐ New Zealand
☐ South Africa
☐ Caribbean
☐ Other: ____________________________

On a scale of 1 to 6, how difficult is it to find authentic videos from a specific country as listed above? *

1  2  3  4  5  6  Very difficult

Very easy

How valuable is it for you to use video in your teaching? *

1 2 3 4 5 5

Not valuable at all 〇 〇 〇 〇 〇 〇 Extremely valuable

We are interested in creating a website with hundreds and even thousands of authentic videos related to tasks such as ACTFL’s Can Do’s (USA Framework), that could be used inside or outside of class. Imagine two students, Jack in the U.S. and Juan in Mexico. Jack might upload a video of himself giving a tour of his school in English or a funny description of his family. Your student Juan would do the same in Spanish. You could use the videos in class or as homework. When Jack and Juan come across each others’ videos they reach out via the site and ask questions about their lives. Meanwhile, the videos stay on the site and add to an amazing set of authentic language learning resources. Please click on the video below to see a mockup of the website and then answer the following questions.

CanDoee Demo

[Video Player]
How likely would you be to use the site as described here? *

1  2  3  4  5  6
Not likely at all  ○  ○  ○  ○  ○  ○  Extremely likely

Can you tell us why you responded the way you did? *

Your answer

What do you like most and least about the site that we've described? *

Your answer

How likely would you be to use the videos in the language you teach in your class? *

1  2  3  4  5  6
Not likely at all  ○  ○  ○  ○  ○  ○  Extremely likely
How likely would you be to upload videos of yourself or your students using your native language? e.g. I teach Spanish primarily to native English speakers and they would share videos in English.

1  2  3  4  5  6

Not likely at all  ○  ○  ○  ○  ○  ○  Extremely likely

Please help us understand your answer below.

Your answer
Imagine we have $100 dollars to spend to add any of the features below to our site in order to make it great for you. Each feature costs $20. How would you have us spend the money? Check the features that you would most want.

- Lesson/Activity Plans for specific videos by level/topic
- Self-evaluation tool for students, watch a video and then rate how well they think they can do that task
- Dashboard for teachers w/accounts for students, allowing teachers to see what students watch/like etc.
- Transcripts in English and Language of video
- Being able to tag and save videos
- Student portfolio feature
- Turning on or off captions
- Send video messages to other learners
- Viewers can like/upvote video, learners all over the world give students’ videos a thumbs up and vice versa.
- Turning on or off translated subtitles
- Able to share students' profiles with parents, friends
- Send email type messages to other learners

Which feature mentioned above is your favorite? Second and third favorite?

Your answer
How much do you like your favorite feature *

1 2 3 4 5 6

Actually, I don't really like it much at all. ○ ○ ○ ○ ○ ○ This is an absolute must have.

What else would you like us to know? *

Your answer

Thank you so much for your time! Can we contact you with additional questions? *

Your answer
Appendix B

Screenshots of the Facebook page used to contact English teachers in Spain

Intro

Member of TESOL Spain Group since 7 January 2021

Membership questions

Only admins and moderators will see your answers.

⚠️ No answers yet

Ruth Baptista shared a link.

11 January 2021

Dear Teacher,

Thank you for your willingness to participate in the following survey regarding the use of AUTHENTIC VIDEOS in your teaching.

I am a graduate student at Brigham Young University (BYU), Spanish and Portuguese Department in the United Sates (https://www.byu.edu/).

As part of my master's program at Brigham Young University, I am researching ways for foreign language teachers (ESL), like you, to be able to use authentic videos more easily.

With that end in mind, this survey will ask for your thoughts on using video in your teaching and ask specific questions about your needs and preferences for finding and using these materials. https://forms.gle/TWbrshA1CW4miY4X7

The survey should only take about 5-7 minutes of your time and would be a great help to me and to the field.

If possible, please respond to this survey by Monday January 18, if not early.

Thank you for your willingness to participate.

Sincerely yours,

Ruth Baptista
BYU Graduate Student Instructor Spanish & Portuguese Dep.
MPA Marriott School of Business
ruth-bapista@byu.edu

Survey CanDooce

Dear Teacher, Thank you for taking the time to respond to this survey. Your answers will help us
Hey friends, I am new to this group and I am loving the collaboration. As part of my master’s program at Brigham Young University, I am researching ways for foreign language teachers (ESL) like you, to be able to use authentic videos more easily. With that end in mind, this survey will ask for your thoughts on using video in your teaching and ask specific questions about your needs and preferences for finding and using these materials.

https://forms.gle/TWbrshA1CW4miY4X7

See more