PROSPECTS OF INCORPORATING DOCUMENTARIES AND FILM CLIPS IN THE ENGLISH CURRICULUM

Shamima Akter Shanta, East West University, Bangladesh
Israt Jahan, East West University, Bangladesh
Syeda Shabnam Mahmud, East West University, Bangladesh

ABSTRACT

This study aims to analyze the prospect of using documentaries and film clips in the curriculum of BA English. This study explores the existing curriculum of BA English at three private universities in Bangladesh and specifically examines the syllabi of three core courses namely, Political and Social History of England, Psycholinguistics, and Sociolinguistics. The data collected from the document analysis of the syllabi & curriculum, interviews, and the questionnaire reveal the positive outcomes, stigma, challenges and suggestions to overcome challenges in using documentaries and film clips in teaching these courses in the classroom. Finally, the paper proposes that the incorporation of documentaries and film clips in the curriculum of BA English can work as a catalyst in achieving all the objectives of the Bangladesh National Qualifications Framework (BNQF), an internationally benchmarked national instrument to ensure Outcome-Based Education (OBE) of the 21st century, drawn up by the University Grant Commission (UGC) of Bangladesh (Ministry of Education, 2011).

Keywords: Curriculum, Syllabus, Documentaries, Film Clips, Outcome-Based Education.

INTRODUCTION

With the advancement of technology along with the availability of digital resources, the notion of integrating audio-video materials in the curriculum has gained popularity among language educators and students as this inclusion adds a beneficial dimension to the classroom learning procedure (Tang & Intai, 2017). In (Kathirvel & Hashim, 2020) claims that students exhibit more interest in language classes with the integration of audio-visual materials as it motivates them to stay focused and makes the learning relevant to their real life. Although using audio-visual materials has become quite a common trend worldwide, the number of instructors using documentaries and film clips in imparting lessons at the university level in Bangladesh is still low (Rahman & Jamila, 2024). To evaluate the possibilities of incorporating documentaries and film clips in the Bachelor of Arts (BA) in English curriculum of three private universities of Bangladesh, three educators teaching in the department of English in a private university of Bangladesh conducted this study.

The study has analyzed the BA English curricula of three leading private universities in Bangladesh: Independent University of Bangladesh (IUB), North South University (NSU), and East West University (EWU). The study adopted a case study approach; as sample courses for the case study, three ELT courses have been selected: History of English Language, Psycholinguistics, and Sociolinguistics as these three courses are found to be three core courses invariably in the BA English curriculum. The BA English curriculum, at most of the private universities of Bangladesh, comprises courses that are taught mainly with the aid

of books, journal articles, in some cases, podcasts, and, in a very few cases, documentary and film clips. However, documentary and film clips are barely used as useful learning and assessment tools in Bangladeshi classrooms (Naz, 2023).

In the 21st century, the importance of acquiring technology literacy is undeniable in academia as well as in a global context (Liesa-Orús et al., 2020). Realizing the importance of skills required in the 4.0 industrial revolution era, the universities of Bangladesh have been prescribed to adopt Outcome Based Education (OBE) by the University Grants Commission (Ministry of Education, 2011). OBE is a goal-oriented educational theory that believes that all the components of the curriculum have to be measurable (Rao, 2020). According to the OBE approach, each change or new inclusion has to serve an objective/goal in the lesson; and these changes will have to be connected with the course learning outcomes (Milonet al., 2024). In this matter, (Zain et al., 2017) mention, "the desired outcomes are determined first and the program curriculum, teaching and learning methodology, and supporting facilities are designed to support the intended outcomes". Therefore, this study firstly aims to find out whether the incorporation of documentary and film clips in the BA English curriculum helps to achieve the objectives of the OBE or not. Secondly, this paper further investigates how essential it is to leverage any technology, to be specific film and documentaries as audio video materials, available in the tertiary classroom of Bangladesh in achieving OBE. Hence, this paper aims to find the answers to the following research questions:

1. How can the inclusion of documentaries and film clips in the BA English curriculum help to achieve the goal of outcome-based education?
2. What are the adverse effects and challenges of integrating documentaries and film clips into the BA English curriculum?

This paper presents the current context of using audio-visual materials in the tertiary classroom practices and also in the evaluation process. The study finds a research gap in assessing the effectiveness of using audio-visual tools in BA English curriculum in Bangladesh. To mitigate the gap, the researchers conducted this study; a mixed method approach was used to analyze the data. Data were collected through questionnaires and semi-structured interviews with the teachers at private universities in Bangladesh to know their perspectives on this matter. All the participants unanimously agreed that films and documentaries (audio-visual materials) should be integrated into the lessons and these materials can also be used in the assessment process so that mapping with the course learning outcome becomes easier to exhibit.

LITERATURE REVIEW

In this era of the Industrial Revolution 4.0, different technological devices made a significant impact on the lives of the young generation. Shelly, Gunter, & Gunter (2010) stated that "traditional 20th-century educational practices will no longer provide the skills effectively to become productive citizens in today's high-tech, global workplace". The World Economic Forum report (2015) in their New Vision for Education mentioned that in this rapidly evolving world, students must have adept skills such as communication, critical thinking, problem-solving, collaboration, curiosity, creativity, etc., which are to be addressed through technology. Hence, a shift from traditional learning to technology-oriented learning is a better fit for the learning process of the students of Generation Z in Bangladesh and other countries. Shelly, Gunter, & Gunter (2010) show the characteristics that represent traditional approaches to learning and the corresponding strategies often associated with new learning environments (see Exhibit 1). (Table 1)

Table 1
ESTABLISHING NEW LEARNING ENVIRONMENTS BY INCORPORATING NEW STRATEGIES
Traditional Learning Environments --------------» New Learning Environments
Teacher-centered instruction --------------» Student-centered learning
Single-sense stimulation --------------» Multisensory stimulation
Single-path progression --------------» Multipath progression
Single media --------------» Multimedia
Isolated work --------------» Collaborative work
Information delivery --------------» Information exchange
Passive learning --------------» Active/exploratory/inquiry-based learning
Factual, knowledge-based learning --------------» Critical thinking and informed decision making
Reactive response --------------» Proactive/planned action
Isolated, artificial context --------------» Authentic, real-world context

It is suggested that creating language-rich environments to develop learners' communication skills will equip 21st-century students to succeed in the evolving digital economy (Soffel, 2016). That is why, many countries including Bangladesh introduced digital tools as technical cultural artifacts in world education as well as in language education and found positive outcomes (Taher et al., 2016). In (Bahrani & Tam, 2012) contend that films enhance the learning of a language by providing adequate input which is necessary for spoken language learning. Films offer learners with genuine input so they can be viewed as authentic material (Alluri, 2018). In (Bonsignori, 2018) in her study findings presented the positive and effective outcomes to promote the learning of language and culture through films. Referring to (Alluri, 2018), "films can be an ideal way to engage students in doing an array of tasks in a second language learning classroom". In (Boztepe, 2013) in his study contends that audio-visual aids can provide 'carefully planned, vicarious experience' and "by the help of video communicative competence, cultural and cross-cultural awareness of language learners can be achieved".

The use of films and documentaries in the classroom, especially in teaching history is now a well-established and most frequently used resource in Western countries like Australia, the USA, and Canada (Wagner, 2018). In (Wagner, 2019) capitalizing on other researchers' works proposes that historical documentaries should not be seen only as "a lively illustration of a putative past" but "can be used to develop higher-order thinking skills of critical and historical thinking". He reinforces concurrently that "history film can be used to promote in-depth learning and higher order thinking skills that go beyond the acquisition of factual knowledge" (p. 276). In addition, documentary films and movie clips also present real-world contexts where students engage in functional, investigative, and analytical learning that

would stimulate their fundamental thinking domain according to the BNFQ benchmark. When audio-visual aids reinforce ideas and information, positively enhances the teaching-learning process (Owusu, 2020); therefore, consolidated and intense learning occurs. As contend, visual learning materials "concretize the information to be obtainable and help in making learning practice real, active and vital". Moreover, (Perry, 2018) in his study stated films and documentaries "can also be used as a holistic and transformative assessment tool to equip tertiary students with the necessary knowledge and skills and maximize an individual's potential to meet the demands of 21st-century work and life environments".

As worldwide education is now focusing on outcome-based education and employers are looking for graduates with technology skills combined with social and emotional skills (Soffel, 2016), Bangladesh also aims for that. The National Education Policy, 2010 and the National Curriculum, 2012, and Bangladesh National Qualifications Framework (BNQF) focus on "acquiring necessary knowledge and skills", "learning about culture and values", "developing positive attitudes", "finding better jobs nationally and globally" (Taher et al., 2016) in all levels of education. However, the current curricula of schools, colleges, and different universities do not reflect the integration of technology-based materials. Still, teachers at different levels are struggling to use available technology-based teaching strategies in their classroom teaching to achieve the goals of outcome-based education. Although studies on using audio-visual materials have been conducted in many contexts, there is rarely any study on how to incorporate materials such as films and documentaries within the curricula in countries with limited digital facilities like Bangladesh. Therefore, this paper contributes to understanding the gap between the learning outcomes that are achievable in the current syllabus and the learning outcomes that the government of Bangladesh is aiming to achieve to cope with the world (International Labour Organization, 2023). The study also confers that appropriate amalgamation of technology-based materials, especially films and documentaries in the university curriculum can be complementary in achieving the target goals of the 21st century. Many developing countries with limited technological affordance might also find this study penetrating to bring change in their curricula. Therefore, the paper has significance for policymakers, program designers and managers, curriculum developers, institutional authorities, and teachers at home and abroad.

THEORETICAL FRAMEWORK

To substantiate the argument in favor of using audiovisual tools in BA in English curriculum, this paper uses the theories written in support of techno-oriented learning and shows the lack of dependence on only the traditional learning process. With the help of Shelly, Gunter, and Gunter's theory on new ways of teaching and learning and some of the existing case studies on the use of audio-visual tools in classrooms, this study examines the three aforementioned BA in English courses and by conducting survey and interviews, it evaluates the present situation of the use of audio-visual tools in teaching the courses. Finally, it analyzes the Learning outcome Domains prescribed by the Bangladesh National Qualifications Framework (BNQF) and tries to assess the possibilities of obtaining those outcomes better with the integration of audio-visual tools in teaching and learning.

The Government of Bangladesh with the help of UGC, formulated the Bangladesh National Qualifications Framework (BNQF) with the support of ILO's European Union in 2017. BNQF is an internationally accepted instrument that incorporates both knowledge-based and competency-based learning outcomes (Ministry of Education, 2011). In this framework, Bangladesh adopts four skills qualifications, which are loosely based on the ten skills recommended by the (World Economic Forum, 2015. Each qualification level is also

aligned with three main domains of Bloom's taxonomy which are cognitive (Knowledge), affective (attitudes), and psychomotor (skills) (Ministry of Education, 2011). Figure 1 presents the learning outcome domains as classified in BNFQ. (Figure 1)
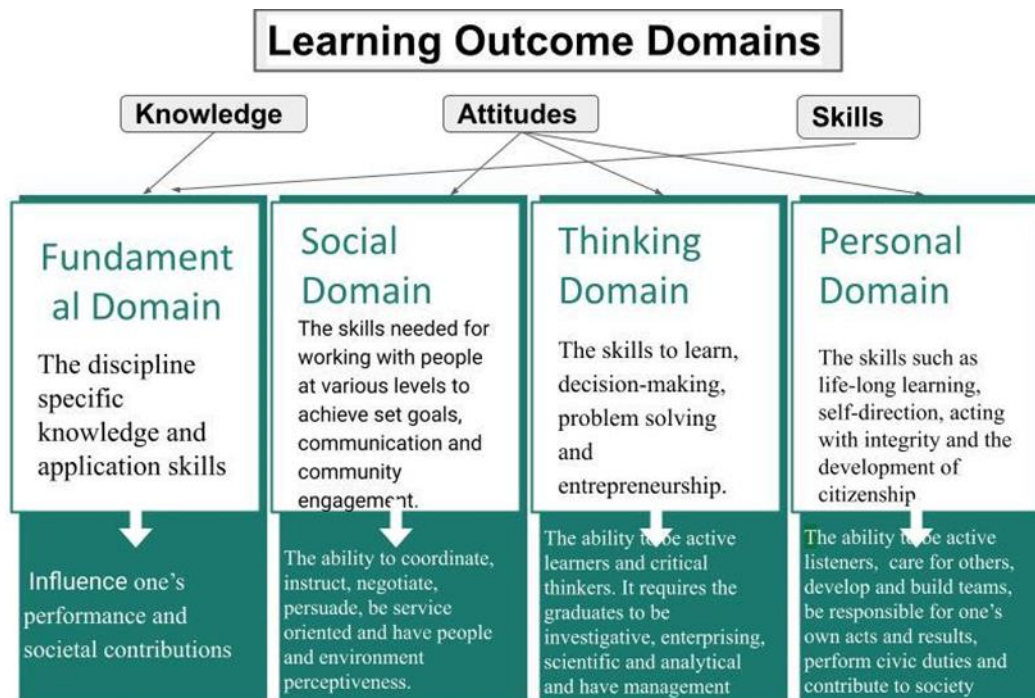
FIGURE 1
BNFQ'S LEARNING OUTCOME DOMAINS (MINISTRY OF EDUCATION, 2011)

This study will try to align the effectiveness of using documentaries and film clips in classroom learning of the three courses of BA English syllabus in the three private universities of Bangladesh with the learning outcomes of four domains of the BNFQ framework, i.e., Fundamental Domain, Social Domain, Thinking Domain, and Personal domain that eventually can help graduating students of Bangladesh to achieve the aims and objectives of higher education qualification of Bangladesh.

METHODOLOGY

This study adopted an exploratory mixed quantitative-qualitative approach to discover the prospects of incorporating film clips and documentaries into the current curriculum of BA English programs in private universities in Bangladesh. The researchers chose multiple bounded systems, i.e., three cases (three syllabi) from three research sites (three universities), to illustrate one issue: the potential of audio-visual materials in the syllabi of private universities (Creswell, 2013) as a qualitative method. The intent of choosing multiple cases was to show that the situation in each case replicates the same idea (Yin, 2009).

In addition, data were collected from multiple sources: document analysis, interviews, and surveys were conducted as a quantitative method. Purposive sampling was selected for data collection as we intended to collect data from those teachers who use documentaries and film clips in their lessons. A semi-structured interview questionnaire was developed, and five interviewees shared their insights regarding the use of documentaries and film clips in their lessons. Both face-to-face and telephone interviews were conducted to collect interview data. All the data collected from interviews and responses from questionnaires were synthesized in

Google Docs and Google Excel sheets. Information was decoded following a mixed-method approach. Five major categories were developed from the responses to the questionnaire, and a detailed description was provided from the interview data. The interpretation of the data advanced with the support of relevant literature.

The data were collected from English faculty members of various universities in Bangladesh using Google Forms. Fifteen respondents, ranging from Lecturers to Associate Professors from different universities, provided their input on the use of documentary and film clips in their classes. The questionnaire included multiple-choice options, short answers, and a video upload option. The participants provided links to some of the video clips that they utilized in their classroom teaching, and they reported positive outcomes. (Figure 2)
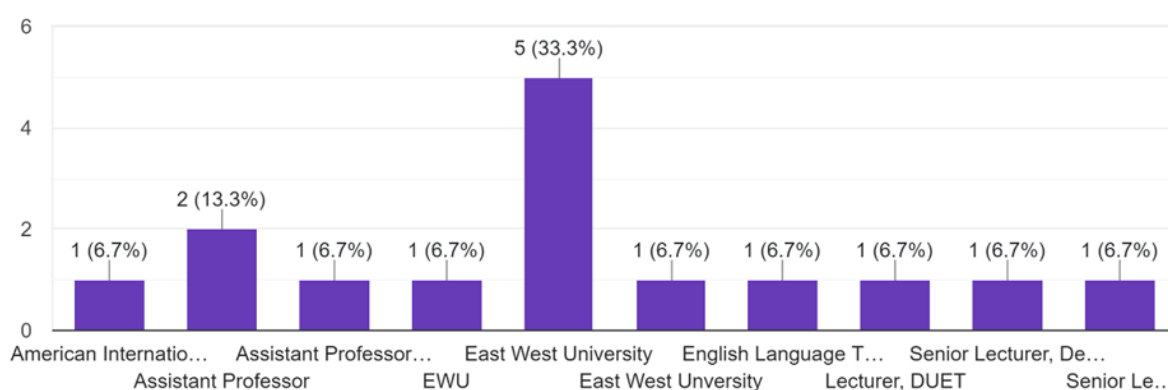
FIGURE 2
DATA TABLE SHOWING THE AFFILIATION OF RESPONDENTS FROM VARIOUS UNIVERSITIES

DESCRIPTION OF THE THREE CASES (SYLLABI ANALYSIS)

Three courses from the BA in English curriculum of the three leading private universities of Bangladesh have been selected as three cases for this research study. All the courses are three-credit-hr courses with different titles and codes though all the courses cover almost the same contents. The courses are a) The History of English, b) Sociolinguistics, and c) Psycholinguistics. The History of English courses of three universities will be termed EH-101, NH-101, and IH-101, Sociolinguistics will be termed ES-201, NS-201, and IS-201, and Psycholinguistics will be termed EP-301, NP-301, and IP-301. The analysis of the cases includes the description of the existing syllabi of all three courses.

The course descriptions of the History of English in all three syllabi cover the timeframe from Anglo-Saxon roots to the present, the very foundation of all human culture, and the evolution of English as a world language and the future of English. The case EH-101 sets learning outcomes for the students to enable students to use the English language as a transnational, organic property, and shape/reshape their language ideology (East West University, 2023). In the case of NH-101, students are expected to understand how a language evolves through a series of changes with the development of the English language from Old English to Middle English, from Medieval to Renaissance English, from

Renaissance to Modern English, and from modern to the English of our contemporary times (North South University, 2016). Likewise, the IH-101 syllabus helps students to understand the impact of the Norman Conquest and the expansion of the British Empire on the English language, the reason behind the differences between American and British English, and the ways social changes affected the English language and so on (Independent University Bangladesh, n.d.).

The next sample case is the Sociolinguistics course where the course description of the three syllabi of three universities discusses the diverse ways in which language, society, and culture entwine. The course learning outcomes specified for the case of ES-201 are set to enable students to understand the basic theories of sociolinguistics and interpret the theories in the light of real-life experiences. At the end of the course, students will develop the competence to explain and analyze sociolinguistic concepts in oral presentations and written assignments, and prepare coherent, comprehensive, and logically argued explanations of sociolinguistic theories (East West University, 2023). In the case of NS-201, the course gives an overview of the relations between language and society: The various patterns in society, human behavior, and linguistic variation. Students will be able to make links with related disciplines such as history, politics, and gender studies (North South University, 1993). The course IS-201 covers topics such as dialects, idiolects, education, occupation, social class, age, sex, culture, and ethnic background, language types: Standard, formal and informal; loan words, pidgins, and creoles; linguistic determinism, diglossia; and major varieties of English (Independent University Bangladesh, n.d.).

The third sample case taken into consideration in this study is Psycholinguistics, which is part of cognitive science and teaches the ways language is acquired, produced, and communicated. The principal focus of the case of EP-301 is on the first language acquisition and second language learning processes. They will also acquire expertise on how to analyze, compare, and interpret the principal features of the theories in the light of their real-life experiences (East West University, 2023). The same course in another university termed as NP-301 aims to examine how language is represented in the human mind. At the end of the study, students are expected to learn about the psychological and biological foundation of language. In this regard, aspects such as speech production and impairment, the perception and comprehension of language as well as the acquisition of language are also explored in this course (North South University, 1993). The IP-301 discusses aspects such as language and the brain; parts of the brain; brain and language acquisition; theories of first language acquisition; theories of second language acquisition; comprehension; language production; language mistakes and errors; dissolution: neurolinguistics and language loss, speech and language disorders (Independent University Bangladesh, n.d.).

The course contents and Course Learning Outcomes of the course are noticeably wide. Such a demanding set of outcomes appears to be challenging for students to understand, remember, analyze, or discuss if the course relies solely on conventional printed texts. All the learning outcomes of these courses aim for students to achieve practical skills, make 'informed decisions', and develop interpersonal skills through activities such as classroom interaction, group discussion, critiquing, peer feedback, and individual or group presentation. These practical skills require students to participate actively in the learning process.

FINDINGS AND DISCUSSION FROM THE QUESTIONNAIRE AND INTERVIEWS

The findings from the questionnaire show that most of the respondents (86%) use different audio-visual materials to teach their lessons in the classroom even though the course

materials of all three syllabi neither incorporate nor give any hint of using audio-visual materials in the classroom. The participants provided the links of some clips of films and documentaries that the respondents utilized in their classroom teaching.

The analysis of those documentaries and film clips used in history class shows that these materials can help in achieving the learning outcomes of the course in an effective way. For example, "The Adventure of English" - Episode 1" Birth of a Language - BBC Documentary" (Carter, 2015) shows the evolution of the English language from 2000 years back which seems to have close association with the modern Frisian language. The documentary highlights English dialects in certain areas, the connection of the language with historical events, and includes discussions of language expert Kathryn A. Lowe (University of Glasgow, Scotland) who gives an overview of the evolution of Anglo-Saxon and Old English. In "Where did English come from?" (TED-ED, 2015a). Claire Bower (Senior Digital Communications Manager at the University of Glasgow, Scotland) gives a picture of the origin of English dialects and the commonalities of those with other languages. The documentary discusses the ancient roots of the English language and its association with the conquerors. With examples from Beowulf (the epic poem Beowulf is the longest surviving and most important Old English text), the learning video tells how Old English was brought to the British Isle in the 5th and 6th centuries by the Angles, Saxons, and Jutes. Moreover, various sounds and borrowed words from French, Norse, Latin, etc. It helps us understand how the English language has evolved over time. Likewise, other documentaries, such as "History of England" (Fire of Learning, 2011) "Invasion, Invasion, Invasion" (Horrible Histories, 2018), "Mind Your Language" (Mind Your Language, n.d.), and the film *The Linguists* directed by Gregory Anderson and K. David Harrison can help the course achieve its outcomes such as identifying the sociolinguistic, sociopolitical and socio-economic factors influencing the evolution and spread of English as a world language.

Hence, historical documentaries have the potential 'to depict past events realistically in a short time' (Maskun et al., 2021), and compared to written texts or conventional pedagogic methods, historical films can provide 'a compelling narrative' that can keep History and English students engaged" (Reynaud, 2008). Most importantly the use of these films and documentaries will help the learners formulate the habit of critically analyzing (history) texts and make and enact informed decisions in academic and professional contexts at the 'glocal' level. Therefore, the integration of media literacy in history education programs will develop the ideas of history as a collective and scientific construction, of the nature of history, and elements attached to teaching scientific historical thinking (Wagnar, 2018) which align with the fundamental, social, and thinking domains of Bloom's taxonomy.

Besides the written texts, in the Sociolinguistics course, "The Concept of Language" - Noam Chomsky (UW Video, 2007) can teach how languages are systems of communication rooted in human nature as in the interview Chomsky discusses the politics of national language, national state, and the ways language changes. Students can also be familiar with MIT Professor and Linguist Noam Chomsky by watching "The Concept of Language". "How Language shapes the way we think", clips from the movie *My Fair Lady* can help students understand the language theory as well as can help them develop their cognitive level better. In (Alluri, 2018) opines that "culture is always embedded in the language". Hence, introducing various cultures to students through films can make students tolerant, liberal and sensitive to other cultures and respect them" which aligns with the course learning outcomes of the Sociolinguistics course. Therefore, using video materials in the classroom will result in better learning outcomes, the goal of BNFQ Education Ministry.

In Psycholinguistics, along with the written texts, Stages of Cognitive Development (Sprouts, 2014), "Language and Our Thoughts" (TED, 2018) "Benefits of a Bilingual Brain"

(TED-Ed, 2015b) and "A School for Special Children" (Smiling Children Special School, 2013), *The Human Language Series*, 1995, with three episodes can help students to understand the relationships between human psychology and linguistics performance and comprehend the mechanism of language production and comprehension. Education 4.0 in the 21st century responds to "the need for the emergence of the fourth industrial revolution where humans and machines are aligned to find solutions, solve problems and of course find innovation possibilities (Dewi et al., 2021)". The proper utilization of documentaries, film clips, and other audio-visual materials in the psycholinguistics syllabi would enable students to understand the confluence of neuroscience, and cognitive psychology, and help learners better utilization of human brain and language-that is how to attain the Social and Thinking Domain of Bloom's Taxonomy and meet the challenges of 21st century.

The following chart shows the outcomes of integrating film & documentaries in the three courses mentioned in the study: (Table 2)

Table 2 THE OUTCOMES OF INTEGRATING FILMS & DOCUMENTARIES	
Course Name	**Impact of integrating Film & Documentaries**
The History of English	Help in achieving better learning outcomes
	Help the learners formulate the habit of critically analyzing (history) text
	Help them develop their cognitive level better
	Keep students more engaged
Psycholinguistics	Facilitate them to develop deeper awareness
	Help them to take informed decisions in academic and professional contexts at the 'glocal' level
	Make students tolerant, liberal and sensitive to other cultures and respect
Sociolinguistics	Help learners' better utilization of human brain and language-that is how to attain the Social and Thinking Domain
	Help students to understand the relationships between human psychology and linguistics performance and comprehend the mechanism of language production and comprehension.

EFFECTIVENESS OF INCORPORATING FILMS AND DOCUMENTARIES IN COURSE CONTENT AND CLASSROOM

All the survey respondents unanimously agreed that the incorporation of films and documentaries in the lessons is highly effective. The survey result states that 13 among 15 (86.7%) course instructors use films and documentaries in their lesson plans to make the lessons "more interesting and engaging" which resonates with the findings of (Shabiralyani, 2015) that integration of digital media in classrooms encourages students' learning process by making it easier, interesting, and effective. (Figure 3)
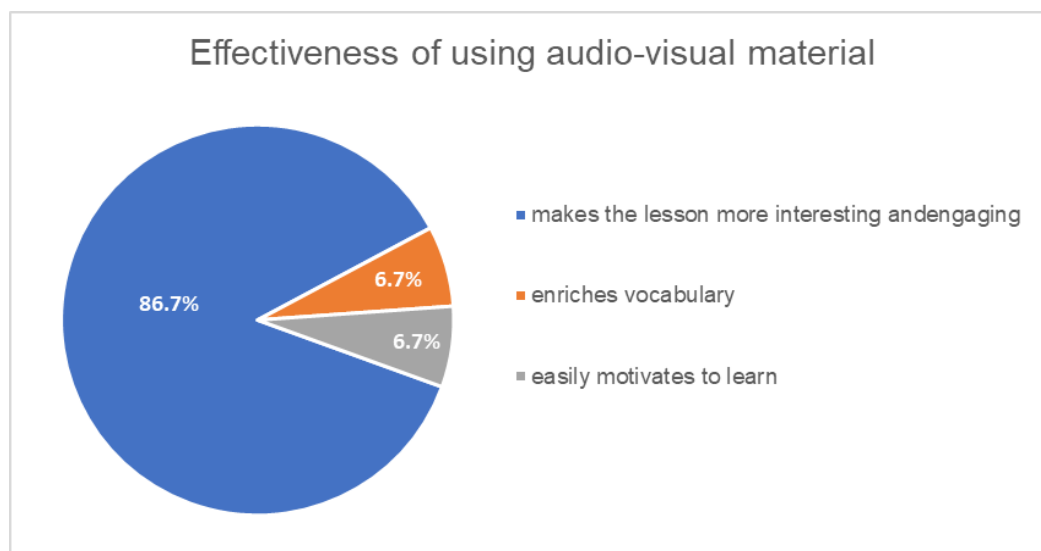
FIGURE 3
**EFFECTIVENESS OF USING AUDIO VISUAL MATERIALS**

Apart from that, one of the respondents said this inclusion "motivates learners towards studies" while another said that the exposure to audio-video materials helps the learners to "acquire new vocabularies" easily. In the interview session, one of the interviewees mentioned that she often uses audio-visual aids in her lessons as these enhance students' comprehensibility of particular content. Moreover, the respondent witnessed that the students can also master important linguistic features by experiencing "real practices of language". Other two interviewees said that the main reasons for using films and documentaries in the lessons are- these visual aids "engage" the learners with class lessons, present "a comprehensive picture" of specific content, "spice up" monotonous theoretical input, "transforms passive students into active learners", etc. More importantly, they added, that as the students get actively involved in the lessons and try to relate videos with their schema (existing knowledge), they hardly forget newly learned content. In (Shamsideen, 2016) asserts that audio-visual materials such as films and documentaries can extend experience, encourage participation, stimulate interest, and serve as a source of information, and make learning permanent. Moreover, after watching a documentary or interesting video, the students often spontaneously share their opinions and analyze different points from their perspectives. In (Berk, 2009) also contends that "the verbal and visual components of a video potentially provide a best fit to the characteristics of this Net Generation of students and a valid approach to tap their multiple intelligences and learning styles".

The survey and interviews clearly show that the course description and expected learning outcomes of the three syllabi were mostly met by integrating audio-visual aids in their lessons. The survey results indicate that 26.7% of the respondents believed that the Social Domain is being targeted if the lesson uses audio-visual aids; 20% of respondents said that the Thinking Domain, and 13.3% said the Personal Domain is being targeted. The rest of them said a combination of Thinking and Social Domains is connected with the incorporation of audio-visual aids in a lesson. (Figure 4)
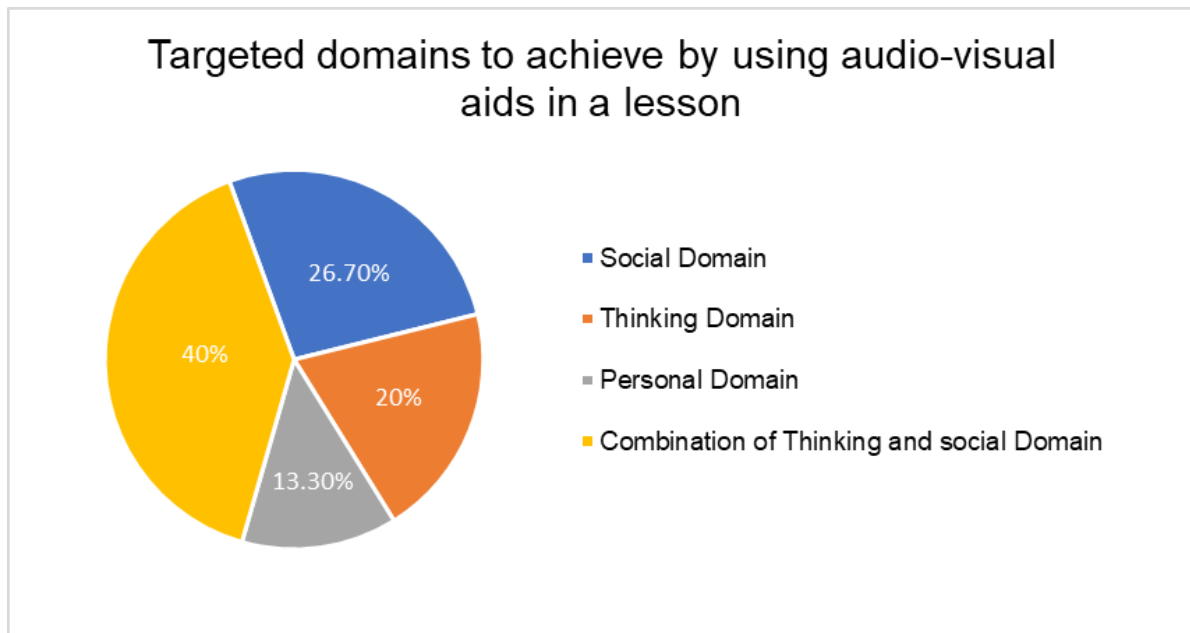
FIGURE 4
TARGETED DOMAINS TO ACHIEVE BY USING AUDIO-VISUAL MATERIALS

Another survey showed that 33.3% of respondents said Middle Order Thinking Skills (applying, analyzing) can be attained through audio-visual aids; 20% of respondents said Higher Order Thinking Skills (evaluating, creating) can be achieved where as 13.3% of respondents said that Lower Order Thinking Skills (remembering, understanding) can be achieved by adding audio-visual aids in the lessons. Interestingly, 36.4% of respondents opted for a combination of all skills that can be covered by this integration. Therefore, it is evident that course instructors are utilizing the films and documentaries to achieve the learning outcomes set by the BNFQ although there is no integration of any such materials in the syllabus or curriculum. (Figure 5)
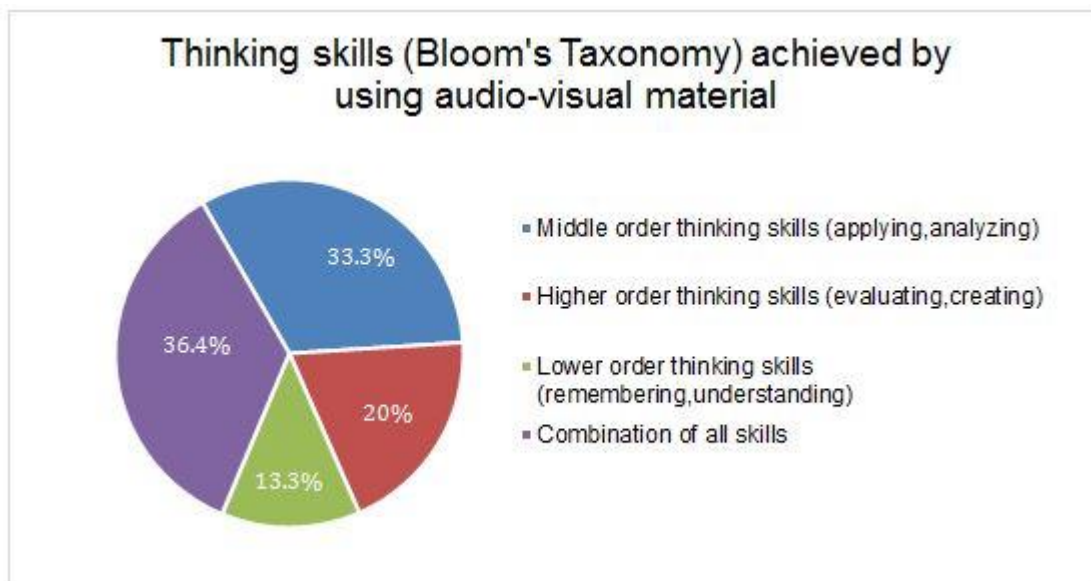
FIGURE 5
THINKING SKILLS (BLOOM'S TAXONOMY) ACHIEVED BY USING AUDIO-VISUAL MATERIALS

INTEGRATION OF FILM AND DOCUMENTARIES IN ASSESSMENT

It is interesting to notice that though most of the respondents use film clips or documentaries in their classroom teaching of these three courses, 46.2% of the respondents do not assess the students on those video materials. The survey shows instructors are not considering audio-visual materials/ tools to assess their students because of a lack of technical support, habituation with written text for years, a dearth in students' level of understanding, lack of significance to replace other assessments, etc. Respondents who are assessing their students based on audio-visual tasks are mainly allotting the marks in the criteria of class performance or class participation. Though the stigma of showing video clips or films in class as a lazy activity has lessened, the inertia of taking audio-visual tools or materials as assessment criteria still prevails. However, the traditional assessment process does little to develop skills such as creativity, innovation, and collaboration (Perry, 2018). Therefore, practical development and management of audio-visual technologies within the curriculum in higher education institutions in developing economies is recommended (Owusu, 2020; Perry, 2018).

The BNFQ prescribes that the 21st-century skill is to be assessed through alternative forms of formative assessment in combination with effective summative assessment such as video presentations, filmmaking, digital essays, documentary making, social experiments, etc. Such tasks can build up students' Fundamental Domain, Social Domain, Thinking Domain, and Personal Domain. Students can be assigned take-home assignments individually or in groups. Researchers also confirmed that retention is low if students are not able to touch and to perform any skill more than once — they need to perform a skill many times through real-life learning experiences before they can master the skill. In (Shelly et al., 2010). That is why, educators in institutions of higher learning should consider "using creative and transformative assessments that are less generic and more personal and impactful and develop skills for employability and help students get much more out of the learning" (Perry, 2018).

Adverse Effects

The findings from both the survey and the interviews reflect the stigma, resilience, and adversity in full utilization of movie clips and documentaries. The respondents shared their concerns about not using the audio-visual materials as core materials or for assessing students. Students may become too dependent on audio-visual tools or might not consider reading as a serious activity. Sometimes teachers may become and over-dependent on the use of these materials and tend to give less importance to classroom interaction and discussion. The smooth switching from audio-visual tools to the regular lecture might sometimes disrupt the flow of the class. In (Wagnar, 2018) also mentioned time management and motivating all the students in a class as challenging factors.

Challenges

The respondents mentioned some contextual challenges and limitations both in the interview and the survey question. Firstly, infrastructural challenges such as poor quality of projectors, computers, speakers, headphones, internet connection, lack of sound-proof classrooms, etc., internet instability, and unstable electricity made the implementation of audio-visual material challenging in all the universities of Bangladesh. Secondly, the lack of technological pedagogical, and other related knowledge on the teachers' part made the inclusion of audio-visual material in classroom teaching more difficult. Lastly, Insufficient skill in time management, large classrooms, lack of resources, and some common prejudices in using audio-visual materials created hindrances in getting the best outcomes of incorporating audio-visual materials in the BA English curriculum. These findings also echo with what (Taher et al., 2016) mentioned in their study.

Suggestions to Overcome the Challenges

The respondents suggested ways to overcome the challenges of using audio-visual tools in the classroom in the survey and the interview. To make the inclusion of audio-visual materials successful, the instructors are advised to take some preparation. If the instructors prepare pre-and-post activities of the audio-visual materials in each lesson, the students will pay more attention and the post discussions will be livelier and more interactive. To maximize the benefits of each lesson, competent teachers are needed to handle the technical issues since audio-visual aids are technology-based and should be prepared with alternative engaging group tasks in case audio-visual tools do not work. Both the teachers and the students should be provided with proper orientation to the system. In (Taher et al., 2016) also gave importance to proper training in their study. It is challenging to develop infrastructure such as introducing apps, language labs with electronic devices, and well-equipped classrooms in developing countries. In such cases, YouTube videos, documentaries, and films available on the internet can help overcome the unavailability of teaching material. Designing contextualized materials and blending those materials with other effective tools according to the students' needs as well as the demand of the context is given the most importance and the curriculum, and syllabus should be redesigned to accommodate audio-visual lessons. The university library should have an archive for digital media such as films, documentaries, interviews, etc. to make it available for all the faculty members and students.

LIMITATIONS

This paper has limitations since it produces a survey only among a small group of respondents as it requires responses from an overly specific group of academics. To conduct this study, purposive sampling has been deliberately adopted as the researchers receive qualitative responses through this approach which increases the possibility of getting more rich insights and precise research findings on a particular topic.

CONCLUSION

The policy makers, curriculum planners, and course instructors should consider the fact that we are living in an era of Information and Technological advancement where pupils seamlessly incorporate technology into their daily lives. To make each lesson more effective and more appealing to the students of the current generation, the integration of films and documentaries is necessary. A good number of educators think that the incorporation of audio-visual materials is directly connected with all 4 domains prescribed by BNFQ. Although there are some challenges in the inclusion of film and documentaries within the curriculum, the problems can be mitigated if the instructors choose contextual audio-video materials with the alignment of the topic and course learning outcomes. Outcome Based Education emphasizes the measurability of each component in a curriculum. Therefore, it is pertinent for the educational institutions of Bangladesh to start integrating audio-visual tools in the curricula of tertiary education to achieve the goals of outcome-based education.

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