

A Mixed Methods Study of Factors Influencing Chinese EFL Learners' Attitudes toward Learning English through Videos

Pengyu Wang^{1,*}

¹ Guangzhou Institute of Science and Technology, Guangzhou 510080, China

***Corresponding author**

Pengyu Wang

pengyuem@163.com

Received: 7 April 2025 /Accepted: 28 April 2025 /Published online: 2 May 2025

Abstract

Learning English through videos has long been proven to be an effective English learning method. However, Chinese English learners have quite different attitudes towards this approach. This paper uses both quantitative and qualitative methods to investigate and analyze the factors that influence Chinese English learners' attitudes towards learning English by watching videos. The research shows that encouragement from teachers is the most crucial influencing factor. Some suggestions for Chinese teachers, educational departments, and parents are also put forward in the paper.

Keywords: EFL Learning; Attitudes; Videos; Incidental Learning; Mixed Methods

1. Introduction

For a long time, authentic English-language videos could be served as a potent means for vocabulary acquisition and function as a catalyst for enhancing and supplementing conventional classroom instruction (Karami, 2019; Mirvan, 2013; Pitriana and Syahrudin, 2013). Leveraging the swift advancements in technology and the widespread availability of the Internet, videos have emerged as an effective tool for English language learning in recent decades (Arndt and Woore, 2018). Nevertheless, the existing research has predominantly concentrated on learners in Western nations, leaving a gap in understanding whether and how videos can augment the Chinese EFL curriculum and its ongoing educational reforms (Zhong and Shen, 2002). Indeed, the incorporation of videos into English language education remains relatively rare in China, even amidst its significant technological and economic advancements. A plausible explanation for this could be that Chinese students may lack a definitive awareness and appropriate attitude about the effectiveness of watching videos to learn English. This study has tried to identify the factors affecting the attitudes by quantitative and qualitative investigations. Additionally, valuable perspectives for policymakers, educators, and parents are offered to deepen their comprehension of this English pedagogical methodology and help them implement the approach more effectively.

2. Literature Review

Videos have long been recognized as a valuable tool in English Language Teaching (ELT), with research spanning decades highlighting their potential to boost language acquisition. Early studies in the 1960s, such as Gattegno's (1969) work, proposed television as a complementary method for children's language development. By the 1990s, scholars began examining video's role in language education more deeply. For instance, Garza (1991) explored how subtitles influence comprehension of video content, while Sherman (2003) advocated strongly for using authentic videos in classrooms to enhance engagement. More recently, Mirvan (2013) emphasized that incorporating English films into EFL settings offers both creative and learner-friendly teaching strategies.

Incidental language learning, which occurs through leisure activities like reading, listening to podcasts, or watching films rather than structured study, has also drawn academic interest. Empirical research (Webb, 2015; Peters and Webb, 2018) have demonstrated that EFL (English as a Foreign Language) learners can gain vocabulary knowledge incidentally by engaging with video content. Peters and Webb (2018) tested the impact of a single TV episode on vocabulary retention, finding viewers learned an average of four new words after an hour-long program. Beyond individual vocabulary, research by Puimège and Peters (2019) revealed that recurring phrases (e.g., "I don't know") can also be absorbed naturally through audiovisual exposure. These findings collectively underscore the subtle yet measurable ways informal media consumption contributes to language acquisition.

The above-reviewed literature provided a theoretical foundation and empirical evidence for the effectiveness of language acquisition from videos. To date, little research has attempted to understand students' attitudes toward English videos in the Chinese context. Wang (2024) conducted a study investigating the differences in attitudes towards learning English through videos among English learners in the eastern and western regions of China. His findings concluded that English learners in the eastern part of China (economically developed) exhibited a more positive attitude compared to those in the central and western regions (economically less developed). However, he did not analyze the reasons behind the formation of this disparity. To address this research gap, this study employs a questionnaire survey and interviews to explore the factors influencing Chinese EFL learners' attitudes towards learning English through videos. The research questions are:

- (1) What are the potential factors which can affect Chinese EFL learners' attitudes towards learning English through videos?
- (2) Among these factors, which are more important and which are irrelevant?

3. Data Collection

Here are two sequential stages in data collection. The first stage was quantitative data collection including 100 participants' responses to a questionnaire. The second stage included qualitative data collected through three interviews.

3.1. Participants

In the quantitative part, the web-based online questionnaire survey has been employed. It involved 100 Chinese undergraduate students, aged between 18 and 22 years old. Due to their recent graduation from high school, these university students possess a clear memory of the English teaching methods used by their former high school teachers. The researchers distributed the questionnaire by accessing online chat groups at several universities. The vast majority of participants filled in their CET-4 (College English Test Band 4) scores in the questionnaire. The results showed that their English proficiency was between lower to upper intermediate.

In the qualitative part, the three interviewees were selected from the participants who completed the questionnaire and left their WeChat ID. Table 1 presents the profiles of the three interviewees.

Table 1. Profiles of Interviewees

Name (pseudonym)	Age	Gender	Region	Major	Parents' occupations (Mother / Father)	English proficiency
Harris	19	Male	Guizhou	Biology	Waiter / Worker	Low to medium
Nancy	19	Female	Jiangsu	Spanish and English	English teacher / Civil servant	Advanced
Lewis	20	Male	Gansu	Philosophy	Professor / Businessman	Medium to high

3.2. Methodology

In the quantitative phase, an online questionnaire was developed for the participants. The questionnaire consisted of four parts. In the first part, participants were asked to write down some of their personal background information. In the second part, the objective was to ascertain the viewpoints of the subjects with regard to acquiring knowledge of the English language via the medium of videos. This segment was designed based on the 5-point Likert scale, which asked the participants to judge whether they agreed with the statements. The degrees of agreement were '*strongly disagree*', '*disagree*', '*neutral*', '*agree*' and '*strongly agree*'. This section was further subdivided into two components, the first of which examined the participants' attitudes regarding the use of English videos for learning purposes during their spare time (e.g., watching English videos is an effective means of building English vocabulary). The second component aimed to investigate the respondents' feelings and attitudes towards the pedagogical methods employed by their teachers for incorporating English videos into classroom instruction (e.g., 'Playing videos in class is boring'). The third part also adopted a 5-point Likert scale framework that asked subjects to indicate the frequency (*never*, *seldom*, *often*, *usually*, *always*) of related experiences about watching English videos. Three primary factors, namely 'personal,' 'family,' and 'teacher,' were

individually examined. The fourth part comprised five related questions, which were mainly about the participants' interests and knowledge of English videos.

There is no existing questionnaire template that has been well-developed for investigating attitudes towards learning English through videos in Chinese contexts. Hence, the researcher designed this original questionnaire. The reliability and validity of the questionnaire have been examined by reliability analysis and factor analysis, respectively. Table 2 presents the results of the reliability analysis. The Cronbach's Alphas of the two dimensions of the questionnaire items are .862 and .838, which indicate the questionnaire had great internal consistency and reliability.

Table 2. Reliability Test

Variable Categories	Cronbach's Alpha
Attitudes	.862
Factors	.838

The validity was tested using Exploratory Factor Analysis (EFA). Table 3 presents that the KMO value is .872 ($> .7$) and the p -value of Bartlett's Test of Sphericity is .000, which means that this questionnaire is appropriate for conducting EFA. Table 4 indicates that the cumulative variance contribution rate is 73.433%, which explains that the six components can extract most of the information on the question items. Table 5 presents that the loads of all the 20 questionnaire items are larger than .5 on the sole components, which means the items have considerable validity.

Table 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.872
Bartlett's Test of Sphericity	Approx. Chi-Square	1062.472
	df	190
	Sig.	.000

Table 4. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.737	38.686	38.686	7.737	38.686	38.686	5.468	27.339	27.339

2	2.193	10.963	49.649	2.193	10.963	49.649	2.98 1	14.906	42.245
3	1.387	6.936	56.585	1.387	6.936	56.585	2.12 9	10.646	52.892
4	1.203	6.016	62.602	1.203	6.016	62.602	1.66 9	8.344	61.236
5	1.156	5.780	68.382	1.156	5.780	68.382	1.23 4	6.169	67.405
6	1.010	5.051	73.433	1.010	5.051	73.433	1.20 6	6.028	73.433
7	.658	3.290	76.724						
8	.587	2.933	79.656						
9	.550	2.751	82.408						
10	.506	2.531	84.939						
11	.483	2.414	87.353						
12	.436	2.181	89.534						
13	.398	1.991	91.524						
14	.322	1.610	93.134						
15	.309	1.545	94.679						
16	.279	1.396	96.076						
17	.241	1.207	97.282						
18	.212	1.059	98.341						
19	.175	.875	99.217						
20	.157	.783	100.000						

Note. Extraction Method: Principal Component Analysis.

Table 5. Rotated Component Matrix

	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6
Q1	.866					
Q2	.858					
Q3	.798					
Q4	.768					
Q5	.726					
Q6	.708					
Q7	.702					
Q8	.660					
Q9		.813				
Q10		.780				
Q11		.680				
Q12		.553				
Q13			.884			
Q14			.628			
Q15			.518			
Q16				.854		
Q17				.849		
Q18					.738	
Q19					.665	
Q20						.717

Note. Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 11 iterations.

In the qualitative phase, the researcher interviewed three subjects who were willing to share their thoughts and experiences. The interviews were based on the questionnaire and delved deeper into the participants' attitudes towards watching videos for learning English combined with their different personal experiences. The three interviewees came from different regions of China and had completely different family and academic backgrounds. The interviews were semi-structured

and consisted of five main parts. The first part was about their detailed personal information. The second part provided some questions about their interest in watching English videos, the purposes of watching videos and their attitudes towards learning English through videos. The third part included some questions about their parents' and teachers' attitudes and behaviours regarding watching English videos. During the process, the interview had considerable freedom. The interview questions were different for every participant but the outlines were the same. Thematic analysis, which is a common and useful method for analyzing qualitative data, was used to analyze the interview. The interviews were conducted in Chinese and the data was transcribed and translated to English by the author.

4. Results and Discussion

Table 6 presents the means and standard deviations of ten items regarding to the different aspects of learners' attitudes.

Table 6. Attitudes of Learning English through Videos

Attitudes	Means	Standard Deviation
Videos can help me improve listening and speaking skills	4.34	.678
Videos can help me build vocabulary	3.16	.874
Videos are rich resource for learning English	4.11	.800
Videos can help me get pleasure	3.29	1.041
I can pick up knowledge through viedos	4.25	.782
I prefer to spend more time watching English videos	3.53	1.002
I feel motivated when my teacher uses videos in English class	4.23	.974
I feel distracted when my teacher uses videos in English class	3.51	1.063
I feel bored when my teacher uses videos in English class	4.08	.874
Video can improve my English learning efficiency	3.24	.925

Note. "I feel bored when my teacher uses videos in English class" and "I feel distracted when my teacher uses videos in English class" are two adverse options for anti-cheating.

Table 7. Model Summary

R ^a	R Square	Adjusted R Square	Std. The error of the Estimate
.743	.553	.503	4.659

a. Predictors: (Constant), AC, FL, EN, FH, TE, IN, VU, LV, FE, TG

Note. LV = I look up unfamiliar words and collocations in English videos. EN = I watch English videos for entertainment. FL = I watch English videos for learning English. AC = Difficulty in accessing English videos of interest. IN = The Interest in English and American culture. VU = My teachers used English videos in teaching activities. TE = My teachers encouraged us to watch English videos for learning English. TG = My teachers gave us detailed guidance to watch English videos for learning English. FE = My family members encouraged me to watch English videos for learning English. FH = My family members directly helped me to find appropriate English videos for learning English.

Table 8. ANOVA^a

	Sum of Squares	<i>df</i>	Mean Square	F	Sig.
Regression	2439.808	10	243.981	11.242	.000 ^b
Residual	1974.947	91	21.703		
Total	4414.755	101			

Note. a. Dependent Variable: OA (Overall Attitudes)

b. Predictors: (Constant), AC, FL, EN, FH, TE, IN, VU, LV, FE, TG

Ten potential factors investigated in the questionnaire which may influence the attitudes created a model to run Multiple Regression to examine if they could predict the attitude towards learning English from watching videos. Consequently, the influential factors have been figured out. To avoid the interference of the overlapping components of different aspects of attitudes, the attitudes scores were summed up to be the dependent variable. The independent variables were the ten potential factors. Table 10 reflects the predictive accuracy of this model. Table 8 presents the model summary and Table 4 represents the ANOVA results. The two tables indicate that the overall regression was statistically significant (Adjusted $R^2 = .503$, $F(10, 91) = 11.242$, $p = .000$). The adjusted R-squared proves it is an acceptable model in social science (Ozili, 2023).

Table 9. Coefficients

	Unstandardized Coefficients B	Coefficients Std. Error	Standardized Coefficients Beta	<i>t</i>	Sig.
(Constant)	14.45	2.730		5.293	.000
Look up new words	1.666	.620	.258	2.688	.009
For entertainment	.929	.606	.129	1.534	.129

For learning	1.363	.557	.195	2.446	.016
Videos used in teaching	.254	.761	.032	.334	.739
Teacher's encouragement	1.993	.632	.307	3.154	.002
Teacher's guidance	-.23	.714	-.003	-.032	.975
Family's encouragement	.91	.593	.153	1.534	.129
Family's direct help	-1.159	.512	-.204	-2.263	.026
Interest in culture	1.333	.586	.196	2.276	.025
Access to videos	-.211	.613	-.033	-.344	.732

Note. Dependent Variable: OA (Overall Attitudes).

Table 9 presents the Coefficients Betas and the p values of every potential factor. There are three personal factors which influenced the attitudes towards learning English from videos. Firstly, it was found that participants' habit they look up unfamiliar words and collocations when they watch English videos (LV) significantly predicted the attitudes ($\beta = .258, p = .009$). It means that individuals might have more positive attitudes towards learning English from videos if they were more inclined to pay attention to unfamiliar words and collocations when they watch English videos. Secondly, it was found that participants who watch English videos for the purpose of learning (FL) significantly predicted the attitudes ($\beta = .196, p = .016$). It indicates that individuals might show more positive attitudes towards learning English from videos if they watched videos for the purpose of learning English more frequently. Thirdly, it was found that participants' interest in British and American culture (IN) significantly predicted the attitudes ($\beta = .196, p = .025$). It means that if individuals were more interested in British and American culture, they were more likely to have positive attitudes. There are also two influential factors regarding teachers and families. It was found that the teacher's encouragement predicted the attitudes ($\beta = .307, p = .002$). It suggests that if individuals' teachers gave their encouragement in watching videos for learning English (TE) more frequently, they are more likely to have positive attitudes. Its value is the highest one among those factors. Lastly, it was found that family members' direct help to find English videos for learning (FH) significantly predicted the attitudes ($\beta = -.204, p = .026$). From the statistics, it can be seen that teachers' encouragement (TE) was the most influential one among the five factors. Surprisingly, the Coefficients Beta of family's help (FH) was minus, which means that the more frequently individuals' family members gave them direct help to find appropriate videos for learning English, the more possibility they had of negative attitudes.

Five other anticipated factors did not significantly predict the attitudes in this regression. They were 'the frequency of watching English videos for the purpose of entertainment (EN)' ($\beta = .129$,

$p = .129$); ‘The frequency of teachers using English videos in teaching activities (VU)’ ($\beta = .32$, $p = .129$); ‘The frequency of teachers giving detailed guidance to watch English videos for learning English (TG)’ ($\beta = -.003$, $p = .975$); ‘The frequency of family members encouraging to watch English videos for learning English (FE)’ ($\beta = -.153$, $p = .129$); and ‘The difficulty in accessing English videos of interest (AC)’ ($\beta = -.033$, $p = .732$).

Apart from the statistics of the quantitative results shown above, the precious statements of the three interviewees helped to provide more insight into the factors that influence attitudes towards learning English through videos.

The definition of Theme 1: Influential Factor (Individual) is ‘What influenced their attitudes towards watching English videos from a personal perspective.’ There are five sub-categories affiliated to it. This section explored the various aspects of personal factors which have influenced their attitudes towards learning English through videos. Figure 1 concludes and organises the statements from the three interviewees to make them clearer.

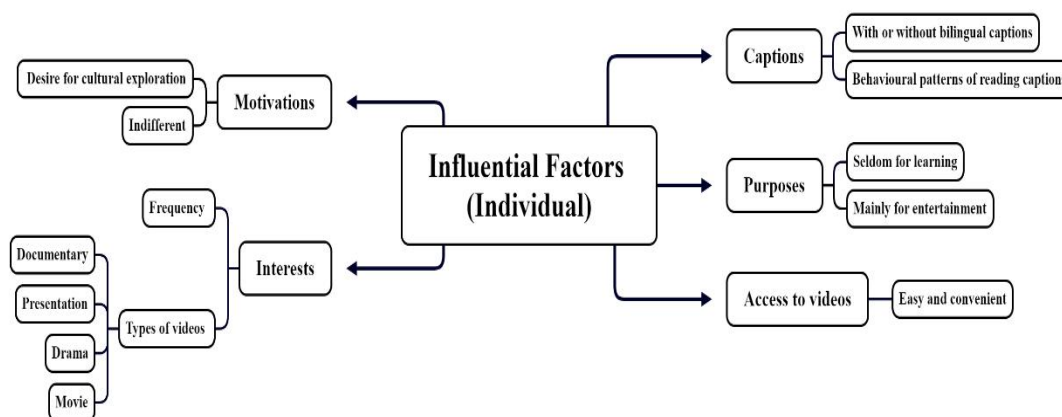


Figure 1. Theme 1: Influential Factors (Individual)

Table 10. Theme 1: Influential Factors (Individual) Sub-category 1: Captions

Watching English videos with or without subtitles and how they feel and react to subtitles	
Interviewee	Statements
Nancy	Whether the videos have captions [‘Most of the English videos I watch are with bilingual subtitles.’]
	Behavioural patterns of reading captions [‘I don’t keep my eyes on the Chinese subtitles, I give priority to the English subtitles because my ears hear the English first, and then I look at the English words first to see if they are the same as what I hear, and then if I feel I don’t hear a word, I can glance at the Chinese subtitles.’]
Lewis	Whether the videos have captions [‘The English videos I watch are all with Chinese and English subtitles.’]

Behavioural patterns of reading captions [‘I usually watch them together, giving priority to the English subtitles, and if I don’t know the words I will go to the English subtitles.’]

Whether the videos have captions [‘All the English videos I watch are subtitled in both Chinese and English.’]

Harris

Behavioural patterns of reading captions [‘Most of the time I watch Chinese subtitles because I don’t know many of the words in the English subtitles, so I habitually give priority to Chinese subtitles.’]

This sub-category is closely correlated with the factor ‘the frequency of paying attention to unfamiliar vocabularies when watching English videos’. The three interviewee’s experiences were not identical. The Chinese subtitles primarily functioned as an immediate dictionary and a device for checking their listening accuracy, as they would look up the Chinese captions when they encountered unfamiliar or uncertain words. This was because their sufficient English proficiency made them understand a considerable part of English videos. As previous empirical studies (Garza, 1991; Neuman and Koskinen, 1992) suggested that captions could drastically improve the efficiency of incidental vocabulary acquisition, for Nancy and Lewis, their attitudes towards learning English through videos must be positive since they had a clear perception of the improvement that comes from watching English videos. However, this kind of perception was not so obvious for Harris because the Chinese caption was the preferred choice for him since his weak English competence limited his understanding of the English dubbings and captions. It confirms Webb and Rodgers (2009)’s findings that only when language learners have achieved a certain level of English proficiency, they can incidentally learn vocabulary from watching TV. From this perspective, for those who are not able to understand a certain portion of words in an English video, their attitude towards vocabulary acquisition from videos may be more negative. Therefore, if EFL learners can cultivate a habit of paying attention to the captions and unfamiliar words, they will perceive the acquisition of vocabulary and consequently, improve their attitudes towards learning English through videos.

Table 11. Theme 1: Influential Factors (Individual) Sub-category 2: Purposes

The purpose of watching English videos (fun or learning)

Interviewee	Statements
Nancy	The purpose of watching English videos [‘I won’t watch (English videos) specifically to improve my English, or force myself to watch something for as long as I want every day.’]
Lewis	The purpose of watching English videos [‘The purpose of watching English videos is mostly recreational with a little bit of a learning purpose.’]
Harris	The purpose of watching English videos [‘It’s simply for relaxation and entertainment, not for the purpose of learning.’]

This sub-category corresponds with the two factor items ‘watching English for entertainment’ and ‘watching English videos for learning’. All three interviewees watched English videos basically for relaxation and entertainment. Their words gave evidence for the effect of incidental learning from watching videos because they perceived the improvement of English skills even if their purpose was entertainment only.

Table 12. Theme 1: Influential Factors (Individual) Sub-category 3: Motivations

Whether there is something that motivates them to watch English videos	
Interviewee	Statements
	The desire for cultural exploration [‘As a form of entertainment, I really enjoy watching movies. In the age of the internet, it is easy to get in touch with foreign cultures. Finding British and American culture interesting, I will watch more (English) TV shows and movies. I hope to see what the world looks like from wide-ranging videos.’]
Nancy	Positive feedback [‘I can feel that my English expressions have been improved in a real way by watching English videos. In one activity, I realised that I had accumulated a lot of English expressions and could express myself comfortably due to my regular watching of English videos.’]
Lewis	The desire for cultural exploration [‘It was mainly out of interest in learning about some foreign cultures and information. I can learn some interesting things about the West culture through videos and that’s the main thing that drives me (to watch English videos).’]
Harris	Indifferent to English videos [‘I don’t watch a lot of English videos. I can’t say I’m interested or not interested, and I don’t really have a feeling for British and American culture. It’s not really an interest (in watching films etc.). I have other interests.’]

Table 13. Theme 1: Influential Factors (Individual) Sub-category 4: Interests in English videos

How interested they are in different types or subjects of English videos	
Interviewee	Statements
	Movies and dramas [‘About British and American dramas and also movies are very enjoyable to watch and watch more. I basically catch up with the drama every day and have a strong interest in it.’]
Nancy	Lectures [‘Occasionally I watch videos of talks, similar to TED talks. Once or twice a week, occasionally there are times when I see a topic that I find new or interesting and I might just click in and watch it. And occasionally I’ll watch English football commentary.’]
Lewis	Documentaries [‘English-language documentaries, including BBC documentaries, some about animals, and the Air Hulk series.’]
	Short videos ‘Movies as well as short videos. Short videos are mainly for funny content and

content about sports.’]

Harris	Classic movies [‘Watch mainly English language films, but not many. Mainly very famous films like The Shawshank Redemption and Forrest Gump.’]
--------	--

From the statement in Tables 12 and 13, it can be concluded that interest has an essential influence on attitude. Nancy has a strong interest in watching English movies and dramas, Lewis especially prefers documentaries. Their core drivers for watching English videos are an interest in British and American culture and a desire to explore different areas. As their exposure to English videos increases, they will naturally feel an improvement in their English skills. In the long run, their attitude towards watching videos to learn English will become more and more positive. This pattern fits with what Nancy stated ‘positive feedback’. Harris’ attitudes towards learning English through videos were more conservative than Nancy and Lewis’, this could be explained by his lack of interest in English and American culture and his inadequate experiences of watching English videos. Thus, promoting language learners to exposure to more English videos and cultivating their interests in exotic cultures may play a vital role for them to improve their attitudes.

Table 14. Theme 1: Influential Factors (Individual) Sub-category 5: Access to English video resources

Whether they can easily access the English video resources which they are interested in

Interviewee	Statements
Nancy	Easy to access [‘Internet very well developed, no difficulties (access to English videos)’]
Lewis	Easy to access [‘No difficulty’]
Harris	Easy to access [‘Very handy’]

Similar to the investigation results of the questionnaires, Table 14 shows that access to English video resources is not influential. All the interviewees, no matter whether they are from developed coastal cities or developing inland cities, consider it easy for them to find out English video resources in which they are interested. This upended the stereotype that people from inland cities may not know how to acquire the video resources they want conveniently.

Furthermore, teachers’ actions could have effects on language learners’ attitudes towards English videos according to the results of the Multiple Regression. Therefore, factors about teachers have been investigated in this section. The definition of theme 2: Influential Factors (Teachers) is ‘What influenced their attitudes towards watching English videos from teachers’ perspective.’

There are three sub-categories affiliated to it. They are ‘English videos used in teaching (high school stage)’, ‘English videos used in teaching (college stage)’, and ‘Teachers’ encouragements

and guidance’ respectively. Figure 3 concludes and organises the statements from the three interviewees to make them clearer.

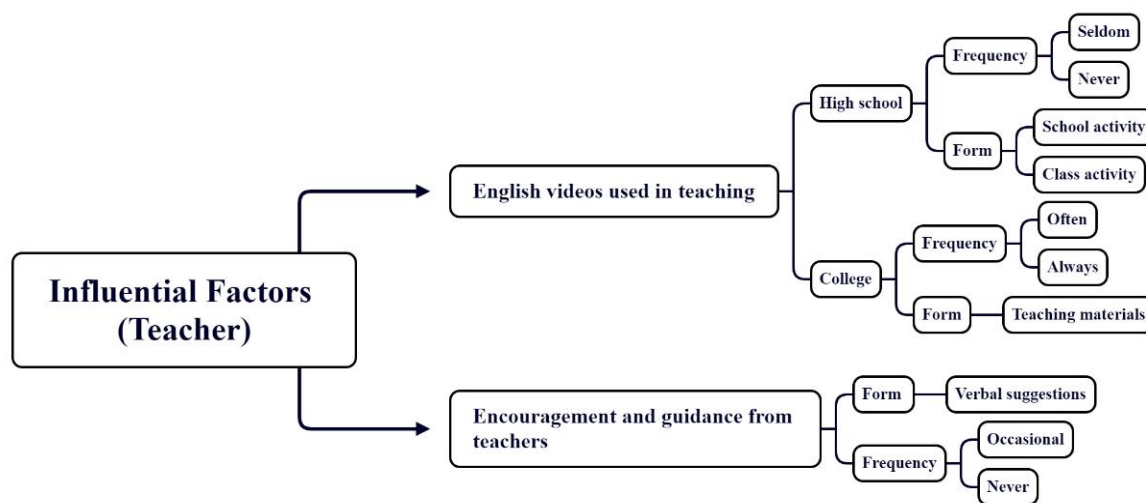


Figure 2. Theme 2: Influential Factors (Teacher)

Table 15. Theme 2: Influential Factors (Teacher) Sub-category 1: English videos used in teaching (high school stage)

In high school, whether English videos are used in teaching activities or school activities, how much and in what way they are used. Students’ reactions to the English videos.

Interviewee	Statements
Nancy	Infrequently sharing good videos [‘Not very often, before one or two lessons a week, he (the English teacher) might think of a topic or see a video that he thinks is quite good and might share it with us.’]
	Videos as the leading part [‘The topics chosen are usually videos of English speeches, not as something we learn (about), but just as a relaxation or an introduction to the lesson about the topic.’]
	Rarely used as teaching materials [‘Hardly ever used as class material, and never shown a full-length English film or TV series in class.’]
Lewis	Never used as teaching materials [‘The teacher will have some (show English videos) sporadically, but it won’t be used as the main lesson material.’]
	A class activity [‘During a certain period, the teacher made us do presentations before class, introducing English films and so on.’]
	A school activity [‘The school has organised an English video dubbing competition.’]
	Exam-oriented education [‘I had thought that (as a top) high school would implement quality education, but I didn’t expect that English teaching would still be test-based, with classes being

mainly about questions and exams.’]

Small proportion [‘Overall English videos make up a very small proportion of the teaching activities.’]

Unavailable [‘The (English) video has never been available, only English songs have been played.’]

Harris

A school activity [‘The school has held an English speech contest, but only a small number of people who are good at English participated and students were not very motivated’]

Table 15 presents the interviewees’ experiences with English teaching in the high school stage. Interestingly, the statements of the three interviewees are slightly different from the quantitative data shown above. According to their words, the frequency of teachers’ using English videos in class and encouragement is not as high as those investigated in the questionnaire. Nancy’s and Lewis’ English teachers merely used English videos for lead-in parts in lessons and recommended English movies occasionally, and Harris’ teacher even never used English videos in class. This is mostly because the Chinese education system is heavily exam-oriented, and teachers are not willing to waste any time on anything other than examinations and related things. As Lewis’ high school is one of the top high schools in Gansu province, even in China, there were a small number of recreational activities in English. For other high schools, English videos are almost impossible to be teaching materials, even to be incorporated into teaching activities.

Table 16. Theme 2: Influential Factors (Teacher) Sub-category 2: English videos used in teaching (college stage)

In the college (university), whether English videos are used in teaching activities or school activities, how much and in what way they are used. Students’ reactions to the English videos.

Interviewee	Statements
Nancy	Always used as teaching materials [‘It’s a world of difference compared to high school. The teacher is a PhD back from the US and makes extensive use of original English videos to teach, each lesson is useful and no less than 15 minutes.’]
Lewis	Often used as teaching materials [‘In <i>college public English</i> classes, English videos accompanying the course are often shown.’]
Harris	Often used as teaching materials [‘(The teacher) makes extensive use of original English videos and uses a method of pausing while explaining. The teacher was teaching in full English and (I) had a weak foundation in English, so it was difficult to keep up with the teacher and understand.’]

Table 16 presents their experiences with the college English lectures. The situation is radically different from high school. All the English teachers applied English videos to their teaching activities. There is a point that Harris mentioned that he had difficulty keeping up with the pace of the teacher's teaching because he could not understand the English lessons taught in English only. This caused him a great deal of distress. In terms of his perception, the teaching patterns should make an appropriate adjustment to avoid this circumstance which could decrease English learners' interest. The phenomenon gives evidence that the lack of using videos as teaching materials is because of the education system or specifically, pressure from Gaokao.

Table 17. Theme 2: Influential Factors (Teacher)Sub-category 3: Teachers' encouragement and guidance

Whether or not their teachers encourage or guide them in watching English videos, and whether or how they influence their attitudes towards learning English through videos.

Interviewee	Statements
	Occasional verbal recommendation ['(High school) teachers would occasionally verbally encourage it; TED talks have been recommended for us to watch after class.']
Nancy	No guidance ['But there was no guidance or practical support for it, nor would they take time to show it in class.']
	Have never got encouragement from high school teachers ['High school teachers never did (encourage watching English videos).']
Lewis	Occasional suggestions from college teachers ['However, university teachers mentioned it a few times.']
Harris	Occasional verbal recommendation ['High school teachers have had verbal encouragement (watch English videos) for a few times.']

Table 17 shows that the interviewees' high school English teachers infrequently recommended learning English through videos and did not provide detailed instructions. Despite the results of the multiple regression analysis indicating that teachers' encouragement was the most influential factor in students' attitudes towards learning English through videos, the interviews suggested that such encouragement is still seriously inadequate. Regardless of the location or quality of Chinese high schools, English teachers hardly ever go out of their way to encourage students to learn English by watching videos. Without teachers' initiation and recommendation, language learners may not realize that they can acquire English knowledge and enhance their proficiency through videos. This is a key factor worth noting.

Table 18. Theme 4: Influential Factors (Parents)

Definition: Whether or not their parents encourage or guide them in watching English videos, and whether or how they influence their attitudes towards learning English through videos.

Interviewee	Statements
Nancy	<p>Parents' encouragement ['My mum is an English teacher and she doesn't interfere with what type or subject of videos I watch, but will encourage me to watch them, especially English speeches; In general, she did guide and encourage me to learn English, which I think had quite an impact. Also, she usually shares with me any good English movies she has.']</p> <p>Parents' support ['She is also very supportive of me going to speech competitions etc. if there are any and offers financial support etc; My mum enrolled me in one-to-one online classes with a foreign tutor when I was in junior high school.']</p>
Lewis	Discouragement from parents ['There was no encouragement or guidance from my parents. And my mum would tell me to look less at electronic screens, it's not good for my eyes.']
Harris	No encouragement from parents ['There has been no encouragement or support from the parents, they know nothing about learning English and are unconcerned about it.']

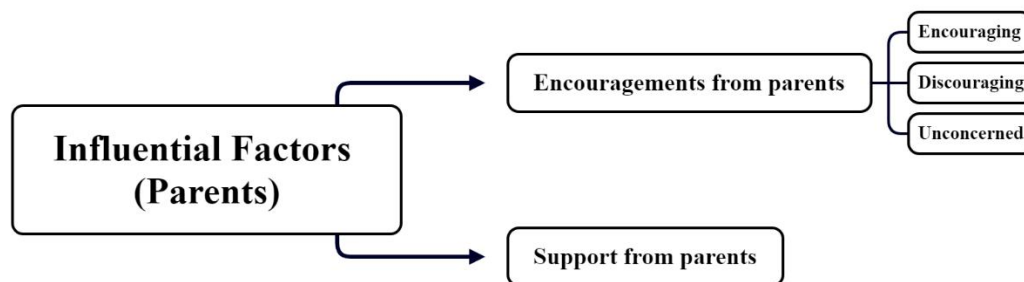


Figure 3. Theme 3: Influential Factors (Parents)

It was concluded in Theme 4 that the influence of parents on their children's attitudes towards English videos. According to Table 18, only Nancy's mother provided her with encouragement and guidance. This can be attributed to her mother's occupation as an English teacher. In contrast, Harris and Lewis' parents showed little concern for English videos. Lewis's mother even discouraged him from watching videos due to concerns about the potential harm of electronic screens to his eyes. These findings corroborate the quantitative results that suggest parents tend to be careless about English videos. However, Lewis' case is atypical because of his special family environment. From his interview, it was found that his mother's actions had a great positive influence on his attitude towards English videos. Notably, she did not interfere with the content of the videos he watched but merely offered suggestions. This suggests that family members' encouragement and guidance can have positive effects if they do not immediately interfere with language learners' choices of English videos. Nonetheless, the negative correlation between

parents' guidance and students' attitudes towards English videos, as indicated by the quantitative results, is not unambiguously reflected in the interviews. Figure 4 concludes and organises the statements from the interviewees to make them clearer.

5. Conclusion

This study employed questionnaires and interviews to investigate the attitudes and the influential factors of learning English through videos. A hundred students from different Chinese universities completed the questionnaire, and three of the participants were interviewed.

The study explored and identified the potential factors that had influences on the attitudes investigated. These factors comprised individual factors, teacher factors, and family factors. According to the results, the habit of noticing unfamiliar vocabulary, the purpose of learning English, interest in English and American culture, and encouragement from teachers had positive correlations with attitudes. The other five anticipated factors are irrelevant to the attitudes, including the frequency of watching English videos for the purpose of entertainment, the frequency of teachers using English videos in teaching activities, the frequency of teachers giving detailed guidance to watch English videos for learning English, the frequency of family members encouraging to watch English videos for learning English, and the difficulty in accessing English videos of interest. Unexpectedly, direct help with finding English videos from the family had a negative correlation with attitudes, but the specific reason for this was not identified in this study. Encouragement from teachers played the most powerful and pivotal role among the five influential factors. These interpreted results could partially explain the factors influencing the attitudes.

Based on previous research on the effects of video on English language acquisition, this study partly fills a void in Chinese educational research on this aspect of learning English through videos. The findings of this study provide Chinese educational scholars and education authorities with a comprehensive understanding of Chinese EFL learners' attitudes towards this learning strategy. According to these findings, several recommendations can be made for English language education in China. Firstly, education authorities, especially in inland areas, could provide seminars and forums for high school English teachers to help them comprehend the value of incorporating videos into teaching materials and the positive attitudes of the students towards it. The benefits of authentic English videos for language teaching and learning, including genres such as films, television series, or documentaries, should be emphasized. Meanwhile, as university lecturers and professors often conduct research on teaching methods and second language acquisition and are up-to-date with cutting-edge theories, the education department can organize regular discussions and workshops between teachers from high schools and universities. Thus, researchers can instruct middle school teachers in advanced methodologies and theories and receive feedback from the teachers at the same time. Secondly, content about British and American culture should be included in the syllabus to foster students' curiosity and interest in foreign cultures and knowledge. Playing English videos in class is not an act of squandering time because interests can motivate students to learn English more proactively. Additionally, parents

and teachers should encourage and guide students to learn English by watching videos, demonstrating that this learning strategy can lead to the unintentional acquisition of English knowledge and the improvement of English proficiency. Over time, students will perceive the positive effects of watching videos on their English skills, thus forming positive feedback and eventually developing a habit of watching English videos.

Due to limitations in time and funding, this research could be further improved in the future. The questionnaire was designed independently by the author, and it was formally used for the first time. Therefore, it is not a highly mature one. Scholars could do more research to develop this questionnaire further on the basis of the Chinese context. As this survey was conducted at universities with high-quality student populations, the results may not accurately reflect the average attitude of Chinese EFL learners. Future studies could expand the scope of the research by conducting more questionnaires and interviews at different levels of universities in various provinces to gain a more complete and in-depth understanding. Despite the use of anti-cheating measures, the nature of online questionnaires means that it is not possible to completely avoid instances where some participants may not complete them carefully. As such, administering the questionnaires offline could increase the credibility of the results. In addition, it was surprisingly found that students' attitudes were more negative when family members directly helped them find English videos to study. The reasons for this have not yet been identified, and they deserve further investigation by future researchers.

Author Contributions:

Conceptualization, P. W; methodology, P. W; software, P. W; validation, P. W; formal analysis, P. W; investigation, P. W; resources, P. W; data curation, P. W; writing—original draft preparation, P. W; writing—review and editing, P. W; visualization, P. W; supervision, P. W; project administration, P. W; funding acquisition, P. W. All authors have read and agreed to the published version of the manuscript.

Funding:

This research received no funding.

Informed Consent Statement:

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement:

The raw data supporting the conclusions of this article will be made available by the authors on request.

Conflict of Interest:

The authors declare no conflict of interest.

References

- Arndt, H., & Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning and Technology*, 22(3), 124-142.
- Garza, T. J. (1991). Evaluating the use of captioned video materials in advanced foreign language learning. *Foreign language annals*, 24(3), 239-258.
- Gattegno, C. (1969). *Toward a Visual Culture: Educating Through Television*.
- Karami, A. (2019). Implementing Audio-Visual Materials (Videos), as an Incidental Vocabulary Learning Strategy, in *Second/Foreign Language Learners' Vocabulary Development: A Current Review of the Most Recent Research*. *Journal on English Language Teaching*, 9(2), 60-70.
- Mirvan. X. (2013). The advantages of using films to enhancing student's reading skills in the EFL classroom. *Journal of Education and Practice*, 13(4), 62-67.
- Ozili, P. K. (2023). The acceptable R-square in empirical modelling for social science research. In *Social Research Methodology and Publishing Results: A Guide to Non-Native English Speakers* (pp. 134-143). IGI Global.
- Peters, E. (2019). The effect of imagery and on-screen text on foreign language vocabulary learning from audiovisual input. *TESOL Quarterly*, 53(4), 1008-1032.
- Peters, E., & Webb, S. (2018). Incidental vocabulary acquisition through viewing L2 television and factors that affect learning. *Studies in Second Language Acquisition*, 40(3), 551-577.
- Pitriana, D., & Syahrudin, J. (2013). The use of cartoon movie as a media in teaching vocabulary to young learners. *Journal of English Language Teaching*, 1(2), 106-113.
- Puimège, E., & Peters, E. (2019). Learning L2 vocabulary from audiovisual input: an exploratory study into incidental learning of single words and formulaic sequences. *The Language Learning Journal*, 47(4), 424-438.
- Sherman, J. (2003). *Using authentic video in the language classroom*. Cambridge University Press.
- Wang, P., (2024). Chinese EFL Learners' Attitudes Towards Learning English Through Videos: a Geographical Perspective. (eds.) *Innovative Research on Foreign Language Education and Translation Development*, (16), 188-192.
- Webb, S. (2015). Extensive viewing: Language learning through watching television. In D. Nunan & J. C. Richards (Eds.), *Language learning beyond the classroom* (pp. 159–168). New York, NY: Routledge.
- Webb, S. (2019). Incidental vocabulary learning. In *The Routledge handbook of vocabulary studies* (pp. 225-239). Routledge.
- Webb, S., & Rodgers, M. P. (2009). Vocabulary demands of television programs. *Language Learning*, 59(2), 335-366.
- Zhong, Y. X., & Shen, H. Z. (2002). Where is the technology-induced pedagogy? Snapshots from two multimedia EFL classrooms. *British Journal of Educational Technology*, 33(1), 39-52.