

THE IMPACT OF USING VIDEOS ON WHOLE LANGUAGE LEARNING IN THE EFL CONTEXT: AN EXPERIMENT

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Abstract

Prior research, scant as it may be, indicated that exposure to supplementary video material can be beneficial to whole language development. This study was set to measure improvement gains in aural/oral, reading and writing skills using data from an experiment that was conducted over a period of one academic year. Following an intensive, concentrated exposure to authentic video material accompanying a language skills development remedial programme and extensive videos of some selected dramatized famous literary works, students in an experimental group (n=33) demonstrated statistically significant gains scores over their peers in the control group (n=31) across all skills. This study demonstrated that authentic video, inducing satisfactory viewing comprehension as well as presented in an integrated language skills instruction, is a valuable approach to whole language teaching. The study ended in recommendations and pedagogical implications insightful for curriculum design and teaching theory.

Key words: video-based instruction, authentic video, whole language teaching, viewing comprehension

أثر الفهم بالمشاهدة على تحسين التدريس الكلي لمهارات اللغة الإنجليزية دراسة تجريبية

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ملخص

رغم ندرة الدراسات التي تناولت موضوع الفهم بالمشاهدة من خلال تدريس اللغة الإنجليزية عبر الفيديو كمادة مصاحبة لمناشط تعلم اللغة الصفية، إلا أن التعرض لمقاطع الفيديو التعليمي قد يفيد في تحسين وتنمية مهارات اللغة الإجمالية. وقد استهدفت الدراسة الحالية استقصاء مستويات الكسب في التحصيل اللغوي في كافة مهارات اللغة الإنجليزية عبر دراسة تجريبية دامت عاماً دراسياً كاملاً؛ حيث تعرض أفراد المجموعة التجريبية (ن = ٣٣) لمادة مكثفة، ومركزة من الفيديو الذي يتضمن محتوى حقيقياً تم توفيقها لتنمية مهارات اللغة الإنجليزية الكلية في إطار برنامج علاجي وقد شملت مقاطع الفيديو مادة درامية لأعمال أدبية شهيرة من الأدب الإنجليزي. انتهت الدراسة في ختام نتائجها إلى فعالية استخدام الفيديو الذي يتضمن مقاطع تعليمية لم تعد للغرض التعليمي في الأساس، بل استخلصت للأغراض التعليمية، وعد مدخل التدريس بالفيديو مدخلاً فعالاً في تدريس جل مهارات اللغة الإنجليزية مجتمعةً. اختتمت الدراسة بجملة من التوصيات والتضمينات التربوية التي تفيد في مجال تصميم المناهج ونظرية التدريس.

Introduction

Since the 1970s and 1990s up till the present time, when video became widely available as a teaching resource, EFL researchers and educators (e.g., Berwald, 1985; McGovern, 1983; Lonergan, 1984; Allan, 1985; Cambre, 1992; Secules, Herron & Tomasello, 1992; Terrell, 1993; Swaffar & Vlatten, 1997; Coniam, 2001; Yang, Chen & Jeng, 2010) have asserted the importance of incorporating video material in the learning of language. Some believe that “videos expose students to authentic materials and to voices, dialects, and registers other than the teacher's and provide cultural contexts for that FL” (Chung & Huang, 1998, p. 553). Furthermore, videos are thought to provide more motivation and interest to EFL students (Altman, 1989; Swaffar & Vlatten, 1997). According to Stempleski (1987), an authentic video is “a rich and exciting source of video software for EFL/ESL classes” (Stempleski, 1987, p. 3). As multimodal media, videos further offer a variety of stimuli for viewing comprehension, listening comprehension and reading comprehension, since the students have the opportunity to read visual as well listen to auditory messages simultaneously. Therefore, the case for employing videos for an integrated language skills approach and for teaching after the communicative approach cannot be turned down (Cummins, 1989; Ciccone, 1995; Coniam, 2001). In this respect, Terrell (1993) explains the applicability of videos for integrated language learning by giving the example of listening comprehension; he writes:

“. . . listening comprehension training with [authentic] video materials for intermediate students gives them experiences that cannot be duplicated in traditional classrooms limited to instructor/student interaction” (p. 22).

Chung & Huang (1998) acquiesce to the previous quote by clearly stating that ...

“As more complete video instructional packages are made available to foreign

language teachers, they search for ways to make students' learning experience more active and interesting, similar to those that occur in the real world” (p. 554).

A substantial body of research has been devoted to the use and design of video materials for utilising in communicative language teaching in the second/foreign language classroom. This study has been conducted in this line of research, but what makes it discrete from this line of research is that it sought recognising the effects of video on whole, integrated language teaching of the four skills.

Review of Literature

Second language acquisition and foreign language learning theories have stressed the significance of providing input which is “comprehensible, interesting, relevant, but not strictly graded” (Littlewood, 1984, p. 60) and equal emphasis is placed on developing an understanding of the culture of the target language community. These concerns are accompanied by an interest in the use of “authentic” texts, including television programmes (Hart, 1992). These concerns are also commensurate with the general learning theory in psychological literature; specifically, a language learning theory that concurs with general learning maxims which view learning as a cognitive process that involves conscious and active behaviour is an empirically sound theory. Accordingly, learners look for similarities and differences between new information and prior knowledge, and in this way are able to effectively assimilate new learning into existing cognitive structures (Piaget, 1980).

Furthermore, multimodal material, involving the inclusion of multiple methods and approaches to teaching language skills, has been introduced to increase depth of understanding and knowledge (Swaffar & Vlatten, 1997). This is true due to the “dynamics of various information which can be derived from viewing the video, such as the authentic setting, accents, posture, gestures, etc. of

native speakers relieve students from the boredom of the traditional class language drills” (Chung & Huang (1998, p. 554). Drama, art, music, and physical activity in instructional videos or even authentic videos peculiarly clipped¹ to introduce specific language learning points are prime examples of a multimodal approach, as they are incorporated into the instruction of reading, listening, and writing, and even speaking (Brinton & Gaskill, 1978; Conrad & Veteto-Conrad, 1997; Hanley, Herron & Cole, 1995; Herron, Morris, Secules & Curtis, 1995; Mantione & Smead, 2003; Opat, 2008; Rammal, 2005; Weyers, 1999). Some researchers supported the hypothesis that video-based instruction can help college-level ESL/EFL students improve their communicative competence and their listening comprehension (Han, 1994).

In practice, however, “classroom video materials are also beginning to make an impact, but they are still largely used to illustrate rather than to instruct”, despite the fact that recent research indicates an advance in utilizing video material for learning and teaching (Schulte, 1991, p. 176). The problem is that current EFL teaching paradigm and practice regard video material as supplementary to basic teaching material (Bieberly, 2008).

Furthermore, researchers (e.g., Ndong-Ekouaga, 2002; Felhman, 1996) asserted that the contribution of video to students' English oral practice experience is still undocumented in research. In practice, as well, there is an occasional paucity in video documents trimmed for classroom applications.

The review of literature conducted on the use of videos in second/foreign language teaching indicates that video use for instructional purposes together with televised curricula boomed in the late 1970s. But there was also a noticeable decline of published

¹ Such as authentic video which is authentic television programming taped off-air and used with permission for educational purposes used to provide student viewers with an abundance of target language samples, used in context by native speakers. See Weyers, 1999.

media-based material in the 1980s, with a subsequent resurgence in the 1990s due to the reintroduction of videos for instructional purposes across all skills in integrated skills instruction (Mejia, 1989; Mejia, & O'Connor, 1994; Singer & Singer, 1998; Stempleski & Arcario, 1992; Stempleski & Tomalin, 1990).

Very few studies were done on the use of videos for enhancing reading comprehension, with the exception of one study (Weyers, 1999) on the use of videos for increasing and developing oral production; besides, there has been nearly one theoretical review on the advantages of videos in fostering whole language learning (Felhman, 1996; Weyers, 1999).

However, research on the usefulness of videos in developing particular language skills, especially listening comprehension, has been on the increase (Wetzel, Radtke & Stern, 1994; Ginther, 2002; Gruba, 2006; Opat, 2008; Suvorov, 2008; Chung, 1994; Ockey, 2007). Most of these studies focused on the effectiveness of videos in increasing listening comprehension (Weyers, 1999; Stempleski, 1987; Stempleski & Tomalin, 1990).

In this vein, Herron and Seay (1991) provided evidence that support the feasibility of video-based, strategy-driven instruction in listening comprehension; in their research, the experimental group performed significantly better on the final tests of listening comprehension with both the video and the audio than did the control group in which no strategy training occurred. Herron, et al. (1995) explain this, noting that ...

“Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video's visual dimension is thought to reduce

ambiguities present in native speaker voices and to motivate students to want to learn the foreign language” (Herron, et al., 1995, p. 775).

This case holds true because basically authentic and/or instructional videos, especially those set in intelligible dialects, can provide ample, content-rich target language inputs (Bacon & Finnemann, 1990; Liontas, 1992); they can also provide clear, native-speaker dialects more efficiently than the teacher's input or the printed material in the classroom (Crowell & Au, 1981; Richardson & Scinicariello, 1989). Furthermore, video segments help enhance memory and retrieval of information in reading and listening (Pezdek, Lehrer, & Simon, 1984). By the same token, they may help develop writing skills (Hanley, et al., 1995). In addition, videos provide interesting and motivating clues to accompany audio or written inputs, thereby aiding comprehension and production of foreign language input/output (Hanley, et al., 1995; Herron, et al., 1995; Wen, 1989; Weyers, 1999). Furthermore, videos provide language learners with the opportunity to observe the social dynamics of communication as native speakers interact in authentic settings as well as help in acculturation (Herron, et al., 1995; Lonergan, 1992; Kerridge, 1982; Singer & Singer, 1998; Swaffar & Vlatten, 1997; Wellman, Keniston & Westby, 1978; Coniam, 2001)

Furthermore, Herron and Hanley (1992) conclude that utilizing video in foreign language classroom facilitated the retention of cultural information. As mentioned elsewhere, video material offers background information that activates prior knowledge and schemata, which are essential in stimulating subsequent reading, writing, speaking and listening activities in the classroom.

By the same token, whole language instruction warrants an integrated approach to the presentation of language skills on the basis that foreign language learning should be done in meaningful, real life contexts for communicative purposes (Zaid, 2009). In principle, language is the medium of thought, feeling, and

communication; it helps enable one to develop self-awareness, to interact with others, to learn, and to share with them what they learn (Flora, 1995; King, 1996; Laine, 1997; O'Day, 2002). Several researchers in EFL, ESL and general language learning (Oxford, 2001; Hinkel, 2006; Shanahan, 2006) have come to the conclusion that the four skill areas of a foreign language should not be treated as distinct and isolated cognitive domains, because each feeds into the other complementarily. In this regard, Felhman (1996) further elaborates that ...

“Without equally developing viewing skills along with reading, writing, and speaking, it seems ... that the notion of whole language is fragmented and incomplete. Without integrating viewing as a companion to these other activities, we are suggesting that developing literate, capable language users is an exclusive, not inclusive process. And if viewing is being avoided or overlooked because it is seen as practice without process, a mindless engagement, then this is exactly the reason it needs to be included as a valued component in whole language instruction. (p43).

However, the use of video should be well integrated in classroom activities rather than be used as a time filler. In this vein, Morely rightly notes about the utility of videos ...

Their productivity depends, in great measure, on how ably they are used. Their potential is attained when they serve as a rich experience which the instructor and students relate to other experience, interpret, generalize, talk back to, think critically about, and responds to in other intellectual ways. The instructor who understands this principle does not ‘show’ films, but USES them, making them a vital

part of the course and a memorable learning experience for students. (Morley, 1981, p. 120)

Video materials have been recognized as valuable resources for intensive language study because they can present a total communicative situation.

On the other hand, the relationship between receptive skills and productive skills in whole language learning is clearly elucidated in Krashen's input and output hypotheses; as has widely been recognized, comprehensible linguistic input will gradually become intake - i.e., comprehended, reusable input; much of the mental processing of input to become intake has to do with the quality and quantity of this comprehensible input (Krashen, 1991). The case being so, researchers have suggested that enhancing the quality and quantity of language input will induce similar enhancements in the quality and quantity of students' productive skills (Hanley, et al., 1995; Weyers, 1999).

However, due to the rapid development of media technology, large numbers of videos now are stored in digital format, allowing for the integration of videos in computer-assisted language learning (CALL). Unsurprisingly, with the sheer volume of digital media available via the Internet, videos have been increasingly been used to serve the needs of EFL learners (Chen, Huang, & Chu, 2005; Huang, Chen, Huang, Jeng, & Kuo, 2008; Jeng, Wang & Huang, 2009).

In this digital era, videos are further used interactively in fashions that provide realistic experience and intuitive and interesting interactions and controls, opportunity to receive feedback, and the possibility for multiple users on the same system simultaneously (Rand et al., 2005; Sun & Cheng, 2009). This is now referred to in the literature of CALL as Video-capture Virtual Reality (Weiss et al., 2004; Yang et al., 2010), which can help in learner-centred language learning or even in minimally scaffolded learning, such as the use of YouTube video segments for learning foreign languages. The use of video media, especially with the help of CALL, can contextualise as well as personalise the language

learning process. In addition, videos clipped off live radio and television programmes, especially these designed for foreign language self-instruction are also being widely used (Umino, 1999); these provide self-instruction involving the use of self-instructional broadcast (SIB) materials which have been proven to be effective in foreign language learning across the skills of listening comprehension and speaking (Umino, 1999; Flavell & Fearn, 1996; Gutierrez, 1993; Rybak, 1983)

However, in spite of the putative merits of video, there is a dearth of research comparing the effects of audio and video modes in teaching English as a foreign language. Therefore, the purpose of the present study is to demonstrate that the inclusion of viewing comprehension using 'instructional' videos serves to enhance the learning of English as a foreign language.

Rationale for the Study

In the previous review, it is noted that most of these studies were done over a limited period of time mounting up to one semester at most. This means that, however rigorous the teaching materials and instructional methodology might have been, the amount of foreign language learning that occurred was limited, and the motivational changes, as all affective or attitudinal aspects of learning, must have been limited, too. An additional restriction/limitation with these studies is the fact that most of which addressed one or two skills, but no integrated video teaching/learning of language was completed in the research reviewed above.

Furthermore, in Saudi Arabia, most colleges and universities provide EFL courses that are essentially grounded in the audiolingual method, with language labs being extensively constructed in these universities. Given that the method has been intensively criticised (Brown, 2006), EFL teachers and researchers realised the need for a new approach for ELT that incorporates the social context and caters to cultural awareness; these are essential aspects of second language acquisition. Video-based instruction can

assist in provisioning this social context as well as in deepening cultural understanding in the target language; in addition, they provide more fun and entertainment as well as ameliorate the motivation for learning in video-based instruction. In one such study comparing audios versus videos, Gruba (1993) in a controlled experiment requested his participants to complete a 14-item multiple-choice test in response to a simulated academic lecture. In that study, no significant differences were reported between either the video or the audio group, possibly because the lecture format is perhaps the visual/audio medium where the visual signal is of minimal importance. Later on, the video version was broadcast to test takers through a single video monitor. Experimental participants showed more enhanced performance on listening comprehension tasks much better than their peers who were exposed to the audio version only.

Therefore, this study is warranted by the need to tap into the effects of viewing comprehension using English videos on inter-modal language learning, or whole language learning over an extended period of time. Therefore, the present study manipulated a longitudinal experiment with adolescent learners of EFL in King Khalid University, English Department, in the English Language Programme (ELP) centre.

Method

Participants

Sixty-four college students of EFL, all freshmen and sophomores, voluntarily participated in this study for two consecutive semesters in the academic year 2007/2008. Students belonged to the English Department, College of languages and Translation, King Khalid University, Abha, Saudi Arabia. Thirty-three students were subjected to the experiment and the remaining thirty one students served as a control group. The experimental group studied a video-based programme in English grounded in the CNN[®] videos accompanying the Tapestry[®] Listening and Speaking, reading Comprehension and Writing Books I. The control subjects

were given the same text-based remedial programme grounded in the college's Tapestry series (Books I in Listening & Speaking, Reading Comprehension, and Writing, but without the videos accompanying the books). Usually, these videos are available for teachers, but they are not resorted to because of classroom constrictions such as time and lab constrictions. For the control group, video sections were omitted as is usually the case in other Tapestry classes across all skills.

Materials and Teaching Procedures

The remedial programme of English provided was the Tapestry Series in Listening & Speaking, Reading Comprehension, and Writing, Book I. For the experimental group, the CNN® videos accompanying the books were the springboard of the teaching method and presentation of materials.

CNN video clips provide authentic input and further develop listening and speaking skills. For the control group, the same material was used, but videos were excluded. In Listening and Speaking, the audio materials were used with both the experimental and the control groups. (To read more on the material, the article by Scarcella & Oxford (1992) which provides more backdrop on the Tapestry and its integrated teaching principles; also for a detailed description of the material, visit (<http://tapestry.heinle.com>)).

However, classroom procedures and teaching method differed for each group; i.e., for the Control Group, each lesson in the textbook centred around a cultural theme, for example, talking about a popular celebration, and began with a picture for discussion, then getting started, and getting ready to read, or to listen or to speak, or to write according to the designated course. Videos were excluded from the Tapestry sections whereas they were used for the experimental teaching. For the Experimental Group, the video clips which were authentic CNN clips introduced the underlying theme; e.g. a clipping of a New Year celebration—of each lesson which functioned as the focal point of instruction. Because that was a remedial programme, highlights and specific selections from the

three Tapestry books were used in an integrated fashion to teach for whole language development for the Experimental Group. For the Experimental class, during each class, students viewed segments of ten-to-fifteen-minute video material. As the students watched the tape, the teacher stopped every one or two minutes to check comprehension. Therefore, the instructor had been selective in providing the teaching foci from the designated books. Supplementary videos (e.g. Shakespearean drama in films) were also used as extracurricular video material for all skills one more hour per week, thus totalling 3 video-based teaching/learning hours for the Experimental class and 3 text-based teaching/learning hours for the Control class.

For the control group, the instructor introduced the target language points and structures, which were also the focus points of some chapters in the course with the aims of providing segregated instruction in language skills and sub-skills areas. However, classroom activities and learning modules used were designed to incorporate more than just one communication skill, but the foci of teaching Control students has been centered around specific language skills. By illustration, Control students were taught writing per se in Tapestry writing, and only listening and speaking in Tapestry Listening and Speaking, and only reading in Tapestry Reading. Though the sequence of exercises in the book was meant to incorporate other skills, but the major emphasis of the instructor was on the target skill being developed in the designated course.

Testing Procedures

This was a pretest/posttest control group design. The study involved an analysis of the performance of two groups of students: the Experimental class (n = 33, mean age = 19) was taught the Video-based *Tapestry I* across all skills in an integrated, whole language development approach, and a Control class (n = 31, mean age = 20) which completed the same *Tapestry I*, only the text-based programme minus the videos. Data were collected from pretesting and posttreatment testing, and analysed by means of *t*-tests, run by

the Statistical Package of Social Sciences (SPSS), version 14. A brief description of the content and inter-judge reliability of each pretest/posttest follows.

The video content of these tests was drawn from video-based exercises accompanying the series, but this particular content for pre/post-assessment was not from the material covered during the course of the study. This was to avoid familiarity effects if the same clips were used in pre/post-assessment material

For the Listening Test, the students watched and answered ten questions about a twenty-minute segment of a CNN segment from the video material with the book. Each item on the test received a score of 10 or less (inter-judge reliability = 0.98).

For the Speaking Test, each student was tested individually using the same two minutes video segment from a scene in Macbeth, a dramatized Shakespearean play, as a prompt. The testers told the student to describe in English the video segment. The description was tape-recorded without interruption. When the student could say no more in English, he had to say 'End of Talk'.

The speaking test was assessed for presentation skills, language, confidence, content, and time management. Only the Speaking Test was assessed by five assessors in the department for time related purposes. With the exception of the two complex items of presentation and language which were assigned twenty points each, each other item received a score of ten or less (inter-judge reliability = 0.81).

The Reading Comprehension Test consisted of a reading passage in English followed by 10 reading comprehension and vocabulary questions. Students read the passage and then answered the questions in English; each item received a score of ten or less (inter-judge reliability = .94).

For the Writing Test, all students had to write in English a short descriptive essay on Abha as a Touristic Site. A scoring rubric was created for the Writing Test consisting of five categories: vocabulary and spelling, grammar (non-verb forms), verbs, sentence

complexity, and content. Within each category, a student could receive a maximum of 20 points for a total of 100 points (inter-judge reliability = .84).

Hypotheses

This study was designed to test the following null hypotheses ($p \leq 0.01$):

1) There are no statistically significant differences between the mean scores of students in all skills in the experimental and control groups on pretesting.

2) On post-testing, there are statistically significant differences, in favour of experimental participants, between the mean scores of Listening/Speaking, Reading Comprehension and Writing of students who have completed the video-based course-sets according to an integrated approach and the mean scores of the students who have participated in the same courses, but not integrated with videos.

3) There are statistically significant differences between the experimental and the control students in their gain scores on all skills in favour of post-treatment experimental participants.

Results and Analysis

Hypothesis I: Group Equivalence

To test the first null hypothesis to check for group equivalence, a *t*-test was computed to reassure group equivalence; the obtained *t*-values and their significance levels are shown in (Table 1) below. Both groups obtained similar mean scores on pretesting, hovering around a 25, which means that they did not perform well on the pretest (the total mark of which was 100), though students in both groups were still equivalent.

There were no statistically significant differences between the experimental and control groups on pre-treatment testing. The first hypothesis was, therefore, confirmed, and group equivalence was established.

Table 1: *Group Equivalence as Measured by All Skills*

Pretesting

Skills	Group	N	Mean	SD	t-value	Sig.
Listening	Exp	٣٣	٢٥.٢٤٢٤	١.٦٠١٣٧	0.041	0.967
	Cont	٣١	٢٥.٢٢٥٨	١.٦٠٦٤٤		
Speaking	Exp	٣٣	٢٥.٣٦٣٦	١.٢٢٠١٠	0.400	0.690
	Cont	٣١	٢٥.٤٨٣٩	١.١٧٩٥٨		
Reading	Exp	٣٣	٢٢.٣٣٣٣	٧٣٥٩٨	0.058	0.954
	Cont	٣١	٢٢.٣٢٢٦	٧٤٧٧٦		
Writing	Exp	٣٣	٢٥.٤٢٤٢	١.٣٤٦٩٩	0.014	0.989
	Cont	٣١	٢٥.٤١٩٤	١.٤٠٨٨٨		

The remaining four hypotheses of interest are related to the study variables intended to measure students' levels of achievement in all areas of language skills – listening, speaking, reading comprehension, and writing. These dependent measures were obtained after all students, in both the experimental and the control groups, had completed the video-based and text-based programmes respectively addressing these skills within a whole language content-based programme provisioned and taught by the researcher.

Hypothesis II: Pre/Post-treatment Comparisons

The data in (Table 2) show an improvement on pretest/posttest comparisons for all skills; as the *t*-values indicate, there is a significant difference between experimental and control students ($p = 0.01$) in favour of the experimental. The second hypothesis is, therefore, verified.

Table 2: *Pretesting/Posttesting Comparisons of Experimental and Control Group Performances on All Skills*

Z	Group	N	Mean	SD	t-value	Sig.
Listening	exp	٣٣	٧٤.١٢١٢	١.٠٢٣٤٠	10.07	0.01
	cont	٣١	٧١.٦٧٧٤	٩٠.٨٧٤		
Speaking	exp	٣٣	٨٧.٠٩٠٩	١.٨٤٣٢٩	7.688	0.01
	cont	٣١	٨٣.١٦١٣	٢.٢٣٧٥١		
Reading	exp	٣٣	٦٩.٠٩٠٩	٧٢٣٠٠	13.283	0.01
	cont	٣١	٦٦.٧٧٤٢	٦٦٨٨١		
Writing	exp	٣٣	٨٤.٩٣٩٤	١.٢٢٣٢٠	9.776	0.01
	cont	٣١	٧٨.٣٨٧١	٣.٦٣٩٣٩		

The results in the above table confirm the hypothesis indicating that significant differences between both groups on all skills. The differences exist to the advantage of the treatment group, which is consistent with theoretical research conjectures and prior empirical research findings indicating that video-based instruction is effective in improving language skills improvement (Fehlman, 1996; Herron, et al., 1995; Weyers, 1999). Statistically, though incremental improvements have been detected for all skills, still the differences are clearly bigger for some skills than for others; the differences are more significantly for reading, listening comprehension, writing and speaking, respectively. This finding goes compatibly with prior research findings in which detected improvements across the skills of listening and speaking (Umino, 1999; Gruba, 2006; 1997; Flavell & Fearn, 1996; Gutierrez, 1993; Rybak, 1983), but still lacks verification with prior research that was very scarce in such areas as reading or writing.

Hypothesis III: Gains in Skill Development

For differences in performance over time between the two groups, the researcher employed gain scores and the independent samples t-test to assess the effect of the treatment on all skills.

Table 3: *Findings of t-test between Experimental and Control Groups in Gain Scores*

Skills	Group	N	Mean	SD	t-value	Sig.
Listening	exp	٣٣	٤٨.٨٧٨٨	١.٧٤٥٦٧	5.469	0.01
	cont	٣١	٤٦.٤٥١٦	١.٨٠٤٤٢		
Speaking	exp	٣٣	٦١.٧٢٧٣	٢.٣٨٨٤٢	6.581	0.01
	cont	٣١	٥٧.٦٧٧٤	٢.٥٣٤٩٢		
Reading	exp	٣٣	٤٦.٧٥٧٦	١.١٧٣٤١	8.233	0.01
	cont	٣١	٤٤.٤٥١٦	١.٠٥٩٥٢		
Writing	exp	٣٣	٥٩.٥١٥٢	١.٣٢٥٧٤	10.067	0.01
	cont	٣١	٥٢.٩٦٧٧	٣.٤٧٨٣٥		

The statistical findings in (Table 3) above point to a significant increase (with t-values being 5.469, 6.581, 8.233, and 10.067 for listening, speaking, reading and writing skills, respectively) in the experimental group's gain scores in comparison

with those of the control group participants. However, this significance, here detected in this study as in other prior research findings, perceivable in terms of score increase, leads us to deduce how effective videos can be a highly instructionally useful source and substance for language learning and skill acquisition "because it combines both fun and pedagogic instructions in an authentic material that reflect real interaction" (Rammal, 2005, p.2). The authentic language that video material drawn from authentic video and television material can be pedagogically useful, especially if the material is essentially designed for entertainment rather than for language teaching, but adapted for language instruction (Brinton & Gaskill, 1987; Herron & Seay, 1991; Kerridge, 1982). Therefore, the third hypothesis indicating an improvement in gains between experimental participants and control participants is confirmed.

These results are consistent with prior research conducted on the relationship of video exposure to listening comprehension (Baltova, 1994; Secules et al., 1992), oral production/speaking skills (Bacon & Finnemann, 1990; Felhman, 1996; Weyers, 1999), writing (Brinton & Gaskill, 1978; Herron et al., 1995; Hanley et al., 1995; Conrad & Veteto-Conrad, 1996; Weyers, 1999; Fehlman, 1996), and reading (Crowell & Au, 1981; Mantione & Smead, 2003; Pedzdek et al., 1984; Herron et al., 1995; Conrad & Veteto-Conrad, 1997; Rammal, 2005), findings of which indicated significant improvements in the skill areas investigated in these studies. This improvement is also commensurate with the theory that integrated skills instruction, or whole language instruction is an effective instructional language approach (Flora, 1995; King, 1996; Laine, 1997; O'Day, 2002; Oxford, 2001; Scarcella & Oxford, 1992).

Discussion and Conclusions

The findings reviewed in the above section showed significant differences between experimental and control participants in the study on pretesting/post-treatment testing comparisons at the end of one year of integrated skills teaching using video incorporated in the material. The significant gains across all skills by the experimental group provided quantitative, empirical support for the pedagogical uses of video-based instruction, and consequent viewing comprehension in whole language development. One can deduce that other factors, principally whole language teaching by integration of all skills, and motivational factors associated with video-based teaching as well as schema-activating video images helped to produce this effect. As earlier noted, integrated language skills teaching is useful for whole language development in its own right as indicated in some research (Flora, 1995; King, 1996), but still, whole language development is incomplete unless buttressed by viewing comprehension - a process that makes readily available a host of schemata that helps in stimulating background knowledge and comprehension (Fehlman, 1996).

Though there were no purposes to measure some personality-related variables in this experiment such as motivation, attitude or interest level, the researcher who was also the instructor of both research groups, noticed that the video-based experimental class was more lively, and the students were more interested in following the lessons attentively, contrary to the other video-less condition. Video-viewing experiences further generated more student-teacher, student-student discussions and students were prompted to keep writing, using vocabulary, and listening journals vis-à-vis their video-viewing experiences.

The experimental class participants had significantly improved their aural/oral, writing and reading skills after two semesters of English language learning compatibly, thus bolstering the findings of previous studies in which video-based instruction led

to improved listening skills after one semester or less of foreign language study.

On a final note, integrating video-based material with whole language teaching of the language skills of our students in a fashion that ameliorates viewing comprehension can produce an enhanced overall linguistic proficiency in EFL students at university levels.

Pedagogical Implications and Suggestions for Further Research

Existing studies of the role of audio-visual support provided in video-based instruction has been evidenced in this study as yielding effective results on overall whole language learning across all the skills of listening, speaking, writing and reading. However, videos could facilitate the learning of a language *per se*, but this is not necessarily a must. It all depends on how pedagogically appropriate videos are used and how effective the instructor incorporates them in his/her teaching. As well, videos should be utilised with an eye on integrating all the skills when teaching EFL. Guided practice and follow-up discussions involving all students interactively in groups and with the teacher are deemed crucial for the success of videos as effective instructional media. One way to do so is by emphasising that all the visuals and images used in the videos should be context visuals that provide adequate information about scenes and themes for previewing and post-viewing discussions and interactions.

Another important implication is that videos should also be systematically incorporated in language assessments, especially in listening and speaking tests. Computer-mediated learning material could also include video segments and clips to ameliorate skill acquisition.

On the basis of the results obtained in this study and implications, several ideas for future research arise. There is a need to explore the effects of videos on whole language proficiency and other affective domain variables, such as motivation for learning the target language, attitudes towards the target language. There is also a research need to investigate the effectiveness of using writing

journals during previewing and viewing phases on improving cognitive and metacognitive skills while developing language skills as well.

Furthermore, further research is needed to examine the effect of context and content video visuals on test-takers' performance on EFL tests and compare the two effects. Therefore, it is significant to further investigate the interaction of different types of visuals (i.e. content and context pictures and video) with different text types, such as dialogues of daily conversational English and academic lectures. Additional research ought to be conducted to detect the reasons for individual differences, such as the role of cognitive load and visual and acoustic impediments, learning styles of learners, and their L2 proficiency levels which affect the performance of EFL students on proficiency assessments or a particular skill area test, being the teacher's single way to determine students' in particular skill area instruction in Arab universities.

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