



## The Impact of Videos on Students' Listening Skill Improvement

م. م سندس حسين علاوي

[sun.hus.85@gmail.com](mailto:sun.hus.85@gmail.com)

المديرية العامة لتربية بابل

### ABSTRACT

Although there are now more opportunities to incorporate interactive visual aids in language classrooms, these resources are not being properly utilized. The purpose of this study is to elucidate the factors that differentiate students who watch videos from those who do not in terms of performance as well as listening ability. Additionally, it serves as evidence that audio resources have to be included into language classrooms because of the advantages they provide for students who watch videos on a regular basis. Both qualitative and quantitative techniques have been used to measure the results. The findings demonstrate that students' performance in class is significantly and clearly impacted by videos. These findings support the notion that employing multimedia graphics as teaching aids in language classrooms improves student learning and is very useful to the students.

Key words: videos, listening skill, comprehension, improvement, students.

تأثير الفيديوهات على تحسين مهارة الاصغاء للطلبة

م. م سندس حسين علاوي

[sun.hus.85@gmail.com](mailto:sun.hus.85@gmail.com)

المديرية العامة لتربية بابل

**الملخص:** على الرغم من توفر العديد من الفرص للتفاعل اللغوي في البيئة الصفية حديثاً ، الا ان هذه الفرص لم يتم استغلالها بالشكل المطلوب والذي يخدم عملية التعلم . تهدف هذه الدراسة لتسليط الضوء وتوضيح الاختلاف بالمستوى العلمي فيما يخص تعلم اللغة الانكليزية بين الطلبة الذين يستمعون للفيديوهات بصورة مستمرة داخل وخارج الصف وبين اللذين لا يستمعون الا الفيديوهات اطلاقاً . اضافة الى ذلك ان هذه الدراسة تستخدم كدليل على ان الوسائل الصوتية يجب ان يتم تضمينها في وسائل التهيئة للدروس لما لها من فائدة على تحسن المستوى العلمي للطلبة . استخدمت الدراسة التحليل الكمي والنوعي للبيانات باستخدام الجداول لاعطاء نتائج مبنية على اسس علمية . وتوضح النتائج وتحليلاتها الى تاثر اداء الطالب داخل الصف بكثرة مشاهدة الفيديوهات . وان هذه النتيجة تدعم فكرة تضمين الصوتيات بشكل فعال داخل الصف وهذا يؤثر ايجابياً على مستوى الطلبة لما له من فائدة وممتعة لهم .  
**الكلمات المفتاحية:** فيديوهات، مهارة الاصغاء، استيعاب، تحسن، الطلبة.

### CHAPTER ONE

#### Introduction:

This study attempts to fill the knowledge gap in the previous research by investigating the advantages of videos in all subject areas taught in schools and colleges. In light of the foregoing, the current study aims to evaluate how videos affect students' listening comprehension skills through administering a test. To conduct the study, it is necessary to emphasize the following questions:

- 1- How videos help to sustain listening skill?



- 2- Is it essential to be applied in schools and universities?
- 3- Does videos reach enjoyment and learning at the same time?
- 4- Are videos preferable by students?

### 1.2 The Aims:

This study targets at:

- 1- Elucidating how videos can help to boost listening skill.
- 2- Emphasizing the most essential features of it.
- 3- Viewing whether videos are useful or not.
- 4- Assembling a test for the study.

### 1.3 The Hypotheses:

It is hypothesized that:

- 1- Videos are a way of teaching and learning process.
- 2- It is a useful tactic when it comes to pedagogical drives.
- 3- Videos are an easy and efficient way of learning.

### 1.4 The procedures:

Below is a summary of the methods used in this study:

1. The study gives a theoretical overview of videos, outlining their advantages, objectives, and goals in relation to the goals of the study.
2. Creating a listening comprehension test via two passages.
3. Analyzing the data in light of the test's outcome.
4. Exchanging views on the analysis's conclusions.
5. Outlining the study's conclusions.

### 1.5 The Limits:

The scope of the current study is restricted to examining the value of videos in academic disciplines. The primary focus of this study is the benefits that videos have on pupils in the classroom. The purpose of the study is to determine how watching videos affects fifth-grade students' listening comprehension.

### 1.6 The Value:

This study's value is in how it uses videos to make learning accessible and applicable at all times. Additionally, it is intended that the researchers and everyone else with an interest in digital media will profit from this study.

## CHAPTER TWO

### Introduction

The advantages of using visual aids in language classrooms are examined in this study. The advantages of audio content that academics have heard over the years will be the main focus of the analysis. When incorporated into a lesson plan via media, audio aids help students pay attention to the material being



covered in class, improve and promote language and grammar understanding, boost their motivation, and assist them in memorization of new vocabulary and structures.

Using audio content in the classroom not only helps students acquire the language more quickly, but it also gives them a context that is more relevant. Students become more engaged and talkative members of the class group as a result of all these elements.

The process of learning a language is intricate, and since technology is the application of scientific knowledge to real-world problems, language learners cannot avoid it. It's a fact that society and technology are inextricably linked. As a result, students require technology appropriate for the classroom setting.

## 2. 1 Background of Study

Listening, speaking, reading, and writing are the integrated abilities that should be learned when studying the English language. According to Field (2009), listening is seen to be the language ability that people utilize the most frequently to stimulate and motivate effective communication. Students who score well in listening classes may have different speaking abilities. Because kids frequently mimic and emulate the speaking abilities of others, listening skills have been shown to enhance students' speaking abilities. Gaining a grasp of listening skills can help students become more productive, increase their understanding of grammatical errors, and develop their own unique understanding strategies for certain vocabulary. As a result, kids might learn English more effectively academically.

Hedge (2000), referenced in Nafisah (2019), asserts that listening comprehension is not as frequently trained in schools as speaking, writing, and grammar. Listening issues are frequently brought on by new terminology, pronounced differently, shortened phrases, etc. Many students struggle to understand listening skills, such as taking in the audio's subtleties, and they frequently believe that listening is not that important for language improvement because it only involves hearing. The ability to listen well, which calls on a solid grasp of language in terms of syntax, pronunciation, and speed, makes it harder for pupils to concentrate. According to Nafisah (2019), teaching listening skills to EFL students is thought to be the most difficult and demanding task. Learning English, as a foreign language, is undoubtedly challenging, especially if the students have low motivation in learning.

While listening comprehension is thought to be a difficult talent, there are ways to drill and get better at it, like viewing movies or television shows in English, listening to English radio, and speaking with native English speakers. Additionally, students can enhance their listening comprehension by practicing their listening skills through videos, according to Herron, York, Corrie, and Cole (2006). There's no denying that using movies to teach English can pique pupils'

attention. According to Heinich (2011), the use of a suitable teaching assistant can help students focus more quickly and become more involved in the teaching-learning process. While they are practicing listening, the children will use audio-visual materials to hone their two multisensory skills—sound and sight. Hruby (2010) further explains that audiovisual learning resources may upsurge the desire of the learner in listening practice.

Based on these earlier investigations, the researcher plans to carry out a study to find out if using videos enhances students' listening skills. Since the use of video learning effects listening skills and has not been studied in Iraqi schools, the previous research do not provide such information. The fifth-grade preparation pupils make up the study's population.

## 2.2 Digital videos

Similar to other theme-based resources, videos serve as useful launch pads for additional content-based classroom activities. They offer context and appropriate prompts for ensuing writing, speaking, listening, and reading activities. (Stoller, 1993). According to Tomalin (1991), using videos to teach young kids is very motivating. As students learn about the target culture and are exposed to fresh input in the target language, they are encouraged to pick up new vocabulary. Because of the lifelike pictures on TV screens, such as depictions of people or objects, some scholars emphasize the significance of videos as aids in mental processing.

According to a study by Canning-Wilson (2000), scenes including expressions should be supported by physique language to make the listening input easily comprehensible. It's also significant to note that the pupils who were exposed to sound alone had a harder time staying interested and paying attention when listening. According to Canning, the fact that videos offer visual stimuli that can assist students in formulating hypotheses and predictions while activating their underlying schemata is more significant.

When discussing media in the classroom, it has been argued that the ideal method to use videos is to fully incorporate them into the lesson rather than using them as an extra activity or a fun break. Video can present various topics of a thematic unit in progress or a different closing to one, as noted by Stoller (1993). When it comes to technology, one of the most frequent concerns individuals have is how much it would cost them financially and how much time and expertise it will take. However, YouTube has provided a new, easy-to-use method—that is free and doesn't require any specific skills—for accessing a vast array of information and video resources.

## 2.3 Video Learning

Video, in the words of Canning and Wilson (2000), is an audio-visual setting made up of carefully chosen and arranged messages or information. A

multimedia tool that combines audio and visual elements to captivate viewers is the video. This study's main focus is on animated videos or any other pertinent videos that improve listening skills.

## 2.4 Listening Ability

According to Richard and Schmidt (2002), listening is the process of deciphering the meaning that a speaker is trying to convey through spoken language or speech. When listening, the listener must focus intently in order to understand the spoken language and determine the appropriate expression or response. According to Nunan and Carter (2001), there are six processes involved in listening: hearing, attending, and understanding; reminding; evaluating; and responding. One may argue that having high listening skills requires following the right processes during the listening process. The definition of "ability" in the Merriam-Webster dictionary is "competence to do something or acquired proficiency." It implies that a person's capacity is defined as her or his preeminent talent or capacity for a particular task.

### 2.4.1 Processes of listening

A variety of listening processes are frequently performed and practiced throughout listening procedures. The students practice these two methods in order to understand the subject matter that is spoken aloud. The procedures are listed as follows:

#### 1) Bottom-up Processing

During the bottom-up processing, pupils concentrate on the phonemes, lexical, and grammatical components that they must comprehend to comprehend the speaker's meaning. Woottipong (2014) cites Nunan (1998). This means that during bottom-up processing, the listener will highlight particular components, like the speaker's words and phrases, and will then come to an understanding by putting these focused aspects together to form the message's overall meaning.

#### 2) Top-down Processing

Top-down processing refers to the method in which learners focus on predicting or creating new information for the message by using the knowledge that the listeners have already acquired. This indicates that during this processing, the listeners divide the entire communication into several sections based on subtopics by drawing on their prior knowledge about that subject. This tactic asks the audience to pay attention to aspects of the speech, like the time, location, and circumstances (Wilson, 2008).

In conclusion, students frequently use the two listening strategies to comprehend all or a portion of the concept or data presented in the listening segment. Students choose the style of listening that best suits their needs and preferences when it comes to using it.

## 2.5 Advantages of E-learning



It has been suggested that e-learning can concentrate on the needs of certain pupils. For instance, in the age of technology, teaching can be accomplished more successfully by concentrating on the needs of specific pupils as opposed to those of instructors or educational institutions (Huang and Chiu, 2015).

E-learning leads to accomplish goals more swiftly and simply. Regardless of the users' ages or locations, equitable access to the material is maintained when administering the e-learning environment (ibid).

Numerous studies have illustrated the advantages of virtual learning as seen by students or learners. For example, e-learning makes it possible for students to attend classes with a substantially reduced requirement for travel provided they are familiar with far more flexible learning methods. Learners can comprehend the content more deeply through in-class activities that make use of interactive video technology. Students are able to respond to tests more swiftly as a result (ibid).

Improved student-teacher contact is made possible by e-learning platforms. Both full-time and part-time students can participate in the available degree programs of their choice from any place, providing a convenient means of education and experience for individuals who are relocating or traveling. People with impairments can now complete their education from any location because e-learning has been integrated and used (Radu, and Croitoru, 2015).

## CHAPTER THREE

### THE TEST

#### 3.1 Test Definition

Testing is one facet of evaluation. "Examine how much the whole programme has succeeded or failed or in what areas" is the primary goal of evaluation, according to Al-Hamash and Younis (1985: 195), a test is an instrument or a tool for measurement. Al-Jubory (2000:1) employs the term "assessment" rather than "testing" due to its broader definition. Assessment encompasses any method of verifying or determining the linguistic proficiency of the students.

#### 3.2 Purposes of Test

For Al- Jubory ( 2000 :2) seven important purposes of assessment can be distinguished as follows :

1. Placement: the process of assigning pupils to an appropriate course.
2. Diagnosis: to identify the specific strengths and shortcomings of the students.
3. Selection: to equitably choose the finest applicants for a restricted number of positions, jobs, or further education.
- 4-Evaluation: To determine whether the teaching method and the syllable are effective and to make necessary adjustments.
5. Progress: To evaluate the pupils' understanding of the particular syllabus and

their level of advancement.

6. Prediction: identifying aptitudes and potential as well as projecting likelihood of future achievement, both in and outside of the classroom.

7- Accreditation: to show that the learner has completed a course of study or training and is certified to practice his work.

### 3.3 Qualities of a Good Test

Most linguists agree that the three most important characteristics of a good test are reliability, validity, and practicality.

#### 3.3.1 Reliability

The reliability of a good test is its consistency ( Harrison , 1983 : 10 ). The degree of consistency in the results of a test, questionnaire, or other measuring tool is what determines an instrument's reliability.

( Brown , 2007 : 492 ). A test is reliable when a group of people is given the test on two occasions and their scores are either the same or very similar on the two occasions ( Al- Hamash and Younis , 1985 : 201 ). Test score stability is referred to as reliability. It stands to reason that the results of the same test administered twice to the same students in the same circumstances would be the same. (Al- Jubory , 2000 : 2).

#### 3.3.2 Validity

The degree to which a test measures what it is supposed to measure is what determines its validity. ( Harrison , 1983 : 11 ). Validity is the degree to which the results of a study can be accurately interpreted as meaning what they appear to mean ( Brown , 2007 : 493 ). A test is valid if it measures what it is supposed to measure ( Al- Hamash And Younis , 1985 : 200 ).

#### 3.3.3 Practicality

The main questions of practicality are administrative ( Harrison, 1983 :12 ). A test is practicable when it can be easily given. A test is practicable if it Can be administrated practically ( Al- Hamash and Younis, 1985 : 203 ). The third characteristics of assessment is its practicality or as it is called By ( Al- Jubory, 2000 : 28 ) 'usability' . Even if a test is expensive or difficult to score, it may not be re-accepted if it is legitimate and reliable.

### 3.4 Test Description

The test consists of two passages. The first passage consists of ten items and the last five items includes alternatives and yes/no questions. The second passage consists of five items with a mixture of alternatives, yes/no questions and T/F items. Students have to answer in the same way when they have listening comprehension test. The population of the study is fifth preparatory students in Al- Rabab Secondary School.

### 3.5 Test Analysis

The analysis

Table (1) Students' performance (group one)

Item	No. of correct responses	Percentage	No. of incorrect responses	Percentage
1	4	66.5%	2	33.5%
2	6	100%	0	0%
3	5	83.5%	1	16.5%
4	2	33.5%	4	66.5%
5	6	100%	0	0%
6	6	100%	0	0%
7	6	100%	0	0%
8	5	83.5%	1	16.5%
9	6	100%	0	0%
10	3	50%	3	50%
1	6	100%	0	0%
2	5	83.5%	1	16.5%
3	6	100%	0	0%
4	5	83.5%	1	16.5%
5	4	66.5%	2	33.5%
Total	75	83.5%	15	16.5%

The table above shows that the number and the percentage of the correct responses are more than those of the incorrect ones, and the variation between the rates is high. The percentage of the correct answers is 83.5% while the incorrect is 16.5%. This means that almost all the students are good at listening as they adhere to videos much more than their classmates.

Table (2) Students' performance (group two)

Item	No. of correct responses	Percentage	No. of incorrect responses	Percentage
1	6	100%	0	0%
2	6	100%	0	0%
3	2	33.5%	4	66.5%
4	2	33.5%	4	66.5%
5	5	83.5%	1	16.5%
6	2	33.5%	4	66.5%
7	4	66.5%	2	33.5%
8	3	50%	3	50%
9	6	100%	0	0%
10	2	33.5%	4	66.5%
1	4	66.5%	2	33.5%



2	5	83.5%	1	16.5%
3	5	83.5%	1	16.5%
4	4	66.5%	2	33.5%
5	4	66.5%	2	33.5%
Total	60	66.5%	30	33.5%

From Table (2), the researcher concludes that the total number and the percentages of the responses are less than table one which is related to group one. The percentage of the correct answers is 66.5% while the incorrect is 33.5%. These results reflect clearly the weak level of students who don't watch videos at any time.

## CHAPTER FOUR

### 4.1 THE CONCLUSION

1. The study's findings show that improvements in listening abilities were statistically significant among the participants, and that the first group performed better on listening exercises than the second group did.
2. The study's conclusions offer more details regarding the attitudes of students toward digital listening activities, as well as their level of enthusiasm and ideas.
3. The first group had favorable sentiments regarding digital storytelling, based on the findings. When it comes to using digital storytelling in language classrooms, students who are exposed to it indicate more positive things on the attitude scale than students who do not receive any digital treats.
4. The first group was also substantially more motivated than the second.

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## APPENDIX 1

The Test Passages:

Q/Listen carefully and answer the following:

Steve Davis used to be a taxi driver. Recently, he became a bus driver and he has not regretted as he finds his new job far more exciting. Last week, while he was driving down Oxford Street, he saw two thieves rushing out of a shop and running towards a waiting car. One of them was carrying a bag full of money. Steve acted quickly and drove the bus straight at the thieves. The one with the money got such a fright that he dropped the bag. As the thieves were trying to get away in their car, Steve drove his bus into the back of it. While the battered car was moving away, Steve stopped his bus and telephoned the police. The thieves' car was badly damaged and easy to recognize. Within minutes, the police stopped the car and both men were arrested.

1. Steve was a taxi driver.
2. He became a thief.
3. Steve drove the bus straight at the thieves.
4. The thieves were carrying a bag without money.
5. The one with the money got such a fright he dropped the bag.



B//

1. He saw (Four /two) thieves rushing out of a shop.
2. Steve's new job was (exciting / boring).
3. The Police came within (minutes/ hours).
4. Did Steve damage (destroy) the theives'car?
5. Were the thieves arrested (caught)?

Q/Listen carefully and answer the following:

When he got married, Alf was too embarrassed to say anything to his wife about his job. He simply told her that he worked for the Corporation. Every morning he left home dressed in a Fine black suit. He then changed into overalls and spent the next eight hours as a dustman. Before returning home at night, he took a shower and changed back into his suit. Alf had done this over two years and his fellow-dustmen kept his secret. Alf's wife never discovered that she had married a dustman and she never will, for Alf has just found another job. He will soon work in an office as a junior clerk. He will earn only half as much as he used to, but he feels that his rise in status is well worth the loss of money from now on, he will wear a suit all-day and others will call him "Mg Bloggs", not "Alf".

1. Alf was too sad to say anything to his wife about his real job. (T/F).
2. Did Mr. Alf work as a dustman?
3. Every morning Alf left home dressed in a Fine black suit. (T/F)
4. Alf's new jobs (a junior clerk / banker).
5. He will earn (much /less) money in his new job.