Effectiveness of Using Video Technology in Teaching English Language at University Level.
(A case Study of Sudan Open University Lecturers 2022)

فاعلية استخدام تقنية الفيديو في تدريس اللغة الإنجليزية في المستوى الجامعي

(دراسة حالة: أساتذة جامعة السودان المفتوحة)

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Abstract

The study aimed at investigating the effectiveness of using video in teaching English at university level. The study casted light on the important of using video particularly in the field of English language teaching. The population of the study consist Sudan Open University teachers. The sample of the study consisted of (30) English teachers and interview with (20) technicians. The study followed the descriptive analytical method. The data for the study was collected by means of a questionnaire and an interview with some ICT experts and technicians. The study used the (SPSS) statistical package for Social Sciences program for analyzing the data. The study reached many important results: video was very effective in teaching English language. Also videos make lectures interesting because they attract student's attention to lectures. Moreover, teaching English through videos allows teachers to be creative when designing language lectures. Based on these findings the study recommended the following: teachers should use video in teaching English

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because they are effective. Also videos attracts student's attention and let them concentrate on what they are learning. Furthermore, teaching English through video make teachers creative in designing lectures.

Key words: Designing – creative – interesting – attractive – video

ملخص:

هدفت الدراسة التعرف على فاعلية استخدام تقنية الفيديو في تدريس اللغة الإنجليزية في المستوى الجامعي. وسلطت الدراسة الضوء على أهمية استخدام الفيديو خاصة في مجال تعليم اللغة الإنجليزية. تكون مجتمع الدراسة من عدد من أساتذة جامعة السودان المفتوحة - قسم اللغة الانجليزية وتكونت عينة الدراسة من (30) معلم لغة انجليزية ومقابلة مع (20) من التقنيين. اتبعت الدراسة المنهج الوصفي التحليلي. جمعت عينة الدراسة بواسطة الاستبانة والمقابلة مع بعض خبراء تقنية المعلومات والاتصالات. استخدمت الدراسة برنامج الحزم الاحصائية للعلوم الاجتماعية (SPSS) لتحليل البيانات. توصلت الدراسة إلى عدد من النتائج الهامة: ان استخدام الفيديو فعال جداً في تدريس اللغة الانجليزية. كما أن الفيديو يجعل المحاضرات ممتعة لأنه يلفت انتباه الطلاب للمحاضرات اضافة إلى أن تدريس اللغة الانجليزية من خلال الفيديو يجعل الأساتذة مبدعين في تصميم محاضرات اللغة الانجليزية. بناء على هذه النتائج أوصت الدراسة بالآتي: يجب على الأستاذة أن يستخدموا الفيديو في تدريس اللغة الانجليزية لأنه فعال جداً. كما أن الفيديو يجذب انتباه الطلاب ويجعلهم يركزون مع الشيء الذي يتعلمونه إضافة إلي أن تدريس اللغة الانجليزية من خلال الفيديو يجعل الأساتذة مبدعين في تصميم محاضرات اللغة الانجليزية.

كلمات مفتاحية: التصميم – مبدع – ممتع – جذاب – فيديو.

Using Video Technology in Teaching English

1.0 Background:

In this modern era, teaching English is increasingly diverse, ranging from using manual media or visual media such as blackboards, chalk, markers, until to internet based media and technologies in teaching English. Many studies recently believed that the use of video as a media is very effective to teaching and learning in the classroom. According to Cepon (2013) the video format is useful for teaching and studying FL.

1.1 Statement of the Problem:

It is noticed that most Sudanese universities lecturers have some problems in using videos in teaching English language, to find the right clip for your lecture can be incredibly time consuming. First, you have to find a selection of videos that align with your subject. Then when you have to determine not the video is appropriate for your grade level and when the video use an accurate and vetted sources. Many teachers encounter difficulties that make using video in the classroom more complicated than it should be.

1.2 Objectives of the Study:

1) Casting some light on the importance of using video in teaching English.

2) Investigating the problems of using videos in teaching English.

3) Training the ELT teachers in using videos to benefit from its privileges in developing the video an electronic medium for the

recording, copying, playback, broadcasting and display of moving visual media.

1.3 Questions of the Study:

1) Are using video important in teaching English?

2) Why are videos effective in teaching English?

3) Is teaching by video interesting and effective?

1.4 Hypotheses of the Study:

1) Using videos are very important in teaching English.

2) Videos are very effective in English teaching because of pictures and sound effects.

3) Teaching by videos is interesting and effective.

1.5 Significance of the Study:

This study is hoped to be of great help to EFL teachers, learners, technicians and consequently their students. In addition, the study is expected to raise teacher's awareness of the importance of using video in EFL teaching.

1.6 Methodology of the Study:

The experiment analytical and descriptive method will be used for data collection. The tool will be a questionnaire for (30) EFL teachers at university level and an interview with (20) ICT experts and technicians. The data of this study will be analyzed with statistical packages for social a program (SPSS).

1.7 Limits of the Study:

This study is limited to using video technology in teaching English at Sudan Open University level – Khartoum State – Sudan (2022).

2.0 Background:

A video can be a great visual aid, however, a video is not a replacement for an actual speech. There are several potential drawbacks to playing a video during speech or lecture. First, if a video is playing that includes audio, the speaker will not be able to talk. Also, if the video is very exiting and interesting, it can be made what the speaker is saying appear boring and uninteresting.

2.1 Using Video to Teach English:

According to Bedjou (2006: 28-31) creating specific lessons for different language skills is challenging and time consuming for English teacher, but it is definitely worth the effort. Teaching language skills through mechanical exercises and traditional fill-in-the-blank, true/false, and multiple-choice assessments doesn't interest students as much as we expect. This fact inspired the researcher to consider lively, interesting, and meaningful contexts and materials. Although the mechanical exercise and supplementary materials in resource books are useful, they do not expect you can clearly see the differences. Teachers can suggest ways to teach grammar with audio visual techniques, with an example of a lesson on teaching modals of speculation that express degrees of certainly (e.g, might, could, couldn't).

The significance of films and filmstrip Rasul (2011) mentioned that: films and filmstrips can be shown either before or after reading. If they read the book before viewing the film learner can compare their own visualization of the characters and setting with those in the film. They can also compare the unique qualities of the two media to see how one relies strongly on pictures to develop setting and character while other does so with written words. Arts films stimulate oral and dramatic involvement and interpretation of subject. These films stimulate creative

writing as well as oral discussion and creative drama. There is a strong sirrilanity between films and literature book, both express feelings and ideas both promote development of conceptual and sequential organization, and both must consider the audience.

2.2 Video in the Classrooms:

Integrating videos into lessons creates enriching and special interactive environment. In the EFL, ESL classroom. Teaching English through videos also allows teachers to be creative when designing language lessons as Candell (2008 p 17) notes: "One of the most powerful ways that videos can be integrated into courses is for the visual representation they provide for learners on other wise abstract concepts" video permitted teacher to provide students with audiovisual stimulate to introduce these important models in a way that made sense to students.

2.3 Media in the Language Classrooms:

Well-known way to create meaning full content for teaching English is through using media, which can be delivered through a wide variety of print, audio and visual formats. The current information age requires teachers to be familiar with media and media literacy. Thoman (2003) argues that media literacy has an influential role in education programs, including second language learning. Media can be integrated into language lessons in a variety of ways by developing activities based on radio programs, television shows, newspapers, and videos. Rucynski (2011) integrates television into English as a second foreign language (ESL - EFL) instructions by demonstrating how a variety of English lessons can be taught with the Simpsons, radio programs, an excellent source for teaching ideas because "It is well accepted that language is better acquired or learnt where there is focus on interesting content and

radio can certainly provide interesting content" Bedjous (2006) introduces a number of English teaching activities that can be organized around radio programs and points out the significance of radio as an English teaching tool: "Radio can bring authentic content to the classrooms especially in the EFL environment, where it may not be easy to meet and talk with native speakers of English. Newspaper are another authentic and readily available source for pedagogical metrical". Aemaybi (1995) notes that availability, affordability and refrance pf newspapers make them good teaching tool.

2.4 Advantages and Disadvantages of Digital Video in Language Learning Software:

According to Thoman (2003:278) the key to using video in computer-assisted language learning (CALL) software is the near-instantaneous call-up and playback it offers. With video tape, finding a precise location involves much fast forwarding and re-winding making intensive use of video in language exercises unwieldy. In contrast, digital video in a software package can be programed to run exactly as and when it is required, repeatedly if necessary. It is this principle of "random access" video files which makes the integration of digital video into software such as success: teachers can specify when video extracts should be made available to the student, and exactly what those extracts should be.

One other advantage is that, the use of digital video offers in CALL software is flexible subtitling: this can be done whenever the teacher thinks it is appropriate, in the source or target language, and added or removed as required by the students.

The production of video-based software expands the scope of video-based language learning: video material can be studied more closely and flexibly than ever before.

The disadvantages are that the quality of the video in use for most CD-ROOM or internet software is poor compared even to household VHS tapes: its display area is limited to a few square inches, and its appearance is much inferior. Full-screen high-quality digital video is now the mainstay of large broadcasters such as the BBC, but such quality still requires considerably more storage space than a current CD-room will ever be able to offer.

Within the Italia 2000 project, this advantage is offset by the fact that students are expected to watch the source programs, either by television transmission or by viewing taped recordings, before embarking on the CD software: the lesser-quality video then becomes to some extent a reminder of the original programe rather than a substitute for it. However, the CD video quality is such that students who have not seen the original programs will find it adequate to learn from the software and the small size means that the exercises and the video display.

2.5 Understanding and Teaching the Current Generation:

English teaching professionals working with children in primary schools, adolescents in secondary school, or adults at university know that learners nowadays think and behave differently than those from previous generations. These students were born into a world of information technology, they prefer to multitasks rather than focus on one thing at a time, and they can be more attracted to the ideas of a peer or a web video than what their teachers have to offer.

Human resource departments in today's firms have discovered the value of simulation software to recruit and train this generation Skiba (2008). Simulation of the real world, or virtual reality engage and motivate this generation because they are visual and involve learning by doing According to Polimmeni (2009) employers realize that "if they want to appeal to this technology survey generation, they will need to dramatically change the way they market the accounting profession". It begs the question: Don't teachers need to change as well teaching methods and materials being used in a university computer course to make them more attractive for today's student's they prefer kinesthetic and visual learning activities over traditional teacher centered and text-based tasks. To increase motivation to learn, we need to get student moving and include visuals in course work. Listening concentric circles to exchange information. Find someone to tasks, and rallies students out of their chairs, power point presentations, you tube, videos and students recode posters and drawings increase the visual nature of our classes.

2.6 Projection Equipment:

There are several types of projectors. These include slide projectors, power point presentation, overhead projectors, and computer projectors. Slide projectors are the oldest form of projector, and are no longer used. Power point presentations are very popular and are used often. Overhead projectors are still used but are somewhat inconvenient to use. In order to use an overhead projector, a transparency must be made of whatever is being projected onto the screen. This takes time and costs money. Computer projectors are the most technological advanced projectors. When using a computer projector, pictures and slides are easily taken right from a computer either online or from saved file and

are blown up and shown on a large screen. Though computer projectors are technologically advanced, they are not always completely reliable because technological breakdowns are not uncommon of the computers of today.

3.1 Sample of the Study:

The sample of this study consisted of (20) Sudanese EFL teachers at the department of English language of Sudan Open university and (20) ICT experts and technicians from UNESCO institute and the academy of health science who teach ICT as a major specialization.

3.2 Tools of Data Collection:

They are two procedures which were followed in collecting the data for this study. They were questionnaire for EFL teachers and an interview with some ICT technicians. The information was collected through self-administered questionnaire distributed to the subject of this study. Moreover, the researcher held an interview with the technicians.

3.3 Validity and Reliability of the Questionnaire:

i. Reliability

Reliability is a term that used when the assessment tool has the ability to perform accurately its intended purpose when it is applied again over time. The basic idea of reliability as stated by Huck and Cornier (1996:76) is summed up by the world consistency. The same thought on reliability has also granted before by Black and Champion (1976: 232) as "ability to measure consistently". The consistency here, is simply used to mean that the same questionnaire gives same outcome when it is repeated again, so it is a consistency of the results. A number of methods have been adopted in measuring the reliability, the researcher uses the "Split-half reliability" method. First, the common measure of

correlation "Pearson's Correlation Coefficient" is applied with its following formula:

$$R_{xy} = \frac{N\sum XY - \sum X \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where

r = correlation

R= Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

$\sum$: sum

R = 2*r/1+r

$Val = \sqrt{reliability}$

Correlation = 0.75

$$R = \frac{2*r}{1+r} = \frac{2(0.75)}{1+0.75} = \frac{1.5}{1.75} = 1.75$$

Reliability = 0.86

Based on this statistical result, it is clear that the questionnaire has adequate reliability.

ii Validity

The implementation of validity based on the presence of reliability; that is, if a questionnaire is unreliable, it is not possible to proof its validity. "Reliability analysis is often viewed as a first-step in the test validation process" (Wells and Wollack, 2003: ."Spearman-

Brown" constitute a formula which is applied (based on the calculation of reliability) to calculate the validity (v), it is simply:
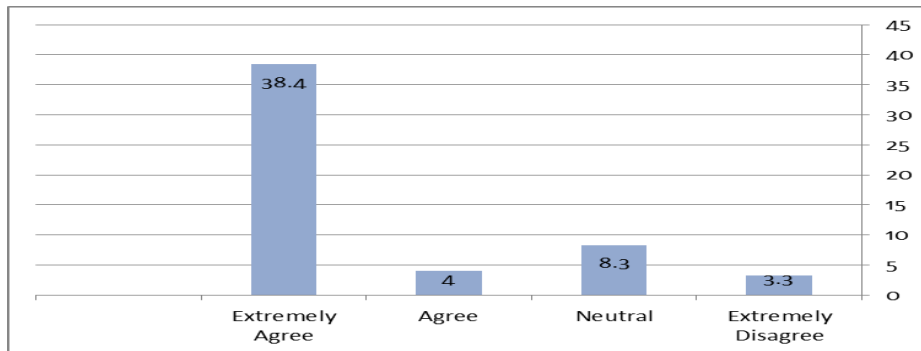
$$v = \sqrt{r}$$

$$v = \sqrt{0.86} = 0.88$$

This statistical result reflects an ideal questionnaire validity.

4.0 Data Analysis and Discussion:

**Table (4.1) video is very effective when is used in teaching English language.**

Extremely Disagree	2	3.3
Neutral	5	8.3
Agree	24	4.0
Extremely Agree	29	38.4
Total	60	100.0

Extremely disagree (3.3%) neutral (8.3%), agree, (40%) whereas, extremely agree (48.3%). According to the above table (88.3%) of the respondents agreed with the statement that video is very effective when used in teaching English language. That meant the majority agreed with the statement. Thus this statement is accepted.

Table (4.2) Videos make lessons interesting because they attract the student's attention.

Extremely Disagree	8	13.3
Disagree	13	21.7
Neutral	12	20.0
Agree	18	30.0
Extremely Agree	9	15.0
Total	60	100.0
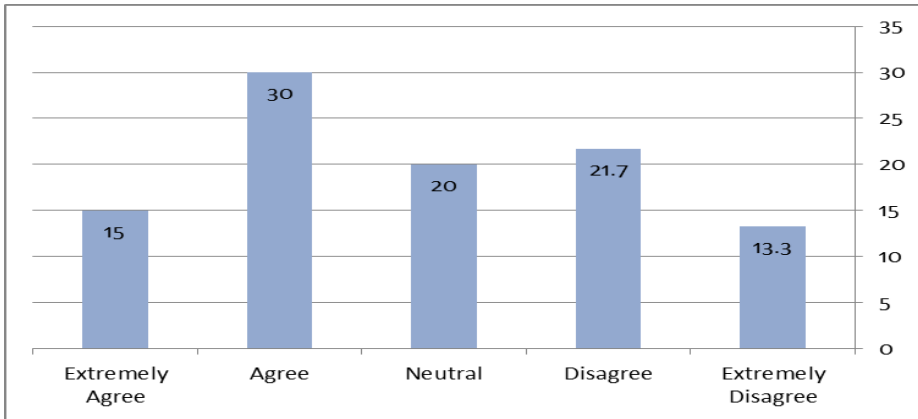
the statement that videos make lessons interesting because they attract the student's attention. That indicated highest number agreed with statement. Therefore, this statement is accepted.

Table (4.3) video plays a great role in raising students motivation.

Extremely Disagree	2	3.3
Disagree	1	1.7
Neutral	3	5.0
Agree	20	33.3
Extremely Agree	34	56.7
Total	60	100.0

The results in the presiding table indicated that (90%) of the responses agreed that video plays great role in raising students motivation. Thus this statement is accepted.
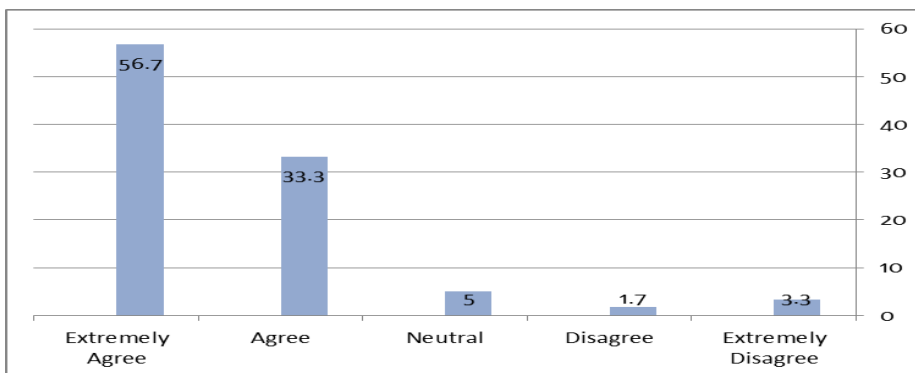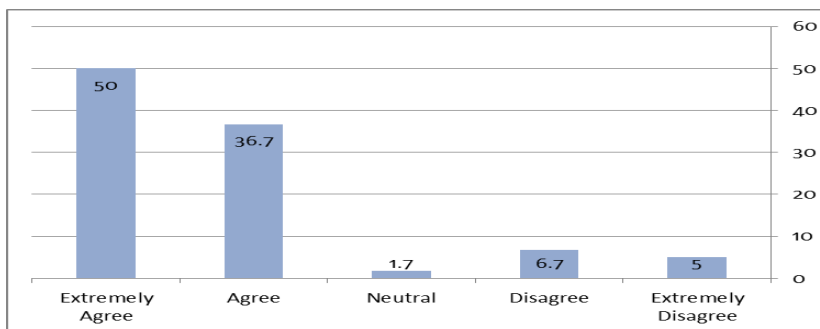
Table (4.4) Teaching language skills through mechanical exercises and traditional methods doesn't interest students.

Extremely Disagree	3	5.0
Disagree	4	6.7
Neutral	1	1.7
Agree	22	36.7
Extremely Agree	30	50.0
Total	60	100.0

With reference to the statistical results in the above table (86.7%) of the responses agreed that teaching language skills through mechanical exercises and traditional methods doesn't interest students. That indicated that majority of the students agreed with the statement. Thus this statement is accepted.

**Table (4.5) The best way to create a meaningful context for the teaching English is through using media.**

Extremely Disagree	3	5.0
Disagree	2	3.3
Neutral	9	15.0
Agree	22	36.7
Extremely Agree	24	40.0
Total	60	100.0
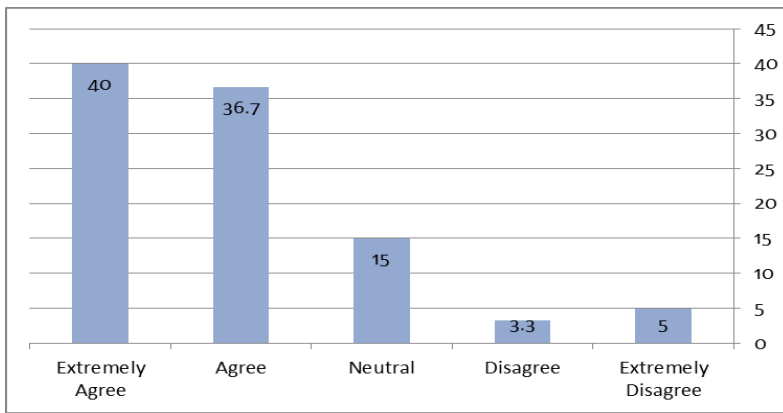
The results in the preceding table indicated that (46.7%) of the responses agreed that the best way to create a meaningful context for teaching English is through using media. Therefore, this statement is accepted.

**Table (4.6) Media literacy has an influential role in educational program.**

Extremely Disagree	1	1.7
Disagree	4	6.7
Neutral	9	15.0
Agree	20	33.3
Extremely Agree	26	43.3
Total	60	100.0
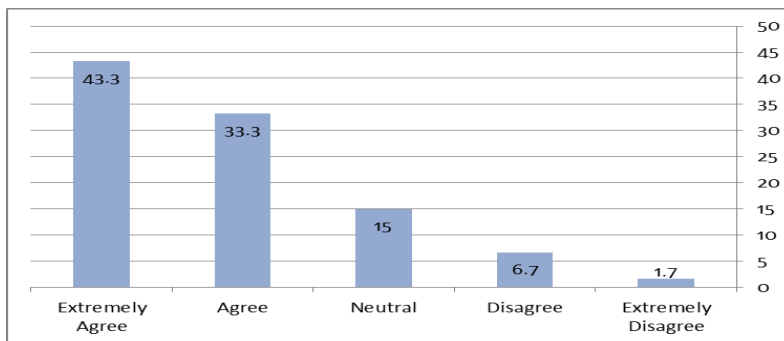
According to the statistical treatment in the above table, it is clear that the majority of the respondents (76.66%) supported the claim that media literacy has an influential role in educational program. That meant the highest numbers agreed with the statement. Therefore, this statement is accepted.

Table (4.7) teachers can suggest ways to teach grammar with audio visual techniques.

Extremely Disagree	7	11.7
Disagree	16	26.7
Neutral	13	21.7
Agree	12	20.0
Extremely Agree	12	20.0
Total	60	100.0
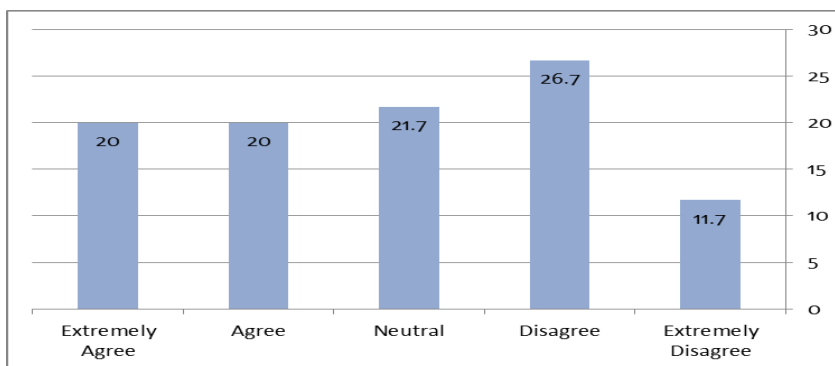
According to statistical treatments in the preceding table, it is clear there is no great difference between agree (40%) and disagree (38.34%) option which reveals that some and not all teachers can suggest ways to teach grammar with audio visual techniques. Thus this statement is accepted.

Table (4.8) Teaching English through videos allows teachers to be creative when designing language lectures.

Extremely Disagree	8	13.8
Disagree	13	21.7
Neutral	12	20.0
Agree	18	30.0
Extremely Agree	9	15.0
Total	60	100.0
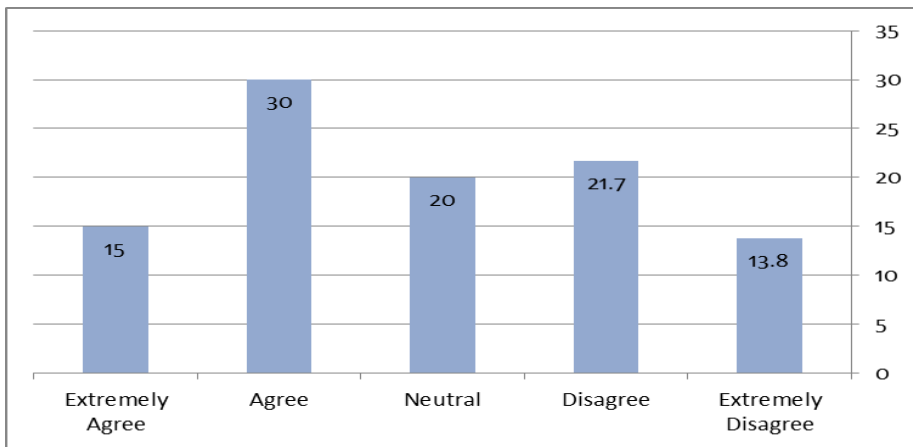
According to the statistical treatment in the above table (51.47%) of the responses agreed with the above statement that meant the majority of the respondents agreed with this statement. Therefore, this statement is accepted.

Table (4.9) Integrating videos in to lessons creates enriching visual and special interactive environment.

Extremely Disagree	3	5.0
Disagree	3	5.0
Neutral	3	5.0
Agree	22	36.7
Extremely Agree	29	48.3
Total	60	100.0
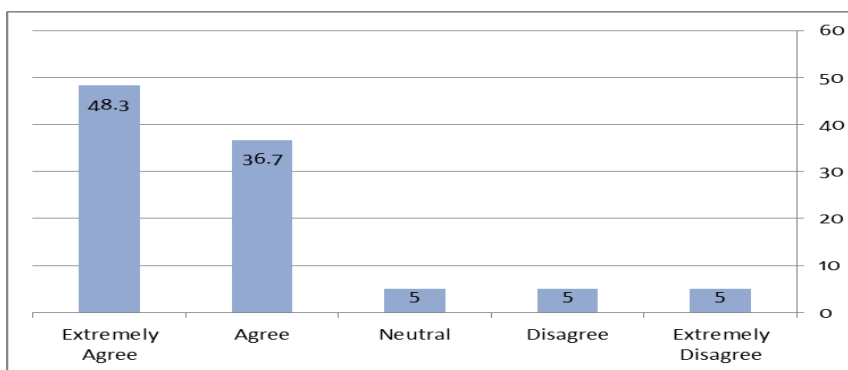
According to the above table (85%) of the responses agreed that integrating videos into lessons creates enriching visuals and special interactive environment. That meant the greats number agrees with the statements. Therefore, this statement is accepted.

5.0 Conclusion:

Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning. Mayer (2001). This multiplicity means that video communicates the same information to students through simultaneous learning modalities and can provide students with multiple entry point in to the content. One of the greatest strength of video is the ability to communicate with viewers on an

emotional as well as a cognitive level. Because of this ability to reach viewers emotions, video can have a strong positive effect on both motivations and effective learning. Not only these important learning components on their own, but can also play an important role in creating the condition through which greater cognitive learning can take place.

5.1 Findings:

The study found the following findings:

1) Video and sound effects are very effective in teaching English language.

2) Videos make lessons interesting because they attract the student's attention.

3) Integrating videos into lessons creates enriching visuals and special interactive environment.

4) Teaching English through videos allows teachers to be creative when designing language lessons.

5) Radio can certainly provide interesting content in the classrooms.

5.2 Recommendations:

Based on the findings the study recommended the following:

1) Teachers should use video and sound effects in teaching English because they are very effective.

2) In order to attract student's attention teachers should use video and sound effects.

3) In order to create interactive environment teachers should integrate enriching visuals in lessons.

4) Teachers should teach English through video this made them creative in designing.

5) Teachers should use radio in the classroom so as to provide interesting context.

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