

THE USE OF VIDEOS AS A MEDIUM OF INSTRUCTION FOR EFL IRAQI COLLEGE STUDENTS' PERFORMANCE IN GRAMMAR

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Abstract

This study is an attempt to find out the effect of the online video texts on EFL college students' performance in Grammar subject. To achieve the aim of the study, the following hypothesis has been tested. There is no significant difference between the experimental group performance and that of the control group in the score of the post test. Sixty students from the College of Al-imam Al-kadhum have been randomly chosen (thirty students as an experimental group which are taught grammar by the use of online videotext and thirty students as a control group which are taught grammar according to the conventional ways), during the academic year 2019 -2020. The researcher herself has taught both groups the assigned material (eight selective topics). Statistical analysis of data achieved through the test indicates that there are statistically significant differences between the experimental group performance and that of the control group in favors of the experimental group. In the light of these results, some recommendations are presented.

Keywords: Online Video Text, Grammar Performance

INTRODUCTION

In today's emerging technological society, it stands to reason that the modern-day classroom must reflect what is seen in society. Real world technological applications, positive value can be brought to the learning process, so that increase interest and motivation (Usher, 2012). As virtual learning becomes a crucial need during the time of Covid 19 pandemic, it becomes essential to focus on the use of technology and its applications in teaching(Al-Obaydi, 2020).

It is so important for the classrooms to put in their regards the needs of students. Technological supports need a variety learning approaches, create a sense of

community and a meaningful experience. Correct the use of technology can provide the regular education classroom and motivating students in all disciplines, such as math, social studies, and literacy (Floyd and Judge, 2012).

Also, students need major exposure to the new trends of innovations to increase the use technologies in the classroom, but there are many schools may not be meeting this need (Bolkan, 2012). So, many students depend on their capacity to use technology at home for educational purposes (Palaiahnokote and Wenyinliu :2014).

The use of videos generally can benefit students to a large extent. Al-Obaydi (2020) mentioned that "The use of YouTube videos of stories and songs in addition to colorful pictures contributed to the effectiveness of the methods of teaching". Berk (2009) adds that utilizing videos in teaching is also important in clarifying a concept, presenting an view, motivating a learning activity, and stimulating the students. The videotext has vital role the creation of networks of terminals by which users could access online services and find information and news required. On the other hand, Harmer (2006) indicates that one of the main merits of video is that learners can hear and see the language. YouTube videos make a particularly essential achievement to the content and the process of language learning; especially contribute to interest and motivation, sense of the context of the language, and a specific reference point or stimulus. Videotext interaction has great opportunity make a small contribution, while still providing any one with the same high-quality instruction (ibid).

Videotexts provide "universal information". It promises to eventually spread the information revolution to the general public, but the business or education market seems much more viable" (Educational Technology Publications, 2012). Despite the fact that video-based learning is not a new theory in language teaching methodology (York, 2011), a number of studies focusing on the effectiveness of using videos as media in studying other languages. Many studies find out that videos have been helpful material for teachers to enhance students' language learning skills (Stempleski & Tomalin, 1990). On the other hand, Dayu and Haura (2016) focus on the idea that the use of video recording is a promising way of training teachers and students-teachers.

Inanition, using videos can "proved to be efficient in encouraging students' cognitive development. Medina explains that videos enable language learners to attain vocabulary and grammar, encourage pronunciation ability and increase their linguistic skills such as reading, writing, speaking and listening"(Medina, 2002). With videos, trainers and learners can learn videos in anywhere and anytime as long as there is available internet connection (Educause, 2006). Furthermore, videos used to improve the language skills and activates (Chhabra, 2012). Online videos can be used provide students with a useful comprehension of the material. (Khalid and Muhammad, 2012).

In teaching grammar, videos have a great importance in increasing classroom interaction (Duffy, 2007). As many studies focus on the point that researchers have to pay first attention to the subjects of the video. (Goggin, 2012), this study intends to answer the following question: Is there any significant impact of using videotext on the EFL college student's performance of grammar?

RESEARCH METHODS

The population of this study consists of the 2nd year students in the Departments of English, University College of Imam Alkadhim during the academic year 2018-2019. Two sections out of four have been selected randomly. In the same way, one section has been selected randomly as an experimental group; it is section (D) which includes 33 students. Another section has been also selected randomly as a control group; it is section (A) which includes 32 students.

In order to achieve the aim of the study, a pre-posttest has been used. The pretest is conducted to ensure the equalization of the groups involved in the study and the posttest to evaluate the effectiveness of the experimental procedure. The material of the video grammar test has been chosen according to the students' level so as to ensure that mostly all students are motivated to take the test willingly and that even the weak students will have something to write. Ten selected video text material has been used by experimental group and leaving the control group learn grammar in their books only without showing the online video text materials.

FINDINGS

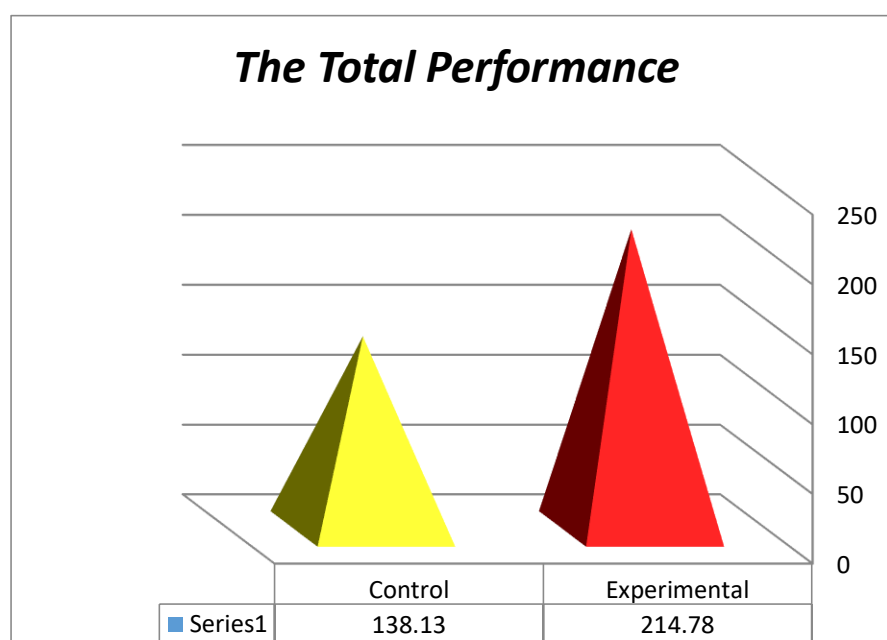
Table 1
Means, Standard Deviations, and t- Values for the Overall Performance in Teaching Practice

Components	Groups	No.	M.	S.D	t-value		df	Results
					Computed	critical		
The pre-instruction	Experimental	30	74.83	7.14	13.84	2	58	significant
	Control	30	52.13	5.44				
The instruction	Experimental	30	97.56	4.95	15.14	2	58	Significant
	Control	30	58.6	13.2				
The post instruction	Experimental	30	42.63	3.46	12.25	2	58	Significant
	Control	30	27.03	6.05				
The total	Experimental	30	214.78	13.03	17.02	2	58	Significant

perform ance	Control	30	138.13	20.98				
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The result indicates that there is statistically significant difference between the mean score of the experimental group total performance and that of the control group. Using t-test for two independent samples at 0.05 level of significance and 58 degrees of freedom, the result reveals that the mean score of the experimental group is 214.78 and the mean score of the control group is 138.13. The computed t-value (17.02) is higher than the critical t-value (2).

Graphic 1
The Mean Scores of the Experimental and Control Groups in the Total Performance



DISCUSSION

The result of the study shows that the performance of the students of the experiment group is better than that of the control one in the pre-teaching dimension. This result is due to the effect of the use of videos on the students of the experimental group. It is also found out that the experimental group is better than the control one in the teaching dimension. This result is due to the fact that the using online video texts of the experimental group are provided with a variety of teaching strategies and techniques that help them using appropriate warm-up activities, and suitable language, identifying effective teaching methods, using adequate correction techniques, managing the class effectively, and using appropriate follow-up activities. The use of videos in teaching grammar proves its benefits in a notable way as the students could

hear and see the explanations at the same time and with the pronunciation of native speakers most of the time.

CONCLUSION

In the light of the empirical evidence revealed in this study and in relation to the researcher's own observation during and after the experiment, the researcher is found that this method is important to be positively effective on students' performance. Thus, Iraqi EFL student are really in need for an effective and up-to-date online video in order to enhance their performance; provide students with opportunities to formulate good objectives, prepare relevant teaching aids, and provide appropriate assessment techniques, providing students with effective ways for using appropriate warm-up and follow-up activities. Finally, developing students' understanding and motivation requiring enable them to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. This can happen by using new innovative technologies such as videos in teaching.

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