Video-Based Learning Approach for the Development of English Language Attainment Skill among the Graduate Students in the Kingdom of Saudi Arabia-Study on Cognitive Theory

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Abstract

This paper examines the effectiveness of learning English by Using video among Saudi university students. Accordingly, the study aims to investigate if this approach (learning English by using video) in university's English classes is effective and enough. To do so, study has been implemented during this semester of the academic year 2018 taking place in many Saudi universities. 100 university students were chosen to participate by answering a questionnaire, which uses as a tool of the research. The questionnaire has 20 questions of open answers and 30 questions of closed answers. Moreover, many interviews are conducted with students and teachers who experienced this new approach. Then, the collected data analyzed to evaluate the opinions of participants about using videos in learning English. To sum up, the researcher hopes that the results of the questionnaire can provide useful information for educators and students of this approach. At the end, the paper offers suggestions and some concluding remarks about the impact of learning English by using video.

1.INTRODUCTION

To define video, the definitions may differ from background to context; however, a basic idea, which can help to define video, can be its conveying messages in an audio-visual environment. Like its definition, the way in which is applied in classrooms is also varied. While it can be used as a teaching aid such as, showing a conversation from a movie scene, in order to make practice to the material on the course as in the case of asking the students to do recordings of themselves, to prepare further activities on the videos and to provide feedback for these videos etc. Of course, not limited with using video and how video can be used as a tool depends on the creativity of the teacher and his or her students. The significance of video particularly in language teaching has been underscored with the increase in communicative language teaching theories around the world. Scholars have reached consensus that its role in enhancing learning cannot be denied. In

addition to discussions on video use and communicative teaching (Cummins, 1989; Ciccone, 1995) its role in intercultural communication (Phillips, 1995) has become prominent recently. The use of video as a source representing the target language and its culture has been found an effective teaching tool. As cited by Coniam (2001), there are other reasons why video has gained attraction in language classroom in addition to communicative and cultural sides. Finally, yet importantly the advantage of videos in classrooms is related with its authenticity. For the past two decades, language teachers are trying to find new ways to make language learning real classes-like Video in EFL environments where students have limited access to reliable materials and use of the target language. Videos, considered as a shelter, are believed to provide the learners with appropriate visual and audio input which, help them gain new knowledge. Katchen(2002) expresses similar ideas by saying that video provides authentic language input in language classrooms. Although in literature, the relationship between language and video use has been investigated, the number of studies focusing on particularly vocabulary teaching and video is limited. Thus, this study is aimed to shed light on the question of which presentation mode (video) is more effective for students who are learning English as a foreign language.

1.0 STATEMENT OF PROBLEM

Learning a brand-new language may be a arduous task. For periods of history, English educators in Asian country have searched ways in which to facilitate this tough task. as an example, here in Asian country, most students square measure learning English categories publicly and personal faculties for a minimum of six years before they're going to universities. However, still they face the matter that aren't ready to expeditiously communicate in English this can be thanks to the boring directions utilized in most English categories that create students lose their motivation and inspiration in learning. Therefore, English educators

need to realize new approaches and directions to encourage students speak English fluently and to lift their motivation and their educational action. These directions ought to be of prime quality to make sure their improvement. Doubtfully, teenagers moreover as adults pay plenty of your time looking at TV series speak shows and videos. Educators will flip victimization video to be a significance tool and a significant instrument to show English. Learning English by victimization video enhances students' ability to realize the maximum amount as vocabulary, to know what actors do within the scenes, so then, to enhance their comprehension and conjointly, they will learn the way to talk English fluently and properly as native speakers do. Moreover, Learning English by victimization video suggests that learning with fun and ability that the new generation of teens and adults got to go together with the new millennium development goals in learning and information. lecturers associate degreed educators believe that looking at real videos during a category and viewing videos reception raise students' understanding and allow them to follow English whenever in an indirect means.

1.1 SIGNIFICANCE OF RESEARCH

This research aims to figure out the effectiveness of learning English by using video and what genres of using video that the university students enjoy watching them. The study is also trying to find out whether previewing vocabulary before watching the film helps university learners to feel more comfortable and facilitates their learning. For such objectives, this study hopes to provide useful information regarding to use more types of videos in English classes in the learning process among Saudi university and to shows, also how this approach can make learning more interesting, enjoyable and beneficial.
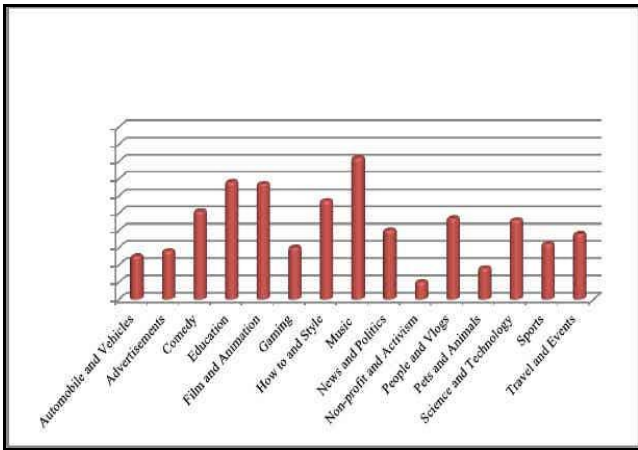
Figure 1. Types of videos

1.2 RESEARCH QUESTIONS

This study explores:

What's the role of using video, in developing the acquisition of English as a foreign language for university students?

Are movie-related classroom activities such as keyword preview useful?

1.3 CONCEPTUAL FRAMEWORK

The abstract framework during this study is predicated on socio-cognitive approach; the educational theory that's involved with learning that happens in a very social setting (Fahim&Mehrgan, 2012). during this theory, psychological feature learning is built through social interaction, behavior or performance, and setting (Bandura, 1986; Fahim&Mehrgan, 2012). Learning includes human social behavior in bound environments, however individuals assume, and the way their thinking affects their behavior and their performance within the setting. This study is additionally supported the teaching approach that is Communicative teaching (CLT). the main target of this approach is on achieving communication and achieving linguistic and grammatical accuracy. The goal of victimisation the language ''productively'' is additional vital than victimisation it accurately (Brown, 2010). Some victimisation video area unit well-known to possess instructional info that lecturers will use as a base in teaching students to exchange concepts, do school

assignment and enhance their vocabulary and writing in addition.

2. LITERATURE REVIEW

This paper appearance at the ideas of believability and student motivation and the way they'll probably be incorporated, associate degreed increased by victimization video materials as supplementary material in an EFL room.

Sherman (2003) presents a convincing argument for incorporating authentic video material into language lecture rooms and provides a spread of sensible room activities showing the way to use video to bring globe language and culture into the room in modern, participating and productive ways that. There are several documentaries, instructional films, interviews and sites containing an oversized body of fabric created and denote by individuals everywhere the globe to speak their concepts and beliefs, and permit for interaction with others through the commenting feature. Thus, Videos has the potential to attach learners with authentic English input through what's quite probably already a district of their life expertise. Videos of all types, as mentioned, are one promptly out there supply of authentic popular culture material. Encouraging students to act in an academic capability with standard culture through English language video clips could act as an interesting issue for college kids desire to additional develop their language skills as they endeavor to realize a deeper understanding of content they volitionally access on-line. Moreover, it's conjointly out there for college kids to interact in outside of sophistication in some sort of student-centered, autonomous learning.

Scholars have found that learners pay most attention to captions, followed by video and audio, and acquire most words by associating them with visual pictures. they need thus finished that captioned video tends to help recognition of word forms and the learning of sense. On the opposite hand, non-captioned video tends to boost listening comprehension because it facilitates recognition of

aural word forms (Winke, Gass, &Sydorenko, 2010).

per W. Rivers, several media and plenty of kinds of visual presentation are helpful for the language learner. that's to mention "all audiovisual materials have positive contributions to acquisition as long as they're used at the proper time, within the right place. In acquisition and teaching method, learners use their eyes yet as their ears; however, their eyes are basic.

LumturieBajrami and Merita Ismaili / Procedia - Social and behavioural Sciences,(2016). Besides additional typical exercises around vocabulary and synchronic linguistics usage, students is also asked to jot down, present, or discussion in English on topics, plot details, or perhaps characters. 2 minutes of presenting video material being that a news unleash or an advertisement, will offer associate degree hour of room work, or it are often wont to introduce a spread of activities and exercises. we all know that deficiencies in vocabulary will build even a straightforward task terribly tough for college kids. Another vital issue for academics that creates video materials additional fascinating and gratifying is that they assist to market comprehension. Video makes the that means clearer by illustrating everything in an exceedingly means that's impossible with words, that proves the well-known speech "an image is price thousand words".

According to Tomalin's (1981) analysis, language academics like video as a result of it motivates learners, brings the important world into the room, contextualizes language naturally and allows learners to expertise authentic language. Students am passionate about it as a result of video displays are fascinating, difficult, and stimulating to watch"(p.12).

Stempleski (1987 p.12-14) states, "a wealthy and exciting supply of video software package for EFL/ESL categories is authentic material." Authentic video material, particularly that that represents what goes on in an exceedingly non-ELT atmosphere, designed for its entertaining price instead of instruction may be a wealthy and exciting supply of video software package for instruction in English as a second language (ESL) room. victimization the acceptable video materials in several things, in teaching a lesson is geared toward serving to EFL learners get headed each in language use and a few society interactions with native speakers of English. Besides, the lesson and also the concomitant activities are supposed to boost EFL learners' communicative language skills (i.e., listening, speaking, reading, and writing). By victimization the videotaped segments, the most focus is on developing the learners' fluency within the method of language acquisition in an exceedingly natural in progress daily interaction with native speakers. typically, the academics ought to be centered on the language, content, and production thus on meet the objectives of the training method. as an example, some bound things need a fabric wherever the medium is "transferable to world things, that students are possible to return across" (Stempleki, 1987 p. 12-14).

2.2 USING VIDEOS IN LANGUAGE LEARNING AND TEACHING

This theory was studied in depth by Mayer and alternative psychological feature researchers WHO argued that transmission supports the approach that the human`s brain functions. In alternative words, the assertion of the speculation is that folks learn higher or a lot of deeply once they are given each footage and words than with words alone. Mayer argues that meaty learning from words and footage happens once the learner engages in 5 psychological feature processes. These embraces choosing relevant words for process in verbal operating memory also as relevant pictures for process in visual operating memory, organizing chosen words into a verbal model as well as chosen pictures into a pictorial model and finally desegregation the verbal and pictorial representations with one another and with previous

data (see Figure 1). Fig. one psychological feature Theory of Video Learning victimization Videos/YouTube in learning and Teaching Videos technology is thought about as a valuable learning tool. A growing body of analysis has shown important findings that encourage the combination of Video clips in education. Mayer stresses that the employment of videos is greatly effective particularly for introductory courses because it will facilitate troublesome ideas and attract the attention of weak students as well as visual/ special students. Video is a four-dimensional resource that offers all fields of data that will be accessed effortlessly. additionally, videos on YouTube are restricted in lengths; this makes them appropriate for the constricted classroom`s time. Studies have conjointly examined however Video will be half of a learning system to support freelance learning, and language learning. Studies demonstrate however Video will increase students' involvement and participation within the schoolroom and learning methods.

According to Balcikanli, Video / YouTube might be valuable to address students` interests and desires for real life language by providing authentic discourse. Moreover, Video offers a myriad of opportunities for learning a second language as a learner will watch as well as hear completely different types of spoken material (formal, informal), genres (songs, debates, talk shows, film clips); thereby, learning new vocabulary or the other language skills. McKinnon remarks that the scenes, movements, feelings, and gestures given in YouTube video segments supply important visual impetus for language learning.
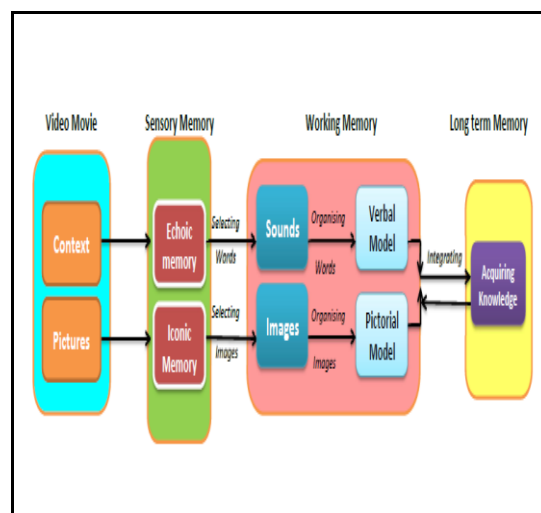

Figure 2. Cognitive Theory of Video Learning

Accordingly, several studies and surveys have enforced by language educators and students World Health Organization have disclosed that victimisation videos within the method of teaching English will become a big a part of the program as a result of videos really replicate an outsized facet of the $64000 language and reveal the culture during which the foreign language is spoken. These studies even have found that videos attract students' interest beneficially and moving their video to be told (Sommer, 2001; Kusumarasdyati, 2004)

The study of Weyers (1999) conducted a search with authentic series to live if this fashion will increase the scholars reading comprehension and their oral production additionally. The investigator used experimental and management cluster. The experiment was conducted at the University of recent North American country in semester (2) in Spanish categories for eight weeks. All students took treatment tests. each team studied the program of Spanish in semester (2). However, the experimental cluster completed the experimental treatment. The study asked students within the experimental cluster to observe 2 episodes of a Spanish series per week. The teacher within the category gave the participants a brief estival in English of the telenovela before observance every episode. At the top of the analysis, the investigator has urged thanks

to the results of the experiment that telenovelas square measure a valuable supply to extend the students' reading comprehension skills.

Sherman (2003) presents a convincing argument for incorporating authentic video material into language lecture rooms. She provides a spread of sensible schoolroom activities showing a way to use video to bring universe language and culture into the schoolroom in modern, partaking and productive ways that. There square measure ton of documentaries, instructional videos , interviews and sites containing an outsized body of fabric created and denote by folks everywhere the globe to speak their ideas and beliefs, and permit for interaction with others through the commenting feature. Thus, YouTube has the potential to attach learners with authentic English input through what's quite presumably already a region of their life expertise. Videos of every kind, as mentioned, square measure one without delay out there supply of authentic popular culture material. Encouraging students to move in an academic capability with widespread culture through West Germanic language video clips might act as a remarkable issue for college kids desire to any.

It may be seen from the results that the scholars found the pre-viewing introduction to the moving-picture show of huge facilitate in understanding and comprehending the moving-picture show. The academics World Health Organization participated conjointly agree that it's vital to own activities associated with the moving-picture show to meet its pedagogic use. This conclusion conjointly agrees with studies conducted by Keene (2006) that suggests that associate preceding mind that's created thus with the utilization of associate introduction to the moving-picture show might contribute to raised understanding and contextualization of the new material. Fisher &Freyr (2011) consider viewing full-length feature films associate supernumerary waste of excellent tutorial time.

3. METHODOLOGY

This study is about to know the role of Using video in developing the acquisition of English as a foreign language for university students. This particular research used a quantitative methodology in which literature review, different resources and a questionnaire conducts to collect data and set findings according to this data.
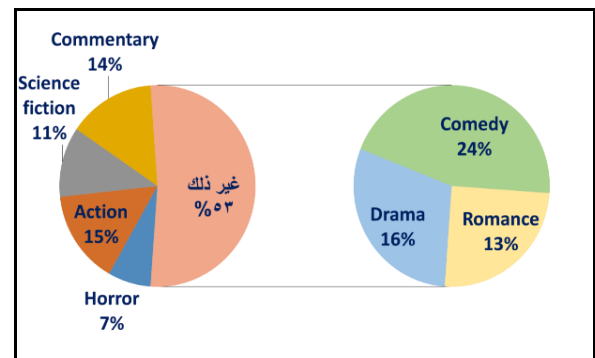

Figure 3. English Language Learning Video's Resources Types

3.1 PROCEDURE

This study has been carried out during the second semester at the university. The results are collected two months after university students attend classes using video given by the researcher on CD for four classes chosen using video. Students must be fully prepared for development and learning after the two months. Before attending the classes, participants are given a short list of words and phrases used in each film to prepare them for better understanding of what the actors are saying in the film.

3.2 PARTICIPANTS

100 students participate in the study. 50 student's data collect by group interview, while 50 student's data collect by questionnaire. The researcher then analyzes the data to find out how learning English by Using video help to increase students' achievement and how this approach benefit them in gaining more vocabularies to be used in everyday language.

3.3 TOOLS

A questionnaire has been used as a tool that contains a total number of 30 items having open answers and 20 items having closed answers Moreover, an interview has been conducted with students and teachers. The data then has been analyzed to draw findings and suggestions.

3.4 ETHICAL CONSIDERATIONS

Following ethics have been applied on participants in the survey:

- Participants will not show up their own identity.
- Participants are not forced to do the survey. They do it as volunteers
- Before starting the questionnaire, participants will be informed of the aims and goal of the study
- Participants can withdraw their data and participation at any time, even at the end of the study,
- All participants' data will be kept confidential to protect their rights

3.5 LIMITATIONS OF THE STUDY

Time : The survey is conducted within second semesterof the academic year 2018
Place : The study takes place in King Khalid University
Sample Size : 100 university students

4. RESULTS AND DISCUSSION

4.1 MEASUREMENT

The data has been collected using a questionnaire of opinion as a tool; the questionnaire contained a total number of 50 items having questions of 20 open answers and 30 closed answers to the students. The content of the 20 items of open answers are in the following essential aspects: what sentences and phrases impressed them after watching the video and why using video; also, what

approach they may introduce to improve English by using video. The 30 closed questions which given to students included varied response format – Checklist (with multiple options and YES\NO questions. Precautions have taken to ensure trustworthiness of the data according to the criteria of credibility, applicability, dependability and conformability.

4.2 RESULTS

The findings reviewed in this study showed significant information about using videos in classes to develop the acquisition of English as a foreign language for university students. The researcher might conclude that using videos have facilitated learning. In addition to key word preview, a questionnaire has administered. The students sample consists of 100 participants. The participants are freshman, junior and senior English majors. There were 5 seniors (16%), 8 juniors (26%) and freshman (40%). In the questionnaire, there are 20 questions for students. This questionnaire aimed to obtain the participants' general background and to investigate the relationship between using movie viewing as a way of motivating and English developing. The result of each question is analyzed as follows.
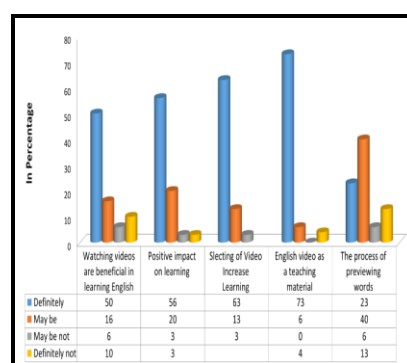

Figure 4. Video based Learning Impact for English Language

5. CONCLUSION

5.1 IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This study was an investigation on the relation between viewing video and developing the acquisition of English as a foreign language for university students. Indeed, the study revealed that video could facilitate the learning by improving students' achievement in English not just only in classes but in everyday life as well. According to many studies, video can become an essential part of the English curriculum. This study hasn't been enrolled in the course curriculum, but significant findings had been showed. The method of using video to develop the acquisition of English as a foreign language depends on how teachers educationally use the appropriate video and activate them as learning tool. The different genres of videos are of a great help to develop an effective learning environment to improve many skills such as reading, speaking and writing.

Based on the findings of the study, three educational implications were emphasized.

1. **Teachers can use video as** a useful instruction to improve students' different skills in English.
2. Teachers can **increase students' motivation** by activating video in the class activities.
3. Activities drawn from the video, such as dictation, group discussion, and oral presentation, can also develop the **acquisition of English Language** Skills to non-English native speakers

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