

The Impact of Using Video in Developing English Language Proficiency

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Abstract

English learning is a complex and difficult procedure and can be a daunting task. The innovation of technology and communication has played an important role in enhancing and facilitating the efficiency of English language learning. Video is an example of audiovisual aids that has raised educators' attention around the world. Many instructive institutions have turned to use video because of being fun and interactive element and providing classes to improve their learners' English proficiency skills. This study aims to elicit Iraqi students' attitudes on using video to develop English learning. In addition, it aims to discover the impact of using video on learning English skills. A qualitative case study was used. Data was gathered during interviews. The results of this research indicate that the students were in favor of video's potential for developing English language proficiency. Video is a fun element to use, and most significant of all, the students feel that it is a new substitute way to learn English and needs to be taking more interest in the education system.

Keywords: Video; Audiovisuals; English learning; Students' perception; Technology acceptance model.



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1. Introduction

The requirement and demand for the English language are only increasing all over the world. It is impacting peoples' lives and activities in a way no other language are able to (i.e. Communication, instruction, governments, occupation and commerce, security, etc.). The English language has proven itself as the most prevalent language and an international language in this world (Crystal, 2003).

Nevertheless, teaching and learning the target language (English) is a constant challenge for many students from various parts of the world, which include Iraq. Language learning is an intricate and difficult process and can be a discouraging task (Al Hosni, 2014). In Iraq for example, the most pressing concern is how to improve Iraqi EFL learners' English language learning and their competency in the language.

Not only students' competency is poor but quite often they are not proficient to use the language. There could be many factors that attribute to such a predicament. Among others, not sufficient learning time in formal settings (class time); lack of resources; lack of opportunities to use the language; poor classroom environment; poor teaching and learning; etc. Much effort has been made by the Iraq Ministry of Education to help improve the situation, but change is slow and taking a toll on the overall improvements.

However, the invention and advancement of technological communication have a significant role in improving and facilitating the effectiveness of the process of language learning (Montazeri and Hamidi, 2013). Evidently, literature has shown that IT and its advancement can enhance learning-not just learning the target language but virtually every subject of interest. Therefore, in the past one decade, the teaching and learning English as a Foreign language (EFL) has received much attention from the Iraq Ministry of Education (Alwan, 2004).

Thanks a lot to the improvement of video, the Internet service, and the progression of audiovisual aids, the use of video as one types of audiovisual devices has become more prevalent. several educational institutions have provided classes with technological devices such as video. Students can use these materials easily any time and any place (Nagy, 2018).

Since the 1970s and 1990s up until the recent period, video is broadly used as a teaching device, EFL researchers and educators (McGovern, 1983); (Lonergan, 1984); (Secules *et al.*, 1992); (Swaffar and Vlatten, 1997); (Pan and Yang, 2010) have emphasized the significance of integration video as an educational aid in the English classroom. Using videos became prevalent in the first of the twentieth century because students began spending their time with audiovisual aids more than using textbooks.. In this regarding, the employment of videos in the process of English learning has long been the concern of many studies (Balbay and Kilis, 2017). Previous scholars consider that exposing videos for learners can offer cultural environments for that target language (Mekheimer, 2011). In addition to this, learners become more motivated to learn with using of videos in the class (Altman, 1989; Swaffar and Vlatten, 1997).

Video projects reveal on advancing the use of ICT in academic institutions (Huang, 2015). Teachers ought to make the content related to the student's need in the process of incorporation ICT into their lessons to increase student's motivation to learn. The educational value of video projects is that they make students more active with authentic materials in the real environment by looking for relating knowledge and improving their own

understanding (Huang, 2015). Similarly, Mekheimer (2011) stated the significant role of video in instruction as shown in the results of his study. According to him, videos have an effective role in developing the students' language skills (i.e., listening, speaking, writing and reading). However, video could help language learning, but this is not inevitably a necessity. It all based on how videos are used and how effective the teacher integrates them into his/her teaching.

2. Problem Statement

The incorporation of technology has been widely studied by many researchers, and many have found that the presentation of technological tools can improve and offer valuable teaching plans and methods which assist both teachers and learners. However, Iraqi EFL students are still manifesting a low achievement in English with very poor the competency and proficiency due to the curriculum and teaching methods which in today's measurement may not be sufficient to improve the English language for Iraqi EFL students (Al Khayyat, 2016). In addition, EFL students have no chance to practice their English out their class. Iraqi students rarely used technological tools in English learning within or out of their class. It was difficult to catch students' attention because they felt boring with adopting conventional teaching methods. video was also seldom used in Iraqi instruction institutions. That is why, they need an interactive, a much more robust and engaging learning environment and authentic resources to enhance their English language skills and knowledge (Raid, 2017). Thus, this study aims to show the students' attitudes on employing video to develop their English performance to a level where they are more proficient and able to use the language. In addition, this study aims to discover the impact of using video on learning English skills.

3. Video in English Classroom

Video can help EFL learners by providing them with authenticity. As Ishihara and (Card *et al.*, 2004) indicated that the use of video reflects the authentic use of the English language. According to these researchers, authentic resources can be spoken or written language that has been created in real communication, and not specially written for language teaching aims. There is a variety in authentic materials can be in forms of TV, feature films, song and the like. Because of the naturalness of authentic materials, they have the ability to connect learners in the real environment (Joy, 2001). However, EFL teachers are not familiar to use to these authentic materials in their classroom, it is significant that students use different types of authentic materials of different as much as possible. This can assist them to make the significant links between the students' environment classroom and the real life beyond it. In addition, using authentic materials increase students' motivation, focus, and participation in different learning activities more than traditional materials (Rao, 2017). Lialikhova (2014) shows the main benefit of using video in the classroom that it helps learners to achieve their learning outcomes. Thus, the most outstanding characteristic of using video for educational aims is that video can help in increasing the students' motivation to learn English (McNulty and Lazarevic, 2012).

In addition, video as one kind of authentic materials carries intercultural consciousness to the learning environment. EFL teacher ought to be aware of the important fact that the English language teaching does include teaching grammar, vocabulary as well as teaching the foreign cultures (Rao, 2017). However, teachers are restricted to a limited time and curriculum. That is why including cultural lessons is not the first aim in the English language teaching. However, Wagner (2010) stated that using video in language teaching can help EFL teachers by providing them with the chance to improve learners' cultural consciousness making them familiar with the foreign cultures as well as enhancing four English skills and increasing their vocabulary.

According to Roell (2010), films are active aids in facilitating intercultural learning. In this context, culture has effects on communication, it assists EFL teachers to present lessons and learning activities that reflect the impacts of culture in interaction among people from different parts in this world. several films have good examples of intercultural contact and can be helpful materials for EFL teachers.

Video can be used for other goals such as enhancing students' communication using the target language in their class. As Rao (2017) indicates that the prominent feature of films is their capacity to introduce whole communicative cases. In fact, video is active tool in the class as it requires learners to interact and produce their reaction to the content of video. After watching any film, for example, a teacher can ask students to answer questions.

4. Technology Acceptance Model

The Technology Acceptance Model (TAM) has been considered as the most famous and the most significantly applied theory to researches of technology use. Davis produced this theory in 1989. He derived it from the Theory of Reasoned Action (TRA) (Raid, 2017). Davis *et al.* (1989) provides TAM as a hypothetical basis to indicate the user behavior and their approval of IT. Many researchers pay attention to this theory because it describes the situations of how people accept, and use technology as a function of the causal relationships between system design features, perceived ease of use, perceived usefulness, attitude toward using, and use. In this meaning, this theory supposes that an individual adoption and useful use are determined by the goal to use an information system, which is in turn affected by perceived ease of using, perceived usefulness, of using and perceptions toward the system use (Nagy, 2018).

There are two, aspects have the ability to affect people's' inner goal behaviors in implementing the innovative technology. Perceived ease of using which refers to "the extent to which an individual believes that the use of a particular system would be ease", however, perceived usefulness means "the extent to which an individual believes that the use of a particular system would promote his or her creativity" (Nagy, 2018). Thus, these two aspects that

perceived ease of use has an upfront impact on the use of technology, and observed usefulness (Hsu and Chang, 2013).

There are only some studies depend on the TAM model with the purpose of investigating the acceptance of Video such as video are available. For example, the use of the TAM structures in the study conducted by Donkor (2011), who estimated the acceptance and satisfaction of learners regarding video lessons in distance education. While Lee D. Y. and Lehto (2013) indicated the limits of the YouTube behavioral intent with their model in the learning course into procedural learning during YouTube in a lab place. That is why, those scholars used more extension of the TAM model wherever they took the learner satisfaction intermediary changeable and YouTube self-usefulness, vividness, content prosperity.

During the use of the TAM, it is significant to pay attention to the outside factors which affect perceived, usefulness as well as perceived, ease off, use. Abdullah and Ward (2016) indicated that meta-analysis, self-efficacy is the most famous used external factor in practices of the TAM in learning. Self-efficacy can be defined as the capabilities of an individual to arrange and carry out the learning courses of the required action to get different achievements (Nagy, 2018).

In the web-based learning course, the self-efficacy of learners can be defined as the capability to achieve different tasks of learning with the assistance of the e-learning or technology being considered (Lee J., 2012). In such contexts e-learning,, computer, and internet can be under the name" self-efficacy". Some researchers have asserted the importance of self-efficacy for the learner's behavior via their direct impact on both perceived, ease of using (Lee Y. H. et al., 2014; Liang and Tsai, 2008; Nagy, 2018) and perceived' usefulness (Lee Y. H. et al., 2014; Rezaei et al., 2008).

5. Methodology

This qualitative research is used to show the perception of Iraqi EFL learners from the third stage, English department, College of Art at the University of ThiQar on the use of video in English classes. In this study, the participants were 10 students who were randomly chosen. The study was carried out at the first course of the academic year (2018-2019).

5.1. Incorporation of Technology in the Lesson Plan

The research's aim is to develop the English skills of Iraqi learners at ThiQar University. Six sessions will be used for the group involved in the research. Short videos were presented in each lesson with a different topic.

The main purpose of using video is to see and evaluate the improvements in students' behavior, motivation, and language acquisition. All of the sessions will be in the classroom using computers and projectors.

5.2. Interviews

In addition, this study aims is to elicit the view of Iraqi EFL students on using video in their English learning, interviews were conducted with ten students in the experimental group. Their answers were qualitatively analyzed. The qualitative method is suitable when there is a need for discovering and understanding the interpretations of groups given a particular phenomenon or problem (Creswell, 2014). This study aims to understand and investigate the phenomenon (Dzakiria, 2008). The case study is an empirical examination that investigates a phenomenon within its actual context using various sources of evidence.

A semi-structured group interview method was employed together with the data required for the study. Open coding is used by highlighting the significant (keywords) which indicated in the interview transcriptions. Then, axial coding was executed by identifying the patterns and concepts. Selective coding was used to identify the core categories or workable emerging themes or stories related to the qualitative questions of the current study.

The researchers conducted the interviews at the first academic course. The researchers conducted interviews with ten participants. The interview was about 25 to 40 minutes each time and occurred at a time and place that was appropriate for the students. These interviews were recorded and transcribed after that. The benefit of the interview is to assist this research to gather appropriate and reliable data that are important to respond the research questions (Creswell, 2014).

6. Results and Discussions

This study aims to understand the perception of Iraqi students on the use of video to improve their English skills. these Iraqi students were from the third stage from English department, College of Art, at ThiQar university. For fourteen years of the English language learning in Iraq had not led them to be proficient in English skills.

Firstly, the interviewees were asked a question" Was learning English skills with using Video interesting for students? How?

The theme was "Interesting Element " which appeared in a response to above open-ended question. The following responses were given by participants:

S3: "I was interested and enjoyed a lot with video because I can discuss with other students and with my teacher during video's class....and through discussion, many things can be learned easily."

S4 "learning during video was more interesting than learning during exercises in the textbook"

S5: using video with lessons creates enjoyment and fun in our class"

S9: "Video helped us to learn English because this technological tool provides us with an interesting classroom environment. It was better than using previous teaching ways ."

S10: *"This tool is a new and fun element for all students"*

The theme was indicated that video as a source of interesting which can encourage students in learning and practicing their English skills. The opinions of the five participants who were taught English skills with integrating video. The learners' views were considerably positive and supported the idea of learning English skills with the assistance of video. All students agree that it was more interesting to learn English with using video. Gone are times when the learners were directed by the teachers only. Recently, learners find entertainment or fun element via using video to learn English skills especially listening and reading skills which usually is considered as a tiresome one. With the assistance of video, Learners were not only succeeded in learning their English skills but also, they enjoyed a lot. Therefore, they responded positively toward the use of video in their class. For example, the view of participant-3 was very positive when he said that using of video in the English language learning was " *interested and enjoyed* " these tools enable him to practice his English by a discussion with other students and with my teacher during video's class....and " *through discussion, many things can be learned easily*". Similarly, the second participant responded in a positive way during his view that video involved the element of fun. As far as the participants' comments-9 and 10 were concerned, these answers were also positive, especially when the participant 10 said that video is " *a new and fun element for all students*".

The interesting element involved in the current study is also in line with the following studies which claim that learning through video is more interesting. For example, [González Contreras \(2017\)](#) posits that learning English with helping video provides learning and interesting together. Above all, learning English with video not only achieves the personal instructive needs: it can also make the process of learning more interesting. Similarly, the current study is also in line with the study to whom technology makes learning to occur in an interesting way.

The next question was: How using Video helped you to improve your English skills? for which the " Improvement " theme appeared. The following are examples from students' answers to the open-ended question above:

S4: "Yes, video absolutely assisted me to learn and improve my English as this tool gives me the opportunities to use my English."

S6: "The integration of video with our lessons helped us to improve our English skills because these technologies are more interesting and enjoyable to use with lessons."

S8: " We improved our English during using video. We were happy with using video with lessons and wanted to have more experience with these technological tools".

S9: "Video is significant to develop my English skills."

S10: "In fact, video can assist learners to interact with each other as well as with their teacher."

The "Improvement" theme was identified as the effect of using video on improving English skills for Iraqi EFL students. According to students' comments, it was easy to use this type of technology. Video is a significant type of technologies requires receiving good training to effectively manage the learning process.

Responses of Iraqi students above indicated that most of them were interested and excited with integrating video. In addition, their views were positive about the improvement of the English language skills after using Video. The majority of students emphasized in their response that Video-assisted them to improve their English. Therefore, they considered this tool as user-friendly. For example, the participant-4 expressed his views in detail, when he said that video improved his English skills as this tool provides him a chance to practice his language. the participant -6 expressed that " The integration of video with our lessons helped us to improve our English skills because this type of technology is more interesting and enjoyable to use with lessons". In similar ways, the participant -8 also responded to the assertion. She further said that she had a desire to have more experiences of video with the lessons. Similarly, participants -9 and 10 have the same attitude. Thus, Iraqi learners revealed their interest and were happy with using video in their class. In addition, all of the students wanted to have more experience on using video with their class. In this regard, the findings which were gotten from students were very positive and encouraging regarding the use of video to learn and improve English skills. That is, all participants deemed video as being supportive as it assisted them to improve their English skills.

I agree and support with [Ho and Intai \(2017\)](#) who emphasize that using these technologies improve English skills for learners because of offering opportunities for effective communication between teachers and their students in EFL classroom. In addition, these scholars indicate that video has the potential to support the process of English learning and teaching across the curriculum.

"Motivation" was another theme emerged from the participants' responses to the following semi-structured question: How using video motivated you to learn English skills? Following are the participants' responses to this semi-structured question:

S1: "Yes, the use of video as pedagogical means motivated me to learn English a lot as this tool encouraged me to reflect my thoughts and opinions with others during exposing a new topic.....video created new ideas and things with less time and efforts"

S3: Video-assisted me a lot in developing my English skills, particularly with reading and listening. Video provided me with chances to hear English from native speakers exploring how these people interact in ordinary conversations...."

S4: With using this technological tool, I practiced my English skills more confidently and be engaged during communicating with my teacher as well as other students in the class ."

S6: During a discussion among teacher and his students about what was presented in video, for instance discussing events of a certain film, this helped us in developing our speaking skills..."

S6: " Video motivated me to learn English a lot....."

S7: "Absolutely, this tool motivated us to learn English skills without wastage our time"

S8: "I think that the integration of video in the class was a good teaching method to learn English, Video helped me to be more concentrated in the lesson."

S9: Yes, using video motivated me because it provided a real life experience for foreigner speakers and so I was motivated to much extent."

S10: "With using video, we learn the English language easily as it is used in a real world. Therefore, we were so enthusiastic and motivated to learn English skills".

The "motivation" theme was identified as the effect of using video on motivating students to learn English skills. As shown in these responses, all participants support using video with their lesson. They agreed and prefer integrating this technological device as an instructive tool to motivate them to learn English. They consider video as being a source of motivation which can assist students to learn and improve their English skills. The theme "motivation" was connected to the first research question of the study which was exposed to discover the impact of using video in learning English skills. Students' responses supported the positive role of video in learning English skills. In this sense, the views of S1 and S7 are very encouraging because "it is consuming less time and efforts", "without wastage our time". Similarly, the informant-3 also claimed that with the use of Video as "great motivation to learn to learn English". Similarly, The participants 4 and 6 also indicated that using video-enabled them to be more confident in practicing English reducing their anxiety as they are exposed to the real language such as a language which is used in the film. The participants 4 and 6 gave encouraging views which supported the integration of video in the English class to motivate students to learn and improve their English skills, especially speaking skills "this helped us in developing our speaking skills...".

According to participants 8 and 9, the student more involved in the English lessons after using this tool as it assisted them to be "more concentrated in the lesson" and provided them "a real-life experience for foreigner speakers ..." and "it is used in a real world". In addition, the integration of video in their lessons made them more "enthusiastic and motivated to learn English skills", as a participant 10 said. That is why they were ready to engage in the different learning tasks via all these six lessons.

Another question was exposed: Did video engage students in learning tasks? How? The following examples of participants' responses gave us a clear description of the "engagement" theme:

S2: "We enjoyed the informal discussions which took place between us and our teacher after exposing any film in the class. It was interesting and enjoyable. Using video led us to connect effectively with the lessons."

S8: "Video increased our engagement with the lesson more than traditional teaching methods."

S9: "I think it is good means to learn the English language. It assisted me to communicate with confidence in a real learning environment"

S10: "With using video, I was learning the English language with attention and inspiration"

The "engagement" theme was identified as the students' engagement while learning English skills with the assistance of video to learn English skills. The data was extracted from the comments of four students were taught English with the assistance of video. It was related to the second research question about the current study. The responses of participants above were very positive indicating the importance role of video in engaging them with the lesson. According to the participant -2, video enabled students to be more engaged with their lessons because video enabled them "to connect effectively with the lessons". The eight participants supported the former adding that video is better than their former conventional environment. In a similar way, the participant -9 said that Video helped students to "communicate with confidence in a real learning environment". On the other hand, the participant -10 added that this technological tool "captured her "attention and inspiration".

In this regarding, [Astleitner \(2018\)](#) clarifies that learner engagement refers to the initiation of cognitive, emotional, and behavioral aspects of student investment and attachment to education. [Boekaerts \(2016\)](#) points out that three aspects of engagement are interactivity, connectivity, and access. To him, video enhance students' engagement making them more confident and autonomous in the learning process.

Learners' engagement in the classroom is an important issue to success the English language learning. The existing of a real environment is the main reason lead students to be engaged in their classroom. The engagement of the learners, in its turn, affects the learning outcomes as the students' engagement in the classroom activities leads them to get more knowledge. Technology has an important role in learners' engagement in a class, since they have positive reactions towards using new teaching methods such as the integration of video in their instruction. With using video in the class, a new learning experience can be created. This can promote the learners' engagement to the class. video provide students with a real environment, This helps them to be more interested and involved in the class. Using these technologies also gives students a sense of participation and belonging to a community due to exposing a realistic world.

According to the TAM (Technology Acceptance Model as discussed in section 4), the usefulness and effortlessness of using video as a technological tool have an important influence on the students' reaction towards the use of these tools. The results indicated that the Iraqi learners felt that the integration of video was easy to use. [Nagy \(2018\)](#) supported in his study when he indicated that students develop a positive attitude about video usage and the felt that application of video was not difficult to use.

In conducting the experience of this study, the students were interested with the integration of video with their lessons because these tools enable them to interact with their teacher and other students in real situations that can not normally be available in a previous traditional class. Thus, students became more motivated to learn and improve their English skills with the assistance of video. According to their comments in interviews, videos are the best alternative ways for teaching and learning English. This theme was supported by the study done by [Galbraith and](#)

Rodriguez (2018) indicating that the use of video has a positive effect on the students' engagement in the class. Thus, the integration of novel technology has a significant role in the student's engagement by increasing their participation in learning activities and discussions with their teacher as well as other students in the class. In this meaning, the results support previous studies emphasizing that video is an effective tool for engaging students in learning activities.

As shown in the theme of communication, video has the potentials for promoting the English language learning during interaction and exploration as adopting new methods of such as the use of Video which can encourage students to practice their English in the class. These technological tools enable students to speak, discuss, collaborate and interact with each other without shyness as opposite to traditional learning ways; the majority of students cannot practice their language as being shy and having no chances to use it. However, video offers opportunities to practice English in real situations that associate with communication. Therefore, video is significant in improving students' learning achievements. Martí Parreño *et al.* (2013) supported this theme when he asserted in his study that video can assist learners by providing them with opportunities to use their English in authentic and purposeful situations. The optimism is that video can assist students in improving and mastering the English language. In this context, The Iraqi students reflected that their English had been promoted via their interaction in discussions with their teacher and other classmates in a real and collaborative learning environment. Kaswa (2015) supported this theme when he asserted that using video provide students with chances to practice their English in different real situations. Therefore, the process of English learning becomes more interesting for learners.

7. Conclusion

Learning of skills in English as a foreign language has always been not an easy task. This study has introduced video as an educational tool to improve Iraqi postgraduate students' English skills. The interviews indicated that the belief of Iraqi EFL students that the use of video helps in developing their English skills. According to the data analysis, this study revealed that the Iraqi students strongly agreed that using video played an important role in improving their English skills. The positive perception of video as a great supplementary tool for learning the target language is considered to be one of the significant variables that inspired and enhanced students' learning effort and accounted for their success. This study also proved that video was able to create real learning environments where EFL students can practice their English during discussions with their teachers as well as with other students in the classroom in a different real environment.

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