

The Perceptions of Saudi EFL English-Major Students of the Impact of Video Materials on the Improvement the Listening Skill

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Received: January 27, 2015 Accepted: February 8, 2015 Published: March 6, 2015

doi:10.5296/ijl.v7i1.7196 URL: <http://dx.doi.org/10.5296/ijl.v7i1.7196>

Abstract

The study attempted to explore the EFL Saudi university students' perceptions of the impact of video material on their listening skill. More specifically, the study attempts to answer the following primary question; "To what extent do Saudi EFL students perceive that video integration in listening classrooms is effective on their listening comprehension level?" The sample of the study consisted of 18 male students majoring in English, between 18-20 years old, enrolling in English 044 course for the listening and speaking skills during the first semester of 2014. They were studying at the English Department of College of Languages and Translation at Al-Imam Muhammad Ibn Saud Islamic University, Riyadh-Kingdom of Saudi Arabia. The instruments of the study included a close-ended questionnaire, and open-end question in which the respondents were asked to write a short paragraph expressing their preferences to either video utilization or audio usage. The SPSS program was used for data analysis of the close-ended questionnaire, namely T-test, Percentages, Means and Standard Deviations were calculated to analyze the study participants' responses to the questionnaire items. Quantitative analysis was also used to interpret the study participants' responses to the open-ended question. The results of the study indicated that there were statistically significant differences in the subjects' perceptions of videos and audios integration in the listening skill in favor of videos utilization. The quantitative analysis revealed that students were more interested in learning to listen with videos rather than learning with audios. Recommendations were stated for researchers, teachers of English, stakeholders, and educational institutions in Saudi Arabia.

Keywords: Listening skill, Attitudes, Perceptions, EFL Saudi students, Language skills

1. Introduction

The study tries to explore the EFL Saudi University students' perceptions of the impact of video material on their listening skill compared to audios integration. The target groups of the current study are students in the College of Languages and Translation at Al-Imam Muhammad Ibn Saud Islamic University. They are currently students at the preparatory year program, level 2, of the intensive course of English 044 which intends to improve their English skills including listening. Video material was injected for the first time to this group of students since the preparatory year program has started four years ago. In the past, students were introduced only to audio materials for the listening skill classes. For this reason, the study will investigate the English 044 students' perceptions of video material compared to audio material. The textbook used by this group has both audio and video materials.

The researcher has noticed that video content can enhance students listening skills in different ways. For example, the settings, actions and gestures provided by video clips constitute visual stimulus for the Saudi EFL learners to interact in a more constructive manners with the listening material. Using technologies, in general, and videos specifically, can provide EFL learners with ample opportunities to learn the listening skill in ways different from learning through merely audio materials (Crystal 2001; Frigaard, 2002; Schofield & Davidson, 2003; Miner, 2004; Timucin, 2006) cited in (Ismail et al., 2010). There is evidence that co-occurring text with video can increase EFL learners' listening comprehension (Garza, 1991). Video material can scaffold meaning as it occurs through the aural experiences of EFL learners (Lambert, 1986). Herron (1994) indicates that EFL students score higher on the final tests of listening comprehension when videos are integrated into listening classrooms. Other scholars noted that video materials found to be working as good motivating tools to increase the listening comprehension performance, as they provide EFL learners with opportunities to experience authentic settings of native speakers in ways that help students watch social and dynamic environments of real communication in English as a foreign language listening classrooms. (Kerridge, 1982; Wen, 1989; Herron, C. A. & Seay, I, 1991; Lonergan, 1992; Herron, 1994; Hanley, 1995; Swaffar & Vlatten, 1997; Singer & Singer, 1998; Weyers, 1999; Coniam, 2001).

In the Saudi context, Batel (2014) investigated the effectiveness of videos integration on an intermediate level students' listening comprehension of English as an L2 language. The results of the study indicated that students using the video demonstrated high attentiveness to the listening material in the question in a way that reflected their higher performance on listening comprehensions. Thus, the current study will address the effectiveness of using video on Saudi EFL university students' listening abilities.

1.1 Research Problem

The researcher of this study has noticed that the EFL Saudi students have problems in responding to listening activities when exposed to audio materials. It is worth mentioning that the researcher has been teaching listening comprehension for over four years at Al-Imam University, and the listening material has been introduced to the students only through audio material. It is the first time in 2014 of the first term that the listening material has been

introduced to the students through both video and audio materials. Thus, the researcher has deemed to investigate the problem of listening comprehension concerning Al-Mam University students through video integration in listening classrooms, and to explore students' perceptions whether they support the introduction of the listening material through video clips or through the traditional use of audio scripts.

1.2 Research Questions

According to Mansour (2007), cited in Batel (2014), the use of instructional technology, has boosted the EFL learners' motivation to learn the English language skills including the listening skill. The current study sought to investigate the Saudi EFL learners' perception of the utilization of video material in listening classrooms. More specifically, the study attempts to answer the following primary question:

- To what extent do Saudi EFL students perceive video integration in listening classrooms effective on their listening comprehension level compared to audios utilization?

1.3 Significance of the study

The study is significant as it is one of the first a few studies done on utilization of video in listening classrooms to university level students. The researcher confirms that video clips have been introduced very recently to Saudi EFL students majoring in English. Thus, the study results will be significant not only to the students, but also to the teachers of English in Saudi universities to prompt them to experiment with video integration to find out its effectiveness on Saudi students' listening abilities. In addition, the study will be significant to other scholars and researchers in a way that prompts them to conduct other studies on video utilization in listening classrooms of English on other subjects' different learning levels, i.e. high schools students, intermediate school students, and on other genders. The current study is conducted only on male students. Thus, other researchers may choose to conduct their studies on female students, as well.

2. Previous Research

Batel (2014) conducted a study on a group of intermediate level EFL Saudi students to explore the effectiveness of the video and written text on their comprehension. The results of the study indicated that the students in the experimental group with the treatment of video utilization scored better on language comprehension than their peers in the control group who were exposed to comprehension with written text.

Both of Fatchmi (2014) and Woottipong (2014) conducted studies on university students to investigate the effectiveness of using video on learning listening. Fatchmi (2014) selected a group of the first-year students of State Islamic University of Jakarta. The sample included 35 students. They were divided into two groups; a group received learning listening by using descriptive video, while the other one used tape-recorded audio material. After giving the treatment to the two groups, the data was analyzed by using t-test. The results obtained by the value of t (t-test) indicated using descriptive video had a significant effect on students' listening ability, an outcome that was similar to Batel (2014). In a similar manner,

Woottipong (2014) conducted a study on a group of students majoring in English at Thaksin University, Thailand. The researcher attempted to explore the effect of using video materials on the sample's listening skill. The sample was pretested and post -tested after teaching 20 sessions using video materials. A questionnaire was also used to explore the students' attitudes towards using videos in listening classrooms. The result obtained were similar to Fatchmi (2014 and Batel (2014). They indicated that the students' English listening comprehension skill improved significantly with videos and the students had shown positive attitudes towards using videos in listening classrooms.

Shahani et al. (2014) examined learners' views towards the use of video material. The researcher conducted a questionnaire on a group of female EFL high school students. The results indicated positive attitudes of the participants towards using videos in listening classes.

While Shanati et al. (2014) conducted an aptitude study on video's effectiveness on the listening skill; Mirvan (2013) investigated the effectiveness of using films on reading comprehension of a group of undergraduate students studying at South East European University. The total sample included 80 male and female students. The participants sat in an experimental and a control group. The experimental group students received a treatment of video material to enhance their reading comprehension. Whereas, the control group students were exposed to reading comprehension through a regular reading book. The study used a questionnaire that was distributed to the students in the experimental group and to six teachers who used the films in their reading classrooms. The two groups were tested on reading comprehension after the four-month period of the study. The researcher concluded success in reading compression was more associated with video-based classrooms than regular texts of reading comprehension. The questionnaires revealed that students were more motivated to learn better when instructed with videos.

The findings of Mirvan's study (2013) received support by Berk (2009) who emphasized that instructors should incorporate video clips into their teaching due to their effectiveness on students' learning output. He added, "The clips can add a dimension to teaching that may change how you teach forever; your view of teaching and your students will never be the same. In the years to come, maybe, just maybe, students will request DVDs of your classes to download onto their iPhones and PCs. Then they can play" (p.14).

Similar to Berck (2009), Cakir (2006, p. 67-8) cited in Shahrani et al, (2014, p. 44) stated that "one of the most appreciated materials applied to language learning and teaching is, of course, video. The use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques".

Many researchers have viewed the introduction of authentic videos to EFL listening classrooms recently as a necessity (Kelly, 1985; Lynch, T. 1998; Canning-Wilson, 2000; Meskill, C. 1996; Potosi et al., 2009; Erfani, Iranmehr & Davari, 2011). Other scholars have given emphasis to authentic videos as they provide a unique language context for the EFL learners in a way that exposes them to genuine native speakers' sounds in a real cultural environment (Guillory, 1998; Thanajaro 2000; Zanon, 2006; Hayati & Mohmedi, 2011).

Thus, authentic videos do not only enhance language learning, but they also expose EFL students to cultural matters that broaden their knowledge about their world.

In conclusion, the reviewed studies stressed the significance of videos utilization not only in improving the listening comprehension skills for EFL learners, but also in providing authentic environments for communication and interaction between students themselves in the classroom and between them and other people from different cultures. Besides, the previous studies stressed that video could work as a motivational tool for EFL student to learn English in more entertaining ways. Christopher and Ho (1996, pp. 86) cited in Woottipong (2014) provided another reason for videos integration in EFL classes; “it can be entertaining; music and setting elements can make an enjoyable experience for EFL learners. Video movies provide topics and ideas for learners to discuss” (p. 204).

3. Research Method

3.1 Scope of the Study

The scope in which the study was conducted included all Al-Imam Muhammad Ibn Saud Islamic University (AMISIU) students signed for English 044, which was a listening and speaking course offered to freshmen- level-two- students. The period of the study implementation was restricted to the first semester of 2014.

3.2 Participants

The sample of the study represented eighteen male students out of twenty-two majoring in English, between 18-20 years old, and they were joining English 044 for the listening and speaking skills. The sample of the study was a deliberate choice since it included all the students registered in one section, (251). Eighteen students who participated in the study attended the class session when administering the instrument. The study subjects were English- major students at Al-Imam Muhammad Ibn Saud Islamic University, Riyadh- Kingdom of Saudi Arabia. They were freshmen students at level 2 who passed an English placement test by obtaining a score that moved them from level 1 to level 2. It was worth mentioning that the sample constituted one group who received video and audio material to learn the listening skill throughout the target semester.

3.3 Instrumentation

The following different instruments were used to collect the data of the current study:

A close-ended questionnaire of 16 items based on a five-point Likert scale ranging from agree strongly to disagree strongly was used to study students’ attitudes towards learning listening with videos vs. audio material (Appendix 1). It included 11 items in which the respondent had to give a preference to either video utilization or audio usage. Items number twelve and fifteen were only pertaining to audio usage while items number four and sixteen were relevant only to video. To establish the questionnaire validity, a group of university professors arbitrated it. Their feedback and suggestions were taken by the researcher as the items were reduced from 20 items into sixteen. Cronbach Alpha formula was used to calculate the survey reliability. It was found to be 0.944 as shown in table (1), which was

considerably acceptable.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.944	16

An open-end question (Appendix 2) was used in which the respondents were asked to write a short paragraph expressing their opinions of their preferences to either video utilization or audio usage.

3.4 Data Collection and Procedures

The subjects of the current study were taught the listening skill by using the assigned textbook, *Unlock 2*, throughout the whole semester of the academic year of 2014. The textbook is structured in a way that gives the students variant opportunities of learning the listening skill through videos and audio scripts. In each unit, there are one video and 4-6 audios followed by drill and practice exercises that enhance students listening abilities.

After finishing the required number of units in 15 weeks with 30 teachings sessions (two contact hours per session) during the first semester of 2014, the researcher administered the study two instruments.

The researcher administered the questionnaire in its English version as the students' level qualified them to understand the items in English without much difficulty. The researcher explained the context of the study to the participants and informed them that participating in the study would not affect their grades. While the subjects were completing the questionnaire, the researcher gave immediate help to them if any problems arose. Filling the questionnaire items took about 20 minutes.

Soon after finishing the questionnaire, the students were handed over the open-ended question sheets. They were prompted to write as much as they could expressing their opinions of being taught by videos and audios. Most of the study subjects finished responding to this instrument within 10-15 minutes.

3.5 Data Analysis

The SPSS program was adopted to analyze the quantitative data obtained from the close-ended questionnaire. T-test, Percentages, Means and standard deviations were calculated to examine the study participants' responses to the 16 items.

Qualitative analysis was also used to interpret the study participants' responses to the open-ended question instrument. Subjects' responses were summarized in table (5) that reflected their positive and negative comments towards videos and audios utilization in listening classrooms.

4. Results

The study attempted to find out the extent to which Saudi EFL students perceived video integration effectiveness on enhancing their listening skill of the English language. The results were representing percentages, mean, and standard deviant that reflected the study subjects' perceptions of using video and audio in listening classrooms were shown in table (1).

Table 2. Percentages, Mean, and Standard Deviant

Items		Strongly agree		Agree		I don't know		Disagree		Strongly disagree		Std Devia
		Per cen tag es	Me an	Per cen tag es	Me an	Per cen tag es	Me an	Per cen tag es	Me an	Per cen tag es	Me an	
IT1	I enjoy learning listening through video material more than audio material.	66.67	3.70	33.33	1.85	0.00	0.00	0.00	0.00	0.00	0.00	5.37
IT2	The class is more interesting when watching a video than when listening to an audio excerpt.	55.56	3.09	44.44	2.47	0.00	0.00	0.00	0.00	0.00	0.00	4.98
IT3	I always look forward to a video material more than an audio material in my listening classes.	38.89	2.16	44.44	2.47	16.67	0.93	0.00	0.00	0.00	0.00	3.78
IT4	I would like to take similar listening classes with video in the future.	44.44	2.47	55.56	3.09	0.00	0.00	0.00	0.00	0.00	0.00	4.98
IT5	Listening to the video helps me remember more information	77.78	4.32	22.22	1.23	0.00	0.00	0.00	0.00	0.00	0.00	6.07

	than listening to an audio excerpt.												
IT6	I can answer questions better when Listening to a video more than when listening to an audio excerpt.	61.11	3.40	33.33	1.85	5.56	0.31	0.00	0.00	0.00	0.00	0.00	4.83
IT7	I score better in my exams on video material than audio material.	50.00	2.78	38.89	2.16	11.11	0.62	0.00	0.00	0.00	0.00	0.00	4.16
IT8	Listening to the video to answer questions is less stressful than listening to audio.	44.44	2.47	27.78	1.54	27.78	1.54	0.00	0.00	0.00	0.00	0.00	3.51
IT9	Video material keeps me focused on the material more than the audio material.	66.67	3.70	11.11	0.62	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.99
IT10	I feel the video can give me better opportunities to learn to listen more than audio.	83.33	4.63	16.67	0.93	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.50
IT11	I enjoy learning listening through the Audio material more than the audio material.	0.00	0.00	0.00	0.00	5.56	0.31	16.67	0.93	77.78	4.32	5.94	
IT12	The class is more interesting when listening to an audio excerpt than watching a video.	11.11	0.62	5.56	0.31	11.11	0.62	44.44	2.47	27.78	1.54	2.88	

IT13	I want my teachers to include more video	66.67	3.70	27.78	1.54	0.00	0.00	5.56	0.31	0.00	0.00	5.13
	material in listening classes than audio material.											
IT14	I want my teachers to include more audio material in listening classes than video material.	16.67	0.93	16.67	0.93	0.00	0.00	33.33	1.85	33.33	1.85	2.51
IT15	All in all, I prefer video to audio	72.22	4.01	27.78	1.54	0.00	0.00	0.00	0.00	0.00	0.00	5.68
IT16	All in all, I prefer audio to video	0.00	0.00	0.00	0.00	0.00	0.00	50.00	2.78	50.00	2.78	4.93

Table (2) revealed that all the participants indicated positive attitudes in favor of video integration. It was evident that the subjects agreed strongly on item 10 with “80.33%” and a mean score of “4.33” “I feel video can give me better opportunities to learn listening more than audio”, followed by item 5 “Listening to video helps me remember more information than listening to an audio excerpt” with “77.78%” and a mean score of “4.32”. Item 15, “all in all, I prefer video to audio”, which received “72.22%” and a mean score of “4.01” came next, and followed by items 1, 9 & 13, which obtained the same percentages (66.67%) and the same mean scores of “3.70”. Similarly, items 2 & 7 received rates above 50% with an average rating above “2.5” on the “strongly agree-scale” in favor of video utilization. Item 8 was the lowest one,

“Listening to video to answer questions is less stressful than listening to audio” on the “strongly –agree” scale, which received “44.44%” with a mean score of “2.27”.

In a similar manner, the “agree-scale” in favor of video integration in listening classrooms received percentages that ranged between (27.78-55.56%) with means scores ranging between (1.54-3.09).

However, the “disagree and strongly disagree scales, composed the highest percentages and mean scores in disadvantage of audios usage. Item 11, for example, “I enjoy learning listening through the Audio material more than the audio material” obtained a percentage of “77.78” and a mean score of 4.32 on the “strongly disagree scale” indicating that the majority of the study subjects had negative attitudes towards audios utilization in listening classrooms.

As illustrated by Table (2) above, there was a crystal variation in participants’ perceptions of

video and audio use in English classes of the listening skill. The difference in favor of videos that was reflected in the Standard Deviation was above ($SD= 4.93$) for the most items of the questionnaire. Whereas, there was much less variation in participants' perceptions of item 14 "I want my teachers to include more audio material in listening classes than video material" ($SD= 2.51$), with a total percentage of participants (33.34%) who "agreed" and "strongly agreed" on the item, while "33.33%" of them "disagreed".

It is evident from table (2) above that all the participants showed positive attitudes towards using videos in English classrooms. The participants were interested in learning the listening skill with videos more than audios.

Table 3. Five- Point Scale Descriptive Statistics (Mean& Std. Deviation)

Scale variables	N	Minimum	Maximum	Mean	Std. Deviation
var001	16	.00	16.00	9.6250	4.75920
var002	16	.00	10.00	4.7500	2.72029
var003	16	.00	5.00	.8750	1.45488
var004	16	.00	9.00	1.5000	3.11983
var005	16	.00	9.00	1.2500	2.79285
Valid N (list-wise)	16				

Table (3) showed the mean scores and standard deviation for variables of five- point Likert scale. The results indicated that the first two variables of the scale (strongly agree and agree) obtained the highest mean scores (9.6250, 4.7500) of the respondents' positive views of video integration in listening classes. On the other hand, the last two variables of the scale (disagree, strongly disagree) obtained the lowest mean scores (3.11983, 2.79285) of the respondents' negative views of audio integration in listening classes. The standard deviations results indicated significant discrepancies between the respondents' perceptions of video and audio use in listening classes. The significant variation is evident in ($SD= 4.75920$) for "strongly agree" variable in favor of using videos, and in ($SD= 2.79285$) "strongly disagree" variable in disadvantage of using audios. Consequently, the findings of table (3) consolidated the result of table (2) as they revealed that the participants were more interested in video materials than audio materials to be utilized in teaching listening.

In table 4, T-Test was used for paired samples of selected questionnaire items to find out whether there were statistically significance differences between the participants' perceptions on videos and audios utilization in listening classrooms.

Table 4. T-Test: Paired Samples for Items 1& 11 and Items 15&16

	Paired Items	Paired Differences					df	tail Sig (2)	
		Mean	Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	I enjoy learning listening through video material more than audio material. I enjoy learning listening through the Audio material more than the audio material.	.00000	1.87083	.83666	-2.32294	2.32294	.000	4	1.000
Pair 2	All in all, I prefer video to audio All in all, I prefer audio to video	.00000	9.43398	4.21900	-11.71383	11.71383	.000	4	1.000

The results of the t-test for the paired items of the questionnaire in Table (4), which were (-11.71383, -2.32294) for the paired items (1 & 11) and (15 & 16) indicated there were statistically significance differences of the participants' perceptions of videos and audios utilization in listening classrooms in favor of using video at level of (0.5.), and with interval confidence difference level (95%). For this reason, the results of this table rejected the null hypothesis for (There is a strong association between students' positive attitudes towards learning listening and audio materials usage in English classrooms). Whereas, the other hypothesis was accepted since the subjects' attitudes towards learning listening were positive in favor of video for (There is a strong association between students' positive attitudes towards learning listening and videos usage in English classrooms).

Table 5. Qualitative Analysis to the Open-ended Question: Summary of the Participants' Responses

	Video Positive Comments	Video Negative Comments	Audio Positive Comments	Audio Negative Comments
Student 1	The video is more interesting.	No comments	No comments	No comments
Student 2	Video with images reminds him better of the answers to the listening questions.	No comments	No comments	No comments
Student 3	Video activates the memory better	No comments	No comments	Audio is boring
Student 4	Video gets me more focused on the listening material and better enriches my vocabulary.	No comments	No comments	Audio does not give the same opportunity of learning new vocabulary
Student 5	Video gets me more focused, more interested and more engaged and helps me get better grades.	No comments	No comments	No comments
Student 6	Video gets me more interested in the listening material.	No comments	No comments	No comments
Student 7	Video is more interesting.	No comments	No comments	No comments
Student 8	Video is more interesting.	No comments	No comments	No comments
Student 9	Listening and seeing help me have better understand the listening material.	No comments	No comments	No comments
Student 10	It is easy to learn English through video as I can imagine what I see	No comments	No comments	No comments
Student 11	Video teaches me more than audio	No comments	No comments	No comments
Student 12	Video helps me have better understanding, activates my memory, assists me memorize more words, helps be answer questions more efficiently, and helps me better comprehend the listening material.	No comments	No comments	No comments

Student 13	Video gives more suspense, activates my memory, assists me memorize new words, helps be answer questions quickly.	No comments	No comments	No comments
Student 14	You can remember everything with video.	No comments	No comments	No comments
Student 15	Video material is more comprehensible, and arouses your interest in the listening material.	No comments	No comments	No comments
Student 16	Video is more interesting and helpful to remember the answers.	No comments	No comments	No comments
Student 17	Video arouses your interest in the listening material and gives a new change to the lecture.	No comments	No comments	No comments
Student 18	Video gets you more focused	Audio is boring	Not too bad	You can't focus

Table (5) summarized the subjects' responses to the open-ended question (Which one do you prefer to learn listening, through video or audio? Explain your opinion and do your best to give support to your view with good Give reasons). All the 18 subjects of the study, as shown in the table, indicated positive attitudes towards videos integration in their listening classes. For the audio integration, either the subjects chose to give no comments, or they suggested that audios were boring and did not help them learn new vocabulary.

5. Discussion and Conclusions

The quantitative analysis of the study indicated that there were statistically significant differences in the subjects' perceptions of videos and audios integration in the listening skill in favor of videos utilization.

The qualitative analysis as shown in Table (5) also revealed that students were more interested in learning listening with videos rather than learning with audios.

The study findings were congruent with other scholars. Abdolmanafi-Rokni (2013) confirmed that video stories increased students' motivation at the intermediate level in learning listening and improving their pronunciation. Gezegin (2014) indicated that based on the qualitative data analyzed in her study that the students who utilized videos in their listening classes reported how the videos "affected them positively" (p. 455). Maneekul (2002) cited in Woottipong (2014) suggested that students could better learn listening to authentic material presented with videos as they could learn listening by combining images and sounds.

The current study, therefore, concluded that Saudi EFL university students could learn the listening skill better with video utilization. Based on the subjects' perception of the

effectiveness of videos in listening classrooms, the researcher recommends the English teachers to integrate videos in teaching listening. Stakeholders and textbooks publishers are urged to publish university English books with more video material. The ministry of higher education in Saudi Arabia should also prompt schools having English departments to integrate videos in teaching the listening skill of English to Saudi students.

Although the study had limitations due to the small sample size and its restriction to one gender group of participants, namely male students, the researcher of the current study issued some recommendations for other researchers based on the results. Among of those recommendations, other scholars may conduct similar studies on EFL Saudi female students with larger samples as the current study was done only on male students. The other researchers may also test two groups on two different types of listening material. A listening test utilizing audio materials and another one using video materials, and then the results can be compared to find out the effectiveness of the two genres of the listening materials on students achievement in listening.

Acknowledgement

The researcher acknowledges the arbitrators who were willing to evaluate the study instrument, and the students who accepted to participate in this study. Without the cooperation of the arbitrators and the students, the study could not be accomplished.

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Appendix

Appendix 1. Questionnaire

	Item	Strongly agree	Agree	I don't know	Disagree	Strongly disagree
IT1	I enjoy learning listening through video material more than audio material.					
IT2	The class is more interesting when watching a video than when listening to an audio excerpt.					
IT3	I always look forward to a video material more than an audio material in my listening classes.					
IT4	I would like to take similar listening classes with video in the future.					
IT5	Listening to the video helps me remember more information than listening to an audio excerpt.					
IT6	I can answer questions better when Listening to a video more than when listening to an audio excerpt.					
IT7	I score better in my exams on video material than audio material.					
IT8	Listening to the video to answer questions is less stressful than listening to audio.					
IT9	Video material keeps me focused on the material more than the audio material.					
IT10	I feel the video can give me better opportunities to learn to listen more than audio.					
IT11	I enjoy learning listening through the Audio material more than the audio material.					
IT12	The class is more interesting when listening to an audio excerpt than watching a video.					
IT13	I want my teachers to include					

	more video material in listening classes than audio material.					
IT14	I want my teachers to include more audio material in listening classes than video material.					
IT15	All in all, I prefer video to audio					
IT16	All in all, I prefer audio to video					

Appendix 2. Open-ended Question

Student's Name (Optional): -----**Section:** ----- (251)

Course: ----- (English 044/ INC2)

After complaining the questions, please nor turn the back of the page to answer the question below. Please write a paragraph up to 50 words. Write as much as you can to respond fully to the question.

Question: Which one do you prefer to learn listening, through video or audio? Explain your opinion and do your best to give support to your opinion with good Give reasons.

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