



IRAQI
Academic Scientific Journals



العراقية
المجلات الأكاديمية العلمية



ISSN: 2663-9033 (Online) | ISSN: 2616-6224 (Print)

Journal of Language Studies

Contents available at: <http://jls.tu.edu.iq>

The Effect of Using Tutorial Video on Students' Performance

Asst. Prof. Dr. Manal Omar Mousa*

Department of English, College of Education, Tikrit University

E-mail: momsh89@tu.edu.iq

Keywords: <ul style="list-style-type: none">- tutorial video- teaching English language- computer software- video materials	Abstract <p>The rapid growth of technology has brought many innovations in education and especially in language teaching. In order to offer and create successful classes language teachers, especially English language teachers are using different audio-visual tools to facilitate the teaching process. Besides textbooks and other interesting and engaging activities, which ensure student centeredness, autonomy, interaction and connectivity to a certain theme, and videos such as: movies, songs, power point presentations are widely used in EFL classrooms.</p> <p>This paper first attempts to explore the goals of using video material in EFL classrooms and the advantages of using video materials in EFL teaching, on the basis of which proposes a framework of teaching principles, strategies and specific tips which facilitate EFL teaching. Then it would be related theories and practice to the use of audio- visual tools in language learning especially in ESP classes at university level and the reason why videos can be considered as valuable pedagogical tools is to facilitate the teaching process.</p> <p>The aim of this study is to investigate the benefits that the language teachers and learners get in using audio-visual aids in teaching and learning the English language, as well as to show that by using the appropriate video material the teachers can improve and ensure student- centeredness, have their students interested and engaged in activities, be more active, motivated and confident in their communicative language competence.</p>
Article Info	
Article history:	
Received: 12-8-2021	
Accepted: 18-9-2021	
Available online	
23-1-2022	

* **Corresponding Author:** Dr. Manal Omar , E-Mail: momsh89@tu.edu.iq

Tel: +9647707532632 , **Affiliation:** Tikrit University -Iraq

تأثير استخدام الفيديو التعليمي على أداء الطلاب

ا.م.د. منال عمر موسى

كلية التربية للعلوم الإنسانية - جامعة تكريت - قسم اللغة الانكليزية

<p>الخلاصة : جلب النمو السريع للتكنولوجيا العديد من الابتكارات في التعليم وخاصة في تدريس اللغة. من أجل تقديم وإنشاء فصول ناجحة ، يستخدم مدرسو اللغة ، وخاصة مدرسو اللغة الإنجليزية ، أدوات سمعية وبصرية مختلفة لتسهيل عملية التدريس. إلى جانب الكتب المدرسية وغيرها من الأنشطة الشيقة والجذابة ، والتي تضمن تركيز الطلاب والاستقلالية والتفاعل والاتصال بموضوع معين ، وتستخدم مقاطع الفيديو مثل: الأفلام والأغاني وعروض باور بوينت على نطاق واسع في فصول اللغة الإنجليزية كلغة أجنبية.</p> <p>تحاول الباحثة أولاً استكشاف أهداف استخدام مواد الفيديو في فصول اللغة الإنجليزية كلغة أجنبية ومزايا استخدام مواد الفيديو في تدريس اللغة الإنجليزية كلغة أجنبية ، والتي على أساسها تقترح إطاراً لمبادئ التدريس والاستراتيجيات والنصائح المحددة التي تسهل تدريس اللغة الإنجليزية كلغة أجنبية. بعد ذلك ، ستكون النظريات والممارسات ذات الصلة باستخدام الأدوات السمعية والبصرية في تعلم اللغة خاصة في فصول ESP على المستوى المتوسط والسبب في اعتبار مقاطع الفيديو أدوات تربوية قيمة هو تسهيل عملية التدريس.</p> <p>الهدف من هذه الدراسة هو التحقيق في الفوائد التي يجنيها مدرسو اللغة والمتعلمون من استخدام الوسائل السمعية والبصرية في تعليم وتعلم اللغة الإنجليزية ، بالإضافة إلى إظهار أنه باستخدام مواد الفيديو المناسبة ، يمكن للمدرسين تحسين أداء الطلاب، وجعلهم مهتمين ومشاركين في الأنشطة ، وأن يكونوا أكثر نشاطاً وتحفيزاً وثقة في كفاءتهم اللغوية التواصلية.</p>	<p>الكلمات الدالة:-</p> <p>- الفيديو التعليمي - تدريس اللغة الإنكليزية - طلاب المرحلة المتوسطة - مواد الفيديو</p> <p>معلومات البحث تاريخ البحث:</p> <p>الاستلام: ٢٠٢١_٨_١٢ القبول: ٢٠٢١_٩_١٨ التوفر على النت 23-1-2022</p>
--	---

1. Introduction

1.1 Statement of the Problems

The present study problems are:

1. Dismissing the real connection between the students at the class within the school.
2. The learners and the teachers of EFL have lack to deal with the computer and internet applications like chat rooms.
3. Loss of class time if material is not installed or is defective.
4. lack of interest of some students while increase in interest in others, inappropriate language usage in the scenes shown among others.

1.2 Aims of the Study

The present study aims at:

1. Investigating the effect of using Tutorial Video by using computer software.
2. Finding out the importance of the four skills which is necessary at the intermediate school's students.

1.3 Hypotheses of the Study

The following null hypotheses are put forward in order to be verified:

1. There are no statistically significant differences between the mean scores of the experimental group and those of the control group in the pre-test.
2. There are no statistically significant differences in the mean scores of the experimental group and those of the control group in the post-test.
3. There are no statistically significant differences in the mean scores of students' achievement of the experimental group in the pre and post-tests.

1.4 Limits of the Study

The present study is limited to:

1. The use of Tutorial Video and its effect on learning the English language.
2. The textbook (English for Iraq) for second intermediate school units (2,3)
2. Iraqi EFL second intermediate school students at Al-Mansour School during the academic year (2020-2021).

1.5 Value of the Study

The value of the present study can be stated as following:

1. using the four skills develop the mind, discovers new things, develops the imagination and creative side of students,
2. Enable the students to understand the subject in a simple way.
- 3- The importance of using tutorial video in the classroom as an effective tool in educational system.

1.6 Procedures of the Study

The aims of this study are supposed to be achieved and its hypotheses are to be verified through the following steps:

1. Selecting a sample of EFL at second intermediate school.
2. Dividing the sample into two groups (experimental and control group).
2. Constructing a pre-test.
3. Applying the post-test to the sample.
4. Presenting conclusions are given in terms of the obtained results.

1.7 Definition of the Basic Terms

1.7.1 Tutorial Video

What is it: A tutorial video is the go-to instructional method for teaching a process or walking through the steps needed to complete a task.

1.7.2 Intermediate Schools

It means an educational phase which exists in most countries, providing education between elementary and secondary schools(13-15age)(Kindred,1968:3).

2. Theoretical Background

Utilizing general media materials in the study hall is the same old thing. Since filmstrips were first considered during The Second Great War as a preparation instrument for troopers (Hovland, Lumsdaine and Sheffield, 1949), teachers have perceived the force of general media materials to catch the consideration of students, increment their inspiration and improve their learning experience.

Both the substance and the innovation have grown significantly since that time, expanding the accessibility and the worth of A/V materials in study halls. Content has created from informative TV (ITV) of the 1950s and 1960s, which permitted replay of taped talks, through instructive TV (ETV), planned to supplement study hall guidance as opposed to contend with it (Partnership for Public 2 Telecom, 2004) to instructive principles based recordings planned explicitly as supplemental homeroom devices. Conveyance innovations have additionally progressed, from filmstrips to digital TV, to the flexibility of VCRs, DVDs and laserdiscs. At last, with the coming of computerized innovation, the field is advancing to more up to date and ever-more noteworthy possibilities of versatility in conveyance.

The utilization of instructive video and TV in study halls has risen consistently in the course of the last 20 to 30 years, as per a progression of studies directed by the Company for Public Telecom. These studies estimated the two examples of utilization and educator perspectives and assumptions for results. Not exclusively is this innovation broadly utilized, as per the latest review, yet it is additionally profoundly esteemed as a method for educating all the more successfully and imaginatively (CPB, 1997). Maybe the main overview finding that upholds the worth of these sight and sound instruments is the immediate connection between recurrence of utilization and saw understudy accomplishment and inspiration. Among successive clients (instructors who report utilizing television or video for at least two hours of the week), 66% find that understudies learn more when television or video is utilized, and near 70% find that understudy inspiration increments. The greater part of continuous clients likewise find that understudies utilize new jargon because of video use.

As per a synopsis of ebb and flow examination and instructor overviews, instructive TV and video:

- “Builds up perusing and talk material
- Helps in the advancement of a typical base of information among understudies
- Improves understudy perception and conversation
- Gives more prominent convenience of different learning styles
- Expands understudy inspiration and excitement
- Advances instructor viability (CPB, 2004)”

This paper will investigate the hypothesis and exploration supporting the instructive utilization of video and its suggestions for homeroom practice. Except if in any case noted, "video" is utilized as a bringing together term to allude to this scope of mixed media, A/V substance utilized in schools, regardless of whether conveyed by VCR, DVD or carefully.

2.1 Introduction

Video creation programming instruments (Skype, YouTube, iMovie, PowerPoint, Screen Stream, and the sky is the limit from there) give incredible systems to

cooperative and intelligent learning in school level language courses (Djiwandono, 2013; Shih, 2010; Truong and Tran, 2013; Zorko, 2009; Brünner, 2013; Jauregi, de Graaff, van lair Bergh, and Kriz, 2012). Understudies can video-talk live with language speakers across the globe, study their own or their cohorts' talking capacities screen-to-screen, center around nonverbal correspondence and investigate language-learning materials in a flipped-homeroom structure. Video advances empower personnel to plan informative exercises altered to further develop language learning (Shih, 2010; Brünner, 2013). At the College of Pennsylvania, the Penn Libraries' Weigle Data Lodge accomplices with a few grounds elements to help language personnel as they investigate ways of consolidating video and screen catch programming into coursework (Vedantham and Hassen, 2011).

Adding live video communication during class invigorates the study hall climate and builds understudy commitment with content (Jauregi et al., 2012; Truong and Tran, 2013). Moving routine language mechanics, for example, jargon and punctuation to "screen recordings" that are conveyed outside of class (through courseware or YouTube) opens up in-class time for coordinated efforts with instructor and schoolmates (Brünner, 2013; Djiwandono, 2013). This section will sum up examples gained from past training of these instruments and investigate new information gathered from course perceptions, interviews with language staff, and understudy overview remarks. In particular, we examine results from two course perceptions, individual meetings with six language instructors, a grounds wide understudy study (N = 57) and a yearly workforce discussion in regards to understudy and personnel experiences about video apparatuses with regards to language learning.

2.2. The Objectives of Showing English With Video Material

The impacts of showing English with video materials on understudies are much of the time not all around coordinated with the endeavors that educators and understudies have made on the grounds that instructors do not have clear objectives as a main priority in homeroom exercises. It is essential for language instructors to remember clear objectives in the homeroom when they use video materials since they should set up their showing plans and carry out them in all actuality to accomplish their objectives. As a rule, language instructors could lay out up three objectives for their educating with video materials. The first and key objective is to work with the advancement of EFL students' language abilities and specifically their tuning in and talking abilities. Video materials give visual guides to the listening materials that EFL students are presented to. At the point when they are rehearsing their listening abilities, students frequently think that it is hard to hold their consideration long enough whenever they are presented to significant discussions or sections without visual guides.

Recordings can give considerably more data to audience members and can keep them consideration zeroed in on the aural material. Then again, legitimate video materials can establish more sensible language learning climate and invigorate EFL students' advantage in English learning and upgrade their extensive phonetic skill. Language learning speculations express that the course of language learning incorporates three key parts: language input (perusing and tuning in), digestion (inner handling and remembrance) and language yield (talking, composing and interpretation).

2.2.1 Benefits of Video Materials in English Instructing

The utilization of video materials has a lot of benefits like invigorating understudy's independence and proactivity. At the point when instructors bring video materials into their English study halls, understudies can straightforwardly gain a lot of social foundation data and passionate mentalities about the learning materials. Consequently, they could utilize their independence in language learning. While seeing the video materials, understudies can place themselves in the clear environment made by the video materials and comprehend the pragmatics of the language utilized by the characters.

Contrasted and conventional English instructing, such courses really set up as a regular occurrence the understudy focused educating systems. Video additionally can be more inspiring than different types of credible material. Christopher and Ho (1996, pp. 86) give another motivation behind why this is so; it tends to be engaging. Music and setting components can make for a pleasant encounter by students. Video motion pictures give subjects and thoughts to students to examine. To pick video material for the homeroom, subjects should be picked dependent on understudies' advantage and their degree of English capability, just as social viewpoints.

Furthermore, Nunan (2003) expressed that the plan of listening cycles is a significant thought, which includes choosing the substance of the video or sound recording and separating it into segments for introducing in stages to students. Educators can configuration patterns of exercises in which students can partake. The educator ought to likewise be an intelligent onlooker all together not to occupy the students' consideration from the video. Along these lines, it would be extremely gainful for educators to choose video materials that are helpful for language learning. Students are more roused to adapt to the guidance whenever offered the chance to examine with the utilization of video materials.

The upsides of utilizing video in the EFL homeroom are numerous and self-evident. Creators call attention to high inspiration and a charming learning climate. Thanajaro (2000) directed a review concerning the utilization of valid materials to foster tuning in the English as a Subsequent Language (ESL) homeroom through examination of the class perception and meetings with understudies. The outcomes uncovered that the utilization of genuine materials in ESL homerooms gave a beneficial outcome on ESL understudy's inspiration to become familiar with the language.

2.4 Video Creation Software Tools

Video creation apparatuses—from Skype to PowerPoint to iMovie—have become progressively well known courses for unknown dialect instructing and learning. In flipped-homeroom and mixed learning models, video empowers personnel to move routine language ideas (i.e., syntax and jargon) outside the study hall, leaving more in-class time for live commitment with educator and schoolmates. This section examines examples learned and new information gathered at the College of Pennsylvania Libraries' Weigle Data Lodge on video's adequacy in different language learning settings. Information gathered remembers reflections for quite a long while obviously perceptions, interviews with language employees, and a grounds wide study to measure understudy points of view on video's job in the language learning experience.

Topics that have arisen incorporate the scope of video instruments accessible to play out a given errand, view of hardware convenience and usability (contingent upon workforce and understudy innovation solace levels), and the job of the library as a focal asset for innovation backing and course joining. Our review adds to the insightful discussion by giving a scientific categorization of current devices utilized, their

adequacy in our setting as an action for different settings, and abilities suggested by personnel and staff for compelling fuse of video instruments in the language study hall.

2.5 Advantages and Disadvantages of Tutorial Video

The usage of videos as a teaching aid for EFL classes is thought to provide more motivation and interest to EFL students (Altman, 1989; Swaffar & Vlatten, 1997). That said, a good way of engaging students would be to use videos with a variety of activities so as to provide a more varied stimuli; therefore, making a more enjoyable class. As multimodal media, videos further offer a variety of stimuli for viewing comprehension, listening comprehension and reading comprehension, since the students have the opportunity to read visual as well listen to auditory messages simultaneously (Abdel Gawad Mekheimer, PhD, 2011).

The advantages of video tasks are: these types of material can do what teachers cannot in a class explanation; video provides real world, visual clues and appropriacy. Also, they provide additional information and culture behind the language. All activities presented in this workshop can be adapted to most classes or levels. Something that is important to point out is that another advantage of doing this is that people nowadays spend a great amount of their time either watching TV or watching videos over the Internet.

The disadvantages that may occur when using video for classes are: loss of class time if material is not installed or is defective, lack of interest of some students while increase in interest in others, inappropriate language usage in the scenes shown among others.

2.6 Types of Tutorial Videos

What is it: A tutorial video is the go-to instructional method for teaching a process or walking through the steps needed to complete a task. Usually between 2-10 minutes long these videos leverage multiple instructional methods, such as direct instruction, follow-along type guidance and even quizzing and interactive elements. Sometimes referred to as “how-to” videos, the best ones are carefully planned and have high production quality. Interested in learning how to make your own? Check out our tutorial on [how to make a tutorial](#).

When to use it: Tutorials videos can teach just about anything. No hard-and-fast rules exist for deciding when to use them, however, there are a few key factors that can help make the decision.

First, is the topic or process best taught through video? Does it need to be communicated visually, or could a written tutorial accomplish the same goal. If you can't confidently say yes to video, then a quick written tutorial might be a more affordable option.

Second, are there content expectations that require video as the instructional method? For example, our users expect video tutorials that cover the new features we release with our software. This incentivizes us to use video and plays an important role in our decision making process.

Finally, do you have the time, budget and know-how (it's simple with [Camtasia](#)) to create and maintain the tutorials?

Example: In this example, the instructor introduces the software, then walks the user through the steps of recording, editing and sharing their video. It's a straightforward tutorial video that exemplifies the direct instruction often seen in these types of videos.

3. Procedures and Methodology

3.1 The Experimental Design

Selecting an appropriate design for a research work is one of the most important decisions that a research should make (Van Dalen,1979:232) . Experimental design is "the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about the relationship between independent and dependent variables."(Best and Khan, 2006:77).In the present research, the experimental group of students has been taught by a tape material and the control group has been taught by conventional approach. This study has been built on the pretest-posttest equivalent groups design.

3.2 Population and Sampling

Population comprises all the subject under study(Best and Khan,2006:13). The population of the present study includes **second year at intermediate school**, during the academic year 2020-2021.The total number of those students is (90) who are chosen randomly. The sample of the present study includes (60) students majoring in EFL and divided into two equal groups. The first group is labeled as the experimental group and taught by **Tutorial Video using computer software** and the second group is labeled as the control group, and taught by conventional approach. The experimental group consists of thirty students and the control group is made up of thirty students, as shown in table (1).

Table (1)
The Sample of the Study

Group	N. of students	Approach
Experimental	30	Tutorial Video by using (computer Software)
Control	30	Conventional

3.3 Equivalence Of The Groups

After choosing the sample of the two groups and before implementing the experimental , an equivalence has been done depending upon certain information provided by the students or other resources. This includes the age of the involved students, and the educational attainment of their parents.

3.4 Validity and Reliability of the test

Validity refers to "the truth of the test when it measures the components that the examinee intended to measure". (Bynom, 2001:13). There are two important types of validity: face validity and content validity. Reliability refers to the consistency of the results when the researchers give the same test to the same group of testees on two different occasions(Brown,2004:20).The test of the study is considered reliable because the calculated coefficient is 0.81 which is considered an acceptable according to the formula of Cronbah's Alpha test.

4. The Findings

After subjecting the involved sample of students to the achievement test, the data has been collected and statistically analyzed as follows:

4.1 Comparison Between the Achievement of the Experimental Group and that of the Control Group in the Pre-Test.

The obtained mean scores of the experimental group in the pretest is (18.70) and that of the control group is (18.37) . Then ,t-test formula for the two independent samples is employed in order to point out whether there is any statistically significant difference between the obtained mean score. The computed t-value is found to be (0.85) and the tabulated t-value is (2.00) at (58) degree of freedom and (0.05) level of significance, as shown in table (1).

This means that there is no significant difference between the two groups of the research in the pre-test. Thus, the first hypothesis which states that "there are no statistically significant differences in the mean scores of students' achievement in the pre-test between the two groups", is accepted. This result is considered a normal especially the two groups belong to the same social and cultural background, and get the same English language courses in their previous teaching periods.

**Table (1)
The Results of the Two Groups in The Pre-Test.**

Group	No. of Students	Mean Scores	SD	DF	T-Value		Level of Significance
					Computed	Tabulated	
Experimental	30	18.70	1.62	58	0.85	2.00	0.05
Control	30	18.37	1.43				

4.2 Comparison between the Achievement of the Experimental Group and that of the Control Group in the Post-test.

The obtained mean scores of the experimental group in the post-test is (21.36) and that of the control group is (18.33). Then ,t-test formula for the two independent samples is employed in order to point out whether there is any statistically significant difference between the obtained mean score. The computed t-value is found to be (6.15) and the tabulated t-value is (2.00) at (58) degree of freedom and (0.05) level of significance, as shown in table (2).

This means that there is a statistically significant difference between the two groups of the research in the post-test. Thus, the second hypothesis which states that "there are no statistically significant differences in the mean scores of students' achievement in the post-test between the two groups", is rejected. This means that students have developed their achievement.

**Table (2)
The Results of the two Groups in the Post-test.**

Group	No. of Students	Mean Scores	SD	DF	T-Value	Level of Significance
-------	-----------------	-------------	----	----	---------	-----------------------

					Computed	Tabulated	
Experimental	30	21.37	2.25	58	6.15	2.00	0.05
Control	30	18.33	1.49				

4.3 Comparison between the Achievement of the Experimental Group in the Pre and Post-test.

The obtained mean scores of the experimental group in the pre-test is (18.70) and that of the post-test is (21.37). Then, t-test formula for the two independent samples is employed in order to point out whether there is any statistically significant difference between the obtained mean score. The computed t-value is found to be (5.70) and the tabulated t-value is (2.00) at (58) degree of freedom and (0.05) level of significance, as shown in table (3).

This means that there is a statistically significant difference between the pre and post-test scores of the experimental group which is taught by using tutorial video, and in favor of the post-test. Thus, the third hypothesis which states that "there are no statistically significant differences in the mean scores of the experimental group between the pre and post-test", is rejected.

**Table (3)
The Achievement of the Experimental Group in the Pre and Post-Test.**

Test	No. of Students	Mean Scores	SD	DF	T-Value		Level of Significance
					Computed	Tabulated	
Pre	30	18.70	1.62	29	5.70	2.00	0.05
Post	30	21.37	2.25				

5.1 Conclusion

The finding of the study lead to the following conclusions :

1. The data treatment prove that Tutorial Video is an effective tool in making students learn and master the material easily.
2. All of the students agree that Tutorial is able to improve their skills, advance their grammatical mastery, increase their vocabulary mastery and expand their creative thinking.
3. The obtained data prove that the students are found to be able to express their ideas more than what they have done before the study is carried out.

4. The Tutorial Video does not only stimulate the students interest but also attract and increase their attention and improve their learning a foreign language.
5. The use of tape material increases the interaction among students.
6. The tape material also enables the students to repeat what they have listen in order to develop their speaking and reading skills.
7. The Tutorial Video is less threatening for many students and it can increase the amount of students participation in the class.

References

- Best, J.W. and Khan, J.N.(2006).*Research in Education.*(10thed) .New Jersey. Pearson/ Allyn and Bacon.
- Brown, Douglas(2004) *Language Assessment: Principles and Classroom Practices* .London :Longman University Press
- Bynom, A.(2001).*Going the Information Given.* New York: Norton Press.
- Davies, Alan(1986). *Language Testing Symposium: A Psycholinguistic Approach.* Oxford: Oxford University Press .
- Ebel,R.L.(1972). *Teaching Writing: A Look at Purpose, Writing Tasks, and Implications.* The English Teacher.
- Glass,G. and Stanley,J.(1970).*Statistical Methods in Education and Psychology* .Prentice-Hall, Inc.
- Heaton ,Jack(1988).*Writing English Language Tests.* London: Longman University Press .
- Kindred, Leslie(1968).*The Intermediate Schools.* London. and Business Media.
- Mehren, William and Lehman, Irvin(1973). *Measurement and Evaluation in Education and Psychology.* New York: Holt, Rinehart and Winston, Inc.
- Wilson, Mark(2005). *Constructing Measures: An Item Response Modeling Approach.* Lawrence ER/BAUM Associates, Inc. Mahwah. New Jersey .
- International Conference on Teaching and Learning English as an Additional Language, GlobELT 2016, 14-17 April 2016, Antalya, Turkey.
-