



# International Journal of Advanced Academic Studies

E-ISSN: 2706-8927

P-ISSN: 2706-8919

[www.allstudyjournal.com](http://www.allstudyjournal.com)

IJAAS 2020; 2(4): 166-168

Received: 11-08-2020

Accepted: 14-09-2020

**Yalda Waez Masih**

Assistant Professor, Lecturer  
of Foreign Department,  
Faculty of Electro-mechanic,  
Kabul Poly Technique  
University, Kabul,  
Afghanistan

## Effect of using video materials in the teaching of listening skills

**Yalda Waez Masih**

### Abstract

Listening is the first skill of a language and this skill help both teacher and students to learn everything easily. It means while they listen carefully the get the information and learn whatever they need. So, the aim of this article is to use different videos in the listening classes. This article is involved of information about the video viewing lessons in the listening classes. This article also discuss that how a video viewing teaching help the students of the listening classes to learn the information effectively by seeing or watching from the video practically. The result or finding of this article or study show that how the teachers and students appreciate and accept the use of video in their classes. This study recommends the teachers to use authentic and updated materials in their classes for students' better learning as use of video.

**Keywords:** Video, Teaching, Education, Listening

### Introduction

Listening is one of the most important skills of a language through which students get information by using their eyes. This skill play a key role in the learning process of a language and help the learners to learn successfully; because without this skill learning is impossible and will not happened completely. I would like to give an example of the child who can hear but not speak. However, he/she cannot speak but understand the ideas and aim of speaker and show some action by doing of the body language. So, here we need to have linguistic input as well besides having listening skill. For having a linguistic input also we need to have some visual materials as well to clarify our ideas and understanding as watching some videos.

According to Richard (1990) <sup>[7, 8]</sup> listening is a receptive skill. I agree with Richards's idea and accept that while we listen to someone who speak and say something we receive the information. For example, while we listen to the news by Radio we get information about different issues or situations. In addition, listening gives as the chance to think and analyze about the meaning of the life as well. For example, while someone speaks we listen and understand what his /her aim is.

Furthermore listening play a pivotal role in the learning process and the use of videos support it to happen more and more strongly because it paves the ways of students more involvement in the class and each of the activities. Use of video make the lesson to happen interestingly and more joyful.

In this article I would like to focus and discuss more about the advantage and usefulness of the video in the listening class.

### Literature review

First of all it is needed to define video itself and after go through its other works. Smaldino (2002) <sup>[8]</sup> said that video is like an electronic device that moves the image everywhere. He also added that any electronic media arrangement which shows the image or a picture is called video. Smaldino (2002) <sup>[8]</sup> also explained that video is an audio visual standard that can be used to allocate a message or a speech from sender to receiver. So, it can ease the learning process of the learners to learn clear information.

Furthermore, according to the McLauhan and Fiore in Lever (2003 as cited in Habibi, 2013) <sup>[3]</sup> explanation video is a high method for the better instruction of the students in the style of the constructivism. Usage of the video is a good method for the students who are auditory, visual and kinesthetic learners. In listening process as a teaching of the second language use

**Corresponding Author:**

**Yalda Waez Masih**

Assistant Professor, Lecturer  
of Foreign Department,  
Faculty of Electro-mechanic,  
Kabul Poly Technique  
University, Kabul,  
Afghanistan

of visual material as a video is very important and can ease the learning process for the teacher and learners as well. As Rubin (2001) mentioned that use of visual material as video help learners in the learning process especially it is helpful for the less professional learners. He also said that if the texts are more difficult and students are less proficient it will help them a lot. Use of videos in the classroom avoids more general student's problems as well because by the watching everything can be clear for them.

The following ideas and information according to the Smaldino (2002) <sup>[8]</sup> is about the advantage of using video in the class:

1. Motion. Means while the images move from one side to the next one has advantage in students learning process, because it motivates students to watch carefully how people use their gesture and this watching makes them to learn more.
2. Process. This part is about the steps that how people use while they do an operation assembly and it shows the sequential movements critically and is more useful for students.
3. Dramatization. It is about historically life and shows about the events and qualities of the life.
4. Skill learning. It talks about the physical requirements, observations and practices.
5. Affective learning. It means that it helps based on emotional learning process and is more important in personal and social behaviors or attitudes.
6. Cultural understanding. While people watch the video they can be familiar with the others cultures and they will have more understanding regarding other society cultures.

These benefits of using video in classroom for young learners are as follows.

According to the above given information benefits of videos are specified and can effect more on students learning and bring more facilities to the class to ease the lessons. As the information shown the use of video is in teaching narrative texts, because while students want to learn a texts or narration needs to see them practically as well.

In narratives or telling stories, two arguments are more important that can be exchange between two or more people and it develop social relationships which is called interpersonal discourse. While this discourse can be done between two people the listeners needs to listen carefully in order to clarify the speaker, what is the topic about and what is the conveying between the topic and how the speakers turn their times.

### **Role of video in teaching listening are explained below**

In this stage noting about spoken interaction is so important; it means that the related language information is not only conveyed by sound. Kellerman as quoted by Buck (2001) has explained that seeing speaker mouth, his lips and tip of his tongue is also important, because it gives information about what are the speaker ideas or message or what he is saying and this helps the learners to understand the whole speech. Abercrombie in Buck (2001) suggested that however, we talk with our vocal organs, but we transmit the message by our bodies. To support the mentioned ideas by Abercrombie in Buck (2001) regarding videos in listening teaching process Rubin in Buck (2001) also recommended that visual aids can help the language learners

to learn the lessons more professionally and can help them to learn more difficult texts by watching movies or videos. Furthermore, Buck (2001) has explained that nonverbal communication needs a number of forms to be applied and they can be measured by the aims of communication. Antes and Kellerman (as quoted by Buck, 2001) claimed that body language and facial expressions means spoken messages and while the speakers speak show some actions that the speaker self does not know them but the listeners observe them. Some of the body languages may help the speech on some of the important points or words and will give more clarification for the students during giving speech.

### **Discussion**

The result of this article or information was the same with the study which has been done by the Maneekul (2002) <sup>[4]</sup>. His studied result showed that while we teach listening video use is more important in the students learning process progresses the study results showed that while we use the authentic materials in the teaching of the listening will raise students' listening abilities. According to Meskill (1996) <sup>[6]</sup>, video materials ease the students listening process because it supplies them opportunities to watch and be careful listeners. Also, use of videos help them to be encouraged and develop their listening comprehensions. Video is more acceptable power for the students comprehension for the learning of the foreign language rather than other ways as the Medias (Brinton & Gaskill, 1978; MacWilliam, 2004 cited in Keihaniyan, 2013) <sup>[1, 2]</sup>.

This study also showed that the finding was more concentrating and the students were more interested to follow the lessons which are video based. While teachers used the videos in their learning process the environment was so comfortable and this relaxing environment caused students to lean more and to comprehend the lessons. And students were motivated because the learned based on the video and whole lessons were interesting for them. The pictures which were shown them by the video could help them to be motivated and learn it easily and the gestures which were used in the video also helped them to be stimulated and learn carefully.

While a teacher want to use video in the listening classes must chose it carefully to be based on the student's interest and make them to be encouraged to develop their listening abilities. In addition, Lynch (1998) also described that if the speed of the speech is so fast the listener will have problem with the understanding and cannot understand the whole message and will have mostly focus on the structure of grammatical points to understand. So, it causes to do not learn the whole message.

### **Conclusion**

In conclusion, I can say that the findings of this study exhibited that use of video is so effective for the students of the listening classes and it is need that teacher use the video in each listening classes to develop student listening comprehension and make them active listeners. According to the information which was collected in the literature review part showed that students are more interested that their teacher should use different videos to help them learn the listening parts by the use of video. In addition, video use could motivate them and encouraged them to listen more interestingly and carefully. Also this article showed that students could easily remember the words while listened

and watched through videos. In addition, the keyword preview before watching videos motivated them to learn English. All the students were agreed that use of video is more effective for them to learn in a best manner and in a best way.

### **Suggestion**

The information that I have got and learned from this article was most effective and learnable for me. So, according to the study result, I want to suggest some ways for teachers to use videos on the listening classes. First, videos use can help teachers to have positive teaching and learning processes. Second, teachers should use videos in listening classes to encourage enormous learners and help them to learn new lexical words. Third, video-based instruction can be used to develop students' listening and speaking skills.

Fourth, activities associated with video-based instruction such as gap-filling, group discussion, and oral presentation, can also develop students' listening and speaking skills. Finally, a study on using other authentic materials such as movies or news commentaries should be conducted through comparing between two groups of students for promoting other language skills.

### **Reference**

1. Brinton D, Gaskill W. Using news broadcasts in the ESL/EFL classroom. *TESOL Quarterly* 1978;12(4):403-413.
2. Brinton D, Gaskill W. Using news broadcasts in the ESL/EFL classroom. *TESOL Quarterly* 1978;12(4): 403-413.
3. Habibi P, Jahandar S, Khodabandehlou M. The impact of teaching phonetic symbols on Iranian EFL learner's listening comprehension. *Indian Journal of Fundamental and Applied Life Sciences* 2013;3(3): 495-512.
4. Maneekul J. Use of authentic material and tasks to enhance English Listening Skill for undergraduate students majoring in teaching English at Faculty of Education, Chiang Mai University. Unpublished master's thesis, Chiang Mai University 2002.
5. Markham P. The effects of captioned television videotapes on the listening comprehension of beginning, intermediate, and advanced ESL students. *Educational Technology* 2004;29:38-41.
6. Meskill C, Shea P. Multimedia and language learning: Inte-grating the technology into existing curricula. *Proceedings of the Third Conference on Instructional Technologies*, State University of New York, FACT 1994.
7. Richards JC. *The Language Teaching Matrix*. New York: Cambridge University Press 1990.
8. Richard J. *Teaching Listening and Speaking*. Cambridge: Cambridge University Press Smaldino 2008.
9. Sharon E. *Instructional Technology and Media for Learning*. New Jersey: Upper Saddle River Columbus Ohio 2002.
10. Thanajaro M. Using authentic materials to develop listening comprehension in the English as a Second Language Classroom. PhD. dissertation. Virginia Polytechnic Institute and State University 2000.