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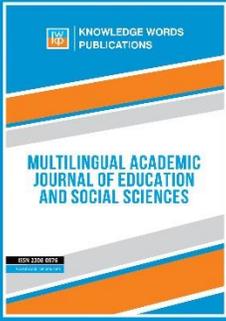
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The Impact of Video-Viewing in a Listening Class

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Abstract

Listening is the least popular skill among the four that underpin the teaching and learning of a second or a foreign language. The teaching of Listening as a subject started later than other skills. Listening has for a long time been taught using audiotapes because the emphasis has been on training auditory skills to help learners hear clearly and be able to mimic native- speaker pronunciation. With the advancement of technology where videos got into classrooms, moving pictures were introduced in Listening classes. This paper is therefore concerned with the replacement of audio listening by video viewing in a Listening class. The research is carried out through a questionnaire that is circulated to learners and teachers with an aim of establishing the impact of video viewing in a Listening class. The findings indicate that although learners and teachers appreciate the usefulness of video viewing, it does not successfully help learners achieve the main learning outcome of note-taking. The paper attributes this to the difficulty of dealing with audio that requires learners to listen, and moving pictures that need students to view. The paper therefore recommends that tasks be set appropriately with the envisaged skill, i.e. listening or viewing.

Keywords: Audio Listening, Video Viewing, Second Language Acquisition, Survey.

Introduction

Anxiety Listening is among the four skills (listening, speaking, reading, and writing) that are the focus in teaching and learning a new language. This skill depends on one's ability to hear. That is, children who have a hearing impairment lose their ability to speak because they have no access to the language input. This means that even when learning a new language, linguistic input is important in determining the success of acquiring the new language. However, hearing and listening should not be thought to be synonymous as the former refers to a biological ability whilst the latter is a cognitive process. In other words, one can hear an entire conversation but may not be able to listen especially if the language used is new or unfamiliar. According to Elekaei et al. (2016), listening is said to be 'receptive when it is what the speaker actually says, constructive when it creates and signifies meaning, collaborative when it negotiates meaning

with the speaker and listener and transformative when it creates meaning through participation and imagination' (p. 41). Listening therefore presupposes understanding which is pivotal in reacting to the content of the message. It can be asserted therefore that success in learning a new language also rests on a person's ability to process the language that is heard.

Among the four skills mentioned above, listening is said to be the most challenging to master and perhaps to teach as well. In fact, the teaching of new languages did not initially focus on listening than it did on writing and reading; even speaking was not encouraged until accuracy was achieved. Listening finally made its way to the classroom as a formal subject that could be taught. Over the years a listening lesson has been conducted through audio tapes, then compact discs (CDs); and today with the explosion of information technology and the world-wide-web, there are many sophisticated instruments. That is, listening can be taught through the internet or through downloaded material into ones MP3 player or iPod and any other such device. In fact, Kabata and Yang (2002) assert that 'the recent development of multimedia technology marks a significant change from the traditional listening teaching based on audiotapes' (p. 568). Whatever the device though, listening skill is developed by interacting with the content one is listening to. This content would be predominantly provided in audio format, however, in some cases video which presents content in moving pictures has been used as part of a listening lesson. Video listening dominates listening lessons in the institution where this research was conducted, which prompted the researchers to investigate whether such a practice benefits the listening process or not. Since the research is mainly concerned with the source of listening, it is necessary to survey literature about sources of listening and their implications.

Sources of Listening

Perhaps the earliest instrument used in the classroom for teaching listening was a tape-recorder. Hill (1974) used the tape-recorder in and outside the English classroom 'to train students to hear phonemic distinctions... and to drill words, sentences etc. ... so that they can later serve as models for other utterances' (p. 134). The tape-recorder is still very much in use although it is being replaced by CDs (Scrivener, 2005; Harmer, 2006), but the aim remains similar: Hamad (2008) for instance proposes a framework for designing a listening course meant to help students 'master note-taking, general patterns of stress, intonation, rhythm, patterns and lexical knowledge of English ... the English sounds that do not exist in Arabic, etc.' (p. 176).

Wilson (2010) further provides various listening sources in addition to the tape-recorder. According to Wilson (*ibid*, 41-43), teacher talk in the form of planned input such as announcements, e.g. the date, time and venue where a particular test would be written serves as a good source of listening. Teacher talk may also be in the form of semi-planned input where a teacher may show and talk about photos; talk about his or her firsts in life; childhood anecdotes; a chat show where a teacher may conduct a panel interview of students in front of the audience (the whole class); and a teacher discussing own biography (Wilson, *loc. cit.*). In addition, teacher talk may take the form of spontaneous input where, for instance, the teacher gives words of encouragement; gossip; on-the-spot classroom management such as a scenario where the teacher might confront a late student by asking 'What happened to you this morning?' etc. (Wilson, *op. cit.*).

Furthermore, Wilson (*ibid*, 45) argues that just as there are different aspects of teacher talk that are a good source of listening, the same applies to student talk. However, for student

talk to be effective it is incumbent upon the teacher to ascertain that appropriate tasks are set that will maximize its effectiveness. Wilson (*op. cit.*) suggests such tasks as jigsaws with information gaps, reporting back, making presentations, and assigning the role of secretary to one student.

Another source of listening which like teacher talk and student talk exemplifies live listening is guest speaker (Wilson, *ibid*, 46). In this case the teacher could invite a proficient or native speaker of English into the class. Scrivener (2005), however, argues that the guest could be the teacher him/herself assuming the character of another, say well-known figure. Activities and tasks would then have to be set in order to make sure that students get the most out of the guest speaker. Among other activities, students could be allowed to ask the guest speaker to speak about any topic of their interest, perhaps in the area of the guest's expertise. The interaction, as suggested by Wilson (*loc. cit.*), could be recorded so that comprehension is enforced through follow-up activities. Harmer (2006), however, asserts that live listening should be viewed as adding another dimension into a number of listening lessons and not a replacement for audiotapes or CDs.

Additionally, textbook recordings as another source of listening provide a variety of materials such as news bulletins, interviews, stories, jokes, songs etc. Although there has been criticism on lack of authenticity in textbook recordings (Wilson, *ibid*, 47), the variety they provide and the fact that lately many textbooks have digital versions that are being made compatible with Interactive White Boards (IWB) technology has immense benefits for teachers and students in a listening lesson.

Television, radio, video and DVD as sources of listening have the benefit of cheap access - especially in the case of radio - and visual aspect in the others which is essential among students with short-span attention and memory (Wilson, *ibid*, 48). The drawback that is usually cited with regards to these sources is the level which is normally higher than that of students. It is therefore necessary that the teacher plans lessons in such a way that the level of tasks is brought to that of students.

The other source of listening that Wilson (*ibid*, 49-50) believes helps students with *inter alia* pronunciation practice is songs. Harmer (*ibid*) also believes that the benefit of music is its ability to speak to the emotion whilst at the same time allowing our brains to analyze it. One other benefit is that students can bring their favorite songs which nonetheless still leave the teacher with the responsibility of ascertaining that the songs are appropriate for the class, and also making sure that tasks enforce comprehension so that the lesson is not reduced to only an entertainment session.

Internet is arguably set to replace many of the sources of listening as we move towards the middle 21st century as it is the fastest growing means of accessing listening materials especially in this age of computer literate students (Scrivener, *ibid.*). Lys, for example, chronicles an interesting journey of how the internet applications such as Flash came to replace the audiovisual computer program which was only accessible in the university computer laboratory dedicated for culture and language learning. Among other possibilities, the Internet gives access to websites that are solely designed to teach new languages where listening lessons are embedded. Nonetheless, the benefits of face-to-face communication still prove more viable than virtual scenes modeled by computers (Wilson, *ibid*, 52).

Having discussed different sources of listening, it is fitting that we closely consider those

sources that incorporate moving images such as television, video, and DVD versus those that are exclusively audio, e.g. audiotapes and CDs. It should be noted that both these types of sources are accessible through the Internet.

Video Listening Versus Audio Listening

We have mentioned that a listening lesson is traditionally carried out using any instrument that projects audio sounds such as audiotapes and CDs, but we have also added that in some cases video which introduces an element of moving pictures is used instead. There is however a question of whether using videos exclusively for a listening lesson still constitute a listening lesson or not.

Wilson (*ibid*) does not seem to have a problem in classifying videos as part of a listening lesson. As we have noted above, he (*ibid*, 49) actually elevates video above audio citing such advantages as visual element and something to occupy students even when there are pauses in dialogues. He further argues that in a listening sequence, visuals are helpful in activating schemata especially during pre-listening stage which also benefits visual learners (*ibid*, 69). Such advantages of video are echoed in Garza (1990) who argue that the incorporation of video in a foreign language curriculum is encouraged because of its ability to allow 'for both audio and visual modalities of information input'... which are 'more accessible to the learner' (p. 289).

Although Scrivener (*ibid*) challenges the effectiveness of using recordings for listening lessons given the fact that in real life listening does not seem to follow the same lines of passivity as suggested by recordings where the listener does not interact with the speakers and has no contribution to the direction of the conversation, he notably confines himself to audio materials when suggesting ideas for listening activities. His suggested ideas are 'jigsaw listening, jigsaw task ideas, the tape gallery, home recording, live listening, and guest stars'; none of which involves video (*ibid*, 182-184). Nevertheless, Scrivener (*ibid*, 352) asserts that video can be used in class with tasks set for listening, looking or interpreting; i.e. the question is not on the instrument but on the task to be accomplished. In other words, tasks would focus students on what they need in the video to accomplish it. Notwithstanding, Scrivener (*op. cit.*) appears cautious in labeling video as listening but seems to prefer the term 'viewing' which denotes that primarily video is meant for viewing than listening. Interestingly, Hsu et al. (2013) report that among elementary students, there was no improvement in listening comprehension in a research about the effects of video caption modes on English listening comprehension. They are however aware that their findings are contrary to researchers such as Secules et al. (1992) who conducted their studies among tertiary students and found that classes that used videos outperformed those that did not in listening comprehension.

Similarly, Harmer (*ibid*) agrees that most teachers rely on taped recordings for language input, notwithstanding disadvantages of *inter alia* inauthenticity. In his treatment of intensive and extensive listening, he exclusively refers to audiotapes with a notable absence of videos (*ibid*, 228ff). Like Scrivener, Harmer (*ibid*) regards video to have a range of uses in a classroom including listening which can be pictureless where the focus is on language; pictureless but focusing on music where, for instance, students would have to discuss the mood created by a popular track; pictureless focusing on sound effects where students might have to guess scenes suggested by such sounds as shuffling of feet, clapping, ululating etc.; picture or speech where some students would view the pictures and try to describe what is happening to those who are not viewing. He

(*ibid*, 287) emphasizes that these listening techniques operate on the same principles as those for viewing. In fact, one can argue that apart from the technique where some students watch the picture and describe what is happening to those who are not watching, the rest can be accomplished using audiotapes or CDs.

Therefore, it appears that the main advantage of videos over audios is that of having an element of visuals. However, the tasks would determine the success of the video lesson especially when it is used for listening. That is, visuals should be used exclusively for facilitating listening, not for the sake of it. For example, Ergin and Donancis (2016) in their study about instructional videos as part of a flipped classroom approach caution that such approaches should be dictated by the needs of the students and the learning context. In other words, visuals are likely to be a hindrance where tasks demand that students listen but find that they have to view at the same time.

Research

The aim of this research was to find out whether the exclusive use of videos for listening lessons benefit students in the institution where the research was conducted or not. Secondly, the research meant to find out whether the listening lessons in the institution developed students' note-taking skill.

Participants

In order to achieve these aims, research was conducted among one hundred (100) Foundation 2 students from a total of two hundred and fifty (250). Specifically, the participants were Omani students studying at a University College at Foundation level. Other participants in the research were eight (8) teachers who taught in the above Foundation program. The teachers were of different nationalities (Omani, Indian, British, Sudanese, Filipino, South African, and American).

Instrument

The research was carried out quantitatively through administering two questionnaires: one for students and the other for teachers. The questions in the questionnaires were basically meant to find out the impact of videos in a listening lesson with regards to whether they help learners with note-taking skills and whether learners and teachers perceived videos to be better than audio listening or not.

Whilst on the one hand teachers were to record their responses on a three-point scale: Agree, Disagree, No answer; on the other hand, students were simple expected to either Agree or Disagree. Before presenting data collected through the instrument discussed above, it is fitting to discuss the questions in each questionnaire.

Teachers' Questionnaire

The teachers' questionnaire had a total of eight questions. The first question was meant to elicit whether teachers agreed, disagreed, or had no answer in response to the statement: Students have found video Listening classes interesting. It was important to establish whether teachers perceived video listening to be generating any interest in classes. In the second question teachers were to respond to the statement: Students are actively involved in taking notes. It has been mentioned that one important outcome in the Listening course was note-taking which was

important to establish whether it was being achieved or not. The third question elicited teachers' perception on whether the tasks given were appropriate for the level. This was important to know as the inappropriateness of the level may make any listening a failure, be it video or audio. The fourth question solicited teachers' perception on whether the time given was sufficient for students to complete tasks. Similarly, insufficient time is likely to make either video or audio-listening a failure.

In question five, teachers were asked to either agree, or disagree, or give no answer to the statement: The quality of the videos is good. Teachers' perception in this question was important in further establishing whether the negative impact that video listening might have is due to poor quality or not. Question six expected teachers to respond on whether video helps the students to understand better. It has been pointed out that when video is used for listening, care should be taken that it plays a facilitative role in aiding understanding. The seventh question which meant to establish whether what video was offering could not be better achieved by, say audio, elicited teachers' response to the statement: Students learn better by watching video. The last question simply solicited teachers' perception on whether video listening is better than audio listening. The next section discusses students' questionnaire. The next section discusses students' questionnaire.

Students' Questionnaire

Unlike teachers' questionnaire, the students' one had a total of eleven questions. In the first question students were asked whether they agree or disagree that they like listening classes. This was to rule out the general dislike of listening classes against video listening *per se*. In the second question they were asked whether video listening is interesting for them. Students might like listening classes but find video listening uninteresting. Question three was meant to verify whether students understand better by watching videos. This would be helpful in ascertaining the positive impact of video listening. Question four was meant to find out whether students considered tasks to be appropriate to their level. This was important to establish as it is among the determinants of success for both video and audio listening.

Like the question posed to the teachers, question five required students to respond on whether the time given to complete tasks was sufficient. Again, insufficient time to complete tasks may have no direct bearing in the impact of video listening as such but on listening in general. The sixth question required students to agree or disagree whether videos help them learn better. This, again, was meant to confirm the impact of video listening in their learning. Since the surveyed students were preparing for engineering studies and listening videos being predominantly on engineering topics, the seventh question expected students to respond on whether they perceived video listening to be a good opportunity to know about the engineering field. Question eight was the same with the one posed to teachers on whether they perceived the quality of the videos to be good.

Similarly, question nine solicited students' response on whether they perceived video listening to be better than audio listening. Question ten was meant to find out whether students had learnt how to take notes. This was important to establish as video listening was adopted to facilitate the attainment of this skill. The final question, similar to the previous one, required students to agree or disagree that they could write a summary using the notes taken during listening. This was further meant to confirm that students had acquired the note-taking skills.

Procedure

These questionnaires were administered to participants towards the end of the term: the eleventh week. Student questionnaires were administered by the teacher responsible for the class. Each teacher explained to the students that the research was meant to get feedback so that improvements where applicable could be effected on the Listening Component. However, the questionnaire for teachers was administered by the researchers. Questionnaires were then collected and results were analyzed in Table 1 (for teachers) and Table 2 (for students). That is, the responses were then subjected to a statistical analysis of frequencies and percentages where an item with the highest frequency and percentage represented the most significant.

Analysis and Interpretation

Table 1 below presents the consolidated results of the teachers’ perceptions about video listening. Each question is analyzed according to frequencies (F) and percentages (%).

Table 1. Teachers’ Perceptions about Video Listening

Question No.	Agree		Disagree		No Answer	
	F	%	F	%	F	%
1	4	50	3	37.5	1	12.5
2	2	25	5	62.5	1	12.5
3	4	50	3	37.5	1	12.5
4	4	50	4	50	0	0
5	6	75	2	25	0	0
6	6	75	2	25	0	0
7	5	62.5	0	0	3	37.5
8	2	25	6	75	0	0

Question 1: Students have found video listening classes interesting. Responses for the first question indicate that half the number of teachers agreed that students found video listening classes interesting. Only 37.5% disagreed and 12.5% had no answer. This means that half the number of teachers was not convinced that video listening classes were interesting because those who had no answer could not be counted among those who were convinced.

Question 2: Students are actively involved in taking notes. On the question of whether students were actively involved in taking notes, most teachers (62.5%) disagreed, which is in contrast with only 25% who agreed – only 12.5% had no answer. This is problematic in achieving the important outcome of note-taking and raises questions on the effectiveness of video-listening in fostering the skill of note-taking.

Question 3: Listening tasks are appropriate for the level. Similarly, like question one, half the number of teachers in question three agreed that the tasks given were appropriate for the level. The remaining 37.5% and 12.5% respectively disagreed and had no answer. This again suggests that half the number of teachers were not convinced that tasks were appropriate for the level. If the level was indeed above, it might partly explain why most students were perceived not to be actively involved in taking notes.

Question 4: the time was sufficient for students to complete tasks. In question four, interestingly, there was no teacher who had no answer; instead 50% agreed that the time given was sufficient for students to complete tasks whilst the other 50% disagreed. This might mean that in half the times, the time given was sufficient whilst in the other half, time was insufficient. This would also mean that half the number of students was not able to complete tasks due to insufficient time.

Question 5: The quality of videos is good. In question five, the overwhelming majority of 75% teachers agreed that the quality of videos was good. Only 25% did not agree. This means that any problem relating to video listening may have hardly risen from the quality of videos.

Question 6: Videos help students understand better. Similarly, in question six, 75% teachers agreed that videos help students understand better. This means that the majority were positive about the good impact of video listening in aiding understanding; only 25% did not think so.

Question 7: Students learn better by watching videos. Whilst 62.5% teachers agreed that students learn better by watching videos in question seven, none of the teachers disagreed; on the contrary 37.5% did not have any answer. This response is nonetheless in agreement with the one in the previous question in the positiveness of the respondents.

Question 7: Video listening is better than audio listening. On the contrary, responses for question eight indicate that the vast majority (75%) of teachers disagreed that video-listening was better than audio listening. Only 25% was positive. This perception is in sharp contrast with the ones in the previous two questions. This therefore means that even though teachers are positive about the good impact of videos in aiding both learning and understanding; it is still outclassed by audio listening.

Table 2. Students’ Perceptions about Video Listening

Question No.	Agree	Disagree
1	48	52
2	42	58
3	48	52
4	55	45
5	35	65
6	59	41
7	54	46
8	54	46
9	46	54
10	44	56
11	46	54

Question 1: I like listening classes. Although students’ response for question one on whether they like listening classes or not is more or less leveled; at 52% those who disagreed are slightly more than those who agreed. This means that students largely did not consider listening classes interesting even though it is with such a narrow margin.

Question 2: Video listening is interesting for me. On the second question of whether video

listening is interesting for students or not, the margin opened a little wider of those who at 58% disagreed. This means that more students did not perceive video listening to be interesting.

Question 3: I understand better by watching videos. The response for question 3 on whether students understand better by watching videos was the same with question one in that 52% disagreed. This means that although a sizable number (48%) was positive, more students did not consider videos to be enhancing understanding.

Question 4: Listening tasks are appropriate for my level. Response for question 4 on whether the tasks given were appropriate to the level saw a shift of opinion where there were more (55%) students who were positive than those who were negative. Again, 45% is still a sizable number, but it is less than those who are positive. This means many students did not have problems with the level appropriateness of the tasks.

Question 5: The time was sufficient for me to complete tasks. However, in question five the majority (65%) of the students disagreed that time given to complete tasks was sufficient. Only 35% were positive. If such a number of students struggled to complete tasks, it would drain on their interest for the subject.

Question 6: Videos help me learn better. Nevertheless, on the question of whether videos help them learn better, in question six, 59% students agreed. Paradoxically, more students (52%) did not consider videos to be aiding understanding whilst the majority seem to believe that videos help them learn better.

Question 7: Video listening is a good opportunity for me to know about engineering field. As mentioned earlier that the institution where the research was conducted is an engineering one, in question seven, 54% students agreed that video listening gave them a good opportunity to know about engineering subjects. Although it is not a very big majority, it is positive enough to be noticed, showing that students are not absolutely negative about video listening.

Question 8: The quality of videos is good. Similarly, in question eight 54% students agreed that videos were of a good quality. The remaining 46% should be a cause for worry in as far as the quality of videos is concerned as they are closer to half the number of students.

Question 9: Video listening is better than audio listening. Notably, in question nine, 54% students disagreed that video listening was better than audio listening. Only 46% thought that video listening was better. This means that overall, more students preferred audio listening.

Question 10: I learnt how to take notes through video listening. On the question of whether students had learnt how to take notes in question ten; 56% disagreed which means that video listening had not helped many students learn the skill of note-taking. But 44% is not a small percentage, which means a sizable number of students did benefit.

Question 11: I could write a summary using the notes taken during listening. Similarly, the last

question (question eleven) that asked students whether they could write a summary using the notes after listening; 54% disagreed. This means that only 46% could write summaries using notes, which is understandable given that many of these students could not take notes during a video listening lesson.

Discussion

Findings indicate that the majority of both teachers and students do not perceive video listening interesting. The research, however, did not set out to establish the causes for lack of interest. Nonetheless, although the level of lack of interest is not shared by the largest majority, we might infer that since students were largely expected to take notes during all the video listening sessions, the fact that the majority of teachers and students were of the perception that this was not happening, it would invariably lower the interest level. Also, the fact that more than half the number of students (52%) indicated that they did not like listening classes may result to a low level of interest for video listening. In addition, Sokirkina (2010) has highlighted the fact that students in Sultan Qaboos University, an institution with students who share the same profile with those in this study, faced such difficulties in a listening class as failure to understand the speech of native speakers; struggled with intonation patterns and sounds of the English language; failure to distinguish similar sounds between the target language (English) and their mother tongue (Arabic); and the challenge to hold the message in their auditory until it is processed. These are most likely to affect not only the level of interest in the listening class but students' ability to complete tasks. In fact, whilst half the number of teachers considers time allocated to be enough for students to complete tasks, the majority of students (65%) do not think so. The reality however, could be that time needed by students to complete tasks is far above the required owing to these problems highlighted by Sokirkina (*ibid*).

Harmer (*ibid*) points out that among the problems encountered by learners in a listening lesson is comprehension which may result from a more challenging task than their level. In this research it does not seem to be the case as the majority of students felt that tasks were appropriate for the level – even half the number of teachers concurred. This means the inability for students to take notes was not resulting from the difficulty of tasks. The only possibility could be the time given to complete tasks. Most students agreed that this was a problem, despite only half the number of teachers agreeing. Nevertheless, as explained above, time to complete tasks may have not been necessarily inadequate, but the generally perceived difficulty of a listening course could be the cause.

It is interesting to note that whilst on the one hand both teachers and students consider video listening to be helpful in bettering learning, on the other hand more than half the number of students does not regard video listening to be fostering understanding as opposed to the majority of teachers who think it does. The possibility could be that theoretically, students expect to learn better through video listening whilst in reality they do not seem to improve in understanding the listening material; whilst similarly teachers theorize that students should get better understanding with video listening. This might be caused by tasks that require students to listen but find themselves distracted by visuals. This could be solved by employing some of the techniques suggested by Harmer (*op. cit.*) whereby for instance, the teacher covers the screen so that students need only listen. In the study carried out by Hsu et al. (2013) among elementary students about the effects of video caption modes on English listening

comprehension, they report that listening comprehension did not improve. Whilst acknowledging that their results are contrary to many carried out among tertiary students, they reasoned out that the possibility for their results lies in the fact that elementary school students have lesser English vocabulary compared to university students. It is possible therefore that the vocabulary in the videos was slightly higher than most students' level.

Furthermore, it appears that video listening is not successful in helping students with note-taking skills. There are many possible reasons why students were unable to successfully master note-taking through video listening. One reason could be that visuals made it difficult for them to watch and take notes at the same time. This is especially possible when considering the fact that both visual and audio messages need mental processing before they can be written, which would require more time if they are presented at the same time. It therefore becomes difficult to view and write at the same time, but easier to listen and write because eyes are needed for both writing and viewing but not for listening. One solution to this could be to use audio materials exclusively so that students would be trained in listening and writing. Visuals could then be added to create context. In fact, when considering that a typical lecture does not have much visuals except the lecturer who uses writing equipment such as whiteboard, or projects notes through overhead projector or data projector, training students to take notes would therefore require that they are familiarized with a lecture discourse which is accessed through listening. Furthermore, Engin et al. (2016) acknowledged the usefulness of out-of-class video input although students still needed in-class teacher explanations. Therefore, it is possible that teachers expected students to learn through videos on their own whereas students needed teacher explanations.

Most notably, the research established that students and teachers perceived audio listening to be better than video listening. This is albeit the benefits that teachers and students recognize, such as helping them access engineering subject matter and helping them learn better. In other words, video listening is not altogether a failure, but the move to replace audio listening must have been premature or misinformed. In fact, Scrivener (*ibid*), Harmer (*ibid*), and Wilson (*ibid*) seem to suggest that listening lessons should have variety which video listening appears to offer, but have not argued for the total replacement of audio listening. Notwithstanding, in a study conducted by Herron et al. (2016), it was found that students who were exposed to a video-based instructional package performed better in listening skills and grammar knowledge. This means that the perception that students and teachers have about audio listening being better than video listening does not find support in other research studies such as Lee's et al (2015) who praise the use of videos for its ability to enhance listening comprehension in a foreign language classroom.

Those who supported the replacement of audio listening with video listening in the institution where the study was conducted argued that when students attend a lecture, they are expected to take notes as the lecture is presented live with the lecturer present in person, which is not the case with audio listening. In other words, they argued that such a situation could be mimicked by a video lecture. What they failed to consider is that a lecture is a two-way communication where the lecturer can pause for clarifications and could respond to students' queries as the lecture progresses, which is not possible with video especially when viewed by approximately twenty students or more.

Conclusion

The research set out to establish whether the move to replace audio listening with video listening benefitted students especially in helping them acquire note-taking skills. Overall, the general perception of video listening is not negative, but preference is for audio listening. Such preference could be interpreted as reflecting students' inability to master note-taking skills that video listening ought to have facilitated. In fact, it appears that the expectation for video listening to help with attainment of note-taking skills was misplaced. That is, video listening is most likely to be a hindrance given the fact that viewing and writing require students to use their eyes simultaneously which put undue pressure on writing what has been viewed and heard at the same time. However, because most recent research supports the use of videos and reports positive findings, there is a need to further interrogate the preference for audio listening. Perhaps an experimental study may indicate whether this perception is in sync with actual attainment or whether it is a matter of paradigm shift resistance.

In the light of this, it is recommended that further research with an experimental design be conducted in order to establish whether it would be appropriate to propose that listening be carried out predominantly through audio materials especially when seeking to train students to take notes. Undoubtedly, video listening should still be utilized in such instances as exposing students to subject matter that require explicit context for clarity purposes. Video listening would also be beneficial in creating variety, but should be utilized with appropriate tasks that match input; i.e. tasks that could be achieved better through audio listening should not be set for video listening.

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