

The Effect Of Using The Video-Based Teaching On Developing EFL Listening Comprehension Skills Among Preparatory Stage Pupils

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Abstract

The aim of this research was to investigate the effect of using the video-based teaching on developing EFL listening comprehension skills among preparatory stage pupils. The instruments of the research included: a pre-post EFL listening comprehension skills test based on a list of listening comprehension skills. The participants of the study included (60) pupils chosen from Abu Elgohour Preparatory School, El Santa Directorate, Gharbiya Governorate, Egypt. They were divided into two groups: The experimental group and the control group. The experimental group received instruction using video-based teaching for developing their listening comprehension skills whereas the control group pupils were exposed to traditional instruction. The data was statistically analyzed using t-test and the effect size was calculated. The results showed that there were statistically significant differences between the mean scores of the experimental group and control group in the post measurement in favor of the experimental group students in the overall listening comprehension skills, The research results revealed that the experimental group students' listening comprehension had improved due to the effect of video-based teaching treatment. The results showed a large effect size of total score (0.92) on developing 2nd year preparatory school students' listening comprehension. So, video-based teaching was recommended to be used in teaching EFL listening at this level and other recommendations and suggestions for further research were also included.

Key words: video-based teaching, listening skills, listening comprehension.

Introduction

1.1. Background and Rationale

The shift in the way of learning due to covid-19 pandemic all over the world nowadays has brought a significant effect on education systems. The ever-increasing accessibility of technology and the fast pace of technology change in recent years bring changes into many aspects of life, including the teaching and learning of English as a Foreign Language (EFL) in Egypt.

Nowadays, new technologies such as cell phones, the Internet, TV, computers, and video games are becoming inseparable part of

students' life. This new generation is very much different from their antecedents. They grow up surrounded by new technologies and they cannot imagine their lives living without it. They use it for studying as well as in socializing with others. This generation has been described by Marc Prensky as "Digital natives" (Prensky, 2001). He stated, "Our students have changed thoroughly. Today's students are no longer the people our educational system was designed to teach (ibid).

In their brains, new information is perceived differently from what their educators expected or designed to teach. Therefore it becomes a challenge for teachers to find and develop

creative and effective ways to engage and educate the Digital natives. Teaching generation Z, those who are born in the modern technological era and are very adept in using technology, requires different approaches, methods, materials, and so on in teaching. So in teaching English language skills definitely listening, one of the most obvious changes is in the availability of materials and modes of learning, ranging from audio, video to the internet, which bring a vast array of possibilities into the listening instruction.

There are many research studies in the effectiveness of using technology in Education. Various suggestions have been made related to educating the new generation; one of them is the use of Web 2.0 technologies. Examples of Web 2.0 tools are social networking sites, blogs, wikis, and video-sharing sites. Among all of video-sharing websites such as Google Video, iTunes, Vimeo etc, YouTube has become increasingly popular especially with young adults (Alimemaj, 2010).

Using video in language instruction is not a novel concept, researchers have discussed the effectiveness of Video-based materials in ESL/EFL teaching. However, the use of video-based teaching applications, like Youtube as a tool for language teaching, is relatively a new field of study and a little literature has been published regarding the subject. In Egyptian schools, the use of audio-visual in EFL instruction is not utilized properly and actively as the focus is mainly on audio. This might be attributed to the fact that some traditional educators might find it unnecessary to use video technology to achieve the goal of teaching a language especially listening skills and they may miss the optimal procedures and abilities to do such implementation.

2. Context of the Problem

The researcher, as an EFL teacher for the preparatory stage, noticed that teachers and students practise audio-listening tasks provided by the coursebook. Teachers in public schools of Egypt have faced with many limitations in

teaching listening skill, including the lack of suitable strategies and techniques in this field. Due to such traditional techniques, language learners face challenges in their Intermediate level of English Language according to CEFR (Common European Framework of Reference) as they begin learning language on a A2 Level as Scope and Sequence of all course books imply, specifically when the language of instruction is not their first language L1.

The listening skill, as a receptive skill, represents a source for all other skills like speaking. In order to identify the weakness of the 2nd year preparatory students listening skills the following was done:

- A copy of Cambridge Exam (KET for schools) was administered to check the performance of students in English four skills especially listening and to grade students to compare the results of all skills and divide them into two different levels to divide them later into control and experimental group.
- Interviewing some of the English language teachers (10) who asserted that they use audio-based listening techniques and sometimes they read the audioscript for students to answer without being listened using authentic context that is based on audio-visual tools.
- Besides, they revealed that areas of weaknesses in listening comprehension among these students involve inability to get and retain the meaning of what they listen, identify speaker's point of view, differentiate one point of view from another, identify relationships among ideas, summarize and retell the text, and draw conclusions from a text
- Reviewing the previous studies, it was found out that Egyptian teachers relied heavily on the prescribed textbooks and did not venture beyond them or towards a more interactive methodology (Zohairy, 2012). Research ascribed this to the time factor i.e. the time available for teachers to spend with the students was barely enough to match the

amount of work prescribed in the books, an aspect of Egyptian teaching / learning which resulted in low motivational levels in the preparatory school student population. The focus was more on completing the course than learning something substantial from the education being imparted (Al-Seghayer, 2014).

Considering all what has been mentioned above, the second researcher thought that to face the problem he and his colleagues felt and became sure of its existence. There must be real change in teaching methodologies for developing learners' listening comprehension. Accordingly, investigating the effects of video-based teaching in preparatory schools in English listening classes, is urgently recommended as it is very important to improve the listening performance of those students that leads to better comprehension.

3. Statement of the Problem:

The problem of the current study was concerned with the 2nd year preparatory students' weakness in EFL listening comprehension that might be due to the inactive methods used in teaching them listening comprehension. Therefore, the present study tried to apply video-based teaching following certain procedures to improve listening comprehension among those students.

4. Research Questions:

This study aimed to answer the following research questions:

- 1- What are the **EFL** listening comprehension skills required to be developed for the 2nd year preparatory students?
- 2- What is the effect of implementing video-based teaching on developing the 2nd year preparatory school students' EFL listening comprehension?

5- Purpose of the Study

This research aims to examine the potential effect of using video-based teaching as a teaching tool specifically to enhance Egyptian EFL students' listening comprehension skills for the 2nd preparatory grade at Abu-Elgohour Government School.

6. Hypotheses of the Research:

Based on the theoretical background and the results of the relevant studies to the problem investigated, it is hypothesized that:-

- 1- There is no statistically significant difference between the mean scores of the experimental group and the control group in the post listening comprehension skills test, in favor of the experimental group
- 2- There is a statistically significant difference between the mean scores of the experimental group and the control group on the post administration of the listening comprehension test, in favor of the experimental group
- 3- The video-based teaching program has a positive effect on enhancing listening Comprehension skills.

7. Variables of the Research:

Independent variable:

This refers to the treatment used in the study: using the video-based teaching, with the experimental group versus the regular instruction received by the control group.

Dependent variables:

This refers to the development in the experimental group students' required EFL listening comprehension skills.

8. Delimitations of the Research:

The current research was delimited to:

- 1- Improving the listening comprehension of the 2nd year preparatory school students using video-based teaching during limited duration (First Semester of the 2020/2021 academic year).

2- The participants of the study were randomly chosen from one of the preparatory schools in Gharbya governorate in Egypt, where the researcher works, who were divided into two groups, one as an experimental group and the other one as a control group.

9. Aim of the Research:

The present research aims at:

Investigating the effect of using the video-based teaching on developing the required EFL listening comprehension skills of the 2nd year preparatory school students. That is to say, it aims at probing the role of video-based teaching in developing listening comprehension skills of EFL learners.

10. Significance of the Research:

The significance of the present study lies in the fact that:

1. It may contribute to the development of EFL listening comprehension skills of the 2nd year preparatory school students and improve the outcomes of the English listening classes.
2. It may attract the English teachers, supervisors and curriculum developers' attention to the importance of applying the video-based teaching to enhance the student's role in the learning-teaching processes and to develop their thinking and listening skills in general, particularly comprehension.
3. It measures the effect of video-based teaching on developing EFL listening comprehension of the 2nd year preparatory school students.
4. It may clarify how video-based teaching technique can be used and implemented to promote EFL listening skills and provide a teaching method that could enhance students' motivation and autonomy.

11- Literature Review:

A- Second Language Acquisition

According to Krashen and Terrell (1988, p. 26) language acquisition is the "natural way to develop linguistic ability, and is a subconscious process; children, for example are not necessarily aware that they are acquiring language, they are only aware that they are communicating". While the process of language learning is different, it can be described a "formal knowledge" of a language. According to Krashen and Terrell, acquisition can only take place when input is comprehensible to the learner and the affective filter is low.

Krashen's pioneering studies in the natural acquisition of language rest upon five basic hypotheses. These are: "The Acquisition-Learning Hypothesis"; "The Natural Order Hypothesis"; "The Monitor Hypothesis"; "The Input Hypothesis" and "The Affective Filter Hypothesis." This research will focus on the Input Hypothesis, as it is more directly related to the focus of this study.

The Input Hypothesis is an attempt to explain how the learner acquires a second language. It is based on the assumption that we acquire (not learn) language by understanding input that is a little beyond our current level of linguistic competence. This hypothesis also claims, "Listening and reading comprehension primary importance language acquisition, with speaking ability emerging naturally and in time, when the acquirer has achieved a feeling of competence through exposure to enough comprehensible input" In this research, one of the reasons for using videos is to help students achieve language acquisition, since these videos provide rich audio-visual aids to input, and at the same time expose students to large quantities of comprehensible input.

Listening comprehension is not a simple process as just receiving sounds and transmitting them in to the brain as Brown (2001, p. 69) states: "listening is not a one-way street. It is not merely the process of unidirectional receiving of audible symbols. One facet - the first step - of listening comprehension is the psychomotor process of

receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms"

B- Schemata theory

Schemata refers to the previous knowledge , experience , concepts , and beliefs that come to the listeners when listening to any text as well as reading one. In Piaget's theory, a schema is both the category of knowledge as well as the process of acquiring that knowledge. As experiences happen and new information is presented, new schemas are developed and old schemas are changed or modified.

Ajideh, (2003:3) states that "Bartlett defined schemata as an active organization of past reactions of past experiences , which must

always operate in any well adapted organic response "

Due to the cognitive comprehension theory, schema implies an abstract textual structure that the comprehender uses to make sense of the given text. The comprehender makes use of linguistic and situational clues and also the expectations s/he has about the new input to evoke schemata. When a schema has been evoked, it will become a guiding structure in comprehension. If the incoming information is matched with the schema, then the listeners have succeeded in comprehending the text; if they are not compatible, either the information or the schema, it will be discarded or modified. Therefore, a receptive skill, listening is a process in which recognition of sounds, knowledge of lexicon, syntax, discourse markers, and the world all interact with each other (Bacon, 2000: 544).

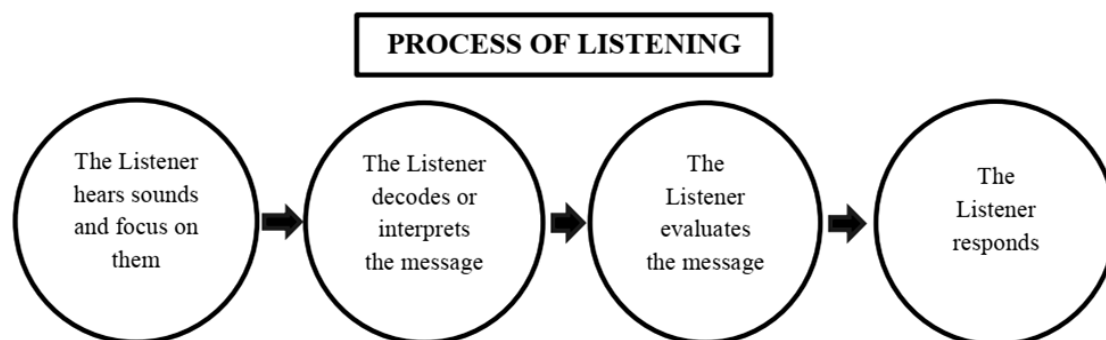


Fig. 1 : Process of Listening

The process of listening goes through a certain sequence of stages (Figure 1) that result in two kinds of listening namely: one-way listening (transactional listening); typically associated with the transfer of information, and two-way listening (interactional listening); typically associated with maintaining social relations (Nation & Newton, 2009:37).

C- Teaching listening

Teaching listening means helping students to develop their listening skills and to understand the things they listen to (Richards, 2006). This could be created by using appropriate materials

and media for learning sources and construct a good lesson plan.

Teaching listening has two main processes : bottom-up and top-down Both processes are parts of the listening skill implementation. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretive (Field, 2003: 326). On the other hand, top-down processes involve the listener in going from the whole -their prior knowledge, their content and rhetorical schemata- to the part. In other words, the listener uses what they know of the context of communication to predict what the message

will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.

As it can be seen in figure.1, Wagner (2002, pp. 10-12) produced a model of second language listening comprehension as an important part of listening ability (Fig. 2)

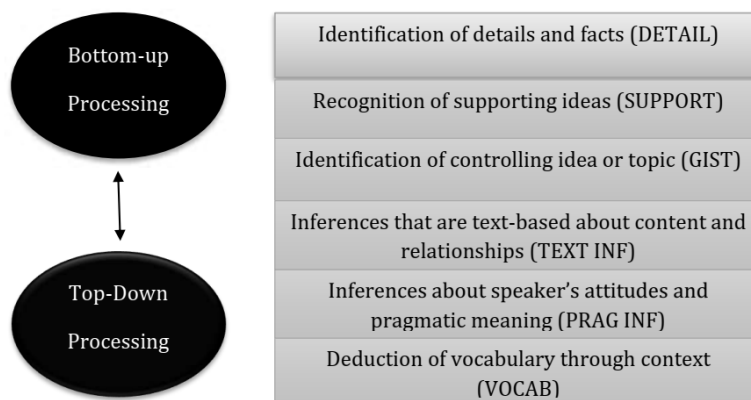


Fig. 2. Operationalization of a Model of Second Language Listening Comprehension (Wagner, 2002, p.12)

D- Listening and video-based Teaching

Listening is the cornerstone for all other abilities to be established and the primary medium by which students develop original interaction with their target language and culture. It is considered the most challenging language skill for specific language learners. Therefore, the presentation of objects and material using sounds and videos are expected to attract learners' passion for materials presented through multimedia (text, image, image, image the sound, video) in different colors and images are exciting (Dornyei, 2001: 89).

Hiroyuki (2021) found that many students felt satisfied with the learning environment when applied media to the blended instruction. If there is contact between speakers and listeners, communication occurs. Therefore, auditory functions are explicitly and substantially linked to the amount and consistency of speech skills. Listening to language learners depends on many factors, such as language abilities, context awareness, etc. Students need to listen to many different texts in order to develop listening skills, such as short phone dialog boxes, airport

announcements, guidance on how to work, voice, poetry, songs. The key purpose of listening to the secondary level is that, in actual circumstances, students can learn how to work effectively. According to Van et al. (2021), using media to help students learn English will bring a strong potential to enhance language skills for learners and English. Luu et al. (2021) claim that not many studies examine the effectiveness of some kinds of media in developing English competence.

Videos can also stimulate the two channels -visual and auditory- of the working memory in the brain which results in the increasing of the long memory content (Berk, 2009). When students watch videos, the information they learn will stay active in their memory and easy to recall. Concerning the listening skill, many studies such as Meskill, 1996; Katchen, 2003; Arteaga Potosi et al, 2009; have proven that authentic videos are very effective in enhancing EFL learners' listening skills.

Kelsen (2009) investigated the video app (YouTube supplementary material with EFL students in Taiwan, using survey on two high school classes. He found that students favored the use of YouTube to study English because it is interesting, relevant, and beneficial.

Snelson (2011) wrote an article that presents the results of a review of 188 peer reviewed journal articles and conference papers with "YouTube" in the title that were published between 2006 and 2009. His article indicates that there is scholarly interest in the topic of online video sharing and online video content specially YouTube and there are potential future researches and explorations of educational possibilities for YouTube. Using YouTube as a tool for classroom instruction will have a positive impact on students and a great assistance for educators.

Therefore, using video technology in classroom instruction will broaden Egyptian EFL learners' understanding of the target language. According to (Rosenfeld, 2007), the "web 2.0 generation" needs to be motivated to learn, unlike traditional audio-based method, videos can make students more interested and active to learn. In addition, videos can offer a plenty of authentic material that created by people from around the world.

According to Alimemaj (2010, p.10) "The real advantage of YouTube is that it offers authentic examples of everyday English used by everyday people". Accordingly, this current study will provide sufficient information for English teachers and educators on the integration of YouTube videos in classroom instruction to provide more English real-life contexts and more motivated learning environment as well as developing students' EFL listening skills.

12. Research design

A quasi-experimental design was used to incorporate a pre- and post-test for both groups (experimental and control) to investigate the effect of video-based teaching on listening comprehension skills. The second researcher pre-tested the participants by using the Listening Comprehension Test to assess their listening comprehension level before the treatment. Two classes were selected; one class taught through using video-based teaching to represent the experimental group while the other class received a traditional and regular

method of instruction to represent the control group. By the end of the treatment, the second researcher administered the listening comprehension post-test the participants by using the listening comprehension test to assess their listening comprehension.

12.1. The participants

The participants were 60 2nd preparatory school students. Their ages ranged from 13-14 years. They all had a similar linguistic background as they spent about 7 years in learning EFL. They were all studying New Hello 2 English course. All of the participants indicated that they had poor experience with practicing video-based teaching and they did not receive any training on doing before the treatment. The second researcher was responsible for teaching them throughout all the training sessions implementing video-based instruction.

12.2. Instruments of the Research:

A **Listening Comprehension Test** was designed to measure the listening sub skills. Two questions were assigned to measure each skill. Four listening passages were selected.

To ensure its validity, the EFL listening comprehension pre/post test was submitted to 7 specialized jury members to ensure its validity to evaluate each question in terms of content and level of comprehension measured. They were asked to give their opinions regarding the clarity of the test instructions, the difficulty level and length of the test and how far each item measures the skill intended to measure.

Before designing the test, the researchers submitted the suggested listening comprehension skills checklist to a jury of 7 members, professors of curriculum and EFL instruction. All of them stressed that the most important listening comprehension skills for the 2nd year preparatory students are as follows:

Literal level

1- Identifying the main idea in the text (the gist).

2- Recognizing the language function (apologizing, complaining, suggesting, requesting, advice...)

3-Understanding the details from specific information in the text.

Inferential level

4-Extracting unstated information from the listening text.

5-Guessing meaning of unfamiliar items from context

6-Determining the pronouns reference in the listening text.

Critical comprehension

7- Distinguishing between facts and opinions.

8- Predicting what speakers are going to talk about based on the students' previous knowledge.

9- Identifying speaker's purpose through the listening text.

So the researchers depended on these listening comprehension skills approved by the jury members in designing the listening comprehension test.

13- Procedures of the Research:

The present research went through the following procedures (Fig. 3) :

The entire study lasted 10 weeks. The total sessions of the study were 21 sessions (two days a week). Three sessions were devoted to testing.

One to the diagnostic test, another to the pre-administration of the listening comprehension test and third to its post-administration. 18 sessions were devoted to the treatment of the research. The diagnostic test was administered before the experiment. The pre-test was administered in the first session of the experiment and in the last session the post-test was administered. The present research experiment was accomplished during the time devoted to teaching the course book (New Hello) to the participants in the regular schedule and each session took 45 minutes. The role of the teacher in the devoted time to the listening comprehension (45 minutes) was to teach the listening tasks required to both groups according to the type of Instruction followed with each group.

Other procedures were as follows:

- Designing the teaching materials for the video-based instruction according to the listening skills tasks in the coursebook to be taught to the learners in the experimental group.
- The videos were chosen, edited and displayed by the researcher to fit with students' level of language proficiency.
- Uploading the introductory video of the implementation of video-based teaching on Youtube or a convenient website available to the experimental group before the lesson in sufficient time.
- During the experiment, students of the experimental group received instruction through the video-based instruction, while the control group received the regular instruction.
- Post-administering the test to both groups after the end of the experiment.
- Analyzing the obtained data statistically.

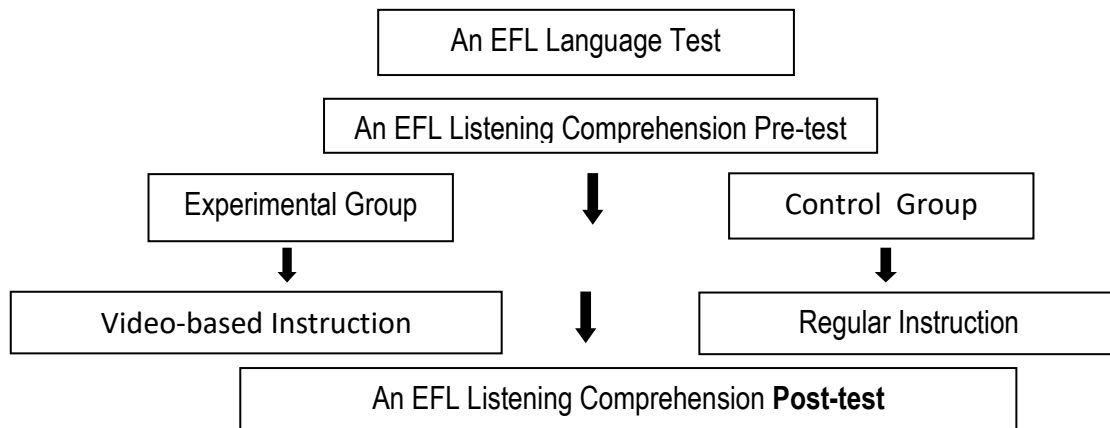


Fig. (A3) Research Design

Source : Original (The Researchers')

I4-Treatment:

The treatment of the present study is based on the Schemata Theory . It involves two sections. The first section is about training sessions for preparing the participants to implement **Video-based teaching** in classroom while the second section is about procedures for actual implementing of **Video-based teaching** in classroom.

I5-Displaying Results

The present research aimed at examining the Effect of Using **Video-based Teaching** on Preparatory School Students' EFL Listening Comprehension . In the present research , the independent variable was **Video-based**

teaching and the dependent one was developing the EFL listening comprehension. The obtained results are shown in the tables (1) and (2) On displaying the research results its two hypotheses will be verified. Moreover, its two questions will be answered.

Verifying the Research Hypotheses:

Hypothesis one:

" There is no statistically significant difference between the mean scores of experimental and the control groups on the pre-administration of the listening comprehension test." In order to verify this hypothesis and to ensure the equivalence of both groups on the listening comprehension, t-test was used to compare the mean scores of the two groups before the experiment The results of the pre-administration of the test are presented in table (1)

Table (1) t-test value of the difference between the mean scores of the control group and the experimental group before implementing video-based teaching

Pre-administration of the test	Group	N	Mean	Std. deviation	t-value	Significance level
Listening Comprehension Test	Experimental	30	6.40	2.32	1.99	0.05
	Control	30	5.50	0.90		

t- value at (58) df was not at (0.05) Sig. level as the tabulated T value was (2.39).

As shown in table (I) above, there was no statistically significant difference between the mean scores of the two groups (control and experimental) on the pre-administration of the

EFL listening comprehension test, as the estimated t -value (0.698) was less than T- tabled value (2.39). Thus, it was concluded that there was no statistically significant difference

between the mean scores of the two groups (control and experimental) in the EFL listening comprehension test before the experiment. Therefore, any difference between the two groups (the control group and the experimental group) after the implementation of the video-based teaching would be attributed to it. Thus, the first hypothesis of the research was verified.

Hypothesis Two:

(Table 2): "t" test value of the difference between the post administration mean scores of the experimental and the control groups

Post-administration of the test	Group	N	Mean	Std. deviation	t-value	Significance level
Listening Comprehension Test	Experimental	30	12.90	1.27	10.52	Significant at 0.05
	Control	30	5.40	1.04		

t- value at (58) df. was Significant at the(0.05) level. as the tabulated (T) value was (2.0)

The above table (2) reveals that the experimental group students' mean score (12.90) was higher than the control group students' mean score (5.40) on the post administration of the EFL listening comprehension test. This difference showed that the experimental group students achieved higher listening comprehension in the post-administration of the test than the control group students. Moreover, the t-estimated value was (10.52) and this value was higher than T-tabulated value (2.0) at (0.05) level. Therefore, the table confirms that there was a statistically significant difference between the mean scores of the experimental group and the control group on the post-administration of the EFL listening comprehension test, in favor of the experimental group, which can be attributed to the effect of video-based teaching treatment. Subsequently, the second hypothesis of the research was verified.

It was shown from the previous table that significant high difference existed between the scores of the two groups. It indicated that the mean scores of the experimental group exceeded those of the control group on the post-

In order to verify the second hypothesis of the research stating: "There is a statistically significant difference between the mean scores of the experimental group and the control group on the post administration of the listening comprehension test, in favor of the experimental group", the t- test was used to compare the mean scores of the experimental and the control groups in the post-administration of the listening comprehension test. The findings are presented in the following table (2):

administration of the listening comprehension test, the experimental group mean score was (12.90) with standard deviation (1.27) while the mean score of the control was (5.40) with standard deviation (1.04). The estimated (t) value of the difference between the mean scores of the experimental and the control group in the total score on the post-administration of the EFL listening comprehension test was significant at the level of (0.05) as indicated by its value (10.52) which was higher than the T-tabulated value (2.0) with the degree of freedom (58). Thus, the two hypotheses of the research were verified.

The Research Questions:

1- The first question of the research was answered before when the required listening comprehension skills were determined through the skills' checklist of the research.

2- In order to answer the research second question

"What is the effect of implementing video-based teaching on developing the 2nd year preparatory school students' EFL listening

comprehension?" the following formula in Murad (2000: p.248) was used

$$\eta^2 = \frac{t^2}{t^2 + df} = \frac{(10.52)^2}{(10.52)^2 + 29} = 0.929$$

This effect size is equal to the effect criterion (0.92). So, the (video-based teaching) had a large effect size on developing the 2nd year preparatory school students' EFL listening comprehension. Thus, the second question of the research was answered as the first question, was answered, its hypotheses were verified and its aim was fulfilled.

Discussion and Conclusion

The present study was an attempt to investigate the effect of using video-based teaching on 2nd year preparatory stage students' EFL listening comprehension skills. The first hypothesis of the research was verified as there was significant difference between the experimental and the control groups in listening comprehension before using video-based teaching. Also, the second hypothesis of the research was also verified as the results showed that video-based teaching had a significant difference between experimental and control group students' listening comprehension skills mean scores in favor of the experimental group. The first research question was answered "What are the EFL listening comprehension skills required to be developed for the 2nd year preparatory students?" as the listening skills was assigned in a final list that contain nine skills.

The second research question was at the heart of the study, as the answer to this question inform teachers and educators of the large effect of using video-based teaching on preserving teachers' learning outcomes and developing the experimental group students' listening comprehension skills to a great extent.

The main finding of this study is that the use of video-based teaching indeed has the potential to help teachers improve their learning outcomes if the technology and eLearning is employed and integrated with the EFL course. This benefit demonstrated statistically significant differences in learning outcomes between students taught by video-based teaching and traditional instruction, with the highest scores achieved by students in the video-based teaching condition and the least in the traditional condition. The results of the present research support previous findings produced in the context of other content areas and with different population and provide empirical evidence that validates the video-based teaching strategy to improve students' learning outcomes (Sadaghiani, 2012; Sparks, 2013; Walker, 2011).

Video-based teaching is especially important, since it enables the learning session to be more interactive classroom. These results were clear by comparing the mean scores of the pre-test and post-test of the two groups. The findings of this study indicated that the treatment had a significant effect on EFL students' listening comprehension skills between the experimental and control groups and in favor of the experimental one. The quantitative data analysis showed that students who taught EFL listening comprehension skills using As Kern (2000) puts it, there must be social and cognitive factors interacting to promote comprehension among learners and the results of the current study have clearly showed that social interaction (video-based teaching here) came to help learners' comprehension.

One of the reasons of this improvement in listening comprehension skills among the participants is that the practice of video-based teaching included repetition which according to Murphey (2001, p. 4) stimulates "language learning and goes beyond the mere echoing of input material." Another reason for listening comprehension improvement among the participants might be the meaningful imitation done by them in the procedures of doing the video-based teaching in the present study enabled them to practice pronunciation, and intonation of the repeated segments and this helped them comprehend what is uttered and led them to develop their listening comprehension. The findings of this study are in harmony with the study findings of (Baltova 1994, Progosh, 1996; Wilson, 2000; Kusumarasyati, 2004; Luo, 2004; Lin, 2009; Safarali and Hamidi, 2012) whose results support the significant effect of video material on EFL learners' listening comprehension performance.

Video-based teaching using websites like YouTube are more interesting, stimulating, and challenging than traditional audio-based language instruction. Jun Choi & Johnson (2005) and similarly, Bravo, Amante, & Enache (2011) have conducted studies on the effect of video-based instruction on students' motivation compared to the traditional instruction, both of their studies supported this research on the significant effect of YouTube videos on learners' motivation and retention compared to traditional-based instruction. The students in the experimental group of this study considered YouTube videos as more enjoyable ways to learn EFL listening comprehension skills, they found them more motivational, beneficial and interesting.

Conclusion

Based on the result of the present study, it can be concluded that video-based teaching developed listening comprehension skills among the participants. Hence, video-based teaching can be implemented by English

teachers at Egyptian schools to enhance their EFL students' listening comprehension skills.

Recommendations

Based on the present study's results, the researcher presents the following recommendations:

- Using video-based teaching for enhancing listening comprehension among EFL learners of different English language proficiency levels and ages.
- Training programs should be provided to EFL teachers on how to apply video-based teaching in their classrooms to help their students develop their listening comprehension.
- Course book writers and curriculum developers should include activities based on applying video-based teaching in listening classrooms to enhance listening comprehension among EFL school students.
- Published handouts should be provided to EL university instructors on how they can use video-based teaching in their classrooms for developing their students' listening comprehension.

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