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### The effect of video application in the foreign language classroom

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The Effect of Video  
Application in The Foreign  
Language Classroom

NAZLY L. BADRAWI

1984

THE EFFECT OF VIDEO APPLICATION IN  
THE FOREIGN LANGUAGE CLASSROOM

Thesis  
630/84

✓

PEP

A Thesis  
Submitted to  
The English Language Institute  
of  
The American University in Cairo  
in Partial Fulfilment  
of the Requirements for the Degree of  
MASTER OF ARTS

by  
NAZLY LABIB BADRAWI  
November 1984

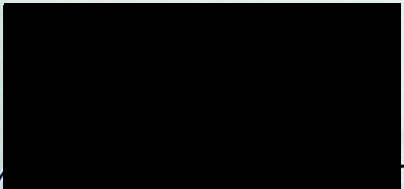
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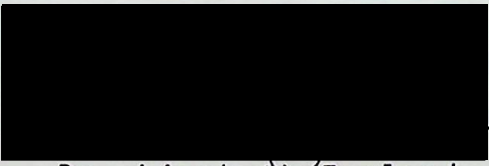
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Nazli Badrawi

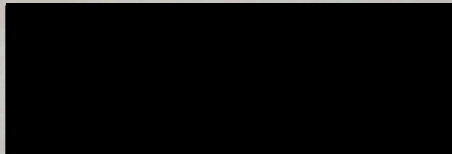
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## ACKNOWLEDGMENTS

I would like to thank my advisors Dr. Salah Al-Araby, Dr. Norman Gary and Dr. Andreas Papapavlou: Dr. Al-Araby for his constructive criticism and valuable guidance and advice, Dr. Gary for his suggestions in the Methods and Procedures section, and Dr. Papapavlou from whose class the topic for this research initially developed.

I would also like to extend my thanks to Dr. Paul Stevens, Chairman of the E.L.I., Dr. Lizabeth England, and Dr. James Rodgers for kindly re-reading my thesis after the sudden departure of my former advisors.

I would also like to express my gratitude to Professor Roy Wigzell and Dr. Kamal Iskander at UCB for their worthwhile counsel; to Mr. Mohamed Abbas, Head of Adult Education in Bahrain, and to Ms. Rabbab Ali Ahmed for very kindly providing me with students to carry out the research on, and for not commenting or complaining at the change of curricula.

Finally, I would like to thank my husband without whose continued encouragement, understanding and patience this research would never have been completed.

NAZLY LABIB BADRAWI

November 1984



## ABSTRACT

Educational TV or video is now a major undertaking in many countries in the world. The potential of the medium in the teaching of foreign languages, however, has only recently begun to be exploited in the Arab world by just a few schools and institutions. Research is urgently needed to compare the use of video with other media, in terms of cost-effectiveness, achievement, and attitude of students.

This study has been mainly concerned with the effectiveness of video in the foreign language classroom. It has tried to determine whether the use of video facilitates or serves as a hindrance to the process of language learning.

In this investigation 22 female Bahraini students were randomly assigned to two equal groups. One was taught by video and the other by a text book, and an assessment was made based on their achievement. The results of the Mann-Whitney U-test showed a significant difference between the means of the Modified Gain Ratio (M.G.R.) for the two groups at the 0.05 level, indicating that instruction by video in this case was more effective than instruction via the text book. This finding is consistent with the overall responses on the questionnaire.

However, owing to the smallness of the sample, further research is needed to verify and support these results.

## CHAPTER I

### INTRODUCTION

Modern technology provides as many means of reaching the language learner through as many of his senses as possible. One of these means is the use of educational TV or video. Although TV broadcasting has been used for educational purposes for several decades, it is only recently, with the development of the video cassette, that the potential of the medium for foreign language teaching has begun to be explored.

Video equipment has been introduced on a very wide scale in the Arab world for private viewing, but it has not been manipulated as a medium for foreign language teaching. In fact very few private or state schools are taking initial steps to use it. The Arab world, however, with its available resources presents an excellent area for research.

Opinion concerning the use of video for educational purposes and for language learning in particular seems to polarize at two extremes. On one hand, there are those who believe that the use of video in the classroom is a waste of time and money; on the other hand, there are those who believe that video, if and when used correctly, can be a great help to the foreign language learner. Their belief is based on the

assumption that human communication is a multi-channel phenomenon where stress is based on reciprocity in face-to-face discourse, and on the close relationship of linguistic and paralinguistic behaviour. This study explores whether the use of video can facilitate and speed the process of language learning in the class, or whether it will serve as an obstacle and hindrance to learning.

Four lessons teaching communicative English were developed and field-tested to determine whether instruction through video can significantly improve the subject's achievement in comparison with subjects receiving similar instruction via class text.

### Review of Literature

The concept of video is not new, as audio-visual aids in the form of films and TV programmes have been used for language learning/teaching since the 1940's, and in English Language Teaching (ELT) format for nearly twenty years. Since then thousands of ELT materials have been produced for TV transmissions and classroom use, the programmes and films usually being accompanied by publications and sound recordings, or forming a single component in a multi-media course. These materials have been aimed at both adults and children, and

they have tried to cater for those with general learning needs and those with quite specific ones (e.g. businessmen, tourists, engineers and teachers, etc.).

The ever increasing interest and world-wide concern in anthropological studies and modern linguistics led to the emergence of a new approach in language teaching which emphasized language in its spoken rather than its written form. The electronic and technological revolution with its introduction of radio, tape recorders and language laboratories, as well as the ever increasing need for language learning during World War II contributed to the almost universal adoption of this teaching method, based on an aural/oral approach and completely discarding the old grammar/translation method which had focused on teaching grammatical rules, and text translations from the foreign language to the mother tongue.

However, the aural/oral approach proved to be unsatisfactory, as language cannot be used in isolation, i.e. in front of an electronic device or between four walls, but rather language has to be learnt in a social context. Knowing the rules of a language will ensure that each sentence generated is correctly formed, but it will not ensure that the forms of any utterances are appropriate. Knowing a language means knowing how it fulfils this communicative function. Learning a language means learning the rules of use as well as the rules

of a formal linguistic system, and it is not until a learner knows how to use the resources of a grammar to send meaningful messages in real life situations that it can be said that a learner knows the language. (Crippen and Widdowson 1975). A learner must know which language variety to use, and in what situation, how to vary the style according to whom he is addressing, when to speak or remain silent, when and what kind of gestures are required to go with what speech and so on (Hajjaj 1982; Riley 1982; Crippen and Widdowson 1975; Bolinger 1975).

Although human beings use the language of words to communicate, they do not make use of verbal communication alone. Some ways of communication replace speech; others supplement it. The most obvious of the latter are gestures of various kinds which people make when speaking. These gestures are so naturally a concomitant of speaking that we make use of them even when it is unnecessary to do so, as when we are speaking on the telephone. Gestures are a limited set of social signals, and are specific to a particular society, as is the language which accompanies them. Therefore a common gesture in one society may carry a quite different significance in another, and this fact has on occasions, been the source of a good deal of embarrassment and misunderstanding (Madsen & Bowen 1978; Widdowson 1975).

Every language has alternative ways of saying "the same thing" but these alternative ways are not in free variation; and we cannot choose freely from them in every function. The existence of different message forms, then, suggests that they have some social correlation. A foreign language learner must not only be more aware of the social constraints in the selection of alternative linguistic forms, but also has to know the alternative message forms supplemented by gesture or other non-verbal means.

Dress is another means of transmitting non-verbal messages, e.g. the suit of a high ranking officer dictates certain ways of talking and behaving. The role of a sergeant in uniform gives him the authority to order a private soldier, but not an officer. It is also important to realize in foreign language teaching that the fulfilling of a certain function does not necessarily require the use of a linguistic form with which it is associated in the code. For example, the imperative form is associated with the directive function which includes the giving of instructions, yet instructions can be given without using the imperative, e.g. the word "GLASS" on an air-freight package would mean "take care", "handle with care", "do not break". In other words, the factors of a topic, setting and message form provide sufficient conditions for the message to be conveyed without recourse to the explicit imperative of the code (Crippen & Widdowson 1975). How a linguistic form is to be understood

as a message, then, depends on factors in the speech event rather than the code itself. There must be mutual understanding between the speaker and the addressee, that these other factors in combination do provide the necessary conditions for a certain piece of language to count as a particular communicative act. Such an understanding comes as a result of the addresser and addressee having learnt the rules of use of the language.

Language then relies heavily on face-to-face interaction, involving facial expressions, eye contacts, body movements, gestures, dress and many other non-linguistic features. Riley (1982) emphasizes the importance of such factors as kinesics, proxemics and deictics, as all being part of the message and not just a sort of gloss on the verbal component.

This poses an important question: How can the foreign language learner be made aware of the social constraints in the selection of alternative message forms supplemented by gestures, dress or other non-verbal means? Advocates of the communicative approach to languages believe that the foreign language learner should learn the foreign language in a situation as near as possible to a real life situation and as far removed as possible from an artificial classroom one. The learning situation, if it is to be effective at all, should supply the learner with the need and purpose of learning the

language, as well as helping him select the appropriate forms in a given set of circumstances (El Araby 1974).

Hajjaj (1982) believes that the answer therefore lies in the use of TV and video materials, which are able to present the learner with the type of situation and language germane to a communicative approach. He states, however, that this in itself is not enough and should be preceded and followed by learning language items in terms of vocabulary, structures and functions.

When asked in a seminar, how can TV benefit the language learner, Hambrook (1974) answered that:

It extends the language learning horizons concerned by showing language being used by a great variety of people for a number of different purposes, in a wide range of contexts. (p. 24).

He maintains that simple everyday encounters and transactions are fundamental to understanding and handling a foreign language and especially its essential operational nuances e.g. a man buying a ticket in a hurry; a woman asking people the way to the post office and having to deal with directions, provided with varying degrees of certainty and precision; someone looking for a job, who has an appointment for an interview with the career officer (see Appendix I); friends and strangers meeting, greeting and arranging to meet again.



Learners with specific occupational or other needs could be catered for in the same manner. The trainee hotel receptionist can be shown a guest's tentative enquiries being turned into a coherent request for a particular service; the businessman can be shown an awkward transaction being successfully negotiated through the manipulation of identifiable operational language formulae, which enable participants in the transaction to establish the right degree of formality, swap conversational initiatives, raise objections, stall, disagree, confirm and bring the matter to a satisfactory conclusion. The immediacy and impact of these situations, according to Hajaj (1982), McInnes (1982), El Araby (1974) and Hambrook (1974) could not be achieved in the space of a book, or within the confines of a classroom. They assert that to be really effective for language learning, scenes like these need to be presented appropriately.

Hambrook (1974) firmly believes that films and TV techniques, with their use of dynamic effects such as zooming, panning, cutting in, flash-backs, as well as the use of animation and typography, can be made to focus attention and concentrate the viewer's attention on significant features of a language as well as the distinctive features of a situation, in a way static pictures cannot. The possibility of facial close-up, and animated diagnosis, if used effectively, can be quite helpful for

the teaching of pronunciation. Language uses furthermore, can be heightened by carefully positioning the point at which the camera cuts from one speaker to another (MacInnes 1980; Hambrook 1975; Dorsett 1971).

TV, then, can be used to meet all kinds of ELT course design and curriculum objectives, eliciting the best responses from the viewer when operating according to language learning methodologies that are primarily functional.

Despite the many favourable uses that video could be used for, yet there are many teachers all over the world who are still teaching in the same early twentieth century manner, and teaching new teachers to teach in the same way not realizing that the world and the needs of students have changed. Their refusal to accept audio-visual aids especially Video in the classroom may be due to their lack of confidence, to a fear that they might put them out of a job, or at least drastically alter their traditional role in the classroom. This fear, according to Dorsett (1971), is probably the main reason. Yet the argument here is that these machines are supposed to perform tasks which are repetitive and which require little more than reiterative capacity and little or no adaptive intelligence. Therefore they cannot and could not displace any professional person, nor even compete with him. These machines should be looked upon merely as aids in certain sub-professional tasks (James 1981; Dorsett 1971).

Apart from teachers' resistance, based on a natural resistance to change itself, there is the belief that cognitive instruction i.e. instruction based on the grammar/translation method is presumed to be the primary function of schools, and that tests measuring cognitive instruction cannot be used to measure and test the communicative uses of language (Dorsett 1971).

A second reason why schools avoid the use of audio-visual teaching machines is women teachers' fear of mechanical devices, brought about by traditional conditioning to consider themselves inept at operating machines especially, complex ones. Yet Dorsett (1971) argues that there is nothing in the nature of either machines or female teachers that would constitute a reason why they cannot use them effectively.

Another major criticism that is always being made is that the use of visual aids like video encourages passive activity where students go to sleep or at least tend to "wallow in the bliss of just sitting back and letting the river flow" (Duke 1974). Yet Dorsett (1974) argues that many behaviour traits such as dullness, disinterest and lack of spontaneity occur in all too many pupils today who have never been exposed to teaching by what he calls a "teaching machine".

Some educators disfavour the use of video in class on the grounds that it is only used by lazy teachers, but McInnes (1981) argues that such teachers form an exception to the rule. He prefers to rephrase the above statement to "lazy teachers mis-

use films and TV", and adds that the effective use of audio-visuals requires more, not less preparation, in that it must be previewed by the teacher several times in order to pick out and choose what is to be presented, taught and reinforced in a particular lesson.

The lack of quality software is frequently cited as the greatest hindrance to the widespread use of video. Much of the available software has been developed by producers with insufficient knowledge of pedagogy, or by teachers who are novice producers, resulting in a mediocre curriculum. This in fact may lead to the danger of teachers adjusting their objectives to suit the available films instead of the other way round (Beynom 1982).

Questions have also been raised concerning cost-effectiveness, a primary consideration in the evaluation of audio-visual aids in both software and hardware. As Hajjaj (1982) bluntly states, "ETV programmes are not cheap to produce, therefore expenses and efforts should not be wasted on what can be done otherwise more economically, simply and perhaps more conveniently" (p. 6).

Donn Lee (1981) however, does not seem too worried about cost-effectiveness. He argues that because sophisticated equipment is continually being designed to meet the communicative needs of the 1980's, it is becoming less expensive:

Video is now an everyday tool in the classroom, and training centres: quality has improved, operation has simplified, and cassettes have come down to fit every budget. (1981:16)

Gwendolyn Wright (1980) predicts that not only will video hardware and software become increasingly less expensive but that the 1980's will see significant development in three other areas of video technology:

1. The continuous miniaturization of all video equipment, which can be traced back to the launching of Sputnik and which has made it possible to carry in our pockets devices that previously could only be consoles in homes and offices.
2. Video-like computer technology will be increasingly simplified, thus permitting the average person to use it easily and successfully.
3. Video will be applied with numerous other technologies, an example of that can be seen in the utilization of computer and video technology, which has already begun. (p.16)

Wright foresees the continuation of the present economic trend, which will make video more affordable for the average person. Hajjaj (1982) and Jimirro (1981) urge teachers to use video in the classroom, saying that ETV should be made to provide a badly needed link between language learnt in the class and the real world outside, by extending the context of language learning when this is physically confined to the classroom, thus making language activities memorable to the student as well as making the process of teaching and learning more fun.

Advocates of audio-visual aids have used video and films in a variety of activities in the classrooms for both children and adults, whether they be beginners or more advanced learners. In the United States, for example, they have been applied in San Francisco University by Sandy Mackay for pre-writing activities in a composition course. She points out that many strategies have been suggested to teach students "how to say it", yet not much has been suggested to help in "what to say". She believes that short unnarrated films provide students with a concrete context in which to explore their own feelings and experiences.

Ghodessy (1979) has used TV in the Freshman English Programme emphasizing reading skills at Pahlavi University. It was used to help Freshman students recognize a number of printed words on the TV screen, which were later used in a comprehension passage after emphasis had been placed on various derivatives, synonyms etc. (p. 42).

Jill Hill (1978) has used off-air French television programmes successfully with advanced learners at the language centre at the University of Kent. Hill states that TV recordings can be valuable additions to advanced learning and teaching. She believes that there is no question of passive viewing, as the sheer quality, pace, humour, interest and actuality of the performers chosen ensure a collective and individual

"immersion" in the foreign language. She points out that:

The combination of sight and sound shows speech behaviour in all its dimensions. The voice and visage of men and women speaking their own language in normal communicative acts provide the learner with the ultimate model of language in action. The subject matter of the programmes give an unrivalled insight into the culture and institutions of the country. (1978:83)

O'Brien (1980), a criticism teacher and film director, reported that video had the following advantages over other audio-visual aids in the classroom:

1. Relatively low software cost per unit.
2. Small space requirement.
3. Simplicity of operation and storage.
4. Access to recent releases.
5. High indexibility i.e. you can break down a programme scene by scene, noting the number on the counter, thereby returning back to the same spot quickly.

Ackermann and Lipsitz (1977) report on the basis of recent research that the effectiveness of video as an audio-visual aid to learning has resulted in significant gains in the reduction in learning times as well as increased retention as compared with the conventional method.

In an experiment carried out by Paivio and Csapo (1971), students were compared for free recall ability using pictures

of objects, their concrete noun labels and abstract nouns. One group saw 72 pictures, a second 72 concrete labels and a third 72 abstract nouns. When asked to recall as many items as they could five minutes later, the group seeing pictures recalled the highest, followed by the group seeing concrete nouns, the lowest being the group seeing abstract nouns. Tested one week later, the picture group still recalled 55% of the words initially remembered, the concrete noun group had dropped, remembering only 40%, while the abstract noun group suffered the worst loss, remembering only 32% of the words they had initially recalled. Paivio's study shows that pictures of a message are easiest to remember, and that telling the facts to the viewers usually has less impact than showing them the facts visually.

In an experiment carried out by Hollingworth (1935) to test retention and recall, he found that students exposed to both sound and picture tend to have higher retention and recall in short and long term memory as compared to those exposed to the visual or audio channels separately.

Traverse (1967), Gropper (1966) and Hartmenn (1961), who are concerned with the production of programmed audio-visual material, firmly believe in the advantages of combining visual presentation and words (whether written or spoken). Words, they believe, serve an important cueing role, and should therefore be incorporated in the visual presentation. Based on a review of



50 years of research literature comparing visual and auditory presentations, Day and Beach (1973) concluded that combined sensory presentation led to a greater comprehension than either auditory or visual presentations by themselves.

In more recent studies Heinz (1969) and Khafaga (1983) have re-emphasized the relative inefficiency of the auditory approach and have concluded that they tend to have a stronger transfer effect when combined with visuals.

#### Statement of the Hypothesis

On the basis of the foregoing survey of the literature it was hypothesized that the use of video as an integrative approach to language learning could facilitate and speed comprehension and communication among learners in the foreign language. It was further hypothesized that students using video would be favourably disposed toward further instruction via video.

By video we mean tape-recorded materials which can be played in the classroom under teacher control.

#### Significance of the Study

It is clear from looking at the literature on Educational

Television (ETV) that only a small part of the video potential has been effectively exploited in foreign language learning/teaching. Research is needed to investigate the effectiveness of the use of video in the English Language classroom. The purpose of this present study was to try and develop this potential and help pave the way for much needed empirical evidence of the value of video as an aid in foreign language learning. In addition this study has tried to answer some of the questions that teachers may have concerning the use of video in the foreign language class and to gain some insight into the ways video can be made to provide a link between language learnt in the classroom and language used in the real world outside.

#### Operational Identification of Variable

In this study/research the use of video as a medium of instruction in the foreign language class formed the independent variable. The dependent variables included attitude towards the medium, and the gain achievement of the learners.

#### Operational Re-statements and Hypothesis

The following null hypotheses have been proposed:

1. There is no significant difference between the means of the two experimental and control groups at the 0.05 level with respect to the modified gain ratio in achievement.
2. There is no significant difference at the 0.05 level in respect of each individual item of the questionnaire among the observed frequencies in the responses of the experimental group subjects, for each of the five choices on the attitude questionnaire.

A pilot study for this research/project was carried out on an intact group of eleven remedial college students in Bahrain. They ranged in age between 18-25 years. They had all attended one semester of English at the College, but being very weak in English were given a remedial course. They were studying two hours of English a day, five days a week. They were also given two extra hours of English using video material, so that they could practice communicative English in a less constrained atmosphere.

Based on the results of the above pilot study the research was repeated on 22 female students ranging in age between 18-25 years. They were studying English at the Adult Education programme in Bahrain for five hours a week. They were randomly assigned to two groups on the basis of their performance on the Oxford Standard Test. (See Appendix). The treatment was then carried out on one group, but withheld from the other. Subjects had had no previous teaching by video.

CHAPTER II

The material used was based mainly on Fellow No. 1 two-year course which is produced for adult learners who have little or no knowledge of English, and who may never have had an opportunity to learn any foreign language before.

METHODS AND PROCEDURES

Sample Description

A pilot study to control for internal validity for this research/project was carried out on an intact group of eleven remedial college students in Bahrain. They ranged in age between 18-25 years. They had all attended one semester of English at the College, but being very weak in English were given a remedial course. They were studying two hours of English a day, five days a week. They were also given two extra hours of English using video material, so that they could practice communicative English in a less constrained atmosphere.

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situations which cause him little or no trouble in his mother tongue.

## Materials and Procedures

The material used was based mainly on Follow Me, a two-year course which has been developed and produced for adult learners who have little or no knowledge of English, and who may never have had an opportunity to learn any foreign language before.

The Follow Me series consists of a course-book containing 30 units, and some professionally produced video material, multimedia package centered on sixty, 15-minute television programmes, a co-production between the North Centre Television Hamburg, Bavarian Television in Munich and BBC English by Radio and Television.

The classroom texts (of which Book I was used for the research) aim to train learners to listen and speak, while building up the skills of reading and writing. It is based on a more functional/notional approach which is concerned as much with the rules of use, which are part of social behaviour, as it is with the grammar rules. It thus requires the student to produce language which is not only grammatically acceptable, but also socially appropriate in any given situation. This is particularly vital for the adult learner who is actually aware of the social rules, but who cannot cope in a foreign language with situations which cause him little or no trouble in his mother tongue.

Ten thematic areas, which are based on aspects of everyday life and social communication, are dealt with in the first year text book (which was used for this research) and are recycled three times. The progression is therefore cyclical, allowing for constant revision, while new language is added systematically. The thematic areas dealt with are:

1. The identification of the self
2. Identification of other people
3. Requests, offers, suggestions etc.,
4. Location and direction
5. Location
6. Time
7. Information about things, substances and conditions
8. Likes, dislikes and preferences
9. Wants, and needs: people, things, substances
10. Actions

The first four units were used for both groups. In the control group the unit taught was presented by the teacher or tape through a dialogue or in some other way, then the grammar of the language was explained and practised, by the teacher based on the dialogue presented and finally it was put to immediate use for communication purposes.

The experimental group, on the other hand, was presented the unit through video with as little grammatical explanation as possible by the teacher, since the explanations were displayed on the screen. The grammar introduced was then practised in grammatical exchanges, followed by language practised in contexts based on the video presentation, and then was also put to immediate use for communicative purposes.

At the end of each 50 minute class session, the subjects of both groups were given a work sheet, developed by the experimenter to test the function and structures learnt. A test was also given at the end of each completed unit.

The success and effectiveness of the use of video in language learning lies mainly in relating the qualities of the audio-visual material to the demands of the task. Bruner (1956), Traverse (1967), and Witt (1981) believe that active student response and participation, repetition of stimuli and follow-up activities are all essential for the video to be effective and to ensure that information presented will be remembered.

#### Procedures:

An intact class of 22 elementary students were given a placement test followed by a pre-test on the materials that was yet to be taught. Based on their results they were placed into

two groups of 11 subjects each. Thus forming a control group and an experimental group. The control group were taught by their original teacher. But the material used was based on the first four units of the "Follow Me" series taken from the "Follow Me" text book instead of their original curriculum. The experimenter worked closely with the class teacher of the control group to see that the same materials and procedures were carried out by both the control group and the experimental group, excluding of course the use of video which was used exclusively for the experimental group.

The control group therefore was presented the same material used by the experimental group but instead of the video presentation, the units were given out typed to the students and the teacher either read out the dialogues, used a tape-recorder or had the students read out the material orally in class, (Table I) then the grammar of the language or the function presented was explained by the teacher and practiced in pairs or chorally by the students. Then it was put to immediate use for communicative purposes. Students were then given a hand-out or class-work sheet to start in class and continue for homework if necessary, to consolidate what was learnt in class (Table 2).

The experimental group on the other hand were presented the dialogue in the unit through a 5-10 minute exposure to the



TABLE 1(a)

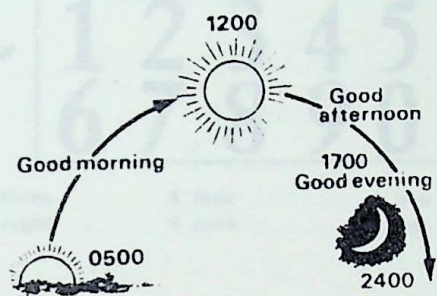
Example of Student Pair Work and Practice  
Students Listen and Take Parts

Typed Units in the Form of a Dialogue  
for the Control Group

**☞☞☞ GREETINGS**

Good morning.  
Good afternoon  
Good evening

Goodbye



**☞☞☞ WHAT'S YOUR NAME?**


What's (what is) your name? My name's (name is) Smith. Sam Smith

MR MRS MISS

Sam SMITH —Mr Smith Jane BLACK —Miss Black  
Mary BROWN—Mrs Brown Francis MATTHEWS—Mr Matthews

**☞☞☞ CONVERSATION A PARTY**

Mary: Good evening  
Francis: Excuse me. Are you Mary Brown?  
Mary: Yes, I'm Mary Brown. Are you Sam Smith?  
Francis: No, I'm not. I'm not Sam Smith. I'm Francis Matthews  
Mary: Oh, sorry, Francis. Come in  
Sam: Hello. I'm Sam Smith  
Mary: Hello, Sam. Come in



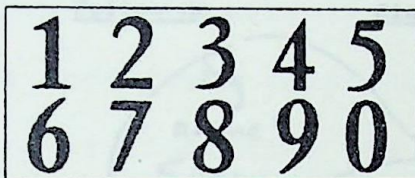
**☞☞☞ ARE YOU MARY BROWN?**

A Hello  
Excuse me, are you Mary Brown?  
B Yes, I'm (I am) Mary Brown  
No, I'm (I am) not  
A I'm sorry  
Sorry

TABLE 1(b)

Example of Student Pair Work and Practice.  
Students Listen to the Tape and Take Parts  
in the Conversation

**LOS** NUMBERS 1-10



1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten
0 o				

**LOL** CONVERSATION THE TELEPHONE

**Jane:** 604 1528. Hello?  
**Man:** Is that 604 1529?  
**Jane:** No. This is 604 1528.  
**Man:** Sorry. Wrong number. Goodbye.

**Jane:** 604 1528. Hello?  
**Francis:** Is that Jane?  
**Jane:** Yes. Who's that?  
**Francis:** It's Francis.



**LOS** THE TELEPHONE

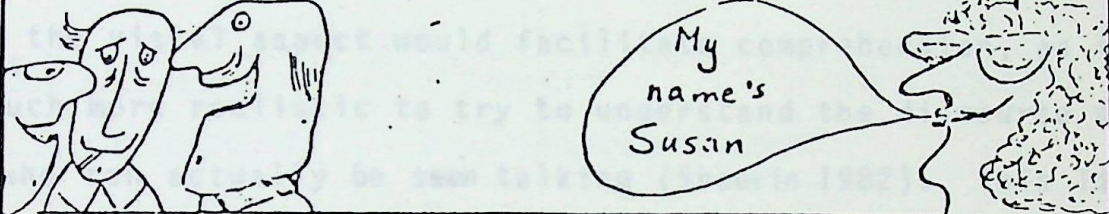
A Is that 604 1529?  
B No. This is 604 1528.  
A Oh, sorry. Goodbye.

B Who's (who is) that?  
C It's (It is) Francis.

TABLE (2)

Example of Class-Work Sheet to Consolidate What Was Learnt in Class for Both Experimental and Control Group

<u>Lesson 16</u>	<u>Revision Unit 2</u>	<u>Follow Me</u>	<u>Class Worksheet</u>
------------------	------------------------	------------------	------------------------

Complete the dialogue.

John : Hello, Mary. \_\_\_\_\_ ?

Mary : \_\_\_\_\_ .

John : Mary this is Frank.

Mary : \_\_\_\_\_ .

Frank: \_\_\_\_\_ .

Mary : John, who's that on the \_\_\_\_\_ ?

John : That's \_\_\_\_\_ .

Mary : Is she \_\_\_\_\_ ?

John : No she \_\_\_\_\_ . She's my \_\_\_\_\_ .

Mary : Frank, \_\_\_\_\_ ?

Frank: It's 14 Cairo Road, London.

Mary : And \_\_\_\_\_ ?

Frank: It's Southall 314 4188

Mary : How \_\_\_\_\_ ?

Frank: S-O-U-T-H-A-L-L.

Mary : John, \_\_\_\_\_ ?

John : It's 18, Brown Street, London.

Mary : And \_\_\_\_\_ ?

John : It's Ealing 624 916.

Mary : How \_\_\_\_\_ ?

John : E-A-L-I-N-G.

Mary : Thanks.

video. The viewing sessions did not exceed more than 10 minutes of the unit at a time. The viewing time varied pending on the length of the dialogue, or communicative function displayed. During these 5-10 minutes students were involved in listening. Although the subjects were not expected to understand all of the conversation yet, it was expected that the visual aspect would facilitate comprehension, as it is much more realistic to try to understand the discourse of people who can actually be seen talking (Sheerin 1982). This listening stage was actually dealt with on two different levels, extensively and intensively.

The first level involved using video purely to provide practice in listening and understanding. In this case although the learner may not have understood every word yet it was meant to train him to follow the main theme and recognize the most important communicative point that was being conveyed. Students were given handouts in the form of true and false, or multiple choice at this stage to fill out. Thus the activities that were involved in this listening stage were designed to encourage learners from the very early stages to listen for the general gist or purpose of the dialogue, (Table 3).

The intensive stage followed later whereby learners once introduced and exposed to what was going to be taught, (the section of the tape here being replayed as often as the students

TABLE (3)

Multiple Choice Handout to be Used by Experimental Group While Watching Video to Encourage Learners to Listen for Gist or for Specific Information.

<u>Lesson 15 . Unit 5</u>	<u>Follow Me</u>	<u>Class Worksheet</u>
<u>Listen to the video .</u>	<u>Where have the people gone?</u>	
1) Eric's gone to a park. work. party.	2) Dad's at work. home. the airport.	
3) The manager's gone to the hotel. follow me. factory.	4) Mrs Reece has gone	
to the cinema. theatre. school.	5) Bob's in North Street. South Street. West Street.	
6) Mr Jones is in his office. post office. factory.	7) Bob's now in Market Street. Station Street. South Street.	
8) Bob's then at Waterloo, Euston, Victoria,	9) then at the Tower of London, Temple of London, Top of London,	
10) then Books Palace, Birmingham Palace, Buckingham Palace,	11) then the airport, police station, bank,	
12) then here. home. Henry's.	13) Mrs Bailey's at the shopping. supermarket. shops.	
14) Susan's at a police station. Mrs Young's house. party.		

felt they needed it) were asked to listen for specific words or phrases with a view to eventual production. Once the students were able to identify and isolate the specific communicative words or phrases, they then copied them off the screen thus strengthening their writing and reading skills, even though it came in very small doses.

This part was immediately followed by a simple role play, first encouraged by the teacher i.e. teacher/student, student/teacher, and then followed by pair work of student/student around the class.

Students were then given a handout to fill in gaps, in a dialogue or write a dialogue of their own, or answer simple questions as a consolidating follow-up activity. (Please see sample lesson procedures below).

The following set of procedures were used to exploit the "Follow Me" units taught by video.

1. Teacher introduced video subject matter only when it was felt necessary to do so. (Since they were adult learners and sometimes wished to know what linguistic benefits they were expected to derive from it. Yet this procedure decreased as they got used to the systematic method and later preferred to guess what it was all about).
2. Teacher played first viewing with sound. (Sometimes students worked in groups and were asked to note key words, or functions used. This resulted in a kind of competitive atmosphere in class),

3. Experimenter then helped students to re-construct the function presented using the key words e.g. request--Can I. Can I sit here? Can I smoke?
4. First Re-play of tape: The video tape was then played a second time followed by general comprehension questions.
5. Second Re-play of tape: The tape was then played another time without sound, and students then tried to role play the characters on the screen.
6. Third Re-play of tape: Tape was also played a third time if students felt they needed it.
7. Follow-up activities: (e.g. work sheet to fill in the blanks in the conversations presented, role play or even copying captions or summary of functions displayed on the screen after reading them aloud chorally).
8. Consolidation: by listening to a relevant tape and choosing the right answers, or may be role playing the parts in front of the class, or writing their own dialogues based on what they had learnt. (see index for sample work sheets).

### Instrumentation

#### Internal Validity

To control for internal validity of the independent variable (the use of video in the English Language class) a pilot study was carried out on the remedial class of college students (see sample description, p. 19). This group served as their own control group. They were given

the Oxford Placement Test to establish a base line. This was followed by a pre-test on the material to be taught through video. They were then given a post-test at the end of the five week module, and an assessment was made based on their achievement. The results of the pilot study were satisfactory, and the attitude of the students were in favour as is explained in more detail in the Results and Discussion sections.

#### External Validity

To test for external validity an intact group of female students from the Adult Education program in Bahrain were randomly placed in an experimental and control group of eleven students each. (See sample description, p. 19). All students were given the Oxford Placement Test to determine their level and to establish a base-line. The Oxford Placement Test is a 60 minute test made up of 100 listening items. Students had to listen and differentiate between two words they heard on the tape recorder. This part of the test lasted 10 minutes only. The remaining 50 minutes were spent on a reading test of 100 items, whereby students had to read a sentence and underline the correct answer out of three given choices (see Appendix). Based on the results, subjects were randomly placed in two groups, one serving as the control



and the other as an experimental group. Subjects were then given a 35 minute pre-test designed by the experimenter testing communicative language functions in the form of close dialogues. (see Appendix)

The experimental group was then taught a unit by video, while the control group was taught a unit without video, (i.e. using only the textbook).

An assessment was then made to see if there were any noticeable gains in achievement in the "Modified Gain Ratio" between the two groups. This procedure was repeated for four units over a five week module. The same test was given as a post-test to both the control and experimental groups at the end of a five-week module. Originally there were eleven students in the experimental group and eleven in the control group. However, due to various circumstances, one attended the pre-test and not the post-test, while another attended the post-test and missed the pre-test. Therefore only nine completed the experiment.

According to Tuckman (1978) the threats of validity or sources of bias are controlled by utilizing a control group which has the same experience other than the treatment itself. The randomization of the students into an experimental and control group controlled for history, maturation and regression, as well as selection and mortality. (Tuckman 1978)

In an attempt to help control for the novelty of the video, the control group was told that they would have the opportunity to use both media of instruction following the post-test. The control group actually reviewed some of what they had learnt by video after the post-test.

"Student Achievement" here does not refer to the Raw Scores nor the Raw Gain Scores of the pre and post test, but rather to the "Modified Gain Ratio" as suggested by Blake (Packham, Cleary and Mayer 1973), who suggested a "Modified Gain Ratio" that has a range from 0 to 2 with a suggested watershed at 1.2.

Equations (1) to (4) give these indices (X = mean group pre-test scores; Y = mean group post-test scores; T = maximum possible score).

All assume that pre-test and post-test are equivalent or the same.

$$\text{Mean Raw Gain} = \bar{Y} - \bar{X} \quad (1)$$

$$\text{Mean Percentage Gain} = \frac{\bar{Y} - \bar{X}}{T} \times 100 \quad (2)$$

$$\text{McGrigan Gain Ratio} = \frac{\bar{Y} - \bar{X}}{T - \bar{X}} \quad \text{i.e. } \frac{\text{Gain Ratio}}{\text{expected gain}} \quad (3)$$

$$\text{Blake Modified Ratio} = \frac{\bar{Y} - \bar{X}}{T - \bar{X}} + \frac{\bar{Y} - \bar{X}}{T} \quad (4)$$

According to Wheatley (Roebuck 1973), the unreliability of gain scores in some high gain cases may be due to low pre-test scores and in other cases to high pre-test scores.

A questionnaire using a 1-5 Likert Scale was given to all groups to determine students' reactions and responses towards the technique and methods they were exposed to. (See Appendix)

### Data Analysis

The results of all tests have been tabulated and compared to indicate differences. Computation of the mean of the pre-test, post-test and modified gain scores using a Mann-Whitney U-Test have been reported in respect of both the pre-test and the post-test to determine whether there were any significant differences between the control and experimental group.

The Mann-Whitney U-test is a non-parametric test which compares samples for possible significant differences. It does not require that data be normally distributed or sample variances equal. (Tuckman, 1972)

The Mann-Whitney U-test has been chosen here because of the very small sample available. The U-test is applied where there are less than twenty and more than eight observations in the larger of the two samples. Data from both samples have been

given the same ranks, that being the average of the ranks. The ranking technique transformed the interval data into ordinal data.

Because of the small size of the sample,  $\chi^2$  (chi square) could not be used here to measure the degree of learning through video nor could it be used to measure students' attitudes towards learning methods for the experimental group, as one of the main restrictions of using  $\chi^2$  is that the theoretical frequency should not be smaller than 5 (Isaac & Michael, 1981).

Even when combined into three columns (agree, disagree, and not sure) the frequencies were still less than 5, therefore the results for both measurements, attitudes of students and degree of learning were reported in percentages.

CHAPTER III

RESULTS

Internal Validity

1. The efficiency of the program was measured by the Modified Gain Ratio (see Table 1). It was found that the arithmetic

Table (1)

The Pre-test Scores, Post-test Scores  
and Modified Gain Ratio  
for the Video College Students Groups

Students	Pre-test Scores (X)	Post-test Scores (Y)	Modified Gain Ratio M.G.R.*
1	18	31.5	0.95
2	25.5	35.5	0.94
3	20.5	28.5	0.61
4	20.5	36.0	1.18
5	19.0	32.0	0.94
6	15.5	32.0	1.09
7	15.0	36.0	1.37
8	11.0	34.0	1.37
9	10.5	37.5	1.59
10	7.0	34.5	1.52
11	2.0	25.5	1.21
Mean	14.95	33.0	1.16 $\approx$ 1.2

$$* \text{ M.G.R.} = \frac{Y - X}{T - X} + \frac{Y - X}{T}$$

where Y = Post-test Score  
X = Pre-test Score  
T = Maximum Possible Score

mean of the College Students was 14.95 and 33.0 in the pre-test and post-test respectively. The calculated Modified Gain Ratio was 1.16 (~~1.2~~), which according to Blake (Roebuck, 1973) represented a satisfactory index of the efficiency of the program, given that the maximum possible score of the criteria achievement test was 40.

2. The opinions and attitudes of the students towards the program were measured in terms of response, on the questionnaire (see table 2).

To determine their attitude toward the use of video in the class, subjects were asked on the questionnaire if they would recommend English video classes to other students (Question 18); 45.5% strongly agreed, 45.5% agreed. In other words 91% were in favour of video.

On another item (question 10) on the questionnaire, subjects were asked whether video classes helped focus on the grammar taught; 45.5% strongly agreed and the remaining 45.5% agreed. It can therefore be said there was unanimous agreement.

When asked on item 12 whether the dialogues and conversations were too fast for them to follow, 72.7% disagreed strongly.

On an open-ended question that asked what they liked most about video, there was unanimous agreement that the pictures, cartoons and humour that were used in the dialogues to explain

the grammar were the most liked. They also indicated that they liked the novelty of learning English via video as opposed to their original text book approach.

Table (2)  
The observed frequencies and Percentages  
of College Students' responses  
to the questionnaire items

Choices	Strongly Approve		Approve		Indifferent		Disapprove		Strongly Disapprove		N
	I	II	III	IV	V						
Quest. Items	f	%	f	%	f	%	f	%	f	%	
1	3	27.3	6	54.5	2	18.2	0	0	0	0	11
2	4	36.4	6	54.5	1	9.1	0	0	0	0	11
3	2	18.2	1	9.1	4	36.4	4	36.4	0	0	11
4	4	36.4	7	63.6	0	0	0	0	0	0	11
5	2	18.2	8	72.7	1	9.1	0	0	0	0	11
6	6	54.5	1	9.1	2	18.2	2	18.2	0	0	11
10	5	45.5	6	54.5	0	0	0	0	0	0	11
11	6	54.5	4	36.4	1	9.1	0	0	0	0	11
12	0	0	1	9.1	2	18.2	0	0	8	72.7	11
13	1	9.1	9	81.8	1	9.1	0	0	0	0	11
14	3	27.3	7	63.6	1	9.1	0	0	0	0	11
15	4	36.4	4	36.4	3	27.3	0	0	0	0	11
16	4	36.4	6	54.5	1	9.1	0	0	0	0	11
17	3	27.3	5	45.5	3	27.3	0	0	0	0	11
18	5	45.5	5	45.5	1	9.1	0	0	0	0	11

External Validity

As shown in table (3) the arithmetic means of the experimental and control groups with respect to the Modified Gain Ratio were 0.59 and 0.49 respectively.

Table (3)  
Pre-test Scores, Post-test Scores  
and Modified Gain Ratio  
for the Video (Experiment ) and Non-Video (Control) Groups

Video Group (Experimental Groups)				Non-Video Group (Control Group)			
Studs.	Pre-test Scores (X)	Post-Test Scores (Y)	Modified Gain Ratio M.G.R.	Studs.	Pre-test Scores (X)	Post-test Scores (Y)	Modified Gain Ratio M.G.R.*
1	3.5	36.5	1.73	1	1.0	3.5	0.13
2	1.5	15.0	0.69	2	4.0	16.0	0.63
3	2.0	9.0	0.36	3	3.5	21.5	0.94
4	2.0	11.0	0.46	4	3.0	28.0	1.30
5	0.0	7.0	0.35	5	2.0	12.5	0.54
6	1.5	15.0	0.69	6	1.0	7.5	0.33
7	0.5	7.5	0.35	7	1.5	2.5	0.05
8	2.5	12.0	0.49	8	0.0	3.0	0.15
9	3.0	7.0	0.21	9	2.0	9.5	0.38
10	3.5	20.0	0.86	Mean	2.0	11.57	0.49
11	3.0	8.0	0.26	N		9	
Mean	2.09	13.45	0.59				
N		11					

\* 
$$M.G.R. = \frac{Y - X}{T - X} + \frac{Y - X}{T}$$

Where Y = Post-test score  
X = Pre-test score  
T = Maximum possible score (=40)



The Mann-Whitney U-test was applied to find out if there were any significant differences between the means of the two groups (see table 4).

Table (4)  
Mann-Whitney U-Test Statistics  
for the difference between the means of the  
Video Group (E) and Non-Video Group (C)  
with respect to the modified Gain Ratio in Achievement

Experimental Group (E) Score (Video Group Score)	Rank (R <sub>1</sub> )	Control Group (C) Score (Non-Video Group Score)	Rank (R <sub>2</sub> )
		0.05	1
		0.13	2
		0.15	3
0.21	4		
0.26	5		
		0.33	6
0.35	7.5		
0.35	7.5		
0.36	9		
		0.38	10
0.46	11		
0.49	12		
		0.54	13
		0.63	14
0.69	15.5		
0.69	15.5		
0.86	17		
		0.94	18
		1.30	19
1.73	20		
$\sum R_1 = 124$ $N_1 = 11$		$\sum R_2 = 86$ $N_2 = 9$	

$$U = N_1 N_2 + \frac{N_1 (N_1 + 1)}{2} - R_1 = 21$$

$$p = 0.05 *$$

$$U = N_1 N_2 + \frac{N_2 (N_2 + 1)}{2} - R_2 = 58$$

\* There is a significant different at 0.05 level in favour for the Video Group (E)

The data from the two groups were combined and cast into ranks. Tied scores were given the same ranks, that being the average of the ranks, thus transforming internal data into ordinal data.

The experimental group data and the control group data were then re-grouped and the ranks were summed for each group. The U was calculated twice, once for each group. The smaller of these two U values was then checked against the U value given (see appendix).

Table (5)  
U-Test for the difference between the means of the Experimental and Control Groups with respect to the modified Gain Ratio in Achievement

Groups	Mean of the Modified Gain Ratio	N	U	P
Experimental (Video Group)	0.59	11	21	0.05*
Control (Non-Video Group)	0.49	9		

Since the smaller of the obtained U value (21) is smaller than the table value at 0.05 level (23) value, the difference between the means of the M.G.R. is significant at 0.05 level in

favour for the video (see table 5). Therefore the null hypothesis was rejected.

Subjects were given an effective questionnaire to measure their attitude towards video instruction. To determine whether they felt they had gained from their video classes, subjects were given the following statement to rank on a 1-5 likert scale: "After finishing this class I feel that my English has improved" (Item 2); 72.7% strongly agreed; 18.2% agreed and only 9.1% strongly disagreed.

On item 13, which stated "video helped me remember what I learnt", subjects unanimously "strongly agreed". As for video encouraging them to use English outside class (item 15); there was again unanimous agreement (see table 6).

90% felt that video classes were very interesting. Most subjects indicated that they would recommend English by video to other students. 72.7% of the students felt they could strongly recommend it; 27.3% felt that they could recommend it.

Table (6)  
The observed frequencies and percentages  
of Adult Students (Experimental Group) responses  
to the questionnaire items

Choices	Strongly Approve		Approve		Indifferent		Disapprove		Strongly Disapprove		N
	I		II		III		IV		V		
Quest. Items	f	%	f	%	f	%	f	%	f	%	
1	9	81.8	1	9.1	0	0	1	9.1	0	0	11
2	8	72.7	2	18.2	0	0	0	0	1	9.1	11
3	3	30	2	20	0	0	3	30	2	20	10
4	8	80	2	20	0	0	0	0	0	0	10
5	8	80	1	10	0	0	0	0	1	10	10
6	9	90	0	0	1	10	0	0	0	0	10
10	11	100	0	0	0	0	0	0	0	0	11
11	11	100	0	0	0	0	0	0	0	0	11
12	1	12.5	1	12.5	0	0	0	0	6	75.0	8
13	11	100	0	0	0	0	0	0	0	0	11
14	11	100	0	0	0	0	0	0	0	0	11
15	9	81.8	2	18.2	0	0	0	0	0	0	11
16	9	81.8	2	18.2	0	0	0	0	0	0	11
17	9	81.8	2	18.2	0	0	0	0	0	0	11
18	8	72.7	3	27.3	0	0	0	0	0	0	11

Findings suggest that subjects taught by video were pleased with their classes and would recommend it to other students.

CHAPTER IV

CONCLUSIONS

The following conclusions appear justified on the basis of the present study. The use of video as a multi-media principle in the foreign language classroom, particularly in English, can be regarded as an example of a teaching/learning aid which has at least temporarily influenced instruction and the situation of students in a desirable direction.

The video lessons in themselves were successful in stimulating pupils to use the dialogues pertaining to their functional needs inside as well as outside their classroom. The units themselves were an immediate success with the students. The liveliness of the songs (teaching colours or numbers for example), the techniques of presentation, the enthusiasm and continuity of the characters introducing the units all helped in creating an atmosphere that was entertaining, enjoyable and conducive to learning.

The use of video not only motivated students to use the language on their own, but tended by the use of animation, colour and cartoon images to make the content of the instruction more concrete to them. It also increased the possibilities for both teacher and student of varying their ways of working and developing new teaching methods in foreign language learning. Learners also stressed their preference for colour versions

in audio-visual material. This is in accordance with the findings of an experiment carried out by Traverse (1967) where it was found that although the addition of colour does not generally contribute to learning, yet learners, nonetheless, prefer colour in audio-visual material.

According to their responses, students were of the opinion that learning was facilitated by the multi-media learning aids where sound and picture were integrated with printed material. These findings again are in accordance with the findings of Traverse (1967), Gropper (1966) and Hartmann (1961).

#### Limitations:

There are, however, a few limitations to be found in this study: the main limitation was that the tests were conducted with low student numbers which make generalizations rather hazardous. The time factor posed another limitation, as only a five-week period was allotted to this research.

A third limitation was the difficulty in finding a school where the administrators agreed to change the original curriculum and introduce a completely new method of teaching in their schools, especially at the end of the year before the final examination.

Another factor that might have affected the results of the experiment is the fact that the two groups were taught by different teachers. According to Tuckman (1978) to control for History factors the use of the same teachers for both the control and experimental groups eliminates invalidity based on teacher differences. Yet it creates another source of invalidity based on the interaction of teacher effect and treatment effect.

The preferred approach suggested by Tuckman would be to have multiple experimental and multiple control classrooms, each one headed by a different teacher assigned randomly to a classroom thus minimizing the possibility that teachers would differently contribute to outcomes.

Given a small group, however, Tuckman recommends the same teacher / teachers in both conditions in order to eliminate the differential teacher effect; not over-ruling the possibility that a single teacher approach sets limits on external validity since positive outcomes may not be attributable to the treatment alone, but to the combination of the treatment and a specific characteristic of the teacher, thus limiting generalizability.

Also some of the questions on the questionnaire could have been more revealing, but unfortunately the students were given

the questionnaire on the very last day of classes just before the post-test. Being the end of the year it was impossible to recall the students either to answer another questionnaire or to discuss the very high results scored by some on their post-test.

The novelty of the video as an instructional aid for the students involved may also have had some influence on the results.

Given the above limitations, the present study is by no means conclusive, but it is hoped that it will pave the way for a more refined and more fruitful investigation.

#### Research Needs:

There has certainly been an accelerated growth in the use of educational media especially educational television in developing countries over the past fifteen years. A lot of research has still to be done concerning the effective use and cost of the media. Such research should be built upon the findings of previous research projects. Further research is also needed into ways in which educational TV/video can be integrated into classroom learning by combining television instruction with additional student activities. Attention should also be paid to ways in which the classroom teachers can contribute



to the effectiveness of television instruction.

Another area relevant to ETV that seems to have been ignored is research into the ways of training teachers in the use of video. Teachers should be stimulated to try new, freer and more creative methods in their work. They should be given guidance and help in stimulating their students. Of course there is the risk that many teachers will go back to their earlier behaviour when an in-training project is over. Teachers must be convinced that the use of multi-media in the class is going to help and not threaten them, especially so since decisions affecting school programmes are generally made by the teachers concerned.

Finally, to bring about lasting changes, there is a need for follow-up and for recurrent contributions in the same fields, as well as coordination in the other in-service training activities.

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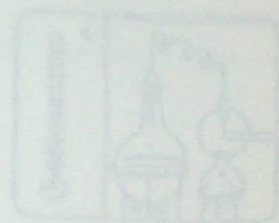
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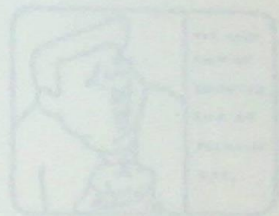
APPENDICES

VIDEO TECHNIQUES AND THEIR USES FOR 1974

An experiment depending on temperature control. Insert roll thermometer down the side of the picture. A small thermometer can be used in large CU.



A roller caption down the side of the picture for reading.



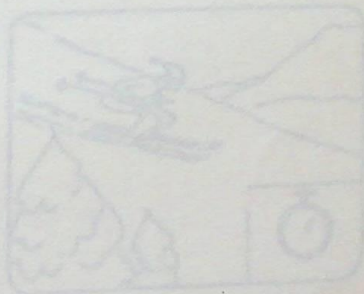
HORIZONTAL

Roller caption across the picture for student participation.

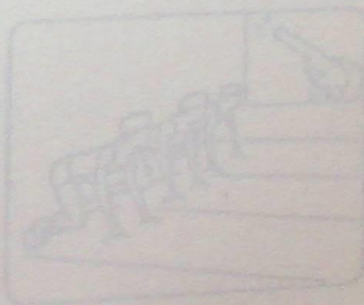


TOWERS

Big close-up (BCU) of stop watch for experiment or athletics, to teach the time.



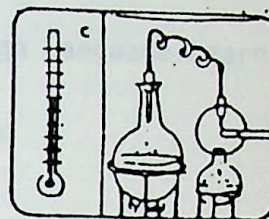
CU of starter's gun.



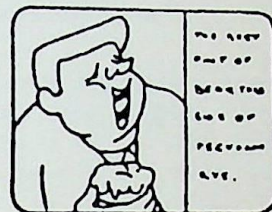
A P P E N D I C E S

VIDEO TECHNIQUES AND THEIR USES FOR ETV

An experiment depending on temperature control. Inset tall thermometer down the side of the picture. A small thermometer can be seen in large CU.



A roller caption down the side of the picture for reading.



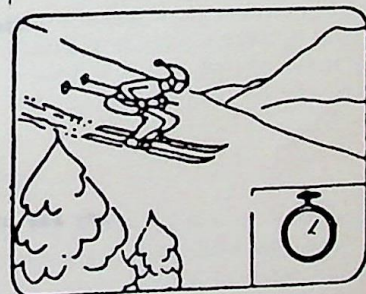
HORIZONTAL

Roller caption across bottom of the picture for student participation.

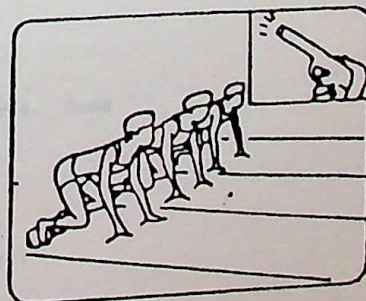


CORNERS

Big close-up (BCU) of stop watch for experiment or athletics, to teach the time.



CU of starter's gun.



APPENDIX B

The use of Video Techniques in ETV., especially in Foreign Language Learning.

An Interview With a Career Officer



Sign on wall

Zoom Out

Pan R

Will you take a seat?  
He goes out left

Zoom In

Mr. Brown is here to see you

He rises, crosses to her and  
exits past the camera, left.

Knock on door.  
Careers officer rises. 'Come  
in.'

They shake hands,  
'Hello. Take a seat.'

### General introduction

#### Description

The Placement Test consists of a Test Pack containing 40 copies of the test for forty students, the Marker's marking masks and this introduction, a C20 cassette to play the first of the two parts of the test.

#### What does it do?

Used with any number of students of English to ensure efficient, reliable and accurate grading and placement of classes of students at all levels from elementary to Proficiency. To establish which coursebooks and teaching materials are suitable for particular groups. To determine realistic examination targets for groups or individuals.

#### What does each part of the test consist of?

It comes in two main parts, each of 100 items. The first is primarily a test of reading and listening skills, in which the student's performance is dependent on knowledge of the sound and writing systems of English and on the ability to use this knowledge at a task-speed well within the competence of a native-speaker of English. The second part is a test of grammatical structure and involves a carefully selected range of those structures consistently found in coursebooks and examinations at 'elementary', 'intermediate' and 'advanced' levels.

The items in this part of the test are derived from a bank of hundred examples of 'slips of the ear' that have been collected over a number of years in conversations involving native and non-native speakers of English. They all represent a distortion to a test format of actual situations when a native speaker's listening skills proved to be inadequate, or caused a failure of communication or resulted in the transmission of the wrong meaning. For example, in the case of the following two statements, the extent to which B's question is properly understood depends entirely on A's listening skills, providing B's words are correctly uttered:

A: What about those things I asked you to bring?  
B: I've got them.

A: What about those things I asked you to bring?  
B: I forgot them.

In the above case, the non-native speaker, A, incorrectly understood that the required articles had been brought because he failed to register the phonological difference between the answer 'I've got them' and the actual response 'I forgot them'. In the case of this item, as all the items in the test, the correct choice from the two possibilities cannot be made on the basis of 'structural correctness', nor can the correct choice be made in terms of 'semantic plausibility'. Both responses are grammatically possible and equally meaningful, and the first conveys the opposite message to the second. The test, therefore, is a direct reflection of a student's listening skills, as other bases of discrimination are not available. In the test, the listening element has been combined with a reading element, so that the correct choice depends on knowledge of both the written and spoken forms of English.

### Part 2

Part 2 is a written multiple-choice test of the grammatical structures of English covered by the vast majority of coursebooks, whether functional or structural, in the range elementary to advanced. As is the case with any test, the range of items can only be a sample of the total range that could be tested, but Part 2 of the test differs from many other multiple-choice tests in a number of important ways. The structures chosen for testing are the result of detailed research into the content of the most widely known and used coursebooks and public examinations, while the format and item-balance of the test are based on the evidence provided by computers of the difficulty levels of particular items across an international sample.

On the cassette is an introduction to the test, a number of examples to ensure that all the students taking the test understand what they must do, and then the 100 items of the test itself. Each item is said only once at normal speaking speed. The items are *not* repeated and the tape should not be stopped during the test. A variety of native-speaker voices, both male and female, have been used in the recording of the test.

#### How is it administered?

Part 1 of the test is given to each student. As the test begins, the cassette is switched on and it gives students the instructions and examples they need, followed by the test itself. The cassette must not be stopped or played more than once. The test lasts for ten minutes. The answer sheets are then collected in and Part 2 is issued. This is completed by students. They simply underline the correct answer as in Part 1. Part 2 should take fifty minutes and while it is being completed, Part 1 of the test can be marked and processed. Part 2 can then be marked, subtotals per student added up to give total scores, and the tests placed in rank order. Students can then be graded or placed with maximum ease and efficiency.

#### How is it marked?

Both parts of the test are of the 'objective' type and can be speedily administered and marked mechanically, or, if desired, by computer. The tests can therefore be given, and precise overall scores be calculated, without the need to involve specially trained staff. Detailed evaluation of scores for academic purposes will, of course, require the involvement of suitably qualified and experienced teaching staff.

The plastic mask is laid over each answer sheet and one point is scored for each underlined word falling within one of the boxes on the mask. The subtotal is entered at the foot of each page and the final total beside the student's name on the first page of the test.

the significance of the overall scores?

of the test have 100 items and produce percentage  
use could be used separately by a particular institu-  
ed in with the rankings derived from other, less  
types, as required. The two parts of the test are,  
designed to be used together to produce a total  
of 200. It is this aggregate score from the two parts  
used for establishing a rank order for placement  
poses. Very high correlations (.89 and over) have  
shown between the scores out of 200 and scores on  
complex test batteries that have produced highly  
student placement. The overall score can also be  
existing external norms, as follows.

above  
to near native speaker (i.e. good Cambridge CPE  
above)  
candidate for Cambridge Diploma

intermediate to advanced  
candidate for Cambridge CPE, ARELS Diploma,  
level III, RSA Communicative Test at advanced level

intermediate to upper intermediate  
candidate for Cambridge FCE, ARELS Certificate,  
level II, RSA Communicative Test at intermediate level,  
Legacy

intermediate to intermediate  
candidate for Cambridge PET, ARELS Prelim, RSA  
RSA Communicative Test at basic level, Oxford

intermediate to lower intermediate

intermediate to post-elementary

below

beginner to elementary

scores below 80 are unlikely to be reliable

offers a reliable basis for the initial assessment of  
of English. Don't forget though that once a student is  
to an institution the best possible evaluation of a  
overall ability in English will often come from that  
teacher(s). Above all, remember that tests are useful  
but dangerous masters

## Theoretical Introduction

### Research background and validation of Part 1

The basic assumption underlying this part of the test is that although it is a highly economical and easy to administer objective test which can be attempted by any student from elementary level upwards, it is also a highly sophisticated and refined measure of communicative performance. All the items are derived from authentic situations and all items were initially pre-tested on groups of native speakers. Only those items which were consistently answered correctly by the entire sample of native-speakers were included in the bank of items from which the final 100 for the actual test were drawn. Several hundred items were then trialled on groups of students in language institutions in the United Kingdom and overseas, and each test subjected to detailed item analysis to determine facility values, discrimination indices, etc. Tests were then carried out for item and inter-test reliability and to establish concurrent validity between Part 1 and comprehensive test batteries that had proved to give satisfactory grading and placement scores in a number of English Language teaching institutions. Part 1 proved by itself to be a highly effective initial placement instrument. Used in conjunction with Part 2, it is a reliable means of grading students at all levels from elementary upwards.

### Research background and validation of Part 2

The structures tested in Part 2 of the test, along with the distractors used and the linguistic environments in which they are set, all derive from analysis of test items used by the Cambridge University Examinations Syndicate, the Royal Society of Arts, the ARELS Examinations Trust, and the British Council, at the different levels encompassed by the *Oxford Placement Test*. In addition to this, and particularly at lower levels, standard structures lists and item-grading lists were consulted, though in many cases, items traditionally thought to be difficult turned out to be easy and vice-versa.

All the items have been tested on multi-level samples of students involving over 40 different nationalities. The overall results have been analysed and the balance of difficulty levels in the final test worked out accordingly.

In all parts of the test the lexis has been carefully controlled and kept as neutral as possible. Meaning is inevitably and intentionally tested within the test, but the aim throughout has been to find out what structures a student knows, not to confuse or mystify. Item reliability over aggregates is very high. The facility values and discrimination indices of particular items show a high level of consistency from one large multi-lingual sample to another, given the same defined sample range and balance of levels within the sample, though there are significant variations between different language groups.

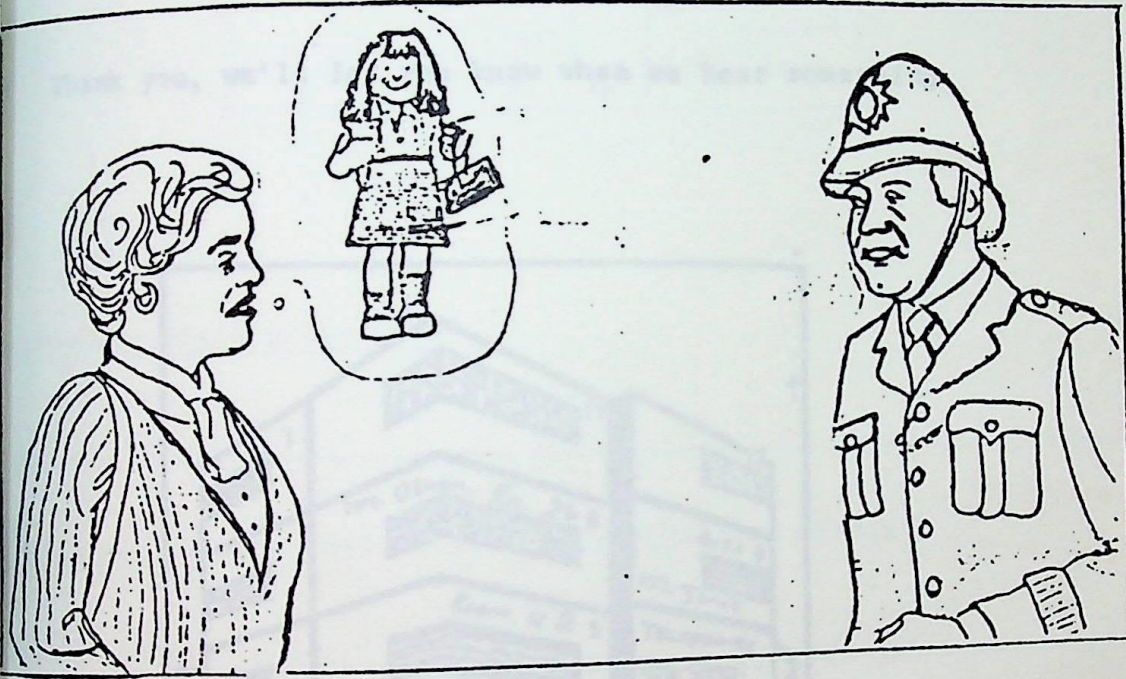
X D

ost Test

Follow Me 1

(5-week Module)

's Name: \_\_\_\_\_



Look at the picture.

man: Now Mrs. Brown, I would like to ask you a few questions about your lost daughter.

Brown: Yes of course.

man: \_\_\_\_\_ ? (daughter's name)

Brown: Her name's Mary.

man: \_\_\_\_\_ ? (spell)

Brown: M A R Y

man: \_\_\_\_\_ ? (old)

Brown: 11 years old.

\_\_\_\_\_? (tall)

m: No, she isn't tall. She's very short.

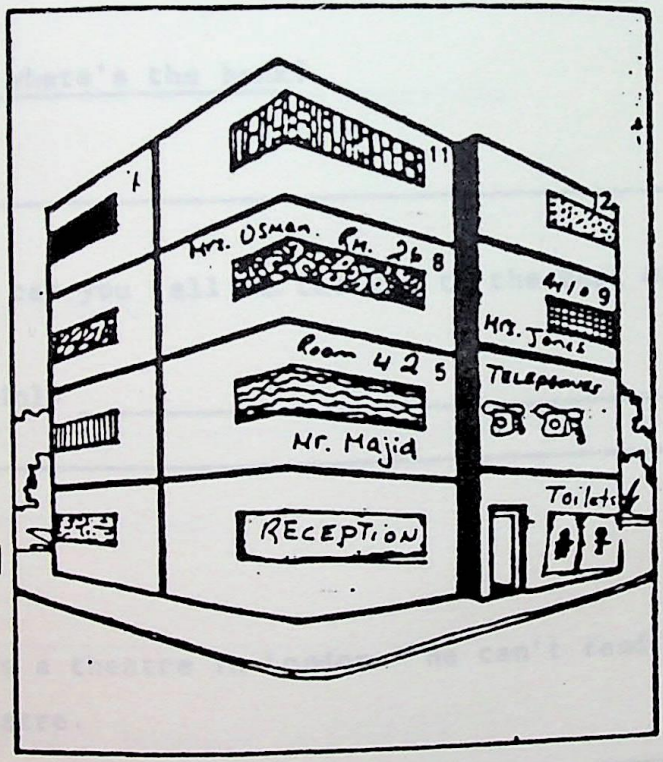
\_\_\_\_\_? (address)

m: 32 London Road.

\_\_\_\_\_ and \_\_\_\_\_? (telephone)

m: 223400

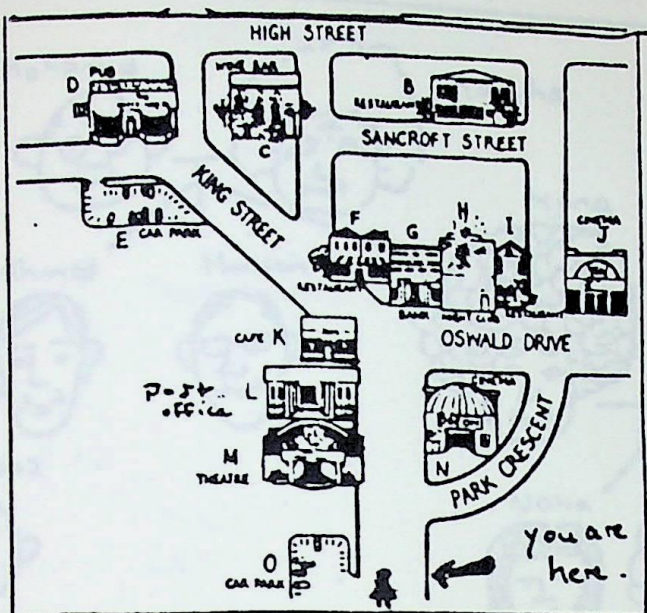
Thank you, we'll let you know when we hear something.



Where are the toilets?

Where's Mr. Majid's office?





Excuse me, where's the bank?

\_\_\_\_\_

Excuse me, can you tell me the way to the Post Office?

Yes, certainly \_\_\_\_\_

\_\_\_\_\_

Ahmed is in a theatre in London. He can't read English. There are 3 signs in the theatre.

No Smoking

Exit

No Food

Ahmed wants to smoke, he wants to go outside and he wants a cold drink. What questions does he ask the ushers?

Ahmed: \_\_\_\_\_ ?

(smoke/cigarette)

Usher: No, \_\_\_\_\_

(eat/here)

Ahmed: \_\_\_\_\_

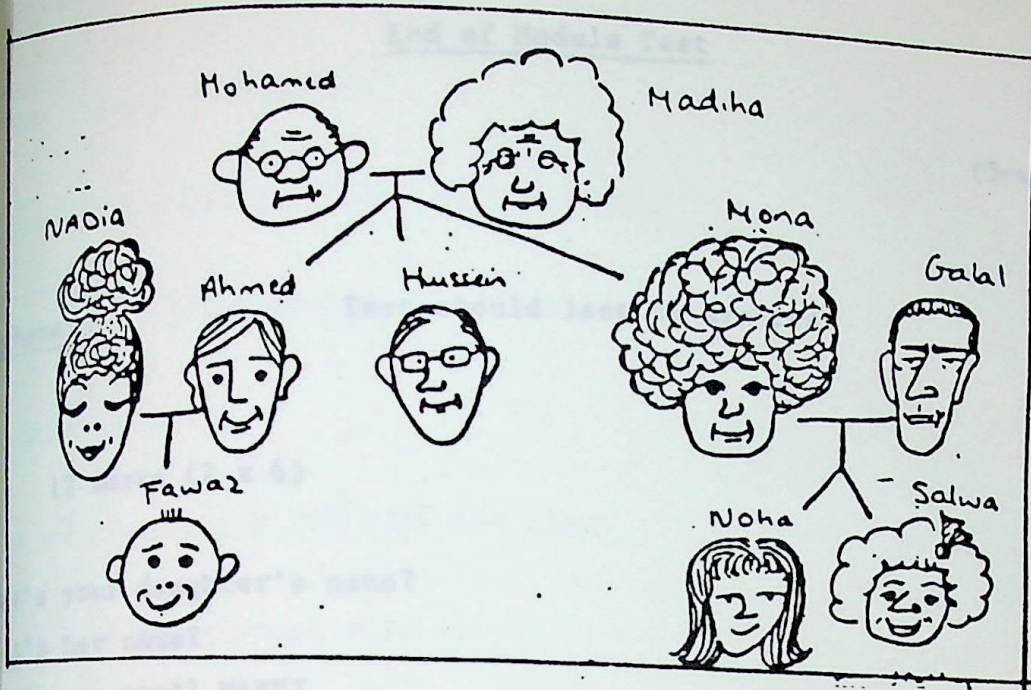
Usher: No, \_\_\_\_\_

(go out/this door)

Ahmed: \_\_\_\_\_

Usher: Yes, \_\_\_\_\_

Ahmed: Thanks. Goodbye.



the Family tree and answer the questions.

Is Galal Mona's husband?

---

Is Madiha Fawaz's mother?

---

Is Nadia Madiha's daughter or sister?

---

End of Module Test

(5-week Module)

Test should last 35 minutes.

Scheme

12 marks (2 x 6)

What's your daughter's name?

What's her name?

How do you spell MARY?

How so you spell that?

Can you spell it (please)?

How old is she?

What's your address?

Where do you live?

and what's your telephone number?

and telephone number?

10 marks (2 x 3 = 6)

(2 x 2 = 4)

They're on the ground floor on the right.

It's on the first floor on the left.

Walk down King Street. It's straight ahead. Its at the end of this road.

Go along this road, walk down this road and its right in front of you. It's

next to the restaurant, next to the bank. Between the bank and restaurant.

Yes, of course/yes certainly, go along/walk down King Street. The Post

Office is on the left/on your left.

I/Can I smoke a cigarette?

I'm sorry you can't. (Look at the sign)

please don't sit there/no, I'm afraid not.

I/Can I eat here?

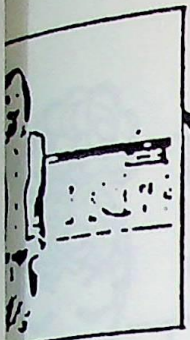
I'm sorry you can't (Look at the sign)

I/Can I go out through this door?

you can/may.

use use your discretion when marking Ex 3.

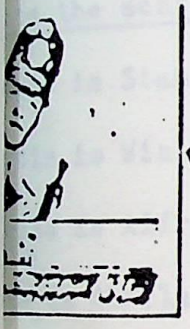
Work Sheets



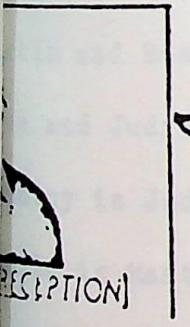
Good Morning



Excuse me. Are you Tom Jones?



What's your name, please?



Good evening. Is your name Brown?

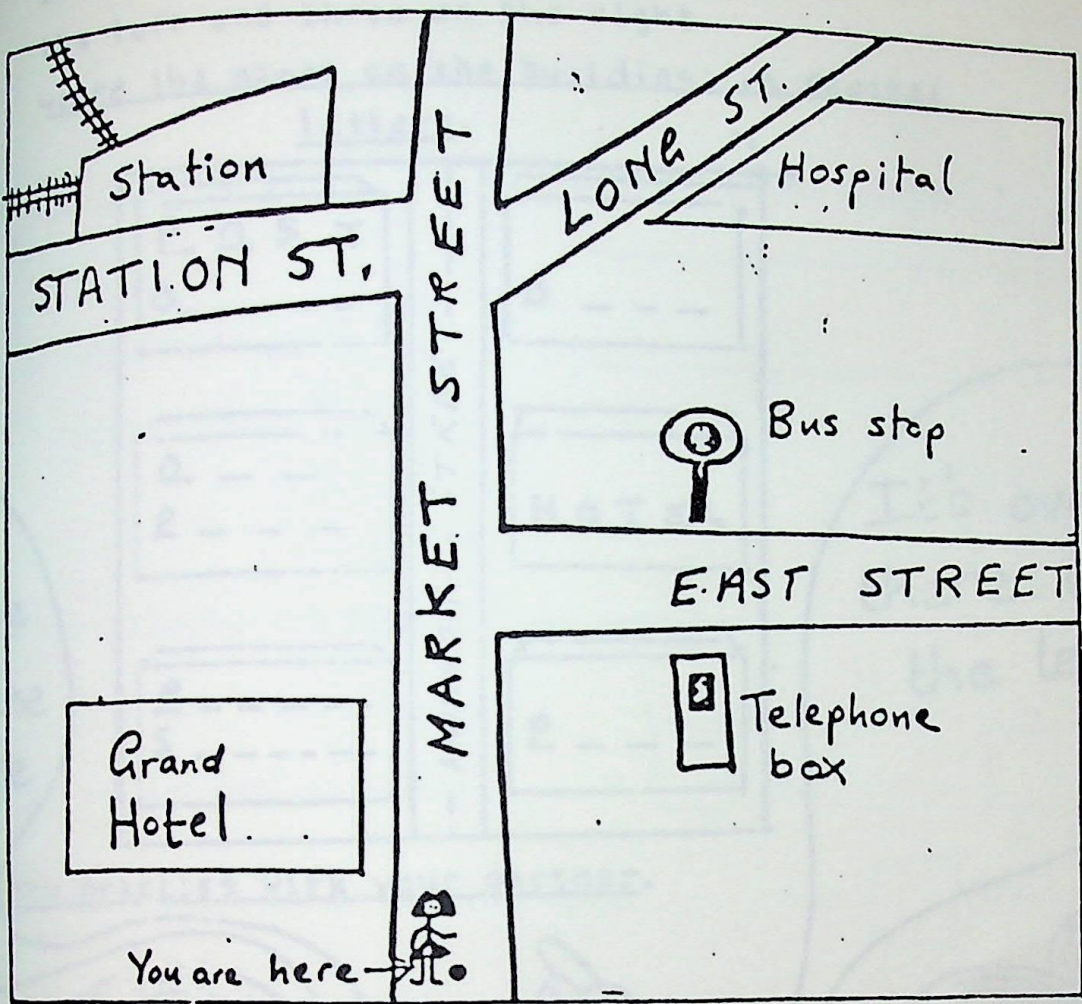


Hello. I'm Jane.



Excuse me. What's your surname please? And your first name?





Complete these dialogues.

- Excuse me, Can you help me?
- Where's the bus stop please?
- I'm sorry \_\_\_\_\_
- Excuse me, \_\_\_\_\_?
- Where's \_\_\_\_\_ bus stop \_\_\_\_\_?
- It's \_\_\_\_\_
- It's opposite a \_\_\_\_\_
- Oh, thank you \_\_\_\_\_
- Can I help you?
- Yes. Where's \_\_\_\_\_
- It's in Station Street.
- That's first \_\_\_\_\_
- Thank you very much.

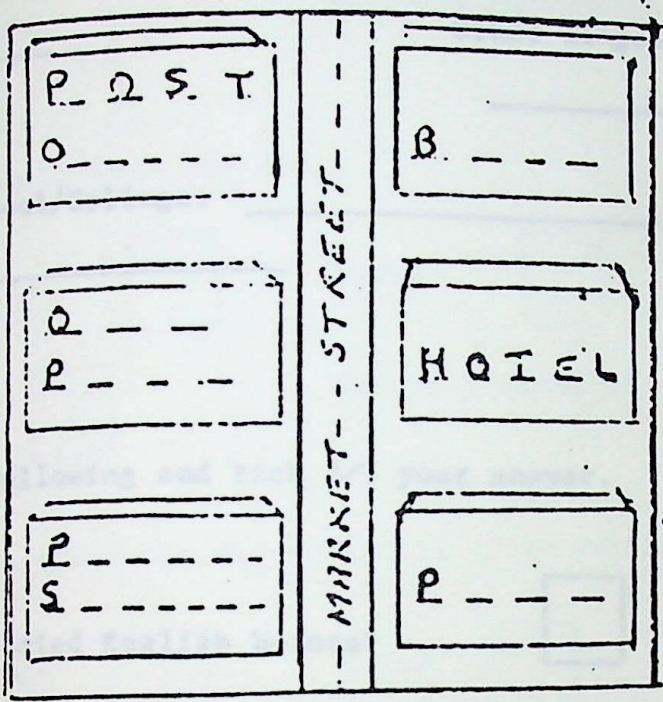
Write your own dialogues here.

1/  
A. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
B. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Follow the Unit 4

Look at the map. There are three buildings on the left and three on the right.

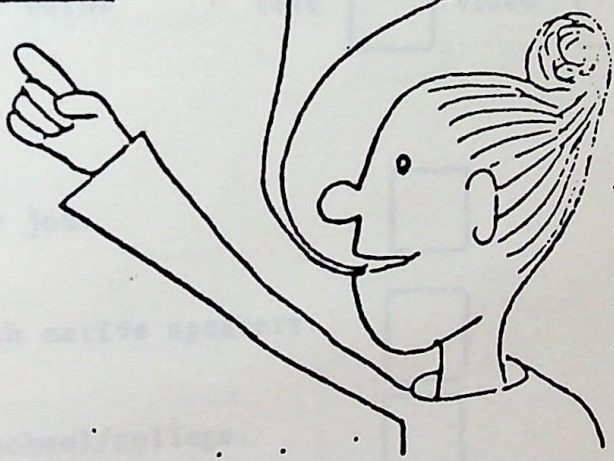
Write the names on the buildings in capital letters.



me.  
the  
ice  
?

It's over there. On the left.

Now practise with your partner.



right

Now write sentences about the postoffice, the bank, the park, the hotel, the police station and the park.

the post office is on the left.



- 70 -  
QUESTIONNAIRE

Name: \_\_\_\_\_ Native language: \_\_\_\_\_

Age: \_\_\_\_\_ Other languages spoken: \_\_\_\_\_  
\_\_\_\_\_

Name of School/College: \_\_\_\_\_

Level: \_\_\_\_\_

Read the following and tick (✓) your answer.

Have you studied English before?  Yes  No

Did you use a textbook or video or both? text  video  both

Why are you studying English?:

- (a) It will help me get a better job.
- (b) I find it easier to talk with native speakers.
- (c) I need it to graduate from school/college.
- (d) I enjoy languages.

Please put a tick (✓) in the box that best describes your views about each statement.

My English class was easy.

Strongly agree  agree  uncertain   
disagree  strongly disagree

After finishing this class I feel that my English has improved.

strongly agree

agree

uncertain

disagree

strongly disagree

The units taught were too long.

strongly agree

agree

uncertain

disagree

strongly disagree

I could understand the directions in class easily.

strongly agree

agree

uncertain

disagree

strongly disagree

I could remember what I learnt easily.

strongly agree

agree

uncertain

disagree

strongly disagree

My English classes were interesting.

strongly agree

agree

uncertain

disagree

strongly disagree

What did you like best about the lessons?

\_\_\_\_\_  
\_\_\_\_\_

What did you like least?

\_\_\_\_\_  
\_\_\_\_\_

In your opinion how could these lessons be improved?

or if you have learned English through video.

Video helped focus my attention on the grammar taught.

strongly agree  agree  uncertain   
 disagree  strongly disagree

Video helped me understand the conversation going on better.

strongly agree  agree  uncertain   
 disagree  strongly disagree

The speaking rate was too fast for me to follow.

strongly disagree  disagree  uncertain   
 agree  strongly agree

Video helped me remember what I learnt.

strongly agree  agree  uncertain   
 disagree  strongly disagree

I had no problems viewing the lesson. The sound and picture were very clear.

strongly agree  agree  uncertain   
 disagree  strongly disagree

Video classes encouraged me to use English outside class.

strongly agree	<input type="checkbox"/>	agree	<input type="checkbox"/>	uncertain	<input type="checkbox"/>
disagree	<input type="checkbox"/>	strongly disagree	<input type="checkbox"/>		

I enjoyed studying English by video.

strongly agree	<input type="checkbox"/>	agree	<input type="checkbox"/>	uncertain	<input type="checkbox"/>
disagree	<input type="checkbox"/>	strongly disagree	<input type="checkbox"/>		

Video encouraged me to speak English faster.

strongly agree	<input type="checkbox"/>	agree	<input type="checkbox"/>	uncertain	<input type="checkbox"/>
disagree	<input type="checkbox"/>	strongly disagree	<input type="checkbox"/>		

I would certainly recommend English by video to other students.

strongly agree	<input type="checkbox"/>	agree	<input type="checkbox"/>	uncertain	<input type="checkbox"/>
disagree	<input type="checkbox"/>	strongly disagree	<input type="checkbox"/>		

Please state what you liked least about your video classes.

---



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Please indicate what you liked most?

---



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استبيان

اللغة الأولى :

الاسم :

اللغات الأخرى التي يتكلمها الدارس :

السن :

اسم المدرسة / الكلية :

المستوى :

رجاء قراءة الأسئلة التالية وكتابة العلامة ( ) امام الاجابة الصحيحة .

١ - هل سبق لك دراسة اللغة الانجليزية نعم [ ] لا [ ]

٢ - هل كنت تستعمل الكتاب أم " الفيديو " ، أم كليهما ؟

الكتاب [ ] الفيديو [ ] كليهما [ ]

٣ - لماذا تدرس الانجليزية ؟

أ - لتساعدني في الحصول على وظيفة أفضل .

ب - ليسهل على التحدث مع أهلها .

ج - احتاجها للتخرج في المدرسة / الكلية .

د - احب اللغات .

رجاء وضع العلامة ( ) في الموضع الذي يعبر عن رأيك أفضل من كل :

١ - كان فصلي سهلا .

أوافق جدا [ ] أوافق [ ] غير متأكد [ ] لاأوافق [ ] لاأوافق مطلقا [ ]

٢ - أشعر أن لغتي تحسنت بعد المقرر .

أوافق جدا [ ] أوافق [ ] غير متأكد [ ] لاأوافق [ ] لاأوافق مطلقا [ ]

٣ - كانت الدروس طويلة جدا .

أوافق [ ] أوافق جدا [ ] غير متأكد [ ] لاأوافق [ ] لاأوافق مطلقا [ ]

٤ - كنت أفهم تعليمات المدرس بسهولة .

أوافق جدا [ ] أوافق [ ] غير متأكد [ ] لاوافق [ ] لاأوافق مطلقا

٥ - استطيع تذكر ما درست بسهولة .

أوافق جدا [ ] أوافق [ ] غير متأكد [ ] لاأوافق [ ] لاأوافق مطلقا

٦ - كانت دروس الانجليزية شيقة .

أوافق جدا [ ] لاوافق [ ] غير متأكد [ ] لاأوافق [ ] لاأوافق مطلقا

٧ - ماذا أعجبك أكثر في الدروس ؟

٨ - ماهو أكثر شيء لم يعجبك ؟

٩ - كيف يمكن تحسين هذه الدروس في رأيك ؟

١٠ - الفيديو ساعدنى أن اركز انتباهى على القواعد التى درست

أوافق جدا [ ] أوافق [ ] غير متأكد [ ] لاوافق [ ] لاأوافق مطلقا

١١ - الفيديو ساعدنى فى فهم المحادثة أفضل .

أوافق جدا [ ] أوافق [ ] غير متأكد [ ] لاوافق [ ] لاأوافق مطلقا

١٢ - كانت سرعة الكلام لاتسمح بالمتابعة .

أوافق جدا [ ] أوافق [ ] غير متأكد [ ] لاأوافق [ ] لاأوافق مطلقا

١٣ - ساعدنى الفيديو على تذكر ماتعلمت .

أوافق جدا [ ] أوافق [ ] غير متأكد [ ] لاأوافق [ ] لاأوافق مطلقا

١٤ - لم أجد مشكلة فى متابعة الدرس .

أوافق جدا [ ] أوافق [ ] غير متأكد [ ] لاأوافق [ ] لاأوافق مطلقا

١٥ - الدروس شجعتنى على استعمال الانجليزية خارج الفصل .

أوافق جدا [ ] أوافق [ ] غير متأكد [ ] لاأوافق [ ] لاأوافق مطلقا

- ١٦ - لقد استمتعت بدراسة الانجليزية عن طريق الفيديو .  
أوافق جدا [ ] أوافق [ ] غير متأكد [ ] لاأوافق [ ] لاأوافق مطلقا
- ١٧ - ساعدنى الفيديو أن اتكلم الانجليزية أسرع .  
أوافق جدا [ ] أوافق [ ] غير متأكد [ ] لاأوافق [ ] لاأوافق مطلقا
- ١٨ - بكل تأكيد أوصى الطلبة الآخرين بدراسة الانجليزية عن طريق الفيديو .  
أوافق جدا [ ] أوافق [ ] غير متأكد [ ] لاأوافق [ ] لاأوافق مطلقا
- ١٩ - ماهو أكثر شيء لم يعجبك فى دروس الفيديو ؟
- ٢٠ - ماهو أكثر شيء أعجبك فى دروس الفيديو ؟

APPENDIX G

Mann-Whitney U-Test Table

$p = 0.05$

Table V Critical Values of  $U$  in the Mann-Whitney Test\*

$n_1 \backslash n_2$	9	10	11	12	13	14	15	16	17	18	19	20
1												
2	0	0	0	1	1	1	1	1	2	2	2	2
3	2	3	3	4	4	5	5	6	6	7	7	8
4	4	5	6	7	8	9	10	11	11	12	13	13
5	7	8	9	11	12	13	14	15	17	18	19	20
6	10	11	13	14	16	17	19	21	22	24	25	27
7	12	14	16	18	20	22	24	26	28	30	32	34
8	15	17	19	22	24	26	29	31	34	36	38	41
9	17	20	23	26	28	31	34	37	39	42	45	48
10	20	23	26	29	33	36	39	42	45	48	52	55
11	23	26	30	33	37	40	44	47	51	55	58	62
12	26	29	33	37	41	45	49	53	57	61	65	69
13	28	33	37	41	45	50	54	59	63	67	72	76
14	31	36	40	45	50	55	59	64	67	74	78	83
15	34	39	44	49	54	59	64	70	75	80	85	90
16	37	42	47	53	59	64	70	75	81	86	92	98
17	39	45	51	57	63	67	75	81	87	93	99	105
18	42	48	55	61	67	74	80	86	93	99	106	112
19	45	52	58	65	72	78	85	92	99	106	113	119
20	48	55	62	69	76	83	90	98	105	112	119	127

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 Harcourt Bruce. Jovanovich, Inc., New York, 1978, 449.



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