Integrating Videos in English as Foreign Language Class to Enhance Listening comprehension: A Literature Review

دمج مقاطع الفيديو في قسم تدريس اللغة الانـجليزية كلغة أجنبية لتعزيز الاستماع والاستيعاب : دراسة أدبية

Hamma Benouareth [1, *], Salah Kaouache [2]

[1] Mentouri Brothers University, 1BP, 325 Road of Ain El Bey–Constantine, Algeria.

[2] Prof. Lecturer at Mentouri Brothers University–Constantine, Algeria.

Abstract

Acquiring any language implies to be able to understand what is uttered. Listening skill is considered as the cradle for learners to ameliorate their language proficiency. It is worth noting that listening skill is rarely dealt with in class, specifically in Algerian schools. The focus is mostly put on the writing and reading skills. The problem is that many teachers are not familiar with these kinds of materials (datashows, computers, projection screens…) that are very demanding in terms of time, finance and effort, and most of the time unavailable at schools. When listening is dealt with, it is most of the time about listening to teacher's voice that is not purely authentic. These ways of dealing with the listening skill have bad outcomes on students' listening comprehension proficiency. Few teachers may resort to use either oral materials, or visual aids; but hardly ever the combination of both. Many researchers such as Wright (1976), Ur (1984) and Vandergrift (1997) assert on the importance of audio-visual materials in teaching. Video is regarded an effective teaching material since it serves to bridge the gap that exists between reality and educational syllabi. This paper aims at shedding light on the usefulness of using videos in EFL class to ameliorate students listening comprehension. It seeks to provide necessary techniques for using them efficiently so as to help learners to grasp what is meant since they offer visual and aural contexts simultaneously. It further aims at investigating the contribution of videos in teaching and learning English.

ملخص

ان اكتساب أي لغة يعني أن تكون قادرًا على فهم ما يتم نطقه. تعتبر مهارة الاستماع مهدًا للمتعلمين لتحسين إتقان لغتهم. و الجدير بالذكر أن مهارة الاستماع نادراً ما يتم التعامل معها في الفصول الدراسية ، وتحديداً في المدارس الجزائرية. يتم التركيز في الغالب على مهارات الكتابة والقراءة. تكمن المشكلة في أن العديد من المعلمين ليسوا على دراية بهذه الأنواع من المواد (لوحات البيانات وأجهزة الكمبيوتر وشاشات العرض ...) التي تتطلب الكثير من حيث الوقت والمال والجهد ، ومعظم الوقت غير متوفرة في المدارس. عند التعامل مع مهارة الاستماع ، يتم اللجوء غالبا للانصات الى صوت المعلم اللذي يعتبر غير أصلي. هذه الطرق للتعامل مع مهارة الاستماع لها نتائج سيئة على إتقان الاستماع و الاستيعاب لدى الطلاب. قد يلجأ القليل من المعلمين إلى استخدام المواد الشفوية أو الوسائل البصرية ؛ ولكن نادرا ما يكون الجمع بين الاثنين. يؤكد العديد من الباحثين مثل رايت (1976) ، يور (1984) وفاندرجريفت (1997) على أهمية المواد السمعية والبصرية في التدريس. يعتبر الفيديو المادة الأكثر فاعلية لأنه يعمل على سد الفجوة الموجودة بين الواقع والمناهج التعليمية. تهدف هذه الدراسة إلى تسليط الضوء على فائدة استخدام مقاطع الفيديو في فصل اللغة الإنجليزية كلغة أجنبية لتحسين الاستماع و الاستيعاب للطلاب. وهي تسعى إلى توفير التقنيات اللازمة لاستخدامها بكفاءة لمساعدة المتعلمين على فهم المعنى حيث أنهم يقدمون سياقات بصرية وسمعية في نفس الوقت. كما تهدف إلى التحقيق في مساهمة مقاطع الفيديو في تعليم وتعلم اللغة الإنجليزية.

* Corresponding author at: Mentouri Brothers University, 1BP, 325 Road of Ain El Bey–Constantine – Algeria
Email : benoua–reth@yahoo.com

1. Introduction

Unfortunately, learning foreign languages remains a major problem in schools for the overwhelming majority of Algerian students as indicated by experts in the field of education, who participated in a symposium aimed to reform the Algerian school [1]. Fewer studies have been conducted to investigate this critical problem and find ways to alleviate it in our country. The listening skill is regarded as a fundamental element in acquiring any language. Krashen et al (1983) assert that the process of language acquisition cannot be accomplished unless we provide learners with appropriate comprehensible input [2]. In a similar vein, Hansan (2000:138) affirms that listening comprehension is crucial for language proficiency and affects positively the development of other skills. The listening skill is of paramount importance in language learning and learners acquire more competence from it than from other skills. Despite the fact that it improves vocabulary, enhances language competency and boosts learners' eloquence, however, listening is neglected by teachers while preparing their lesson plans. Listening must be planned, taught developed and assessed [3].

So as to impart effectively, three main factors should be taken into consideration which are: the person giving the information, the message and the receiver. To form explicit messages as well as making learning more enjoyable and attractive, teachers incline to use teaching aids. Froebel Frederich (1782-1852) was one of the foremost scholars to design such aids for teaching purposes. He formulated the theory of play and activity as being the young child's most powerful learning tool in all areas [4].

Many learners find themselves embarrassed in understanding spoken forms of language [5]. This difficulty persists when they want to communicate effectively especially with natives. One possible solution to alleviate this problem is by using well designed video-based activities [6]. They have proved to catch students' interest and ameliorate their enthusiasm and motivation towards learning [7]. The use of variety of instructional materials helps in developing the degree of students' skills in language

proficiency. Instructional materials identified by Ibeneme (2000) as those materials used by tutors in classroom and workshops for instruction and demonstration to foster students' comprehension [8].

Video and other audiovisual teaching aids have existed since 1970s. Nevertheless, its predominant use was limited to last two decades due to abundance in quantity, high quality and low costs. The present study aims to look for the theoretical impact of video on learning. It identifies outcomes of some previous studies and the effects of video use on learners and the classroom atmosphere as a whole.

2. Literature Review

Listening is widely considered the primary medium for language learning since it equips the linguistic environment and arranges phases of acquisition. It affords learners with comprehensible input. Anderson and Lynch (1988:6) confirm that the process of understanding doesn't depend on speaker's utterance, but it is related directly on the listener's ability to stir all kinds of previous linguistic knowledge and compare what he hears to what he knows so as to apprehend the speaker's intended meaning [9]. Vandergrift (1997) stipulates the necessity of listening skill to comprehend target language [10].

The listening skill is regarded a complex process that entails active mental beahviours and comprises perception, cognition and memory. Thompson & Rubin (1996:331) identify listening process as active mental phenomenon in which listeners opt to be selective in treating and interpreting auditory input [11].

Researchers including: Zucker, Moody, & McKenna (2009), indicated that the use of audiovisual aids will raise children's comprehension of stories [12]. By contrast to written documents, Verhallen, Bus, & de Jong (2006) asserted that audiovisual materials afford additional features (nonverbal information) that promote students' understanding through making correspondence between written script and its visualized events [13].

Learners show higher concentration to verbal scripts when it is combined side by side with the visual script [14]. Mayer's cognitive theory of multimedia

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learning (2003) stipulates that better understanding and comprehension take place when information is displayed both verbally and visually [15]. In his dual coding theory, Paivio (2007) identified verbal and visual information as two isolated but interrelated channels [16]. Consequently, processing both types of stimuli concurrently speed up and simplifies learning; since visual information can carry cues that brings clarification and promotes perception of nonverbal information [17].

3. Schemata Theory and Listening Comprehension

It deals with previous knowledge, ideas, concepts and attitudes that listeners formulate while listening to any sort of scripts. Piaget identified schema as the process of acquiring any kind of knowledge [18]. Schema provides the possibility for listeners to experience prediction sub-skill. The theory gained importance among scholars and later on was developed thoroughly by many cognitive linguists. Rumelhart (1980:33-58) defined schemas as communicative structures of knowledge that forms person's cognitive ability which enables him to arrange information in long term memory [19]. Taylor (2007) introduced schema as a complicated but well-organized mixed invisible system of theories, attitudes and beliefs, which were identified and retained in the brain [20]. Anderson (2012) declared that already memorized knowledge that were stored in slots inside person's mind, are of paramount importance in encoding new objects and eliciting information by comparing structures that share the same values and possess identical characteristics [21].

Accordingly, as soon as the information is stored in long term memory in the form of schemas, it cannot be easily erased from the mind. Furthermore, schemas are able to be altered, augmented and expanded according to person's knowledge, experiences and beliefs. As soon as new information is perceived and apprehended, adequate schema is stimulated to analyze, classify and incorporate the new features. Ultimately, the schemas are renovated and enlarged. Consequently, constructing and renewing schemas is said to be active and dynamic process [19].

Listening comprehension is a cognitive behavior that comprises communication with language input based on schemas stored in person's mind. According to Bacon (1992), there are two main views of listening process; the top-down and bottom-up processing are two ways to treat information [22]. In the top-down processing the brain can rely on his schemas to predict, conceive and grasp the provided knowledge. So, language is handled and integrated with the help of background knowledge. In the bottom-up method, information is treated starting from basic fundamental language units. Hence, language input can be deciphered easily if the person's mind possesses phonological, morphological, lexical and syntactical knowledge [23].

The two methods of information processing are flexibly correlated and incorporated in listening comprehension so as to attain mutual renovation and reinforcement. Comprehension of language units can trigger prior knowledge, whereas stimulation of background knowledge can foster profound comprehension and boost understanding of language input. All in all, the top-down and bottom-up processing are regarded as the intrinsic components of a unified entity.

4. The importance of embedding videos in the process of teaching/learning

While watching any kind of videos – whether it is movie, documentary, videoclip of songs, tv program, etc.; you find yourself affected with different feelings and emotions, such as amusement, joy, sorrow, kindness, anxiety, grief, weirdness or even monotony. These senses are often elicited and intensified by the temper generated by actors' visual appearance and their soft/shrill voice, visual scenes and background music. Berk (2009) Identified the hidden power of videos as a piece of magic since it affects human's emotions, mood and mentality. This hidden power entices people to download various kinds of videos so as to feel the same experience again and again. This addiction towards videos can be exploited positively in the process of teaching/learning. Tutors are able to use videos as an instructional material to motivate learners, encourage them and make best use of their willingness to study hard so as to increase their

mental ability in perception of different intellectual and emotional aspects [24].

5. Relationship between videos and mental ability

Many researchers analyzed the process by which students' brain deals with videos to facilitate learning.

5.1. Core Intelligences: According to Gardner's multiple intelligences [25], each students' brain possesses core intelligences, which are:

5.1. a- Verbal/Linguistic : Learners adore the four skills (reading, writing, speaking, listening). They learn through open discussions, debates and they enjoy word puzzles.

5.1. b- Visual/Spatial: students have a powerful sense of space, distance and measurement. They enjoy remembering pictures and learn with visual aids including colourful displays, diagrams. They like much more arts of painting, decoration and sculpture using their imagination.

5.1. c- Musical/Rhythmic: learners appreciate music and rhythm. They are good at imitating sounds and tones with ease. They learn by singing, performing and identifying rhythm.

Neuroscience studies asserted that every learner holds in his brain those three intelligences but with physical distinction in the neuronal network system [26]. Hence, tutors focus on the use of learning strategies that fits learners' intelligences. This method permits each learner to utilize their active intelligences as well as to foster weaker ones. The inclusion of videos can suit all the six previously mentioned intelligences [27].

Goleman's (1998) emotional intelligence is linked directly to videos. Music in videos can arouse emotional stimulus of approval/ disapproval, enthusiasm or motivation [28]. Videos associated with music can be used to impart effectively at a deeper level of comprehension, focusing on their emotional senses [29].

5.2. Left and Right Hemispheres

Human's brain is composed of two separate hemispheres that lead to two different ways of thinking and reasoning: verbal and nonverbal [30].

5.2.a. The left hemisphere: It deals with logical, analytical, and objective side of information. It is responsible for control of the right side of the body, and is the more academic and rational side of the brain that treats analytical thoughts, language reasoning science and math numbers skills. It is considered as the verbal side that is organized, realistic, well-structured and planned [31].

5.2.b. The Right Hemisphere: It is often said to deal with intuitive, thoughtful, and subjective side of information. It is responsible for control of the left side of the body, and is the more artistic and creative side of the brain. It is regarded as the nonverbal side that deals with art awareness, creativity, imagination, insight, holistic thought, music awareness and 3-D forms. The right hemisphere is sensitive, compassionate, spontaneous and chaotic [32].

Videos entail the use of both hemispheres. The right side has to do with sound systems, harmony, tune and visual images, whereas the left side performs tasks related to scheme, discourse, rhythm, discussions and lyrics [33].

5.3. Triune Brain: Brain's cross section displays three layers:

5.3.a. The Stem (Reptilian Brain 5%) Controls vital functions, such as body temperature, breathing, equilibrium, heart beats and sound volume.

5.3.b.The Inner Layer (Limbic Brain10%) Records memories of appreciated and undervalued experiences. It is said to be the core of our feelings.

5.3.c. Neocortex Brain (Also known as Cerebral Cortex Brain 85%): It has a dominant role in controlling the development of human's various senses: speaking, hearing and vision. It seeks to oversee the evolution of language, thoughts and consciousness [34].

So, human's brain functions by combining sounds of recorded memories side by side with emotions of inner layer to create a comprehensible, unified form of video production inside our mind. We can figure out that the notion of Tribune Brain simplifies and promotes our comprehension and implication of videos in the process of teaching/learning.

Brain wave frequencies are another crucial factor that should be taken into account. Human's brain functions appropriately with the presence of four types of waves that represent various levels of consciousness, which are: Delta, Theta, Alpha and Beta. Alpha and Beta waves help the brain to relax whereas Delta or Theta waves are activated to encourage students for learning and increase their concentration and memorization. Alpha waves are activated in the right hemisphere, when students perform tasks related to reading, observation and contemplation or while attending lectures in amphitheatres. Videos stir emotional side in the brain, letting left hemisphere relax, allowing Alpha waves' performance to increase. Periods of relax and repose for the brain are substantial during rehearsal, remembering and reviewing content since information is engraved promptly into-long term memory [35].

Beta waves are activated in the left hemisphere when the brain is completely awake. In such cases, it is potent for teachers to plan multitasking activities, using videos to draw students' attention since their brain works at utmost speed.

Therefore, it is mandatory for all instructors to grasp all these features related to mental ability, triune brain, left and right hemispheres and brain waves so as to put real foundations for a better atmosphere of learning and to promote students' mastery of language.

6. Videos and Multimedia Learning

The dual coding of verbal and nonverbal communication has been analysed by many theories of learning. Verbal communication takes place through auditory, visual and articulatory codes, whereas non-verbal communication includes gestures, facial expressions, eye-contact, shapes and emotions. We try to summarize pertinent theories for the use of videos and its various classroom implications.

6.1. Multimedia Learning Theory

Many studies investigated the effects of multimedia strategies on the process of learning. Multimedia represents the presentation of data in two ways: auditory/verbal or visual/pictorial [36]. Those strategies of learning incite on the use of auditory /

video media, PowerPoint [37], as well as computer assisted video learning [38]. Mayer's (2001:54) cognitive theory of learning is comprised of five steps:

a. Choosing pertinent terms to be dealt with in verbal working memory.

b. Choosing pertinent images to be dealt with in visual working memory.

c. Arrange chosen items into a verbal mental pattern.

d. Classify chosen images into a visual mental pattern.

e. Merge verbal and visual patterns and incorporate them with prior knowledge [36].

Mayer's cognitive theory serves as a modified model of Paivio's (1986) dual coding theory [39], Baddeley's (1999) working memory model [40] and Sweller's (1999) cognitive load theory [41]. Mayer's research results show the significant effect of audio-visual data (as in videos) for beginners and visual learners. Therefore, integrating videos in teaching is substantial mainly as a warming up for lessons, introductory courses, clarifying complex topics. It suits slow learners as well as visual/spatial learners.

The practical findings on the efficiency of videos integrated in EFL courses are promising. Various studies in the field of teaching and education such as: Richardson & Kile, 1999 [42]; LeFevre, 2003 [43]; indicated significant findings favouring videos. These studies support the dual coding theory that insist on verbal/visual stimuli to foster profound learning, memorisation and comprehension. Learning under audiovisual terms proved to be more beneficial than learning under verbal terms alone. This trend was encouraged with the picture superiority effect introduced by many scholars: Paivio, Rogers & Smythe in 1968 [44], as well as Nelson, Reed & Walling in 1976 [45].

6.2. Audiovisual Aids in Classroom

Our life has been affected with the development of technology. It becomes impossible to live without all these stunning equipments including: mobile phones, internet, laptops…Some of the tools currently available can be used either by students or have potential implementation in the classroom.

6.2.a. Tools for Students

Today's students are known as "digital natives" since they are familiar with the use of sophisticated technological materials [46]. They are native users for digital screens and they master skilfully computers, video games, internet and all other tools of this digital age [47].

Many researchers in the field of audiovisual learning indicate that students spend from 6.5 to 11 hours per day performing one or more of the following activities: listening to music, playing games, sending messages, watching videos and calling on iPhones [48]. They live in a complex, sophisticated, blended, digital, outstanding, going-on media environment [49]. Net generation students function at utmost speed due to the impact of video games on their mental behaviours which allows them to master difficult activities and perform accurate choices [50]. Classroom tasks should be implemented and directed to extend students' proficiency they already maintain.

6.2.b. Tools for the classroom

Videos are quite useful for small groups or small-class size activities. They can be designed on Pc or Mac with audio output inside classroom, while video clips can be embedded into PowerPoint presentation. Teachers can find a way to motivate students by giving them the opportunity to assist and find a way to configure and fix video problems.

7. Techniques for Selecting Convenient Videos

Various issues should be taken into account when selecting appropriate instructional videos for classroom use. This section provides guidelines for: standards of selection, sorts of videos and their sources of selection.

7.1. Types of Videos

There are various types of videos that can be designed for classroom use including: drama, action, romantic comedy, documentary, TV programs, commercials, music and amateur videos. The best choice for any kind of video categories depends on instructional aims and outcomes of the learning process along with students' characteristics and interests.

These types of videos stir feelings of joy, passion, amusement, pleasure, agitation, irritation, panic and dread. Teachers should specify the effect they want to reach in a given learning situation in order to apply appropriate videos and disregard videos that disturb and diminish learning outcomes [24].

7.2. Selecting Convenient Videos

Videos are ranked from "G" for public audiences to "NR" which is directed to specific people to get in touch with it because its content carries graphic assault, filthy language or even nakedness. Most present movies and videoclips make use of such vices to attract maximum audiences. Therefore, if instructors wanted to use any sort of videos as a teaching tool, they should filter its content to what is suitable and convenient for a teaching/learning context [24]. Teachers should set forth all norms followed to adjust and alter videos according to students' characteristics and behaviours towards its content, video structure and video offensiveness [51]. The first norm is linked to age differences, gender, ethnic background, mother tongue and language preferences. The second norm is important in designing suitable instructional tool. Teachers must take into account the following guidelines [24]:

7.2. a. Duration: video shouldn't be long so as to tackle language points easily and not to leave students' mind stray.

7.2. b. Context: reliable and clear everyday language use is recommended to allow students apprehend the content.

7.2. c. Visual cues: instructors should remove all irrelevant actions and restrict range of acts to what is related directly to the purpose so as to avoid confusion and distraction.

7.2. d. Number of actors: restrict number of participants as much as possible to make the tackled point easier for students.

7.2. e. Authenticity: another crucial factor that tutors should take into account is the quality and origin of the input, along with the reason behind using it. Many researchers (such as Besse, 1981; Riley and Zoppis, 1985; Underwood, 1989) advocate for incorporating

recorded dialogues in listening tasks because they offer tangible and authentic language for learners.

Ur goes beyond input authenticity to focus on "real-life listening". He asserts that real-life listening offers learners adequate exposure to linguistic items. Furthermore, it paves the way for learners to be active and dynamic listeners which enables them to express their ideas [52].

Finally, the content of videos must be appropriate for instructional use. Scenes such as showing disdain for females, racial and ethnic groups; mental or physical contempt of anyone; illegal drug usage and other abusive content. Offended students feel themselves embarrassed, frustrated and depressed; they end up quitting lessons. The purpose of video inclusion is to facilitate the process of learning not to hamper it. Consequently, teachers should discard any potential abusive scenes that probably affect students' values, beliefs and principles [24].

7.3. Sources for Selecting Videos

Videos selected for lessons across the curriculum are composed of clips that most of students should be familiar with.

7.3.a. Published sources and websites: many books pointed out how to apply commercial videos to "management and leadership" lessons. Champoux (2001b) presented an organized system to clarify and support management, experiential exercises and visual metaphors. He introduced wide range of workbooks to develop human resources, management strategies and organizational behavior [53].

In a similar vein, many researchers contributed in illustrating the importance of videos on different areas of education such as: natural sciences, creative arts, society and culture. Clemens and Wolff (1999) [54] insisted that popular movies can teach leadership challenges and skills; Higgins and Striegel [55] produced videos on management lessons to strengthen learning in logistics, entrepreneurship and moral values; while Pluth (2007) displayed plenty videoclips on leadership, team building, marketing, segregation and other similar topics related with increasing mental ability in concentration and

rehearsal [56]. Golden (2001) established close relationships between using movies to teach literature and textual analysis [57]. O'Bannon and Goldenberg (2008) examined the use of documentary videos to promote students' comprehension in various fields such as: sports, tourism, and physical education and environment [58]. Researchers gave instructions on framing methods, discussions, reflection questions and multiple tasks to motivate and engage students in the learning phase.

There are myriads of websites that display videos for teaching accompanied with lesson plans, learning instructions and classified by themes. Some of them are:

http://www.teachwithmovies.org

https://www.videoclass.com/

http://www.geocities.ws/depedoroquieta/

Most appropriate sources to select videos for class use are TV programs based on Nielson Media Research survey results for college students, movies based on Oscar winners and most popular ones, most viewed YouTube videos and already designed videos for educational purposes [24].

8. Techniques for Using Videos in Teaching

Many researchers (Champoux, Golden, O'Bannon and Goldenberg…) described methods and techniques implemented for using videos in specific fields (English, marketing, sports…) inside the classroom. For other subjects, there is no specific technique to follow. Hence, teachers can create their own instructional videos by combining image, music, and audio narration into videoclip for classroom use [59]. The most common techniques for using videos in teaching are:

1. Tick appropriate videos that suit the content you want to illustrate.

2. Plan beforehand your lesson with guidelines to supervise your students.

3. Provide concise presentation of the video with preliminary hints so as to support learners comprehension and grasp context.

4. Play the video.

5. Make pause, rewind or even replay the video to discuss, highlight and clarify certain points.

6. Devote time for learners to think, combine and analyze data.

7. Interact with your learners in an open class discussion based on queries on certain points to direct them towards concepts you want to look for.

8. Learners should think in a collaborative manner by sharing their ideas together in small/large groups. [24]

9. Advantages of Using Videos in the Teaching Process

The use of video materials encompasses wide range of benefits such as providing content and information especially for literary fields such as documentaries on species of animals, civilizations and landscapes. Moreover, it can be more motivating through providing additional clarification for a certain concept or principle. Christopher and Ho (1996:186) assert that video movies offer topics and ideas for learners to be discussed in an entertaining and enjoyable settings. For instance: using the movies of *"Full House/ Meet the Parents"* to illustrate family relationships. Furthermore, it affords the possibility to give alternative perspectives. For example: in the field of political science, tutors compare dialogues and debates of famous politicians so as to express alternative attitudes and new arguments [60].

Video serves to bridge the gap between abstract content and real-life. Learners want to find relationships between what is learned and real world. The results of a study conducted by Maneekul (2002) revealed that students' listening skill increased when using authentic material and native speakers' video programs. For example, for further information related to racial discrimination, teachers are recommended to encourage their students to watch Martin Luther king's documentary [61].

In addition to that, video is regarded the best equipment to activate learners critical thinking. Analysing good and bad behaviours of people on a TV program/movie can arouse students' critical thinking. It is very useful to make learners work in a collaborative manner which is one of the main characteristics of "the net generations". It motivates students for learning, grasps their attention and stimulates them to acquire the target language as well as its culture [47].

It is widely used by teachers to inspire their learners. Integrating videos can have tremendous effect on learners' mood, enthusiasm and thoughts. For instance, instructors can present parts of "the pursuit of happiness" to encourage their students to fulfil their dreams. It is extremely useful to insert a fanny video from time to time as a break. It serves to refresh students' minds and remove monotony and boredom from the classroom [24].

10. Major Obstacles for Video Integration and Ways to Overcome Them

The main obstacle encountered by students is the speed of speech. Faster speech rates negatively affect learners' comprehension [62]. Flowerdew and Miller (1992) pointed out that rapid speech hampers learners understand the spoken language, even if they are familiar with the content of the delivery [63]. Moreover, it is hard for learners to comprehend the passage without making enough pauses. Pauses are decisive elements to attain comprehension [64]. They facilitate the process of learning by offering time for listeners to treat and classify data in the memory. Also, they are very useful for learners since they provide enough time to take notes [65]. Hence, instructors ought to take these factors into account to suit learners' needs.

Another problem is that learners are unable to repeat what they didn't understand. The decision is up to teachers who judge whether to repeat the whole video, specific part of it or move directly to class discussion and other activities [62]. That is why Ur (1984) urged tutors to repeat the delivered passage at least twice so as to enable learners to understand the discourse.

Furthermore, Learners feel fatigue and distracted when they watch and listen to a long video or the topic is unfamiliar. One possible solution for teachers is to break it down into sections accompanied with different activities that attract students' attention [63].

Noise is another obstacle that hampers better input comprehension. Background noise of the listening

script (everyday conversations, street gossip) as well as noise coming from school yard, other noisy classes and corridors help learners to stray away from the content of the passage. Therefore, it is advisable to clarify the topic and discuss the main components of the video with learners beforehand [66].

Harmer (2006) mentioned some obstacles that might appear for instructors while teaching via videos. He stated that learners can be influenced with "nothing new syndrome" which is resulted from considering videos as any other ordinary teaching material. In addition to that, bad quality of videos, bad viewing conditions and lack of experience in dealing with technological means may represent drawbacks for teachers to achieve successful lesson. Therefore, teachers should attend training sessions for using modern educational equipments so as to be familiar with those tools that are used to support teaching/ learning process and to avoid potential technical problems [67].

11. Conclusion

This article aims to shed light on the advantages of implementing videos in the classroom. Videos revealed significant importance for teaching today's net generation since it suits most of students' learning styles and their multiple intelligences [68]. Veenema & Gardner (1996) pointed out on the close effect of media and students' intelligences. A thorough analysis of the theories and researches conducted on the impact of videos on the brain was done accompanied with a study of the inclusion of videos in certain disciplines; mainly literature.

The research on videos proved to promote learners' memory, increase comprehension, understanding and profound learning. Multiple examples of research in a wide range of fields were described.

The development of audiovisual teaching aids and the sources for choosing suitable videos were presented. Combining variety of audiovisual tools in presenting lessons changes students' passive role to be more dynamic. Videos promote their achievements through developing concentration and active involvement in lessons. Consequently, it affects positively students' manner of learning. Teachers are eager to use videos

to illustrate the difference between tangible and conceptual features of knowledge which promotes students' motivation and enthusiasm towards learning.

Videos are not considered mere means of interaction and communication but also new medium for speculation. It paves the way to contemplate in various sorts; visual, verbal, auditory, kinetic or a fusion of these modes of presentation.

Instructors, who teach themes related to disciplines already covered with instructional videos, lesson plans and guidelines, have the opportunity to include them in their process of teaching. Embedding videos adds another new dimension for learning. Still, additional effort is needed from researchers to cover other remaining disciplines in order to support video use in education.

Conflict of Interest

The author declare that they have no conflict of interest.

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