AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

The Impact of Interactive Video Tools on Listening and Speaking Learning Outcomes in A VC-based EFL Context.

A thesis submitted in

partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

By

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Dedication

I dedicate this research to the soul of my dear brother, the martyr lieutenant, Jawad Mohammad Mohammad, who broke my heart ending his life shortly and who always encouraged me to attain higher degrees in my education and professional career. He was and will always be the main motivation for further completing my studies .

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Abstract

The use of video materials in the field of teaching English as a foreign language has been widely common. In recent years, videoconferencing-based learning platforms have been enhanced with interactive video tools which allow the learner to shift from a passive viewer to an active participant.. This study aimed to investigate the effect of interactive video tools on the development of English listening and speaking skills in a videoconferencing-based EFL context and gauge the participants' attitudes towards the interactive video tools. The study adopted a pre-test/post-test design involved applying and used two interactive tools _Edpuzzle and Flipgrid_ in the treatment group. The results of the speaking tests demonstrated significant improvement in the speaking performance of the treatment group participants. Nonetheless, based on the results of the listening tests, there was no significant improvement in their listening skills. Finally, the findings of the survey also revealed the students' positive attitudes towards the two video tools.

Keywords: Edpuzzle, Flipgrid, Videoconferencing, listening and speaking, video interactive tools, learning outcomes, attitudes.

Chapter One: Introduction

Research suggests that listening and speaking are essential for learning English as a foreign language and, therefore, should receive enough emphasis in EFL curricula. EFL learners, however, seem to recurrently have problems with listening such as comprehension challenges related to the length and the speed of input, unfamiliar vocabulary and grammatical structures (Gilakjani & Ahmadi, 2011; Hasan, 2000; Namaziandost et al., 2019). Similarly, research has shown that EFL learners face problems with the speaking skill such as inhibition, lack of confidence , the inefficient amount of vocabulary, anxiety and language-related issues (Abedini, 2017; Khan et al., 2018; Riadil, 2020). In spite of the fact that traditional teaching methods may have their advantages in developing listening and speaking skills, the use of technology renders the teaching-learning experience more useful and interesting (Rachmawati et al., 2020).

In addition to the fact that technology allows learners to self-pace their learning (Casado & Garca, 2000), it also enhances self-centered learning by availing students with the opportunity of accessing learning content at their convenience with the option of self-evaluating and reflecting (Kongrith & Maddux, 2005; Machmud & Basalama, 2017)

1.1 Problem Statement

Previous studies have emphasized the positive influence of technological tools; specifically videos, on learning outcomes, including speaking and listening, in English foreign language (EFL) contexts with accompanying positive attitudes(Albahiri & Alhaj, 2020; Bajrami ,2016 ; Hadijah, 2016; Hamad et al. 2019; María et al., 2018; Sakkir et al., 2020). However, these studies only focused on the use of videos as a tool on its own without integrating other accompanying interactive elements, and although they have shown the benefits of using videos, they do not provide insights into the utilization of accompanying interactive tools and their potential contribution to the development of learner listening and speaking skills by transforming video use from a passive into an active learning activity. Moreover, these studies were conducted in face-to-face contexts rather than videoconferencing-based (VC-based) ones where variables could be different and hence influence the learning outcomes. Accordingly, there seems to be a gap in the literature in terms of the setting and the ways in which video tools were used in previous studies.

1.2 Purpose Statement

This study aimed to explore the educational potential of two video technological tools—Flipgrid and Edpuzzle—in a VC-based EFL teaching/learning context. In addition to the interactive content that Edpuzzle can create, it enables teachers to corroborate students' comprehension and understanding of the video content. As for Flipgrid, it is an

interactive video-discussion application where students can creatively share their ideas responding to a prompt assigned by the teacher. Moreover, it is an example of self-paced learning as teachers can create interactive videos with their own voices accompanied with questions according to students' levels and comprehension capability. Students can add video effects to make the video more lively in addition to providing clues related to their responses (e.g., photos, texts, colors, stickers etc.). The ease of use is a feature of Flipgrid as students can always pause the video recorder whenever they feel the need for revising their thoughts and continue the recording thereafter. Furthermore, students can see the teacher's questions while recording the video so that they stick to the topic. They can also type some ideas on the video screen while recording; however, the teacher can turn this setting off. Most importantly, students can exchange feedback by responding to each other's videos either by a written or video response.

In this respect, the study addressed the following research questions:

RQ1. How effective are the interactive video tools ''Edpuzzle and Flipgrid'' in developing L2 listening skills?

RQ2. How effective are the interactive video tools ''Edpuzzle and Flipgrid'' in developing L2 speaking skills?

RQ3. What are EFL students' attitudes towards ''Edpuzzle'' and ''Flipgrid'' ?

The results of this study might inform EFL teachers' technology-related practices, specifically video-related practices, by demonstrating how the element of interaction might enhance the learner engagement in the learning process and develop learners' listening and speaking skills. Furthermore, the findings of this study will hopefully encourage ELT

training programs to integrate the use of interactive tools as a part and parcel of EFL teaching realia and practices.

Chapter Two : Literature Review

2.1 Video Tools For Developing Listening

Listening is a quintessential skill in second language learning as learners need to understand the speaking utterances of the other interlocutors in order to be able to reply by speaking(Akkara,S., 2020; Kurita, 2012; Rost, 2001; Vandergrift, 2007). Hence, listening is a demanding skill and this needs to be taken into consideration on the teachers' part by tapping new strategies and techniques while teaching this skill (Wah, 2019). Elaborating on the complex concept of listening, Dopemu (2011) states that listening involves four

concepts; ; ''the receptive orientation,'' in which the listener receives the input from what the speaker says; ''the constructive orientation,'' in which the listener pictures and forms meaning; ''the collaborative orientation,'' in which the listener contemplates the meaning in the speaker's message for the sake of responding; and the ''transformation orientation,'' which is creating meaning by means of empathy. Buck (2001), Hamouda (2013), Nadig (2013) and Rost (2002) identify listening as a receptive skill that requires constant interpretation of an oral input and meaning construction. According to them, This process comprises sub-elements such as intonation and stress patterns, images, sound analysis, previous knowledge and other linguistic and non-linguistic clues. Listening comprehension necessitates schemata that involve three modes of input processing. In top- down processes, the listener constructs meaning based on the background knowledge and the context (the speaker and the conditions) that the listener is already familiar with. In this process, the listener tends to fit the new input into their schemata for proper understanding (Carrell & Eisterhold, 1983 as cited in Pourhosein Gilakjani & Ahmadi, 2011). The bottom-up process entails decoding the listening text as follows: phonemes form words, words form utterances, and utterances connected together for implying meaning (Rubin, 1994 as cited in Pourhosein Gilakjani & Ahmadi, 2011). The final mode is the interactive mode in which the listener uses background knowledge, contextual information and linguistic elements; this, in turn, renders the interpretation process easier. (Anderson, 1995 as cited in Pourhosein Gilakjani & Ahmadi, 2011). In addition, the literature has highlighted the importance of authentic listening materials. Listening to such authentic materials via videos can enable students to efficiently understand the spontaneous content of any speech that students may encounter in real-life communication out of the class (Clarke,1989; Krashen, 1982). This is

stated as more proper than exposing students to materials that are specifically designed for a pedagogical content void of authentic communication.

Videoconferencing, which is a synchronous communication medium, in which users can easily share visual and audio tools (Krutka & Carano, 2016), provides tools for enhancing the listening skill. There are various videoconferencing platforms, for instance, Zoom and Skype, which are being used for teaching EFL courses due to their potential for improving learners' L2 skills. Various characteristics of the Zoom platform have been mentioned in the literature such as audio and video modalities, recording and playback, screen sharing, files transfer, chat, ''questions and answers'' , reactions and annotation tools for highlighting and demonstration (Correia et al., 2020). This is refers to enhancing the listening skills (meaningful, constructive and interpretive L2 interaction; Lobley & Ouellette, 2017; Lim & Pyun, 2016; Lenkaitis, 2019; Loranc-Paszylk, 2015;).

Previous studies have investigated various aspects of video application. Namaziandost et al. (2019) carried out a study on the efficacy of videos in developing listening sub-skills. The findings of this research showed that although all listening sub-skills improved after exposure to videos, students highly improved the listening for details sub-skill. A study (Metruk, 2019), conducted on whether the extent of exposure duration to videos could impact the improvement of listening skills, showed that there was no difference between extended exposure , on a daily basis, or average (two-three times a week)exposure to videos. Therefore, his results do not seem to support the assumption that higher daily exposure to watching movies and TV programs in the original (in English) would necessarily lead to better listening skills of EFL learners.

Another facet that has been highlighted in the literature is the use or the non-use of captions while playing videos at an EFL class. Hsieh (2020) and Metruk (2018) conducted similar studies for investigating this issue and found that captions had no significant effect in terms of listening comprehension development; nonetheless, the captions helped in drawing students' attention to the new vocabulary especially when these words were highlighted. On the other hand, other studies comparing groups which were exposed to videos with and without captions highlighted the importance of captions in enhancing the listening ability of students. (Ashari, & Rahmati, 2019; Alabsi 2020; Bensalem, 2017; Pujadas & Muñoz,2020)

The comprehensible input hypothesis (Krashen, 1985) suggests that one can acquire a language in a smooth and easy way on the condition of receiving a comprehensible input. This input may be of a slightly higher level than the current language level (i+1). The input mentioned in Krashen's theory involves all the language skills and sub-skills including grammatical structures and vocabulary. Previous studies, on video use, have accentuated the importance of video application in respect of the comprehensible input enhancement (Ash, 2018; Baimuldinova & Astana,2018; Ningrum & Hartono, 2018; Saito & Akiyama, 2018). Having said that, using such interactive video tools as Edpuzzle could raise the chance of the students receiving a comprehensible input, and this could be accounted for by the fact that, basically, videos feature visual clues that could make the input more comprehensible (Vanderplank, 2019). Besides, Edpuzzle avails students of the chance of answering questions on the spot; the feature which can help students think, analyze and ultimately retain input. One of the very few studies that investigated the use of Edpuzzle was that of Aula (2020) who conducted a study to investigate the potential of Edpuzzle-based videos in developing the listening skills of seventh-grade EFL students. In this study, the

researcher conducted pre- and post-listening tests in order to evaluate the development and progress of students' listening ability. The participants' practices were also observed while watching Edpuzzle-based videos. The results of the study implied that Edpuzzle motivated students to listen and enjoy the listening content. Consequently, students seemed to pay attention and fully notice the listening material, which facilitated the teaching of listening. Most importantly, the findings of the study underscored the tangible improvement of students' listening ability after they watched videos using Edpuzzle.

2.4 Video Tools for Developing Speaking

Due to the world globalization, speaking has become the most important language skill for EFL learners to communicate and achieve their goals in getting understood and involved in meaningful interaction. This language skill, in turn, necessitates, on the teachers' part, implementing various strategies and new techniques for developing and reinforcing this skill (Rao, 2019). Howarth (2001), and Chaney and Burk (1998) define speaking as a two-way process in which two or more persons collaborate to exchange and convey information via verbal and non-verbal elements at a specific context and time. The two main sub-skills of speaking are fluency, i.e., the ability to answer coherently and communicate effectively in a bi-directional way through proper sound combinations, stress patterns and intonation (Hughes 2002; Hedge, T. 2000), and accuracy, i.e., the completeness and exactness of language utterances and forms (Mazouzi, 2013). Thornbury (2005) emphasizes the fact that for a language learner to speak properly, in addition to the proper use of vocabulary, they should use well-structured clauses taking into consideration the context. He also stresses the significance of intonation, stress and pitch as quintessential components. The literature has shed light on the factors that influence speaking. Most importantly, these factors are pertinent to performance conditions, such as time-pressure and planning (Tuan & Mai,

2015) in addition to affective factors such as anxiety , motivation and self-confidence (Krashen, 1982). The other factors are related to listening as students are believed to improve speaking via exposure to listening materials for enhancing their comprehension ability in order to be able to respond to an interlocutor appropriately (Doff, 1998).

Various studies have been conducted for investigating the influence of video use on learners' L2 English speaking outcomes. A number of studies have highlighted the positive impact of Youtube videos on developing the speaking skills in addition to reducing anxiety, enhancing motivation and retaining students' attention during the lesson. (Albahlal, 2019; Dinh, 2018; Muslem et al., 2017; Temyanikova et al., 2019). Moreover, some studies (Nurhayati, 2020; Namaziandost, 2018; Rachmawati & Cahyani,2020; Syafitri et al., 2018; Sulistyawati,2019) have emphasized the significance of using videos in developing learners' pronunciation sub-skill in terms of the fricatives, the plosive voices and the prosodic abilities. These studies employed Youtube videos in addition to Powtoon video digital media (online animated presentation software for creating animated videos). The findings showed that the combination of the sound and the image enabled students to capture the movement and the exact way of pronouncing a word. Essentially enough, these studies highlighted the authenticity of the materials displayed in the videos as it proved to enable students to acquire the prosodic abilities unconsciously and without effort. Additionally, the findings highlighted the effect of using videos with interactive elements,; namely Powtoon animation videos, in comparison with showing videos without interactive tools or features. Nonetheless, Sanjadireja (2020), whose study focused on pronunciation only, negated any relationship between the use of videos and pronunciation enhancement.

Watching videos accompanied with follow-up discussions, and self-recording videos; accompanied with peer feedback can also enhance speaking by adding an interaction

element. The interaction hypothesis (Long, 1981) proposes that language learning ultimately happens through interaction and negotiation of meaning, and this involves the oral communication among speakers in which new language elements get easily learnt . Equally important, according to this theory, error correction could take place during the conversation since higher-level speakers can correct their peers' errors. The application of video tools in a language class has the potential of enhancing such interaction and this has been demonstrated by the findings of previous studies . These studies have investigated the influence of video watching in EFL classrooms and video recording outside the classroom on learning speaking and listening through interaction with the video itself and with peers (Alharbi, 2019; Ahmed, 2020; Rassaei, 2017).

Santos, (2020) documented significant improvement in students' speaking skills after self-recording via ''Flipgrid.'' The findings of the study showed that students , whose age ranged from 11 to 13, spoke with less silent periods, self-correction and pauses after frequently using Flipgrid. Moreover, their speaking speed was enhanced . Budiarta and Santosa, (2020) conducted a study with 22 English language learners who had recurrent meetings to discuss their story-telling and then recorded their stories via Flipgrid. The researchers mentioned that the students recorded their videos only once ; however, this was supported with a huge amount of discussion in the classroom in addition to pair-work cooperation for Flipgrid videos . The results of the study revealed that the frequent recording of Flipgrid videos, for the sake of recording an ultimate satisfying video, increased the participants' speaking confidence. Additionally, the pairwork enabled students to further get acquainted with each other and decrease anxiety of speaking and sharing their videos, as a result. Other studies have investigated retention and motivation level and suggest that video blogging (self-video recording) enhances long-term retention levels and

spurs learners' motivation resulting in higher speaking outcomes than those of the expository strategies such as direct speaking without recording. (Encalada & Sarmiento, 2019; Rakhmanina & Kusumaningrum, 2017).

The positive impact of video logging (vlogging) on expanding EFL learners' vocabulary has been emphasized in the literature as well (Abkary, 2018; Brilianti & Fauzi, 2020; Devana & Afifah, 2021; López Loyola, 2019; Mandasari & Aminatun 2020; Maulidah, 2017; Saputro et al., 2020; Wulandari, 2019). Vocabulary improvement was suggested to be due to looking up the difficult words in a dictionary and repeating the recording for more than one time. Most significantly, these studies put emphasis on the effectiveness of vlogging in terms of producing authentic oral output independently and outside the classroom. The findings of these studies have also shown that vlogging enhances students' confidence in public speaking and make them more aware of their mistakes as students have a chance of watching their video recordings and ,hence, self-assessing. Nevertheless, these studies highlight certain limitations of vlogs, such as time restraint which the teacher sets for students (the duration of video) since students may not be able to concisely and informatively answer all the questions within the set time limit , the amount of time necessary for preparing ideas and weaving the video content, on the students' part, as well as the formidable experience of sharing ones' vlogs with their classmates. Furthermore, the findings reported that some students lacked the necessary technological skills such as the ability to surf the internet properly and work with the application in addition to the lack of equipment such as desktops as some vlogs applications entail desktops for recording rather mobile phones.

The pushed output hypothesis (Swain, 1985) suggests that the input students receive cannot be sufficient for acquiring the language. Consequently, the output that students

produce is vital for their learning and guarantees boosting their fluency and accuracy . Accordingly, students should be pushed to produce a language content and to communicate their ideas; in this way, students practise using the language, self-monitor themselves and receive feedback which, in turn, corrects their utterances and set it in the right direction(Mackey, 2012). Reflecting upon Flipgrid in this respect, it can be suggested that students are , in a certain way, pushed to produce a spoken output and they receive feedback from both the teacher and the classmates. Lopez (2017) conducted an eight-week study to investigate the influence of self-video recording on students' speaking ability. The findings of the study revealed that the pushed output hugely improved students' speaking ability especially after receiving feedback and noticing their own oral production. This improvement was accompanied by vocabulary increase. It is worth noting that the study involved mere rehearsal of cooking recipes by students rather than spontaneously responding to a set of questions. With regard to Flipgrid , Lowenthal and Moore (2020) and Mango (2019) reported that students found Flipgrid useful in improving their speaking and enhancing their speaking confidence in addition to the ease of use. Chien et al(2020) reported significant impact of the peer-assessment option, that self-video-recording applications feature, in the sense that students improved their speaking skills based on their peers' feedback. On the other hand , some participants provided irrelevant feedback, while assessing their peers' videos, and that did not trigger any positive influence. Furthermore, other studies (Difilippantonio-Pen, 2020; Goram& Ogata, 2020; Lee, 2020) reported improvement in students' communication abilities and speaking fluency. Such improvement was not solely due to the mere video-self-recording in Flipgrid; but also the peer feedback that the students received after recording each video. These studies also reported positive attitudes along with the improvement.

2.6 Students' Attitudes Towards Video Use

Attitudes comprise the general evaluation of the content received and the surrounding, and this implies a continuum ranging from ultimate liking to ultimate disliking. In consequence, attitudes massively influence one's perception and actions (Haddock & Maio, 2017). Thus, it may be significant to gauge learners' attitudes when implementing an ICT tool in a VC-based English classroom.

Previous studies have shown that students, in general, demonstrate positive attitudes towards watching videos rather than written materials as they consider watching videos effective in enhancing listening (Encalada & Sarmiento, 2019; Metruk, 2018; Tort-Ausina et al., 2017). Shahid and Ali (2017) carried out a study with three groups of learners to examine EFL learners' attitudes towards videos and to gauge the influence of the amount and frequency of exposure to the video tool on students' attitudes. The findings of the study revealed that students showed positive attitudes towards the use of videos as a listening material. Nonetheless, the amount of exposure and the frequency of video implementation did not bring about any notable change in learners' attitudes towards videos ; hence, the three groups, that were treated with different frequency and amount of video exposure, showed the same positivity level of attitudes.Faramarzi et al., (2019) suggested that students expressed positive attitudes and experience with video use as it facilitated comprehension and increased cooperation among learners. Besides, students stated that videos strengthened their relationship with the instructor. The participants of Maziriri et al., (2020) revealed positive attitudes toward the use of Youtube videos , and these attitudes were mostly influenced by students' perceived usefulness of the videos rather than the perceived ease of use . The result of the study showed that the intention to use the videos was the most critical factor in determining the effect of these videos on

students' listening comprehension. Concerning the positive perceptions due to increasing students' confidence, Wahyuningsih (2018) stated that students showed positive attitudes towards the input they received from the videos as it boosted their confidence in speaking performance. Comparing attitudes towards videos to the actual effect of these videos on students' performance and outcomes at language classes, Sun (2020) stated that in spite of the positive attitudes towards videos , students paid attention to the video plot rather than the listening input, which did not lead to tangible listening outcomes. Finally, Tham (2020) explained the positive attitudes expressed by the study participants by their positive impression of the follow-up activities that videos incited such as cooperation-based activities , discussions and role-plays.

As far as video-recording or ''vlogs'' are concerned, the literature shows that students mostly showed positive attitudes towards recording themselves through videos. This could be due to the fact that vlogging provided them with more time to think before speaking in addition to the comfort of recording the video anywhere and anytime. Moreover, according to the results of a number of studies (Aldukhayel, 2019; Kondal & Prasad, 2020; Mandasari, 2019; Rahmawati et al., 2018; Rahmi, 2020; Sari, 2017; Wicaksono, 2017), students showed positive attitudes due to the resulting confidence in speaking as well as the language accuracy and fluency gained after practising vlogging.

In brief, there are different studies on the use of videos and its impact on the speaking and listening skills in EFL classrooms. However, there seems to be scarcity in the studies investigating the influence of the interactive video tools on developing these skills. As a result, this study could add to the literature in this respect.

Chapter Three: Methodology

This study aimed to explore the educational potential of two video technological tools—Flipgrid and Edpuzzle—in a VC-based EFL teaching/learning context. The main goal was to examine the extent to which these two tools improve speaking and listening. In addition, the study intended to investigate the students' attitudes towards these two tools.

Based on the aim of the study and reflecting upon the literature review, the following research questions frame the study:

RQ1. How effective are the interactive video tools ''Edpuzzle and Flipgrid'' in developing L2 listening skills?

RQ2. How effective are the interactive video tools ''Edpuzzle and Flipgrid'' in developing L2 speaking skills?

RQ3. What are EFL students' attitudes towards ''Flipgrid'' and ''Edpuzzle'' ?

The following chapter clarifies the educational setting of the study, the participants, the data collection instruments, as well as the procedures of data collection and analysis. Therefore , the chapter seeks to elaborate on the methodology plan implemented in the study.

3.1 Research Design

The study employed a quasi-experimental pre-test-post-test research design with two groups of low-intermediate EFL learners: treatment (Flipgrid and Edpuzzle), and comparison (teacher-selected listening and speaking practice activities). The non-probability convenience sampling technique was used to select the participants of the study. The

research employed a mixed-method approach by collecting and analyzing both qualitative and quantitative data . The quantitative part had more weight than the qualitative one.

3.2 Educational Context, Participants and Materials

The research was conducted over the course of nine weeks in an after-school program in Yerevan, Armenia. The sample of the study consisted of 17 EFL students in two groups with seven students in the comparison group and ten students in the experimental group. The age of the participants ranged from 13 to 17 in both groups, and the language level was low-intermediate in both groups. Both groups had English twice a week with two hours for each class. The lessons were based on the ''English in Mind 3'' textbook for low-intermediate students.

3.3 Ethical Consideration

Taking the ethical consideration into account, an oral consent was attained from the student participants, and this was after having them read a written consent form (Appendix H).

The attitudes online questionnaires were anonymous for the sake of confidentiality. Thus, no student was asked to type their name. The name of the program, students and the class teachers were not mentioned in this paper, and the data were used for an educational purpose solely. Finally, the class dynamics were taken into consideration and the teachers were informed of any step to be taken beforehand. This was done in order not to disturb the class flow .

3.4 Instruments

Both qualitative and quantitative data were collected in the study. The quantitative data were obtained using (1) a listening pre-test, (2) a listening post-test, (3) a speaking pre-test, (4) a speaking post-test, (5) a pre-study questionnaire, and a (6) post-study questionnaire. The qualitative data were collected through (1) class observations and (2) an interview with the teacher of the comparison group.

3.4.1 Pretests and Post-tests

In order to answer the first and the second research questions, speaking and listening pre-study tests were administered at the beginning of the course. The purpose of the listening and speaking tests was to gauge the students' listening and speaking abilities before starting the treatment with the interactive video tools in the treatment group and the activities that the teacher implemented in the comparison group. Additionally, speaking and listening post-study tests were administered , to both groups, at the end of the study with the aim of checking the participants progress based on the video tools implemented (for the experimental group) and the teacher's activities (for the comparison group)

The listening pre-study test (Appendix A) , for both groups, included 12 questions. The questions were mostly based on listening tracks from the textbook. The questions comprised true and false statements, filling in the blanks in addition to multiple-choice questions. The listening post-study test (Appendix B), for both groups, included the same number and types of questions on similar topics to the pre-study ones. Moreover, each of the listening tests was administered during the last 20-30 minutes of the class time. Finally, scoring the tests was based on answer keys set by the researcher.

Regarding the speaking pre-study test (Appendix C), it was administered before the start of the study . The tests consisted of an interview carried out individually with each student and lasted for 15-20 minutes. In terms of the test structure, there were ten

questions based on vocabulary and grammar items from the course textbook .There were completion questions and open-ended questions. The post-study speaking test (Appendix D) had the same structure and the same topics of the pre-study one with the same test-duration for each student (15-20 minutes). It had nine questions. The aim of including the same vocabulary and grammatical items in both tests was to check the students' progress after using the video tools, in the experimental group, and the activities of the teacher in the comparison group. Finally, the speaking responses were recorded and scored based on IELTS speaking band descriptors (Appendix E).

3.4.2 Pre-study and post-study surveys

To reveal answers for the third research question, both groups completed a pre-study Likert-scale survey about the participants' attitudes towards the use of videos in the class and their perceived use of videos in enhancing their speaking and listening (Appendix F)

At the end of the study, only the experimental group completed a post-study questionnaire since the comparison group did not get exposed to the interactive video tools. The post-study questionnaire sought to attain understanding of the students' perceptions of Edpuzzle and Flipgrid in addition to their perceived use and the challenges that they might have encountered as far as these tools were concerned. (Appendix G)

Both pre-study and post-study surveys had Likert scale items. Moreover, the pre-study survey included ten questions while the post-study one included eleven ones.

3.4.3 Classroom Observation

For the sake of understanding the speaking and listening practices and activities conducted at the comparison group classes, observation was carried out , by the researcher, after attaining the consent of the teacher. The observation took 4 hours (two classes) and

notes were taken with regard to the speaking and listening activities that the teacher involved the students in. An observation form was used for this purpose (Appendix I)

3.4.4 Teacher Interview

As a follow-up step to class observation, a semi-structured interview (Appendix J) was carried out with the teacher of the comparison group for getting detailed information concerning the speaking and listening activities adopted by the teacher.

3.5 Procedure

To answer the first and second research questions, listening and speaking pre-study and post-study tests were carried out for both the treatment and control groups. The treatment group received a weekly treatment via Edpuzzle and Flipgrid . Edpuzzle is an ICT tool that can turn a video content into an interactive one by adding pop-up comprehension questions while the video is playing in addition to other accompanying visuals for facilitating the comprehension-check process. As for Flipgrid, it is a video-self-recording application where students can record their videos based on a prompt posted by the teacher. Through this platform, students can add visual effects to make their video more interactive. In addition, students can receive feedback (video or written) from the teacher and peers. Finally, for answering the third question, pre-study and post-study questionnaires were conducted for the experimental group as well as a pre-study questionnaire that was administered to the comparison group for attaining a panoramic understanding of their attitudes towards videos.

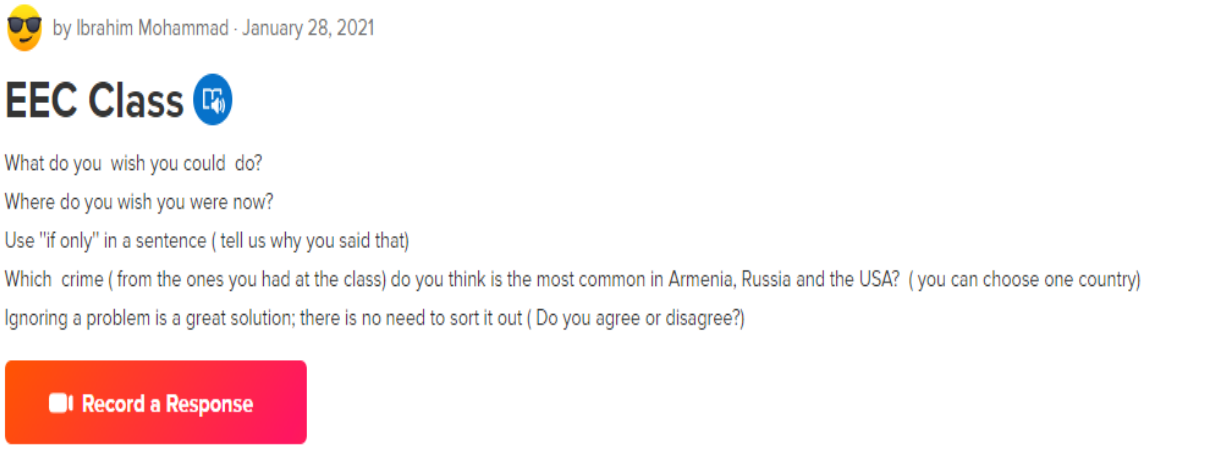
3.5.1 The Treatment Process

The treatment process lasted for 9 weeks. Students were exposed to videos, via Edpuzzle, once a week. The video display with the follow-up discussion lasted for 12-15 minutes each time. During this process, The students had to answer questions that popped up in different parts of the video as this is the feature that Edpuzzle adopts. To make the process more lively, each student was asked to ask the pop-up question to one of their peers. Concerning the content of the video, some of the videos discussed the same topic as in the lesson. In addition, all the videos were centered on the grammar forms and the vocabulary covered in the lesson. The pop-up questions helped students use the structures and the vocabulary they were exposed to in each lesson.

Concerning Flipgrid, students were asked to self-record videos on a weekly basis (once a week) and the questions, they had to respond to, were based on their lessons and the Edpuzzle video content. The students received feedback on their videos via a comment posted by the researcher.

Figure 1.

A Sample Flipgrid Question Prompt



The speaking and listening activities in the comparison group, according to the researcher's observation, involved speaking discussions based on PowerPoint content (

pictures with questions) and videos. Such discussions were conducted either among the class students as a whole group or via Zoom breakout rooms. During the interview, the teacher mentioned that she did not use in-class videos on a regular basis ; however, she assigned a weekly Ted talk video based on which students had to provide a written summary in Edmodo. Finally, the teacher stated that she used the Decide Wheel and Bamboozle games to spur speaking**.**

3.5.2 Data Collection

The data collection process started with the listening and speaking pre-study tests that were administered online (via Zoom) for both groups. The listening tests responses were collected via Google forms. Students were given some time to get familiar with the questions before listening to the record. The pre-study and post-study speaking tests were recorded , after obtaining the participants' consent. The pre-study and post-study surveys were conducted at the beginning of each speaking interview and students were given as much time as they needed to complete them.

A total of ten students, from the experimental group, participated in the pre-study speaking and listening tests whereas only nine students participated in the speaking post-study tests and ten in the post-study listening test. Regarding the comparison group, only seven out of nine students participated in the listening and speaking pre-study tests and only six of them participated in the post-study speaking and listening tests.

Additional data were collected via observations in the comparison group (observing 4 hours of instruction) and a semi-structured interview that was conducted with the comparison group teacher. This interview was not recorded for the teacher's convenience ; however, detailed notes were taken during the interview.

3.6 Data Analysis

The quantitative data obtained from the tests were analyzed descriptively and statistically using Excel and SPSS respectively. As for the surveys data, they were analyzed descriptively.

Regarding the speaking and listening tests, the change score of each student (post-test result subtracted by pre-test result) was calculated for each group. Consequently, a non-parametric independent-samples t-test (Mann-Whitney) was run to compare the change score of each group, and this is for the purpose of determining whether the change in the treatment group was statistically significantly different from the change in the comparison group. Additionally, the effect size of the Mann-Whitney test was measured to identify the magnitude of the change in each group. In relation to the target structures (grammar and vocabulary), the researcher analyzed the error rate, through the speaking tests recordings, in the pre-test and post-test for each group. As the speaking test question obligated the participants in each group to use the target structure/item once per test, the error rate was calculated by dividing the number of students who made errors in using the target elements by the total number of the test-takers, and this was done to check the progress of the participants after implementing the video tools and the comparison teacher's speaking and listening activities.

Finally, an inter-rater reliability test (two raters) was run for the speaking pre-tests scores using Pearson Correlation Coefficient. The result of this test was $r = .87, p < .001$.

Chapter Four: Results

The current study was conducted to determine the efficacy of the two video tools _''Edpuzzle and Flipgrid''_ in developing EFL students' speaking and listening skills. The study also aimed at gauging students' attitudes towards the use of these two video tools. The sections of this chapter seek to answer the study research questions.

How effective are the interactive video tools ''Edpuzzle and Flipgrid'' in developing L2 listening skills?

How effective are the interactive video tools ''Edpuzzle and Flipgrid'' in developing L2 speaking skills?

What are EFL students' attitudes towards ''Flipgrid and Edpuzzle'' ?

4.1 Edpuzzle and Flipgrid in Developing L2 Listening and Speaking Skills

To answer the first question, the listening of the students in both groups was measured at the beginning (pretest) and the end (posttest) of the study. Table 1 presents the descriptive statistics for students' listening pretest and posttest in the two groups. The

listening change scores were calculated (post-test scores minus pre-test scores) for both groups (Appendix K,L).

A Mann-Whitney U test was then used to compare the change scores between the two groups in order to determine whether the change in the scores of the treatment group was statistically significantly different from the change in the scores of the comparison group. The distributions of the change scores for the comparison and treatment groups were not similar, as assessed by visual inspection. The change scores for the comparison and treatment were not statistically significantly different, $U = 46.50$, $z = 1.824$, $p = .073$. To calculate the effect size, the following formula was used $r = Z/sqrt(N)$, where N is the number of the students (Pallant, 2007). According to calculations, the calculated effect size, $r = 0.456$, can be considered medium effect size (Cohen, 1988).

The speaking of both groups was measured at the beginning (pre-test) and the end (post-test) of the study.The speaking change scores were calculated (post-test scores minus pre-test scores) for both groups (Appendix M,N). Table 2 presents the descriptive statistics of students' speaking pre-test and post-test scores in both groups.

A Mann-Whitney U test was then used to compare the change scores between the two groups in order to determine whether the change in the speaking scores of the treatment group was statistically significantly different from the change in the scores of the comparison group. The distributions of the change scores for the comparison and treatment groups were not similar, as assessed by visual inspection. The change scores for the comparison and treatment were statistically significantly different, $U = 47.50$, $z = 2.502$, $p = .012$. The calculated effect size, $r = 0.646$, can be considered large (Cohen, 1988).

Table1

Descriptive Statistics (Listening)

Group	Test	N	Mean	Std. deviation
Treatment	Pre	10	6.4	2.54
	Post	10	8.5	1.90
Comparison	Pre	10	9.8	2.88
	Post	6	10.7	1.97

Table 2

Descriptive Statistics (Speaking)

Group	Test	N	Mean	Std. deviation
Treatment	Pre	10	5.6	0.90
	Post	9	6.14	0.87
Comparison	Pre	7	5.75	0.90
	Post	6	5.87	0.83

In addition to the analysis mentioned above, an obligatory context analysis (Brown, 1973) was implemented. This analysis method necessitates identifying and counting the number of times a participant (s) is obliged to use a particular structure/item and the number of errors made by the participant(s). In this study, the speaking test question obligated the participants in each group to use the target structure/item once per test. The number of students who made errors was divided by the total number of the test takers. This was to calculate the error percentage of each item. To this end, the researcher analyzed

students' speaking tests recordings for gauging their progress in terms of some of the main target grammar items and vocabulary items in both groups. The following are some of the target grammar structures: (e.g., *conditional sentence type II, wish/if only + a past form*) and vocabulary items (e.g., joyriding, burglary, pickpocketing, shoplifting, arson) in both groups. It is worth mentioning that, although the analysis of the speaking pre-test scores using a Mann-Whitney U test did not show a statistically significant difference between the speaking performance of the two groups (p = 1.00), the researcher noted, while conducting the speaking pre-study tests, that most of the comparison group participants were more aware of the grammatical target structures , compared to the treatment group participants. Tables 3 show error rates for each target item and for both groups.

Table 3

Error Rate (Both groups).

Item	test	Experimental	Comparison
Conditional II	Pre-test	70%	42.8 %
	Post-test	33.3%	33.3%
Wish/ifonly+	Pre-test	60%	28.5 %
a past form	Post-test	22.2%	16.6%
Vocabulary	Pre-test	80%	57.1%
	Post-test	44.4%	28.5 %
Phrasal verbs	Pre-test	80%	57.1%
	Post-test	22.2%	28.5%

The data showed that the performance of both groups improved in terms of grammar structures and vocabulary use. However, the data also reveal that the treatment

group participants showed noticeable improvement in the grammar structures and the phrasal verbs use, and this could be inferred from the massive drop of error percentage, between the pre-test and post-test, in all the target items except for the vocabulary ones. Moreover, based on the change documented in the error percentage of the grammar structures in the comparison group, it can be inferred that the improvement was less pronounced than in the treatment group.

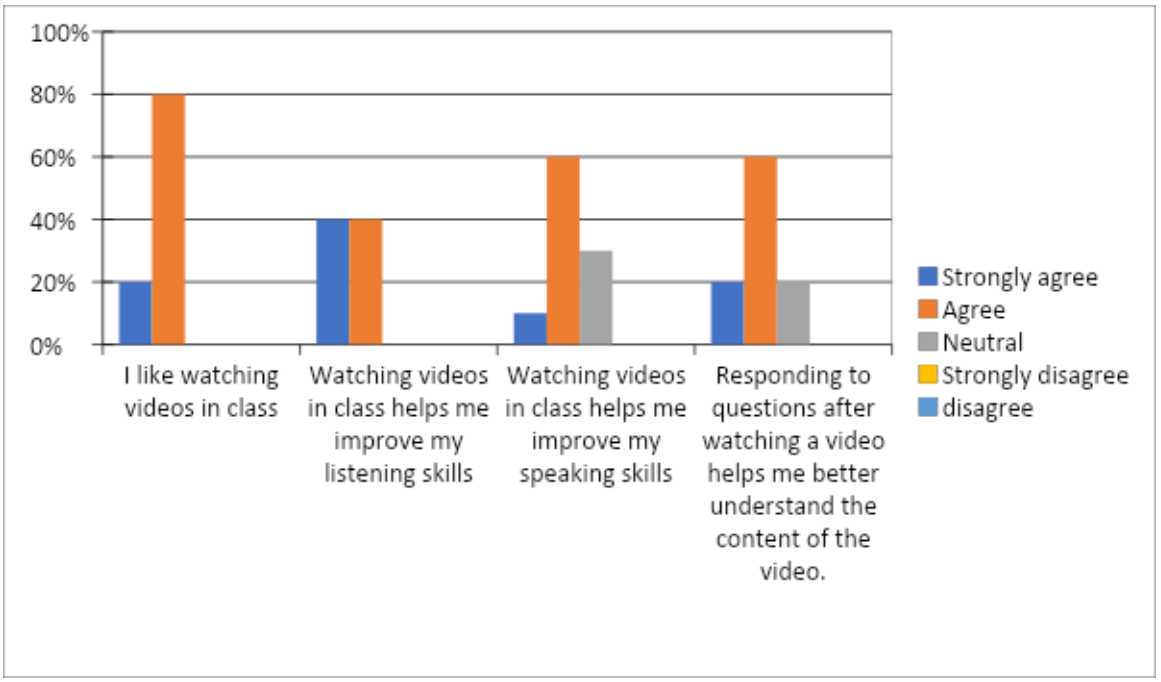
4.2 EFL Students' Attitudes towards Flipgrid and Edpuzzle.

To answer the third research question, the post-study survey (Appendix G) results were analyzed quantitatively and descriptively. Also, the data were categorized into themes in response to the research question. The pre-study survey results were also taken into consideration and analyzed quantitatively and descriptively.

First, the pre-study survey results (Appendix F) demonstrate that the treatment group students showed positive attitudes towards the use of videos in the EFL class and their positive effect on listening and speaking. Ten out of ten students (100%) showed this positive attitude. Figure two reveals students' responses to the four main question from the pre-study survey. Seven students out of ten students (70%) agreed that videos could improve their speaking skills while the other three students (30%) showed neutral attitudes. Regarding the impact of videos on improving students' listening skills, ten out of ten students (100%) agreed that listening could improve their listening skills. The survey also included a question on whether responding to comprehension questions during the video could assist in further understanding the video content. The figure shows that six students out of ten (60%) agreed with the statement with three students (30%) who were neutral and one student (10%) who strongly disagreed.

Figure 2

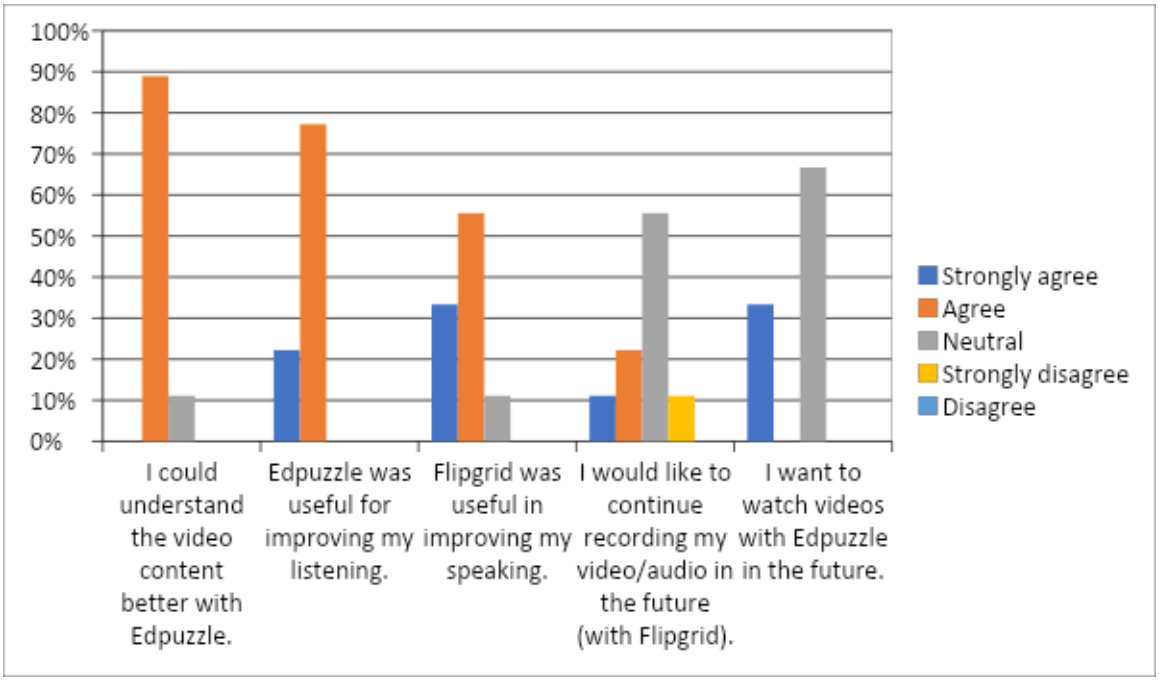
Students' Responses Regarding Video Use before the Study.



Concerning the post-study survey results, figure three shows the experimental group students' responses to five main questions about the perceived use of the two video tools_''Flipgrid and Edpuzzle,''_ in addition to their intention to use these two tools in future classes. According to the data, all students (100%) stated that they benefited from Edpuzzle in terms of listening and its usefulness in facilitating the intake of the video content. Nonetheless, six students out of nine (66.6%) were neutral towards the idea of using Edpuzzle in future classes. Regarding Flipgrid, eight students out of nine (88.8) agreed that Flipgrid was effective in improving their speaking skill with one student(10%) showing a neutral attitude . However, five students out of nine (55,55%)were neutral in whether they would like to continue using Flipgrid in future classes. In addition, one student (11.11%) strongly disagreed with the idea with other three students (33.33%) who showed their intention to use Flipgrid in future classes.

Figure 3

Students' Attitudes towards Edpuzzle and Flipgrid.



In response to the statement ''''I enjoyed watching videos with Edpuzzle in class.'' Figure 4 shows that seven students out of nine (77.77%) demonstrated positive attitudes towards Edpuzzle with two neutral responses (22.22%). Moreover, in response to the statement ''I enjoyed recording a video/ audio with Flipgrid.'' Figure 5 demonstrates that seven students (77.77%) enjoyed the use of Flipgrid; however, one student (11.11%) showed negative attitudes in addition to another neutral (11.11%) attitude by another.

Figure 4

Students' attitude towards Edpuzzle .

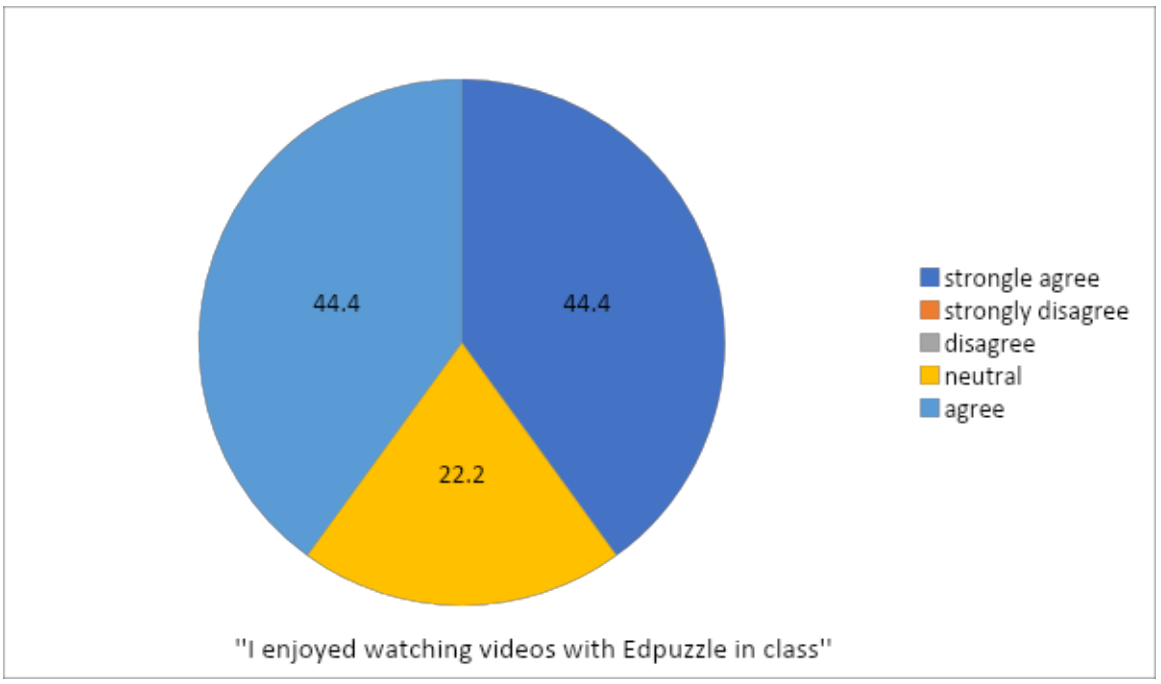
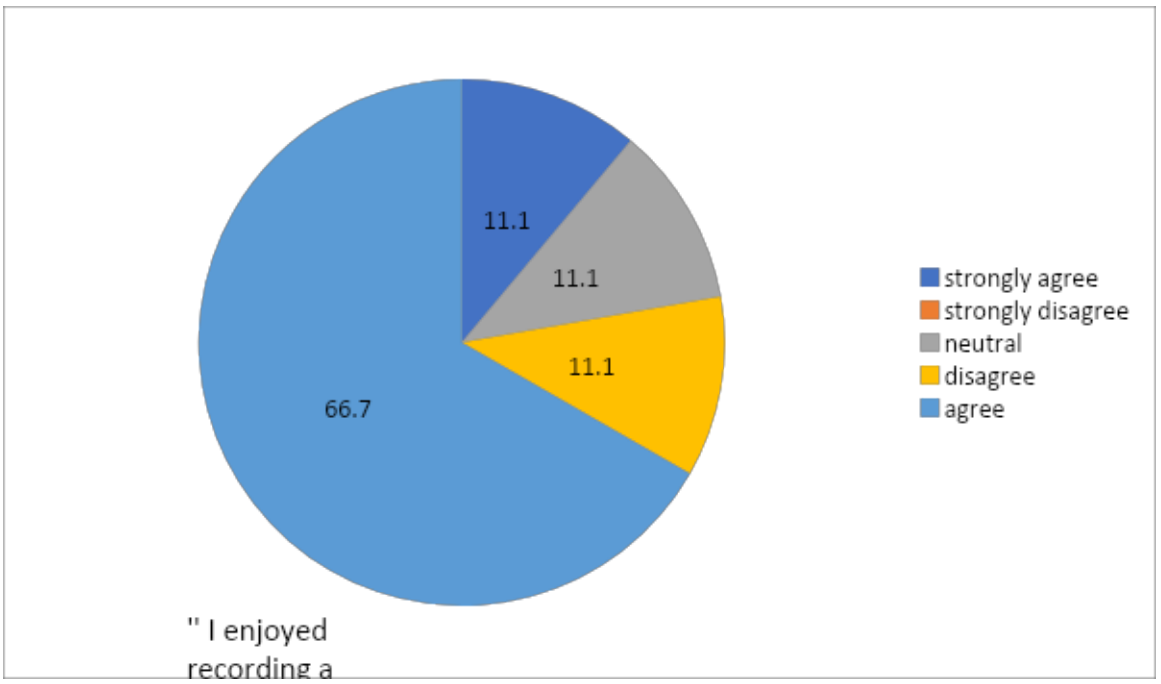


Figure 5

Students' Attitudes towards Flipgrid.


11.1
11.1
11.1
66.7
strongly agree
strongly disagree
neutral
disagree
agree
" I enjoyed recording a

Chapter Five : Discussion and Conclusion

5.1 Discussion

This study aimed at investigating the effectiveness of the interactive video tools_''Edpuzzle and Flipgrid''_ on EFL students' speaking and listening improvement. Moreover, this study aimed at gauging the attitudes of EFL students towards the above-mentioned video tools. To this end, this chapter seeks to discuss the findings of the study in relation to the research questions.

Regarding the first research question about whether the video tool_''Edpuzzle and Flipgrid_'' have tangible effect on improving the listening skills of students, the data showed that there was some improvement in the listening skill of the treatment group; nonetheless, there was no statistically significant difference between the treatment group and the comparison group change score results. This could mean that both the comparison group teacher activities and the interactive video tools had the same relatively medium positive impact on students' listening enhancement. These findings contradict other studies which revealed significant impact of interactive video tools on students' listening comprehension and learning retention, through listening, due to the fact that these tools could facilitate the listening and the retention rate in terms of vocabulary and structures via the listening input (Arono, 2014; Gruba, P. 2018; Hung& Chen2018). It is worth noting, though, that the difference between the treatment periods and the samples of these studies and the current study, in this paper, might account for the results contradictory findings. For instance, the

treatment period in Hung and Chen (2018) study was longer and involved 30 minutes of multi-media video exposure every time. Moreover, their study had 90 participants and three research groups.

In relation to the second research question about whether these interactive video tools could improve EFL students' speaking skills, the data showed that the treatment group improved in terms of speaking and the improvement rate was significantly different from that of the comparison group. The large size effect corroborates these results. A potential reason of this improvement could be the engaging discussions that Edpuzzle led to. Another plausible reason might be the speaking practice with Flipgrid in addition to the teacher's feedback that could have made students aware of their mistakes and , hence, assisted in their speaking progress. Flipgrid and Edpuzzle focused on target grammar and vocabulary items, and this might have reinforced the learners' learning gains. In this respect, the data showed that almost all the treatment group participants could properly use the grammar and vocabulary items that they practiced with Flipgrid and Edpuzzle. These findings are in line with the findings of some studies in the literature(Diyyab et al., 2013; Kirkgoz,2011; Masruddin, 2018) which demonstrated that watching video with interactive multimedia positively influenced the students' speaking skills in terms of vocabulary retention and fluency. Moreover, these studies emphasized the effectiveness of self-video recording; specifically in terms of students critically evaluating their speaking performance and, hence, improving it . Finally, the error analysis revealed that the treatment group participants had significantly improved their use of the target grammar and phrasal verbs use; however, the improvement in the vocabulary items use was not significant.

Finally, in response to the third research question which aimed to investigate the participants' attitudes towards '' Flipgrid'' and ''Edpuzzle'', the results suggest that these two tools can be perceived positively by EFL students , and this could be explained by the interaction and involvement element (Thomas, 1978) that these tools provide in addition to enhancing the students' confidence as a result of recording themselves. In addition, the teacher's feedback and the while-listening questions, that these two tools feature , might have facilitated students' listening comprehension and speaking development, which may have resulted in these positive attitudes. These findings correlate with the findings of a study conducted by Su and Chiu (2020). In this study, elementary school students watched 15-20-minute Edpuzzle videos related to their CLIL course (English scientific content). After the treatment, the participants expressed their positive attitudes towards Edpuzzle.

5.2 Pedagogical implications

Based on the findings of this study, some pedagogical implications can be drawn.

First, teachers are recommended to play an Edpuzzle-aided video at least once a week . This should be accompanied with follow-up discussions with students answering questions related to the video. Most importantly, teachers can base the Edpuzzle questions on certain target grammar and vocabulary items that students need to acquire and practice as a requirement by the textbook, for instance.

EFL teachers are also encouraged to reinforce the Edpuzzle content by a Flipgrid task on a weekly basis, and this task could be based on the same grammar and vocabulary structures already introduced via Edpuzzle. This should be accompanied by consistent feedback on the teacher's part and peer feedback if possible.

Finally, when applying Edpuzzle or Flipgrid in an EFL classroom, attitudes should be gauged and taken into consideration since students might not attain the sought educational benefit if they are reluctant to use or interact with these tools in the first place.

5.3. Limitations and Delimitations

The study had some limitations and delimitations. First, in spite of the fact that both the treatment and the comparison groups were taught the same coursebook with the same setting, the class teachers were different and this might have influenced the reliability of the results to be revealed due to the different teaching styles. Second, the effect of the in-class video treatment (via Edpuzzle) would have been stronger if more time had been dedicated for it (30 minutes at least). Finally, the sample size was small; especially in the comparison group whose participants were only seven.

The delimitations include the school and the city in addition to the students' age , grade and level, which set the scope of the study.

5.4. Recommendation for Further Research

Since the current study focused on speaking and listening, it would be interesting for future research to investigate the influence of interactive video tools on reading and writing. This could be done by implementing a linked-skill model, for instance, watching a video via Edpuzzle and assigning a writing task based on the video content in addition to using an interactive online whiteboard while writing.

Future research could also concentrate on the influence of ''Edpuzzle and Flipgrid'' on specific aspects such as incidental vocabulary learning , and top-down or bottom-up listening processes (by investigating how students might approach a listening input after the application of these tools). This might be essential for attaining a more detailed understanding of what specific areas these tools can improve.

5.4 Conclusion

The results of this study imply that the interactive video tools ''_Edpuzzle and Flipgrid_'' are effective in improving EFL students' speaking skills. In addition, the findings suggest that these tools appear to be effective in improving the use of certain linguistic elements such as grammar and vocabulary. On the other hand, these tools do not seem, according to the findings, to be highly effective in improving the listening skill.

This study recommends integrating these tools in the teaching/learning routines in order to provide more opportunities for both student–content and student–student interaction and to create a more interactive and engaging classroom environment

Although this study was conducted in one specific EFL context, EFL teachers, in public schools and private language schools, can adopt the procedures that were described in this study for the sake of developing learners' speaking, and hopefully, listening skills.

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Appendix (A)

Listening Pre-study Test (Both groups)

Section One:

A. Listen to a woman talking about a romantic film. Choose the correct answer.

1. The man and woman fell in love when they were in :

a. America

b. Germany

c. Paris

2. Rick waited Elsa at the railway station. Elsa:

a. Was so late

b. Came at the end

c. Did not come

3. Elsa met Rick again at

a. A restaurant in Portugal

b. A restaurant in Casablanka

c. A club in Casablanka

4. Rick tells Laslow that

a.He still loves Elsa

b.Elsa and he are no more in love

c. Elsa will stay with him (Rick)

Section Two:

B. Listen to a track about the difference between phobias and fear. Mark the following statements with true or false then complete the sentences.

1. People have phobia of dogs after they get bitten by them.

a. True

b. False

2. Phobias are always fear of dangerous things.

a. True

b. False

3. Phobias do not influence (affect) the normal way of living.

a. True

b. False

4. Spider-Man _the actor, Tobey Maguire_ does not like travelling by planes

a. True

b. False

5. Aragog has the size of …… and is scary because of its ……..

6. Alexander the great was afraid of ……

7. Actor Nicole Kidman always tries to ……. Butterflies.

8. Johnny depp is very scared of …….. and ……. of clowns

End of Exam.

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Appendix (B)

Listening Post-study Test (Both groups)

Section One:

A. Listen to a love story of Joe and Delia. Choose the correct answer: a), b) or c).

1. Both Delia and Joe are :

a. Artists

b. Pianists

c. Painters

2. Delia and Joe started working because:

a. They could not afford the price of the lessons

b. They wanted to get more experience

c. They did not have much money

3. How did Joe feel that Delia was lying to him?

a. By woman who told him

b. By his work at the drugstore

c. He followed her

4. At the end, Delia discovered that Joe:

a. Sold paintings in addition to his work at the drugstore.

b. kept money from her.

c. was not selling any paintings .

Section Two:

B. Listen to a track about the cure of phobias. Mark the following statements with true or false then complete the sentences.

1. Phobias affect only a quarter of the population.

a. True

b. False

2. At present, there is a cure for all phobias.

a. True

b. False

3. The usual treatment of phobias is to show the person a scary object step by step .

a. True

b. False

4. overcoming the phobia of the dentist involves three steps .

a. True

b. False

5. The normal treatment phobia is done with ……. Activities0

6. The drug which causes changes in the …….. is effective.

7. Davis did a study with people who are scared of ……..

8. In the study, people who were given a ……. Felt less afraid.

End of Exam.

Appendix (C)

Speaking Pre-study Test (Both Groups).

The pre-test comprises interview questions based on the coursebook topics and grammar points as follows_

1. If you saw money in the street, what would you do? Why?

2. Complete the following sentences to make them real for you (The interviewer should ask follow-up questions) : (PowerPoint cards)

2.1. If I won 10 million Armenian drams, I ……

2.2. I would learn English perfectly if ……..

2.3. I would never ever talk to my friend again if…….

3. Which of the following crimes do you think is the most dangerous? Why?

(This question is for testing vocabulary and speaking)

(burglary / arson / pick-pocketing/ shop-lifting/ vandalism/ joyriding)

4. Complete the following with sentences that are true for you (The interviewer should ask follow-up questions)

I wish I ……..

If only ……

5. Do you believe there are space creatures living on other planets ? (Follow up questions).

6. This set of questions is for testing vocabulary and speaking:

6.1. When you have a problem, do you sort it out on your own or do you talk it over with somebody?

6.2. Do you usually make up your mind quickly or do you sleep on it for some time?

6.3. Do you think that ignoring a problem is a right solution?

7. Have you ever said to one of your friends one of the following phrases ''look out , serves you right, none of your business, just kidding, '' When? where,? Why? (PowerPoint cards)

8. Describe your favourite Armenian or American celebrity. (The interviewer should ask follow-up question for prompting the description vocabulary in the book.

9. What did your friend/teacher ask you yesterday? What did you answer? (reported questions) (The interviewer should ask follow-up questions).

End of Exam

Appendix (D)

Speaking Post-test (Both groups)

The post-test comprises interview questions based on the coursebook topics and grammar points as follows_

1.What would you do if you saw somebody stealing money from a shop?(to be compared with Q1 in the pre-test)

2. Complete the following sentences to make them real for you (The interviewer should ask follow-up questions) /to be compared with question ''2'' in the pre-test/ :

3.1. You would speak Russian perfectly if ……..

3.2. I would never ever eat sweets again if……..

The sentences should be shown to the students via PowerPoint cards.

3. Name and explain the crime that each photo refers to. Which countries do you think each of these crimes is the most common in? (to be compared with question ''3'' in the pre-test)

1

2


mentos
mentos
mentos
TAMALES
Milk Duds
WHOPPERS
HERSHEY'S
Twix
Cheese
NIPS
M&M's

3

4

5

4. What do you wish right now? ''Ask follow-up questions eliciting the use of wish'' (to be compared with Q4 in the pre-test)

5. Talk about a conspiracy theory from the book or about one that you have heard of ? to be compared with Q5 in the pre-test

6. Imagine your friend got a low grade at school, how should he sort it out? Should he talk it over with his parents or should he ignore it ? Why? to be compared with Q6 in the pre-test

7.If somebody offered to teach you German, would you make up your mind quickly and agree? Or would you sleep on it ? Why ? to be compared with Q6 in the pre-test

8.What would you say to your friends in the following situations: (to be compared with Q7 in the pre-test)

a. Your friend did not study for the exam, so he failed it.

b. Your friend is going to cross the street and a car is coming his way.

c. You crack a joke but your friend is about to believe it .

(PowerPoint cards)

9. Describe your favourite Armenian or American celebrity. (The interviewer should ask follow-up question for prompting the description vocabulary in the books. (to be compared with Q8 in the pre-test; this question is repeated on purpose so that we check if the student will have improved their description language after the videos implementation)

10. What did your parent ask you yesterday? What did you answer? (reported questions) (The interviewer should ask follow-up questions) / to be compared with Q 9 in the pre-test/

End of Exam

Appendix (E)

Speaking Rubrics For Both Pre- and Post-study Tests

https://idc.edu/IELTS-Speaking-Writing-Band-descriptors.pdf

Appendix (F)

Pre-study Questionnaire.

1. I like watching videos in class .

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

2. Watching Videos in class helps me remember vocabulary.

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

3. Watching Videos helps me use vocabulary correctly .

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

4. Watching videos in class helps me improve my speaking skills.

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

5. Watching videos in class helps me improve my listening skills.

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

6. Watching videos in class helps me better understand the textbook information.

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

7. I like responding to questions after watching a video.

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

8. Responding to questions after watching a video helps me better understand the content of the video.

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

9. I like to watch a video at every class.

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

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Appendix (G)

Post-study Questionnaire.

1. I enjoyed watching videos with Edpuzzle in class .

a. Strongly agree

b. Strongly disagree

c. Disagree

d. Neutral

e. Agree

2. I could understand the video content better with Edpuzzle.

a. Strongly agree

b. Strongly disagree

c. Disagree

d. Neutral

e. Agree

3. I like how questions suddenly show up in Edpuzzle.

a. Strongly agree

b. Strongly disagree

c. Disagree

d. Neutral

e. Agree

4. Edpuzzle was useful for improving my listening.

a. Strongly agree

b. Strongly disagree

c. Disagree

d. Neutral

e. Agree

5. I want to watch videos with Edpuzzle in the future.

a. Strongly agree

b. Strongly disagree

c. Disagree

d. Neutral

e. Agree

6. I enjoyed recording a video/ audio with Flipgrid.

a. Strongly agree

b. Strongly disagree

c. Disagree

d. Neutral

e. Agree

7. I felt nervous when recording a video/audio with Flipgrid.

a. Strongly agree

b. Strongly disagree

c. Disagree

d. Neutral

e. Agree

8. Flipgrid was useful in improving my speaking.

a. Strongly agree

b. Strongly disagree

c. Disagree

d. Neutral

e. Agree

9. The feedback on my Flipgrid video/audio helped me improve my speaking.

a. Strongly agree

b. Strongly disagree

c. Disagree

d. Neutral

e. Agree

10. I found technical difficulties while recording my video/audio and uploading it on Flipgrid.

a. Strongly agree

b. Strongly disagree

c. Disagree

d. Neutral

e. Agree

11. I would like to continue recording my video/audio in the future (with Flipgrid).

a. Strongly agree

b. Strongly disagree

c. Disagree

d. Neutral

e. Agree

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Appendix (H)

Information Sheet for the Participants of the Study

Title of the study: The influence of video interactive tools on EFL learners speaking and listening

Principal investigator: Ibrahim Mohammad American University of Armenia.

The **purpose** of this study is to understand the influence of Flipgrid and Edpuzzle on students speaking and listening.

You are **invited** to this study **because**: your level of English proficiency is low intermediate

Participation in this study means speaking English with a researcher and participating in video-related practices.

The only **discomfort** in this study is having your conversations audio-recorded, which requires a quiet room, a good quality internet connection, and a microphone.

The benefit: For you, the benefit will be improving your speaking and listening. No financial compensation is provided to participants.

Confidentiality: If your name is mentioned in the conversations, it will be removed in the transcript. Your name will not be listed in any research-related documents. All researchers that know you will keep your identity confidential.

Voluntary participation: You are free to participate or not to participate in this study. You can leave your study at any time. There will be no punishment for no participation.

Contacts: If you have questions about the study, please ask the researcher that speaks with you. Ibrahim_mohammad@edu.aua.am./ 055 133 578

Appendix (I)

Observation Checklist for Students

Class: (Teenage learners)

_____

_____

Class Teacher : _____Observed by: _____Date:_____

item	Yes	N	Comments
Are students getting involved in speaking ities?			

Are students getting involved in speaking ities?			
Are there any interactive visuals for spurring cing?			
Are students enjoying the speaking and listening ities ?			
Are students watching videos?			
Are students having discussion as a follow-up to ideo?			
Is there student-student interaction			

Other comments

Speaking		

Listening		

Appendix (J)

1. What are the main practices of listening that you use at the class?
2. Is the listening content restricted to the one in the book?
3. What are the follow up activities of a listening track or a video?
4. What are the main practices of speaking that you use at the class?
5. Are there any speaking games you usually implement at the class?

Appendix (K)

Experimental Group Data (Listening)

Student	Pre-test	Post-test
1	4	8
2	6	9
3	9.5	9
4	4	6
5	8	11
6	7	10
7	9.5	10
8	9	10
9	4	6
10	3	6

Appendix (L)

Comparison Group Data (Listening)

Student	Pre-test	Post-test
1	7	8
2	8	9
3	8	10
4	13	12
5	12.5	12
6	11	13
7	13	
8	6	

Appendix (M)

Experimental Group Data (Speaking)

Student	Pre-test	Post-test
1	4.5	5
2	5.5	6.25
3	4.5	5
4	3.5	4.5
5	5.5	6.25
6	6.5	7.5
7	6.5	7
8	6.5	6.75
9	6.5	7
10	6.5	

Appendix (N)

Comparison Group Data (Speaking)

Student	Pre-test	Post-test
1	6.5	7.25
2	6.5	6.25
3	6	6
4	6.5	6
5	5..5	5
6	4.5	4.75
7	4.5	
8		