American University of Armenia
Հայաստանի Ամերիկյան Համալսարան

The Effect of Interactive Video Tools on Developing Listening and Speaking Skills in a VC-based EFL Context.

Student: Ibrahim Mohammad

Adviser: Irena Galikyan

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Introduction

❑ Listening and speaking are essential for learning English.

❑ EFL learners recurrently encounter difficulties with speaking and listening (Namaziandost et al., 2019; Riadil, 2020).

❑ The use of technology makes learning more effective, self-paced and self-centered. (Casado & Garca, 2000; Machmud &Basalama, 2017; Rachmawati et al., 2020).

Edpuzzle and Flipgrid

❏   Edpuzzle
 ❏ Pop-up questions
 ❏ *Teacher-created materials*

❏ Flipgrid
 ❏ *Self-video-recording in response to a prompt*
 ❏ *Peer and teacher feedback*

Flipgrid Sample prompt

by Ibrahim Mohammad · January 28, 2021

EEC Class 🔊

What do you wish you could do?

Where do you wish you were now?

Use "if only" in a sentence (tell us why you said that)

Which crime (from the ones you had at the class) do you think is the most common in Armenia, Russia and the USA? (you can choose one country)

Ignoring a problem is a great solution; there is no need to sort it out (Do you agree or disagree?)

📹 Record a Response

Literature Review

Video Tools For Developing Listening

❑ Listening is a receptive skill with sub-elements and three modes (Buck 2001; Hamouda 2013; Nadig 2013; Rost 2002).

❑ Video use enhances listening skills (Metruk, 2019; Namaziandost et al.,2019).

❑ Edpuzzle improves listening and motivates students (Aula's, 2020).

❑ The use of captions (Ashari & Rahmati, 2019; Alabsi 2020; Bensalem, 2017; Hsieh 2020; Metruk 2018; Pujadas & Muñoz,2020).

English L2 Speaking and Video Tools

- ❑ Speaking is a two-way process (Chaney and Burk,1998; Howarth 2001).

- ❑ The two main sub-skills of speaking are fluency and accuracy. (Hughes 2002; Hedge, T. 2000; Mazouzi, 2013).

- ❑ The interaction hypothesis (Long, 1981).

- ❑ Flipgrid enhances speaking (López , 2019; Lowenthal & Moore,2020; Mango, 2019; Chien et al., 2020).

- ❑ The pushed output hypothesis (Swain, 1985).

Students' Attitudes Towards Video Use

❑ Positive attitudes towards videos (;Aldukhayel, 2019; Encalada & Sarmiento, 2019; Kondal & Prasad, 2020; Mandasari, 2019; Metruk, 2018 Rahmawati et al., 2018; Rahmi, 2020; Sari, 2017; Tort-Ausina et al., 2017; Wicaksono, 2017).

 Language use.
 Affective factors.

❑ Positive attitudes with no improvement in listening. (Sun, 2020).

The interactive functionality of video tools allows the learner to shift from a passive viewer to an active participant. This might positively affect learners' listening and speaking skills.

Purpose of the Study

The study aims at:

❏ *exploring the educational potential of two interactive video tools—Edpuzzle and Flipgrid—in a VC-based EFL teaching/learning context.*

❏ *investigating the students' attitudes towards these two tools.*

Guiding 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?

Methodology

Typology

Research Design

⬇

Quasi-experimental study

⬇ ⬇

Treatment group
Flipgrid and Edpuzzle

Comparison group
Teacher's activities

- ❑ **Mixed method research (MMR)**
- ❑ **QUAN+qual**
- ❑ **Non-probability; convenience sampling**

Context

❑ Yerevan, Armenia.
❑ An English after-school program.

Materials

❑ English in Mind 3.

Participants

❑ Treatment group-10

Comparison group-7

An English teacher

Students' Age: 13-17

❑ Proficiency: Low Intermediate
❑ L1: Armenian

Data Collection

Listening and speaking pre-test and post-test (based on the textbook)

Pre- and post-study online Questionnaires (Likert scale items)

A semi-structured interview with the comparison group teacher

A 4-hour class observation with (observation form)

Data Analysis

Speaking Pre-test and Post-test

❑ IELTS speaking band descriptors were used for consistency

❑ Inter-rater reliability (Pearson correlation coefficient; $r = .87$, $p < .001$)

Data Analysis

Quantitative Data

❑ Excel: Mean and standard deviation, error analysis (percentages).
❑ The Statistical Package for the Social Sciences (SPSS):
- Calculating the change score (Speaking/Listening)
- Independent-samples t-test (Mann-Whitney) for comparing the change scores.

Qualitative Data
Interview and
Observation

❑ Interview (content analysis)

❑ Observation form (coding and analysis)

Major Findings

Research Question 1

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

Listening Test Scores

Group	Test	N	M	SD
Treatment	Pre	10	6.4	2.54
	Post	10	8.5	1.90
Comparison	Pre	8	9.8	2.88
	Post	6	10.7	1.97

❑ **No statistically significant difference** between the two groups **listening** change scores ($U = 46.50$, $z = 1.824$, $p = .073$).

❑ **Medium** effect size ($r = 0.456$).

Research Question 2

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

Speaking Scores

Group	Test	N	M	SD
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

❑ **A statistically significant difference** in the **speaking** change scores of the two groups ($U = 47.50$, $z = 2.502$, $p = .012$).

❑ **Large** effect size ($r = 0.646$).

Research Question 2

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

Error Rates

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

Both groups **improved** (**improvement more evident** in the **Treatment** group).
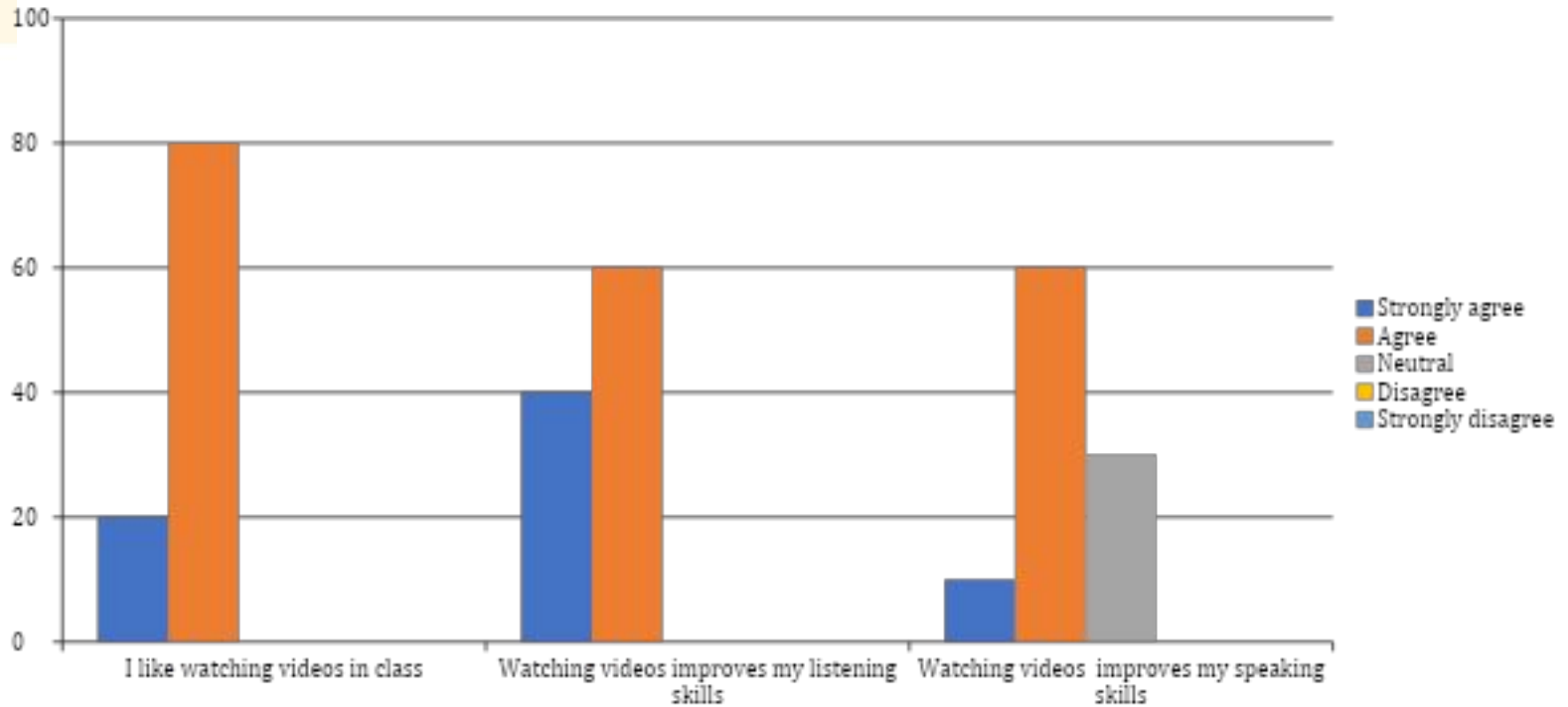
Research Question 3

What are EFL students' attitudes towards Edpuzzle and Flipgrid?

❑ Edpuzzle and Flipgrid were perceived **positively** by the study participants.

- **Facilitating** the video input (Edpuzzle)

- **Improving** the speaking and listening skills (Flipgrid and Edpuzzle)
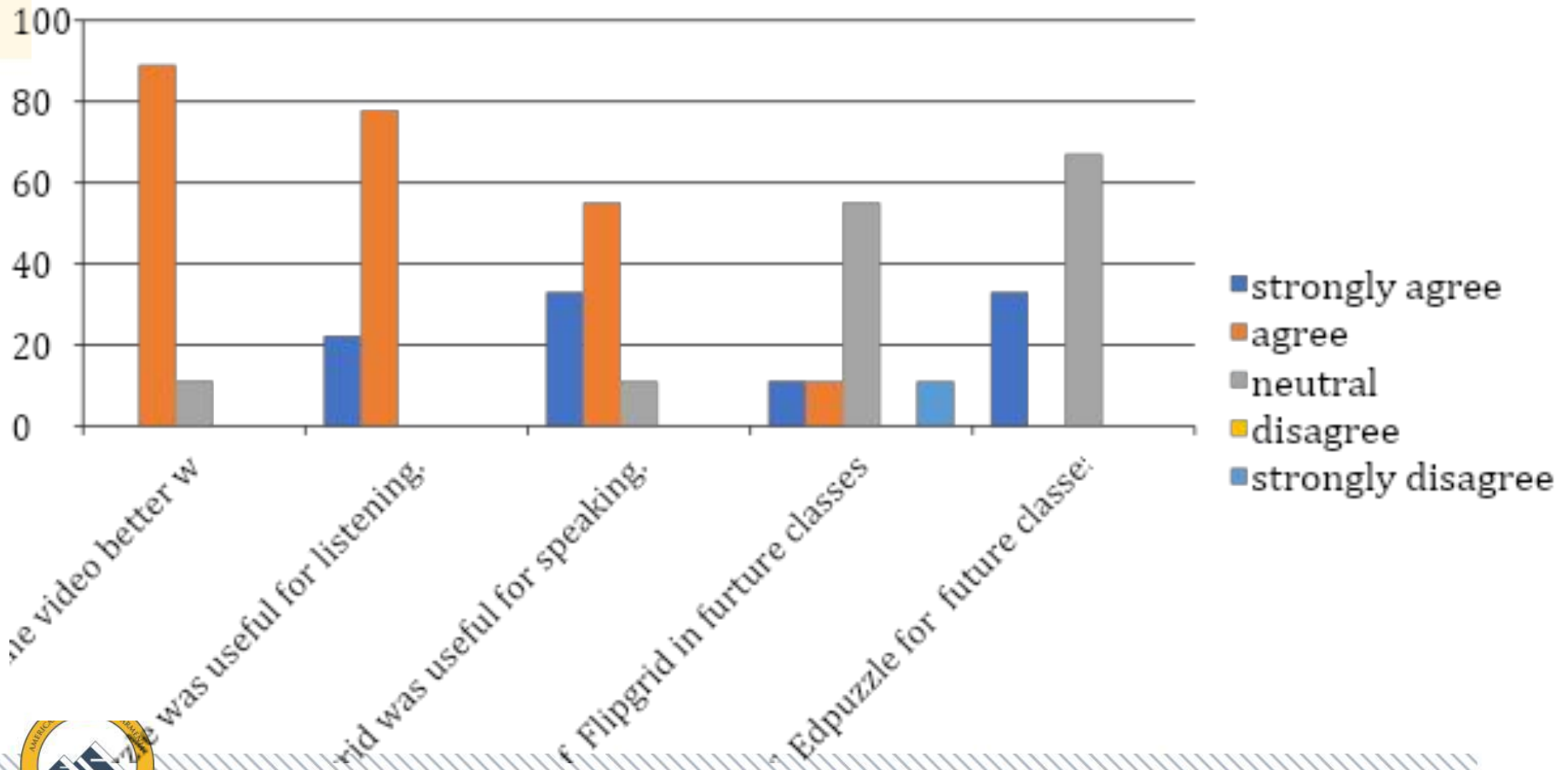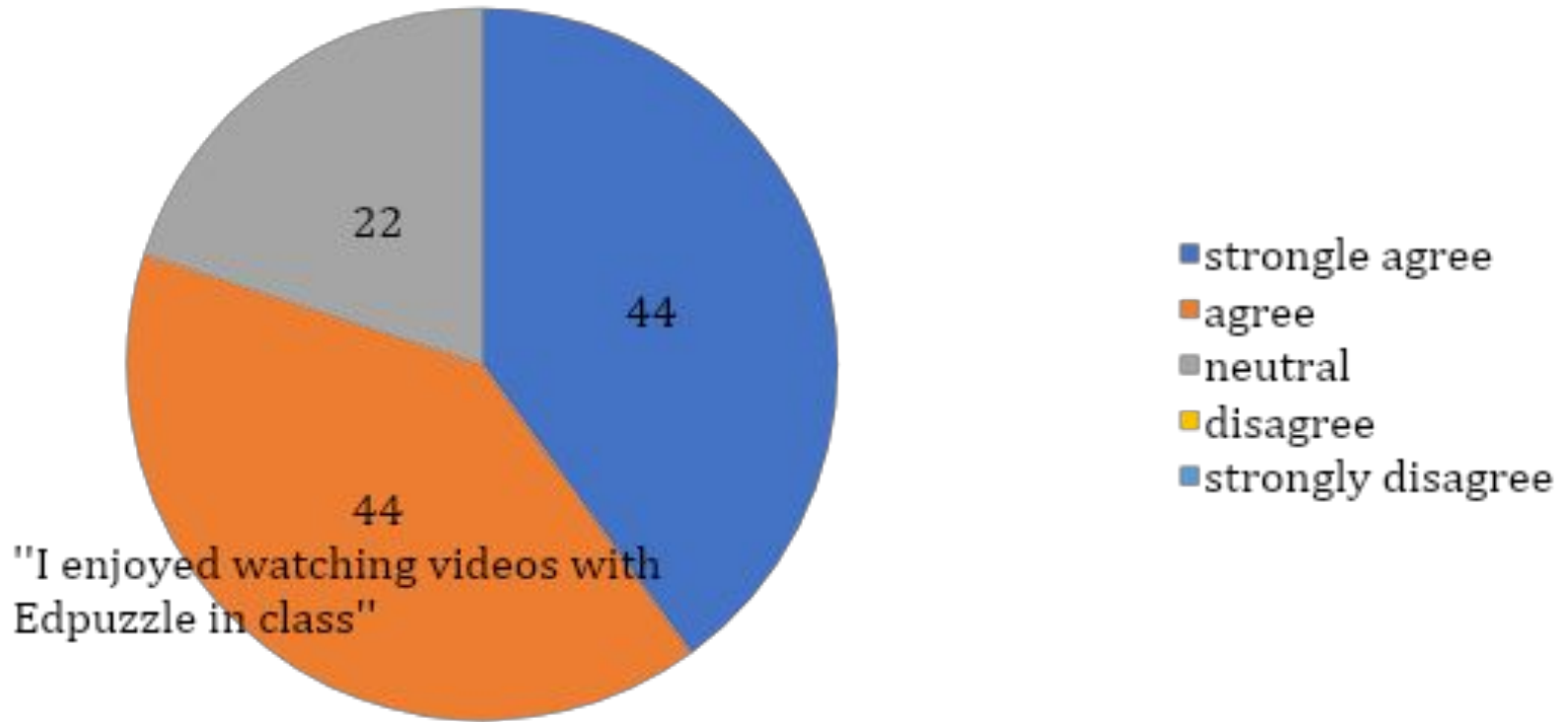
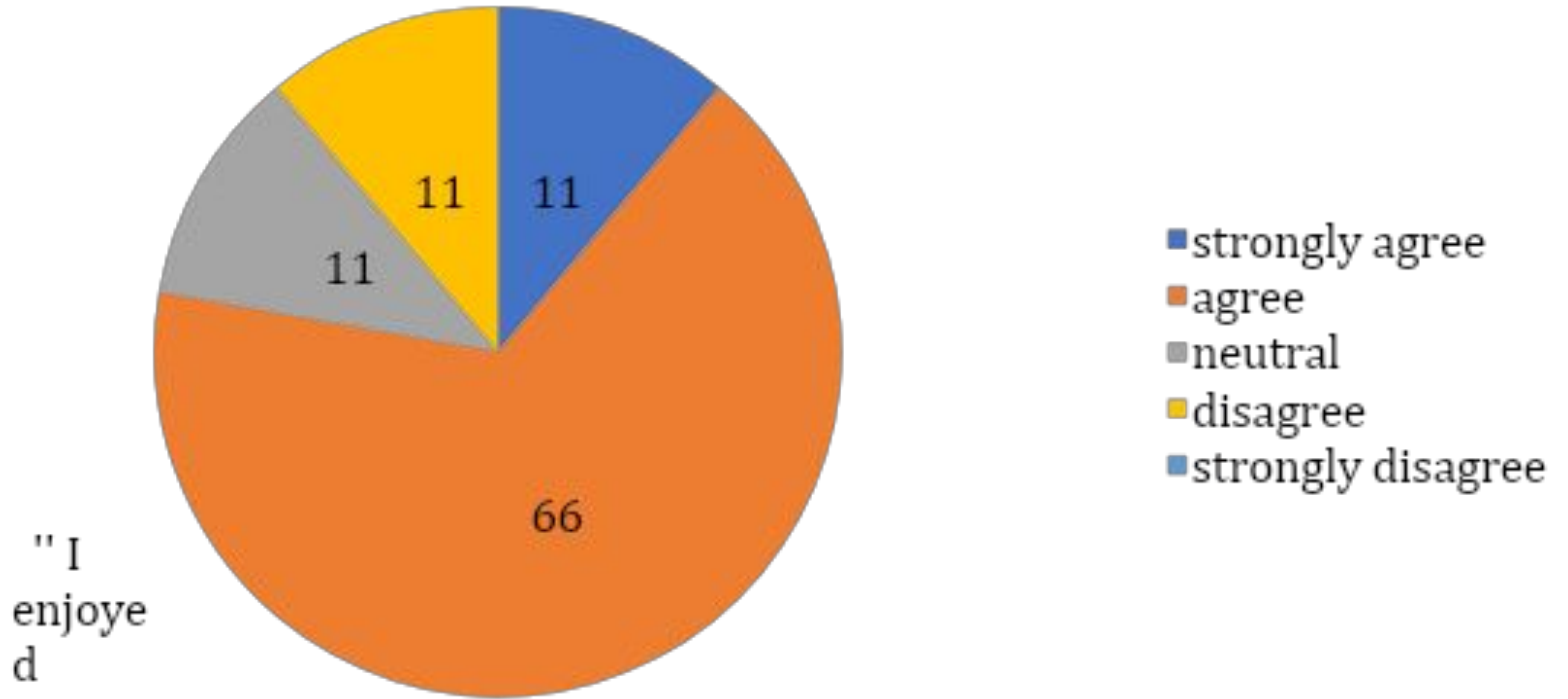# Students' Responses Regarding Video Use   before the Study

Students' Attitudes towards Edpuzzle and Flipgrid

Students' Attitudes towards Edpuzzle

"I enjoyed watching videos with Edpuzzle in class"

- strongle agree
- agree
- neutral
- disagree
- strongly disagree

Students' Attitudes towards Flipgrid

"I enjoyed recording a...

The findings suggest that interactive video tools can positively influence speaking and listening, with more pronounced impact in terms of improving speaking.

Limitations and Delimitations

Limitations

❑ Edpuzzle/Flipgrid implementation duration.

❑ Sample size.

Delimitations

❑   Educational setting.

❑   Age group and level.

Recommendations

Pedagogical Implications

Recommendations:

➤ *Playing an Edpuzzle-aided video at least once a week with group or pair discussions.*

➤ *Targeting vocabulary and grammar items.*

➤ *Reinforcing Edpuzzle content by Flipgrid assignments.*

 Teacher and peer feedback.

➤ *Gauging students' attitudes.*

Future research could:

❑ *Investigate the effect on reading and writing;*

❑ *Examine the effect on specific aspects, such as incidental vocabulary learning and top-down or bottom-up listening processes.*

Conclusion

This study recommends integrating Edpuzzle and Flipgrid in the teaching/learning routines in order to provide more opportunities for both student–content and student–student interaction and transform video use from a passive into an active learning activity, thus creating a more interactive and engaging classroom environment.

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Dedication

❑ **I dedicate this research to the soul of my brother; Jawad Mohammad.**

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Thank you

Thank you very much!

Questions & Comments