ASSESSING THE IMPACT OF VIDEOS IN PROMOTING LEARNERS' ENGLISH SECOND LANGUAGE COMPREHENSION AND LISTENING IN OMUSATI REGION

A THESIS SUBMITTED IN PARTIAL FULFILMENT

OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION (EDUCATIONAL TECHNOLOGY)

OF

THE UNIVERSITY OF NAMIBIA

BY:

GERSON HAFENI PELAO MWAAMUKANGE

200642448

MARCH 2018

SUPERVISOR: DR S.M.IIPINGE

CO-SUPERVISOR: MR E. HAIPINGE

APPROVAL PAGE

This research has been examined and approved as meeting the required standards for partial fulfilment of the requirements of the degree of Master of Education.

---------- ----------

Internal Examiner Date

---------- ----------

External Examiner Date

---------- ----------

Dean: Faculty of Education Date

DECLARATION

I, Gerson Hafeni Pelao Mwaamukange, declare hereby that this study on "*Assessing the impact of videos in promoting learners' English second language comprehension and listening in Omusati region*" is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

Gerson Hafeni Pelao Mwaamukange …….. ……..

Name of Student **Signature** **Date**

ABSTRACT

This study assessed a learning environment where learners were exposed to authentic and rich language input, and it has shed light on the use of multimedia pedagogies in second language (SL) teaching. By using videos, the study explored the impact of multimedia on language comprehension.

The study was conducted in Omusati Region, Namibia on Grade 11 learners doing English as a Second Language NSSC Ordinary Level at a selected secondary school. Two Grade 11 classes were selected to be part of the sample, with one class being the experimental group, while the second class was the control group. The sample consisted of 41 learners per group. This study focused on finding out whether or not the use of videos has an impact on the English language comprehension of SL learners.

This study was a comparative quantitative study, using a quasi-experimental research. Pre- and post-tests were administered on all participants. Instruments for this study consisted of English comprehension tests and listening tests. In the English comprehension tests, the experimental group watched videos and answered questions based on the videos, while the control group had the same content as the experimental group, but instead of videos, content was transcribed into text format. In the listening tests, both groups were given the same content and answered same questions on paper, but the experimental group's content was presented in videos with audio, while the control group only had an audio. After the pre-test, both groups were given series of

tests that comprised three comprehension tests and two listening tests. Thereafter, post-tests were given to the control and experimental group.

The t-test was used to find out if significant differences existed between the control and experimental groups' scores. Findings from the pre-test of the language comprehension, showed that there were no statistically significant differences in the scores on the control and experimental groups' scores of the language comprehension component. However, language comprehension post-test scores showed that there were statistically significant differences between the control and experimental group scores. The control group scored an average of 72.44 compared to an average score of 79.51 for the experimental group. These results seem to suggest that teaching with videos as supplementary materials improved the participating learners' language comprehension. The study recommends that language teachers should use audio-visual materials as supplementary materials when teaching English.

DEDICATION

I dedicate this thesis to my late grandmother, Fransina Kaleinasho Haushona ya Shuumbili. Your teachings will live on, your remarkable character, spirit of hard work and deep conviction on the value of education will forever be part of my consciousness.

I also dedicate this thesis to my entire family, friends and colleagues who supported my struggles for intellectual liberty and enlightenment; this shall be part of our collective legacy.

ACKNOWLEDGEMENTS

This work would not have been completed if it were not for the support from various people in my life. I therefore wish to express my sincere gratitude to my supervisor Dr. S. M. Iipinge and my co-supervisor Mr. E. Haipinge for their unwavering support, patience and wisdom in guiding me to write this thesis.

My sincere thanks also goes to Dr. S. T. Naukushu for his support and guidance during data analysis. In the same vein, I would like to acknowledge my lecturer Dr. P. J. Boer for her transformational teachings on the various principles of Educational Technology in the 21st century education. I would like to thank the principal of the school where I conducted my study. I thank the Grade 11 learners who voluntarily participated in this study for their patience, enthusiastic spirit and cooperation; I am forever indebted to them.

Equally, I would like to thank all my siblings for their immeasurable support, care and motivation. To my parents Meme Maano Penehafo Mwaamukange and Tate Johannes Homateni Mwaamukange, I am eternally grateful for all the sacrifices you made at all stages of my education and for placing our education first before anything else.

Last but not least, I would like to treasure the support from my friends: Ando Loide Shimakeleni, Robert Naundobe, Sanio Mutilifa, Julia Indongo and Leena Kanandjebo for having been there to provide guidance and moral support and for encouraging me to never relent on this project.

LIST OF ABBREVIATIONS AND ACRONYMS

CD	Compact Disc
DNEA	Directorate of National Examinations and Assessment
DVD	Digital Versatile Disc
ESL	English Second Language
HDTV	High-Definition Television
NIED	National Institute for Educational Development
NSSC	Namibian Senior Secondary Certificate
NSSCO	Namibian Senior Secondary Certificate, Ordinary
NUST	Namibia University of Science and Technology
SL	Second Language
TV	Television
UNAM	University of Namibia

TABLE OF CONTENTS

APPROVAL PAGE ..... *ii*

DECLARATION ..... *iii*

ABSTRACT ..... *iv*

DEDICATION ..... *vi*

ACKNOWLEDGEMENTS ..... *vii*

LIST OF ABBREVIATIONS AND ACRONYMS ..... *viii*

LIST OF TABLES ..... *xiii*

LIST OF FIGURES ..... *xiv*

CHAPTER 1: INTRODUCTION **1**

1.1 Orientation of the study **1**

1.2 Statement of the problem **2**

1.3 Research question **4**

1.4 Hypothesis **4**

1.5 Significance of the study **4**

1.6 Limitations of the study **5**

1.7 Delimitations of the study **6**

1.8 Definition of terms **6**

CHAPTER 2: LITERATURE REVIEW **8**

2.1 Introduction **8**

2.2 The theoretical framework **8**

2.2.1 Dual Channel Assumption 9

2.2.2 Limited Capacity Assumption 9

2.2.3 Active Processing Assumption 10

2.3 Literature review 13

2.3.1 Language development 13

2.3.2 Multimedia and language teaching 15

2.3.3 Using videos in developing ESL learners' reading comprehension and motivation 18

2.3.4 The use of videos in providing authentic language input..... 20

2.3.5 Effectiveness of using videos in language teaching..... 24

2.4 Conclusion 26

CHAPTER 3: RESEARCH METHODOLOGY 27

3.1 Research design..... 27

3.2 Population..... 27

3.3 Sample..... 27

3.4 Research instruments 28

3.5 Research procedure 28

3.6 Data analysis..... 29

3.7 Ethical considerations..... 30

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS 31

4.1 Introduction..... 31

4.2 Biographical information of participants 31

4.3 Presentation of results 32

4.3.1 English comprehension pre-test results 33

4.3.2 English listening pre-test results 35

4.3.3 English comprehension post-test results 36

4.3.4 English listening post-test results 38

4.3.5 Comparison of overall pre-test scores 40

4.3.6 Comparison of overall post-test scores 42

4.3.7 English comprehension pre-test and post-test scores of the experimental group 44

4.3.8 English comprehension pre-test and post-test scores of the control group 46

4.3.9 Listening pre-test and post-test scores of the experimental group 48

4.3.10 Listening pre-test and post-test scores of the control group 50

4.3.11 Paired overall scores of the experimental group 52

4.4 Discussion 56

4.4.1 English comprehension tests unpaired comparison 56

4.4.2 English comprehension test scores paired comparison 57

4.4.3 Listening comprehension test scores unpaired comparison 58

4.4.4 Listening comprehension tests paired comparison 59

4.4.5 Overall tests unpaired comparison 61

4.4.6 Overall scores paired comparison 62

4.5 Pedagogical implications 63

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....66

5.1 Summary..... 66

5.2 Conclusion 67

5.3 Recommendations 68

REFERENCES 70

APPENDICES..... 76

LIST OF TABLES

Table 1.1: Grade 12 English as a Second Language NSSCO National Statistics 2

Table 4.1: Biographical information 31

Table 4.2: Pre-tests and post-tests administered 32

Table 4.3: English comprehension pre-test statistics of experimental and control groups 34

Table 4.4: English listening pre-test statistics of the experimental and control groups 36

Table 4.5: English comprehension post-test statistics of the experimental and control groups... 38

Table 4.6: Listening post-test statistics of the experimental and control group 40

Table 4.7: Overall pre-test statistics of the experimental and control groups 42

Table 4.8: Overall post-test statistics of the experimental and control groups 44

Table 4.9: Paired comprehension statistics (Experimental group) 46

Table 4.10: Paired comprehension statistics of the control group 48

Table 4.11: Paired listening statistics (experimental group) 50

Table 4.12: Paired listening statistics (control group) 52

Table 4.13: Paired overall statistics of the experimental group 54

Table 4.14: Paired overall statistics of the control group 56

LIST OF FIGURES

Figure 2.1: Processing pictures, spoken words, and printed words 12

Figure 4.1: Comparison of pre-test scores (English comprehension) 33

Figure 4.2: Comparison of pre-test scores (Listening) 35

Figure 4.3: Comparison of post-test results (English comprehension) 37

Figure 4.4: Comparison of post-test results (English listening) 39

Figure 4.5: Comparison of pre-test scores (Overall) 41

Figure 4.6: Comparison of post-test scores (Overall) 43

Figure 4.7: Comparison of paired English comprehension scores (Experimental group) 45

Figure 4.8: Comparison of paired English comprehension scores (control group) 47

Figure 4.9: Comparison of paired listening scores (experimental group) 49

Figure 4.10: Comparison of paired listening scores (control group) 51

Figure 4.11: Paired overall scores of the experimental group 53

Figure 4.12: Paired overall scores of the control group 55

CHAPTER 1: INTRODUCTION

1.1 Orientation of the study

Over the years, the Namibian education system has gone through several transitions in terms of the languages used as a medium of instruction in schools. Afrikaans was the predominant medium of instruction in Namibian schools, which was mandated by the colonial South African regime until 1983 when the medium of instruction changed to English in some government schools. However, little was done to ensure the smooth transition from Afrikaans to English as a medium of instruction. As a result, teachers who were educated in Afrikaans were expected to use English as a medium of instruction, ultimately leading to a situation where English was not adequately taught (Ministry of Education and Culture, 1992).

At independence, the new Namibian government adopted English as the official language and the medium of instruction. Nevertheless, English has been one of the poorly performing subjects on the Namibian school curriculum. The record of low grades in English is quite worrying and it is clearly observable in the national examination results as shown in Table 1.1, which shows the Namibian Senior Secondary Certificate Ordinary Level (NSSCO) English as a Second Language (ESL) national statistics. For a period of five years (2010-2014), only an average of 32% of the candidates who wrote English as a Second Language (NSSCO) fulltime examination managed to achieve passing grades, A*-D.

Table 1.1: Grade 12 English as a Second Language NSSCO National Statistics

Year	Total number of learners	% Symbol A* – D	% Symbol E-G	% Ungraded (U)
2010	18238	32	56	11
2011	18601	34	56	9
2012	17187	29	59	12
2013	17299	31	57	12
2014	16931	31	58	11
Average		32	57	11

(Compiled from: DNEA National and Regional Distribution of Symbols, November NSSC Ordinary Level of 2010-2014)

As shown by the performance statistics, a larger portion of candidates did not meet the basic competencies required in the NSSC English as a Second Language Ordinary Level curriculum, with an average of 57% falling below the basic competency line and an average of 11% obtaining no grades at all over the past five years.

1.2 Statement of the problem

The academic performance of learners in English as a Second Language is a major challenge in the Namibian schools' curriculum. Over the past five years, the performance of learners who wrote the NSSC fulltime examination has been very low, with only 32% obtaining A*-D symbols. This is an obstacle because a learner who does not obtain A*-D symbols in NSSCO English as a Second Language will not get admitted into degree programmes at the national institutions of higher learning, namely

the University of Namibia (UNAM) and the Namibia University of Science and Technology (NUST). These poor performances of English have raised many questions and concerns in the education sector. At the same time, poor performances have created an imminent need for seeking practical solutions that can improve learners' performance in English. Specifically, the language comprehension part is identified as one of the English components where learners have been constantly performing poorly (Ministry of Education, 2014).

The NSSC English Ordinary Level Examiners' Report highlighted that learners fail to answer questions successfully on a number of areas and this is largely attributed to poor comprehension of texts (Ministry of Education, 2014). Furthermore, on longer pieces of writing, most learners are also falling short in expressing themselves accurately when answering questions such as summarising texts, which is also due to poor comprehension. In the NSSC English Ordinary Level component 4116/3, which is Paper 3 Listening Comprehension, most learners failed to provide the information required and struggle to relate what they hear to the context where it is used in the listening text (Ministry of Education, 2014). This could be due to the fact that teachers are presenting materials without videos as recommended in literature (Mayer, 2005). For example, Mayer (2005) found that the understanding of presented material is better in terms of retention and transfer when words and pictures are used as opposed to using words alone.

Given the statement of the problem outlined above, the study therefore assessed the impact of using instructional tools such as videos in teaching English to second language learners.

1.3 Research question

The study was designed to be experimental and was intended to answer this question: What impact does using videos together with other instructional methods have on learners' comprehension of English as a Second Language?

1.4 Hypothesis

In this study, the following hypotheses were tested:

H_0: There are no statistically significant differences in learners' comprehension of English as a Second Language between those taught using videos and the ones taught using other presentation methods such as chalkboard and textbooks based teaching methods.

H_1: There are statistically significant differences in learners' comprehension of English as a Second Language between those taught using videos and the ones taught using other presentation methods such as chalkboard and textbooks based teaching methods.

1.5 Significance of the study

This study assessed a learning environment where learners were exposed to authentic and rich language input, and it has shed light on the use of multimedia pedagogies in

second language (SL) teaching. By using videos, the study explored the impact of multimedia on language comprehension.

Findings of this study will contribute to the existing knowledge on the use of multimedia in SL teaching in the Namibian education sector. The study presents alternative approaches to improving language comprehension in English as a SL. Results will further serve as an encouragement to school principals and teachers who might find it helpful to adopt multimedia approaches in language teaching, which includes using videos. The outcomes will inform instructional designers and serve as a guide in the development of instructional materials for language learners.

1.6 Limitations of the study

This study was carried out over a period of eight weeks. Because the study ran for a longer period of time, some learners were likely to lose interest in participating in the study. There was a possibility that learners at the target school have not been exposed to videos as learning materials used in this study. To address this shortcoming, the researcher selected the content that evoked learners' interest in the study. There was a possibility that the school principal might not understand the importance of this research and might be reluctant in helping the researcher to successfully complete the study. To address the issues raised above, the researcher explained the benefits that learners would get by participating in this study. The researcher also explained to the principal the positive impacts that the findings of this study might have for the school and the education sector. Due to the sample size, findings from this study were not generalised

to other schools. However, some valuable lessons and insights can be learned from this study, such as the use of instructional media in teaching English as a Second Language.

1.7 Delimitations of the study

The study was conducted in Omusati Region. The target group was Grade 11 learners doing English as a Second Language at a selected secondary school. This study focused on finding out whether or not the use of videos had an impact on the English language comprehension of SL learners.

1.8 Definition of terms

For the purpose of this study, the following terms were defined as follows:

Comprehension: The ability to understand information and opinions based on what is heard, draw conclusions from and identify the relationship between ideas (Ministry of Education, 2010). In the context of this study, comprehension means learners' understanding of information presented through the use of videos.

Video: A recording of moving visual images made digitally or on videotape.

Multimedia: Presenting words, such as printed text or spoken text alongside pictures such as illustrations, photos, animations and videos (Mayer, 2005). In the context of this study, this word will carry the same meaning.

Multimedia tools: Devices used in presenting information such as a television set (TV), compact disc (CD) players, digital versatile disc (DVD) player, computers, data

projectors and radios (Mayer, 2005). In the context of this study, these tools will include television, CD players, DVD players and computers.

Student/Learner: A person who is enrolled at a learning institution such as a school, college or a university. In this study these words are used interchangeably.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical framework that guided this study, namely Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2005). It then proceeds to provide a literature review on past studies conducted on language development and the use of videos in language comprehension. The Cognitive Theory of Multimedia Learning was useful in explaining how videos can be useful tools in language learning and teaching.

2.2 The theoretical framework

Mayer's Cognitive Theory of Multimedia Learning was used to guide this study. The Cognitive Theory of Multimedia Learning is centered on three assumptions, namely dual channel, limited capacity and active processing assumption. These assumptions describe the merits and impacts of multimedia tools on the human mind with relation to learning, processing, organising and retrieving of information. The Cognitive Theory of Multimedia Learning is relevant to education as it helps to improve the design of multimedia instruction. One key attribute in contemporary research on multimedia learning is clarifying the link between the instructional materials used in multimedia instructions with how the human mind works in processing the information. The main argument of this theory, according to Mayer (2005), is that multimedia instructions that combine words and pictures stimulate learning better as opposed to presenting written words or spoken words only. The subsections below explain in detail the three assumptions of Mayer's Cognitive Theory of Multimedia Learning.

2.2.1 Dual Channel Assumption

The first assumption of Mayer's Cognitive Theory of Multimedia Learning (2005) is the dual channel assumption, which asserts that humans have two channels for processing information, i.e., visual and auditory/verbal. The visual channel is responsible for processing visually presented materials such as printed words and images, while the auditory/verbal channel is responsible for processing information presented verbally, for example, narrations or non-verbal sounds.

Through this dual channel assumption, Mayer (2005) argues that learning occurs when a learner is able to understand by constructing a mental image using information presented. Information presented in the visual channel such as words can be converted into sounds. Similarly, a learner can also use information acquired through the auditory/verbal channel and convert such information into mental images, thus helping him/her to gain a deeper understanding of a certain aspect.

2.2.2 Limited Capacity Assumption

The second assumption is the limited capacity assumption, which claims that the human mind has a limited capacity in terms of the amount of information that can be processed in each channel. This assumption asserts that the human mind is able to retain only limited images in the working memory that can aid in understanding a process or a concept being learned. Specifically, the mind can only hold and process limited information in the auditory/visual channel.

In this limited capacity assumption, Mayer (2005) argues that the human mind has a certain capacity for processing information and if information is too much to process, it will lead to cognitive overload. Mayer (2005) describes cognitive overload as a problem in processing input that occurs when one or both channels (visual and auditory) are overloaded with essential information at the same time, resulting in the processing demand exceeding the processing capacity. It is worth noting that understanding the limited capacity assumption is vital to instructional designers, so as to ensure that they create instruction materials that do not overload one or both processing channels with information.

2.2.3 Active Processing Assumption

The third assumption is the active processing assumption, which maintains that humans are actively engaged in cognitive processing of information by combining information from both channels (visual and auditory/verbal) as well as integrating new information with prior knowledge (Mayer, 2005). The active processing assumption asserts that learning occurs as a result of active cognitive processing of information in the two channels. The information obtained from the two channels is merged to create a holistic and coherent mental representation (Mayer, 2005).

Mayer (2005) further points out that active learning is a result of three cognitive processes namely; selecting relevant materials, organizing selected materials and integrating selected materials with the existing knowledge. The first stage (selecting materials) involves a learner paying attention to appropriate words, images, narrated

words and sounds in the presented material. The second stage is establishing a connection between information from different channels and this occurs in the working memory component of the cognitive system. The third and last process in active learning is the integration of selected materials with existing materials and here the relevant portions of prior knowledge are merged with the new information.

Figure 2.1 shows a visual representation of how information presented in multimedia presentation is processed according to Mayer's Cognitive Theory of Multimedia Learning. The boxes represent memory stores at different phases, starting with the sensory memory, working memory and long term memory. Sensory memory allows information such as images and sounds to be held for a brief period after it has passed through sensory organs such as eyes and ears. From the sensory memory, information is passed to the working memory where information is processed and manipulated in active consciousness. In the working memory, a learner consciously chooses to focus on specific information such as images or sounds and tries to relate them and gain understanding. The last box indicates how the long term memory corresponds to the learner's storehouse of knowledge where prior knowledge and information are stored (Mayer, 2005).

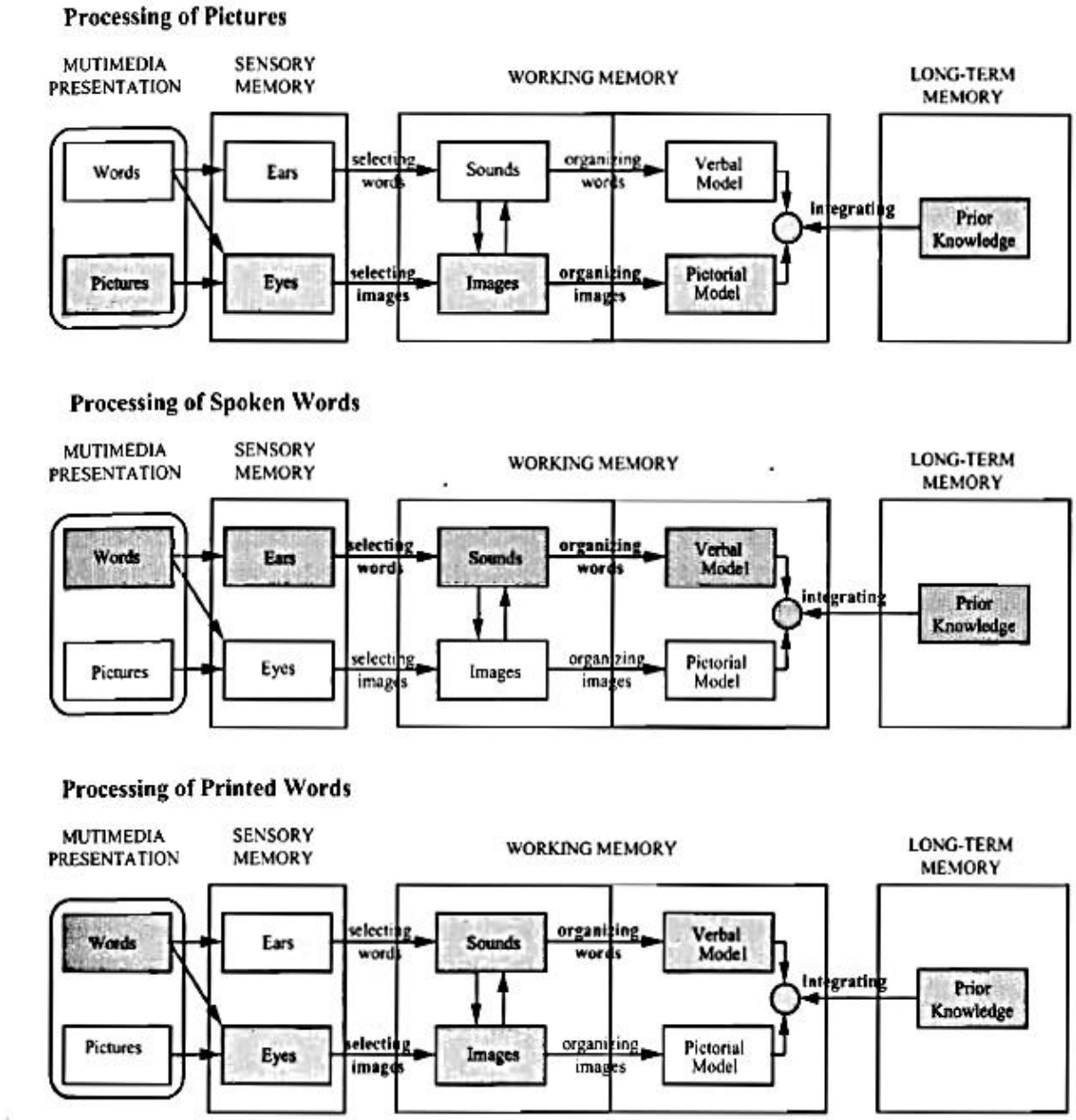


Figure 2.1: Processing pictures, spoken words, and printed words

Source: (Mayer, 2005) Cognitive Theory of Multimedia Learning. Cambridge Handbook of Multimedia Learning.

The assumptions of the Cognitive Theory of Multimedia Learning are important for this study because the study was intended to test if exposing students to material that combines visual and auditory input can help students learn better as suggested by Mayer (2005). Therefore, this theory guided this study in finding out if there is a difference in the comprehension of English as a second language when taught with videos and when taught using traditional methods only.

2.3 Literature review

The literature reviewed included the use of multimedia materials and language teaching and learning, and conditions that influence language development and advancement. It also looked at the use of videos in developing English Second Language (ESL) learners' comprehension and motivation. Also included in the literature review is the use of videos as a source of authentic language input and the effective ways of using videos in language teaching.

2.3.1 Language development

Research in language learning has shown that language is learned faster when a person is exposed to the native speakers' language output over an extended period of time (Bahrani & Sim, 2012). For second language learners to acquire a language, they should be exposed to authentic language input, which can be achieved by immersing learners in a society with native speakers or a setting where the target language is widely used (Gass, 2013). While it is practically impossible to immerse all ESL learners in native speakers' societies, learning environments can be adjusted by replicating reality with

videos to create a linguistically rich and valid alternative to living in an English native speakers' environment. The rise of communication technology devices such as satellite and cable television networks are alternatives with the capacity to provide easy access to rich sources of language input which are beneficial to second language (SL) learners. Bahrani and Sim (2012) maintain that television shows and conversations hosted by native speakers of any language can serve as a great language resource to SL learners who in most cases have no immediate contact or exposure to native speakers of their target language.

Furthermore, theories on language learning have attempted to explain the conditions needed for language learning to take place. One of such theories is Krashen's Input hypothesis (as discussed in Gass, 2013), which proposes that SL is acquired when learners are exposed to authentic and comprehensible input. Comprehensible input is the content which is understandable to language learners despite them not understanding all words and structures in it, and can therefore serve as a building block for learners to acquire a language. Krashen's position is that input is a fundamental feature in acquisition and has an extensive implication for the classroom.

Mathew and Alidmat (2013) conducted a study on 15 undergraduate university students who were native Arab speakers studying English Language and Literature in Saudi Arabia. The purpose of Mathew and Alidmat's study was to examine the students' perceptions on the use of audio-visual aids in the classroom of English as a foreign language. Findings of this study suggest that the use audio-visuals as a teaching method

stimulate thinking, improve learning and arouse students' interest in learning. The study also found that audio-visual materials are beneficial if they are closely linked to the learning content. Similar observations are noted by Garza (1996), that audio-visuals such as videos offer a greater opportunity to clarify intangible concepts, which cannot be explained through other instructional modes - concepts such as emotions, personality, behaviour, tone, among others.

2.3.2 Multimedia and language teaching

The English language has not only expanded beyond the native speakers' geographical boundaries, but it has become the leading *lingua franca* in all spheres of global activities. English is the principal language in the global knowledge formation and transmission circles, from science, education, media, and technology among others. Therefore, the need to develop aptitude in English comprehension is indisputable (Dodd, Camachol, Morocho, Paredes, Zúñiga, Pinza, Toro, Vargas, Benítez, & Rogers, 2015). It is therefore vital that the Namibian schools' curriculum produces linguistically competent learners who are fluent in English and have the capacity to participate in discussions crucial to social and national development programs.

According to Cakir (2006), all audio-visual materials have positive contribution to language learning as long as they are used correctly. This is because, in the process of learning a language, a learner needs both visual and auditory input to gain clear understanding of what they are learning. Therefore, using video materials in language teaching can be greatly beneficial to language learners. Video materials can be obtained

from different sources such as replaying pre-recorded television programmes in the classroom and detailed video lessons on specific language skills. This would provide learners with authentic and language rich material, especially if the presenter is a native speaker of the language being learned. A survey carried out by Canning-Wilson (2000), which intended to test if students' interest in audio-visual materials can be linked to better language comprehension and learning, also revealed that students like learning through videos.

Özkan (2002) notes that language is continuously evolving, so is the media such as television, radios and newspapers, through which learners can learn a language. One way to expose SL learners to the target language according to Özkan's research is by incorporating audio-visual technology in the lesson presentations and learning activities. Another strength noted from Özkan's research is that teaching with video materials relieves the pressure of the workload on the teacher. In another study, Cakir (2006) found that explaining becomes easier since learners can easily grasp the content because the video content is easier to understand as it has gestures, eye contact and other visual clues that can help a learner to understand the content. What Namibian language teachers can learn from the findings of these studies is that learners should be exposed to language material in various formats. Teaching with audio-visual technology can help teachers adjust their teaching approaches from being teacher-centred to being learner-centred, with technology aiding the learning process. Incorporating the use of technology in teaching can give teachers ample time to focus on other tasks, such as giving individual assistance to learners and marking, thus enabling them to manage

learning better. Currently, meeting all learners' learning needs is very difficult to achieve in most Namibian schools due to a high learner-teacher ratio. According to the Millennium Challenge Account Namibia's Thematic Analysis Report on Education of 2008, the average learner-teacher ratio in 2007 was 28:1 (Millennium Challenge Account, 2008).

Damronglaohapan and Stevenson (2013) conducted a study to investigate students' perceptions with regard to using English movies and videos clips from YouTube to learn English and enhance listening skills. The experiment was conducted on 78 third year students learning English at a university in Thailand. In the study, students were given 10 video clips with exercises for a period of five weeks. Majority of students agreed that the video clips were more beneficial compared to textbook CDs. In addition, they also noted that videos help in improving listening skills as well as in the comprehension of vocabulary. Another finding was that videos help students to learn new cultures. Movies, in particular, were found to be a great source of entertainment and beneficial in learning.

Given these findings, Namibian educators need to assess the strengths and the limitations existing in schools. Therefore, despite the strengths noted in using audio-visual materials, their limitations should also be considered, such as limited internet connectivity in most schools in Namibia. Also, some video material available on the internet cannot be downloaded and be saved for later use.

2.3.3 Using videos in developing ESL learners' reading comprehension and motivation

Alfaleh (2015) argues that ESL learners seek to learn and master a language to enable them to interact with the new language culture and to enable them to attain academic success. One precondition for learning to occur is motivation. Therefore, learners learn better if their interest is aroused, thus, the learning content should not only be relevant but must be interesting and fun. Several studies done on language learning argue that technology-mediated learning can increase students' engagement and interest in learning and proves to be effective in helping ESL learners in language learning (Bahrani & Tam, 2011; Hamilton, 2010; Mohamad, 2009; Son, 2008).

Furthermore, when learning a language, technology-mediated learning is highly beneficial because students have access to the target language and also promotes engagement on their part, such as participating in dialogues or consciously trying to understand the information given (Alfaleh, 2015). Results analysis of learners who wrote the Namibian secondary school exit examination NSSCO in the recent past shows that performance in English as a Second Language has been poor (as shown in the NSSCO statistics in Table 1.1). Given these circumstances, viable solutions need to be found to remedy the situation. One thing that educators do is to identify more effective initiatives in teaching English to second language learners. One such initiative is adopting teaching approaches that can improve the performance of English, such as using video materials

because they have a potential to stimulate learners' interest and motivate them to learn as suggested by Alfaleh (2015).

Dodd et al. (2015) conducted a study on the use of supplementary materials, which include audio-visual materials in English Foreign Language classes. The study revealed that 83% of the teachers who participated in that study indicated that students felt more motivated and participated more when supplementary materials such as videos were used. Participants in Dodd et al.'s study claimed that supplementary materials boosted students' interaction and participation, not only with the teachers but also among students themselves. In the same study, teachers who participated were asked if students' performance and learning could be affected by the use of supplementary materials. About 58% of participants indicated that these materials increased students' motivation, which in turn increased students' understanding and performance.

Given the fact that many learners in Namibia have little exposure to native speakers of English from whom they can learn through interaction, the task lies with educators to provide supplementary materials that expose learners to rich language input which can aid language learning, development and mastery. This might ultimately improve learners' performance in English in Namibian schools. Teachers should also make English lessons fascinating by using audio-visual materials to captivate learners' interest and curiosity to ensure that learners develop a positive attitude towards learning English (Dodd et al., 2015).

2.3.4 The use of videos in providing authentic language input

Authentic language input is the use of language material from a target language as they are presented in the target language. Such material may not have been produced specifically for language teaching (Bahrani & Sim, 2012). The advancement of educational technology has opened up wider opportunities to access the authentic language materials from multiple sources such as web blogs, video and audio sharing websites, such as YouTube, and TV, among others (Hamilton, 2010). Hamilton (2010) found that these platforms provide easy access to language materials with visual-audio input which can greatly help ESL learners understand various linguistic expressions from authentic language materials.

Based on the outcome of the study, Hamilton (2010) suggests that streaming online video sites is a viable option to motivate language learners to learn. Online video sites host a wealth of videos featuring native English speakers with every possible accent or dialect, and the range of topics is so vast that any student can find something of interest. The challenge lies on the fact that in Namibia, only a small population of learners has access to internet, making streaming of video materials a challenge to most learners. However, instructional designers and teachers can download these materials from video and audio sharing web sites, such as YouTube, and make them available to learners on DVDs or copy them onto school computers for learners to watch.

Gilmore (2007) found that authentic language materials are more appealing to learners than materials that were designed specifically for teaching and learning purposes.

Authentic materials focus on communicating a message instead of putting emphasis on only certain language components that the teacher intends to teach. Therefore, authentic language materials give learners the opportunity to learn language in context. Using authentic language materials, especially videos from different countries, will expose learners to diverse dialects, accents and pronunciations of various speakers of the target language (Gilmore, 2007). Relating these findings to the current research, learners will learn and comprehend language materials better if specific language components are integrated within content material given instead of presenting specific language components in isolation. For example, if a teacher is teaching the *past tense*, learners can be given language material with a story of past events, instead of just giving learners a list of verbs in the past tense. Giving learners a story of a past event will enable learners to see how that specific language component (*past tense*) is used. Teachers can, for instance, download video material such as National Geographic Channel documentaries on significant historical events or prominent personalities and present them to the learners to watch. Most of these documentaries are well narrated and can greatly expose learners to a variety of other language components such as vocabulary, pronunciation and accent, thus giving learners extensive opportunities to improve their understanding of the language.

Other scholars such as Gilmore (2007), Nunan (1999) and Gebhard (2006) have highlighted the role of authentic materials in motivating students. They agree that authentic material brings students closer to the target language culture because the learners will be able to establish a close link between the language used and the

surrounding environment where it is used. Authentic materials do not only motivate students, they also help in enriching learning because the content is linked to real life contexts, thus bridging the gap between what they learn in the classroom and real world use of language structures and expressions.

In another study conducted by Mayya (2007) on the integration of audio-visual technology in the Commerce curriculum which assessed the teachers' attitudes toward technology integration in the Udupi district, India, found that the advancement of various audio-visual technologies have enabled magnanimous transformation in the learning process. These findings suggest that the current state of performance in English as a second language can be improved by using audio visual materials. Teachers can also be encouraged and capacitated to be able to integrate technology and technology aided teaching and learning strategies in their practice.

Another study conducted by Bahrani (2012) found that ESL learners often experience challenges in comprehending rapid native speech. Additionally, the study reported that ESL learners failed to comprehend language mainly due to limited exposure to television and radio news featuring native speakers. Similar opinions might be expressed by language teachers and learners in Namibia. Nevertheless, teachers should bear in mind that it takes time for second language learners to get accustomed to native speakers' language aspects such as rate of speech, accent, pronunciation and diction, among others. However, if given enough time, learners' listening skills will improve.

Therefore, teachers must not dismiss the use of audio-visual material simply because of the difficulties that language learners might be experiencing at some point.

Wang (2014) made an analysis on the use of video materials in teaching English in Chinese universities and colleges. The analysis discussed three goals that teachers can set in teaching English with video materials. The first goal is that video materials must facilitate language development such as listening and speaking skills. Secondly, video materials must promote competence in intercultural communication. Because language represents different aspects of the native speakers, it is very difficult to learn a language without understanding the cultural, social norms and traditional background of the native speakers. Videos will therefore offer a great opportunity to learn a language as it provides rich information on the language background. For instance, a Namibian who watches American movies will learn different vocabularies that are difficult to learn in a foreign country like Namibia. For example, football in the Namibian context is synonymous with soccer, but in the American context it is a totally different kind of sport. Therefore, language learners can learn a lot from video material such as movies with native speakers.

The third goal for using videos is to cultivate students' artistic values and ability to appreciate art. This can be achieved when teachers encourage students to deconstruct meaning from videos and applying their insight to video materials. Video materials such as movies can help learners understand intricate concepts and situations that are not common in their countries or regions. Wang's (2014) analysis concluded that video

materials can be utilised as pedagogically valuable sources of authentic language input for language learning. This conclusion is in agreement with other research studies which found that video materials arouse learner interest and motivate them to learn (Dodd et.al., 2015; Canning-Wilson, 2000; Alfaleh, 2015).

2.3.5 Effectiveness of using videos in language teaching

Effectiveness, which in this case, denotes the degree to which something is successful in producing a desired result, is one of the aspects that instructional designers pay attention to before they decide on the course of action they must take or recommend when designing learning materials. It is therefore worthwhile to discuss the influence that the use of audio-visual material has on language learning.

A study conducted by Ismaili (2013) on the effectiveness of using movies in the English First Language classroom found that teachers generally believe that movies have a positive impact on students' language learning and combining them with other materials helps to enhance students' interaction and improve communicative competence. Furthermore, the same study found that using videos was pleasing and motivating because seeing and hearing the simulation of real-life situations is much better than just reading a book. Students participating in Ismaili's study also noted that videos helped them to improve their vocabulary.

The strengths of video material in language teaching have also been noted in a study conducted by Weyers (1999), which measured whether a *soap opera* can improve

students' listening comprehension. The study exposed students to episodes of a *soap opera* for a period of eight weeks. The final result analysis suggested that the listening comprehension skills of students who participated in the study improved as a result of watching the *soap opera*. Another study by Luo (2004) also found that DVD movies improved the participating students' listening skills.

Although many studies praise the use of audio-visual material in language teaching, it is not an easy task to design or select the audio-visual material that meets the cognitive level of learners. Shortcomings in designing and using audio-visual materials should therefore be considered. Mathew and Alidmat (2013), note that a teacher's self-awareness and expertise have a direct impact on the use and effectiveness of audio-visual material used in language teaching.

Therefore, one way to improve the quality of instructional material used in Namibian schools is through training of student teachers and teachers already in the field, on the effective use of new technological devices, web based materials and applications that can be used in a 21st century classroom. Moeller and Reitzes (2011) are of the opinion that teachers need to develop positive attitudes towards the use of audio-visual aids, be innovative and monitor students' attitude towards their teaching styles. The implication that the use of audio-visual material has for the Namibian education sector is that teachers' pedagogical belief should be aligned with the new instructional models that incorporate technology in teaching. This paradigm shift will give teachers a positive attitude towards the use of technology based instructions in their classrooms and also

eliminates hostility towards alternative instructional methods that have the potential to improve learning.

2.4 Conclusion

In conclusion, this chapter firstly discussed the theory that guided the study, i.e., Mayer's Cognitive Theory of Multimedia Learning. The main claim of this theory is that instructions which combine words and pictures stimulate learning better as opposed to presenting written words only. Three assumptions of Mayer's Cognitive Theory of Multimedia Learning were also discussed, namely, dual channel, limited capacity and active processing. Secondly, the chapter reviewed literature related to language development, multimedia and language teaching, the use of videos in developing ESL learners' language comprehension as well as the use of videos in providing authentic language input. Finally, the chapter concluded with studies that showed the efficiency of using videos in language learning, while at the same time highlighting what Namibian educators can tap from studies conducted elsewhere, focusing on the strengths as well as limitations that the use of audio-visual material may bring. These studies generally claim that teaching with videos help learners to improve their language comprehension.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research design

This study was a comparative quantitative study, using quasi-experimental research design principles as recommended by Cohen, Manion and Morrison (2011). Pre-test and post-test research instruments were administered on a control group and an experimental group. The researcher designed these research instruments in the form of comprehension tests and listening tests. The experimental group got an intervention by watching series of videos on various topics related to the English curriculum, while the control group did not get any exposure to videos but studied and learned using the traditional methods (text books and hand-outs).

3.2 Population

This study targeted all Grade 11 learners doing NSSCO English as a Second Language at the selected secondary school in Omusati Region. There are 16 schools offering Grades 11-12 in Omusati Region, with a total of 3,524 learners enrolled in Grade 11 in 2016.

3.3 Sample

There are 16 schools offering Grades 11-12 in Omusati Region. The school that participated in this study was purposefully selected through convenience sampling, because the school was easily accessible to the researcher. The researcher randomly selected Grade 11 class groups from the target school using the cluster sampling technique. Two Grade 11 classes were selected to be part of the sample, with one class

being the experimental group, while the second class was the control group. The sample consisted of 41 learners per group.

3.4 Research instruments

Pre- and post-tests were administered on all participants. Instruments for this study consisted of English comprehension tests and listening tests. The tests matched the competencies covered in the NSSCO English as a Second Language syllabus. Videos that were chosen for this study had clear pictures and audible sound quality with Standard English in terms of pronunciation and vocabulary.

3.5 Research procedure

Both the pre-test and post-test included an English comprehension test (Appendix A and C) and a listening comprehension test (Appendix B and D) of the same level as given in the school syllabus. After the pre-test, learners were given series of tests that comprised three comprehension tests and two listening tests. In the comprehension tests, learners in the experimental group watched videos and answered questions based on the videos. The videos did not have subtitles, so as to reduce cognitive overload in processing input. Mayer and Moreno (2003) describe cognitive overload as a problem in processing input that occurs when one or both channels (visual and auditory) are overloaded with essential information at the same time, resulting in the processing demand exceeding the processing capacity. Therefore, presenting images with subtitles would create a cognitive overload in the visual channel. The intervention which was a series of tests administered to learners over a period of eight weeks. The control group had the same

content as the experimental group. However, instead of videos the researcher transcribed the video content into text format. In the listening tests, both groups were given the same content and answered the same questions on paper, but the experimental group's content was presented in videos with audio, while the control group only had an audio. Learners were given a total of five tests during the intervention period (three comprehension tests and two listening tests). The experimental group watched videos on an HDTV set, while the control group listened from speakers connected to a laptop computer. The content was presented to learners as a group and no individual sessions were given. Learners were not given feedback and no follow up discursions were made after the tests because the papers were only marked after the researcher had finished with the data collection process. Scores obtained from the pre- and post-tests were compared to assess the impact that the use of videos together with other instructional methods had on learners' comprehension of English as a Second Language.

3.6 Data analysis

A comparative t-test calculation was carried out to test the impact that using videos together with other instructional methods had on learners' comprehension of English as a Second Language. An alpha value of .05 was used. If the p-value was less than or equal to the alpha ($p \leq .05$), then the null hypothesis (H_0) would be rejected. If the p-value was greater than alpha ($p > .05$), then the researcher would accept the null hypothesis. The null hypothesis (H_0) suggested that there are no statistically significant differences in learners' comprehension of English as a Second Language between those

taught using videos and the ones taught using other presentation methods such as chalkboard and textbook based teaching methods.

3.7 Ethical considerations

Ethical clearance to carry out the study was obtained from the Postgraduate Committee of the University of Namibia. In addition, the researcher sought permission from the Ministry of Education, Arts and Culture, Omusati Region's Directorate of Education as well as from the school principal to carry out this study at the target school. Learners participating in the study were informed about the purpose of the study. They were assured that results obtained from the study would be held confidential and that their participation in the study was voluntary. They were also informed that they had a choice to withdraw from the study if they wished to. The researcher will keep the data collected from the study confidential for a period of five years; this is to allow further analysis and aid any queries or disputes after the publication of the thesis. Thereafter, the data will be destroyed by shredding the test papers. Finally, participants' names were not revealed since they were given numerical codes for identification purposes.

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the data collected from multiple assessment activities on English language comprehension and listening comprehension which were administered to students who participated in this study, namely, the experimental group and the control group. The aim of the study was to determine whether or not the use of video materials for instructional purposes had an impact on learners' comprehension of English as a Second Language.

4.2 Biographical information of participants

Biographical information of participants from the two selected classes who formed the experimental and the control groups are presented in Table 4.1. A total of 82 Grade 11 learners from a selected secondary school in Omusati Region participated in this study. All learners who participated in the study were first language speakers of Oshiwambo and were learning English as a Second Language. Out of the 82 learners who participated in the study, 65% (N=53) were females, while 35% (N=29) were males. Participants' ages ranged from 17 to 22 years.

Table 4.1: Biographical information

GENDER	EXPERIMENTAL GROUP	CONTROL GROUP	TOTAL	PERCENTAGE (%)
Female	26	27	**53**	65
Male	15	14	**29**	35
N	**41**	**41**	**82**	**100**

*N= the number of participants

4.3 Presentation of results

This section presents the average test scores of both the experimental group and the control group. The test results are presented in tables and graphs to clearly indicate the comparison of the average scores of the experimental group with those of the control group. This study used a quasi-experimental research design with pre-test – post-test control design. The research instruments were administered to both the experimental and control groups. The test instrument comprised English comprehension and listening pre-tests. Thereafter, comprehension and listening post-tests were again administered to both groups. Table 4.2 shows a summary of the pre-tests and post-tests that were administered to participants.

Table 4.2: Pre-tests and post-tests administered

TESTS
1. Comprehension pre-test
2. Listening pre-test
3. Comprehension post-test
4. Listening post-test

A t-test calculation was done to determine if there were significant differences between the test scores. A dependent (paired) t-test was utilised to test if significant differences existed between the pre-test and post-test scores for each group. Independent (unpaired) comparisons were made to test for the existence of statistically significant differences in the scores of the experimental and the control groups for both the English comprehension and listening tests.

4.3.1 English comprehension pre-test results

This subsection presents the comprehension pre-test scores of the control and the experimental groups. Figure 4.1 shows a comparison of the average scores of English comprehension pre-test for both groups.

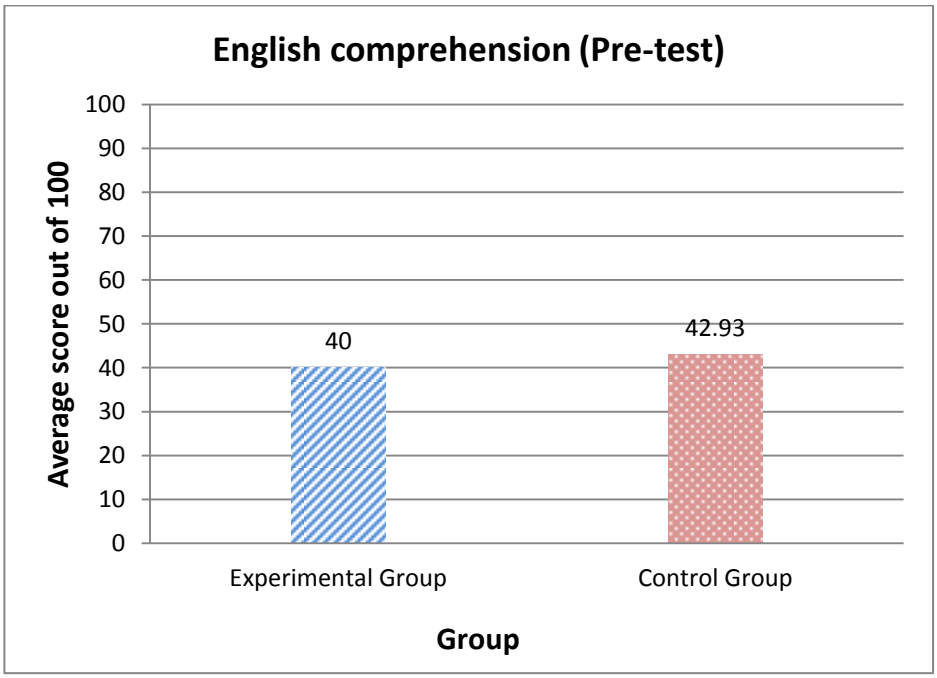


Figure 4.1: Comparison of pre-test scores (English comprehension)

Figure 4.1 shows that the average score of the control group is slightly higher than that of the experimental group with a difference of 2.93%. A t-test as to whether or not this difference is statistically significant is presented in Table 4.3, which tests the following hypotheses:

H_0: there are no statistically significant differences in the English comprehension pre-test scores of the experimental and the control groups.

H_1: there are statistically significant differences in the English comprehension pre-test scores of the experimental and the control groups.

Table 4.3: English comprehension pre-test statistics of experimental and control groups

Summary of test statistics		
	Experimental Group	Control Group
Average	**40.00**	**42.93**
Standard D	9.486	11.009
Variance	90.000	121.219
T-value	1.289	

Table 4.3 shows that at 95% level of significance ($\alpha = 0.05$) and *df* = 80, the *test value-calculated* = 1.289, which is less than the *t-critical = 1.66*. It can therefore be concluded that H_0 is valid, i.e., there are no statistically significant differences between the English comprehension pre-test scores of both experimental and control groups.

The next subsection presents the same comparison of the pre-test scores for the experimental and the control groups in the English listening test.

4.3.2 English listening pre-test results

This subsection presents the pre-test results for the listening test that was administered to the experimental and control groups. Figure 4.2 shows listening pre-test average scores of both the experimental and control groups.

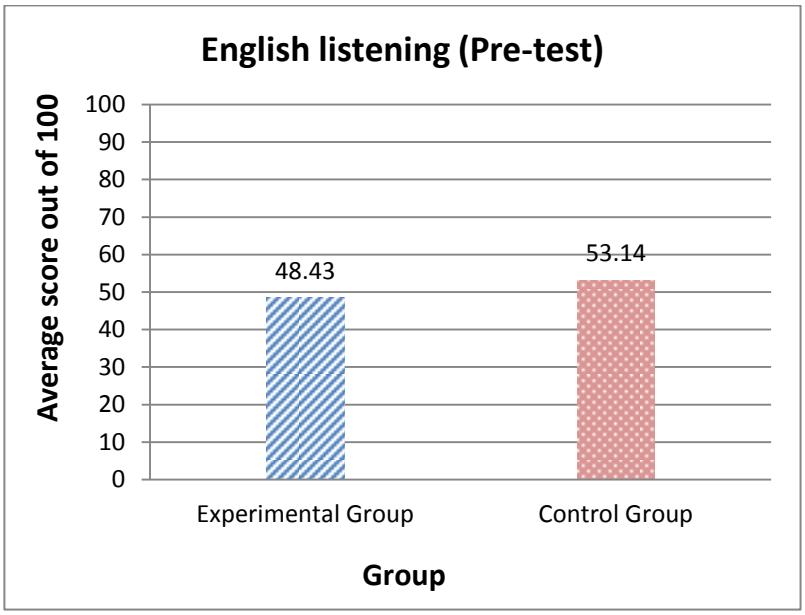


Figure 4.2: Comparison of pre-test scores (Listening)

Figure 4.2 shows that the average score for the control group is slightly higher than that of the experimental group with a difference of 4.71%. To determine whether or not this difference is statistically significant, the t-test results are presented in Table 4.4, which tests the following hypotheses:

H_0: there are no statistically significant difference in the English listening pre-test scores of the experimental and the control groups.

H_1: there are statistically significant difference in the listening pre-test scores of the experimental and control groups.

Table 4.4: English listening pre-test statistics of the experimental and control groups

Summary of test statistics		
	Experimental Group	Control Group
Average	**48.43**	**53.14**
Standard D	12.728	16.292
Variance	162.021	265.431
T-value	1.465	

Table 4.4 shows that at $\alpha = 0.05$ and $df = 80$, the *t-calculated* = 1.46 is less than the *t-critical = 1.66*. This leads to the conclusion that there were no statistically significant differences between the listening pre-test scores of the experimental and control groups.

The next subsection presents the comparison of the post-test scores for the experimental and the control groups in the English comprehension test.

4.3.3 English comprehension post-test results

This subsection presents the post-test results for the English comprehension test that was administered to both the experimental and control groups. Figure 4.3 shows the average scores of English comprehension post-test of the experimental and control groups.

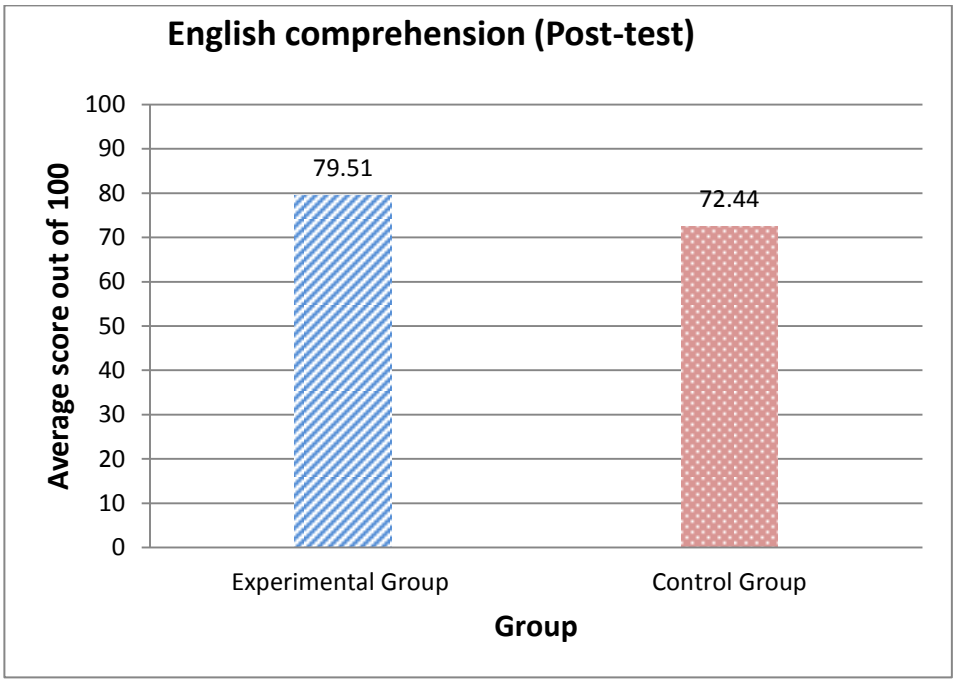


Figure 4.3: Comparison of post-test results (English comprehension)

Figure 4.3 shows that the average score of the experimental group is higher than that of the control group with a difference of 7.07%. To determine whether or not this difference is statistically significant, a t-test is presented in Table 4.5, which tests the following hypotheses:

H_0: there are no statistically significant differences in the English comprehension post-test scores of the experimental and control groups.

H_1: there are statistically significant differences in the English comprehension post-test scores of the experimental and control groups.

Table 4.5: English comprehension post-test statistics of the experimental and control groups

Summary of test statistics		
	Experimental Group	Control Group
Average	**79.51**	**72.44**
Standard D	15.157	15.776
Variance	229.756	248.902
T-value	-2.070	

Table 4.5 shows that at $\alpha = 0.05$ and $df = 80$, the *t-calculated* = -2.07 is more than the *t-critical = 1.66*. It can therefore be concluded that there were statistically significant differences between the English comprehension post-test scores of the experimental and control groups.

The next subsection presents the comparison of the English listening post-test scores of the experimental and the control groups.

4.3.4 English listening post-test results

This subsection presents the post-test results for the English listening test that was administered to the experimental and control groups. Figure 4.4 shows the average scores of the English listening post-test.

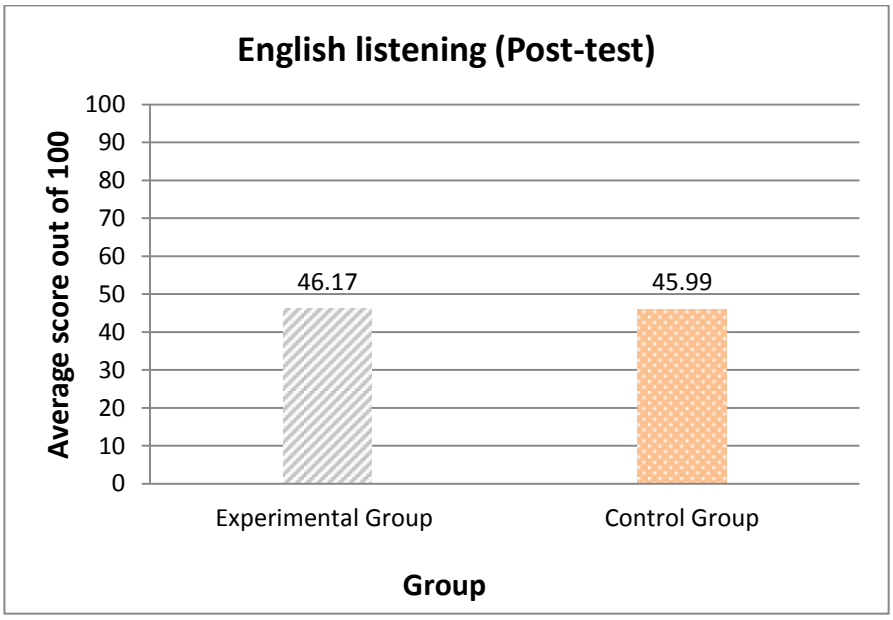


Figure 4.4: Comparison of post-test results (English listening)

Figure 4.4 shows that the average score of the experimental group are slightly higher than that of the control group with a difference of 0.18%. To determine whether or not this difference is statistically significant, a t-test is presented in Table 4.6, which tests the following hypotheses:

H_0: there are no statistically significant differences in the English listening post-test scores of the experimental and the control groups.

H_1: there are statistically significant differences in the English listening post-test scores of the experimental and the control groups.

Table 4.6: Listening post-test statistics of the experimental and control group

Summary of test statistics		
	Experimental Group	Control Group
Average	**46.17**	**45.99**
Standard D	18.904	14.467
Variance	357.391	209.308
T-value	0.026	

Table 4.6 shows that at $\alpha = 0.05$ and $df = 80$, the *t-calculated* = 0.026 is less than the *t-critical = 1.66*. It can therefore be concluded that there were no statistically significant differences between the English listening post-test scores of the experimental and control groups.

The next subsection presents a comparison of the overall pre-test scores for both the control and the experimental groups. "Overall" means English comprehension scores and English listening scores added together.

4.3.5 Comparison of overall pre-test scores

This subsection presents a comparison of the overall pre-test scores of the control group and those of the experimental group. Figure 4.5 shows the overall pre-test scores of the control and the experimental groups.

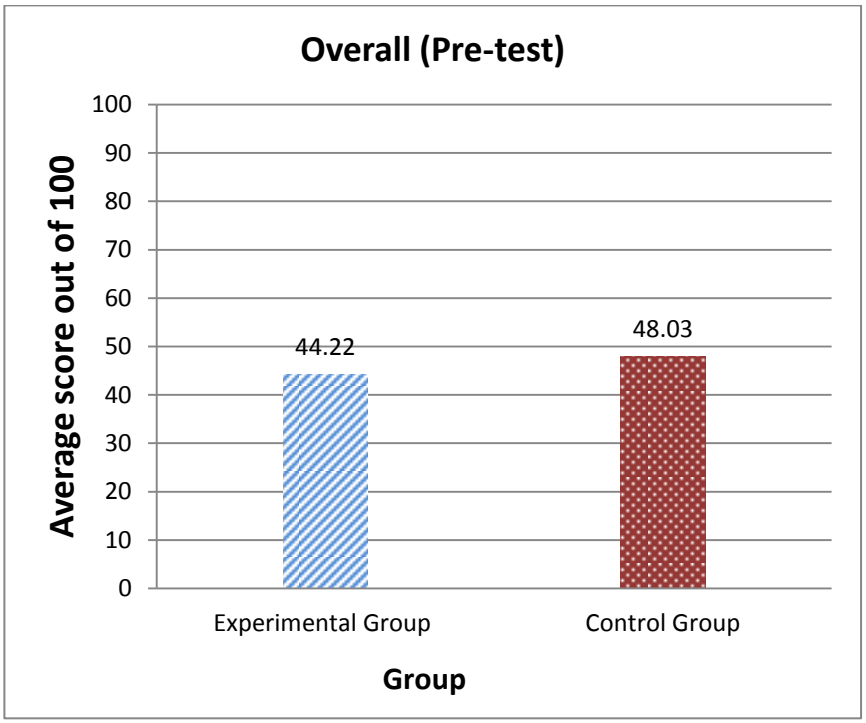


Figure 4.5: Comparison of pre-test scores (Overall)

Figure 4.5 shows that the average score of the control group is slightly higher than that of the experimental group with a difference of 3.81%. To determine whether or not this difference is statistically significant, a t-test is presented in Table 4.7, which tests the following hypotheses:

H_0: there are no statistically significant differences in the overall pre-test scores of the experimental and the control groups.

H_1: there are statistically significant differences in the overall pre-test scores of the experimental and the control groups.

Table 4.7: Overall pre-test statistics of the experimental and control groups

Summary of test statistics		
	Experimental Group	Control Group
Average	**44.22**	**48.03**
Standard D	17.172	19.999
Variance	294.878	399.977
T-value	1.864	

Table 4.7 shows that at $\alpha = 0.05$ and $df = 80$, the *t-calculated* = 1.864 is more than the *t-critical = 1.66*. It can thus be concluded that there were statistically significant differences between the overall pre-test scores of the experimental and control groups.

The next subsection presents a comparison of the overall post-test scores for the control and the experimental groups.

4.3.6 Comparison of overall post-test scores

This subsection presents a comparison of the overall post-test scores of the control group and those of the experimental group. Figure 4.6 shows the overall post-test scores of the control and the experimental groups.

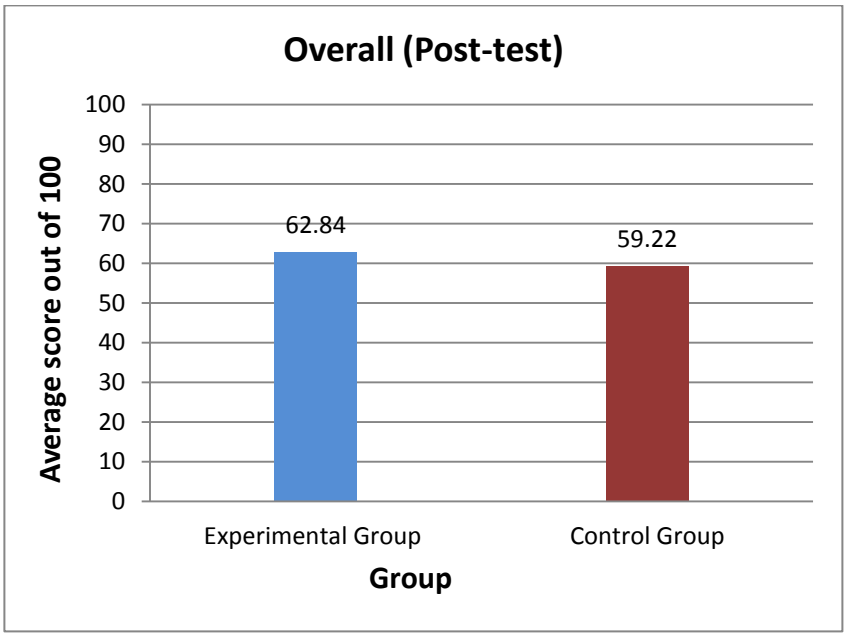


Figure 4.6: Comparison of post-test scores (Overall)

Figure 4.6 shows that experimental group average score is slightly higher than that of the control group with a difference of 3.62%. To determine whether or not this difference is statistically significant, a t-test is presented in Table 4.8, which tests the following hypotheses:

H_0: there are no statistically significant differences in the overall post-test scores of the experimental and the control groups.

H_1: there are statistically significant differences in the overall post-test scores of the experimental and the control groups.

Table 4.8: Overall post-test statistics of the experimental and control groups

Summary of test statistics		
	Experimental Group	Control Group
Average	**62.84**	**59.22**
Standard D	22.703	20.694
Variance	515.457	428.245
T-value	1.562	

Table 4.8 shows that at $\alpha = 0.05$ and $df = 80$, the *t-calculated* = 1.562 is less than the *t-critical = 1.66*. It can therefore be concluded that there were no statistically significant differences between the overall post-test scores of the experimental and the control groups.

The next subsection presents a comparison of the English comprehension pre-test and post-test scores of the experimental group.

4.3.7 English comprehension pre-test and post-test scores of the experimental group

This subsection presents a comparison of the English comprehension pre-test and post-test scores of the experimental group. Figure 4.7 presents paired comprehension pre-tests/post-test scores of the experimental group.

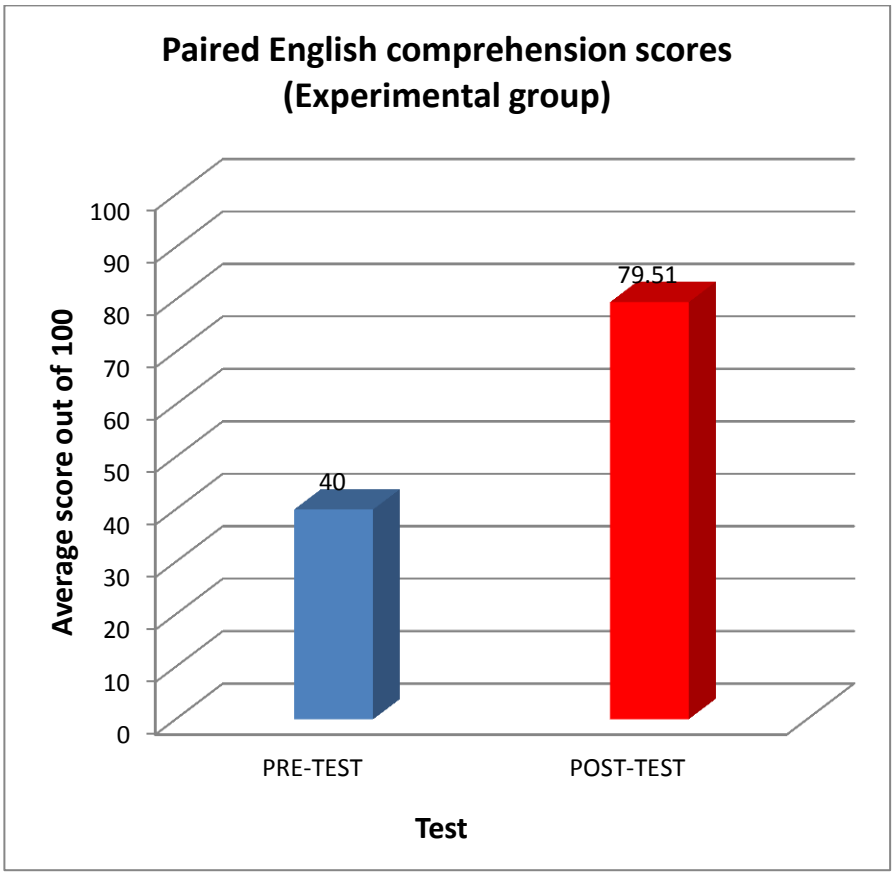


Figure 4.7: Comparison of paired English comprehension scores (Experimental group)

Figure 4.7 shows that the post-test average score is higher than that of the pre-test with a difference of 39.51%. To determine whether or not this difference is statistically significant, a t-test is presented in Table 4.9, which tests the following hypotheses:

H_0: there are no statistically significant differences between the comprehension pre-test and post-test scores of the experimental group.

H_1: there are statistically significant differences between the comprehension pre-test and post-test scores of the experimental group.

Table 4.9: Paired comprehension statistics (Experimental group)

Summary of test statistics		
	Pre-test	Post-test
Average	**40**	**79.51**
Standard D	9.486	15.157
Variance	90	229.756
T-value	14.375	

Table 4.9 shows that at $\alpha = 0.05$ and *df* = 40, the *t- calculated* = 14.375 is more than the *t-critical = 1.68*. Therefore, the conclusion that there were statistically significant differences between the English comprehension pre-test and post-test scores of the experimental group is valid.

The next subsection presents a comparison of the English comprehension pre-test and post-test scores of the control group.

4.3.8 English comprehension pre-test and post-test scores of the control group

This subsection presents a comparison of the English comprehension pre-test and post-test scores of the control group. Figure 4.8 presents paired comprehension pre-test and post-test scores of the control group.

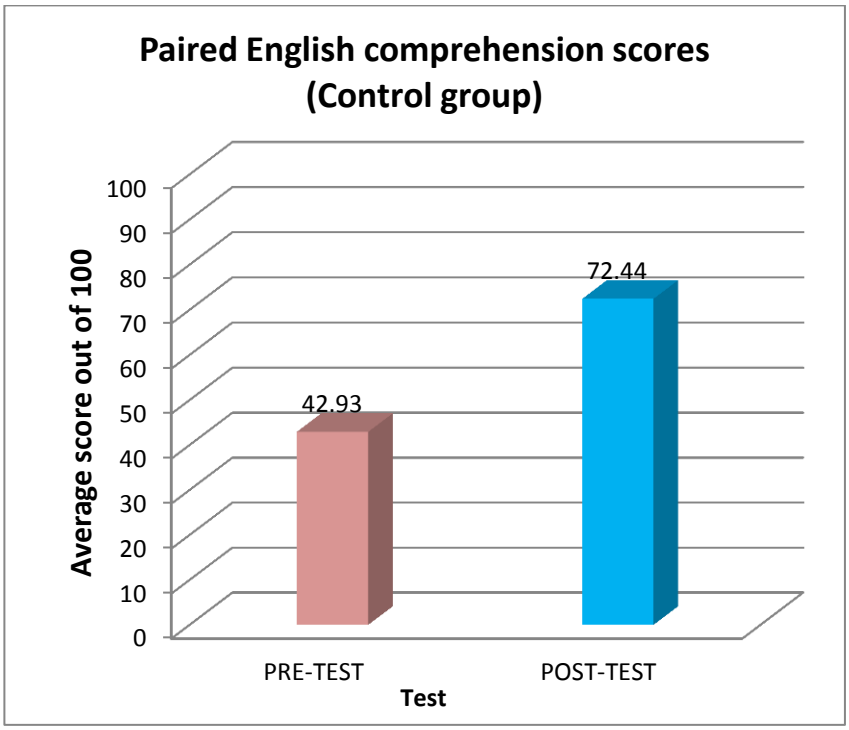


Figure 4.8: Comparison of paired English comprehension scores (control group)

Figure 4.8 shows that the post-test score is higher than that of the pre-test with a difference of 29.51%. To determine whether or not this difference is statistically significant, a t-test is presented in Table 4.10, which tests the following hypotheses:

H_0: there are no statistically significant differences between the English comprehension pre-test and the post-test scores of the control group.

H_1: there are statistically significant differences between the English comprehension pre-test and the post-test scores of the control group.

Table 4.10: Paired comprehension statistics of the control group

Summary of test statistics		
	pre-test	post-test
Average	**42.93**	**72.44**
Standard D	11.009	15.776
Variance	121.219	248.902
T-value	9.278	

Table 4.10 shows that at $\alpha = 0.05$ and $df = 40$, the *t- calculated* = 9.278 is greater than the *t-critical = 1.68*. It can therefore be concluded that there were statistically significant differences between the comprehension pre-test and post-test scores of the control group.

The next subsection compares the English listening pre-tests with the post-test scores of the experimental group.

4.3.9 Listening pre-test and post-test scores of the experimental group

This subsection gives a comparison of the English listening paired experimental group scores. Figure 4.9 presents paired English listening pre-test and post-test scores of the experimental group.

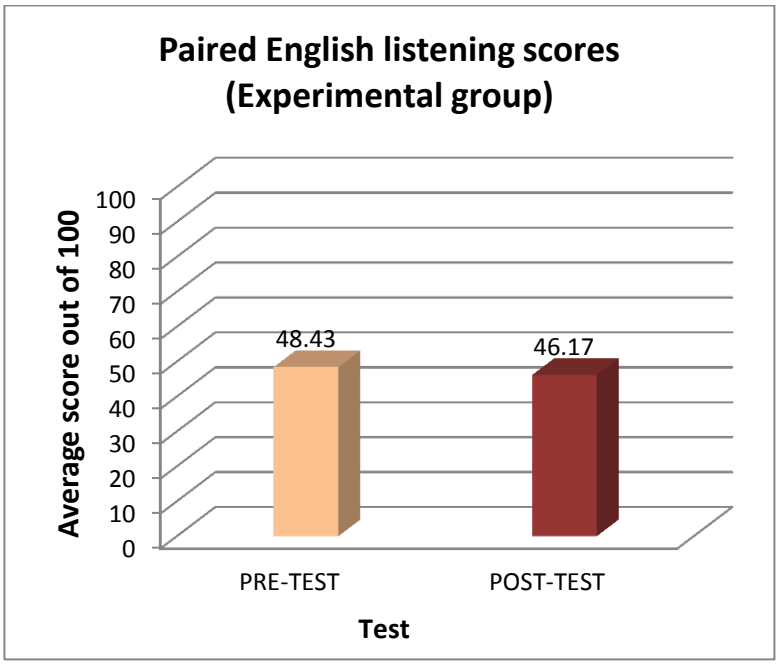


Figure 4.9: Comparison of paired listening scores (experimental group)

Figure 4.9 shows that the pre-test score is slightly higher than that of the post-test with a difference of 2.26%. To determine whether or not this difference is statistically significant, a t-test is presented in Table 4.11, which tests the following hypotheses:

H_0: there are no statistically significant differences between the English listening pre-test and post-test scores of the experimental group.

H_1: there are statistically significant differences between the English listening pre-test and post-test scores of the experimental group.

Table 4.11: Paired listening statistics (experimental group)

Summary of test statistics		
	Pre-test	Post-test
Average	**48.43**	**46.17**
Standard D	12.728	18.904
Variance	162.000	357.391
T-value	0.857	

Table 4.11 shows that at $\alpha = 0.05$ and $df = 40$, the *t-calculated* = 0.857 is less than the *t-critical = 1.68*. It can therefore be concluded that there were no statistically significant differences between the English listening pre-test and post-test scores of the experimental group.

The next subsection shows a comparison of the English listening pre-tests and the post-test scores of the control group.

4.3.10 Listening pre-test and post-test scores of the control group

This subsection shows an analysis of the English listening paired control group scores. Figure 4.10 presents paired listening pre-test and post-test scores of the control group.

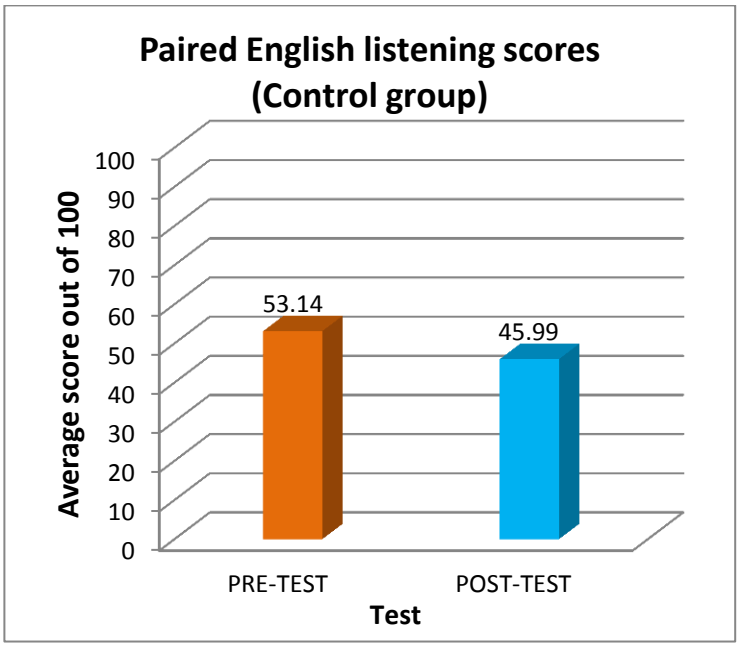


Figure 4.10: Comparison of paired listening scores (control group)

Figure 4.10 shows that the pre-test score is higher than that of the post-test with a difference of 7.15%. To determine whether or not this difference is statistically significant, a t-test is presented in Table 4.12, which tests the following hypotheses:

H_0: there are no statistically significant differences between the English listening pre-test and post-test scores of the control group.

H_1: there are statistically significant differences between the English listening pre-test and post-test scores of the control group.

Table 4.12: Paired listening statistics (control group)

Summary of test statistics		
	Pre-test	Post-test
Average	**53.14**	**45.99**
Standard D	16.292	14.467
Variance	265.430	209.308
T-value	2.952	

Table 4.12 shows that at $\alpha = 0.05$ and $df = 40$, the *t-calculated* = 2.952 is more than the *t-critical = 1.68*. It can therefore be concluded that there were statistically significant differences between the listening pre-test and post-test scores of the control group.

The next subsection presents the overall paired scores of the experimental group.

4.3.11 Paired overall scores of the experimental group

This subsection presents the paired overall scores of the experimental group. Figure 4.11 presents a comparison of the overall pre-test and post-test scores of the experimental group.

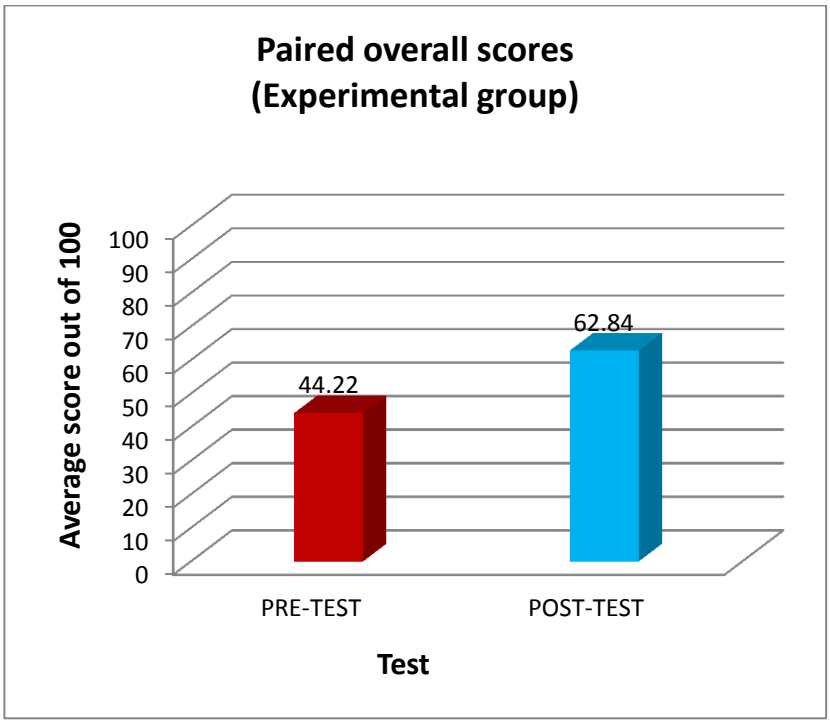


Figure 4.11: Paired overall scores of the experimental group

Figure 4.11 shows that the post-test score is higher than that of the pre-test with a difference of 18.62%. To determine whether or not this difference is statistically significant, a t-test is presented in Table 4.13, which tests the following hypotheses:

H_0: there are no statistically significant differences between the overall pre-test and post-test scores of the experimental group.

H_1: there are statistically significant differences between the overall pre-test and post-test scores of the experimental group.

Table 4.13: Paired overall statistics of the experimental group

Summary of test statistics		
	Pre-test	Post-test
Average	**44.22**	**62.84**
Standard D	17.172	22.703
Variance	295.000	515.457
T-value	11.020	

Table 4.13 shows that at $\alpha = 0.05$ and $df = 40$, the *t-calculated* = 11.020 is greater than the *t-critical = 1.68*. It can therefore be concluded that there were statistically significant differences between the overall pre-test and post-test scores of the experimental group.

The next subsection presents the paired overall scores of the control group.

4.3.12 Paired overall scores of the control group

This subsection presents the overall paired scores of the control group. Figure 4.12 presents a comparison of the overall pre-test and post-test scores of the control group.

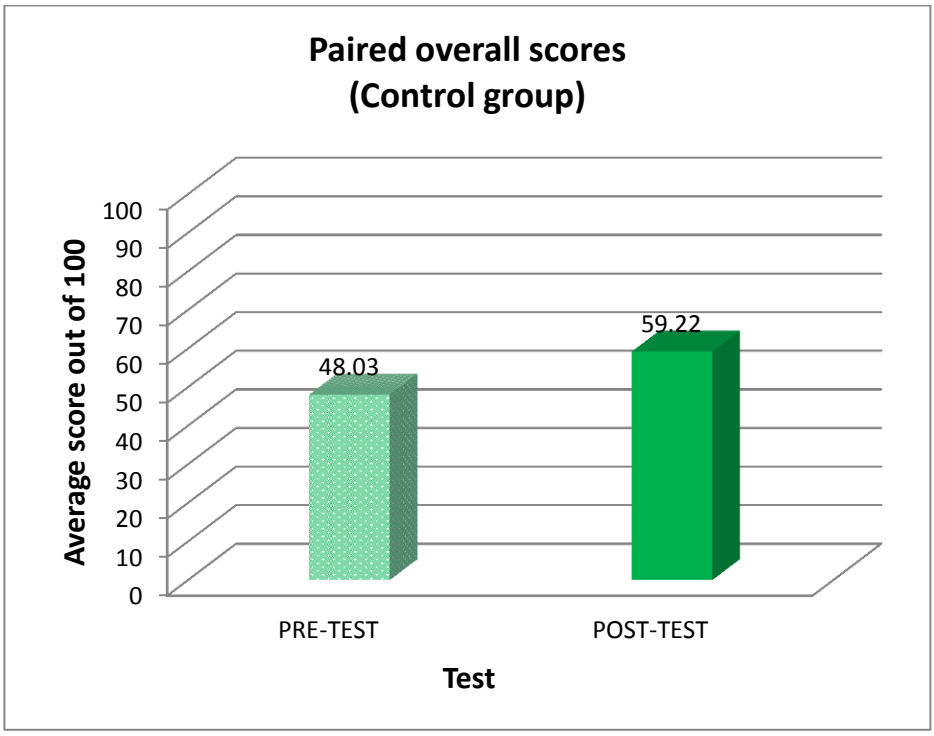


Figure 4.12: Paired overall scores of the control group

Figure 4.12 shows that the post-test score is higher than that of the pre-test with a difference of 11.19%. To determine whether or not this difference is statistically significant, a t-test is presented in Table 4.14, which tests the following hypotheses:

H_0: there are no statistically significant differences between the overall pre-test and post-test scores of the control group.

H_1: there are statistically significant differences between the overall pre-test and post-test scores of the control group.

Table 4.14: Paired overall statistics of the control group

Summary of test statistics		
	Pre-test	Post-test
Average	48.03	59.22
Standard D	19.999	20.694
Variance	399.977	428.245
T -value	5.235	

Table 4.14 shows that at $\alpha = 0.05$ and $df = 40$, the *t-calculated* = 5.24 is greater than the *t-critical = 1.68*. It can therefore be concluded that there were statistically significant differences between the overall pre-test and post-test scores of the control group.

4.4 Discussion

4.4.1 English comprehension tests unpaired comparison

A comparison of scores obtained from the pre-test scores of the control and experimental groups showed that the control group's average scores were slightly higher than those of the experimental group. However, to investigate the significance of this difference a t-test statistical analysis was conducted. The results of the t-test showed that the t-calculated was smaller than the t-critical, which was indicative that there were statistically significant differences between the two groups in terms of their comprehension of English. This could be attributed to the fact that it was early in the study and no treatments had been given to any group, which is why the groups'

performance showed the same trend. The fact that learners were randomly assigned to the experimental and control groups implies that each learner had an equal chance of being assigned to any of the groups.

After the pre-test, treatments were administered to the experimental group. Thereafter, a post-test was given to both groups. The post-test results showed that the experimental group had a higher average score than the control group. The t-test statistical analysis which compared the two groups' scores showed that the t-calculated was greater than the t-critical. This indicates that there were statistically significant differences between the two groups' scores. Since the experimental group's scores were slightly higher compared to the control group, the conclusion that can be drawn here is that the slightly higher scores of the experimental group could be due to the audio-visual materials that this group was exposed to as part of the experiment. These results are in agreement with Mayer's Cognitive Theory of Multimedia Learning, which suggests that instructions that combine words and pictures simulate learning better as opposed to presenting word or spoken words only (Mayer, 2005).

4.4.2 English comprehension test scores paired comparison

A comparison of the English comprehension pre-test and post-test scores of the control group showed that the average scores of the post-test were higher than those of the pre-test. To check if statistically significant differences existed between these scores a t-test was done, which showed that the t-calculated was greater than the t-critical. It can therefore be concluded that there were statistically significant differences between the

English comprehension pre-test and post-test scores of the control group. The increase in the average scores of the control group's English comprehension post-test could be attributed to the exposure to reading materials which were given as part of the study.

Another comparison made was of the pre-test and post-test scores of the experimental group. Results showed that there was an increase in the average scores after the treatment was given to the experimental group. The statistical analysis of the t-test showed that there were statistically significant differences between the English comprehension pre-test and post-test scores of the experimental group. The experimental group's average scores increased with a difference of 39.51% between the pre-test and post-test scores, while the control group showed an increase of only 29.51%. The experimental group's average score increased with 10% more than the control group. This increase could be attributed to the video materials that were given to the experimental group. These findings are in line with earlier studies conducted on multimedia and language learning (Cakir 2006; Canning-Wilson 2000; Özkan 2002). These studies found that audio-visual materials have a positive contribution to language learning.

4.4.3 Listening comprehension test scores unpaired comparison

The data obtained from the listening pre-test scores showed that the average scores of the control group were slightly higher than those of the experimental group. The t-test statistical analysis conducted to determine if statistically significant differences existed

showed that the t-calculated was smaller than the t-critical. This indicates that there were no statistically significant differences between these groups prior to the treatments.

Furthermore, a comparison of the post-test scores of the groups was done. The post-test scores showed that the experimental group scores were slightly higher in the listening comprehension compared to the control group. In order to decide if the differences were statistically significant, a t-test statistical analysis was conducted which showed that the t-calculated was smaller than the t-critical. Therefore, the conclusion is that there were no statistically significant differences between the listening post-test average scores of the experimental group and the control group.

Although there were no statistically significant differences between the post-test scores, the experimental group performed better when compared to the control group, with a difference of 0.18%. This better performance could be attributed to the videos used in the listening activities, although the difference is not statistically significant. Considering that the control group's average scores were slightly higher than those of the experimental group, and the experimental group surpassing the control group in the post-test, this could mean that the video material given to the experimental group might have had a positive impact on this group in terms of listening comprehension.

4.4.4 Listening comprehension tests paired comparison

A comparison between the pre-test and the post-test scores in listening for the control group showed that the pre-test average scores were higher compared to the post-test

scores. A t-test statistical analysis conducted to test if statistically significant differences existed between the pre-test and post-test scores of this group showed that the t-calculated was greater than the t-critical. The conclusion was that statistically significant differences existed between the listening pre-test and post-test scores of the control group. Given that the average scores decreased in the post-test scores, it is possible that the decrease in these scores was due to the nature of topics covered in the post-test activities. The post-test scores were lower compared to the pre-test scores with a difference of 7.14%, which could possibly be due to the nature of the content covered in the activities given. Learners might be familiar with the topics that were tested in the listening pre-test, which comprised an activity on global warming and the other part of this test was about an educational club TED-ED, while the listening post-test comprised an activity about the Atacama Desert in Chile and the second part of this test was an activity on saving the Amazon Rainforest in Brazil. Therefore, the difference between the pre-test and post-test scores could be due to learners lacking background understanding of the content of the listening post-test.

Similarly, a comparison of the pre-test with the post-test scores in listening for the experimental group showed that the average scores of the pre-test were slightly higher than the post-test scores. The t-test statistical analysis of these scores indicated that the t-calculated was smaller than the t-critical, which indicates that there were no statistically significant differences between the pre-test and post-test scores of the experimental group on listening. Although there were no statistically significant differences between the pre-test and post-test scores of the experimental group, there was a slight difference

in the average scores. The post-test scores were slightly lower compared to the pre-test scores, with a difference of 2.26%. A similar trend of scores was also observed in the control group's paired comparison. The slight decrease in post-test average scores could be due to the nature of the content covered in the activities given, as explained earlier. However, unlike in the control group where the difference between the pre-test scores showed a statistically significant difference, the differences between the experimental group's pre-test and post-test scores were not statistically significant. Therefore, it is likely that the video material used in the experimental group activities might have helped in narrowing the gap between the pre-test and post-test average scores of this group.

4.4.5 Overall tests unpaired comparison

In order to determine the impact of audio-visual materials on learners' overall scores, a comparison of the overall pre-test scores of the control and experimental group was carried out, which showed that the average scores of the control group were higher than those of the experimental group. To determine if these differences were statistically significant, a t-test analysis was conducted which revealed that the t-calculated was greater than the t-critical. This means that there were statistically significant differences between the two groups' pre-test scores.

Following the treatments administered to the experimental group, a post-test comparison was made looking at the overall performance of the control group and the experimental group. The results showed that the post-test scores of the experimental group were slightly higher than those of the control group. The t-test analysis showed that the t-

calculated was smaller than the t-critical, which shows that there were statistically significant differences between the post-test scores of the control and experimental groups.

Although a t-test statistical analysis revealed no statistically significant differences between the post-test scores of the control and experimental groups, it is worth noting that the experimental group's average scores were lower when compared to those of the control group in the pre-test, and the pre-test scores showed a statistically significant difference between the scores. Given the fact that the experimental group outperformed the control group in the average scores in the post-test, it can be concluded that the video materials given to the experimental group might have had a positive impact on learners' language comprehension.

4.4.6 Overall scores paired comparison

To determine the effect of audio-visual materials on the learners' language comprehension, a paired pre-test and post-test comparison was made. The comparison of the overall pre-test and post-test scores for the control group showed that the post-test scores were higher than the pre-test scores. The t-test statistical analysis to determine whether or not there were statistically significant differences between the scores showed that the t-calculated was greater than the t-critical. This outcome suggests that the difference between the pre-test and post-test scores of the control group was statistically significant. The conclusion that can be drawn from these results is that the improvement

in the language comprehension could be because of exposure to reading and listening materials that they were given during the course of the study.

Furthermore, a paired pre-test and post-test comparison was done to compare the overall pre-test and post-test scores of the experimental group. The comparison showed an increase in learners' average scores after the treatment because the post-test scores were higher than the average scores obtained in the pre-test. A t-test statistical analysis to determine if the differences were statistically significant revealed that the t-calculated was greater than the t-critical. This means that there were statistically significant differences between the overall pre-test and post-test scores of the experimental group. Therefore, it can be concluded that the audio-visual materials have a potential to improve second language learners'- language comprehension. In addition, there was a slight difference in the increase in average scores between the pre-test and post-test scores of the two groups. The control group scores showed an increase of 11.92%, while the experimental group scores increased by 18.62%. The notable improvement in the experimental group scores could suggest that the intervention might have helped in improving participants' language comprehension.

4.5 Pedagogical implications

This section briefly discusses the pedagogical implications of using videos in teaching and learning language comprehension and listening skills. It has been noted that teaching English nowadays is more challenging and demanding than before because language teachers "have to provide quality teaching materials that will be engaging, interesting,

up-to-date while simultaneously being a tool that will ensure that the students learn" (Ismaili, 2013, p.121). Findings of this study have provided evidence that learners taught through the use of videos performed slightly better in comprehension and listening tests of English in comparison to those taught without using videos (as discussed in 4.4.2 and 4.4.3). Although the findings of this study were obtained from a limited sample and did not represent all English Second Language learners, the revelations of this study provide a viable alternative approach to language teaching and learning. As Herron et al. (cited in Ismaili, 2013, p.122), concluded,

> Video is lauded for contextualizing language (i.e. linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video's visual dimension is thought to reduce ambiguities present in native speaker voices and to motivate students to want to learn the foreign language.

Consequently, this provides insight to language teachers, language learners, learning institutions and instructional designers seeking alternative ways to improve language comprehension. This study proposes that using audio-visual language materials will expose language learners to rich language input which can aid language comprehension.

This study can serve as a guideline in designing instructional materials for second language learners; it also provides an insight into the impact of audio-visual material in developing and improving language comprehension. It does not do any harm to use traditional teaching methods such as text books, audio CDs for listening, among others, however, results from this study indicate that learners' performance improved when they

were taught with videos alongside the other teaching approaches. In other words, teaching with videos promotes greater 'growth' in learners' language comprehension and listening. In their study, Bahrani and Sim (2012) concluded that video materials motivate learners to learn. Therefore, instructional designers should design learning materials which include videos in addition to the traditional teaching aids such as text books and chalkboards. This will in turn meet learners' learning needs, attract interest and empower learners by reducing their dependency on the teachers. By using videos, learners will be empowered to learn without depending on the teacher as the only direct source of information.

Considering the fact that a majority of second language learners have little exposure to native or first language speakers of the language they are learning, providing language audio-visual materials with rich language input will help language learners to improve their comprehension. Institutions offering distance education can also provide enhanced education to their language students by giving them audio-visual learning materials.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

In this study, the researcher investigated the impact of video materials on two language components, namely, language comprehension and listening comprehension.

Findings from the pre-test of the language comprehension showed that the control group scored an average of 42.93 compared to an average score of 40.00 for the experimental group. These comparison of the scores indicated that there were no statistically significant differences in the scores of the control and experimental groups' pre-test scores on the language comprehension component. However, language comprehension post-test scores showed that there were statistically significant differences between the control and experimental group scores. The control group scored an average of 72.44 compared to an average score of 79.51 for the experimental group.

These results seem to suggest that teaching with videos as supplementary materials improve learners' language comprehension. These findings concur with findings of other studies such as Damronglaohapan and Stevenson (2013), Hamilton (2010), and Bahrani and Sim (2012), among others. Moreover, findings of this study are in agreement with the main claim of Mayer's (2005) Cognitive Theory of Multimedia Learning, which asserts that instructions which combine words and pictures stimulate learning better.

Results obtained from the listening comprehension pre-test showed that the control group scored an average of 53.14, while the experimental group scored an average of 48.43. The listening pre-test scores showed that there were no statistically significant

differences between the control and experimental groups' scores. Additionally, in the listening comprehension post-test the control group scored an average of 45.99 and the experimental group scored an average of 46.17. These scores also showed that there were no statistically significant differences between the control and experimental groups' scores. These findings suggest that video materials did not have a significant impact on improving learners listening comprehension proficiency. Bahrani (2012) points out that it takes time for second language learners to get accustomed to the native speakers' accent. Bahrani's (2012) study also found that limited exposure to materials with native English can result in poor listening proficiency among second language learners. This current study was conducted over a period of eight weeks. This time might not be sufficient to determine if video material has a positive impact on listening as it appears to be the case with language comprehension. Therefore, given this time limitation, there is need to assess the long term impact of video material on second language learners' listening comprehension.

5.2 Conclusion

Teaching a language, particularly a foreign language like English in Namibia, can be a very complex and daunting activity. Teachers, therefore, have to be creative in using and integrating various types of audio-visual materials in language learning and teaching. Doing this, will assist in stimulating and facilitating the learning of a foreign language such as English. Given this context, this study has demonstrated that using videos as supplementary teaching materials has, to a certain extent, a positive effect on learners' English comprehension skills.

5.3 Recommendations

Based on the findings of this study, the researcher recommends the following:

- Language teachers should use audio-visual materials as supplementary materials when teaching English to expose learners to various linguistic components, such as vocabulary, pronunciation and accent. This might give learners extensive opportunities to improve their English comprehension.
- Teachers should take personal responsibility for understanding changes in technology implementation and integration in their classrooms rather than simply relying on technology support staff. Therefore, teachers need to be empowered with skills to use the latest technological teaching aids, design instructional material and audio-visual materials. Additionally, teachers should learn how to download and edit video materials to ensure that they have the appropriate audio-visual materials for their learners.
- Educators also need to understand the needs and learning interests of 21st century learners. Learners in schools today have a great interest in electronic devices and digital information. For these reasons, educators should adjust their instructional materials and align their teaching styles to the learning needs and styles of the learners.
- Schools should adjust their teaching paradigm in order to meet the learning needs of 21st century learners. This includes adopting educational setups that expose learners to authentic language materials, attract learners' interest and promote independent learning. This can be achieved when the schools have equipment

that will enable learners to have access to audio-visual materials. Therefore, schools have equipment such as TV sets, computers, DVD-players, etc. This will ensure learners' sufficient exposure to video materials that will help them improve their language comprehension.

- Learners should be trained on how to use the multimedia devices so that they can be able to access the learning material in the absence of the teacher.
- Schools should strive to have stable internet connections to allow teachers' access to materials from the video and audio sharing websites, such as YouTube, and TV, among others.
- School principals should support teachers by providing technical support, ICT tools and equipment such as computers, projectors and TV sets in order to make it easier for teachers who would want to use videos in their lessons.
- Instructional designers should design learning materials that have both audio and visual contents.

REFERENCES

Alfaleh, A. R. (2015). Using technology for developing ESL students' reading comprehension and motivation. Presented at The 2015 WEI International Academic Conference Proceedings, Athens 2015, Greece. The West East Institute

Bahrani, T. (2012). Exposure to authentic audiovisual programs in informal setting and language learning. *The Turkish Online Journal of Design, Art and Communication (TOJDAC), 2(3), 10-17.*

Bahrani, T., & Sim, T. S. (2012). Audiovisual news, cartoons, and films as sources of authentic language input and language proficiency enhancement. *The Turkish Online Journal of Educational Technology (TOJET), 11*(4), 86-92.

Bahrani, T., & Tam, S. S. (2011). Technology and language learning: Exposure to TV and radio news and speaking proficiency. *Kritika Kultura,* 17, 144-160.

Bahrani, T., & Tam, S. S. (2012). Informal language learning setting: Technology or Social interaction? *The Turkish Online Journal of Educational Technology (TOJET), 11*(2),142-149 .

Cakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology* (*TOJET), 5*(4), , article 9 .

Canning-Wilson, C. (2000). Practical aspects of using videos in foreign language classroom. *The Internet TESL Journal, VI*(11), November 2000, http://iteslj.org/

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). New York: Routledge.

Damronglaohapan, S., & Stevenson, E. (2013). Enhancing listening skills through movie clips on YouTube. (The European Conference on Technology in the Classroom, Official Conference Proceedings).

Dodd, A. R., Camacho, G. K., Morocho, E. L., Paredes, F. M., Zúñiga, A., Pinza, E. I., & Rogers, S. (2015). The use of supplementary materials in English Foreign Language classes in Ecuadorian secondary schools. *English Language Teaching*, *8*(9), 187-195.

Epipheo. (2012, November, 6). "What Is Organic Food?" [Video file]. Retrieved from: https://youtube/GhIZWhJtY8w

Garza, T. J. (1996). The message is the medium: Using video materials to facilitate foreign language performance. *Texas Papers in Foreign Language Education*, *2*(2), 2-20 .

Gass, S. M. (2013). *Second language acquisition. An introductory course* (4th ed.). London: Routledge.

Gebhard, J. G. (2006). *Teaching English as a foreign or second language: A teacher self-development and methodology guide*. Michigan: University of Michigan Press.

Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, *40*(2), 97-118. Available at: https://www.cambridge.org/core/journals/language-teaching/article/authentic-materials-and-authenticity-in-foreign-language-learning/1AE0DE71E691F3D738A8FC9825C07607 . Accessed September 19, 2017.

Hamilton, R. (2010). YouTube for two: Online video resources in a student-centered, task-based ESL/EFL environment. *Contemporary Issues in Education Research*, *3*(8), 27.

Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom: A study conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, *2*(4), 121.

Lim, B. (2010, December 26). "Atacama Desert, Chile." [Video file]. Retrieved from: https://youtube/uyKKlO50hMA

Luo, J. J. (2004). Using DVD films to enhance college freshmen's English listening comprehension and motivation. (Unpublished Master's thesis, National Tsing Hua University, Hsinchu. Taiwan, ROC).

Mathew, N. G., & Alidmat, A. O. H. (2013). A study on the usefulness of audio-visual aids in EFL classroom: Implications for effective instruction. *International Journal of Higher Education*, *2*(2), 86.

Mayer, R. E. (2005). Cognitive theory of multimedia learning. In R. Mayer. *The Cambridge handbook of multimedia learning*, pp.31-38. Santa Barbara, California: Cambridge University Press.

Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational psychologist*, *38*(1), 43-52.

Mayya, S. (2007). Integrating new technology to commerce curriculum: How to overcome teachers' resistance? *The Turkish Online Journal of Educational Technology* (*TOJET), 6*(1), Article 1.

Millennium Challenge Account Namibia. (2008). Thematic Analysis Report: Education - Compact (Vol. 6). Available at: http://www.mcanamibia.org/files/files/PDFs/volume_6_education_tar.pdf. Accessed September 19, 2017.

Ministry of Education and Culture. (1992). *Namibia national conference on the implementation of the language policy for schools, Ongwediva Training Centre¸ June 22 -23*. Windhoek: Longman.

Ministry of Education. (2010). *English second language syllabus ordinary level.* Okahandja: NIED.

Ministry of Education. (2010). *National distribution of symbols per subject: Examination*. Windhoek: DNEA.

Ministry of Education. (2011). *National distribution of symbols per subject:* Examination. Windhoek: DNEA.

Ministry of Education. (2012). *National distribution of symbols per subject*: Examination. Windhoek: DNEA.

Ministry of Education. (2013). *National distribution of symbols per subject: Examination*. Windhoek: DNEA.

Ministry of Education. (2014). *Examiner's report: English as a second language: NSSCO examination.* Windhoek: DNEA.

Ministry of Education. (2014). *National distribution of symbols per subject: Examination.* Windhoek: DNEA.

Moeller, B., & Reitzes, T. (2011). Integrating technology with student-centered learning: A report to the Nellie Mae Education Foundation. Education Development Center.

Mohamad, F. (2009). Internet-based grammar instruction in the ESL classroom. *International Journal of Pedagogies and Learning*, *5*(2), 34-48.

National Geographic. (2011, June 29). "Floods 101" [Video file]. Retrieved from: https://youtube/4PXj7bOD7IY

National Geographic. (2007, May 18). "Global Warming 101" [Video file]. Retrieved from: https://www.youtube.com/watch?v=oJAbATJCugs

Nunan, D. (1999). *Second language teaching & learning*. Florence: Heinle & Heinle Publishers.

Office of the President. (2004). *Vision 2030.* Windhoek: Office of the President.

Özkan, B. (2002). The use of video cases in teacher education. *The Turkish Online Journal of Educational Technology (TOJET), 1*(1), 12-18.

Seeker, . (2013, April 2). "How Music Affects Your Brain" [Video file]. Retrieved from: https://youtube/JpUVMpX62nw

Seeker. (2017, March 14). "What Ever Happened To Saving The Rainforest?" [Video file]. Retrieved from: https://youtube/9iJZCXcmsfw

Son, J. B. (2008). Using web-based language learning activities in the ESL classroom. *International Journal of Pedagogies and learning*, *4*(4), 34-43.

TED-Ed. (2017, March 1). “TED-Ed Clubs: Celebrating and amplifying student voices around the world” [Video file]. Retrieved from: https://youtube/U2PG_R4wl-0

The Daily Conversation. (2014, September 23). “Our Future” [Video file]. Retrieved from: https://youtube/8YQIaOldDU8

Wang, Z. (2014). An analysis on the use of video materials in college English teaching in China. *International Journal of English Language Teaching*, *2*(1), 23.

Weyers, J. R. (1999). The effect of authentic video on communicative competence. *The Modern Language Journal*, *83*(3), 339-349.

APPENDICES

APPENDIX A: ENGLISH COMPREHENSION PRE-TEST

PARTICIPANT NO:…….

Exercise 1
Read the following article below and answer the questions that follow.

Energy for the future

One day we will wake up to find that the energy that powers the alarm clock came from the breeze through the trees the night before and we will go to work that morning riding the rays of the sun, it will light our cities and power our businesses. It will warm our homes and cool on workplaces it will reduce sources of conflict and fuel our economies. It will connect us all; it won't scar the land or poison the seas. The food we eat will be good for our bodies and good for the planet and the weather that won't make us worry for tomorrow there will be more jobs and less disease. The sea level will stop rising and species will stop dying.

The question is how we get to that day from where we are today, all 7.3 billion of us we start by deciding that beyond our doubts and differences, such a day truly exists and that is something each of us can do today. We can make today the day we stop thinking that the change is required to get there are impossible and beyond us and start realizing that they are not only possible but what the future requires of us. We must stop turning from the warnings of science and fear and denial and instead turned toward the solutions and partnerships we need.

We can make today the day we stop pointing at each other man blame and instead chart a new course together. We have never faced a crisis this big but we have never had a better opportunity to solve it we have everything we need to wake up to a different kind of world. We need our leaders to be brave and their choices to be bold. They will either remember us as the generation that destroyed its home or the one that finally came to respect it we have every reason in the world to act we can't wait until tomorrow. This is our only home you can choose today to make a world of difference.

Source: (The Daily Conversation, September 2014)

1) Apart from the daily benefits that the writer expects from the clean energy for the future, what other benefits will this source of energy bring?

…….. [1]

2) According to the text how are the present sources of energy harming the environment?

…….[1]

3) Quote evidence from the text that proves that the writer is optimistic that humanity is capable of influencing change.

…..……

..…….. [2]

4) Who does the writer refer to when he says "***They will remember*** *us as the generation that destroyed its home or the one that finally came to respect it.*"

…….[1]

TOTAL MARKS 5

Exercise 2

Read the following article below about *Music and the Brain,* and answer the questions that follow.

How Music affect your brain

If your favorite song, makes you cry it is because it is literally changing your brain chemistry. Anthony here for D-news in our relationship with music might be deeper than you think. Research has shown that brain waves will resonate with the beat of music and that makes your breathing and your heartbeat actually try to match the beat of the song. Now humans and songbirds are the only two kinds of animals on earth but this happens to which means on some fundamental level we are wired to respond to music. This works in a lot of weird ways it's been shown that listening to pleasant music boost your serotonin which is the brain chemical responsible for good feelings and regular bowel movements so double score.

Processing music is one of the few regular daily activities that we participate in that involve both hemispheres of the brain you know everybody usually has a dominant hemisphere, you know that whole left brain right brain thinker theory but people who study music tend to use both hemispheres of the brain more, making them better at lateral thinking and creative problem solving. Listening to music also engages your hippocampus, now that's the bit of your brain that handles long-term memory storage and that's why listening to old songs sometimes brings back memories that you have forgotten even somebody with alzheimer and dementia can have recovered memories through listening to music.

Now before you run off to tell everyone about the magical powers of your favorite Taylor Swift song you should know that there are downsides to this connection too. For instance, have you ever made a dumb decision at a nightclub any one may be in terms of making new friends? You know listening to sounds at volumes over 95 decibels can actually reduce your mental and physical reaction times by twenty percent and club music usually plays at about a 120 decibels louder music actually tends to increase alcohol sales in bars - so really it wasn't your fault everything was stacked against you. You know what's crazy is this stuff is all happening at a physical level it's affecting our actual brain chemistry and body functions but we don't know why exactly. Music therapy is a field of study that's popped up recently to research and document these connections and a ton of others including music as a painkiller and as a possible way to kick addiction some of it seems a little spacey flaky may be but you can't deny that the connection is there what's the biggest way that music helped you in your life let me know down below and subscribe for more D-news.

Source: (Seeker, March 2013)

1) What do humans and songbirds have in common?

…… (1)

2) What are the benefits if one is able to use both brain hemispheres? Give **two** details.

……

…… (2)

3) Why is listening to music good for people with memory problems?

…… (1)

4) What is the **disadvantage** of listening to loud music?

…… (1)

TOTAL MARKS 5

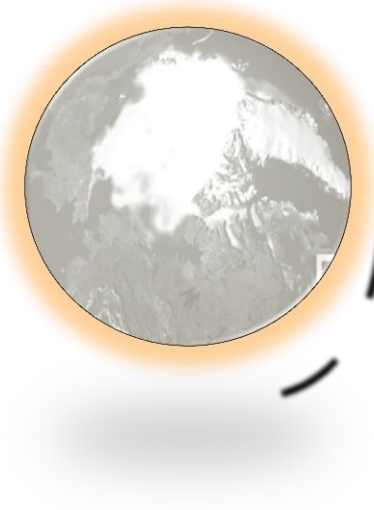
APPENDIX B: LISTENING PRE-TEST

Participant's No:……

Exercise 1

Listen to the following talk about *Global Warming* and then complete the notes below. You will hear the talk **twice**.

Global warming



In the last century the planet's temperature has risen unusually fast about
1.2 - 1.4 degrees.

Ever since the Industrial Revolution began factories power plants and cars have burned **(1)** …….

Evidence for global warming includes recent string of very **(2)** …….

Scientists report that **(3)**……. was the warmest year in measured history.

NASA studies the extent of arctic sea ice has declined about **(4)** …… in the last 30 years.

Researchers predict that temperatures will increase about 210 degrees Fahrenheit by the end of the **(5)** …….

Rising sea levels which could **(6)** ……. areas around the world weather patterns could change making hurricanes more frequent.

Species unable to adapt to the changing conditions would face **(7)**…….

Source: (National Geographic, May 2007) **TOTAL MARKS 7**

Exercise 2

Listen to the following talk about a youth *Educational Initiative TED –Ed* and then complete the notes below. You will hear the talk **twice**.

There are over **2 billion** school-aged individuals living in the world today.

- It's this generation's ideas that will define the future of our **(1)** ……..
- TED-Ed has created a program that's dedicated to sparking and **(2)** …….the best ideas of young people around the world.
- It supports students in identifying their **(3)** ……., learning public speaking skills**,** connecting with a global network of classrooms, and **(4)** …….student ideas.
- Participating students and teachers gain access flexible curriculum they can use to start a TED-Ed Club at their **(5)** ……..
- Students' talk can be referenced on a résumé, a college application, and **(6)** …… with clubs around the world.

- Over **(7)** ……young people empowered and encouraged to share their ideas.

Source :(TED-Ed, March 2017)

TOTAL MARKS 7

APPENDIX C: ENGLISH COMPREHENSION POST-TEST

Participant No:…….

Exercise 1

Read the following text about *Floods* and answer the questions that follow.

Floods

Over the past hundred years no other natural disaster in the US has caused more death and destruction than floods, they can happen anyplace any day any time and they will likely only get worse. As people the cluster around coastal regions and floodplains our growing population will confront the awesome power of water. For thousands of years farmers have depended on seasonal flooding the water irrigated their crops and fertilize their lands. Today excess water is channeled into reservoirs and power hydroelectric dams, but when water levels rise suddenly far more than ground and absorb a flood occurs.

Flash floods are a perfect example, sudden storms unleash torrential downpour, the runoff moves with surprising force. At a depth of two feet the water can push aside a car, in fact half of all of deaths from flash floods involves vehicles but floods occur in many other ways heavy rains and fine snow falls can overwhelm river. A storm surge is caused by hurricanes and tsunamis inundate the coastline landslides and mudflows can displace large volumes of water, dams break, levees fail.

In the Great Mississippi Flood of 1993 several of these factors came into play over 10,000 square miles of the Midwestern United States were overwhelmed with rain. In a cruel twist the earthen dams known as levees along the upper Mississippi river forced the water to flow downstream faster and stronger. Communities further downriver were hit with the full strength of the Mississippi two-thirds of all the levees were breached the town's rally to protect their lives and livelihoods the damage was still immense over 10 billion dollars in damages 56,000 homes flooded or destroyed and some 50 people were killed.

At the start of this century another powerful flood reaped havoc this one coming from the sea the storm surges of Hurricane Katrina submerged eighty percent of the city of New Orleans over 1,800 people died in the floods the damage has been estimated at over 80 billion dollars. In some ways the New Orleans disaster was unique much of the city lies below sea level and despite years of warning the city was woefully unprepared to handle a breach of the levees which kept it dry. But we are still vulnerable sea levels may rise coastlines could erode brain patterns might change snow packs can melt and then the water will rush in.

Source: (National Geographic, June 2011)

1) How do farmers benefit from seasonal floods?

…….. [1]

2) What is done to prevent flooding when there is too much water?

……..… [1]

3) What was the total area affected by the Great Mississippi Flood of 1993?

……..… [1]

4) How many fatalities were recorded as a result of the Mississippi Flood?

……..… [1]

5) Why was it difficult to minimise the damage of the flood that hit New Orleans?

……..… [1]

TOTAL MARKS 5

Exercise 2

Read the article below about *Eating Healthy* and answer the questions that follow.

What Is Organic?

So you're at the store and you're looking for something quick and easy to eat, but you're also trying to be health-conscious. So instead of the regular cheesy mac, you go for the organic stuff. Instead of regular chicken nuggets, you grab some organic chicken nuggets. Then, top it off with some organic sandwich cookies. Hmm cookies! It's all organic so it's good for you, right? Well, not always. You see, while forty five percent of Americans think the organic label means healthy or good, organic really has nothing to do with how nutritious the food is for you.

Organic really just defines how the ingredients were created, prepared, or raised. Let me explain. Organic means that there aren't any genetically modified ingredients. Also organic means, that no chemicals were used to kill bugs and weeds. And that all pesticides are natural instead of synthetic. And organic means nothing was fertilized with sewage sludge. Yeah, sewage sludge. Organic also means that nothing was exposed to radiation, which some manufactures use to sterilize food. And that no industrial solvents were used to clean things up. Also, organic means there can be no chemical additives that some foods have to make them stay fresh for an unnatural amount of time.

And if it's meats, that there's no routine use of antibiotics or hormones pumped into the animals. And all this stuff is really important, but notice organic doesn't necessarily mean that the ingredients are nutritious. So if you care about healthy foods it's more important to just eat the whole foods, mostly fruits and vegetables and avoid packaged-like substances. And yeah, that includes organic cheesy mac. And here's a really big tip. If you can pronounce all the ingredients in a package you are holding then you're on the right track.

Source: (Epipheo, November 2012)

1) What is the general perception of most Americans when it comes to food packaging?

…… [1]

2) What does organic simply entail?

…… [1]

3) Why is it better to buy organic meat than non-organic meat products?

…… [1]

4) What is the advice given if you want to eat healthy? Give **two** details.

……

…….[2]

TOTAL MARKS 5

APPENDIX D: LISTENING POST-TEST

Participant No…….

Exercise 1

Listen to the following text about the Atacama Desert and fill in the notes below. You will hear the talk **twice**.

Atacama Desert

The **Atacama Desert** located in northern Chile is a **(1)** ……place on earth.

- There are pictures landscapes and magnificent sunsets however at some points there **(2)** ……..and streams and settlements around in oasis.
- The salt flats of Atacama is the **(3)** …….. in the world after the one in Bolivia.
- Chilean flamingos have pink feathers and large bills, flamingos feed on algae, **(4)** ……and darkens.
- The next took us to the Moon Valley its landscape living up to its name the surface is covered with salt deposits.

  Due to its unusual appearance the area (Moon Valley) has been used as a location for **(5)** ……. miles of scenes.
- In Death Valley you can see gigantic dunes and rocks and spectacular volcanoes of the Andes.

  Due to the dryness and lack of humidity this place is sterile nothing will **(6)** …….. nothing will decompose.
- A well-preserved mummy is exhibited in the archaeological **(7)**…….. in San Pedro.

Source: (Lim, December 2010) **TOTAL MARKS 7**

Exercise 2

Listen to the following talk about *Saving the Rainforest* and then complete the notes below. You will hear the talk **twice**.

- There were t-shirts, bumper **(1) ……..**there are even efforts to get people to purchase an acre of the rainforest to protect it.
- Deforestation in the Amazon climbed in the 1980s and 90s reaching a peak around 2004, many international **(2) ……..**and countries acted swiftly.
- Norway alone funnelled a **(3) ……..**dollars to Brazil in order to protect the rainforest in 2008.
- They successfully established 150 million acres for conservation and deforestation rates dropped in nearly **(4) ……..**by 2011 from the peak in 2004.
- In 2010 the Brazilian government decided that saving the rainforest should take a backseat to their **(5) ……..**development.
- Two million acres of rainforest were lost between August of 2015 and **(6) ……..**
- Brazil is facing its worst economic slump since the **(7)……...**

Source: (Seeker, March 2017)

APPENDIX E: CONSENT FORM FOR PARENTS

I ……..……..……, the parent of ……..……, a grade 11 learner at a selected secondary school hereby give consent for my child to be a subject in the study entitled "*Assessing the impact of videos in promoting learners' English second language comprehension and listening in Omusati region"* by writing tests that will be given as part of this study.

I understand that:

- My child is under no obligation to participate, and may withdraw from the study at any point prior to the publication or presentation of the research results.
- Anonymity will be maintained through the use participant numbers. The name of my child will not be reported.
- The research will be used for academic and professional presentations and publications.

…….. …….

Signature Date

APPENDIX F: RESEARCH PERMISSION LETTER

CENTRE FOR POSTGRADUATE STUDIES

University of Namibia, Private Bag 13301, Windhoek, Namibia
340 Mandume Ndemufayo Avenue, Pioneers Park
☎ +264 61 206 3275/4662; Fax +264 61 206 3290; URL.: http//www.unam.edu.na

UNAM
UNIVERSITY OF NAMIBIA

06 February 2017

RESEARCH PERMISSION LETTER

Student Name: **Gerson Mwaamkukange**
Student number: **200642448**
Programme: **Master of Education**

Approved research title: Assessing the impact of video on learner performance in the comprehension of English Second Language in Omusati Region.

TO WHOM IT MAY CONCERN

I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

The proposal adheres to ethical principles as per attached Ethical Clearance Certificate. Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards,

DR. SETH J. EISEB
ACTING DIRECTOR: CENTRE FOR POSTGRADUATE STUDIES
Tel: +264 61 2063414
E-mail: seiseb@unam.na

Centre for Postgraduate Studies
Office of the Director
2017 -02- 06
University of Namibia
UNAM

APPROVED BY THE PRINCIPAL
MR MONDE MUSHIHANGELE
30/03/2017.

OFFICE OF THE PRINCIPAL
Nuuyoma Senior Secondary School
30 MAR 2017
Private Bag 5522 OSHAKATI
Fax: 065-254620
PRIVATE BAG 5522 OSHAKATI