

EFFECTS OF VARIED NUMBERS OF
SUPPLEMENTAL VIDEO-PODCASTS ON
SAUDI EFL MALE UNDERGRADUATES'
LISTENING COMPREHENSION AND
ATTITUDES TOWARDS VIDEO-PODCASTS IN
LISTENING

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SUPERVISOR'S DECLARATION

I hereby declare that I have checked this thesis and in my opinion, this thesis is adequate in terms of scope and quality for the award of the degree of Doctor of Philosophy.

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STUDENT'S DECLARATION

I hereby declare that the work in this thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at Universiti Malaysia Pahang or any other institutions.

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ABSTRAK

Pada masa kini, penggunaan *podcast* yang merupakan satu sumber baharu untuk menimba ilmu pengetahuan telah menjadi sangat berkesan dalam meningkatkan kefahaman mendengar dan sekali gus menambah tahap pengetahuan bahasa dalam kalangan pelajar. Kajian ini akan mengenal pasti kesan integrasi *Video-Podcasts* dalam pemahaman mendengar dan kesan pelbagai *Video-Podcast* pada pemahaman mendengar menerusi sikap pelajar. Kajian kuantitatif ini dijalankan selama dua belas (12) minggu dengan menggunakan kaedah kuasi-eksperimental reka bentuk ujian-pra ujian-pasca. Sampel kajian melibatkan 120 mahasiswa lelaki daripada jurusan bahasa Inggeris di sebuah universiti di Arab Saudi. Tiga kumpulan eksperimen telah dipilih dan ditetapkan untuk mendengar 5, 10 dan 15 *Video-Podcast* secara rawak kepada setiap kumpulan, manakala kumpulan keempat dijadikan sebagai kumpulan kawalan. Data kajian dianalisis dengan menggunakan *ANCOVA*, *ANOVA* dan teknik deskriptif. Dapatan kajian menunjukkan bahawa kumpulan *podcast* mencapai prestasi yang signifikan dalam ujian-pasca. Dapatan berkenaan dengan kesan bilangan *video podcast* yang berbeza, hasilnya memaparkan tahap peningkatan yang berbeza dalam pemahaman mendengar. Walaupun ketiga-tiga kumpulan eksperimen mengatasi prestasi kumpulan kawalan, namun tiada perbezaan yang signifikan antara kumpulan kawalan dan kumpulan 5 *Video-Podcast*, dan juga antara kumpulan 10 dan 15 *Video-Podcast*. Walau bagaimanapun, perbezaan yang signifikan dikenal pasti apabila prestasi kumpulan kawalan dibandingkan dengan prestasi kumpulan 10 dan 15 *video-podcast*. Hal yang sama dalam perbezaan yang signifikan didapati di antara kumpulan 5 dan 10 *Video-Podcast* dan antara kumpulan 5 dan 15 *Video-Podcast*. Tambahan pula, pelajar-pelajar didapati menunjukkan reaksi yang positif terhadap penggunaan *video-podcast* bagi tujuan kefahaman mendengar. Meskipun terdapatnya peningkatan jumlah *Video-Podcast* yang perlu didengari oleh pelajar-pelajar sebagai bahan pembelajaran, ini tidak banyak mempengaruhi reaksi pelajar. Hasil kajian menunjukkan bahawa *Video-Podcast* merupakan satu sumber yang berguna bagi meningkatkan kefahaman mendengar pelajar-pelajar yang mempelajari bahasa Inggeris sebagai bahasa asing. Walau bagaimanapun, ini adalah penting untuk memberi perhatian kepada reka bentuk pedagogi dan penggunaan *Video-Podcast* untuk menunjukkan kepada pendidik tentang cara yang paling berkesan dalam pendidikan tinggi.

ABSTRACT

The current use of podcasts, as a new channel to input knowledge, has effectively been promoting listening comprehension which consequently has increased the acquisition of target language among learners. The current study investigated the effects of Video-Podcasts integration on listening comprehension, and the effects of varied number of Video-Podcasts on listening comprehension as well as on students' attitudes. The twelve-week (12) quantitative study employed a quasi-experimental pre-test post-test design. Samples included 120 English major male undergraduates from a University in Saudi Arabia. Three experimental groups were randomly assigned to 5 video-podcasts, 10 video-podcasts, and 15 Video-Podcasts groups to form the experimental group, and a fourth group was treated as the control group. In analysing the data of the current study, ANCOVA, ANOVA and descriptive techniques were employed. Findings showed that the three podcast groups significantly outperformed on the post-test. Regarding the effects of different number of video-podcasts, the results exhibited differing degrees of enhancement in listening comprehension. Although, all the three experimental groups outperformed the control group, no significant difference was found between the control and 5; and between 10 and 15 Video-Podcasts groups. The significant difference, however, was noted when the control group was compared to 10 and 15 video-podcast groups. Similarly, the difference between 5 and 10; and between 5 and 15 video-podcast groups was also significant. In addition, the students were found having positive attitudes towards Video-Podcasts in listening. However, the increased number of Video-Podcasts as input material influenced students' attitude to a little extent only. The findings imply that Video-Podcasts are useful resource for enhancing EFL learners' listening comprehension. However, it is essential to pay attention on the pedagogical design and usage of Video-Podcasts to show practitioners its most effective use in higher education.

TABLE OF CONTENTS

DECLARATION

TITLE PAGE

ACKNOWLEDGEMENTS	ii
ABSTRAK	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS	xii
CHAPTER 1 INTRODUCTION	1
1.1 Research Background	1
1.2 Statement of the Problem	5
1.3 Research Objectives	6
1.4 Research Questions	6
1.5 Hypotheses	7
1.6 Significance of the study	7
1.7 Limitations of the Study	8
1.8 Definition of Terms	9
1.9 Summary	10
CHAPTER 2 LITERATURE REVIEW	11
2.1 Introduction	11
2.2 Teaching of Listening Comprehension in Saudi Arabia	11
2.3 Five Stages of Language Acquisition	14
2.4 Listening Comprehension	15
2.4.1 Listening and Hearing	15

2.4.2	Models of the Listening Process	17
2.4.3	The Tomatis Method for Improving Focusing Ability of the Ear	18
2.5	The Brain and Listening	21
2.5.1	Working-Memory and Long-Term Memory	22
2.6	Role of Computer Assisted Language Learning (CALL) in Language Learning	24
2.6.1	Communicative/ Cognitive CALL (1980s -1990s)	25
2.6.2	Integrative/ Socio-cognitive/ Socio-constructive CALL (1990s -present)	26
2.7	Applications of CALL	27
2.7.1	CALL software applications	27
2.7.2	Generic software applications	27
2.8	Multimedia in Listening	28
2.8.1	Visuals and Listening	28
2.8.2	Video in Listening	30
2.8.3	Captioned Videos in Listening	32
2.9	World Wide Web	34
2.10	Description of Podcasts	35
2.10.1	Difference between Podcasts and Other Online Multimedia	40
2.10.2	Podcasts by Functions	41
2.10.3	Podcasts in Education	44
2.10.4	Effectiveness of Podcasting in Listening	46
2.10.5	Effectiveness of Podcasts' Length in EFL	47
2.11	Learners' Attitude toward Podcasts	50
2.12	Theories Related to the Study	54
2.12.1	Input Hypothesis	54
2.12.2	Cognitive Load Theory	56

2.12.3	Cognitive Theory of Multimedia Learning Theory	57
2.13	Conceptual Framework	59
2.14	Gaps in Literature	60
2.15	Summary	63
CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY		65
3.1	Introduction	65
3.2	Research Design	65
3.2.1	Variables of the Study	68
3.2.2	Internal Validity Threats and Controlling Measures	68
3.3	Population and Sampling	70
3.4	Material Development	72
3.4.1	Experimental Group Lesson Plans	74
3.4.2	Control Group Lesson Plans	77
3.4.3	Criteria for Video-Podcasts Selection	78
3.4.4	Instructor	78
3.5	Research Instruments	79
3.5.1	Questionnaire	79
3.5.2	Listening Comprehension Test (LCT)	81
3.6	Reliability of Instruments	82
3.7	Validity of Instruments	83
3.8	Pilot Study	85
3.9	Data Collection Procedure	86
3.10	Data Analysis Procedures	88
3.10.1	Analysis Technique for Quantitative Data	88
3.10.2	Analysis Technique for Qualitative Data	90
3.11	Summary	91
CHAPTER 4 RESULT ANALYSIS AND DISCUSSIONS		92

4.1	Introduction	92
4.2	Analysis of Demographic Profile	92
4.3	Research Questions and Findings of the Study	95
4.3.1	Analysis of the Post-Test	95
4.3.2	Analysis of the Post-Test for Group Difference	101
4.3.3	Analysis of the Attitude Questionnaire	108
4.3.4	Analysis of the Attitude Difference in Groups Using Varied Number of Video-Podcasts	121
4.4	Summary	124
CHAPTER	5 IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION	127
5.1	Introduction	127
5.2	Implications of the Study	127
5.2.1	Theoretical Implications	128
5.2.2	Pedagogical Implications	130
5.3	Recommendations for Future Research	136
5.4	Conclusion	137
	REFERENCES	138
	APPENDIX A Course Objectives	154
	APPENDIX B List of Video-Podcasts	155
	APPENDIX C Lesson Framework for the Experimental Group	156
	APPENDIX D Lesson Framework for the Control Group	158
	APPENDIX E Model Exercises after Watching Video-Podcasts	160
	APPENDIX F Scheme of Study for the Experimental and Control Groups	163
	APPENDIX G Students' Demographic Profile	164
	APPENDIX H Scale of Attitude toward Video-Podcasts in Listening (SAVPL)	165
	APPENDIX I Listening Comprehension Pre & Post-Test	167

APPENDIX J Evaluation Request for Listening Comprehension Test	172
APPENDIX K Evaluation Form for Listening Comprehension Test	173
APPENDIX L Audio Transcripts for Pre & Post-Test	177
APPENDIX M Comments from the Panel of Experts for the Validity of LCT	184
APPENDIX N Comments from the Expert for the Validity of Open-Ended Questions	185
APPENDIX O Consent Form for Participation in the Study	186
APPENDIX P Participants' Responses to the First Open-Ended Question	187
APPENDIX Q Participants' Responses to the Second Open-Ended Question	189

LIST OF TABLES

Table 3.1:	Variables of the Study	68
Table 3.2:	Internal Validity and Controlling Measures	69
Table 3.3:	Video-podcast numbers allotted to three experimental groups	73
Table 3.4:	Details of Questionnaire Items Adapted	81
Table 3.5:	Reliability Statistics of the Attitude Questionnaire	83
Table 3.6:	Data Collection Procedure	87
Table 3.7:	Hypothesis and Research Questions Testing Techniques	89
Table 4.1:	Demographic Profile	93
Table 4.2:	Means and Standard Deviation of the Pre-test	96
Table 4.3:	ANOVA of Pre-Test	96
Table 4.4:	Mean and Standard Deviation of Pre and Post-test	97
Table 4.5:	ANCOVA of Post-Test	97
Table 4.6:	Descriptive statistics of the differences between pre- and post-test scores based on the use of different number of Video-Podcasts in listening	102
Table 4.7:	ANOVA Analysis for Group Difference on the Post-test	102
Table 4.8:	Post hoc LSD Test for Difference in Pre and Post-test Scores	103
Table 4.9:	Descriptive Statistics of Students' Attitude to Video-Podcasts in Listening	109
Table 4.10:	Overall Means and Standard Deviation of Students' Attitude to Video-Podcasts in Listening	110
Table 4.11:	Themes for Students' preference in watching video-podcasts	114
Table 4.12:	Students' preferences for types of English video-podcasts	116
Table 4.13:	Descriptives statistics of students' attitudes to Video-Podcasts in listening by various number of video-podcast groups	122
Table 4.14:	ANOVA of students' attitude to Video-Podcasts in listening by various number of podcast groups	122
Table 4.15:	Summary of the Findings of the Study	125

LIST OF FIGURES

Figure 2.1:	Information Processing Model	23
Figure 2.2:	Embedded-Process Model	24
Figure 2.3:	Snapshot of Podcast Library on iTunes Store	36
Figure 2.4:	Snapshot of English Feed	38
Figure 2.5:	Snapshot of Business English Pod	39
Figure 2.6:	Podcasting publish, subscribe, and push model	41
Figure 2.7:	Educational Uses of Podcasts	42
Figure 2.8:	Snapshot of Educational Podcast Feed on iTunes Store	43
Figure 2.9:	Snapshots of Educational Video-Podcasts for Unknown Learners	44
Figure 2.10:	Cognitive Theory of Multimedia Learning	58
Figure 2.11:	Cognitive Theory of Multimedia Learning	59
Figure 2.12:	Conceptual Framework of the study	60
Figure 3.1:	Research Design of the Study	67
Figure 3.2:	Sampling of the study	71
Figure 4.1:	Means of students' group difference on the Post-test	104

LIST OF ABBREVIATIONS

ALM	Audio Lingual Method
ANCOVA	Analysis of Covariance
ANOVA	Analysis of Variance
CAI	Computer Aided Instructions
CALL	Computer Assisted Language Learning
CI	Comprehensible Input
CMC	Computer-mediated communication
COE	College of Education
CTML	Cognitive Theory of Multimedia Learning
DV	Dependent Variable
EFL	English as a Foreign Language
ENT	Entire Semester
ES	Early Semester
G1	Group 1
G2	Group 2
G3	Group 3
G4	Group 4
GTM	Grammar Translation Method
HA	High Achieving
IV	Independent Variable
LA	Low Achieving
LCT	Listening Comprehension Test
LCTVP	Listening Comprehension Test Validation Package
LS	Late Semester
LTM	Long Term Memory
MU	Majmaah University

PIC	Podcasts Integration into the Curriculum
PSM	Podcasts as Supplemental Material
PTs	Podcasts Tasks
RSS	Really Simple Syndication
SAVPL	Students' Attitude to Video-Podcasts in Listening
SPSS	Statistical Package for Social Sciences
STM	Short Term Memory
TCL	Theory of Cognitive Load
UPM	University Putra Malaysia
VEPP	Visually Enriched PowerPoint
VP	Video Podcast
VVIT	Visual Verbal Integration Training
WM	Working Memory

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