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Article

## Using Youtube Video Clips of Different Themes To Enhance Students' Listening Skill in an Emi Class

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### KEYWORDS

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### A B S T R A C T

These days, ICT (Information Communication Technology) tools have been increasingly applied in an EFL (English as a foreign language) class. In a class with students of mixed-ability level, the use of additional materials like ICT tools would be useful to boost students' motivation. This study aimed to examine the effect of You Tube video clips of different themes on students' listening ability in an EMI (English as Medium of Instruction) class. The treatment was 7 You Tube video clips of different themes added to the course instruction. A pretest-posttest one group design was conducted and students' evaluation questionnaires were delivered to 31 students. The results showed that students had significant improvement in the post-test results and they also had positive attitude towards the use of You Tube video clips. Additionally, the students seemed to enjoy the clips of novel and humorous topics and they suggested more applications of video clips in the classroom for the next course. Implications were provided for further practices with video clip instruction in the future.

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### INTRODUCTION

In the context of the Mekong Delta, Vietnam, EFL teaching and learning have received great concern from different stakeholders and the Vietnamese Ministry of Education and Training (MOET) because of the students' needs of integrating into the global economy. In spite of efforts to upgrade the students' language proficiency, MOET once again expressed concerns for students' low achievement of English language proficiency throughout the country as well as in the Mekong Delta (Quinn, 2019). For this reason, Vietnamese teachers and lecturers have endeavored to adapt to the educational reform of MOET. They have to tailor and update their lessons day by day to keep pace with the current trends. Within the missions of

technological applications in the language classroom, English lessons have been modified to use more technological tools to enhance the teaching and learning process. Among the four skills of English language, listening skill has been paid more attention and the application of technology to teach listening skill has become indispensable in an EFL classroom in the 21st century. Among different approaches, video clips have been the most suitable tool to improve learners' listening skill.

According to various scholars, accompanied by different types of tasks, video is an appropriate tool for instructing and boosting comprehension skill. Additionally, video

clips could also promote learner's motivation and scaffold their comprehension as the video provides lively images, people's interactions, some captions or key words and even English subtitles (if the language is too hard to understand) (Bajrami and Ismaili, 2016). In an EFL class with students owning multiple levels of English proficiency, the use of an additional tool could assist the low-level learners in grasping the lessons more easily whereas the high-level students could also benefit and gain further accomplishment. This study was conducted in an EMI (English as Medium of Instruction) class. In this class, students receive EMI and they are in need of strengthening their English skills for their future study of specialized subjects. Nevertheless, studies have shown that Vietnamese undergraduates lack English skill competences and this might result in the failure of EMI programs among the universities (Tran and Phuong, 2019). Also, students are required to reach the English requirement for graduation and for an EMI program, the requirement set by Vietnamese MOET is much higher than other normal undergraduate programs. Therefore, it is compulsory for students to attend English enhancement class in the first two semesters so that they will be provided with English input to serve their later academic needs. The problem arises when the diversity of the learner's level appears in an EMI class. To deal with the situation, the lecturers should be flexible and they should utilize different interventions to manage their EMI class effectively. In this study, realizing the students' mixed-ability in listening skill, the You Tube video clips of different themes were utilized in order to tackle the problem and arouse students' interests. The use of video clips in an EFL class is not novel but always necessary in different contexts to promote learner's listening ability (Lalu, 2018; Watkins and Wilkins, 2011).

Different researchers had different purposes in using video-based instruction and results from studies have proven the effectiveness of video utilization in the ESL or EFL classrooms. In the current study, video material was used in an EMI class because of the following reasons. First, as this class is a mixed-ability class, the utilization of video clips would scaffold the learning process of listening skill. They were applied as a supplementary material to assist low-proficiency students in basic listening comprehension and high-proficiency students in reaching an expertise level. Second, in this listening course, Mindset IELTS was functioned as the main course book and this material did not provide students with any audio-visual materials. It was a little boring for them to practice listening with all audio segments. Thus, video clips of divergent themes were selected to add alluring ambience to the classroom. Finally, in the event of gradually upgrading students' English language

proficiency in the Mekong Delta, various interventions had been implemented and this empirical research, with the use of video material, would be served as a trial experiment to investigate the effectiveness of video clips incorporated into the EFL and EMI classroom for wider and sustainable implementations in the future.

In this sense, in the current study, the researcher looked for answers to the following research questions:

1. Does the use of You Tube video clips of different themes have a significant effect on students' listening comprehension in a mixed-ability class?
2. Do students have positive attitude towards the use of You Tube video clips added to the course instruction?

From these research questions, the author formulated the following hypothesis:

The use of You Tube video clips of different themes did not have any significant effect on students' listening comprehension in a mixed-ability class and students did not have positive attitude towards the utilization of You Tube video clips.

Listening comprehension is regarded as an active process through which humans interpret meaning from passages and connect the information which they listen with existing knowledge (Namaziandost, et. al., 2019). According to scholars, listening and reading are two essential skills in foreign and second language acquisition. Listening skill is also said to be the heart of language acquisition process (Vandergrift, 2007; Etemadfar, Soozandehfar, and Namaziandost, 2020). Theories have pointed out that first language learners may acquire the listening input much easier and faster compared to second and foreign language (SL/FL) listeners. For the later listeners, much efforts and conscious consideration should be made to understand each text segment (Namaziandost, et. al., 2019). In addition, listening skill is significant because it is a medium through which learners gain language input and produce information to facilitate further communication (Farangi and Saadi, 2017). Without listening, the communication process obstructs and this might lead to communication breakdown. Listening skill is interwoven with other language skills to form the whole language acquisition process. Thanks to this skill, vocabulary, grammar and interaction patterns might be unconsciously achieved (Woottipong, 2014). Therefore, in order to become a good speaker and writer, listening should be the first skill that SL or FL learners should grasp.

Needless to say, the application of an ICT tool would positively affect the language teaching and learning process. Pertinent research has shown that ICT tools

facilitate students' engagement and maximize positive language and learning outcomes (Li, et. al, 2014; Prince, 2017; Smith, 2019). Accordingly, the use of ICT tools in a language class has become fashionable and mandatory among language teachers. Among those tools, video clips have been widely employed especially in the listening & speaking class to assist students' comprehension and improvement. According to research, video clips are encouraged to apply because of the following reasons. First, video clips could attract students' attention and concentration, which enables them to draw on imagination, increase their memorization of the content, increase their understanding, stimulate ideas, and motivate them to learn. Second, video clips could bring fun and refreshing atmosphere to the classroom and decrease students' anxiety (Muslem, et. al., 2018). This could be done by choosing the right clips, serving both the educational and entertaining purposes. Third, videos, like other theme-based materials, could serve the needs of content based classroom activities. They support students with background information and proper stimuli for subsequent reading, writing, speaking and listening activities.

By providing visual images and sounds, video clips could generate learners' predictions and activate their prior schemata, which could help to link to the new knowledge. In order to maximize the effects of video clips watching and learning, a process of pre-, while- and post- viewing should be conducted by the teachers. Through implementing these steps, the teachers could introduce the lesson's and the video clip's theme, assist their students in using the language via focusing on the important features and prevent students from watching the clips passively (Tran, 2021). Fourth, as listening entails three cognitive processing phases including perceptions, parsing, and utilization, video clips with some captions or key words could connect between auditory and visual input, supporting the learners with comprehension. Research has shown that a limited of captions provided in the video clips could scaffold the listening process and help the learners develop skills and strategies to deal with unfamiliar content (King, 2002). Finally, video clips could be more motivating than other forms of authentic materials if the right clips are selected. It is advisable that the video's topic should be chosen in accordance with students' interests, English language proficiency as well as cultural aspects (Bajrami and Ismaili, 2016).

Since the birth and introduction of DVD videos, the use of video clips to support language learning and teaching has developed accordingly. This evolution has happened

more than 20 years and videos have brought a new breeze and entertaining atmosphere to ESL and EFL classrooms. Several teachers and scholars have incorporated video clips into their lessons to promote students' different kinds of skills, particularly in listening lessons. Fortunately, this practice often boosts effective approaches (Bajrami and Ismaili, 2016; Paran and Duncan, 2019). For instance, Maneekul (2002) carried out a study in which authentic materials and tasks were employed to heighten listening skill for English-majored undergraduate students. The results showed that an increase of students' listening skill was notified after they were exposed to native speakers' video programs while using authentic materials and tasks.

Besides, various studies have also taken into consideration the themes of the videos selected. Kamilah (2013) conducted a study on the effectiveness of using contextual videos. Contextual videos have been proved to offer some benefits in terms of supplying students with realistic models for role play, increasing students' awareness of other cultures, intensifying students' audio/visual linguistic perceptions, widening the classroom range activities, and lessening students' anxiety in listening practice. This study applied a quasi-experimental design with non-equivalent control group pre-test and post-test. The experimental group received the implementation of contextual video whereas the control group was instructed with regular course teaching. The results indicated that at the post-test, the students' listening scores in the experimental group were higher than the students' listening scores in the control group, with minimum effect size ( $r = 0.269$ ). Additionally, the contextual video helps the students in the experimental group be more focused, excited and interested than the students in the control group in listening practice. Finally, students in the experimental group could make a prediction easier in guessing the meanings that were conveyed in the conversation through contextual video compared to their counterparts in the control group. The author concluded that the contextual video could be used as an alternative teaching medium to deal with the problem in teaching-learning process in order to reach students' learning goals.

Similarly, in a study conducted by Woottipong (2014), video materials in teaching listening skill were exercised. The data were collected from the students' scores of the pre-test and post-test of listening comprehension. The findings revealed that students' learning achievement at the post-test was higher than the pre-test at a significance level of 0.05. The study also found that using this type of

strategy could attract students’ attention, capture their interests and make them more conducive to learning. In general, Woottipong concluded that video-based instruction could be integrated with other tasks such as gap-filling, group discussion and oral presentation in order to develop students’ listening and speaking skill.

It is essential to denote that video material instruction could be useful in an EFL class but there might be a minor group of learners do not benefit from this method. However, most of the learners support this teaching approach and their listening skill significantly improves after receiving the treatment. Results from a study by Kim (2015) showed that the intermediate and advanced learners gained significant higher score at the post-test while the low proficiency group did not. Nevertheless, the findings from the survey with close-ended and open-ended questions revealed that all three groups of students, low, intermediate and advanced, were in favor of learning listening through video clips. They also confirmed that videos enhanced their motivation in learning English and helped them understand non-verbal expressions in order to grasp cultural aspects.

**METHOD**

A pretest-posttest one group design was used to explore the effect of the use of video clips of different themes on students’ listening comprehension. The students were mainly instructed by the course book “Mindset for IELTS Level 1”, the latest edition, by Cambridge University Press. For this course, the first four units from the book were instructed. The rest of the book is for the next semester. The intervention used 7 You Tube video clips attached to the course instruction. Students in the course completed the pre-test and post-test.

Participants were 32 first-year students majoring in Computer Science and enrolling in the EMI class at Can Tho University, Vietnam. The participants’ age ranges from 18 to 22 years old. As the EMI class is a special program and not many students committed to register in this class due to the cost of the program, they were not required to take the English placement test at the beginning of the semester. For this reason, their English proficiency was quite diverse. The students were from different regions of the Mekong Delta, Vietnam.

Seven You Tube video clips as the instruments were added to the course instruction. The videos were carefully selected by the teachers (also the writer of this paper) from You Tube channel with the view to serving several

purposes including general knowledge enhancement, entertainment, and listening skill improvement. Table 1 describes all the video clips’ features.

**Table 1:** The Video Clips’ Description

No	Name	Characteristics		
		Theme	Captions or English subtitles	Humorous
1	The Earth	Scientific	No	No
2	Top 10 common Phobias	Psychology	Captions of the phobia’s name	Yes
3		Culture	Captions	Yes
4.	English funny debate class	EFL classroom environment	English subtitles	Yes
5	Talking about your home	Daily life	Captions	No
6	Learning English with “Home alone movie”	Movie	Captions	Yes
7	Nine types of intelligence	Scientific	Captions	No

The video clips chosen were quite varied in theme and types because 1) the research aimed to train students to get accustomed to different types of materials, 2) the researcher wanted to refresh the classroom every week by adding humorous video materials. Through doing this, the students would be more motivated to learn and focus on more on the lessons and 3) considering the students’ mixed levels, no captions, a few captions or English subtitles were used on account of the level of difficulty of the video clips. This would help the low-proficiency students learn better.

To examine students’ attitude towards the use of You Tube video clips in the listening lesson, a students’ evaluation questionnaire was used. The questionnaire had 2 main sections: 1) students’ attitude towards the lecturer’s teaching methods and 2) students’ attitude towards the use of video clips. There were 6 items in the first section and 4 items in the second section. In each section, there was one open-ended question: “Other ideas” to gain students’ further ideas if necessary. The questionnaire was designed in Vietnamese in order to obtain the most precise answers from the students. The questionnaire’s scale was five-point Likert scale ranging from “Strongly agree” to “Strongly disagree”. The

questionnaire was delivered to the students at the end of the course, in week 9.

The course took place in 9 weeks, with 2 meetings of 4 hours 10 minutes each week. The treatment happened during the course. The video clips were added to the listening lesson every week from week 2 to week 8, each video clip for one week. The first week was for listening and speaking pre-test

and the last week was for lesson review. Students took the listening posttest in week 13. The time for the post-test was arranged by the School of Foreign Languages, Can Tho University. All students who were taking the EMI program were gathered.

**Table 2:** Research Design and Procedures

Participants	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 13
N = 32	O <sub>1</sub>	Video 1	Video 2	Video 3	Video 4	Video 5	Video 6	Video 7	Lesson Review	O <sub>2</sub>

**Note:** O = measurement of learners' listening performance; O<sub>1</sub> = Pre-test; O<sub>2</sub> = Posttest at the same time and the same place for this final test. Table 2 shows the research design and the procedures of the intervention.

### The intervention

Added to the course instruction, the intervention happened in 3 stages. Table 3 illustrates 3 stages of the intervention.

#### Pre-watching

This step is very pivotal as the learners need some input to activate their schemata relevant to the new knowledge they are going to acquire. The vocabulary teaching could enable the learners to pay attention not only to the language but also to the meaning of the video, preparing them better for real-life listening (Lalu, 2018). Besides, the video context discussion and thinking about the questions related to the clips are also significant because researchers have proved that the teachers should spend a sufficient amount of time to assist their learners in connecting their background knowledge with the new one and familiarizing them with the theme and the characters in the video clips (Lalu, 2018).

#### While-watching

In order to avoid the learners' boredom, inattention and passivity while they view the video clips, task assignment during this stage is indispensable. These task activities help them train the skill of active listening and focus on the main contents that they need. In addition, some short pauses in the second round of video-watching are also crucial since this might offer spaces for low-proficiency learners to think and modify their answers accordingly.

#### Post-watching

In the post-watching stage, students' pair work was used for cross-checking the answers they took notes in the while-watching stage. By doing this way, students' mutual interaction increased, which resulted in cognitive development and the increase in the language use as well (Zohairy, 2014).

Together with pair work, students' and teachers' feedback for the questions were also salient as those activities provided meaningful input for building students' new understandings. Likewise, the step of vocabulary reviewing was necessary and helpful for students' success in future listening assignments.

#### Data collection

The listening pre-test and post-test were structured using the same format. These two tests were designed by all the lecturers and experts from The School of Foreign Languages, Can Tho University. For an EMI class, Mindset IELTS textbook was utilized and the English language proficiency requirement for students' graduation was also based on IELTS score. Thus, the pre-test and post-test design was in line with the IELTS listening format. The test questions were designed in 1) multiple-choice questions, 2) gap-filling questions, 3) matching and 4) diagram or map labelling. These tests' items were taken from different sources of IELTS materials. The video clip treatment was only used for students' listening competence and vocabulary improvement to support their achievement in the final listening test.

The participants completed the pre-test at beginning of the course, in week 1 and the post-test at the end of the course, in week 13. Data were gathered via students' answer sheets and marks. The students' answers were rated by the author (also the instructor of the course) and using the answer key provided by the School of Foreign Languages, Can Tho University.

**Table 3:** Three Stages of The Intervention

Stage	Activities			
<b>1. Pre-watching</b>	Pre-teaching critical vocabularies	Video context's introduction	Questioning and answering questions relevant to the video's context	Students' reading and thinking about the open-ended questions (see Appendix 3 for questions of each clip) relevant to the video clip
<b>2. While watching</b>	Watching the video clips the first time and taking notes		Watching the video clips the second time with some short pauses for content clarification	
<b>3. Post-watching</b>	Students' discussion in pairs the questions they already answered	Students' feedback for the questions	Lecturers' feedback for the questions	Vocabulary review for the whole section

**Data analysis**

**Pre-test and Post-test**

In order to examine the effect of using You Tube video clips on students' listening ability, a paired-sample T-test was conducted to compare students' listening scores before and after the intervention. Particularly, the tests compared the differences in the mean scores of the results from the listening pre-test and post-test in order to assess students' listening performance.

**Students' evaluation questionnaire**

Cronbach's alpha reliability of the questionnaire was firstly conducted, and then descriptive statistics and frequency tests were carried out to determine students' attitude towards the lecturer's teaching practices and the use of You Tube video clips. In the two later tests, the researcher aimed to identify students' perceptions towards classroom practices and students' level of preferences for the video clips used.

**RESULTS AND DISCUSSION**

**Results from the Pre-test and Post-test**

A paired-sample t-test was performed to compare the students' listening performance before and after the treatment. Table 4 shows the students' mean scores in the pre-test and post-test.

**Table 4:** Paired-sample t-test of Pre-test and Post-test

	N	Mean	SD	t	df	p
<b>Pre-test</b>	32	5.75	2.540	4.458	31	.000
<b>Post-test</b>	32	7.63	1.718			

From table 4, the result showed that the mean score of the post-test was 7.63 with SD = 1.718, which was higher than the mean score of the pre-test, 5.75, SD = 2.540. Furthermore, the significant level can be seen at .000 (p = .000). Therefore, it can be concluded that after the treatment, there was a significant difference in the mean score in the post-test compared to the mean score in the

pre-test. This result suggests that the students showed significant improvement in listening performance after the intervention. This also means that the use of the You Tube video clips added to the course instruction could enhance students' listening ability. As a result, the hypothesis that the use of You Tube video clips of different themes did not have any significant effect on students' listening comprehension was strongly rejected.

**Results from the students' evaluation questionnaire**

First, the Cronbach's alpha reliability test was conducted. The result indicated the Cronbach alpha of .840, which was good enough for the study to carry out. Second, in order to answer the second research question, descriptive statistics test was administered to investigate students' attitude towards teaching practices and the use of the You Tube video clips. Table 5 illustrated the results of the descriptive statistics test.

Values of mean scores	Meaning
4.51 – 5.00	Strongly disagree
3.51 – 4.50	Disagree
2.51 – 3.50	No idea
1.51 – 2.50	Agree
1.50 or lower	Strongly agree

**Table 5:** Descriptive Statistics of Students' Attitude Towards Teaching Practices and The Use of The You Tube Video Clips

Item	Mean	Std. Deviation
<b>Lecturer's teaching practices</b>		
1. The lecturer's teaching method is easy to understand.	1.1935	.40161
2. The lecturer is always ready to answer all students' questions.	1.0968	.30054
3. The lecturer cares for students' concern	1.1290	.34078
4. The lecturer has effective teaching methods.	1.4194	.50161
5. The lecturer has appropriate	1.0968	.30054

manners towards the students.		
6. In general, I am satisfied with my lecturer.	1.1613	.37388
<b>The use of You Tube Video Clips</b>		
7. The video clips you have watched are very interesting.	1.23	.425
8. The video clips help to enhance your vocabulary source.	1.29	.461
9. The video clips help you to improve your listening skill.	1.32	.475

Compared to the values of the mean scores, the results from table 5 revealed that students’ attitude towards both the lecturer’s teaching practices and the use of You Tube video clips were positive. In other words, all the mean scores were lower than 1.50. This means that students totally agreed with the teaching practices and the use of You Tube video clips added to the course instruction. These findings also rejected the second hypothesis that students did not have positive attitude towards the utilization of You Tube video clips.

Finally, the researcher carried out a frequency test to determine the type of the video clip that students love best. Table 6 displays students’ ratings of the clips they like best.

**Table 6:** Students’ Ratings of The Video Clips They Like Best

Video clip’s name	Frequency of showing preference
1. The Earth	17
2. Top 10 common phobias	13
3. 12 strange behaviors that are normal in other countries	11
4. English funny debate class	15
5. Talking about your home	5
6. Learning English with “Home Alone Movie”	17
7. Nine types of intelligence	11

From table 6, it can be seen that all the video clips received more than 10 ratings of students’ preference except video clip 5 “Talking about your home”. This might be due to the lack of humor as well as the lack of novelty in the content of the video clip. Video clip 1 and video clip 6 gained the most ratings of 17 times and then video clip 4 of 15 times. Those findings might also be explained by the novel ideas and the sense of humor that the clips exposed to the students. Video clip 7, 2 and 3 obtained more than 10 but still low in ratings. This might be due to the level of difficulty of the clips. The content of the clips were new but the language in the clip might be beyond the students’ English level.

In addition, there were 2 open-ended questions in two sections of the questionnaire and some students added their additional values to classroom practices. For the first part, 3 out of 31 students commented the same ideas on the lecturer’s teaching methods. They remarked:

*“The lecturer is very kind, friendly and sociable. The lecturer has good teaching methods and helps the students understand the lessons very well”.*

For the second part, some students also had some additional comments on the use of the video clips. 3 out of 31 students gave feedback about the use of the video clips in general. They commented:

*“The video clips are amazing, very useful, fun and help me improve knowledge and vocabulary a lot. There should be more video watching in the next course”.*

Two students specifically denoted:

*“There should be more fun video clips like “the English funny debate class”.*

*“There should be more video clips like “Learning English with Home Alone Movie” to help students learn new vocabularies through the context”.*

**Discussion and implications**

From the results, several conclusions could be made:

*First*, the students’ mean score from the post-test was much higher than the students’ mean score from the pre-test. This result indicated the success of the video clips’ implementation in the listening course. The result is consistent with several studies (Mekheimer, 2011; Kamilah, 2013; Sarani, Behtash, and Arani, 2014; Woottipong, 2014; Kim, 2015; Lalu, 2018; Tran, 2021) utilizing video clips as their supplementary material added to the course instruction in order to assist students in learning listening skill.

*Second*, the results from the students’ evaluation questionnaire showed that students expressed positive attitude towards both the lecturer’s teaching methods and the use of the You Tube video clips in the listening course. These findings were likewise in accordance with previous research using questionnaire to measure students’ perception towards video materials (Kamilah, 2013; Woottipong, 2014; Kim, 2015; Abbas and Qassim, 2020; Fakhr and Farahani, 2021; Tran, 2021). Normally, compared to other additional materials inserted into the course teaching, the use of video clips have received more attention from the students thanks to its meaningful, useful and entertaining function.

*Finally*, the result also indicated that although students were in favor of the implementation of the video clips,

there remained the video that was not highly rated by the students. In this study, the clip “talking about your home” received less appreciation from the students. This might be explained by the topic and the function of the video clip. The topic might be too conventional and the clip lacked a sense of humor. Therefore, the students might feel bored when watching this clip. Bajrami and Ismaili (2016) noted that the main functions of video materials are facilitating learning and engaging students in the learning process. Thus, those authors concluded that video clips should entail entertaining features such as the setting and the music elements apart from the educational function.

From the above mentioned findings, some implications could be constructed to improve the quality of implementing video materials in a listening comprehension class.

*First*, the integration of You Tube video clips into the listening comprehension class could enhance students’ listening ability. During the course instruction, the application of video clips should be frequently conducted so that their effectiveness could be grasped in time.

*Second*, the use of You Tube video clips could motivate students to learn if the clips selected were in the right themes, appropriate to students’ English proficiency level and nurtured an enjoyable atmosphere. Besides, if the video clip does not contain entertaining features, the novelty of the video’s topic is crucial for students’ engagement and attention as Bajrami and Ismaili (2016) concluded that when choosing the video material for the classroom, topics must be selected on the basis of students’ interest and their level of English proficiency, as well as cultural aspects.

Last but not least, students seemed to enjoy the video clips providing them with a certain amount of English vocabulary and a sense of humor. For this reason, teachers should take into account these factors for the selection of the most attractive video materials for the lessons. The limitation of this study was a shortage in an external validity. There was no baseline measurement against groups that remained completely untreated (Shuttleworth, 2009). However, the researcher used the students’ evaluation questionnaire to investigate further the students’ attitude towards the use of video clips in the listening comprehension class and the result displayed students’ positive attitude towards the intervention conducted.

## CONCLUSION

The study revealed the positive effects of You Tube video clips of different themes on students’ listening comprehension and their motivation for learning. Therefore, the implementation of this model should be

widened and conducted in a larger scale and context. According to the results of this research, video materials seemed to be a motivating channel for students’ engagement. Thus, the outcomes should be disseminated to the population of English lecturers so that they could apply the benefits of this technological tool to design the most attractive and productive lessons.

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