

Research on the Teaching Effect of Video Teaching in University English Class

Xiao'ang Li^{1,*}

¹*School of International Studies; Sun Yat-sen University; Guangdong Zhuhai; 528478*

**Corresponding author. Email: lixang@mail2.sysu.edu.cn*

ABSTRACT

In the context of the rapid development of new media, significant changes have taken place in teaching tools and teaching methods. An ever-growing number of university English teachers are widely utilizing teaching videos in their classes[1]. Based on the background mentioned above, the study of the effect of video teaching has become a new focus of research in the education field. The research applies observation method, questionnaire survey method, and literature research method to investigate the influence and effects of video teaching by taking the teaching videos used in the class of English A and B of the 19th grade of Z University and 67 undergraduate students in the two classes as the research objects. The teaching effect of video teaching is reflected by class observing and a questionnaire designed to investigate the attitudes and understanding of the 67 undergraduate students toward the teaching videos. Observations of the research objects (teaching videos) reveal four types of teaching videos commonly used by university English teachers: film and television clips, interviews, entertainment, and debates. It is also found that teaching videos play a significant role in capturing students' attention and that the majority of respondents are positive about the teaching videos. This result is one of the most intuitive indicators for assessing the effectiveness of video teaching.

Keywords: *Video teaching; Teaching effectiveness; English language teaching*

1. INTRODUCTION

Many researchers concur with the idea that video teaching integrates the students with their lives and, principally, that it encourages students to be engaged in classes and makes the classroom more alive and visual[2]. Most of the existing research on video teaching is directed at primary and secondary schools, natural sciences, or extensive discussions on the role of video teaching, while there is a lack of research on the pedagogical effectiveness of the use of teaching video in the English language classroom in higher education. To summarize the common types of video used in the university English classroom, and to authenticate whether the use of video in the university English classroom really achieves the desired pedagogical effectiveness are the central questions that the research seeks to investigate. The paper is divided into four chapters, Chapter 1 briefly introduces the current state of research in the field of video teaching and the core issues to be studied in the research. Chapter 2 introduces the concept of video teaching and its theoretical foundations. The last two chapters describe the specific process of the research and the results, and analyze the shortcomings of

the research and future directions. The research fills the gap in the field of video teaching research and offers implications for university teachers applying teaching videos in English lectures.

2. THE CONCEPT AND METHODOLOGY OF VIDEO TEACHING

Video teaching is a modern multimedia teaching method in which teachers impart knowledge and skills to students by showing videos in the classroom[3]. This method of teaching helps the teacher to be able to show more vividly and graphically what cannot be practically done in the classroom. The videos used by teachers in video teaching are called teaching videos. There are broad and narrow definitions of teaching videos: broadly speaking, they are all videos used in classroom teaching activities[4]. It can be for students to demonstrate and explain, or for teachers to use for learning and analysis. In a narrow sense, teaching videos are videos of the knowledge and skills that teachers want to pass on to their students. They can be used by more teachers for future research and analysis, or for teachers to analyze and reflect on their own teaching behavior and teaching

effect[5]. The teaching videos studied in the research refer to teaching videos in a broad sense.

3. ANALYSIS OF QUESTIONNAIRE DATA AND CLASSROOM OBSERVATION

The respondents selected for this research's questionnaire are all the students in Class A and Class B of the 19th year English major at the Z University. The two research methods used in this thesis are the questionnaire method and the observation method. Of the

67 questionnaires sent out, 65 were returned, with a return rate of 97%, and the number of valid questionnaires was 61, with an effective rate of 93.8%. The data from the questionnaires received by the respondents were analyzed to explore attitudes towards video teaching in the classroom. The classroom observations were conducted over a period of 36 days from October 13 to November 17 in 2021.

3.1. Analysis of questionnaire data

Table 1: Statistics of basic student profile

Item		Number of people	Proportion
Gender	Male	25	40.98%
	Female	36	59.02%

As can be seen from the above data, out of the 61 questionnaires returned, the proportion of male students is 40.98% and the proportion of female students is 59.02%. In English A and B classes, the number of girls

is slightly higher than that of boys. Although there is a difference between the male students and female students ratios, the difference is not significantly influential to assess the teaching effect.

Table 2: Students' attitudes towards teaching videos

Do you like video teaching?		
Option	Number of people	Proportion
No.	4	6.56%
Generally like it.	16	26.23%
Like it.	32	52.45%
Like it very much.	9	14.75%
Does video teaching grab your attention?		
Option	Number of people	Proportion
Never.	4	6.56%
Occasionally.	24	39.34%
Often.	26	42.62%
Always.	7	11.48%
Does video instruction stimulate your interest?		
Option	Number of people	Proportion
Never.	2	3.28%
Occasionally.	27	44.26%
Often.	22	36.07%
Always.	10	16.39%

From table 2, students' attitudes towards video teaching, it can be seen that 6.56% do not like video teaching, 26.23% generally like it, 52.45% like it and 14.75% like it very much, so overall it seems that students take delight in English teaching videos. As to whether video teaching can attract your attention, 6.56% of them are never attracted attention, 39.34% are occasionally attracted attention, 42.62% are often attracted attention

and 11.48% are always attracted attention. The percentages of students who are interested in learning English through videos were 3.28%, 44.26%, 36.07% and 16.39% for Never, occasionally, often and always respectively. From the overall data, students are basically supportive of video teaching. However, we can see that over 40 percent of the students in the table are often captivated, but only 36 percent are often interested.

In summary, 67.2% of all students like video teaching, 54.1% of students think that it captures their attention and 52.46% of students think that it captures their interest. We can see that many students still prefer video teaching as a method, and only slightly more than half of them think

that video teaching can attract their attention or interest. The acknowledgment of the effectiveness of video teaching concerning their enjoyment of it is slightly lower than the acknowledgment of it in terms of attention and interest attraction.

Table 3: Use of video instruction in teaching

Do teachers use videos for teaching sessions in English classes on a regular basis?		
Option	Number of people	Proportion
Occasionally.	42	68.85%
Often.	16	26.23%
Always.	2	4.92%

From table 3 we can see that 68.85% of students think that teachers use video to teach occasionally, 26.23% think that teachers use video to teach often and 4.92%

think that teachers always use video to teach (no one chose the never option, so it is not listed in the table).

Table 4: Relevance of the video teaching content to the lesson

Are the videos used by the teacher in the usual video teaching sessions in English lessons relevant to the content?		
Option	Number of people	Proportion
Occasionally.	42	11.48%
Often.	16	54.1%
Always.	2	34.43%

From table 4 we can see that: 11.48% of the students think that the teaching videos used by the teachers are occasionally relevant to the content taught, 54.1% of the students think that the teaching videos used by the teachers are often relevant to the content taught, and 34.43% of the students think that the teaching videos used by the teachers are always relevant to the content taught. This shows that students also largely believe that their teachers' videos are relevant to the content they teach (there are no students who believe that the videos teacher use are not relevant to the content they teach, so it is not listed in the table).

In general, the students basically think that the videos used in the class are relevant to the lecture, which means that the teachers are relatively proficient in the use of video teaching and the students are relatively receptive to video teaching.

The question of 'What are the teachers' favorite videos for teaching in class?' is open-ended and we collated the results of the questionnaire by sorting and organizing the responses of the respondents into the following categories: film and television clips, interviews, debates and entertainment.

Table 5: Types of teaching videos observed to be used by teachers and preferred by students

What are the teachers' favorite videos for teaching in class?		
Option	Number of people	Proportion
Film and TV show clips	53	86.89%
Interviews	46	75.41%
Debates	24	39.34%
Entertainment	23	37.7%

As can be seen from table 5, from the perspective of student observation, teachers prefer film and TV show clips as teaching videos in the university English class, followed by interviews, then debates, and finally

entertainment. They accounted for 86.89%, 75.41%, 39.34% and 37.7%.

3.2 Classroom Observation

In the 15 lessons that we listened to, we recorded that the teachers used video instruction six times for film clips, three times for interviews, three times for debates, and once for entertainment clips, which coincided with the frequency of video instruction in reading classes. In addition, when students were observed in these classes, it was clear that most of the students were interested in the entertainment videos (e.g. variety shows, reality shows). When a video clip from movies or a debate video was used, many students were interested and were able to think about or discuss the issues raised by the teacher in the later part of the reading lesson. When the interview videos were introduced, the students did not seem to be as focused as in the previous videos.

4. CONCLUSION

In summary, overall video teaching method applied in university English classes has had a positive impact. The types of videos often used by university English teachers for teaching are Film and TV show clips, interviews, entertainment and debate.

Students are very fond of these videos, especially the video clips and the debate videos, so it is recommended that teachers should use them more often in their lessons to attract more students' attention and to stimulate their interest in learning. According to the observation, when the teacher was showing the teaching video, almost everyone's attention was attracted by the sound and picture of the video, and even some students who were not paying attention to the lecture started to look up and watch the video, from this perspective, the teaching effect of the video teaching was positive. However, when the teacher played some topics that were not very interesting to the students (e.g. news, science) for more than a certain amount of time (according to observation and statistics, the time point is usually around 7 minutes or even shorter), the attention of some students started to drop and even started to lower their heads to do their own things.

The following problems are revealed in the process of conducting this study. Initially, the research sample is limited. The research is based on real classroom observations and the questionnaire survey of students, but we only sampled two classes of students at Z University. Future studies could be expanded to make the survey more extensive and practical. Additionally, there are limitations in lesson types. Due to time and effort constraints, the types of lessons studied are limited, which can be further studied in the future. Ultimately, indicators for assessing teaching effectiveness is not completely ample. The questionnaire is subjective of the respondents rather than quantitative data, so this research has limitations in this regard. Quantitative research could be attempted in future studies. Although so many problems have been exposed in this research study,

overall the study is still successful and has some reference value.

However, video teaching is after all a formality, and students' pursuit of course content and quality is high, so it is important to consider whether the use of video teaching can really improve the teaching effect while considering the novelty of the form. The original and ultimate aim of video teaching should always be to help students understand more deeply what the teacher is trying to convey and what he or she is trying to teach, rather than making the video a tool to entertain students simply to attract their attention[6]. This requires the teacher to evaluate the video before selecting it, to control the quality and length of the video so that it can attract the attention of the students and enliven the classroom atmosphere, while at the same time provoking them to think deeply.

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