Regular Article

Using Video-Podcasting to Develop Active Listening Skills for EFL University Students

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Abstract

This research aimed at investigating the effect of using video-podcasting to develop active listening skills for EFL university students. (60) Sixty EFL students from Faculty of Technology and Education, Beni-Suef University were selected as participants of the research. The research adopted the quasi-experimental design as the (60) sixty participants were divided into two groups, each of (30) thirty participants. The instrument of the research was an active listening skills pre –post test. The treatment group was taught using video-podcasting program while the non-treatment group was taught following the regular instruction. Analysis of the results revealed that the treatment group participants achieved a significantly higher level in their EFL active listening skills than those of the non-treatment group. In the light of these results, it was concluded that video-podcasting based program was effective in developing the EFL university students' active listening skills. In this regard the research presented some recommendations and suggestions for further research.

Key words: Video-podcasting, Active listening skills, University students.

Introduction

It is easy to see just how important English is around the world. Many international businesses conduct meetings in English; universities teach courses in English and, around the world, tourists and travellers use English as a common language. In today's world, multilingualism is becoming more and more important. In addition to opening up employment opportunities, being able to speak a foreign language like English helps to make a real connection with people and to know more about diverse cultures, places and lifestyles. There are so many reasons for learning English; it allows communicating with new people, it helps to see things from a different perspective, or get a deeper understanding of another culture. Also, it helps to become a better listener and reader. This makes English one of the most useful languages can be learnt.

In addition to that, one cannot learn all languages in the world, but at least being able to communicate with people from all different countries can be occurred by just learning English. Companies are becoming more international, and English is listed as an essential skill for more and more jobs. There are some organizations that now conduct all their business in English, no matter their location in the world. The best paid opportunities are closely related to learning English. In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally Nishanthi (2018, p1).

Since the desired goal is to learn English language and its mastery, the four skills should be developed (listening, speaking, reading, and writing). In this research, the researcher will get closer to active listening and reading. Listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication. In spite of the importance of listening in the development of the communicative and cognitive skills, it did not start to take its place in language teaching curriculum for long years Yildirm (2016).

In recent years, with the emphasis given in communication in language teaching, listening started to take its long deserved place in language programs. Although there are different perspectives for teaching listening, the success of each perspective somewhat depends on addressing and minimizing the listening comprehension problems experienced by language learners Yildirm (2016, p4).

Active listening involves more than just hearing someone speak. When practicing active listening, persons are fully concentrating on what is being said. It means listening with all senses and giving full attention to the person speaking. Practicing active listening, make the other person feel heard and valued. In this way, active listening is the foundation for any successful conversation. Listening actively, make the person is fully engaged and immersed in what the other person is saying. In addition to that, Active listening serves the purpose of earning the trust of others and helping to understand their situations Cuncic (2020).

Active listening comprises both a desire to comprehend as well as to offer support and empathy to the speaker. It validates the speaker and makes them want to speak longer. It's not hard to see how this type of listening would benefit relationships. Active listening has many benefits in our life. For example; active listening at work is particularly important if the person is in a supervisory position or interacts with colleagues. Active listening allows understanding problems and collaborating to develop solutions. It also reflects patience, a valuable skill in any workplace Cuncic (2020).

Indeed, there are a thousand ways teacher can use to engage the students in the learning process. So, it may take a while to figure out which methods suit the students best. And then, a teacher can find a solution to really improve students' education. One of the new teaching ways is Video-podcasting which this research suggests in the learning experience. According to Winn (2019, p1) video-podcast is considered a digital audio-video file made available on the Internet for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically.

Also Virgillito (2019, p1) sees a video-podcast as a form of audio-video file on the web. It can be listened to on the go, while commuting to office or even while working. It is a content medium that does not require all of the target audience's attention like a blog post. Whether the student is at a primary school, high school, college or university, video-podcasts can help them at all ages learn. They are a great way to make lessons accessible, engaging and informative. They are an effortless way to take in information, and they can keep students engaged for longer. Video-podcasting in education takes learning beyond the limits of the classroom. Students can engage with key material on their own terms - anywhere, anytime.

Context of the Problem

Through the work of the researcher - as an EFL Instructor at the Faculty of Technology and Education, Beni Suef University, it has become clear that active listening skills are among other difficulties found in the process of learning English as a foreign language. EFL students usually make mistakes especially when they listen. For many EFL students, they have problems with mastering active listening skills and not having the necessary intellectual knowledge of using them. Also, students cannot build their active listening knowledge well throughout the traditional teaching methods which enables them to use the language skillfully. All these lead to conduct this study as a try to improve the situation. To investigate the problem among university students, the researcher administered a diagnostic test on (30) first-year students at Faculty of Technology and Education, Beni Suef University. Results show that there is a problem at students in their active listening skills.

Statement of the Problem

The problem of the research can be stated in the weak performance of freshmen students at Faculty of Technology and Education, Beni Suef University in active listening skills.

Questions

What is the effect of using video-podcasting on developing EFL university students' active listening skills?

Aim

Based on the problem statement above, the research aims mainly at investigating the effectiveness of the suggested strategy in developing active listening skills among EFL university students.

Significance

The study be important for the following:

1- EFL university students; the study may train them on recognizing much more active listening skills deeply.

2. Curricula developing specialists; the study may benefit them by presenting additional content, teaching methods, evaluation and activities for EFL students.

Research Hypothesis

The study attempts to verify the following hypothesis

There is a statistically significant difference at the level of (0.05) between the mean scores of the treatment and the non-treatment group in pre and post measurement of the active listening skills in favor of the treatment group.

Delimitations of the Research

This study is delimited to:

1.   Eight of active listening skills which are:

•   Identifying the gist (general meaning of the listening text(

•   Identifying the purpose of the speaker's talk.

•   Identifying explicitly stated information.

•   Identifying implicitly stated information.

•   Identifying links and connections between events in the text.

•   Retelling a listening text's sentence using the student's own words.

•   Summarizing the supporting details of the listening text.

•   Visualizing the listening text.

2.   Freshmen students at Faculty of Technology and Education, Beni-Suef University. There are two groups of the study; each one consists of (30 students).

3.   A whole semester of first year university students in the academic year (2022-2023).

Method

Participants

60 first year students of faculty of Technology and Education, Beni Suef University were randomly selected. They were assigned to two groups, a treatment group (N=30) and a non-treatment group (N= 30).

Design of the research

This study adopted a quasi-experimental design employing two groups. The researcher taught the treatment group of the study by using video-podcasting strategy.

This design included the following variables:

1. Independent variable: video-podcasting strategy.

2. Dependent variables: active listening skills.

Terms of the Study

Video-Podcasting

According to Kelly (2008) video-podcasts contain information on almost any topic, delivered via the Internet in video form. They allow learners to access information at anytime from anywhere, with no constraints--just the free flow of information. As a result, a revolution is taking place in education, leading to new ways of teaching and learning.

Also according to Gardner (2005) Video-podcasting, by definition, combines "a podcast" with "a video element", and has the advantages of ease of publication, ease of subscription, and ease of use across multiple environments.

The operational definition:

The video-podcasting in Education is one of the new teaching online strategies where the teacher can broadcast his material where audio-video content throughout the internet and consequently the freshmen students at the faculty of Technology and Education can download and make full use of it.

Active Listening Skills

Milofskym (2020) defines active listening skills as a set of skills which makes a way of listening and responding to another person that improves mutual understanding. It is an important first step to defuse the situation and seek solutions to problems.

Khullar (2020) defines active listening as the process with which a person gains information from another person or a group of persons. It is an act of hearing and

engaging with the specific details of a speaker. The 'active' element here involves steps to draw details which might not be shared otherwise.

The operational definition:

Active listening means the ability of freshmen students at the faculty of Technology and Education to make full use of active listening process. It makes the students deeply engaged in learning listening.

Review of Literature

To comprehend the meaning of active listening, it is necessary to first understand the concept of listening. Listening involves the reception and processing of incoming data. Listening is more than just hearing and less than compliance, for it is possible to hear and understand, yet not respond in exactly the way the speaker expects or wishes. Pourhosein (2016, p1671) stated that listening is the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings. He also added Listening skill is very important in foreign language learning because the key to learn a language is to receive language input. According to Husband (2009, P 441-443), listening is an act of attention, a willingness to focus on the other, to heed both their presence and their communication. It is only a necessary precursor to understanding.

Kurita (2012) mentioned that listening is a complex process of interpretation in which listeners match what they hear with what they already know. From the aforementioned review, it requires to be there "Active listening". Renck (2012, p13) defined active listening as the active construction of meaning of all the signals – verbal and nonverbal- a speaker is sending. Also Bennetch, Owen & Keesey (2021, p 631) active listening is a particular communication technique that requires the listener to provide feedback on what he or she hears to the speaker, by way of restating or paraphrasing what they have heard in their own words.

Mulvania (2020) demonstrated the importance of active listening by saying that it builds strong relationships and, while it may not come naturally to many of learners, it is an invaluable communication skill. Active listening includes responses that demonstrate that the listener understands what the other person is trying to tell about his or her experience. He also added that Active listening is a conscious effort that demands empathy, effort, attention, and lots of practice. Becoming an excellent listener will take determination and practice and it will be well worth it in both listener's professional and personal life. In addition to that, active listening is not the only key to a pleasant conversation and genuine, empathetic engagement; it also has the potential to increase positive emotions. It can also increase our subjective well-being and provide greater life satisfaction.

Cuncic (2020, p1) stated that active listening varies from passive listening, in that listener is not evaluating the message of the speaker with the goal of offering his\her

own opinion. Instead, the purpose is simply for the speaker to be heard, and perhaps to solve his\her own problems.

Selak (2021, p1) pointed out that active listening is a good process to improve listening skills. This is when listener makes a conscious effort to hear not just the words that someone else is speaking, but also the entire message that is being transmitted. In order to do this, listener must pay close attention to the speaker. He\she cannot get distracted by what is going on around him\her or by forming counter-arguments while the other person is still speaking. Listeners cannot let themselves get bored and lose attention on what the other person is saying, either.

Edith Cowan University (2014, p2) stated that active reading techniques are about how students engage with the text. They help to improve their concentration, and therefore assist with memory and retention. This ultimately enhances their learning.

The objective of the study of Moreira & Montes (2021) was to identify the creative active listening techniques used by teachers to improve the language skills of students at the San Cayetano de Chone Educational Unit, Ecuador. The study was carried out under a quantitative - qualitative descriptive and exploratory approach. To collect the information, the bibliographic study and the survey technique were used. The results show inadequacies in the management of language skills for active listening in students. It is concluded that students present some degree of difficulty to communicate effectively with other people. Most of the teachers apply methodological strategies for the linguistic development of the students; However, it is necessary to apply innovative techniques to improve active listening in students, since the students admitted to a certain degree having flaws in the management of language skills, on the other hand they consider that the authorities of the educational institution are working to improve methodological strategies for the development of active listening in students.

Grohol (2016, p1-3) mentioned that "by learning active listening skills, students will become better listeners and actually hear what the other person is saying — not just what they think speakers are saying or what they want to hear. It also helps a person feel free to continue talking even if the person they are talking to does not have a lot to offer the other person (other than their ear). There are 13 different skills that can help people become better active listeners listed below. Listeners should not have to master all of these skills to be good active ones. But the more they practice, the better they will be. Even if they only utilize three or four of these skills, they will notice that they are listening and hearing more of what others are saying to them".

Janse & Mulder (2020) showed that active listening can be affected by barriers that hinder the information stream in a conversation. These barriers stem from distraction, the inability to prioritize different types of information, a tendency to make assumptions or make judgments based on little or no information, and general confusion. Listening barriers can be physical as well as psychological. An example of

a psychological barrier is emotion, and a physical one can be noise or visual distraction.

Active Listening activities are presented using technology in the classroom and outside of the classroom. The most essential use of technology in teaching active listening is that it provides students with listening experiences. It also gives teachers a variety of options for teaching listening, including media, sources, and teaching materials in audio and video formats. Teachers can choose from a variety of teaching materials, such as dialogues and monologues, by browsing the internet and webs available. Technology helps teachers and students to use authentic resources that may be used as many times as they desire by using materials downloaded from the internet Adnan (2018, P6).

Video-podcasting or vodcasting is as a high-tech teaching method presents much to learning. The flexibility in distributing materials and the convenience for users to have permanent access to learning resources in order to study and practice at any time are the benefits of this high-tech breakthrough. Nowadays, technological advancements make it much easier for both language learners and researchers to get learning materials via social media and to conduct experiments and collect data Faramarzi, Tabrizi & Chalak (2018, p2).

According to Tinhinene and Boutheina (2019, p50), video-podcasts may be utilized in the EFL classroom as a teaching tool to cover students' areas of interest. Video-podcasts can be provided everywhere, anytime learning. They allow students to access instructional resources whether at home, on the way to university or job, or engaged in any other activity. Even at the beginning levels, all foreign language learners can profit from video-podcasts if they listen to them for only six minutes every day. Furthermore, a video-podcast is effective in assisting students in their preparation for graded work, offering important advice on portfolio and presentations.

Instrument

The pre post active listening test

The test of active listening skills was prepared by the researcher (See appendix H).

Aim of the test:

The test was designed to

1. identify the gist (general meaning of the listening text(

2. identify the purpose of the speaker's talk.

3. identify explicitly stated information.

4. identify implicitly stated information.

5. identify links and connections between events in the text.

6. retell a listening text's sentence using the student's own words.

7. summarize the supporting details of the listening text.

8. visualize the listening text.

Construction

The researcher designed the test according to the sub-skills of active listening skills mentioned above and the content areas that were covered in the program (see appendix J). It included eleven items representing the most important and emphasized objectives of the program. The test was designed according to the table of specifications.

Scoring

The number of active listening test's questions is "11" eleven. The number of active listening test's pages is four. The score of the test is 100 marks. The timing of the test is 120 minutes.

Time

The researcher specified the time needed for answering the test items during piloting the pre-post active listening test on a randomly 30 students at faculty of Technology and Education, Beni-Suef University. The researcher calculated the time of the test of students and divided the total time by their number and the average time was taken according to the following equation:

2400 divided by 20 =120 m

Instructions

Instructions of the test as well as the test itself were written in English. They were brief and simple to understand and free from any possible ambiguities. The instructions include a brief introduction about the way the participants could answer the test. They also contain information about the time allowed to complete the test.

Validity and Reliability

The content validity of the test was verified by the jury members. The test was submitted to five jury members (TEFL experts) to judge its validity according to the following criteria: linguistic stating of items, whether the items measure how far the objectives have been achieved, suitability and appropriateness of the items to the participants and coverage the number of the items for the skills measured in the test,

and suitability of model answers. The jury members (see appendix A) confirmed the suitability and applicability of the test after making the suggested modifications.

1. They recommended modifying the questions; in order to fit the age group of the first year university stage students.

2. Some of jury recommended reducing the number of questions, the final form of the test was given to the participants after making the modifications suggested by the jury members.

After piloting, the data collected used to calculate the statistical validity of the pre-post active listening skills test, the internal consistency (item total statistics) was calculated by finding the correlation coefficient between each test item and the total scores of the test.

The reliability coefficient of the test score was determined by the Alpha Cronbach method. Table (4) shows that Cronbach's alpha reliability coefficient ranging from (0.52) and to (0.76) in the active listening skills test. These values indicate that the test is highly reliable and ready for administration on the research participants. Aikens (2000) and Aron (2006) stated that the test should have alpha values $0.50 < \alpha < 0.80$ are regarded to be of moderate reliability.

Table (4) Estimating the Reliability Coefficient (α) of active listening skills

Item	Corrected Item- Total Correlation
1	0.683
2	0.528
3	0.563
4	0.701
5	0.680
6	0.638
7	0.640
8	0.546
9	0.760
10	0.560
11	0.610

Results and Discussion

Results of the Hypothesis

The hypothesis predicted that there is a statistically significant difference between the mean scores obtained by participants of the treatment and non-treatment groups on the post administration of active listening skills (favoring the treatment group).

Analysis of the collected data using t-test showed that the treatment group achieved a higher degree of improvement than the non-treatment group on the active listening skills as t-value (9.706) is significant at the (0.01) level. Thus, the hypothesis is accepted.

Table (1): t-test results that show the differences between the treatment and non-treatment group in the pre-post active listening skills test

Deviation	group t	N Sig.	Mean Std.
Pre Exp	con .218	30 0.01	52.23 6.626
Pre control	exper	30	51.87 6.426
post Exp			
	con 9.706	30 0.01	53.90 6.845
post control			
	exper	30	72.57 8.007

Table (1) proves that there was a significant difference between the results of the treatment group in the pre-post active listening skills test and the non-treatment group in the active listening skills test as Table (1) illustrates that the Mean of the treatment group in the pretest was 52.23 and the Mean of the non-treatment group was 51.87.The standard deviation of the treatment group in the pretest was 6.626 and the standard deviation of the non-treatment was 6.426. T value was 0.218.The Mean of the treatment group in the post test was 72.57 and the mean of the non-treatment group in the post test was 53.90. The standard deviation of the treatment group in the post test was 8.007 and of the non-treatment group was 6.845.T value was 9.706 this indicates that the program positively affected the treatment group.

Conclusion

The results related to the hypothesis of the study showed that

1. using video-podcasting strategy in teaching had a positive effect on developing active listening skills.

2. the mean score of the treatment group is better than the mean score of the non-treatment group in the post active listening skills test.

3. the t-value was statistically significant at (0.01) level in the post test.

4. the teacher used an effective strategy "video-podcasting" which developed the active listening skills during learning.

5. video-podcasting strategy may help teacher during teaching, and have its good effect on students.

Recommendations

Based on the results of the current research the following recommendations were offered:

1. Encouraging English supervisors and teachers for using the current strategy in teaching that make students share and activate their thinking and abilities. Help students pay their attentions with teachers because the teaching of new strategy as video-podcasting is interesting.

2. Training English teachers for using video-podcasting in their teaching. Making teachers, use new methods, which reduce teacher's efforts, make them guiders for students and make students participate in class.

3. Adapting video-podcasting in teaching in all educational stages.

Suggestions for Further Studies

In light of the present study results, more studies can be suggested in the area of using video-podcasting strategy in teaching English as a foreign language: conducting a study to investigate the effect of

1- Using video-podcasting strategy on developing active listening skills during learning English language.

2- Using video-podcasting strategy on developing productive skills (speaking and writing).

3- Investigating the effect of video-podcasting on developing students' creative and critical thinking should be conducted.

4- Using video-podcasting strategy to develop some other English language branches such as drama, translation, poetry, linguistics, songs and telling stories.

5- Using video-podcasting in students with special needs or disabilities should be investigated.

6- Investigating the effect of video-podcasting on self-motivation and self-learning.

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