



Comparison Of Students' Academic Achievement In English With Video-Aided Teaching And Traditional Method

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Abstract

The purpose of this research paper is to measure the effect of video-assisted teaching and traditional method (Lecture Method) of teaching on students' academic achievement in English at the elementary level. Video aided instructions can help learners to have a good understanding of English as a second language. This research applied experimental and Posttest Control-Group Design. Researchers conducted experiment in Boys High School Tatrinate Azad Jammu & Kashmir, Pakistan. Thirty students of 7th grade were the sample of the study and were divided randomly in-to two groups of fifteen each as experimental and control group. The Experimental group was taught by using videos and the control group was taught without videos. Data was collected through post-tests which were taken daily after teaching. The independent sample t-test was used for comparison of the mean value of two groups. The findings of this research revealed at the three levels of cognitive domain of Bloom taxonomy i.e., knowledge, comprehension and application and the performance of the experimental group is significantly higher as compared to the control group. It is recommended that curriculum developers should introduce the videos in the teaching of English at the elementary level. This will improve the understanding of learners of 7th grade in the subject of English.

Keywords: Academic Achievement; Elementary level; English text-book; Videos instruction



Introduction

The video-aided teaching in the subject of English as a second language is more understandable for students at the elementary level. Students can learn language skills and experiences through videos after teachers have effectively introduced the video-aided teaching. Videos can be used successfully as an efficient form of learning tool. The use of video is highly useful, often in initial classes, to ease the complicated ideas and to draw the interest of students in the learning process. In all fields of education video can be considered a multidimensional tool. The length of the video should be limited to makes it fit for the tight schedule/period in the classroom (Mayer, 2001). Video learning is a medium to involve the auditory, visual and musical intellect of the pupil, especially in the self-learning process (Gardner, 2000). A film is an image that shifts the role of the teacher from traditional to the electronic medium used to copy, record and display mobile media (Vaughan, 2006). Video-Assisted Instructions is a technique in which documents are edited and pictures are seen in motion. The video- supported instructions will provide valuable advantages for students' learning experience, enhance students' experience of their language increases the knowledge of different cultures, build creativity and increases the learning. In schools, video plays an important role in improving the listening, reading and viewing skills of students and the vocabulary spoken by speakers of the local language, and also the languages used in real conversation. This also encourages students' to know the culture of natives' speakers of English. Through using videos, the creativity and communication skills of the learners can also be stimulated. Students can also be interested in studying and they have the potential to increase vocabulary by using audio player. In this situation, the use of video offers the students' benefits (Harmer, 2006).

Presently, visual technology is an important factor in classroom instruction. Videos used in teaching have several benefits for most students. Video-facilitated instructions could have a beneficial impact on students' learning. This means that directions at all stages are necessary for educators to, investigate and assess the effectiveness of videos as a learning aid. As a result, educators with multimedia of diverse circumstances will note the inclusion of videos in their classes to reach higher student numbers. It is found that teaching English through videos has a significant effect on the students' academic achievement at the elementary level as compared to the traditional method (Doolittle et al., 2015). Students take interest in learning and do not feel bored. As this research is experimental and it can be replicated everywhere in world so, the researcher proposes to perform a research study on this topic in Pakistan and wants to disseminate and share it with the international level researchers. The international researchers can quote and use this study for their researches by comparing the results from this geographical region (Pakistan) that has been done in Pakistan respectively. This study carried was out with the following objectives.

- 1 To measure the effects of video-assisted teaching in English at an elementary level students' academic achievement of experimental group.
- 2 To measure the academic achievement in English at elementary level students' of control group teaching with the traditional method.
- 3 To compare the academic achievement of students' of experimental and control groups at the elementary level in English.



The hypotheses of this study are:

H₀-1 Over-all post-tests Score of Experimental and control groups achievement has no significant difference.

H₀- 2 Knowledge Level post-tests Score of Experimental and control groups' achievement has no significant difference.

H₀ - 3 Comprehension level post-tests Score of Experimental and control groups achievement has no significant difference.

H₀ - 4 Application-level post-tests Score of Experimental and control groups has no significant difference.

Literature Review

Video is ideally suited to retain the potential to offer a larger setting and visual function that can help to create a complete understanding of the subject. In this regard videos are used in many ways to communicate important knowledge and effectively implement diverse instructional techniques. For this purpose the video can be given in sections and merge into new ones to suit previous details. Segmentation provides the opportunity to begin and stop data and reduce the mental strain (Doolittle, Bryant & Chittum, 2015). The teaching activities, approaches, beneficial learning capacity and positive outcomes can be given for both face-to-face and online videos (Kinash, Knight & McLean, 2015). The video is a picture in motion, and if the teachers handle it well, the video will be an important medium and a source for learning English. It is important to merge the videos along-with script so that the video clips are useful for relaxing processes. If video is properly used to achieve major advantages, it becomes a learning aid itself. It is also a way of vocabulary and contact (Greenberg, Barnett & Nicholls, 2012). As several research studies have noted, learners can receive positive indicators when they watch actual and real-life videos. The use of instructional videos as supplementary content for teaching English would widen learners with a better understanding and appreciation of their classes and the learning experience may become more pleasant and significant. It also provides learners the ability to learn the lessons quickly (Maness, 2004). The use of video has been shown to increase students' involvement and participation in teaching and classroom techniques (Callow & Zammit, 2012). The verbal and visual fundamentals presented by the instructions assisted by the video will add specificity to teaching and it also addresses a variety of learning methods (Berk, 2009). The videos are considered very potent than on the whole showing difficult modus operandi as this makes sense to merge video and text. For educational purpose, videos obtain significant advantages when fully applied. It is a chat device and even a text device (Greenberg et al., 2012).

The interactive videos encourages students' to make available feedback, determine the strength of lecturer's in parallel way like dynamic media viewers along with turning away from inert receivers to engage actively in individual learning. Available instructional videos have demonstrated the positive impact of promising technologies as a form of assistance to increase learning efficiency (Targamadze & Petrauskiene, 2010). Integration of technology into the classrooms would successfully depend on the teachers' position, their beliefs and perspectives will influence how technology is implemented in the classrooms. This means that teachers need to be able to foresee any issues that can emerge while running a course especially when using videos (Abukhattala, 2016). According to the needs of the students, teachers should carefully prepare and select the video. In the age of modern technologies, it now seems to be one of the challenges for students, since the



available multiple videos' format and data can be simply accessed on internet sites. Videos content to be shown in the class would accommodate the preference of the video based on the objectives. These provisions require additional attempts by teachers to view the appropriate video of the pupils (Berk, 2009). The ability to communicate with spectators at both an expressive and a cognitive level is one of the main qualities of videos. The affective and motivational learning videos have a significant positives impact, because of the potential touch on the mind-set of spectators. These important roles are not only in developing the situations for better cognitive knowledge but videos also shown a wonderful potential to have ways to facilitate effective blended learning. Many experiments have demonstrated the potential of the videos to engage learners and stimulate emotional and cognitive learning (Greenberg & Zenetis, 2012). On the perceptions of learning among students was that a video improves learning enthusiasm and offers a positive effect on student learning. Students tend to learn by video as an alternative to reading articles or any other kinds of academically written material. From the students' point of view, videos build interest in the topic and help to review materials easily. It is an increasing occurrence, particularly among youth learners who watch video broadcasting at free networks (Face book, You-Tube, Twitter) which connect through a common network (Levy, 2007). The telephone and computer-based communication; a rapid upsurge had allowed videos as teaching-learning device. Video creates an everlasting recording site for activities carried out and offers countless chances for full insight to be witnessed (Tan & Towndrowb, 2009). Educational videos with educational methods and organizational cognitive simulation software can allow students to understand the content itself. Examples range from zooming in on detail, to giving animations an emphasis on titles and other graphics. Closed captioning videos can further promote reading fluency and motivation for learners to read (Lin, 2003). Videos are important to the essence of today's young people and can be used in actual objects and action scenes by watching video activities and videos offering tools for in-depth training (Zhang, Zhou, Briggs & Nunamaker, 2006). Videos are really useful platforms for language learning. The use of videos has many applications in language classes. The big advantage of videos is that they offer real-life situations. Language learners have a fundamental curiosity in video demonstrations. Although the comprehension will be marginal, students' still want to see videos (Lustigova, 2013). The videos increase students' motivation level in classrooms in the learning as they explain a wide variety of scenarios that help them appreciate common real-life situation (Mirvan, 2013). As several studies have observed, learners can receive positive signs when they watch real and real-life images. Using educational videos as supplementary material for teaching English classes will offer a good interpretation and awareness of their lessons for learners. During the process of learning, the use of videos additionally, was expected to turn out to be more fun and showed significant results and clear understanding of lessons. This gives students' the opportunity to memorize the lesson with no trouble (Maness, 2004). Video is considered an essential device for information. A rising body of research has shown notable outcomes that encourage the amalgamation of teaching videos.

According to the content list English teachers can also pick relevant videos that contribute to the instructional goals (Bell & Bull, 2010). Video selection will rely on the learning and teaching objectives, the students' individuality and their interests. In this situation, teachers can pick the following types of video: drama, romance, action, advertisements, TV shows, college Music Videos and the students themselves' videos.



Among other respects, the required video material to be shown in the classrooms is used to accomplish the teaching and learning objectives. These standards involve the teachers' additional work to find the right video for the students (Berk & Ronald, 2009). The teachers offer instructional practices in the English language that can shape the students' expectations and activities. However, videos can efficiently assist students during teaching and learning activities in the classroom (Wang, 2015). In order to equate the lecture-based class, videos changed the classroom experience in more efficient ways (Raihan & Lock, 2012). The use of technologies has altered the techniques of teaching English a long way. There are so many ways to make video-teaching interesting and more effective in terms of development of technology (Patel, 2013). In traditional classes, teachers stand before students and give presentations, explanations and instructions by using blackboard or whiteboard. Due to the development of videos such method has changed. In the classrooms, the use of recording helps pupils to become acquainted with terminology and vocabulary. The learners also develop language abilities through the use of recordings. The use of text, video and the internet provides students with the ability to gather data and afford them diverse tools for learning and interpreting language and definition (Arifah, 2014). Mofolo (2017) observed the effect of watching video recording for teachers observing one another in English classes during the implementation of the innovative ideas in teaching English and sharing ideas that helped them to facilitate learning effectively and improved their teaching. Findings of the study have revealed that there was an improvement in learners' proficiency in English as a subject which was facilitated using English.

Methodology

In the present study the experimental research method has been used. The design of the study was Posttest control-group design. This design controls for any confounding effects of a pretest and is a popular experimental design. The participants are randomly assigned to groups, a treatment is given only to the experimental group, and both groups are measured on the post-test. Thirty students were total sample which was divided into two groups fifteen students in each group. Grade 7th pupils were chosen as sample from Boys High School Tatrinite District Poonch Azad Kashmir, Pakistan. The randomization process was adopted for the equality of groups. The students were arranged according to their marks in 6th grade English in ascending order and then assigned serial numbers to them. The matching process was adopted on the basis of previous achievement. The even and odd numbers were separated for group formation. Even numbers were assigned experimental group and odd numbers were placed in the control group. Same post-tests (achievement tests) were used by the researcher for both experimental and control groups. The post-tests were carried out daily after teaching both groups. For knowing the effectiveness of teaching through adding videos in teaching English, the data was obtained by taking the post-tests. The Post- tests were prepared from the 7th grade English text book published by Azad Kashmir Text Book Board Muzaffarabad Pakistan. Subsequently, the researcher prepared lesson plans of five chapters and developed MCQs type tests based on bloom taxonomy. Three levels of bloom taxonomy that is knowledge, comprehension, and application were considered for test construction. The standardized videos were prepared on all lessons in the researchers' voice. These videos were shown to the experimental group only and then explained verbally thereafter. The control group was taught through a traditional method (Lecture Method) which is usually used in our class-room instructions.



The post-tests of all chapters were marked to know the achievement level of students. The result of all tests was examined at three levels of cognitive domains of blooms' taxonomy i.e., knowledge, comprehension and application. The results of post-tests were gathered and entered in SPSS file for analysis. The independent sample t-test was run on SPSS to get results.

Results

Data interpretation and description is the method of conveying importance to the data obtained and defining decisions. It is a major step in the testing process. Data research includes focusing on the analysis of statistics and the description of data involves describing those datasets. Collection and analysis aim to obtain valuable and functional information on the data.

Table -1: Tests of Normality

Dependant Variables	Groups	Shapiro-Wilk		
		Statistic	df	Sig.
Overall Achievement	Experimental Group	.939	15	.366
	Control Group	.960	15	.689
Achievement at Knowledge-Level	Experimental Group	.916	15	.165
	Control Group	.915	15	.163
Achievement at Comprehension-Level	Experimental Group	.959	15	.673
	Control Group	.907	15	.121
Achievement at Application-Level	Experimental Group	.961	15	.717
	Control Group	.951	15	.544

Table-1 shows that the significance value calculated in Shapiro Wilk test for all data is greater than standard value .05. Hence, data was normally distributed and independent sample t-test could be used

H_{0-1} In overall post- tests achievement score of the Experimental and control groups has no significant difference.

Table 2 Overall comparison of the achievement of students of experimental and control groups

Achievement	Groups	N	M	SD	t	df	p	Cohen's d
Total Marks (75)	Experimental Group	15	62.13	4.81	6.47	28	.00	2.36
	Control Group	15	50.47	5.07				

In the table-2 the result of the experimental group that was taught by videos is significantly higher than the control group. It shows that the academic achievement in overall post-test is significantly different in favour of videos aided teaching. The $t(28) = 6.47$, $p < 0.05$, and Cohen's d value 2.36 shows extremely strong effect of teaching with videos on achievement, hence, the null hypothesis H_{0-1} is rejected.

H_{0-2} Knowledge Level post-tests score of the Experimental and the control groups' achievement has no significant difference.



Table 3: The result of post-tests of the experimental and control group at the knowledge level

Achievement	Groups	N	M	SD	t	df	p	Cohen's d Value
Marks at Knowledge level (25)	Experimental Group	15	21.40	1.76	4.26	28	.000	1.10
	Control Group	15	18.33	2.16				

In the table-3 the result of the experimental group that was taught by videos is significantly higher than the control group. It shows that the academic achievement in overall post-test is significantly different in favour of videos aided teaching. The $t(28) = 4.26$, $p < 0.05$, and Cohen's d value 1.10 shows strong effect of teaching with videos on achievement, hence, the null hypothesis No-2 is rejected.

H_0 - 3 Comprehension level post-tests Score of the Experimental and the control groups achievement has no significant difference.

Table 4: The result of post-tests of the experimental and the control group comprehension level

Achievement	Groups	N	M	SD	t	df	p	Cohen's d Value
Marks at Comprehension level (25)	Experimental Group	15	19.20	2.37	3.08	28	.005	0.79
	Control Group	15	16.33	2.77				

In the table-4 the result of the experimental group who that taught by videos is significantly higher than the control group. It shows that the academic achievement in overall post-test is significantly different in favour of videos aided teaching. The $t(28) = 3.08$, $p < 0.05$, and Cohen's d value 0.79 shows moderately strong effect of teaching with videos on achievement, hence, the null hypothesis No-3 is rejected.

H_0 - 4 Application-level post-tests Score of Experimental and control groups has no significant difference.

Table 5: The result of post-tests of the experimental and the control group at application level

Achievement	Groups	N	M	SD	t	df	p	Cohen's d Value
Application Total (25)	Experimental Group	15	20.07	2.55	4.13	28	.00	1.07
	Control Group	15	16.27	2.49				

In the table-5 the result of the experimental group that was taught by videos is significantly higher than the control group. It shows that the academic achievement in overall post-test is significantly different in favour of videos aided teaching. The $t(28) = 4.13$, $p < 0.05$, and Cohen's d value 1.07 shows very strong effect of teaching with videos on achievement, hence, the null hypothesis No-4 is rejected.

Discussion

Video-aided instruction has changed the teaching and learning process. Video- assisted training has improved the teaching and learning procedure. Teachers and students are known to accept video-supported instructions as an important method, this encourages



students to learn and understand the English language in a good manner. It can be seen from the large differences in post-test scores. Video tutorials will help students learn constructively. Students are involved in this sort of activity. Readiness and video lessons make students happy to learn the most important thing about studying. They continued to watch the video again and again because the videos eliminated their boredom and made them active participants. There are many advantages of using videos in language courses. The main benefit of using videos is the real location. It's a reality that videos are capable of posing full talking roles. Of course, video presentations are fascinating for students in a positive way. Students will need to watch, but awareness is not enough (Lustigova, 2013). The results of present study are in-line with the above mentioned research as the achievement of students taught through videos was much better than control group. It is proposed that the introduction of knowledge in video learning is beneficial for both senses of hearing and seeing and offers an effective mode of teaching. In addition, the videos are correlated with students' interactions, such as enjoyable engaging and process of learning-friendly. The learners are inspired by video teaching intrinsically and extrinsically. There is a mental connection of learners when viewing videos that help them retain in their mind for a long time.

Conclusion

The present study explores the impact of video-assisted instructions on teaching English at the elementary level in the Poonch District Azad Jammu & Kashmir Pakistan. The use of video-assisted instructions is a realistic system that has improved the learning scenario. The use of video-assisted instructions in English teaching has a very beneficial impact on the entire learning process. There is a great disparity in the achievements of both classes in this analysis. The academic achievement of the learners of the experimental group is high because of the use of video-assisted teaching. Findings of the experimental group overall post-test result as well as the three levels of Cognitive Domain (comprehension, knowledge and application), were significantly different from the control group. Overall, there is a positive view of the use of video- assisted instructions in the classroom for instructional purposes.

Recommendations

Based on the above conclusion, it is recommended that

- 1 - For the better academic achievement of students, teacher at Elementary level may use video-aided instructions in the teaching of English in the state of Azad Jammu & Kashmir, Pakistan.
- 2- It is recommended that curriculum developers should introduce the videos in the teaching of English at the elementary level.
- 3 - For video-aided instructions, infrastructure should be provided to schools in Azad Jammu & Kashmir, Pakistan.

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