The Role of Video in Teaching English as a Foreign Language to Kindergarten Students

دور الفيديو في تعليم اللغة الانجليزية كلغة أجنبية للطلاب في مرحلة رياض الأطفال

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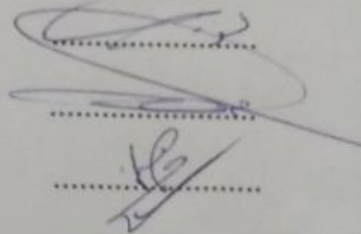
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Thesis Committee Decision

This thesis titled: "**The Role of Video in Teaching English as a Foreign Language to Kindergarten Students**" was successfully defended and approved on the 8th of June, 2019.

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Dedication

This thesis is dedicated to all my family, specially my dearest mother and father whom no words can describe how fortunate I am to be their daughter.

I dedicate this thesis also to my beloved husband, son and daughter who gave meaning to my life.

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The Role of Video in Teaching English as a Foreign Language to Kindergarten Students

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Abstract

This study aims at investigating the role of video in teaching English as a foreign language to kindergarten students. It also aims to show the disadvantages of using traditional teaching methods for teaching kindergarten student. The study sample consisted of 32 students (18 males) and (14 females) who are between the ages of four and five from one of the private schools in Amman, Jordan. The researcher divided the sample of the study into two groups: the first group is a control group which is taught by a traditional method and comprised 17 students. The second group is an experimental group which is taught by showing five educational videos to kindergarten students and consisted of 15 students. In order to achieve the objectives of the study, the researcher used two instruments: the first instrument is a post-test applied to both groups and the second is interviews with the head of the kindergarten and four English teachers.

The findings revealed that video plays a significant role in teaching English as a foreign language to KG-1 students. In light of these results, some recommendations are suggested including: 1- The use of educational videos as an instructional tool to teach kindergarten students because of its great benefits in the teaching process 2- Teachers should prepare

well for the use of effective videos in the EFL classroom 3- Adopting new curriculum, which implements video as an instructional tool for teaching kindergarten students, by Ministry of Education.

Keywords: Video, Teaching, English as a foreign language (EFL), Kindergarten.

دور الفيديو في تعليم اللغة الانجليزية كلغة أجنبية للطلاب في مرحلة رياض الأطفال

اعداد: مريم يوسف فارس يوسف

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الملخص

تهدف هذه الدراسة إلى تحديد دور الفيديو في تعليم اللغة الإنجليزية كلغة أجنبية للطلاب في مرحلة رياض الأطفال، كما وتهدف إلى بيان عيوب إستخدام الطريقة التقليدية في التعليم لمرحلة رياض الأطفال. تتكون عينة هذه الدراسة من 32 طالب وطالبة (18 من الذكور) و(14 من الإناث) تتراوح أعمارهم ما بين ثلاث الى أربع سنوات تم اختيارهم من أحد المدارس الخاصة في عمان، الأردن. قام الباحث بتقسيم عينة الدراسة إلى مجموعنين : المجموعة الأولى هي العينة الضابطة و تتكون من 17 طالب تم تعليمهم باستخدام الطريقة التقليدية، والمجموعة الثانية هي العينة التجريبية و تتكون من 15 طالب تم تعليمهم عن طريق عرض خمس فيديوهات تعليمية لهم. ومن أجل تحقيق أهداف هذه الدراسة استخدم الباحث أداتين : الأداة الاولى هو إختبار بعدي تم إجراؤه لكلا المجموعتينن، والأداة الثانية هي مقابلة مع مديرة الروضة بالإضافة إلى أربع من معلمات اللغة الانجليزية.

هذا وقد كشفت النتائج بأن الفيديو يلعب دور مهم في تعليم اللغة الإنجليزية كلغة أجنبية لطلاب المرحلة الأولى من رياض الأطفال. وفي ضوء هذه النتائج ، قدمت الدراسة عددا من التوصيات والتي كان من أهمها: 1- استخدام الفيديوهات التعليمية كأداة لتدريس الطلاب في مرحلة رياض الأطفال وذلك نظراً لفوائدها الكبيرة في التعليم 2- يجب على المعلمين التحضير بشكل جيد عند استخدام الفيديوهات التفاعلية لتعليم اللغة الانجليزية كلغة أجنبية للطلاب في مرحلة رياض الأطفال

3- أن تعمل وزارة التربية والتعليم على ادخال الفيديو كوسيلة تعليمية في المنهاج الجديد لتعليم

الأطفال في مرحلة رياض الأطفال.

الكلمات المفتاحية: الفيديو، التعليم، اللغة الانجليزية كلغة أجنبية، رياض الأطفال

Chapter One

Background of the Study

1.0 Introduction

We are living in the digital era where every aspect of our daily lives is affected by the digital revolution. Education is one of these important aspects that has been reshaped dramatically during the digital transformation changes.

The education system for kindergarten students in Jordan is traditional in which teachers act as senders of the information who direct their students to memorize, recite, and repeat, while students act as receivers of the information dictated by their teachers; they are not actively engaged in the teaching process. Traditional methods, which are based primarily on blackboards and chalks, pens and papers, textbooks, pictures, and charts, are simple and not updated with the new technologies.

Furthermore, the traditional methods that are used for teaching need collaboration and teamwork learning, accuracy in determining objectives, activities and assessments, besides the teachers in this method need to be facilitators and guiders rather than delivering lessons at the front of the classroom.

Teaching English as a foreign language is on the rise since English is one of the most used languages in the world. It is a substantial means of communication between people of different nations breaking down the language and cultural barriers. There are significant trends for teaching English in early childhood since children have a strong potential to acquire language in this stage. As Hamayan (1986) pinpoints that foreign language should be taught for students of early ages in the classrooms as they are capable of learning two languages from their birth. She added that students at an early age are more likely to acquire a foreign language than older ones because young students absorb and store

new information better than old ones. Ultimately, she stated that there are many benefits of learning a foreign language for young students such as: promoting their cognitive development and helping them to be more innovative than other students who speak only one language.

Therefore, learning a foreign language like English in childhood is considered as an asset for a child. Thus, kindergarten education curriculum should adopt teaching English as a foreign language, and draw extra attention to it. Besides, there are growing trends and eagerness among parents for teaching English to their children at an early age and improve their language skills so that children can be able to keep pace with the academic learning area, mainly for the subject of English which has a significant effect on their learning's efficiency. Consequently, parents enroll their children in kindergartens which focus especially on teaching English to the kindergarten students.

Kindergarten students have many needs, such as passion to learn and discover everything new and love to play and have fun, which are quite different from the older students. Thus, teachers have to plan their lessons carefully in order to motivate their students to enjoy getting a firm grip on English and have a lot of fun simultaneously. Integrating new technologies can meet this purpose.

Moreover, embracing and integrating new technologies and specifically video into language teaching empower the educational process and improve student-learning outcomes since video satisfies both visual and auditory senses of the students. This, in turn, can break classroom boredom and enable students to make more relevant associations and to be interested in the material so they will better and remember it. As a result, incorporating technology in the classroom becomes so essential, crucial, and is considered an excellent way to introduce and elaborate the classroom materials. Shuler (2012) reveals that recent researches demonstrate the impact of Apps as a tool for

teaching. The Cambridge online (2018) defines an app as the abbreviation for application or application program: a computer program that is designed for a particular purpose.

Introducing video in classroom is not a substitution of a teacher to take his/her place because nothing can fully replace an experienced teacher, but it is an instructional tool that assists teachers in their efforts in the classroom to make their job easier and more flexible. Teachers can use this tool to create a flipped classroom, or "blended" learning environment at any time, which means incorporating video in teaching in addition to the traditional method in order to present content that is relevant to the students and attractive at the same time. By using video, as an instructional tool in a classroom, teachers could have vast opportunities for making learning and teaching environment more effective and meaningful. They can forward or backward any video or pause it in order to explain more to the students about the video content, to increase student's knowledge retention and make sure that students understand the purpose of the video, and to boost their comprehension of different topics. Applying videos in teaching process could increase and widen engagement and participation of kindergarten students in learning since young students enjoy imitating what they see and encourage them to speak, listen, read, write, and expand their vocabulary. However, the teachers of kindergarten students should keep in their minds that their young students have very short attention span, therefore they should ideally use a short educational video that lasts only for few minutes in order to keep their students motivated, interested, enthusiastic about learning.

1.1 Statement of the Problem

Traditional method or conventional approach is still applied in most kindergartens. According to Sunal & Sunal (1994) "Traditional method of teaching is when a teacher directs students to learn through memorization and recitation techniques thereby not developing their critical thinking problem solving and decision making skills". From this point, the need for applying new technologies for teaching students is required to make the pedagogical system effective, useful, productive and above all interesting.

1.2 Objectives of the Study

This study aims at:

1- Demonstrating the effects of integrating videos into the education system for kindergarten students.

2- Determining teachers' views and suggestions about integrating video as a complement to a traditional method for teaching kindergarten students.

1.3 Questions of the Study

The main questions that the study aims to answer are:

1- What are the effects of integrating videos into the education system for kindergarten students?

2- What are the teachers' views and suggestions about integrating video as a complement to a traditional method for teaching kindergarten students?

1.4 Significance of the Study

Education in a childhood period is considered essential for further education. It benefits kindergarten students in the following stages. Incorporating videos, either video clips or full-length videos, in the educational process is vital and valuable. In addition, it is exciting and interesting since the visual contents by the video contain bright colors and motion which kindergarten students are fascinated by, and the auditory contents contain music and songs which kindergarten students love. By combining visual learning and auditory learning, teachers, instructors, and kindergarten students are kept up-to-date with the new pedagogical strategies.

1.5 Limitations of the Study

The results of this study are not free from limitations; they are limited to the sample of kindergarten students and instruments used in this study, and may not be generalized to all kindergarten students. However, they may apply to KG-1 students in Jordan and Middle East countries. The results are also limited to the role that video plays in teaching English as a foreign language to kindergarten students.

1.6 Limits of the Study

This study is conducted in Amman, Jordan during the second semester of the academic year 2018-2019.

1.7 Definition of Terms

- Video: **Theoretically**, it is "a set of frames, which are represented as high dimensional vectors in a feature space" (Cheung & Zakhor, 2003, p.2).

- Video: **Operationally**, it is a means of communication that can be used to support teaching. It consists of moving visual images and has both sound and visual components.

- Teaching: **Theoretically**, it is a series of actions in which the information, expertise, and attitudes are passed on to students to boost their knowledge (Nilsen & Albertalli, 2002).

- Teaching: **Operationally**, it is a collection of ideas which are transferred by teachers and received by students in order to improve students' learning.

- English as a Foreign Language (EFL): **Theoretically**, it "covers English learned primarily in a classroom setting in a non-English-speaking country" (Granger et al., 2002, p.8).

- English as a Foreign Language (EFL): **Operationally**, it is the study of the English language by learners of English in a non-English-speaking country such as Jordan.

- Kindergarten: **Theoretically,** it is "(in Britain and Australia) an establishment where children below the age of compulsory education play and learn; a nursery school.

(in North America) a class or school that prepares children, usually five- or six-year-olds, for the first year of formal education" (English Oxford Living Dictionaries online, 2018).

- Kindergarten: **Operationally**, students between four and six years old who optionally attend a small school for preparing to next compulsory stage.

Chapter Two

Review of Literature

2.0 Introduction

This section has two parts: a theoretical part which deals with the types of videos and their benefits in teaching EFL, and the empirical studies that deal with the role of video in teaching English as a foreign language to kindergarten students, through which they learn vocabulary, numbers, letters, shapes colors, and songs.

2.1 Review of Theoretical Literature

Jaffee (2003) relates "pedagogical ecology" to the traditional method of teaching and to the environment of the class. This environment represents a place that affects social interactions between teachers, who are the dispensers of the information, and students who are the receivers of this information. Moreover, the classroom lesson within this environment is considered the main teaching method. Furthermore, Conrad (2004) states that the attention of the instructors within this environment is basically on the content and their primary role is to deliver the lesson. Using technologies for teaching kindergarten students letters, vocabulary, numbers, geometric shapes, colors, reading and even writing can deepen students' learning and improve the quality of the education system and that can be performed by a productive and enjoyable process that attracts children's attention and motivates them.

Heinich et al. (1996) indicate that the word "media" include anything through which the information is carried on or transmitted, from the source to the receiver. A video as a type of media is regarded nowadays a key factor for improving learning outcomes. They emphasize the role of video as a type of media in teaching students and supporting teachers to create positive changes in their classrooms.

According to Branigan (2005), many and many teachers adopt video as a tool in teaching their students since the use of multimedia technology is continuing to rise in schools, network bandwidth capability is increased, and video editor's cost is not expensive. The availability of video in kindergartens and schools has vastly increased due to the growing interest from the public and private sectors toward integrating media such as video in education. Using video in teaching boosts comprehension and enthusiasm among students so that the efficiency and effectiveness of the education and the students themselves could be improved.

Munoz and Hidalgo (2013) Stress the importance of visual aids like videos to enhance teaching process. They can grab students' attention and keep all of them fixated on any educational video that is designed for teaching letters or colors or geometric shapes, etc. Moreover, they benefit both the teacher and the students. The students can absorb the contents and boost their vocabulary acquisition, and the load on the teacher through using video will be less than using a traditional method. They add that teachers should choose these videos carefully and prepare for them well in order to meet students' needs. Real-world situations that included in video make the learning easier for students and can achieve the desired outcomes.

CPB (1997) states that integrating video in the educational process is valuable as a way of giving information powerfully and innovatively. Video contributes to understanding and mastering the contents, in addition to interacting with it without boredom because of the various and entertaining contents which take the kindergarten students away from the routine instructions in a classroom.

Nugent (2005), cited in Smaldino (2011), indicates that Video can be used by teachers to present, repair, and enhance the educational process. Classroom lessons could include

segments of a video. A video that lasts for a few minutes could benefit both of the teacher and the student by making the classroom lesson more flexible and fruitful.

According to Cakir (2006) the language's learner relies on both eyes and ears, but eyes are essential for the learning process. Both auditory and visual components of a video will be a good means of learning. If it is used in the right place at the right time, the topic can be presented effectively. He states that video has become an indispensable tool that is used for teaching students. It can be easily implemented in a class so that EFL teachers can use it efficiently and deliver their lessons effectively which in turn cultivates a vibrant learning environments.

Akmala (2011), classifies teaching media into three types, namely: visual media, audio media, and audio-visual media. Visual media refer to media that are visible such as pictures, moving pictures, animation, and flashcards. Audio media refer to media that are audible such as radio, analog tape cassettes, and digital CDs, while audio-visual media refer to media that are both visible and audible such as an animation video. Visual and audio types of media enhance the teaching process in addition to making it more enjoyable. Moreover, the researcher states that teaching through videos is beneficial for teachers of English who consider it as an enhancement for their lessons.

Gardner (2000) creates a relationship between the media and learner's intelligence. By embracing video as a part of their teaching approach, teachers can stop each video and challenge their students to guess what the video will show next in a demonstration, for example, a teacher runs a video for the alphabets and pauses the video to ask the kindergarten students what letter comes next. A teacher can also show a video of a story then pause it to ask the kindergarten students about this story. Furthermore, a segment of a video or a video can be rewound to make sure that the students understand the content.

For example, a teacher shows a video of a story that contains a moral lesson such as generosity then rewinds the video in order to instill the moral values.

Heckman (2000) asserts that many researchers and educators focus on early years' education, since this stage is considered as a foundation for lifelong learning of the human capital and essential so it should be improved. Early education plays a key role during the educational development of children; they need to broaden and enrich their knowledge, mainly in the field of English. Implementing video in teaching children, specifically kindergarten students, opens the door for challenging, exciting and creative experiences. It exposes students to meaningful experiences that foster their development.

According to Penuel et al. (2009) exposing literacy content of any field including English language through a video technology for kindergarten students could improve their literacy performance. In addition, media technology are known and have reasonable costs.

Cummins (1981) differentiates between the fluency that learners of EFL require at a conversational level and at the academic level. The researcher argues that learners of EFL need about two years of exposure to English language in order to be professional in a conversational level of a foreign language while they need about five to seven years to approach the academic level of foreign language like vocabulary and grammar.

Lacina, (2004) affirms the significance of incorporating technology including video into classroom lessons in order to support, prompt, and make learners of foreign language self-confident. Video technology facilitates and serves the acquisition of new language concepts and symbols such as alphabets, colors, numbers, and geometric shapes. Equipping schools with educational technologies such as video technology provides rich input environments that maximize the potential to acquire the foreign language.

2.2 Review of Empirical Studies

Many empirical studies investigate the role that video presents in teaching English as a foreign language to kindergarten students.

Verhallen et al. (2006) conducted a study entitled "The promise of multimedia stories for children at risk". This study aimed to demonstrate how the animated video stories could have a significant effect on improving kindergarten students' comprehension and vocabulary of English language especially when a video is repeated multiple times. In a random sample, 60 kindergarten students were selected with age range five-year-olds. These students were immigrant students whose families had low level of education, so these students were at risk of school failure since they do not speak Dutch, the language used in the kindergarten classes which they learned as a second language in seven different inner-city schools in The Hague, Netherlands. Kindergarten students were randomly assigned to four experimental groups and two control groups, each group composed of 10 students. The experimental study followed the design of a pre-test/post-test procedure. The average time between the pre- and post-tests was 26.6 days. The students took sessions of pre- and post-tests applied through multiple meetings lasted approximately 15 to 20 minutes, and the treatment which was presented in a room equipped with a computer and a digital video camera and lasted approximately six minutes. The study found that stories supplemented by animated video could improve comprehension skills and vocabulary of kindergartens students and also make a story more memorable for them, especially when a story is repeated more than once.

Silverman and Hines (2009) explored the effects of implementing video to promote vocabulary for learners of English. The sample of the study was taken from a small public school in the USA. The study included 85 students across four grade levels, from pre-kindergarten through second-grade English language classrooms. 28 students of 85 were

in a kindergarten. The average age of all the students in the sample was six and a half years. The researchers used a quantitative method which was parent questionnaires. The results emphasized the importance of video clips in teaching kindergarten students EFL and basically vocabulary; thus, students who learn EFL may defy their peers who speak English as a native language.

Nusir et al. (2011) executed a research on young students. The population of their study was all first-grade students enrolled at Yarmouk University Model School. The sample of their study was an experimental group and a control group, randomly assigned. Each group was further divided into two groups to assess the impact of using video as a tool on the young student's learning. One of the groups was taught by using traditional methods while the other was taught using the interactive methods. The research aimed to explore the impact of using interactive methods such as video in teaching students at young age and found out some of the key differences between traditional methods of teaching and interactive ones which implement video for teaching. The instrument of the study was a test distributed to students, then analyzed by the researchers. The results showed that interactive learning improves the teaching process and can give an effective alternative for the traditional methods especially in some cases where the traditional methods would not apply.

NSW Curriculum and Learning Innovation Centre (2012) investigated the value of integrating technology into education. The sample of the study consisted of over 90 students and five teachers. 75 iPads were used in three primary schools in Sydney, Australia. Sydney Region supplied schools with some technological devices and published the required information related to the use of these devices in 2011. The aim of the study was to find a suitable way of teaching in order to enhance a teaching process and determine the required procedures to apply technology in classrooms. The research

study used the qualitative method and implemented a case study approach. The tools of the study were observations, online surveys, and semi-structured interviews. The research demonstrated the essential role of using technology in education since it can elevate cooperation among learners. In spite of some difficulties that teachers encounter due to the shortage of time they need to install and assess the modern technologies, implementing video in a classroom gives teachers the opportunity to better plan and deliver their lessons.

Shilpa and Sunita (2013) aimed at explaining the importance and benefits of using video in teaching kindergarten students. To achieve the goal, the researchers randomly chose 120 Pre-primary and primary teachers from five areas of Alambagh settlement in India: Pawanpuri, Kailaspuri, Geetapalli, Krishnapalli and Sujanpura. The teachers taught in different kinds of schools including private schools, government schools, and semi-government schools where the primary language used in these schools was either English or Hindi. The ages of the students were between three and six. The instrument for collecting data was a questionnaire. For the analysis of the data, an F-test and a T-test were applied. The researchers concluded that showing videos which contain contents in real life situations could make these contents easier to understand and motivate kindergarten students to interact with them. In addition to that, the study found that video usage can increase teachers' satisfaction with teaching.

Islam et al. (2014a) conducted a study which aimed to find the effectiveness of audio-visual aids in enhancing students learning. The sample of the study were 50 students (aged between four and nine years) in one of the primary schools in Dhaka, Bangladesh. The students were divided into three groups. The first group consisted of 18 students, the second group consisted of 15 students, and the last group consisted of 17 students. Students in the first group were taught by using a traditional method, and then they took a test consisting of 15 multiple choice questions. The next group watched a learning video

and then answered the same questions. The third group watched a learning video along with the teacher's instructions, and after that, they answered the questions. The researchers used a quantitative method which was a test of 15 multiple-choice questions for every group. The results of the study showed that teaching students using learning videos gives better learning outcomes compared to the learning outcomes from the traditional methods. However, according to this study, students could achieve the best results through integrating learning video along with the teacher's instructions. Moreover, the study showed that students' feedback towards learning videos was positive and they were so motivated and interactive with the learning video.

Islam et al. (2014b) explored the role of video as an interactive educational material for teaching kindergarten students. The purpose of the study was to examine how educational videos influence the students' motivation for learning English alphabets and their corresponding words. The study's sample consisted of 52 kindergarten students (from between four and five years of age) from Ahsania Mohila Mission High School in Dhaka, Bangladesh. The researchers designed interactive videos which contain all 26 letters of English language alphabet and simple pictures that begin with these letters, for example, A is for ant, B is for Bus, and C is for cat. Moreover, the videos show how to write the alphabet letters onscreen to help the students remember what each letter looks like. After showing a video for students, most of the students identified the letters and related them to their corresponding pictures. Only few students were unable to do that, but after showing the video many times, they could recognize the alphabet letters and associate them with their corresponding pictures. To achieve the purpose of the study, the researchers developed an instrument which was two kinds of the test; a pre-test and a post-test. Based on the test results, the main findings of the study were that an interactive educational video is an effective tool in teaching kindergarten students alphabet letters,

how to write these letters, and relating each letter with its corresponding picture. Besides, these videos help the teacher to both engage and entertain the students effectively; thus, students would love to learn and would be eager to learn more. Additionally, the study revealed that showing educational videos multiple times increases student retention rates, which in turn, can elevate students' achievements.

Lialikhova (2014) conducted a case study that investigated the significance of incorporating video as a tool in the teaching EFL. The samples of the study were students in grades between eight and ten in a Norwegian lower secondary school. In her study, the researcher aimed to find how implementing videos in teaching English could meet the goals of the English curriculum. The methods used by the researcher were qualitative, in the form of interviews with four English teachers and observations of three of the interviewed teachers' lessons with videos. The second part was quantitative, in the form of a student questionnaire answered by 105 students from two eighth grade and two tenth grade classes. The results of the study showed that the video is an effective tool for kindergarten students since it can improve essential skills of the language, which are speaking, writing, listening, and reading. It is a very useful tool for teaching vocabulary, and supporting both students and teachers. Furthermore, the results showed that using video can encourage the teaching interactions, break teaching routines, and improve kindergarten students' motivations to learn a foreign language.

Woottipong (2014) conducted a study on a simple random sample of 41 students selected from a population of 118 first-year English major students in the second semester of the academic year 2012 at Thaksin University, Thailand. This study aimed at increasing students' listening comprehension. To achieve the purpose of the study, the following procedures were followed by the researcher: 1- summarizing the objectives of the educational videos through creating lesson plans and explaining them for students

2- Presenting English educational videos like documentaries that last between three and five minutes 3- Building the pre-and post-tests to track students' growth by comparing the scores of pre-test and post-test and the paired t-test is used to find the difference between the means of the two samples of related data. The data were analyzed by means of the SPSS program. The researcher adopted the quantitative approach. The results of the study revealed that using educational videos to enhance listening skills in English improves student's listening skills.

Dzanic and Pejic (2016) examined the influence of songs on students of early ages and how songs can be used to teach them English. The purpose of the study was to investigate the importance of learning English through song videos in increasing students' vocabulary and making students eager to learn English. 28 second-grade students, whose ages between seven and eight, were selected from one of the primary schools in Tuzla, Bosnia and Herzegovina. The students from two classes were assigned to the experimental group and control group and each group was given three lessons by one of the researchers of this study. The control group was given songs as audio materials, while the experimental group was given songs as video materials. Two instruments were used, the first one is a test, which was divided into three types: pre-test for measuring the amount of words that students were acquainted, post-test for measuring the amount of words that students gained after one class of showing song video, and delayed test for measuring the amount of words that students got after the semester ended. The second instrument is a questionnaire which consisted of 20 questions about students' viewpoints toward using song videos in teaching English. The results of the study revealed that songs play an important role in helping students of early age learn vocabulary and boost their memorization. By using different rhyming words, students of early ages will learn how to put sounds together to make words. Moreover, the study showed that since students of

early age enjoy songs and have fun with it, they will be enthusiastic to learn a new language such as English.

Kostarelioglu (2016) examined students' attitudes towards the use of educational video clips. The population of the study was educational psychology classes who were enrolled at Amasya University, Faculty of Education, during the spring semester of the 2012-2013 academic years. The sample of the study consisted of 120 students in the classroom teaching and information technologies teaching programs. The purpose of the study was to explore the effect of using video clips in the class from the students' point of view. The techniques adopted to collect data were semi -structured questions. The researcher used descriptive analysis method in data analysis. The results of the study indicated that there is a positive effect of applying video clips on curriculum materials.

Gyeltshen and Chalermnirundorn (2018) explored the impact of using video on enhancing students' speaking skills. The population of this research was 92 English-as-a-second-language-fifth-grade Bhutanese students of one of the lower secondary schools in Bhutan. A random sample size of 30 students between the ages of 11 and 13 years (16 males and 14 females) was chosen. The quantitative method for collecting data was two questionnaires for students. The questionnaire was divided into two parts, the first was before the intervention and the second was after the intervention. These questionnaires consist of 25 multiple choices questions and the data analysis methods are descriptive statistics and inferential statistics which used student's t-test. The qualitative method for collecting data was classroom observation which was conducted through a teacher. The students were given four lessons, each lesson lasted for 100 minutes and was divided into two sessions presented per week. These lessons used video as an instructional tool to teach students speaking skills. The finding was that implementing video in the classrooms enhances young students' speaking skills.

All of the literature reviewed in this chapter has shown that video has a significant role in teaching EFL to kindergarten students which fits into the subject of this study. Moreover, the literature review helped the researcher to further investigate the problem of the study and give suggestions to it. However, this study is different from other studies in focusing on learning EFL in the first year of child education (KG1) which can provide an excellent experiences that benefit kindergarten students in later years and shape student's educational development in the future.

Chapter Three

Methods and Procedures

3.0. Introduction

This section deals with the methodological approach utilized in the study. Quantitative as well as qualitative approaches were both adopted. A test provided the quantitative data. Next, semi-structured interviews were conducted with the head of the kindergarten and four teachers to highlight the role of video in teaching English as a foreign language for kindergarten students, and this provided the qualitative data for the study.

3.1 Population and Sample of the Study

The population consists of all kindergarten EFL students currently enrolled in the kindergartens in Amman, Jordan. A sample of 32 kindergarten one (KG1) students, whose ages are between four and five years old from Al-Mawakeb private school was selected purposively to achieve the aim of the study.

3.2 Instruments of the Study

Two instruments were used for this study, the first is a test for kindergarten students and the second is semi-structured interviews with the head of the kindergarten and four teachers.

3.2.1 Research test

The quantitative instrument is a post-test which was applied by the researcher after achieving its validity and reliability. Five tests were hand-delivered by the researcher after giving five lessons to the experimental group (which was taught by showing five videos) and to the control group (which was given five lessons using traditional method). The first test was about identifying geometric shapes and included six multiple-choice questions. The second test was designed for identifying human body parts and included one matching

question with eight words. The third test was about identifying prepositions and included four multiple-choice questions. The fourth test was concerned about antonyms and included one matching question with seven pictures. And the last test dealt with family members and included one matching question with six pictures. The kindergarten students were given one test after each lesson. The aim of the test is to determine the role that video plays in teaching EFL to kindergarten students. It is important to note that the KG1 students had no former knowledge about the topics mentioned, as a result, no pre-test was performed.

3.2.2 Interviews

The qualitative instrument is interviews with the head of the kindergarten and four teachers. The interviews included two questions related to the objectives of this study. The researcher has conducted these interviews in order to focus on the reasons that mainly lie behind the students' results that support using video, as an instructional tool, to teach EFL for kindergarten students. Besides, determining teachers' views and suggestions about integrating video as a complement to a traditional method for teaching kindergarten students.

3.3 Validity of the Instruments

Content validity of the test and interviews' questions was determined across the panel of content experts who were recruited to judge if the test and interviews' questions met the purpose of the study. They were asked to comment on these items and to propose any modifications that would better serve the aims of the research.

3.4 Reliability of the Instruments

The researcher has used test-retest method for students who do not belong to the sample in order to measure the reliability of the test. The same students were given the same test on different occasions and finally, the results were compared to ensure test stability using the test-retest reliability method. Table (1) elucidates the students' results of the test-retest reliability.

Table (1): Reliability of the five exams using test-retest method on the pilot sample (N=12)

Exams	Test		Retest		Reliability	*Sig
	Mean	Standard deviation	Mean	Standard deviation		
Identifying the shape	8.67	2.99	9.00	2.98	0.956	0.000
Body parts	14.25	2.42	14.00	2.26	0.950	0.000
Prepositions	10.50	2.39	11.17	2.62	0.912	0.000
Antonyms	10.00	3.91	10.33	3.65	0.917	0.000
Recognizing family members	8.67	3.82	8.67	3.92	0.976	0.000

*Sig: Statistical Significance

Table (1) declares the reliability results of the five exams using the test-retest method. According to the results, the first exam (identifying geometric shapes) had satisfied a reliability value of (0.956). The observed reliability for the second exam (body parts) was

(0.950). For the third exam (prepositions) the reliability was (0.912). For the fourth exam (antonyms), it was (0.917). And for the fifth exam (recognizing family members), it was (0.976). All the mentioned values were greater than (0.70) suggesting high reliability. The related p-values for all the relations were < 0.05 suggesting that all the mentioned reliability values were statistically significant at this level. Finally, the time interval between the two tests was two weeks.

3.5 Procedures of the Study

The following procedures were performed by the researcher in order to achieve the best results:

1- Collecting theoretical and empirical studies which deal with the same topic in order to improve the quality of this study.

2- Identifying the population and the sample of the study.

3- Developing the instruments that will be used for collecting data: the test and the interviews.

4- Checking the validity of the instruments by submitting it to a panel of content experts.

5- Checking the reliability of the instruments.

6- Analyzing the data collected through the instruments.

7- Drawing out the conclusion of the study.

8- Presenting recommendations and suggestions for further researches.

9- Listing the references according to APA style.

10- Adding necessary appendices.

Chapter Four

Results of the Study

4.0 Introduction

This chapter provides answers to the questions that are raised in this study. It also aims to analyze the data and explore the role of video as an instructional tool in teaching English as a foreign language to kindergarten students. The researcher utilized a quantitative approach to answer the study's first question and the qualitative approach to answer the study's second question and to explain the test outcomes from the interviewees' perspective. The questions that the study attempts to answer are:

1- What are the effects of integrating videos into the education system for kindergarten students?

2- What are the teachers' views and suggestions about integrating video as a complement to a traditional method for teaching kindergarten students?

4.1 Results of the Test

To answer the first question of this study, the researcher settled five different tests. The first test was concerned about identifying geometric shapes. The second test was about human body parts. The third test was about some prepositions in English language. The fourth test was about antonyms, and the last test dealt with family members recognition. Two groups representing two KG1 classes from Al-Mawakeb private school were chosen to participate in the study. The first group is a control group which represented the traditional method of teaching and comprised 17 students (N=17), while the second group is the experimental group which used the integrated video as an instructional tool and comprised 15 students (N=15). The researcher has prepared 15 lessons during three weeks (three lessons for each video). After the last lesson, the students were given a test. The

lesson lasted for 30 minutes for each group. Before delivering the lessons, the researcher coordinates with the headmistress of the kindergarten to get a parental consent. The independent sample t-test was applied to determine that the two groups' means differ significantly or not.

4.1.1: Results of the first exam (identifying geometric shapes)

The independent sample t-test was conducted as a suitable statistical procedure to explore the significance of means difference. The results are covered by the following tables:

Table (2): Means and Standard deviations of the scores of the first exam

(identifying geometric shapes) in each group

Group	*N	Post test	
		Mean	**Standard deviation**
Experimental	15	11.20	1.08
Control	17	6.94	2.83

*N: Sample size

Table (2) indicates the means and standard deviations of the scores of the first exam which handled geometric shapes. Obviously, the post mean score registered by the experimental group (which was taught by video) was (11.20). This is greater than the mean score of the control group (which was taught by traditional method) which was (6.94). To decide whether the mean difference was statistically significant, an independent sample test was applied; the results are included in the table (3) below:

Table (3): t-test for the significance of mean differences between the two groups in the first exam (identifying geometric shapes) scores

Variable	Mean difference	*T	Degree of freedom	Probability	Result	*η² *Effect size
Score of the first exam	4.26	5.46	30	0.000	significant	0.498

*T: Transparency, *η²: Eta squared

 *Effect size according to Cohen: 0.01 weak, 0.06 moderate and 0.14 strong

Table (3) illustrates the results of means' difference significance between the study groups using the independent sample t-tests. The *t*-value (5.46) tells that the mean difference is statistically *significant*; this is because the probability value (sig = 0.000) was ≤ *0.05*. The mean difference was in favor of the experimental group which recorded a greater mean (11.20) compared to the lower mean recorded by the control group students (6.94), as shown in table (2). The last column in the table suggests the value of an important statistical indicator for the effect size (partial eta squared η²); this value was (0.498) and was considered to reflect a high effect (greater than 0.14 according to Cohen), suggesting high efficiency of using video in teaching EFL to the KG1 students.

4.1.2: Results of the second exam (identifying body parts)

The independent sample t-test was conducted as a suitable statistical procedure to explore the significance of means difference. The results are shown in the following tables:

Table (4): Means and Standard Deviations of the scores of the second exam

(identifying body parts) in each group

Group	*N	Post test	
		Mean	Standard deviation
Experimental	15	15.19	0.93
Control	17	13.44	2.56

*N: Sample size

Table (4) indicates the means and standard deviations of the scores of the second exam which handled the body parts. Clearly, the mean score of the post-test recorded by the experimental group (15.19) was greater than the mean score recorded by the control group which was (13.44). An independent sample test was applied to determine the significance of the mean difference. The results are provided in the table (5):

Table (5): t-test for the significance of mean differences between the two groups in the second exam (identifying body parts) scores

Variable	Mean difference	*T	Degree of freedom	Probability	Result	*η^2 *Effect size
Score of the second exam	1.74	2.49	30	0.018	significant	0.171

*T: Transparency, *$\eta^{2:}$ Eta squared

*Effect size according to Cohen: 0.01 weak, 0.06 moderate and 0.14 strong

Table (5) illustrates the results of means' difference significance between the study groups using the independent sample t-test. The *t*-value was (2.49) declares that the mean difference is statistically *significant*; this is because the probability value (sig = 0.018) was ≤ *0.05*. The mean difference was in favor of the experimental group which recorded a greater mean (15.19) compared to the lower mean recorded by the control group students (13.44), as shown in table (4). The effect size (partial eta squared η^2) was (0.171) and was considered to reflect high efficiency (greater than 0.14 according to Cohen), suggesting a high effect of using video in teaching EFL to the KG1 students. However, although the mean difference in this exam was in favor of the experimental group, the scores of the two groups in this exam were close; this is because this lesson was explained to a control group using a body language which was very close to the contents viewed through a video to the experimental group.

4.1.3: Results of the third exam (identifying the prepositions)

The independent sample t-test was administered to explore the significance of means difference. Tables (6) and (7) display results:

Table (6): Means and Standard deviations of the scores of the third exam (identifying the prepositions) in each group

Group	*N	Post test	
		Mean	Standard deviation
Experimental	15	11.80	0.77
Control	17	7.18	2.53

*N: Sample size

Table (6) indicates the means and standard deviations of the scores of the third exam which handled some prepositions in English language. The post mean score registered by the experimental group (11.80) was greater than the mean score of the control group which was (7.18). In order to explore whether the mean difference was statistically significant or not, an independent sample test was used; the results are shown in the table (7):

Table (7): t-test for the significance of mean differences between the two groups in the third exam (identifying the prepositions) scores

Variable	Mean difference	*T	Degree of freedom	Probability	Result	*η^2 *Effect size
Score of the third exam	4.62	6.78	30	0.000	significant	0.605

*T: Transparency, *η^2: Eta squared

*Effect size according to Cohen: 0.01 weak, 0.06 moderate and 0.14 strong

Table (7) illustrates the results of means' difference significance between the study groups using the independent sample t-test. The *t*-value (6.78) tells that the mean difference is statistically _significant_; this is because the probability value (sig = 0.000) was ≤ *0.05*. The mean difference was in favor of the experimental group which recorded a greater mean (11.80) compared to the mean recorded by the control group students (7.18), as shown in table(6). The effect size (partial eta squared η^2) was (0.605) and was considered to reflect a high effect (greater than 0.14 according to Cohen), suggesting high efficiency of using video in teaching EFL to the KG1 students.

4.1.4: Results of the fourth exam (identifying the antonyms)

The independent sample t-test was conducted as a suitable statistical procedure to explore the significance of means difference. The results are covered by tables (8) and (9):

Table (8): Means and Standard deviations of the scores of the fourth exam (identifying the antonyms) in each group

Group	*N	Post test	
		Mean	Standard deviation
Experimental	15	13.60	1.12
Control	17	8.45	3.09

*N: Sample size

Table (8) indicates the means and standard deviations of the scores of the fourth exam which handled antonyms. It can be detected that the experimental group (which was taught by video) had recorded greater post mean score (13.60) than the mean score recorded by the control group (which was taught by traditional method) which was (8.45). An independent sample test was performed in order to check the significance of the mean difference between the two groups; the results are presented in the table (9):

Table (9): t-test for the significance of mean differences between the two groups in the fourth exam (identifying the antonyms) scores

Variable	Mean difference	*T	Degree of freedom	Probability	Result	*η² *Effect size
Score of the fourth exam	5.15	6.02	30	0.000	significant	0.243

*T: Transparency, *η²: Eta squared

*Effect size according to Cohen: 0.01 weak, 0.06 moderate and 0.14 strong

Table (9) illustrates the results of means' difference significance between the study groups using the independent samples t-test. The *t*-value was (6.02) tells that the mean difference is statistically *significant*; this is because the probability value (sig = 0.000) was ≤ *0.05*. The mean difference was in favor of the experimental group which recorded a greater mean (13.60) compared to the lower mean recorded by the control group students (8.45), as shown in table (8). The effect size (partial eta squared η^2) was (0.547) and was considered to reflect a high effect (greater than 0.14 according to Cohen), suggesting high efficiency of using video in teaching EFL to the KG1 students.

4.1.5: Results of the fifth exam (recognizing family members)

The independent samples t-test was conducted as a suitable statistical procedure to explore the significance of means difference as shown in tables (10) and (11):

Table (10): Means and Standard deviations of the scores of the fifth exam (recognizing family members) in each group

Group	*N	Post test	
		Mean	**Standard deviation**
Experimental	15	11.81	0.72
Control	17	6.92	3.21

*N: Sample size

Table (10) indicates the means and standard deviations of the scores of the fifth exam which is concerned about recognizing family members. It can be figured out that the mean score of the post-test recorded by the experimental group (which was taught by video) (11.81) was greater than the mean score that recorded by the control group (which was taught by traditional method) which was (6.92). An independent sample test was performed to decide the significance of the mean difference. The results are included in the table (11)

Table (11): t-test for the significance of mean differences between the two groups in the fifth exam (recognizing family members) scores

Variable	Mean difference	*T	Degree of freedom	Probability	Result	*η^2 *Effect size
Score of the fifth exam	4.89	5.77	30	0.000	significant	0.443

*T: Transparency, *η^2: Eta squared

*Effect size according to Cohen: 0.01 weak, 0.06 moderate and 0.14 strong

Table (11) illustrates the results of means' difference significance between the study groups using the independent samples t-test. The *t*-value was (4.89) which declares that the mean difference is statistically *significant*; this is because the probability value (sig = 0.000) was ≤ *0.05*. The mean difference was in favor of the experimental group which recorded a greater mean (11.81) compared to the lower mean recorded by the control group students (6.92), as shown in table (10). The effect size (partial eta squared η^2) value was (0.443) and was considered to reflect a high effect (greater than 0.14 according to Cohen), suggesting high efficiency of using video in teaching EFL to the KG1 students.

4.1.6: Results of the total exams scores (sum of the sub exams)

The independent sample t-test was administered to explore the significance of means difference. The results are covered by tables (12) and (13):

Table (12): Means and Standard deviations of the scores of the total exams in each group

Group	*N	Post test	
		Mean	**Standard deviation**
Experimental	15	63.60	1.89
Control	17	42.94	1.92

*N: Sample size

Table (12) indicates the means and standard deviations of the scores of the total exams scores which represents the scores of sub exams. The post total mean scores achieved by the experimental group (which was taught by video) (63.60) was greater than the total mean scores of the control group (which was taught by traditional method) which was (42.94). In order to explore that the mean difference was statistically significant or not, an independent sample test was used; table (13) presents the results:

Table (13): t-test for the significance of mean differences between the two groups in the total exams scores

Variable	Mean difference	*T	Degree of freedom	Probability	result	$*\eta^2$ *Effect size
Score of the total exam	20.66	9.84	30	0.000	significant	0.763

*T: Transparency, $*\eta^{2:}$ Eta squared

*Effect size according to Cohen: 0.01 weak, 0.06 moderate and 0.14 strong

Table (13) illustrates the results of means' difference significance between the study groups using the independent sample t-test. The *t*-value was (9.84) tells that the mean difference is statistically _significant_; this is because the probability value (sig = 0.000) was ≤ *0.05*. The mean difference was in favor of the experimental group which recorded a greater mean (63.60) compared to the mean recorded by the control group students (42.94), as shown in table (12). The effect size (partial eta squared η^2) value was (0.763) and was considered to reflect a high effect (greater than 0.14 according to Cohen), suggesting high efficiency of using video in teaching EFL to the KG1 students.

4.2 Results of the Interviews

The result of the first question was also concluded from the interviews with the headmistress of the kindergarten and four teachers. The interviewees also answered the second question of this study. The questions of the interviews, which are related to the subject of this study are:

1- The finding of this study showed that video has a positive effect on teaching EFL to kindergarten students, what are the main reasons behind that from the headmistress and teachers' perspective?

2- What are the teachers' views and suggestions about integrating video as a complement to a traditional method for teaching kindergarten students?

The first interviewee is Ms. Lina Alsarkhi who has a total of twenty years of experience as a teacher and a headmistress. She is the head of Al-Mawakeb kindergarten. Ms. Lina commented on the first question saying that video has a visual component that attracts children, not only an auditory component. When the auditory and visual components meet, splendid results will be achieved by kindergarten students. She added that video is a good mean to simulate the real world and that makes learning easier and more understandable for little students. Regarding the second question, Ms. Lina said that the traditional method basically relies on the auditory teaching where the teacher does not introduce visual aids to his/her lesson. However, the headmistress said that in her opinion teaching EFL to kindergarten students by a traditional method is indispensable and benefits them. For example, writing with pencil and paper could not be taken over by touchscreens and keypads since the former can strengthen students' writing muscles and help them retain information better. At the end of her interview, she stated that students can achieve the best results if the traditional method of teaching is integrated with a video as an instructional tool.

The second interviewee was Ms. L.D who holds a B.A in child education and has two years of experience. She is a teacher in kindergarten. She answered the first question saying she prefers teaching EFL to kindergarten students through a video over teaching through a traditional method since video could teach them words, shapes, prepositions and many things that will be memorized more than using a traditional method and that happens through the attractive colors which motivate the child to learn, and the flexibility of the buttons of the video. Moreover, she strongly recommended using video in teaching EFL to kindergarten students as most of the children like technology and are attracted to animation and colors. According to the second question, Ms. L.D asserted that teaching EFL to kindergarten students through a video is better than teaching through a traditional method; since in a traditional method, students will get bored and disconnected, thus their comprehension and retention of any subject will be low. Nevertheless, teaching through video has many disadvantages. For example, it requires equipment to be available to use and that makes it inaccessible to many people.

Next interview was with Ms. A.M who has nine years of experience in teaching and holds a B.A in child education. She is a teacher in kindergarten. Ms. A.M shared Ms. Lana's opinion which emphasizes the essential role of video in teaching EFL to kindergarten students. She commented about the second question that the time of relying only on the traditional method is gone since teachers, in this method, carry a tremendous amount of responsibility on their shoulders; they should have aids which help them in the teaching process. Also, she stated that through a traditional method, kindergarten students have a little time to practice what they have learned as most of the time is spent writing, reading, and controlling them.

The third teacher who was interviewed is Ms. M.K She has one year of experience in teaching and holds B.A in classroom teaching. Ms. M.K affirmed that integrating video

into EFL teaching creates experiences for children as videos incorporate real world and bring it into the students' classrooms; therefore, they can benefit not only in their learning but also in their life. In addition, kindergarten students were extremely enthusiastic about using video for teaching EFL to them. Concerning the second question, Ms. M.K said that traditional method depends mainly on pen and paper which cause children to feel a lack of motivation and attention. She also added that traditional method educates children by repeating and memorizing of information; hence children may feel bored. As a result integrating video into classes may help teachers to overcome these drawbacks of traditional method. However, Ms. M.K advised teachers to choose the educational videos wisely since students are often easily distracted. She commented, "As long as the contents of the video related to the subject, students will be engaged and have better grasp of the material, otherwise, they will be distracted".

The last interviewee was Mis. R.H whose experience in teaching is about two years and holds B.A in classroom teaching. She stressed the importance of using video for teaching EFL to kindergarten students. Video has the potential to motivate and encourage children to learn. For instance, they can learn geometric shapes, body parts, family members, antonyms, prepositions, vocabulary, and many other things through video. She also mentioned that video is a good mean to help children memorize the content. She commented happily, "Children are still singing and recalling the second video "head, shoulders, knees and toes....."". In her answer to the second question, Ms. R.H said that using a traditional method alone in teaching is not enough because it is boring and makes children lazy. There is no diversity in this method of teaching, so teachers should use an impactful tool like video to improve the quality of their teaching. Finally, she believes that kindergarten students, who are taught through videos, may face some challenges. For example getting addicted and obsessed with watching videos. The attractive elements of

a video like colors, music, and animation makes videos compulsive and hard for kindergarten students to stop watching it.

Chapter Five

Discussion and Recommendations

5.0 Introduction

This chapter aims at providing a summary and discussion of the results of the two questions of the study in addition to illustrating the results in the light of the reviewed literature. The researcher ends this chapter by offering some recommendations and suggestions for further studies.

5.1 Discussion of the Results of Question One

Q.1. What are the effects of integrating videos into the education system for kindergarten students?

In view of the results obtained from the statistical analysis of the tests, the results showed that there is a significant role of using video as an instructional tool for teaching EFL to kindergarten students. Incorporating video into teacher's curriculum is crucially important for kindergarten student education. Effective educational videos are powerful tools that contribute to learning; they can make the classroom alive, increase kindergarten students' motivation in learning and grab their attention to capture lesson content. They also encourage students to be active viewers through letting them watch the video and stimulate them to try what they have learned. Furthermore they serve to break down barriers, such as student location. In addition, they improve student's comprehensive linguistic competence. Moreover, presenting videos in an interesting and meaningful way could achieve the teaching and learning objectives, guarantee maximum interactivity. In fact, students who watched these videos outperformed their peers since video brings different types of data together such as images, sounds, and motion in a complementary way and has attractive and beautiful colors that enhance students' attention and heighten

their interests. These findings agree with the study of Islam et al. (2014b) who stated that interactive educational videos engage and entertain kindergarten students effectively. This would lead them to be eager to learn more.

Moreover, using video in teaching kindergarten students helps them acquire new vocabulary and increase the recall and retention. Audio and visual features in the video enhance students' vocabulary recognition and comprehension. They also improve the way students learn and retain. These findings agree with Verhallen, Bus, and de Jong (2006) who argue that showing videos to teach EFL to kindergarten students could improve their comprehension skills and vocabulary and also make a classroom lesson more memorable for them. Also, the results correspond to Silverman and Hines (2009) who emphasize the importance of video clips on EFL learning for kindergarten students and basically vocabulary; students who learn EFL will defy their peers who speak English as a native language.

In addition to that, kindergarten students who are less interested in school may respond to a dose of "real life" reality through bringing exciting videos based on simulation of a real-life situation. These videos utilize situations which are similar to what kindergarten students practice in life in order to promote students' achievements. This result agrees with Shilpa and Sunita (2013) who found that displaying real-world situations through videos for students at an early age improves their motivation and interaction, and accordingly promotes their deeper learning and understanding of the videos' contents.

5.2 Discussion of the Results of Question Two

Q.2. What are the teachers' views and suggestions about integrating video as a complement to a traditional method for teaching kindergarten students?

Based on the results of the interviews, the researcher found that the teachers tend to use videos in the class alongside the traditional ways of teaching because:

Firstly, in the traditional method, one teacher takes on responsibility and strives for attention-grabbing and teaching a number of students ranging from 15 to 30 students. There are always "those students" who seem to never stop moving instead of sitting in a classroom or behind a desk, and thus they will take away time that the teacher could be using for teaching or making activities for his/her students. Besides, the teacher will be discouraged and frustrated by such behaviors from hyperactive students.

Secondly, kindergarten students, relying on the traditional methods of teaching, have to listen to their teacher passively without engagement or interaction. The teacher should repeat the information many times for them to be educated. As a result, they will be demotivated, frustrated, and get bored.

Thirdly, little time is left for kindergarten students to practice since the first priority for the teachers, who use the traditional methods, is to finish their class at time regardless of their students' needs to entertain and practice what they have learned.

Finally, according to the teachers' views, kindergarten students through a traditional method retain less information than learning through video which leads to long-term knowledge retention. These results are congruent with Islam et al. (2014a) whose findings revealed that teaching students using learning videos accompanied with the traditional ways of teaching give better learning outcomes compared to the learning outcomes from using the traditional methods alone. Furthermore, students' feedback towards learning

videos was positive and they were more motivated and interactive with the learning through a video than learning through the traditional method.

5.3 Conclusion

An analysis of the overall results of the study elucidated that using video for teaching EFL to kindergarten students benefits both students and teachers. Results of the KG1 EFL students' tests indicated that there are numerous benefits for using video in a classroom. Regarding the students; using videos enriches their learning about language, allows all of them to get involved, energized and interacting with the content of the video which help to keep active students engaged too, and most importantly makes learning fun and interesting by letting students singing, dancing, and listening and that will create happy classroom and happy learners which in turn will make the kindergarten students love learning and school. Furthermore, using video in the EFL classroom achieves the two fundamental goals of the teaching process: keeping students relevant to the content and digest it at their pace, and guaranteeing maximum interactivity. Regarding the teachers, using video helps the teacher to reduce his/her talking time and allowing more time in lessons for students and that enhances the learning outcomes, in addition to minimizing the effort which teachers exert for teaching students and that enables them to stay enthusiastic and energetic.

Video as an instructional tool is versatile and flexible medium. It offers the opportunity for deeper learning by being able to pause, rewind, and forward the contents. The pause button enables the teacher to display a particular segment to clarify specific concepts like opposite words or geometric shapes. The stop button enables the teacher to clarify what students have seen in order to strengthen students' engagement and stimulate their curiosity, therefore students' productivity will be increased. The rewind button is used for repeating a particular segment to make sure that video contents are being absorbed by the

students, and finally, forward button enables the teacher to move to the next segment whenever he/she wants.

5.4 Recommendations

In the light of the study's findings, the researcher proposes the following recommendations:

1- The use of educational videos as an instructional tool to teach kindergarten students because of its great benefits in the teaching process.

2- Teachers should prepare well for the use of effective videos in the EFL classroom. They should choose them carefully since these videos reflect on kindergarten students' motivation to learn efficiently, keep them engaged and interactive, and improve their memorizing capabilities.

3- Adopting new curriculum, which implements video as an instructional tool for teaching kindergarten students, by Ministry of Education. Integrating videos into kindergarten curriculum is important since using videos in a classroom instills in kindergarten students love of learning. Therefore, they will be transitioned to primary school enthusiastically and happily.

4- Further research should be conducted on the role of video for teaching EFL students of primary schools.

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Appendices

Appendix A

Post-test

First test - Geometric shapes

Name: Date:

Choose the correct answer:

A.

  1- Square
  2- Rectangle
  3- Circle

B

  1- Rectangle
  2- Square
  3- Triangle

C

  1- Circle
  2- Square
  3- Star

D.
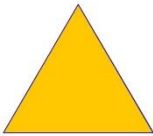
1- Star
2- Triangle
3- Heart

E.

1- Triangle
2- Circle
3- Heart

F.

1- Star
2- Circle
3- Square

Post-test

Second test - Body parts

Name: Date:

Match:
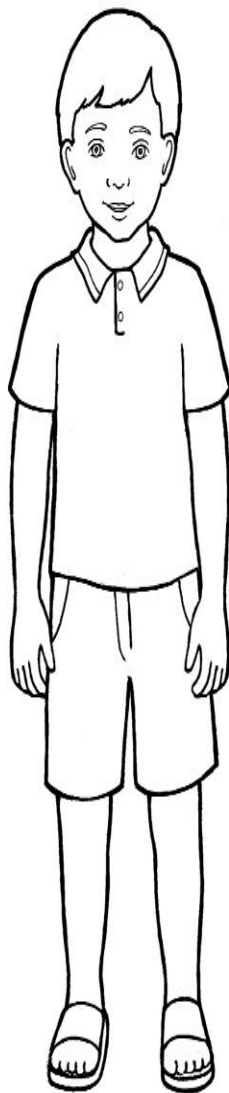
| Eyes |

| Ears |

| Mouth |

| Nose |

| Head |

| Shoulder |

| Knees |

| Toes |

Post-test

Third test - Prepositions

Name: Date:

Choose the correct answer

1- Apples are **in** a basket

A.   B.   C.

2- A dog is **on** a house

A.   B.   C.
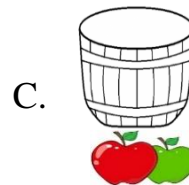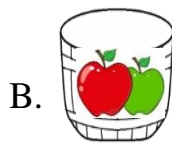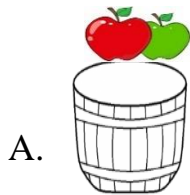
3- Books are **under** the table

A.   B.   C.

4- A cat is **on** a box

A.   B.   C.
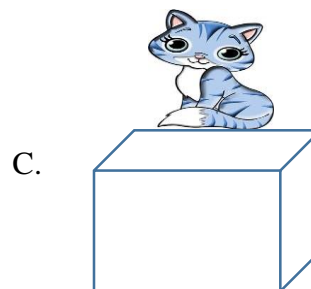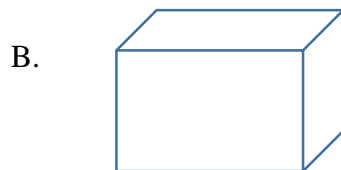
Post-test

Fourth test - Antonyms

Name: Date:

Match the opposites
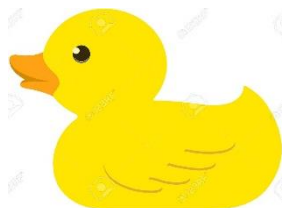
Post-test

Fifth test - Family members

Name: Date:

Match the following family members to its corresponding pictures

Mother

Brother

Grandfather

Sister

Father

Grandmother

Appendix B

Model answers for the post-test

First test - Geometric shapes

A. 3-
B. 1-
C. 2-
D. 2-
E. 3-
F. 1-
G. 3-
H. 1-

Model answers for the post-test

Second test - Body parts

Eyes

Ears

Mouth

Nose

Head

Shoulder

Knees

Toes
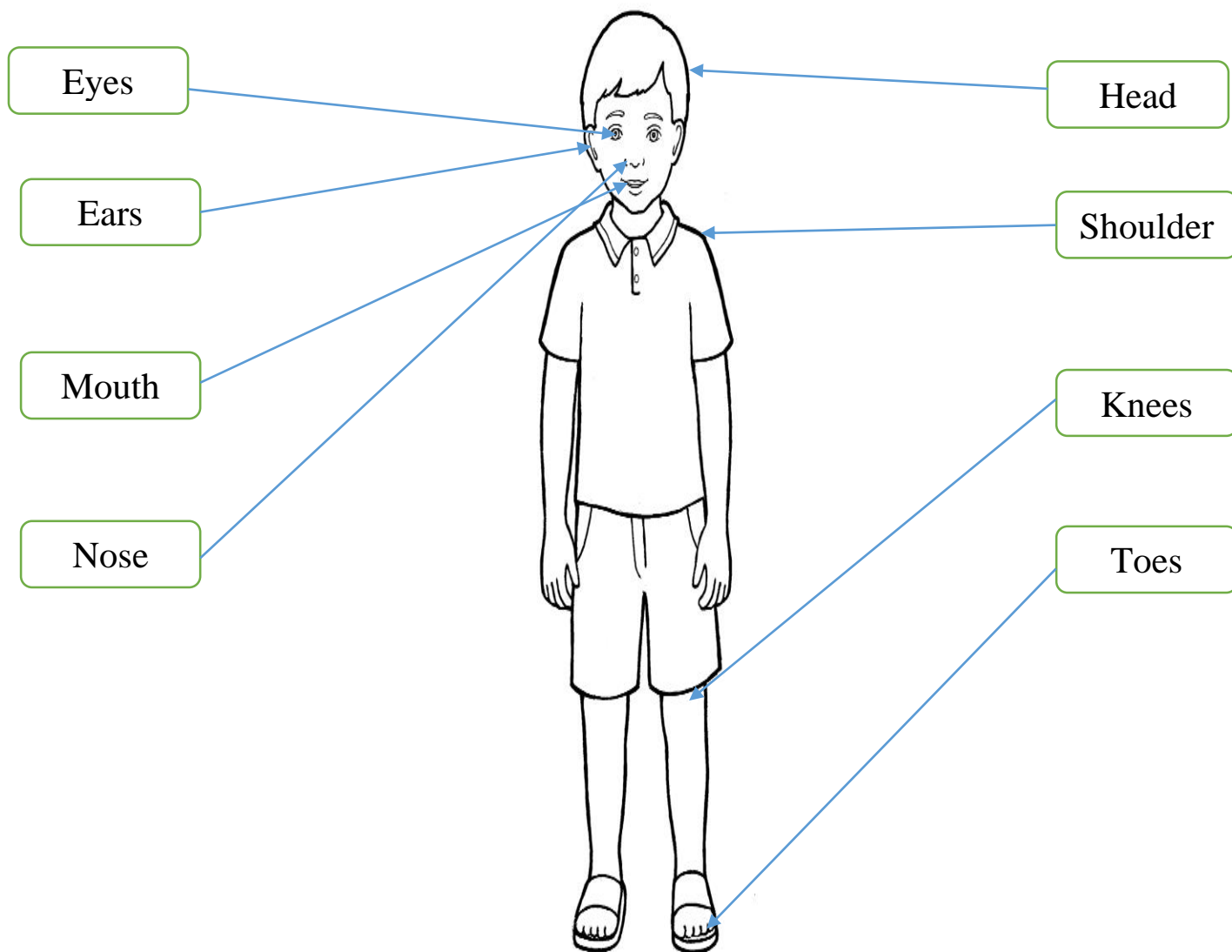
Model answers for the post-test

Third test - Prepositions

1- B.
2- A.
3- C.
4- C.

Model answers for the post-test

Fourth test - Antonyms

Model answers for the post-test

Fifth test - Family members

Mother

Brother

Grandfather

Sister

Father

Grandmother
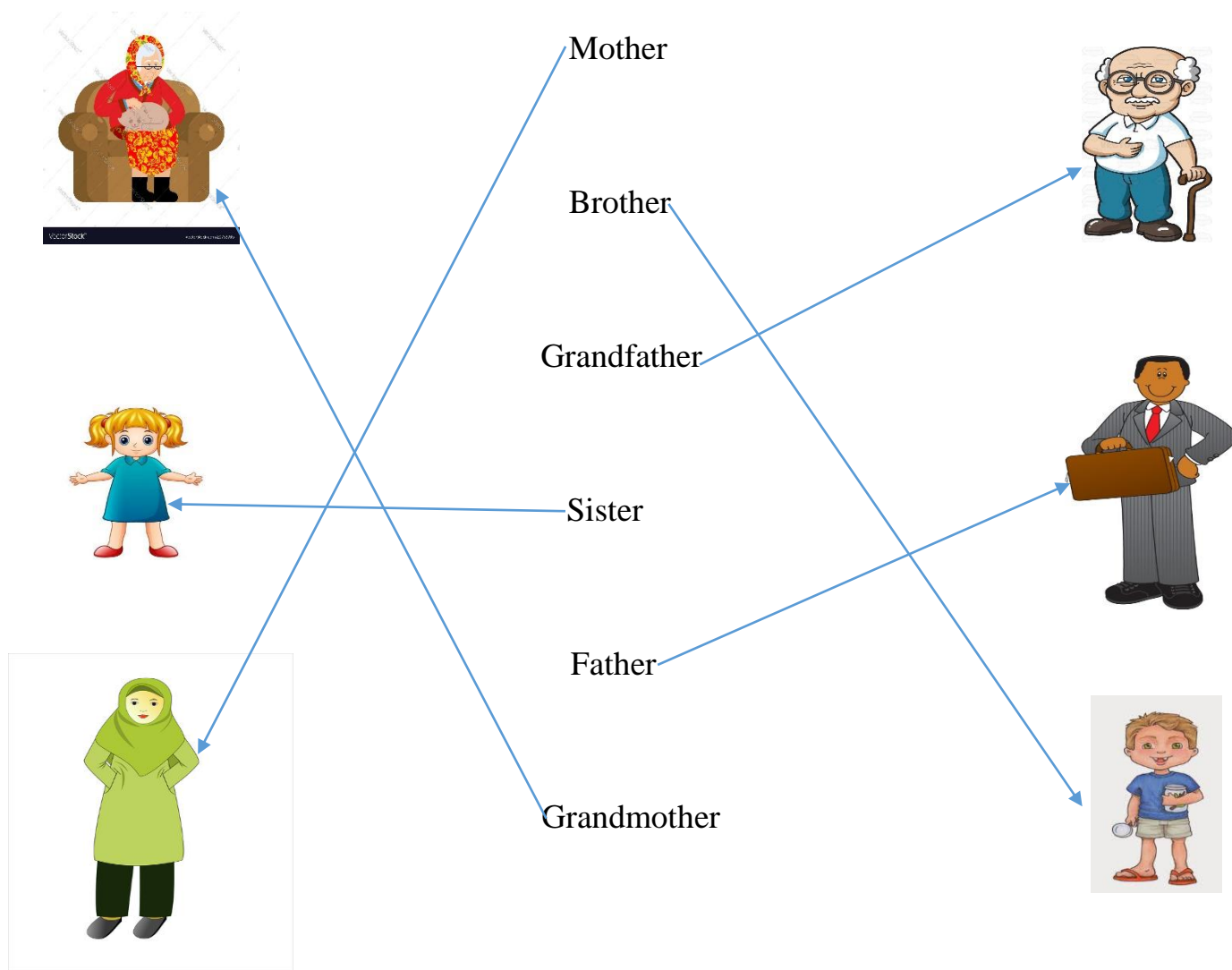
Appendix (C)

List of Videos

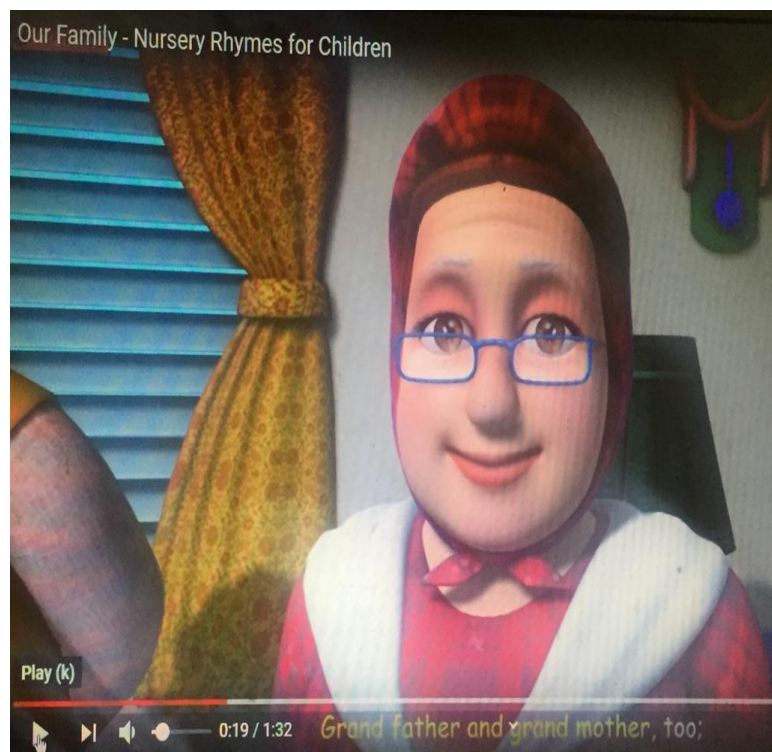## First Video: Geometric Shapes
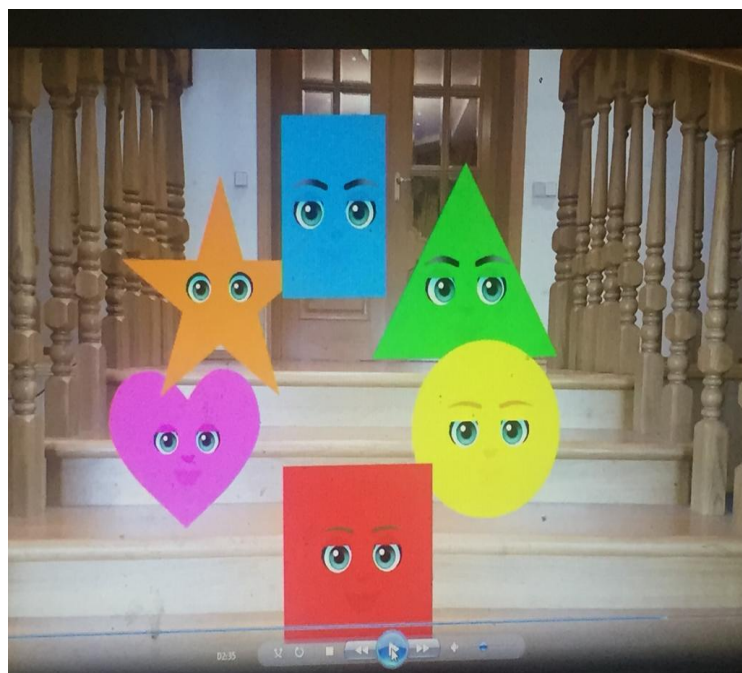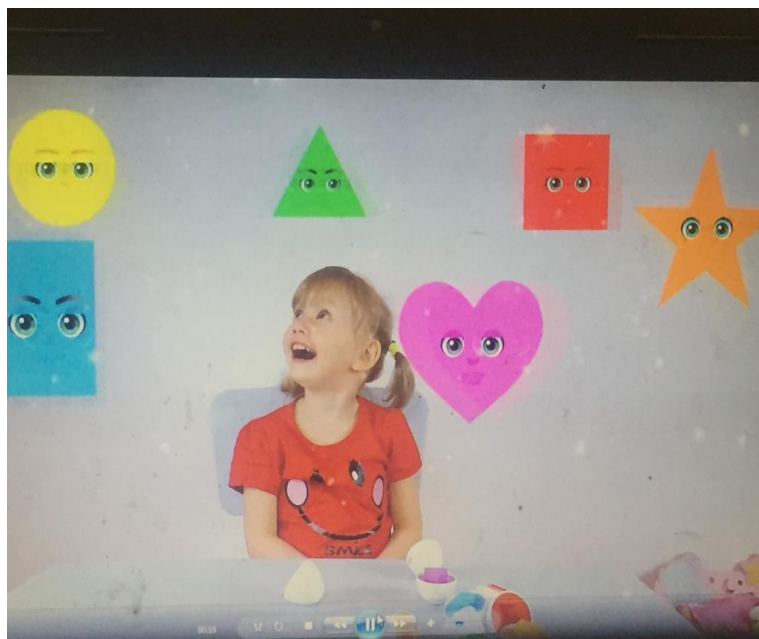
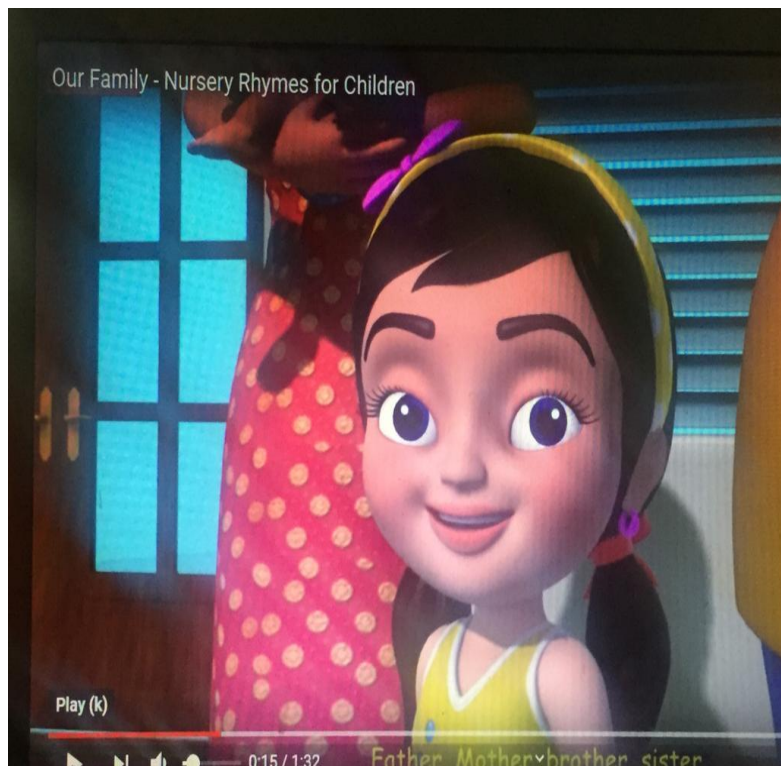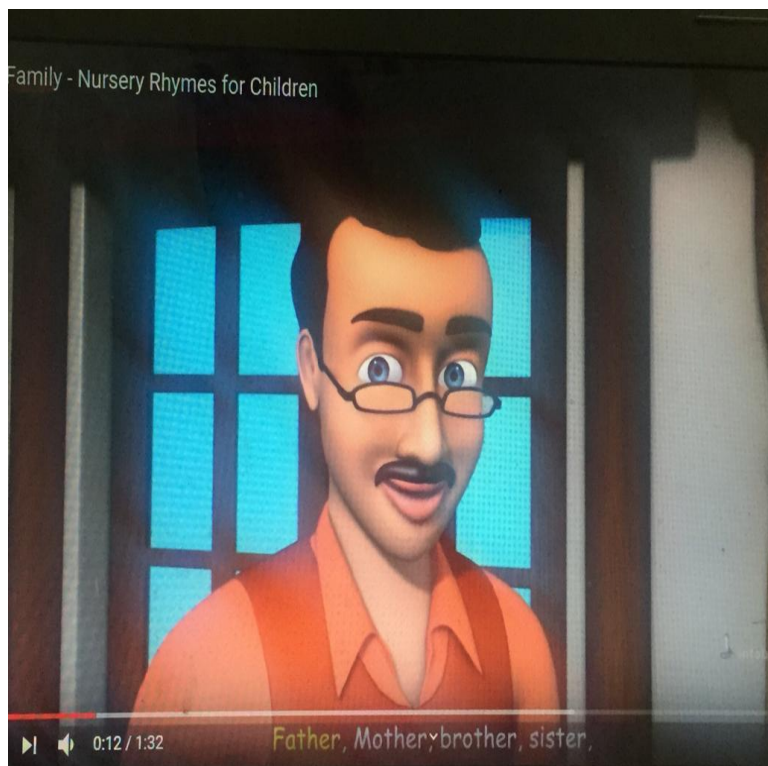**Second Video: Body Parts**
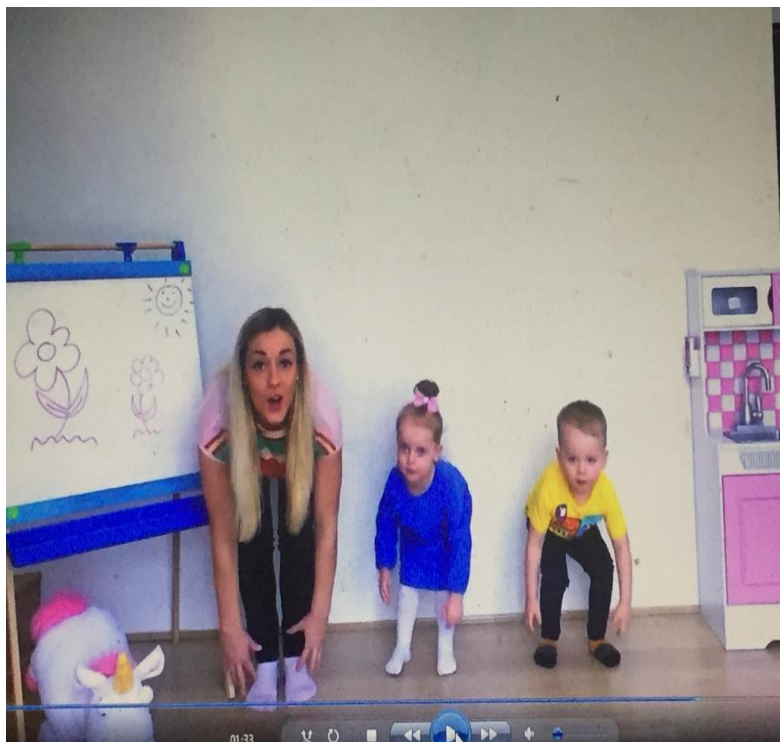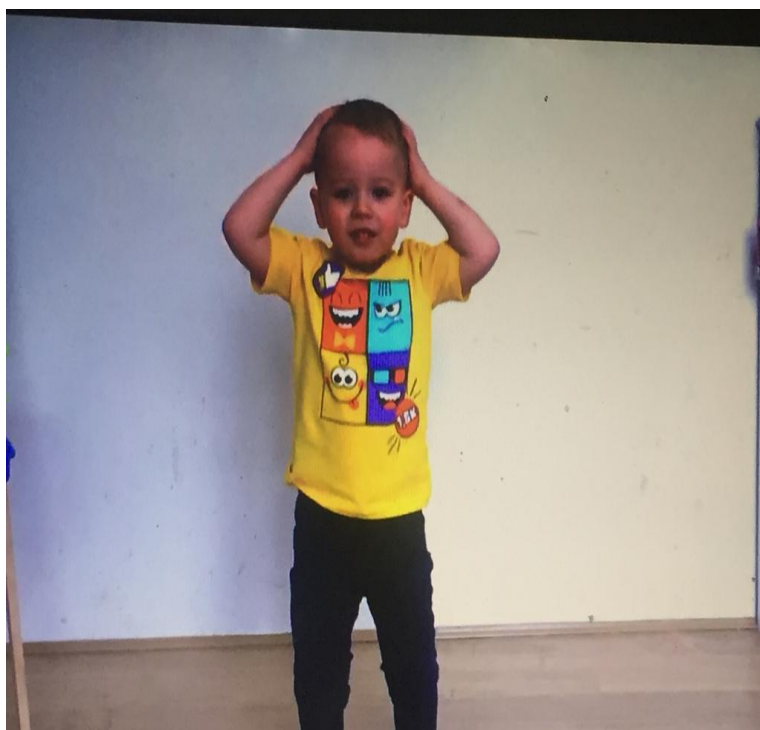
Third Video: Prepositions
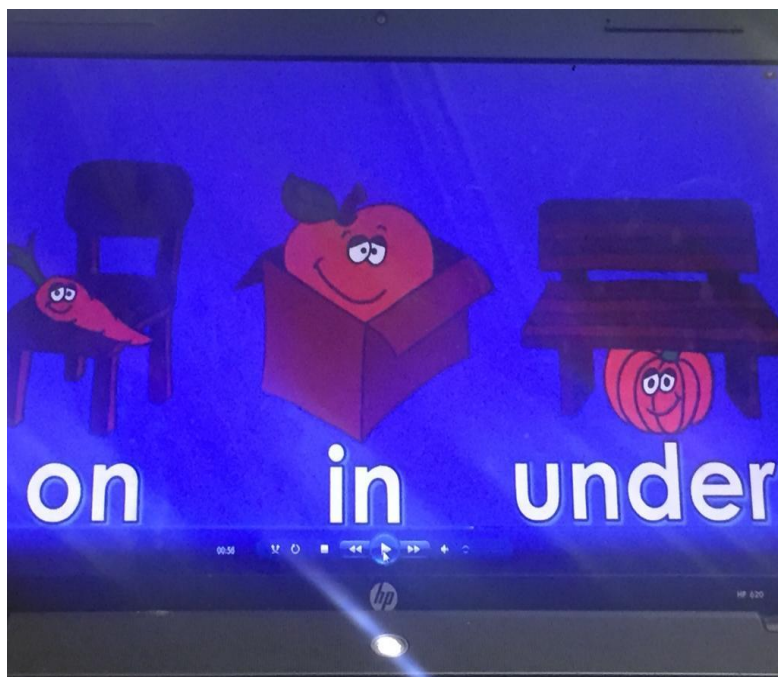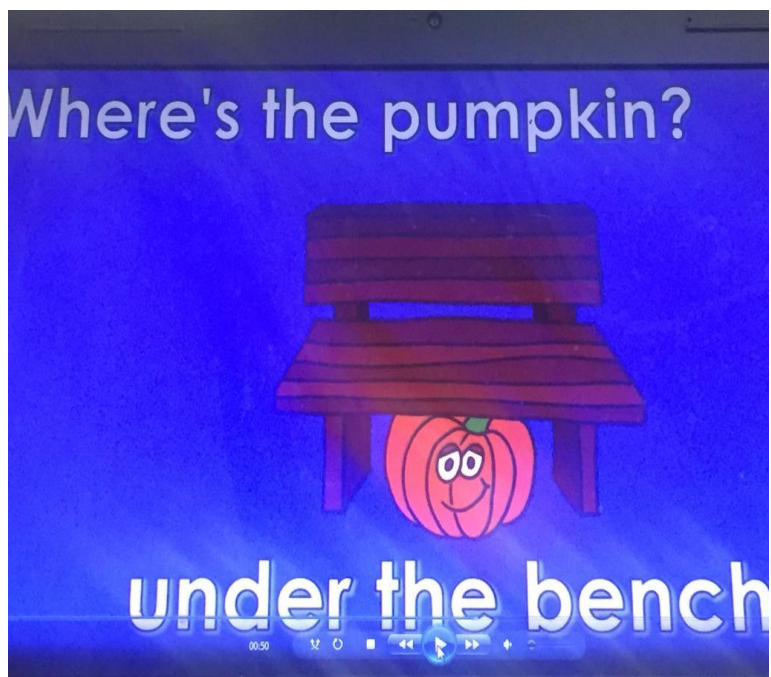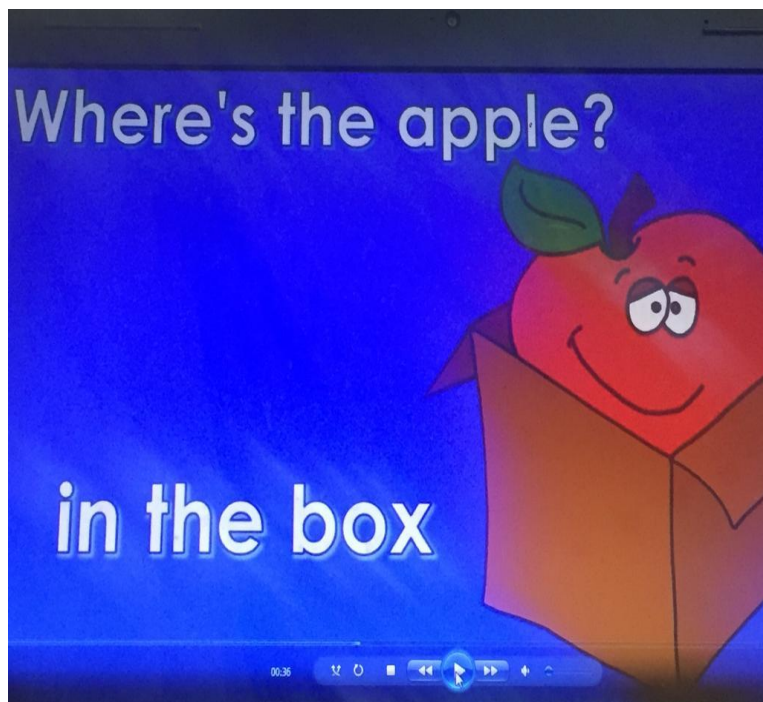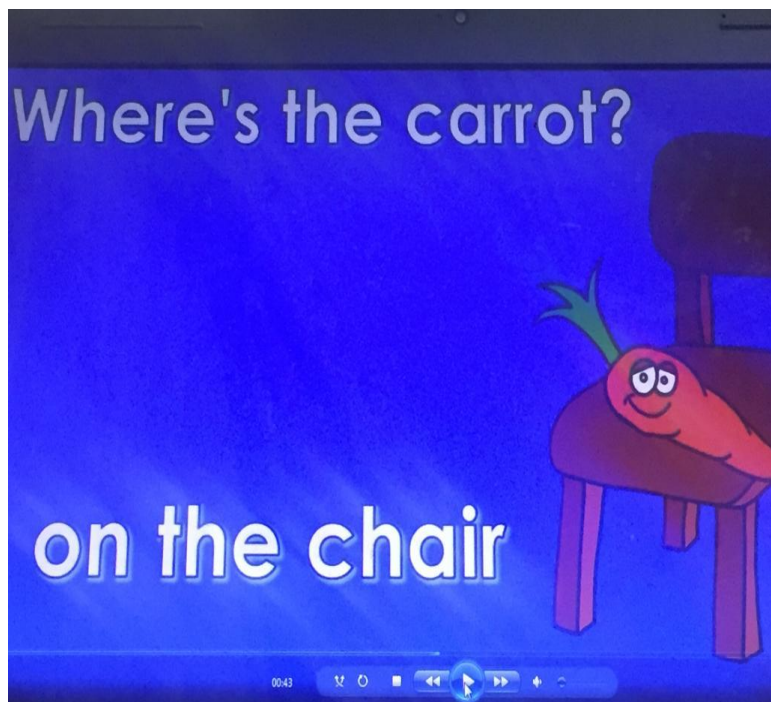
Fourth Video: Antonyms
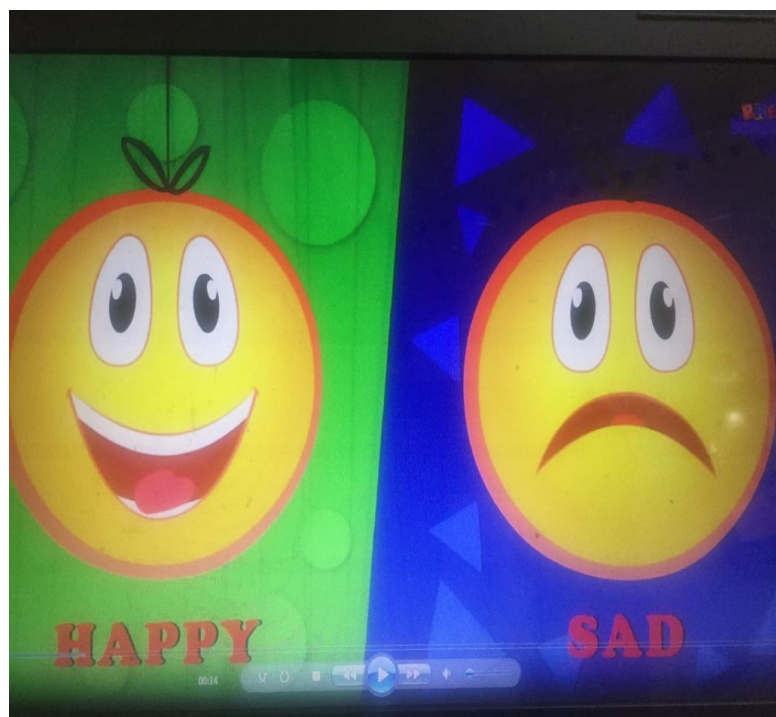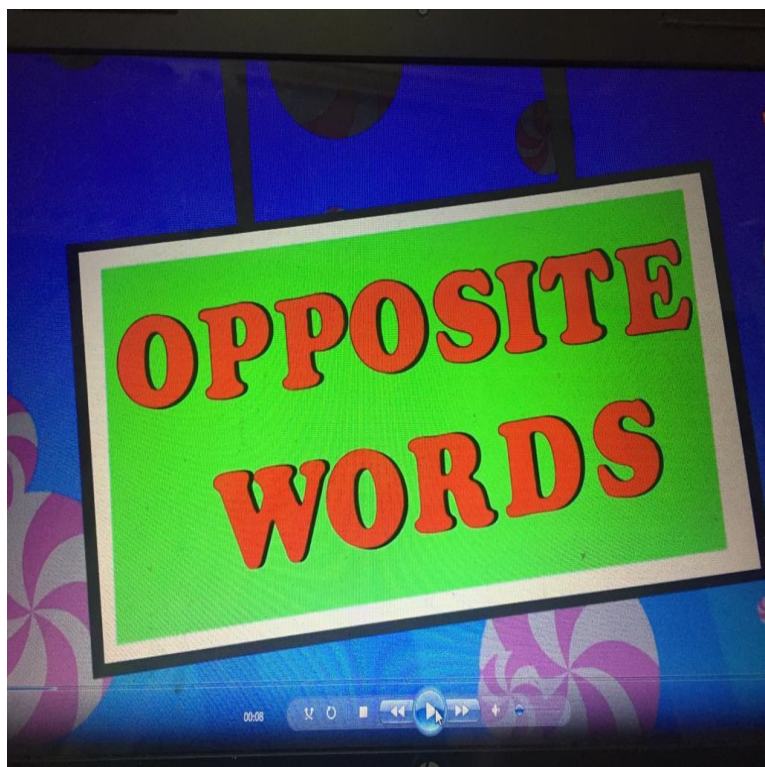
Fifth Video: Family Members

Appendix (D)

Validation Committee

Name	Specialization	Affiliation
Dr. Ibrahim Abo Shihab	Linguistics	Al-Zaytoonah University
Dr. Majed Abdulkarim	English literature	Isra'a University
Dr. Mohammad Al-Ahmad	Translation	Isra'a University
Amnah Al-Saleh	English Teaching Methods	Al-Zaytoonah University
Dr. Sahar Al-Tikriti	Linguistics	Al-Zaytoonah University of Jordan