Evaluation of the Extent to which Interactive Videos are used in Teaching and their Effects on Developing EFL among Basic-Stage Students in Aqaba

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Received: 6 December 2023
Revised: 16 December 2023
Accepted: 30 December 2023

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https://doi.org/10.20428/ajqahe.v16i56.2205

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Abstract:

The study aims to determine the extent to which multimedia (interactive video) is used in teaching and its role in developing English language skills among basic-stage students and to determine its obstacles in teaching from the point of view of English teachers in Aqaba Governorate, Jordan. The researcher followed the descriptive survey method and questionnaire as a tool for collecting the study data. The study tool consisted of (30) items distributed on three dimensions, and its validity and reliability were confirmed. The study participants were (283) English teachers from Aqaba Governorate, at second semester in the year 2022/ 2023. The findings of the study indicated that English teachers in Aqaba Governorate perceive a high level of utilization of multimedia, particularly interactive videos, in teaching English language skills to basic-stage students. In addition, the results revealed that multimedia (interactive video) positively impacted the development of English language skills among basic-stage students. Finally, it has been revealed that there is a statistically significant difference at the level of significance (0.05) between the responses of the sample, according to the training courses variable and practical experience variable. The researcher recommends that, developing an interpretive guide, and holding training courses for teachers on the use and integration of multimedia with educational materials.

Keywords: *Multimedia, Interactive video, English language skills, Basic-stage students.*

تقييم مدى استخدام الوسائط المتعددة (الفيديو التفاعلي) في التدريس ودورها في تنمية مهارات اللغة الإنجليزية لدى طلاب المرحلة الأساسية في العقبة

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الملخص:

تهدف الدراسة إلى تقييم مدى استخدام الوسائط المتعددة (الفيديو التفاعلي) في تدريس اللغة الإنجليزية بين طلاب المرحلة الأساسية وعقبات استخدامها من وجهة نظر معلمي اللغة الإنجليزية في محافظة العقبة. بالإضافة إلى تحديد دور الوسائط المتعددة (الفيديو التفاعلي) في تطوير مهارات اللغة الإنجليزية بين المرحلة الأساسية. وقد اتبعت الباحثة طريقة المسح الوصفي، حيث استخدمت الاستبيان كأداة لجمع بيانات الدراسة، وتألف الاستبيان من (30) فقرة موزعة على ثلاثة أبعاد، وتم تأكيد صلاحيتها وموثوقيتها. تكونت عينة الدراسة من (283) مدرس لغة انجليزية من محافظة العقبة، في الفصل الدراسي الثاني للعام 2022/ 2023. أشارت نتائج الدراسة إلى أن معلمي اللغة الإنجليزية في محافظة العقبة يدركون وجود مستوى مرتفع في استخدام الوسائط المتعددة، وخاصة مقاطع الفيديو التفاعلية، في تدريس مهارات اللغة الإنجليزية لطلبة المرحلة الأساسية. بالإضافة إلى ذلك، كشفت النتائج أن الوسائط المتعددة (الفيديو التفاعلي) تؤثر بشكل إيجابي على تنمية مهارات اللغة الإنجليزية لدى طلاب المرحلة الأساسية. وأخيرا يوجد فروق ذو دلالة إحصائية عند مستوى الدلالة (0.05) بين استجابات العينة وفقاً لمتغيرات الدورات التدريبية ومتغير الخبرة العملية. وأوصت الباحثة بوضع دليل تفسيري وعقد دورات تدريبية للمعلمين حول استخدام الوسائط المتعددة ودمجها مع المواد التعليمية.

الكلمات المفتاحية: ***الوسائط المتعددة، الفيديو التفاعلي، مهارات اللغة الإنجليزية، طلاب المرحلة الأساسية.***

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https://doi.org/10.20428/ajqahe.v16i56.2205

Introduction

In the contemporary era, the world experiences remarkable advancements across economic, social, and political domains, with particular emphasis on the educational sector. Educational institutions are increasingly harnessing technology and its applications in teaching and learning due to their significant positive impact on both teachers and students. Educational institutions worked on using modern methods of teaching and learning based on electronic systems, e-learning platforms, and electronic software to improve and develop the educational process and maintain the impact of learning among students (Van Lieshout et al., 2018). At present, the world is undergoing a scientific revolution, because of advances in technology and electronics, particularly computers, which have found their way into the field of education, supporting the educational process to suit the varying possibilities and abilities of learners. Multimedia has included audio and visual materials, including text, graphics, fixed or moving images, and video presentations, to help learners acquire the skills and knowledge offered to them (Abdulrahaman, Faruk, Oloyede, Surajudeen-Bakinde & Azee, 2020).

Multimedia uses technological innovations to achieve the required learning, with the purpose of making learning available throughout the right place. This is done by using a variety of methods supported by multimedia technology and its various components to deliver educational content through a combination of written and spoken language, visualized fixed and moving elements, and diverse audiovisual effects and backgrounds displayed to the learner through the computer. Creating an engaging and enjoyable learning experience is accomplished with utmost efficiency, requiring minimal effort and time while ensuring the highest quality of education (Vaganova, Bakharev, Kulagina, Lapshova, & Kirillova, 2020). Multimedia education stands out as a paramount technological advancement in the realm of education, heralding transformative methods. It serves as a novel paradigm that transcends the conventional structure of education within institutional settings, paving the way for global collaborative learning experiences. This evolution extends to encompass cooperative education, continuous learning initiatives, ongoing training programs, and professional development across diverse educational and scientific domains. In essence, multimedia education emerges as a dynamic force reshaping the landscape of traditional educational approaches, fostering a more interconnected and globally informed learning environment (Dilnora & Mahliyo, 2022).

It is no longer a secret that the English language is the language of our time. It is the first language of science, technology and human communication in the world (Kotiash, Shevchuk, Borysonok, Matviienko, Popov, Terekhov, & Kuchai, 2022). Today, the world is like a small village whose members communicate through a neutral medium, which is often the English language. Therefore, all the countries of the world, especially developing countries, sought to acquire this language from an

early age. Juan and Yahaya (2019) noted that many countries have made learning this language a strategic goal, and that a report of Japan's goals in the twenty-first century emphasized learning this language not just as a foreign language, but as an indispensable universal language. Its learning methods have become accessible, and numerous programs, books, websites, and specialized courses have emerged. Students can gain English themselves through various methods in which computers play a major role and through which they can communicate globally, enabling them to develop themselves and obtain the latest language-learning and learning programs (Aune & Sørensen, 2018).

In light of the foregoing and given the importance of multimedia in the educational process and its impact on learners, this study came to search for the extent to which multimedia (interactive video) is used in teaching and its role in developing English language skills among basic-stage students.

Context of the Problem

The infusion of technological innovations into the educational landscape demands meticulous attention and active implementation, necessitating a keen focus on identifying genuine needs and proposing effective solutions. The impetus for this study arises from the significant strides in English language teaching and increasing the emphasis on integrating multimedia and related techniques into education. As a teacher of English as a foreign language, the motivation is rooted in firsthand observations during practical English education. These observations unveiled noticeable knowledge and skills gaps among female students in English language courses. Moreover, there were discernible deficiencies in the utilization of multimedia in English language instruction. Even when employed, it often relied on the isolated efforts of a few teachers, adversely affecting the prominence of English language lessons in the curriculum (Anmarkrud, Andresen & Bråten, 2019). This situation contributes to the challenges in learning English, with the limited use of media falling short of students' expectations, leading to lower academic achievement levels. Building upon these observations and drawing from previous Arabic studies that substantiate these findings, the current study aims to investigate the utilization of multimedia, specifically interactive videos, in teaching and its impact on enhancing English language skills among basic-stage students.

Thus, the problem of the study is determined in the following questions:

- What is the extent to which multimedia (interactive video) is used in English language skills teaching among basic stage students?

- What is the role of multimedia (interactive video) in developing English language skills among basic-stage students?

https://doi.org/10.20428/ajqahe.v16i56.2205

- What are the obstacles to employ multimedia (interactive video) in teaching English to develop its skills in the basic stage?

Research hypotheses

H1: There are no statistically significant differences at the level of significance (0.05) between the responses of the sample, according to the training courses variable.

H2: There are no statistically significant differences at the level (0.05) between the responses of the sample, according to the practical experience variable.

Research aims

The current study objectives are:

- Disclosure of the reality of the use of multimedia (interactive video) is used in English language skills teaching among basic-stage students.
- Determine the role of multimedia (interactive video) in developing English language skills among basic-stage students.
- Identifying the obstacles to employ multimedia (interactive video) in teaching English to develop its skills in the basic stage
- Detecting statistically significant differences between the mean scores of the study sample in the use of multimedia software in teaching English, due to each of (training courses, practical experience).

Research importance

The importance of the study stems from both theoretical and practical aspects:

Theoretical importance:

- The study contributes to the understanding of effective pedagogical approaches in language education. By evaluating the use of multimedia tools, particularly interactive videos, the study provides insights into the integration of technology and its impact on language instruction. The findings can inform theoretical frameworks and models of teaching that incorporate multimedia as a central component.
- The study contributes to theories of engagement and motivation in education. Evaluating the impact of multimedia on student engagement and motivation in language learning enhances our understanding of the factors that influence student motivation and the role of multimedia in fostering a positive learning environment.
- The findings of the study can have implications for language acquisition theories. By assessing the role of interactive videos in developing English language skills, the study may provide evidence of the effectiveness of multimedia tools in facilitating language acquisition processes.

Practical importance:

- The study provides practical insights into the use of multimedia tools, particularly interactive videos, in language instruction.
- The study contributes to the enhancement of English language curricula by highlighting the role of multimedia in developing language skills. Curricular frameworks can be updated to include recommendations and guidelines for incorporating multimedia effectively.
- The study findings can influence resource allocation decisions in educational institutions. Based on the evaluation of multimedia usage and its impact on English language skill development, schools can allocate resources, such as multimedia equipment and software licenses, to support teachers in effectively integrating multimedia tools into their instructional practices.

limitations of the study

- ***Human Limits***: The study was applied to (283) teachers of English in Aqaba Governorate, Jordan.
- ***Temporal limits***: The study was applied in the second semester of the academic year (2022-2023) from October until December.
- ***Spatial Limits***: The study was applied in the Aqaba Governorate, south of the Hashemite Kingdom of Jordan.

Research terms

Multimedia*:* the use of sound effects, music, movements, still and moving images, and video clips on the computer screen in preparing educational lessons that the student interacts with interactively (Kirillova, 2020, p. 392). ***Multimedia (interactive video) is defined operationally*** as an electronic educational method that relies on images, sounds and multimedia in teaching English to primary school students with the aim of developing their English language skills through interaction and completing the tasks it includes and related to these skills.

English skills: It is the various abilities and proficiencies required to effectively communicate and comprehend the English language. These skills encompass the four key language domains: listening, speaking, reading, and writing (Khasawneh, 2021, p. 263). **The researcher defines them operationally** as the four primary skills in the English language, which include listening, writing, reading, and speaking, which must be developed among primary school students through multimedia (interactive video) prepared according to the English language curricula they study.

Theoretical framework

Multimedia

Utilizing technology involves a methodical and organized approach to effectively employ all available resources—both material and non-material. The

https://doi.org/10.20428/ajqahe.v16i56.2205

objective is to efficiently accomplish tasks and attain set goals by incorporating cutting-edge technological innovations and their applications within educational institutions. This aims to derive optimal benefits for the effective management of the educational process. Multimedia is one of the most prominent technologies. Juan and Yahaya (2019) defined Multimedia as the need to provide information in more than one way for multiple channels of processing of that information, particularly audiovisual, which helps speed up that processing because multiple channels of processing reduce the burden on working memory, thus increasing the processing space. Çeken and Taşkın (2022) also indicated that multimedia is the simultaneous use of various forms with information processed through various means such as (audio, video, and animation). Multimedia is one of the technological innovations that has emerged in various fields, including education. The teacher in learning environment rich in various and multiple educational means in an integrated form. In order to create a single systemic course that helps the teacher and the learner achieve the goals required in the learning process. Since the interaction is direct between the learner and the multimedia to develop their skills (Iskandar et al., 2018).

1. Multimedia elements

The following represent multimedia elements:

- **The text**

The use of educational text alone is undesirable, but we cannot do without it in the delivery of educational content, due to its importance in communicating ideas that are not dependent on sound only. We cannot imagine that there is a program based on multimedia without written texts organized on the screen or titles. A key that informs the user of the objectives of the program or gives instructions and directives to the user. The text has a significant impact on multimedia programs by providing important information such as headlines, while its use is too harmful and distracting for the learner (Stark, Brünken & Park, 2018).

- **The voice**

The sounds are converted into digital signals that can be added to the pictures as sound effects. Sound is one of the most important elements of sensory multimedia, and can be a calming or acoustic syllable, as recorded speech or background sounds, of elements in nature. Such as wind or thunder, adding an active value that is demonstrated by a learner's sense of the information provided to him or her, which helps the learner understand the visual educational content, increase his or her awareness of realism and stimulate his or her attention (Kuba, Rahimi, Smith, Shute, & Dai, 2021).

- **The picture**

They are digital images created in various programs, such as animation software, and are often used by designers to prepare different graphics that correspond to their needs. Images that are added from external sources, either through scanners or through cameras, and are then processed into software that is available on the computer, such as Photoshop (Schneider et al., 2018).

- **The video**

The importance of animated educational videos lies in their ability to provide the learner with real experiences. What distinguishes the educational film from other educational methods is that it enriches the faculty of perception and imagination of the student. It allows for the display of rare situations that are imperceptible (Kirillova, 2020).

2. Characteristics of multimedia

Through reviewing multiple references and previous studies dealing with multimedia such as Iskandar et al. (2018), Kuba et al. (2021), Stark, Brünken and Park, (2018), multimedia has been characterized by various characteristics that have proven effective in the educational process, including:

- **Interactivity**: It refers to the action and reaction between the learner and the educational situations presented to him. Through multimedia, a kind of interactive bilateral communication is achieved between the learner and the educational content in the light of guidance and guidance from the teacher, if any.
- **Cosmopolitanism**: Students are able to communicate with information centers and networks throughout the world through which they can obtain a lot of information.
- **Individuality**: multimedia takes into account the individual differences between learners and appropriate learning.
- **Integration**: As multimedia works on the need to achieve the principle of integration between groups of different multimedia, especially if there is no succession in the use of these media, integration is a necessary condition for its success in performing its role accurately.
- **Diversity**: It is represented by the variety of elements that are used by displaying the educational content that suits each student according to his abilities.
- **Synchronization**: It is represented by the proportionality of the time and the overlapping of the various elements present in the program temporally with the speed of display and the capabilities of the learner, so that there is compatibility between all multimedia elements such as the sound element with the written text element.

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- **Digital**: It means the possibility of converting the constituent elements of multimedia into a digital form that can be stored, processed and presented by a computer.
- **Flexibility**: It means the freedom to choose between more than one multimedia alternative.

3. The importance of multimedia in the educational process

Multimedia plays a major role in the educational process. It helps learners to seek new information through modern technology and increases their awareness of its broad uses and educational importance (Abdulrahaman et al., 2020). It helps learners to link information with the diversity of its presentation formats. It also focuses on collaborative education between learners and faculty members. It helps learners to develop skills such as deep thinking and self-learning. Using such skills lead to a push towards learning and enjoyment in the learning process, enriches the learning process and expands learners' experiences (Schneider et al., 2018).

Multimedia plays a significant role in the educational process due to its importance and numerous benefits; it enhances learning experience, as multimedia combines different forms of content such as text, images, audio, video, and interactive elements (Anmarkrud, Andresen & Bråten, 2019). This multi-sensory approach engages learners and enhances their overall learning experience. It helps cater to different learning styles and preferences, making education more engaging and effective. The integration of visuals, audio, and interactive elements in multimedia aids in better understanding and retention of information. Concepts and ideas can be presented in more visually appealing and interactive manner, making complex topics easier to grasp and remember (Anwar et al., 2019).

Furthermore, it increases engagement, as multimedia captures students' attention and keeps them engaged in the learning process. It provides interactive elements such as quizzes, simulations and games, which promote active participation and involvement. This active engagement leads to higher motivation and interest in the subject matter (Aune & Sørensen, 2018). Multimedia also enables access to a wide range of educational resources from various digital platforms. Students can explore educational videos, online courses, virtual field trips, and interactive e-books, among others (Gatila, 2019). This access to diverse resources enriches their learning experience and promotes self-directed learning.

In addition, multimedia allows students to express their creativity through projects, presentations, and multimedia assignments. It encourages them to think critically, analyze information, and present their ideas in the innovative ways. It fosters the development of essential 21st-century skills such as problem solving, communication, and collaboration (Iskandar et al., 2018). Overall, multimedia enhances the educational process by making it more interactive, engaging, and

effective. It supports personalized learning, promotes active participation and cultivates essential skills for the digital age.

4. Cognitive theory of learning through multimedia

The cognitive theory of Mayer Richard, Professor of Psychology at the University of California, is one of the theories on which the design of electronic decisions through multimedia is based, and through his experiments, it is based on three pillars: two separate channels for receiving audio and visual information, each channel having a limited capacity (Mayers, Lefebvre & Frasson, 2001). Mayer and Estrella (2014) believe that learning is in the light of how the mind learns. So in designing electronic courses based on multimedia, information must be provided to the learner through various forms such as sound and image. This information is received through two separate channels, but they are not conflicting, namely the audio channel and the visual channel. The theory emphasizes the use of visual and auditory elements, not each separately. He also mentioned through his theory that there are three types of memory, namely (Fiorella & Mayer, 2013):

- Sensory memory
- Working memory
- Long term memory

As the sensory memory receives information represented by images and texts through the eye and information represented in sounds through the ear, and at this stage the information is not fully aware, as it is either visual or auditory. After that, the working memory perceives the information and selects it from the sensory memory, then processes it and makes a link between it and the previous information, or makes a link between the text and the image. After that, the information is transferred to the long-term memory to store it for an indefinite time that differs from one learner to another. The cognitive theory of learning through multimedia is based on the idea that learning is an active mental process where learners construct knowledge and make sense of information. This theory emphasizes the role of cognition, memory, and attention in the learning process when using multimedia (Mayer & Estrella, 2014).

According to this theory, multimedia learning involves the integration of different sensory channels, such as visual and auditory, to present information to learners. By applying the cognitive theory of learning through multimedia, instructional designers and educators can create multimedia materials that optimize learning by considering cognitive processes, reducing cognitive load, and facilitating the construction of knowledge (Parong et al., 2017).

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English language skills and its relation to multimedia-based instruction:

English language skills play a pivotal role in the realm of multimedia-based instruction. In the context of multimedia, effective communication involves a fusion of linguistic abilities and technological proficiency. Learners engaging with multimedia-based instruction are exposed to diverse forms of content, ranging from textual information to audiovisual elements. Proficiency in English not only facilitates comprehension of written and spoken content but also enhances the overall learning experience. The integration of language skills in multimedia instruction serves as a bridge, connecting linguistic competence with the dynamic world of multimedia technology. As individuals navigate through multimedia content, their English language skills become instrumental in deciphering meaning, interpreting visual cues, and grasping the intricacies of the instructional material. In essence, the relationship between English language skills and multimedia-based instruction is symbiotic, fostering a holistic and comprehensive approach to teach (Vaganova et al., 2020).

Moreover, the interplay between English language skills and multimedia-based instruction extends beyond mere comprehension. Proficient English speakers can effectively express their thoughts, ideas, and interpretations of multimedia content. The ability to articulate concepts in English allows learners to engage in meaningful discussions, share insights, and collaborate with peers in a multimedia-rich learning environment. This interactive dimension enhances the communicative aspect of language learning, encouraging students to actively participate and contribute to the collective understanding of the instructional material (Kirillova, 2020).

In addition to communication, critical thinking skills are sharpened through the synthesis of English language proficiency and multimedia engagement. Learners are prompted to analyze, evaluate, and synthesize information presented in various formats, fostering a cognitive synergy between language comprehension and multimedia literacy. The nuanced relationship between language skills and multimedia-based instruction thus cultivates a learning environment that not only prioritizes linguistic competence but also nurtures the cognitive abilities necessary for effective knowledge acquisition (Schneider et al., 2018).

Furthermore, considering the global nature of multimedia content, English language proficiency becomes a valuable tool for accessing a vast array of educational resources. Many multimedia materials, ranging from online courses to interactive tutorials, are predominantly available in English. Therefore, a solid foundation in English language skills broadens learners' access to diverse learning opportunities, enabling them to harness the full potential of multimedia-based instruction in an interconnected and digitalized educational landscape (Khasawneh, 2021).

In conclusion, the significance of English language skills in the context of multimedia-based instruction is multifaceted. Beyond serving as a facilitator of comprehension, English proficiency contributes to effective communication, enhances critical thinking, and expands access to a wealth of multimedia resources. As educators continue to harness the power of multimedia for instructional purposes, recognizing and nurturing English language skills emerges as a fundamental aspect of fostering comprehensive and impactful learning experiences (Kuba et al., 2021).

Previous studies

The study performed by Mahdi (2022) aimed to examine the relationship between students' speaking skills and their use of multimedia tools during class instruction. To examine the effects of an interactive multimedia environment on their presenting and speaking abilities, a mixed-method study design has been used. In the beginning, 46 Arabic-speaking undergraduate English students (B.A. degree) were enlisted for this project. Over the course of the semester, the group of multimedia students considerably outperformed the non-multimedia group in verbal presentation performance. The pupils' performance demonstrated how multimedia enhanced their learning. The outcomes showed that the multimedia environment had a beneficial effect on the students' development of speaking and presentation abilities.

The study of Gatila (2019) aimed to evaluate the proficiency, attitudes, and level of multimedia integration among instructors at a private school in Iloilo City. To ascertain the correlations between characteristics and the degree of multimedia integration in classroom instruction among the instructors, Cramer's V and gamma correlation were employed. The survey included 68 respondents who worked as full-time elementary and secondary school teachers at a private institution in Iloilo City. The results showed that the instructors at this school had average levels of knowledge and strong levels of multimedia abilities. Additionally, they exhibited a positive attitude and modest levels of multimedia integration in the classroom. Additionally, there were modest correlations between learning domain and attitude, as well as between knowledge and attitude, skills and attitude, and attitude and the degree of multimedia integration. The learning area taught and the skills were found to have strong correlations. The findings demonstrated the high degree of multimedia knowledge and expertise that English and Filipino instructors have.

Study of Papadopoulou (2016) aimed to evaluate the usefulness of an interactive learning video-based e-learning environment that is intended to support self-paced learning in the classroom using tablets. A research was done with 48 undergraduate students who were enrolled in the third year of their studies at a pedagogical faculty. Students were required to follow a learning route about thermal heat transfer for 45 minutes after connecting to the online environment without any instruction. The participants were invited to share their opinions as both learners and potential

https://doi.org/10.20428/ajqahe.v16i56.2205

teachers as part of a questionnaire, the researchers' observation, and focus groups. Undergraduate students expressed great satisfaction with the environment's ability to facilitate learning as well as their overall enjoyment. The students, who also expressed enthusiasm for the novel instructional strategy, rated the interactive film as engaging, unique, surprising, and inventive. They described the new method as being really student-centered and unique since it calls for students to work in teams, and each team should be independent.

The study of Adeniyi, Olowoyeye and Onuoha (2016) describes study that was done to determine how employing interactive multimedia affected how well Nigerian primary school students pronounced the English language. To determine whether the influence is positive or negative, a class test was utilized in conjunction with a straightforward observation approach and a well-structured questionnaire. Students in grades one through five were chosen at random, and the entire classroom instructors provided accurate answers to the questionnaires that were given to them. In order to determine the state of effect and the degree of influence of interactive digital multimedia on students' English language pronunciation performance, a well-structured formative exam was also administered to the students. This research serves as an example of how interactive multimedia technology adoption in education enables successful teaching and training across a variety of areas, something that was not feasible in the conventional text-based setting.

Study of Al-Zaidiyeen, Mei and Fook (2010) aimed to examine the extent to which instructors in rural secondary schools in Jordan use information and communication technologies (ICT) for pedagogical reasons. The study will add to our understanding of the extent of ICT use as well as the significance of teachers' views toward the use of ICT in the classroom. Quantitative information was used to gather the study's data. Four hundred sixty instructors made up the research sample. The poll asked questions on teachers' views about using ICT as well as the extent to which they utilize ICT. The study concludes, which was drawn from an analysis of the information gathered from the teachers, showed that although teachers used ICT less frequently than students, they had positive attitudes toward its use. It was also discovered that there was a significant positive correlation between teachers' use of ICT and their attitudes toward it. The results imply that more thought should be paid to ICT use in education than is presently the case. The findings were generally in line with those that had already been published in research on the use of ICT in educational settings.

Method

To achieve the purposes of the study, the researcher used the descriptive approach which relies on studying the phenomenon as it is in reality and is concerned with describing it as an explanatory description in reference to the

available facts and expresses it qualitatively by describing the phenomenon and clarifying its characteristics with other different phenomena. The researcher designed a questionnaire to collect data from the study participants.

Study Participants

The community of this study consisted of English language teachers at the basic stage in schools affiliated only with the Aqaba Governorate in the second semester of the year 2022-2023. The sample of the study was (283) English language teachers for the basic stage, and the sample of this study was selected from the original community by a simple random method. The following is a description of the study sample:

Table 1: Distribution of the study sample according to the study variables

	Variable	frequency	Percentage (%)
Gender	Male	99	65.0
	Female	184	35.0
Years of experience	Less than 5 years	72	25.5
	5 years - less than 10 years	87	30.7
	10 years and over	124	43.8
Training courses	0	104	36.7
	1-5	132	46.7
	More than 5	47	16.6
	Total	283	100.0

Study instrument

After reviewing the previous literature and studies related to the subject of the study, the researcher designed a questionnaire. The questionnaire aimed to identify the reality of using multimedia software in teaching English at the basic stage from the point of view of English language teachers in the Aqaba Governorate. The researcher used the five-point Likert scale to measure the reality of using multimedia software as follows: (always = 5, often = 4, sometimes = 3, rarely = 2, none = 1).

https://doi.org/10.20428/ajqahe.v16i56.2205

Validity of the questionnaire

After preparing the questionnaire in its initial form, it was presented to (5) arbitrators to reach the questionnaire in its final form, and it became valid to measure what it was set for after making the modifications that the arbitrators referred to by deleting some words to shorten the paragraphs included in the questionnaire.

The validity of the internal consistency of the questionnaire was also calculated on a pilot sample of (n = 52) English language teachers, by calculating the correlation coefficient between the degree of the item and the total score of the dimension to which it belongs, and the total score of the questionnaire. The correlation coefficients ranged between (0.464 - 0.789) for the first part, (0.527-.814) for the second part, and (0.473- 0.879) for the third part, which have a statistically significant at the level of (0.01). Meaning that the correlation coefficients between the degrees of each item with the degree of the dimension to which it belongs and the total degree of the questionnaire is statistically significant at the level of (0.01), which indicates a high level of sincerity of the internal consistency and expressions of the questionnaire.

Stability of the questionnaire

The researcher calculated stability to determine the reality of the use of multimedia software in teaching English using the Alpha Cronbach method on a pilot sample of (n = 52) English language teachers, and the results came as shown in Table No. (2).

Table 2: Stability coefficients using Cronbach's alpha method for the questionnaire

Part	Num. of items	alpha coefficient
The extent to which multimedia (interactive video) is used in English language skills teaching.	12	0.943
The role of multimedia (interactive video) in developing English language skills.	10	0.841
The obstacles to employing multimedia (interactive video) in teaching English.	8	0.830
Total	30	0.875

From Table (2) it is clear that the stability coefficients for questioning the reality of using multimedia software in teaching English are all reasonable for all dimensions of the questionnaire, as well as the total score, and this confirms that the questionnaire and its dimensions have an acceptable degree of stability.

Data Analysis

The data were analyzed using the SPSS (V. 26) software, using the following statistical methods:

1) Frequencies and percentages to describe the study sample.
2) The arithmetic means, standard deviations and percentages to show the reality of the use of multimedia software among the study sample.
3) T-test to study the statistical differences.
4) One-way ANOVA.

Results and discussion

Descriptive analysis

RQ1: What is the extent to which multimedia (interactive video) is used in English language skills teaching among basic-stage students?

To answer the first question and identify the extent to which multimedia (interactive video) is used in English language skills teaching among basic-stage students from the point of view of English teachers in Aqaba Governorate, the researcher found the arithmetic means and standard deviations of the answers of the study sample to the items of the first dimension, and the results were as follows:

Table 3: Arithmetic means standard deviations and the degree of appreciation for the first dimension are arranged in descending order according to the arithmetic mean.

Num.	Item	Mean	Std. deviation	Degree
10	I provide the information to students in various forms such as diagrams, pictures, videos, and concept maps	4.067	0.948	High
7	My use of multimedia software has saved me a lot of time and effort.	4.024	0.927	High
9	I use multimedia in designing and implementing effective teaching aids.	3.971	0.978	High
5	My lack of familiarity with the rules for using educational software reduces my use of it.	3.964	0.955	High
6	I prefer the use of multimedia software in student evaluation processes.	3.908	1.041	High
8	I am familiar with the use of multimedia in planning lessons or classroom activities.	3.890	0.974	High
2	I have sufficient knowledge of how to use software in the teaching process.	3.876	1.025	High
12	I provide students with multimedia (interactive video) related to English lessons in their curriculum.	3.872	0.991	High

https://doi.org/10.20428/ajqahe.v16i56.2205

11	I use various display devices to display the educational material.	3.855	1.056	High
4	I see multimedia software contributes to achieving the course objectives.	3.742	1.024	High
1	I employ the computer in the production of various educational software for the lessons of the course.	3.689	1.039	High
3	I can design educational software for course lessons by my own efforts.	3.519	1.118	Intermediate
	Total domain	3.865	0.789	High

It appears from Table (3) that the extent to which multimedia (interactive video) is used in English language skills teaching among basic-stage students from the point of view of English teachers in Aqaba Governorate came in a high degree with an arithmetic mean (3.865) and a standard deviation (0.789). The paragraph states, "I provide the information to students in various forms such as diagrams, pictures, videos, and concept maps." It ranked first with an arithmetic average of (4.067) and a high degree of use. While the paragraph state "I can design educational software for course lessons by my own efforts." In the last rank, with an arithmetic average of (3.519) and an Intermediate degree. The statement suggests that English teachers in Aqaba Governorate perceive a high degree of usage of multimedia, specifically interactive video, in English language skills teaching among basic-stage students. This indicates that teachers in the region extensively incorporate interactive videos as a teaching tool for developing English language skills among students at the basic stage. The utilization of multimedia, particularly interactive videos can bring several benefits to English language teaching at the basic stage. It enhances the learning experience by providing visual and auditory stimuli, engaging students' senses, and catering to different learning styles. Interactive videos can offer a dynamic and engaging approach to language learning, fostering student motivation and active participation. By incorporating interactive videos, teachers can create a multimedia-rich environment that promotes comprehension, retention, and application of English language skills. The interactive nature of the videos allows students to actively engage with the content, practice language skills in context, and receive immediate feedback, which can enhance their learning outcomes. This result in line with the study of Gatila (2019) which demonstrated that, teachers exhibited a positive attitude and modest levels of multimedia integration in the classroom. The result is also consistent with a study of Al-Zaidiyeen, Mei and Fook (2010) which revealed a positive attitude of teachers toward using technology in teaching.

RQ2: What is the role of multimedia (interactive video) in developing English language skills among basic-stage students?

Table 4: Arithmetic means standard deviations and the degree of appreciation for the second dimension are arranged in descending order according to the arithmetic mean.

Num.	Item	Mean	Std. deviation	Degree
5	Using multimedia (interactive video) motivates students to compete in practicing their language skills.	3.992	0.978	High
6	Employing multimedia helps in developing the skill of evaluating what is heard in students and linking it to their previous experience.	3.989	0.954	High
3	Multimedia (interactive video) enhance students skills of listening to texts.	3.978	0.948	High
1	Multimedia (interactive video) provide students with skills of writing words and letters.	3.872	0.959	High
4	Employing multimedia (interactive video) helps students master effective dialogue methods.	3.855	0.954	High
9	Using multimedia helps students make connections and understand words to form sentences.	3.763	0.998	High
8	The use of multimedia helps students to have the largest amount of English vocabulary.	3.745	0.981	High
7	The use of multimedia helps in increasing students' self-confidence to speak in front of their colleagues.	3.710	1.048	High
10	The use of multimedia assists students in the way of presenting the information they possess.	3.650	1.018	Intermediate
2	Multimedia (interactive video) help the students to pronounce English vocabulary correctly.	3.625	1.111	Intermediate
	Total domain	3.818	0.806	High

It appears from Table (4) that the role of multimedia (interactive video) in developing English language skills among basic-stage students from the point of view of English teachers in Aqaba Governorate came in a high degree with an arithmetic mean (3.818) and a standard deviation (0.806). The paragraph states, "Using

https://doi.org/10.20428/ajqahe.v16i56.2205

multimedia (interactive video) motivates students to compete in practicing their language skills." It ranked first with the arithmetic average of (3.992) and a high degree. While the paragraph state "Multimedia (interactive video) help the students to pronounce English vocabulary correctly." In the last rank, with an arithmetic average of (3.625) and an Intermediate degree. The researcher attributes this result to that, interactive videos capture students' attention and create an engaging learning environment. The interactive elements, such as clickable buttons, quizzes, and prompts for the response, encourage active participation and make the learning experience more enjoyable for students. This heightened engagement contributes to improved focus and motivation, which positively affects language skill development. Furthermore, interactive videos can present English language skills in real-life contexts, enabling students to observe language usage in authentic situations. Through scenarios, dialogues, or role-plays depicted in the videos, students can practice their listening, speaking, and comprehension skills while gaining exposure to natural language patterns, intonation, and cultural nuances. As multimedia, including interactive videos, combines visual and auditory elements, making it easier for students to comprehend and retain language information. The use of visuals, gestures, facial expressions, and contextual cues in interactive videos aids in meaning construction and facilitates a better understanding of vocabulary, grammar, and language structures. This result in line with the study of Adeniyi, Olowoyeye and Onuoha (2016) that revealed using videos to teach grammar and listening skills is quite successful. The outcome of effective listening will probably be enhanced English word pronunciation. As the study of Mahdi (2022) demonstrated that, the multimedia environment had a beneficial effect on the students' development of speaking and presentation abilities.

RQ3: What are the obstacles to employing multimedia (interactive video) in teaching English to develop its skills in the basic stage?

Table 5: Arithmetic means standard deviations and the degree of appreciation for the third dimension are arranged in descending order according to the arithmetic mean.

Num.	Item	Mean	Std. deviation	Degree
8	Difficulty uploading and sending some multimedia (interactive video) to students due to technical issues.	4.091	1.020	High
4	Multimedia design (interactive video) requires a lot of time and effort from the teacher.	4.042	0.944	High
5	Online multimedia (interactive video) does not improve English language skills well.	4.014	0.941	High

3	Lack of availability of appropriate videos for the developmental characteristics of students in the basic stage.	3.940	0.949	High
2	Lack of training courses for English language teachers on multimedia design (interactive video).	3.939	0.948	High
6	Students' lack of acceptance of learning through multimedia (interactive video).	3.911	0.916	High
1	Teachers' lack of multimedia design skills (interactive video).	3.865	0.943	High
7	Technical issues exist in some multimedia (interactive video) that can distract students.	3.756	1.014	High
	Total domain	3.945	0.787	High

It appears from Table (5) that the obstacles to employing multimedia (interactive video) in teaching English to develop its skills in the basic stage from the point of view of English teachers in Aqaba Governorate came in a high degree with an arithmetic mean (3.945) and a standard deviation (0.787). The paragraph states, "Difficulty uploading and sending some multimedia (interactive video) to students due to technical issues." It ranked first with an arithmetic average of (4.091) and a high degree. While the paragraph state "Technical issues exist in some multimedia (interactive video) that can distract students." In the last rank, with an arithmetic average of (3.756) and a high degree. The researcher attributes this result to that, as the availability and access to multimedia tools and resources can be a significant hurdle. Aqaba Governorate may have limited infrastructure or funding for obtaining necessary equipment, software, or internet connectivity, making it difficult for teachers to incorporate multimedia effectively. Furthermore, some English teachers may lack the necessary training or expertise in using multimedia tools for language instruction. Integrating interactive videos into the curriculum requires teachers to be proficient in operating relevant software, troubleshooting technical issues, and effectively navigating through various multimedia platforms. Integrating multimedia content often requires extensive planning and preparation. Teachers may need to invest additional time in creating or curating appropriate interactive videos, developing accompanying materials, and aligning them with the curriculum. Limited time within the instructional schedule can make it challenging teachers to allocate sufficient time for multimedia integration. This result confirmed by Sarowardy and Halder (2019) study which revealed that, the most obstacles that may face the integrating of multimedia in the classroom as follow: The lack of expert human resources, the lack of adequate digital tools, the lack of a multimedia-enabled classroom environment, the resource constraints, and the teachers' lack of motivation.

https://doi.org/10.20428/ajqahe.v16i56.2205

Hypotheses test results

In order to validate the hypotheses, the researcher compared the mean scores of the teachers according to the training courses variable, for the questionnaire as a whole and its sub-dimensions. The researcher used the one-way ANOVA test to detect the significance of the differences between the means (using the SPSS program v26). The following tables shows these results:

H1: There are no statistically significant differences at the level of significance (0.05) between the responses of the sample, according to the training courses variable.

Table 6: The result of the One-way ANOVA test for the first hypothesis

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	107.798	4	26.950	143.441	.000
Within Groups	52.230	278	.188		
Total	160.028	282			

It is clear from the previous table that there are differences between the mean scores of the teachers on the questionnaire at the level of significance (0.05), as the value of F was (143.441) at the level of significance (0.00), which is less than (0.05). Which leads us to reject the hypothesis that states, "There are no statistically significant differences at the level of significance (0.05) between the responses of the sample, according to the training courses variable". On the other hand, accept the alternative hypothesis, which states, "There are statistically significant differences at the level of significance (0.05) between the responses of the sample, according to the training courses variable." The result can be explained as training courses equip English teachers with new teaching strategies and techniques that effectively incorporate multimedia tools. They learn how to leverage interactive videos, digital resources, and other multimedia elements to create engaging and interactive learning experiences for students. This expands their teaching repertoire and enables them to cater to diverse learning styles and preferences. Furthermore, training courses help teachers become familiar with multimedia tools, software, and platforms relevant to language instruction. They learn to navigate these technologies confidently, troubleshoot issues, and make the most of the available resources. This enhances their overall digital literacy and prepares them to adapt to future advancements in educational technology.

H2: There are no statistically significant differences at the level (0.05) between the responses of the sample, according to the practical experience variable.

Table 7: The result of the One-way ANOVA test for the first hypothesis

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	88.807	4	22.202	86.661	.000
Within Groups	71.221	278	.256		
Total	160.028	282			

It is clear from the table (7) that there are differences between the mean scores of the teachers on the questionnaire at the level of significance (0.05), as the value of F was (86.661) at the level of significance (0.00), which is less than (0.05). This leads us to reject the hypothesis that states, "There are no statistically significant differences at the level (0.05) between the responses of the sample, according to the practical experience variable". On the other hand, accept the alternative hypothesis, which states, "There are statistically significant differences at the level (0.05) between the responses of the sample, according to the practical experience variable." The result can be explained as the practical experience is essential for English teachers to enhance their skills and knowledge in integrating multimedia effectively. It enables adaptability, problem solving, reflection, student-centered approaches, confidence, collaboration, and continued professional development. Through practical experience, teachers can become proficient in leveraging multimedia tools to create engaging and impactful learning experiences in the English language classroom. In addition, practical experience allows teachers to apply their theoretical knowledge of multimedia integration in real-world teaching scenarios. It provides an opportunity to experiment with different multimedia tools, techniques, and resources, gaining a deeper understanding of their potential and limitations. Through hands-on application, teachers can refine their skills and discover effective strategies that work best for their specific teaching contexts.

Conclusion

This study delved into the utilization of multimedia, particularly interactive videos, in English language instruction at the basic stage among teachers in Aqaba Governorate. Through a meticulous application of the descriptive survey method and a comprehensive questionnaire, the researcher gathered insights from 283 English teachers during the second semester of the academic year 2022/2023. The findings of the study paint a positive picture of the widespread adoption of multimedia, highlighting a high level of utilization, especially in the form of interactive videos. Moreover, it becomes evident that multimedia, particularly interactive videos, plays a

https://doi.org/10.20428/ajqahe.v16i56.2205

pivotal role positively impacting the development of English language skills among basic-stage students. This underscores the significance of incorporating dynamic and interactive instructional methods in language education.

Significantly, the study identified key variables, such as training courses and practical experience, that influence teachers' perspectives on multimedia integration. The statistically significant differences observed in responses based on these variables emphasize the importance of professional development and practical exposure in shaping educators' attitudes and approaches to multimedia use in the classroom.

As a result of these insights, the researcher recommends the development of an interpretive guide to enhance teachers' understanding and proficiency in incorporating multimedia into their educational materials. Furthermore, advocating for and organizing training courses focused on multimedia integration is suggested as a strategic approach to empower teachers in leveraging the full potential of interactive technologies in English language instruction. This study, therefore, contributes valuable insights for educators, policymakers, and curriculum developers aiming to enhance the effectiveness of English language instruction through multimedia integration at the basic stage.

Recommendations

- Developing an interpretive guide and holding training courses for teachers on the use and integration of multimedia with educational materials.
- Conducting model lessons based on integrating multimedia in the classroom under the supervision of a number of specialists.
- The officials must address the obstacles that limit the use of multimedia (interactive video) in developing English language skills.
- School administrations must pay attention to providing the physical requirements for teaching by using interactive videos for various study materials such as computer labs, the Internet, projectors, and others.
- The researcher advises performing further investigations and research to look at the impact of employing various teaching strategies, such as electronic educational games, interactive smart boards, and educational applications, on the improvement of English skills.

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