استخدام محاضرات الفيديوهات المسجلة من خلال الانترنت كبديل للمحاضرات المباشرة

مع طلاب الدراسات العليا

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ملخص الدراسة

الهدف الرئيس من هذه الدراسة هو تجربة استخدام الفيديوهات المسجلة كمحاضرات عبر الانترنت بدلا من المحاضرات العادية بعد أن أصبح من المستحيل على بعض الطلاب حضور هذه المحاضرات نظرا للقتال الدائر في المناطق حول العاصمة طرابلس. الهدف الآخر والذي لا يقل أهمية هو البحث في مواقف الطلاب ومشاعرهم تجاه إستخدام المحاضرات المسجلة كفيديوهات عبر الإنترنت. أجريت الدراسة في مدرسة اللغات بالأكاديمية الليبية وأخذت عينة الدراسة من طلبة الماجستير في علم اللغة التطبيقي والذين كانوا يدرسون مادة تركيبات نحوية في فصل الربيع للعام 2019. تم توزيع إستبيان على عدد 49 طالبا بعد مشاهدتهم لـ 24 فيديو يغطي المادة التدريسية لـ 6 محاضرات عادية لكن ما تم استلامه هو 40 نسخة فقط.

أظهرت النتائج ان الطلاب لهم مواقف ومشاعر إيجابية تجاه إستخدام هذه الفيديوهات كمحاضرات عبر الانترنت وقالوا أنهم وجدوها مفيدة وأنهم قد إستفادوا منها رغم الصعوبات التي واجهوها. من هذه الصعوبات التي ذكرها الطلاب أنفسهم هي ضعف الانترنت والذي أدى إلى صعوبة في تنزيل هذه الفيديوهات أو حتى مشاهدتها عبر الإنترنت. الصعوبة الإخرى التي واجهها الطلاب هي انعدام التواصل المباشر بين الأستاذ والطلاب أثناء مشاهدة هذه الفيديوهات وإنعدام المشاركة كما هو الحال في المحاضرات العادية. لحل هذه المشكلة الأخيرة إقترح الطلاب إستخدام الفيديوهات المباشرة عبر الإنترنت بدل المسجلة لتمكين الطلاب من المشاركة والتعليق والمناقشة وطرح الأسئلة مباشرة أثناء المحاضرة، ولحل المشكلة الأولى تُنصح الحكومة والأجهزة الأخرى ذات العلاقة بما فيها وزارة التعليم بالقيام بالجهود الضرورية لتحسين الخدمات وتقديم التسهيلات بما فيها خدمة الأنترنت لمواكبة التطورات والتقدمات الحاصلة في الدول المتطورة.

Using online recorded video lectures as a substitute for face-to-face lectures

with postgraduate students

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Abstract

The main aim of this study is experimenting using online recorded video lectures as a substitute for face-to-face lectures after it has become impossible for some of the students to attend normal classes due to the fighting taking place in the areas around the capital city of Tripoli. Another aim of equal importance is investigating the students' attitudes and feelings towards this use of online recorded video lectures. The study took place in the school of languages at the Libyan Academy and the sample was taken from MA students of applied linguistics studying the subject of syntax in the spring semester in 2019. A questionnaire was distributed to 49 students after having watched 24 videos covering material of 6 normal lectures. However, only 40 copies of the questionnaire were returned.

The results showed that students have positive attitudes towards using online video lectures and appreciated their use. They said that they had found these videos useful and that they had benefited from them in spite of the difficulties they encountered. Among the difficulties mentioned by the students themselves was weak internet connection which made it difficult for them to download these videos or even watch them online. Another difficulty was lack of student-teacher interaction and student participation found in face-to-face lectures. To solve the latter problem, students suggested using online video lectures instead of recorded ones to enable students to participate, comment, discuss and ask questions during the lecture. To solve the first problem and others, it was recommended that the Libyan government and related bodies including the ministry of education make efforts to improve relevant services and provide facilities including internet service to cope with the advances taking place in developed countries.

Introduction

It is now obvious how effective and widespread technology is in all aspects of our life. Mobile phones, laptops, notepads and smart screens are only some examples of technology that have become integral to our life and which we use on a daily basis. In a situation like this, EFL teachers, face a crucial question related to the use of technology in the pedagogical field: How can we integrate these new technologies into FL teaching and learning programs? (Salaberry 2001, p.51)

According to Slaouti (2013, p.79), there are several factors that should be considered when answering this important question. The first factor concerns the availability of these technologies in educational institutions. A second factor relates to teachers' confidence in using technology which will, in turn, affect their ability to make related decisions. A third factor is connected with the learners' needs and expectations. Last but not least, our integration of technology in pedagogy will be influenced by our beliefs and views about teaching and learning English and the relevant principles, thoughts and theories we hold.

It is evident that technology is providing useful opportunities to both learners and teachers both within and out of the classroom that cannot only enhance both teaching and learning but also solve problems and overcome difficulties encountered during the learning/teaching process. Therefore, it is important to raise teachers' and students' awareness and understanding of the impact of using technology on learning and teaching practice in order to optimize target outcomes.

This research paper is devoted to experimenting using recorded video lectures online to substitute face-to-face lectures due to certain circumstances and exploring EFL postgraduate students' feelings and attitudes towards this use. It was not possible for the majority of students studying in the Libyan Academy and in other universities in Tripoli to attend lectures when war broke out in the area around the capital of Tripoli. Similarly some lecturers were not able to come to their institutions to give their lectures. Unfortunately war had started almost at the middle of the spring semester when students had already taken a considerable number of lectures. As a result, some lecturers decided to suspend the semester altogether which frustrated the students and had a negative effect on them especially those who are taking their final course (s) in the MA program.

I, the researcher, was teaching the subject of syntax to 49 students divided into two groups. Most of the students were not satisfied with suspending the semester and some of whom approached me suggesting giving lectures in a form of recorded videos posted to them in the already created syntax group on Facebook. I did not give them my final decision immediately and asked them to give me some time to think about it. In fact, I was hesitant because I have had no previous experience of recording lectures or even the technology used. I had to do some research in the Internet to find the suitable software which was not easy since most of the software available are not free and their free versions have limitation including limiting the time for recording to 15 minutes maximum, for example, which will not be enough to cover even a single topic. Finally, I found a free one which allows recording unlimited time in spite of the other limitations related to editing videos like cropping inserting and merging clips which were not that important for our purpose.

Recorded video lectures and their benefits

Video lectures are defined by Brecht and Ogilby (2008, p. 1) as follows:

> Video lectures are CD and web viewable files that present lecture material and narrative instruction from a course's instructor…. They are not recordings of classroom lectures. In these lectures, the instructor uses Microsoft Office content files, narrative instruction, and screen writing with the keyboard and mouse pointer to deliver the lecture.

Recent research suggests that recorded video lectures in pedagogy can be very effective (Kay, 2012). Using videos in teaching (and learning), for example, has several benefits. First, it represents a different teaching technique which may create motivating and memorable learning experiences. A second benefit is that it makes it possible for learners to have access to resources wherever they are and whenever they want with no need to be present in a specific location or at definite time. Another advantage is that videos can be used to enhance learning by explaining concepts, simplifying ideas and solving problems and by delivering rich and engaging content through a variety of ways. A further advantage is that videos allow learners learn at their own speed using features such as playback, rewind and pause. Finally, it has become much easier than before to create and edit videos thanks to the widespread and easy to use technological tools such as smartphones, digital cameras, webcams and tablets. (DLF Teaching Development Team, p. 3)

However, using videos for educational purposes requires careful preparation and skillful creation. According to DLF Teaching Development Team (2014), producing videos and audios has three steps: planning, production and publishing. In the planning phase, factors such as understanding the purpose, brainstorming and preparation should be deeply considered and carefully done. For example, questions related to video style, length, software used and background noise should be dealt with in advance.

The production phase is the shooting or recording stage of an audio or video. In this second phase, lights, camera and action done during recording are important factors. In order for this stage to be done properly, video creator should have sufficient practice operating the camera including checking sound and light and minimizing noise. In producing a video lecture, instead of using chalkboard writing, the lecturer uses the keyboard and mouse to write text or alternatively a previously prepared content in a Word or Excel file can be used. Such previously prepared content or material will considerably reduce time spent on writing and modifying text. Word features like highlighting by the mouse can be used to focus the learners' attention on a certain part of content. For the audio narration, the teacher can use the computer built-in microphone or alternatively he can have a microphone headset to make his voice clearer and louder, less noisy and with a better audio quality (Brecht & Ogilby, p. 85)

The third and final phase is a post-production one and is referred to as publishing. This post-production phase comprises editing and distributing the video. In the editing part, you can, for example, cut some parts that you do not want to include in your video and decide the optimal way to put what remains together. When you finish editing, it is time to publish your audio or video either online through a link or on CD to be distributed to learners (Ibid, p. 10-12). Online publishing is favored when all students have internet access either at their institution or at home. However, when there is no access to the Internet available to some or all learners, or there is a limited or weak access due to weak signal coverage, for instance, CD or USB distribution is preferred. (Brecht and Ogilby, p.86)

Video lectures methods and strategies

Due to recent trends in the educational field, there can be noticed a large increase in the use of video lectures especially in higher education teaching. As a result, video lectures may soon become an essential pedagogical tool. Therefore, efforts should be

made to find ways by which their effectiveness for learning and teaching can be maximized. Inman and Myers (2018) reviewed the available literature and came up with the following video lecture types: voice over slide shows, screencast, lecture captures and standard recordings with a digital video camera or webcam (p. 1). They also suggested the following strategies to increase the effectiveness of video lectures: (Ibid, p.2-5)

1. Divide large lectures into smaller segments: 'deliberate variations had the effect of postponing or even eliminating the occurrence of an attention break' (Johnstone and Percival 1976, p. 50).
2. Use visuals strategically: visual material and verbal instruction complement each other.
3. Incorporating active-learning techniques: they refer to activities that are done while watching like note taking. Using these techniques encourages students to be engaged with the video lecture content and help them develop positive academic habits.
4. Assess student understanding: this can be done by embedding videos with questions or quizzes to be answered after watching the video which will reduce mind wandering and encourage note-taking.
5. Avoid common pitfalls: this can be done by developing a script, outline or storyboard before jumping directly to the recording phase. Also, image selections, time planning and organization of material all should be done in advance.

Previous studies

A study conducted by Elliot and Neal (2015) aimed at examining the adoption and use of lecture capture technology with undergraduate students using a revealed preference approach through which students' use and viewing of videos were monitored over two academic years. The data obtained were analyzed to assess the extent to which students used recordings and when and how they watched these recordings. The study has concluded that the participant learners value recordings and make an extensive use of them. Thus, it was suggested that recordings provide valuable support for students' autonomous study.

Another study conducted by Gorissen et al (2012) investigated the use of recorded lectures at two universities in the Netherlands. It aimed at gaining a better understanding

of the situation. The results showed that students use recorded lectures as a replacement for missed lectures and for study tasks and preparation for exams. It was also found that recorded lectures for courses that only use blackboard had less viewing rate. Finally, the findings indicated that there are interesting differences in the use of recorded lectures between groups at the two universities. These differences might be attributed to differences in experience with recorded lectures, gender, content and department to which the students belong.

A study examining the impact of lecture capture availability and lecture capture usage on student attendance and attainment of undergraduate BSc students was conducted by Edwards and Clinton (2019). The results showed that lecture capture introduction has a negative effect on students' attendance which was in turn reflected on students' attainment. Moreover, lecture capture viewing was found to show no significant relationship with attainment. Findings also showed that lecture capture viewing had failed to compensate for the impact that low attendance had on attainment. Thus, the study concluded that net effect of lecture capture introduction on the cohort is generally negative.

Wieling and Hofman (2010) conducted a study on the impact of online video lecture recordings and automated feedback on student performance compared with traditional face-to-face course approach. It was found that learners who attended few lectures had benefited more from viewing online lectures than those who attended many lectures. However, there was no significant effect of automated feedback on student performance. It was concluded that recordings of face-to-face lectures were practically important since they enable students who did not attend regular face-to-face lectures to be able to improve their grades by viewing the lectures online.

Schacter and Szpunar (2015) investigated enhancing attention and memory during video recorded lectures with the aim of providing a conceptual framework for thinking about attention and memory during video-recorded lectures. Recent studies had been reviewed using the suggested framework. The studies reviewed showed that interpolating brief quizzing during a video recorded lecture reduces mind wandering, increases task-relevant behaviors such as note taking, and boosts learning.

Sample and Data collection procedure

The target sample of this study was 49 postgraduate students studying one of their MA program courses in Applied Linguistics namely syntax. Due to the fighting taking place in the area around the capital city of Tripoli, it was not possible for most of the students to attend lectures. Similarly, some lecturers were not able to come and give their lectures as usual. This has led to suspending the courses. This resulted in frustration and disappointment of students especially those who were taking their final courses in the program. Some students approached me and suggested having online video lectures to substitute normal face-to-face lectures in order for them to complete the course. But before I gave them my final decision, I had to take the agreement of all students and the approval of the department. I also had to find the suitable software and practice using it as this is my first experience with recording video lectures.

Conducting some search in the internet of the required screen capturing software was not promising. Most of the software programs needed were not free and those free versions have limitations such as limiting the recording time to only 10 or 15 minutes which is not enough to cover even a single topic. Finally, there was a reasonable free one which also gives unlimited recording time. It has limitations related to editing the video but that was not important since no editing was required for the purpose in hand.

Specifications of the software

In this short review of the specifications of the software, only those which were used by the researcher are mentioned. There are others which were not used and thus no need to mention here due to their irrelevance and space limitation.

The software used to record video lectures was called FlashBack Express 5. It is a software program that gives options of recording full screen, a region in the screen or a single window. It enables one to record sound using a computer built-in microphone or an external one to obtain a higher quality sound recording. The option of recording the webcam is also available to embed the lecturer's image in the recorded screen when needed. Pausing the recording and continuing it are also available. Before saving the recording, you have the possibility of reviewing it and making some changes of some effects like changing type of the highlight mouse cursor between coloured circle or spotlight. The colour itself can be selected from a variety of colour spectrum. The size of

the highlighted circle can be optionally increased or decreased. A choice of saving the whole recording or part of it is also given. However, cropping certain sections of the recording is not allowed in this free version. Thus, if any serious error is made, the whole recording has to be started over again something which implies that careful preparation is required to avoid errors. A copy of the recording can be saved as a project that can be modified and changed later before exporting it to a final format. Finally, the recording can be exported and saved in a number of formats including MP4, AVI and WMV depending on the type of equipment and software you want to run the recording with.

Material and content of the recordings

The recordings covered the remaining material after the course had been suspended due to the circumstances mentioned above. It was divided into separate lectures each of which was supposed to be covered in a period of two hours using a normal face-to-face lecture style. However, this was not feasible with recorded video lecture for several reasons including difficulty in uploading and downloading lengthy videos, and the complexity of the subject which may result in students not being able to follow and understand if the video was too long. Therefore, a single lecture was divided into separate sections dealing with different topics each of which was dealt with in a separate video.

Material was contained in Word files which have different background colours to make it more interesting for learners. Word features such as highlighting using different colours, making font size bold or italic and using bullets and numbering, changing font size and colour were all employed to facilitate understanding and simplify complexities. Examples of concepts and ideas were used extensively. When needed, more examples are given in a separate file with a different colour and movement between two file was easily done with a single click. Thanks to Microsoft Office Word, it was possible to scroll up and down through the material, copy, cut and paste whenever needed. Although direct and immediate participation and feedback from students is not possible when using recoding videos, students were asked to comment, ask questions and give feedback on the Facebook group where the video is posted. I was always willing to answer students' questions and read their comments and feedback as soon as possible. The total number of recorded videos was 24 covering 6 lectures which amount to half of the course material.

Students' questionnaire

At the end of the course and before the final exam, students were asked to complete a questionnaire specifically designed to explore their experience, attitudes, views, preferences and feelings towards using videos as a substitute for face-to-face lecture style. From the target sample, the students who were taking the course which was 49 students, it was possible to obtain 40 copies of the questionnaire. Most of the questions included were open-ended and when yes/no questions were asked, they were combined with open-ended ones as follow up questions. It is believed that open ended questions if carefully planned can yield valuable information.

Data analysis and results

In what follows, the data obtained from this questionnaire are analysed and presented.

Q1. How did you find using videos to replace face-to-face lecturing to teach the material of the course?

Analysis of the responses to this question has led to categorizing students into three groups: the first group of students has positive attitudes towards recorded video lectures (28 students). Participants used expressions like *very useful, a good idea, very appropriate way, helpful and thoughtful, great, interesting, good and up-to-date idea* and *a very effective way* to describe the recorded video lectures. The following are some quotes from this group:

➤ *'It was an interesting experience that supplemented direct lecturing to which we are accustomed in the regular circumstances.'*

➤ *'I found it great, it was difficult for me to attend lectures but those videos solved the issue'.*

➤ *'It was good and up to date idea. It has solved the problem successfully for many students who were unable to attend direct lecturing'.*

➤ *'The videos were very helpful, thoughtful and clear, and it was a good solution to those who might not be able to come for lectures'.*

➤ *'The video-based lectures (online) has kept the quality, significance, and the simplification to those who have mastered the basics and who have not'.*

> ➤ *'It's very appropriate way, especially for student who have circumstances that preventing them from attending lecture. This method of teaching is very beneficial as the students watch and listen to their teacher as if they are in actual class'.*

The second group represents those who have positive attitudes towards recorded video lectures but they have their reservations (11 students). Their reservations include week internet connection which made it difficult to watch the video online or download it. Another reservation is that there is no chance to ask question and get immediate feedback form the lecturer. Finally, some students think that they consider recorded video lectures useful but they prefer face-to-face lectures without giving obvious reasons. The following are some extracts from what the students of this category said:

> ➤ *'They were good but I did not benefit from them because the internet connection {was] weak in my city.'*

> ➤ *'Well, if you have got a good internet service, it would be much more useful, time saver and the video recordings allow us to go back and listen as often as needed to a given passage, until we get it.'*

> ➤ *'To be honest, it has its pros and cons; it is good to have such a method in such situations, but in my opinion I needed more interactive method.'*

> ➤ *'It was very good idea but it cannot replace the real lectures.'*

> ➤ *'They were very informative and interesting, but somehow I still prefer direct lectures.'*

The third category is represented by only one student who prefers face-to-face lecturing to online recorded video lecturing. This is what he said:

> ➤ *'Well, l really prefer to take real lectures rather than taking video via internet.'*

Q2. What advantages does using videos have which are not found in face-to-face lecturing?

In their response to this question, participants mentioned the following advantages of recorded video lectures ordered from the highest number of students who gave the response to the lowest:

- Ability to watch and replay the video at any time in order to concentrate on details and listen carefully. (28 students)

- Learning in a comfortable and quiet environment with no disturbance or interruption from other students asking irrelevant questions or making side discussions. (13 students)

- Saves time and effort for both students and lecturer and less costly especially for students who live far away. (6 students)

- Note-taking is easier and more convenient due to being able to pause or rewind the video. (5)

- More flexible in terms of watching videos with a variety of technological tools and in the appropriate level of depth. (4 students)

- Allows distant learning and solves problems of transportation and travel. (3 students)

- Lecture information can be saved for future use and nothing will be lost. (3 students)

- Clear explanations through colours and visualization of everything (3 students)

- Information delivered smoothly and more clearly than with face-to-face lectures. (3 students)

- Safer for those stuck in the areas of clashes and easy to access by students who cannot attend due to circumstances. (2 students)

- Learning from the teacher's pronunciation. (1 student)

- The professor is more relaxed and confident about what he presents. (1 student)

The following are some quotes of the students' responses:

➢ *'The main advantage is that they are more flexible, you can watch the videos anywhere at any time.'*

➢ *'Because they could be used by smartphones, tablets, laptops and PCs, many students will enjoy learning from them.'*

➢ *'During the lectures students ask too many questions 'most of them are irrelevant' they disturb you and waste time, whereas in the videos you [the lecturer] are more focused and you deliver the information smoothly and more clearly.'*

> *'The most important advantage found in using videos is that the video recordings allow me to go back and listen as often as needed to a given passage, until I get it or at least try to get most of it.'*

> *'This approach saves effort and cost especially for those who live far away from the educational institution not to mention avoiding to endanger members' lives (teachers or students), particularly those who are stuck in the areas of clashes.'*

> *'Actually I think using the technology in such a way will solve many problems that students face regarding transportation and traveling long distances to attend lectures.'*

Q3. Were there any disadvantages of using videos to teach syntax? If yes, what?

In their responses to this question, only 6 students gave a negative answer saying that the online video lectures they had had no disadvantages while the remaining students gave a positive answer claiming that the video lectures they had had some disadvantages. The following disadvantages were mentioned in their responses:

- Lack of student participation, student-teacher interaction, and asking questions and discussion of unclear points. (19 students)

- There is no or weak internet connection or expensive internet service which prevents students from downloading or watching video lectures. (11students)

- Lack of practical side such as doing exercises and solving problems. (3 students)

- Syntax is a difficult subject to be taught by videos. (2 students)

- These videos take a long time to watch. (2 students)

- Electricity power cut-offs due to the current circumstances of the country. (1 student)

- There was some noise accompanying the videos. (1 student)

- Unfamiliarity with Facebook groups and inability to manage their content. (1 student)

- The lecturer presence and the student attendance are important for understanding. (1 student)

- Postponing watching the videos by lazy students which is not possible with scheduled face-to-face lectures. (1 student)

Here are some quotes from the students' responses to this question:

- *'The only concern is the interaction between both the presenter and the receiver. Some quizzes and activities may boost the communication.'*

- *'The first problem is with the Internet connection since it is not available everywhere. The second issue is that the electricity is cut off most of the time.'*

- *'Syntax should be taught with a large number of varied examples, so it is difficult to cover the practical side of teaching syntax by videos.'*

- *'You can`t ask questions, open discussions, or ask for more clarification of points.'*

- *'Not all students have access to the internet, and even if they had, the connection in Libya is not good enough to watch or download videos.'*

Q4. How do you describe your own experience with using recorded videos to learn instead of face to face lecturing?

All of the participants, who answered this question, gave positive responses. They described their experience using words like *'nice', 'interesting', 'good', 'exciting', 'enjoyable', 'new', 'great', 'perfect',* and *'rewarding'*. A number of students described it as *'new'* and said that this was their first experience with this method and they really liked it and enjoyed it because video lectures were *'useful', 'helpful'* and *'informative'*. The following are some quotes from what they said:

- *'To be honest, I prefer face-to-face lectures as I used to learning through this way of studying, but I discovered that using videos is a good way of studying and it should be highly supported to be one of the teaching ways in my country.'*

- *'Rewarding, due to unknown and several reasons, one may not be able to attend or to concentrate while in class. I rather, if possible, carry on having online video-based lecturing for all of my M.A courses.'*

- *'The feedback of this experience is strongly positive especially in our circumstances, I appreciate your efforts. In my view, professionally recorded, short duration videos with inbuilt quizzes are better than long lectures face-to-face. Cuz as you know some students will mess the lectures, now they get to attend lectures on computer & mobile devices anywhere any time at their own convenience.'*

Q5. Did you find it useful for yourself and in what way?

The great majority of the students gave a positive answer to this question. However, two students gave a negative answer saying that these video lectures were not useful for them due to network problems and weak internet connection. When students were asked in what way they find using video lectures useful they stated the following points:

- Video lectures can be replayed over again and again and that is very helpful. (11 students)

- Videos can be watched anywhere at any time at one's convenience. (9 students)

- Video lectures enable students to study from home rather than coming to class especially in the current circumstances of the country, (6 students)

- Video lectures lack distraction, interruption and they are more focused. (4 students)

- Videos can be paused to take notes. (3 students)

- Video lectures encourage students to search for answers themselves rather than waiting for the teacher to give them ready answers. (1 student)

- They were of a good quality and suitable for all students. (1 student)

- The videos have clear explanations. (1 student).

Here are some extracts from what they said:

➢ *'Yes, it was useful for me and for all students as it provided a good solution for students, mainly because the majority cannot risk coming to the Academy for safety reasons, and this solution has given them a chance to proceed with their studies while they are at home.'*

➢ *'Yeah, it helped me learn faster as I'm the type of person who loses concentration when there are many other students discussing the same point that lecturer is explaining.'*

➢ *'Actually I prefer learning with both videos and direct lecturing... For example the lectures themselves can be recorded. But yes it was useful in one way or another.'*

➢ *'In fact I wasn't convinced with this technique but now the situation has changed totally and I may use it to clarify some lessons to my students.'*

Q6. What did you like most in these videos? Are there any other things you liked in these videos?

When responded to this question, participants mentioned the following features as the most liked features in the used lecture videos:

- Using shapes, colors and highlighting which helped in focusing and differentiating things and making information clear. (13 students)

- The lecturer's voice was clear and the sound was of a good quality. (7 students)

- The way things explained and clarified was really good. (7 students)

- The ability to pause, replay and repeat watching to ensure understanding. (6 students)

- Things explained slowly and gradually which helped in writing notes. (5 students)

- Videos were focused, direct, precise, well organized and to the point. (4 students)

- The videos included a sufficient number of examples. (4 students)

- All details were covered and explained in these videos. (3 students)

- Division of lecture into several videos so as not to be boring or tiring. (2 students)

- There were no interruptions compared to face-to-face lectures. (1 student)

- The videos enabled students not to drop and miss the subject this semester. (1 student)

- Videos can be watched online or downloaded. (1 student)

- The idea to have the chance to attend the lecture at any time. (1 student)

- Recording lecture videos is more comfortable for the instructor than giving face-to-face lecture. (1 students)

- The videos encourage and motivate self-study. (1 student)

The following are some direct quotes from their responses:

- *'I liked the way you explain and clarify Doctor, it was so amazing.'*

- *'The sound quality was excellent, extra examples were used, the lectures are divided into three, four or five clips, colorful texts and highlighting important notes and this makes me understand everything.'*

- *'In my opinion it is enough that this new way of teaching in Libya helped us not to drop the subject this semester.'*

- *'The colors you have used are very catchy and let you stay focused. Your voice is so clear. I can pause/play them whenever I want.'*

- *'Directness and precision in delivering the lessons are the important two things I liked about these videos.'*

Q7. Did you experience any problems with the videos and of what kind?

In their response to this question, 15 students out of 40 said that they did not experience any problems with the videos. On the other hand, among those who said that they did experience some problems with the videos, 19 students said that the only problem they faced is with the weak internet connection which prevented them from watching the videos online or downloading them smoothly and with no interruption.

Some other students had problems of different types. Three students said that the only problem they had is that they were unable to ask questions or interact with the teachers. One of them said that his problem was that there was not enough time between videos, which was attributed to the suspension of their study in the academy for some time before a decision was made to have recorded video lectures instead of face-to-face lectures. Another one said that the problem faced was that the sound was unclear. The following are some quotes from what they said:

- *'I believe everything is ok as all lectures went smoothly.'*

- *'Some parts of syntax are not clear to me personally and it would have been better if i could ask the doctor face to face.'*

- *'There were not any problems with the videos, but I found difficulties downloading the videos, due to the weak internet connection in my city.'*

- *'It is only the problem related to poor quality of LTT [the internet company] which made it very difficult to download or even display the videos on my device.'*

Q8. Do you have any suggestions to improve such videos and make them more effective in the future?

When asked to give suggestions, 16 participants said that they have no suggestions. The following are some quotes from their answers:

➢ *'No, not really. They have served their duty very well.'*

➢ *'Actually no, I am still so new to this method to give suggestions.'*

➢ *'They were perfect, and I do not think that there is any suggestion.'*

The other 24 students gave the following suggestions:

- Using live videos instead of recorded ones will be more effective to give the chance for participating and asking and answering questions. (8 students)
- Minimizing the length of the video to avoid download problems and so as not to be boring. (4 students)
- Giving students the chance to comment and ask question after watching the video. (3 students)
- Using different software with more effects. (1 student)
- Using modern sound equipment. (1 student)
- Integrating discussion into these videos. (1 student)
- Adding more media to make the video more interesting. (1 student)
- Sharing these videos on YouTube. (1 student)
- Using a bigger font size. (1 student)
- Giving assignment after each video to be done by the students and sent by email to the teacher who corrects it and gives feedback. (1 student)
- Organizing training programs for teachers in the use of remote lecturing and engagement of technology in the educational process. (1 student)
- Creating open communication channels for students. (1 student)
- Using videos at early stages of learning to familiarize learners with such a method. (1 student)

The following are some quotes from what they said:

- ➤ *'If we can engage in a live broadcast video that enable us to open discussions and ask questions throughout the video that would be great; because learning in higher education should include critical discourse and exchange of ideas.'*
- ➤ *'I think using live videos are more effective, students have chances of participating as well as asking and answering questions at the same time.'*
- ➤ *'I would suggest organising training programmes for teachers to practice the use of remote lecturing and engagement of technology in the educational process instead of depending on only one method without which we will be like fish who cannot live outside water.'*
- ➤ *'The length of the video should not be more than 20 mints because of the bad internet connection.'*

Q9. Do you recommend the use of videos by other teachers to teach other subjects and in what circumstances? Give examples.

In response to this question, the majority of the students (36 students) gave a positive answer agreeing with the use of videos by other teachers to teach other subjects. However, the other four students were hesitant in their answers. Here is what they said:

- ➤ *'Well, l really prefer to have real lectures and I recommend e-learning for those who are looking for more additional information to the course.'*
- ➤ *'In reality, I do not know. I think the priority now goes for introducing this method and making participants of educational process aware of its benefits since many of them are neither used to nor content with the use of this way even partially to replace the traditional approach.'*
- ➤ *'Actually, I don't recommend this type of lectures unless we are forced to.'*
- ➤ *'The subjects might be something other than syntax which require interaction between the doctor and his students; however the videos are a very good reference.'*

Going back to those who recommended the use of videos by other teachers to teach other subjects, we can divide them into the following two categories:

- • Those who gave an absolute agreement to the use of videos by other teachers to teach other subjects without specifying these subjects.

- Those who gave conditioned agreement. However, their conditions varied. The following are the conditions they gave in order for the teacher to use recorded video lectures.
    - In circumstance of war or other circumstances when attending normal lectures becomes difficult or impossible. (19 students)
    - As supplementary material for lecture revision and when more explanation is required (5 students).
    - Only with certain subjects and by teachers who have the ability to design good and suitable videos. (4 students)
    - When facilities of teaching are not available in certain institutions. (1 student)
    - When teachers cannot come to a certain lecture and they do not want their students to miss that lecture due to a limited course time. (1 student)

  The following are some direct quotes from both categories:

  ➢ *'Internet made learning process much easier. E- Learning is more trendy nowadays and you got the privilege to be the first to do this. Others will follow. Teaching methods have been evolved. Education system has to go with the flow and support such method in a war zone country.'*

  ➢ *'I recommend the use of videos by other teachers, but not all the teachers have the ability in passing information by using videos. Moreover, as a teacher I would like to use video lectures only to supplement face to face teaching.'*

  ➢ *'Yes, I would love to watch videos for other subjects, especially in circumstances that prevent students or professors from attending classes, such as sickness, travel, wars and conflicts or any other geographical constraints.'*

  ➢ *'I do recommend it not to be used in specific circumstances but to be adopted to MA program to completely replace direct lecturing, specifically in those subjects concerned with issues of teaching and learning.'*

  ➢ *'Advances in the field of teaching have been tested and approved. One is the Electronic Learning. E-learning can address more than what an auditorium can house.'*

Q10. Feel free to add anything you want to add here.

In response to this question, 28 out of 40 students were willing to say something. Most of them expressed their thanks and gratitude to the teacher for using recorded video lectures. These recorded video lectures made it possible for them not to miss the course in spite of the fighting taking place in the area around the capital of Tripoli which made it impossible for some of them to attend regular classes. Here are some quotes of what they said:

➢ *'Simply, the videos idea is very useful and informative and I really appreciate your hard effort.'*

➢ *'At the end, I would like to thank you on your effort in improving such new ways of teaching in our country.'*

➢ *'Thank you so much for your effort Dr. I hope to you all the success in your way of improving the ELTM in our country.'*

➢ *'I only want to thank you for your effort and for helping us to finish this semester.'*

➢ *'Many thanks for introducing online videos to us.'*

➢ *'It was very helpful that you recorded these lectures for us instead of dropping the (SYNTAX) subject to another term. We really, indeed appreciate your effort.'*

➢ *'Nothing I would like to add except expressing my deep appreciation and gratefulness for all the great effort made by you to make this course successful.'*

➢ *'I am grateful for your efforts Doctor that you want to develop the education in my country by using technology in learning.'*

Discussion of results

It is obvious from the results that most of the students if not all of them have positive attitudes towards using recorded video lectures. Taking into account that these students are prospective teachers, this result supports findings reached by Emhamed and Krishnan (2011) that most of the Libyan teachers have positive attitudes towards integrating technology in their teaching process. These attitudes are motivated by the advantages of these recorded video lectures mentioned by the students themselves. These advantages include their flexibility not only in terms of watching them with a variety of technological tools including mobile phones which makes it possible to watch them anywhere at any time but also in terms of the ability to pause,

replay, or stop them whenever needed. This enhances the ability to concentrate on details and listen carefully which also makes taking notes easier and more convenient. Another advantage is that they provide learning in a comfortable and quiet environment with no disturbance or interruption. Also, recorded video lectures save time and effort for both students and lecturers and are considered less costly especially for those students who live far away from their institutions. For these advantages and others, video lectures can be used to replace face-to-face lectures when coming to regular classes becomes risky or dangerous because of war for example.

However, some students have reservations about the use of recorded video to deliver lectures. One of such reservations is weak internet connection which caused problems in downloading the videos or even watching them online. This can be attributed to the low level of internet services and their qualities including lack of internet coverage in some areas and weak coverage in others. This harmonizes with Ahmed's (2014) findings that one of the reasons for not utilizing technology is the bad quality of the internet service including weak signal coverage in some areas and the unavailability of the internet service in some other areas of the country. Another reservation related to the use of videos expressed by students is lack of student participation and teacher-student interaction. For example, students were not able to ask question or ask for clarifications while they were watching the videos. The researcher was aware of such problem and in order to compensate for the loss of direct interaction between the teacher and the students or even among students, a chance was given to students to raise questions and give comments in the Facebook group created for this purpose.

In spite of these disadvantages video lectures have, all students described their experience with them as a positive one. A number of these students said that it was their first experience with this method of lecturing and they really enjoyed it and benefited from it. They also said that through this method it was possible for them to study from home rather than coming to class especially in the current state of war taking place in the country. Students liked these videos for several reasons including using visuals like shapes, colors and highlighting which helped in focusing and making information clear. This was enhanced with the good quality of the sound and the lecturer's clear voice and way of explaining things in addition to the sufficient number of examples given as the students said. Features like the ability to pause, replay and

repeat watching to ensure understanding were also highlighted by students. As Rivers (1987, p.52) reported, 'videos can add a new dimension to the student's experience of other places, capturing sounds, sights, and the non–verbal behaviour of the speakers of the language for repeated viewing and analysis.'

When students were asked to give suggestions to improve the use of videos as a method of lecturing, using live videos instead of recorded ones was the most popular suggestion. It was clear that the popularity of this suggestion is derived from the desire to overcome one of the major drawbacks of recorded videos mentioned by the students which is lack of immediate student-teacher interaction. A second popular suggestion was reducing the length of videos to avoid download problems and so as not to be boring. As Johnstone and Percival (1976, p.50) argued, 'deliberate variations had the effect of postponing or even eliminating the occurrence of an attention break.' Also, as previously mentioned, one of the problems that hindered maximal benefit from these videos is the weak internet connection which made it difficult for some students to download or even watch these videos online. Another important suggestion given by students is to organize training programs for teachers in the use of remote lecturing and engagement of technology in the educational process. This is in harmony with a previous study made by Ahmed (2018) who concluded that 'necessary training should be provided for teachers and students to acquaint them with the necessary knowledge and skills of using computers and their applications through well-prepared and well-organized training courses and workshops.'

Conclusion

This study has introduced the use of recorded videos as a method of delivering lectures online in the Libyan context. The use of the videos was upon request from students to replace face-to-face lectures which have become impossible to attend due to the fighting taking place in the areas around the capital city of Tripoli. Because it was the last semester for some students and in order for them not to miss it, the lecturer agreed to give recorded video lectures. In order to investigate the impact of this new experience for both the researcher and the students, a questionnaire was distributed at the end of the course to see how much they enjoyed it and found it useful. The results of the study showed that students have positive attitudes towards using technology in general and particularly videos in delivering lectures. They also recommended using it in the future by

other teachers and for other subjects. They also suggested improving it by using live videos instead of recorded ones when it comes to delivering lectures to avoid some of the drawbacks of recorded videos like lack of direct student-teacher interaction and student participation and weak internet connection which hinders downloading these videos.

Based on these findings, the researcher recommends maximal use of technology by both teachers and students in teaching and learning not only in the postgraduate level but in all levels of education. Technological tools have become available and their cost has become reasonable. It is now possible for individual teachers and students to capture and create their own videos with a relative ease and cost. Administrations of educational institutions including the ministry of education should provide the necessary technological facilities needed including equipment, services and training courses for both students and teachers to facilitate their implementation of technology. Finally, the government is also urged to improve internet services through careful planning and financial support of related projects and giving the chance for local and international businesses to exploit, invest and participate in the country's development through transparent, fair and honourable competition.

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