

**EXPLORE HOW TEACHERS USE VIDEOS IN TEACHING A NOVEL AT LOWER
SECONDARY SCHOOLS IN KUMI DISTRICT**

ASIO MARTHA

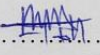
BU/UP/2020/2560

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF LANGUAGE
EDUCATION, FACULTY OF SCIENCE AND EDUCATION IN PARTIAL
FULFILLMENT FOR THE REQUIREMENTS OF THE AWARD OF BACHELOR OF
ARTS IN LANGUAGES OF BUSITEMA UNIVERSITY**

DECEMBER 2023

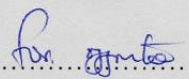
Statement of declaration

I declare this research report is my original work and its contents have not partially or wholly been presented for an academic award by any person in any university or institution of higher learning.

ASIO MARTHA.......... Date.....13th December, 2023

Endorsement by the supervisor/mentor

This research report has been prepared under my supervision/mentorship upon appointed by Busitema University

Ms. AMARO SARAH.......... Date.....13/12/2023

ACKNOWLEDGEMENT

I would like to glorify and thank the Almighty God for the wisdom, knowledge and good health he gave me upon accomplishing this research proposal.

I highly acknowledge the genuine assistance and guidance granted to me by my supervisor Madam AMARO SARAH

My sincere thanks also go to my farther and my mum for their countless and constant support they have been rendering to me both financially and spiritually may the good Lord reward them abundantly and to all my siblings thank you for your support as well .

ABSTRACT

The research report was to explore the use of videos in teaching a novel at lower secondary schools. The study was focused on the teacher's use of videos in teaching a novel in literature classroom. The objectives of the study were, to examine the extent to which teachers integrate videos into their teaching of novels at lower secondary schools, to assess the impact of using videos on students' comprehension and engagement, to identify the challenges and benefits associated with videos in teaching novels and to provide recommendations for effective integration of videos into novel instruction. The researcher also made the use of the document analysis, sampling technique, observation and interviews for collecting data.

The study population was comprised of teachers and learners. The study was of immense importance to the teachers of literature, language students, curriculum planners, examining bodies, text book writers, educational administrators, researchers and other interested bodies in the field of language and communication studies.

Regarding the ethical considerations, the researcher provided the respondents with the necessary information concerning the main purpose of the research, expected duration, procedures followed and the researcher also maintained professionalism while conducting this work keeping privacy and confidentiality of respondent's data.

TABLE OF CONTENTS

Statement of declaration	Error! Bookmark not defined.
Endorsement by the supervisor/mentor	Error! Bookmark not defined.
ACKNOWLEDGEMENT	ii
ABSTRACT.....	iii
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND	1
1.1 Introduction	1
1.1.0 Background.....	1
1.2 Problem statement	1
1.3 Purpose of the study.....	2
1.4 Aim of the study.....	2
1.5 Objectives of the study	2
1.5.1 General objective	2
1.5.2 Specific objectives.....	2
1.6 Hypothesis.....	2
1.6.1 Alternative hypothesis	2
1.6.2 Null hypothesis	3
1.7 Significance of the study	3
CHAPTER TWO	4
LITERATURE REVIEW	4
2.1 Introduction of the video, pre-listening activity.....	4
2.2 Listening for general meaning of text and listening for specific details	4
CHAPTER THREE	Error! Bookmark not defined.
RESEARCH METHODS.....	Error! Bookmark not defined.
3.0 Study area	Error! Bookmark not defined.
3.1 Study population.....	Error! Bookmark not defined.
3.2 Sampling criteria	Error! Bookmark not defined.
3.3 Research tools and instruments	Error! Bookmark not defined.
3.4 Data analysis	Error! Bookmark not defined.
3.4.1 Primary data.....	Error! Bookmark not defined.

3.4.2 Secondary data	Error! Bookmark not defined.
3.5 Ethical considerations	Error! Bookmark not defined.
3.6 Limitation of the study.....	Error! Bookmark not defined.
CHAPTER FOUR	9
PRESENTATION OF FINDINGS	9
4.1 Sex of respondents.....	9
4.2 Analysis and interpretation of data for validation of hypothesis one and two	9
4.2.1 Predominantly used teaching aids.....	9
4.2.2 How often this teaching aids are used for teaching a novel	10
4.2.3 Opinion on the impact on the use of videos a novel in literature.....	11
CHAPTER FIVE	12
INTERPRETATION AND DISCUSSION OF FINDINGS	12
5.1 Interpretation.....	12
5.2 Discussion of results.....	13
5.2.1 To assess the impact of using videos on students' comprehension and engagement.....	13
5.2.2 To identify the challenges and benefits associated with videos in teaching novels	13
5.2.3 To provide recommendations for effective integration of videos into novel instruction	13
CONCLUSION AND RECOMMENDATIONS.....	14
Conclusion.....	14
Recommendations	14
REFERENCE.....	15
APPENDICES	18
Letters of introduction to the field	18
Research time lime.....	20
Table i.....	21
Research budget	21
Table ii.....	22

Table of figures

Table 1	9
Table 2	9
Table 3	10
Table 4	11

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

Literature in English is one of the oldest subjects to be introduced to the Ugandan school Curriculum. It was introduced as soon as high school was introduced in the school system in 1959. It is one of the principle subjects and it falls under Arts and Humanities. (Emmanuel Okiria, Head of Department St Kizito SSS Bugolobi, Literature in English and General Paper.) The subject comprises three genres namely; Prose and Poetry, Plays/Drama, and the Novel. The subject is compulsory in the lower secondary and it becomes optional from S.3-S.6. It is of great importance to have Literature in English taught in schools though this is not the case in certain Schools.

1.1.0 Background

Listening is a receptive skill that is usually acquired before the productive skill of speaking. A silent period, in which the learner is getting new input, but not producing an output could be present (Johnson, 2008). Active listening involves making sense of the meaningful sounds of language. This can be a daunting task since the sounds of language are usually presented in connected speech, and it may be difficult to recognize individual words. Thankfully, people have the ability to make sense from spoken language by making use of context, language, and their own knowledge of the world (Olson, 1977). Speaking and writing are productive skills that are usually acquired after the receptive skills (Al-Jawi, 2010). The following classes were designed using selected video material. The aim of this paper is to provide tools for the TEFL teachers to design new and innovative course materials using videos

1.2 Problem statement

A good number of Secondary Schools do not teach Literature in English. Among the reasons for this is that some Head Teachers are afraid of spending too much money on purchasing literary texts. However, a certain group of schools do not teach Literature because they don't really see any valuable return of investment and benefits to the students.

This is a big problem. In an era where parents are busy working day and night to make ends meet thus having little or inadequate time to interact with their children. It's imperative that all Schools introduce and teach Literature in English.

1.3 Purpose of the study

The purpose of exploring how teachers use videos in teaching novels at lower secondary schools is to understand the impact of incorporating videos into the teaching of literature. This study aims to investigate the various ways in which teachers integrate videos into their teaching strategies for novels at the lower secondary level. It seeks to identify the benefits and challenges associated with using videos as a pedagogical tool in teaching literature, as well as to explore the perceptions and experiences of both teachers and students regarding the use of videos in the classroom

1.4 Aim of the study

The aim of this study is to explore how teachers use videos in teaching novels at lower secondary schools. This involves investigating the specific ways in which teachers incorporate videos into their teaching methods, the impact of using videos on student engagement and comprehension, as well as the challenges and benefits associated with integrating videos into novel instruction at the lower secondary level

1.5 Objectives of the study

1.5.1 General objective

To examine the extent to which teachers integrate videos into their teaching of novels at lower secondary schools

1.5.2 Specific objectives

- i To assess the impact of using videos on students' comprehension and engagement
- ii To identify the challenges and benefits associated with videos in teaching novels
- iii To provide recommendations for effective integration of videos into novel instruction

1.6 Hypothesis

1.6.1 Alternative hypothesis

- i Teachers use videos to enhance student engagement and understanding of the novel.

- ii Videos provide a visual representation of the text, allowing students to better comprehend the plot, characters and themes
- iii Videos can also serve as a supplement to traditional teaching methods, providing an alternative way for students to learn and engage with the materials.

1.6.2 Null hypothesis

- i There is no significant difference in student engagement and understanding of the novel when videos are used compared to traditional teaching methods
- ii Videos do not provide any additional benefits to student learning and engagement
- iii Teachers do not use videos as a regular part of their teaching practices

1.7 Significance of the study

Gaining knowledge about how teachers incorporate films into their lessons will help you better understand how effective this multimedia tool is in keeping students interested and helping them understand literacy works. Through a closer look at this subject, educators, legislators, and curriculum designers can learn more about the advantages and difficulties of utilizing films to teach novels to lower secondary students. Furthermore, by utilizing video content in literature instruction, this research can help identify best practices that will ultimately enhance student learning outcomes and create a more engaging and dynamic learning environment in the classroom.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction of the video, pre-listening activity

One of the disadvantages of a listening text is that when we listen to a recording, we cannot see the body language or the context (Campoy-Cubillo & Querol-Julián, 2015). But in the case of a video, we will have the visual aid to add context and meaning, making it a little easier to make sense. After introducing new vocabulary, we will prepare the students for the listening activity. I will not just say “listen to the video”. We want the learners to activate their mindset and be able to anticipate what will be coming, so I will explain that “you are about to watch a video on the topic of road accidents involving tourists in New Zealand. The audio is composed of some narrator’s voice-over lines, and interviews with tourists, with a Town Mayor and with a rent-a-car manager” (Martinović, 2023).

2.2 Listening for general meaning of text and listening for specific details

Listening for general meaning of text is a top down listening sub-skill in which the learner is trying to get a general meaning of the text (Alkhelaiwi, 2017). Some of the problems the students may face when listening to an authentic video are: people speak too fast, learners do not know some new words (Weyers, 1999), learners cannot tell where words start and finish, they try to understand every single word, and as a consequence they get stressed because of the failure to make sense. As a consequence, the affective filter rises, making it even more difficult for the learner to understand the text. In order to facilitate the introduction of the text, some pre-tasks will be planned. Before listening to the text for the first time, we can give the students some tasks that will help them to understand the text (Nunan & Miller, 1995). Rather than asking those to listen and try and understand everything, I will ask the learners some gist questions such as what are the main issues in the video (Sarani, Behtash, & Arani, 2014), and to try and identify the roles of the people featured in the video (Zhang, Hu, Yao, Wang, & Zhu, 2011) (reporter, tourist, Town Mayor, rent-a-car executive). This will keep learners interested and listening for the whole text. The learners will now watch the whole video (King, Delfabbro, & Griffiths, 2010). After this first viewing, the learners will be prompted to give their answers, in order to check if most learners have understood the general meaning of the text. If there is a large number of learners who cannot give appropriate answers, then it is most probable that the level of the text is too

difficult for the group, and then it may be a good idea to play the video for gist listening for a second time.

Listening for specific details is a bottom up listening subskill where the learner aims at selectively listening for specific points from the text (Lynch & Mendelsohn, 2013). For the listening for specific details I will divide the text in two parts. Part 1 will be from (minute: second) 0:1 to 1:22. This part will be dealing with the tourists and the Town Mayor. Part 2 will be from (minute: second) 1:23 to 2:44, dealing with the nationwide scheme and the car rental company. The reason for dividing the text in two parts is to allow learners to concentrate on detailed meaning for a shorter time (Schwartz & Bransford, 1998). Some questions will be advanced to the learners, so they can listen selectively for this specific information (pre-task). By listening to an interesting story that involves a meaning focused activity, we will be helping our learners to develop listening fluency (Richards, 2008). Some questions will be advanced to the learners, so they can listen selectively for this specific information (pre-task). Students should write notes as they listen and hear the answers (while task). After viewing each part, the teacher will ask students for their answers in order to check that they have understood the text (post-task). This immediate feedback is needed in order to make sure that students understand the text. Order to make sure that students understand the text. Once the students have received feedback, depending on the level of understanding, the video will be viewed again in whole (if the group is progressing well) or pausing after each section if there is a need to check the answers. This final viewing is a good way to check for thorough understanding and to build confidence of their listening progress in a more relaxed way. Only after this final viewing, the students will be given the script. As an option, the teacher may play the video for a final time allowing the students to read silently the script as they listen to the video. This will help students to fix in their minds the pronunciation and spelling of new words in a meaningful context, thus facilitating the uptake of these new words. An integrative post-task will follow the final viewing. The aim of this post task is for students to be able to use the new ideas and new vocabularies learnt in the lesson, and reinforce these new items in their memory, facilitating the uptake of language. The study also emerges from the ambition to investigate the everyday teaching practices in LA classrooms, and how literary texts are embedded in these, rather than engaging in researcher-manipulated interventions that specifically prompt reading of literature or specific ways of teaching literature. Drawing on 178 videotaped LA

lessons from 47 Norwegian lower-secondary classrooms, the study captures what has been labeled “naturally occurring” instruction (e.g. Hassan et al., 2005; Magnusson et al., 2019) in the sense that teachers are not asked to do or refrain from doing anything in particular; rather, the recorded lessons attempt to capture the logic of ordinary instruction. On the foundation of these recordings, the study investigates how students engage with literature and how literary texts are used and discussed across LA lessons. The following research question guided the analyses: What are the prevalent instructional practices related to literary texts, and what are the dominant functions of the texts within these practices? Instruction is fundamental for students’ development and learning.

Previous empirical research and theories developed on the practices and principles of literature instruction offer multiple valuable perspectives that inform observational studies such as the present one. This section considers strands in previous research that relate to prevalent instructional practices in language arts classrooms. Longstanding traditions in the teaching of literature. During the 1990s, a number of large-scale observational studies on literature curricula and teaching practices, primarily from the United States, indicated that both the selection of texts and instructional approaches in LA remained quite traditional (Applebee, 1993; Langer, 2011; Nystrand, Gamoran, Kachur, & Prendergast, 1997). Scholars argued that classroom practices were still feeding on the interpretive tradition of New Criticism (Jones, 2001; Smagorinsky, 2002; see also Francis 2008 for a more recent account), that is, the experience of the individual reader was left outside the reading process (Rosenblatt, 1995). What was clear from classroom observations was that the teaching of literature often conveyed teacher interpretations of texts rather than strategies for interpretation, and texts were treated as containers of meaning rather than as tools for thinking (Langer, 2011). In addition, teaching of literature was panned for being largely monologic rather than dialogic in the sense that teacher questions provided only limited support for student thinking and reflection. According to a study based on data from over 2000 literature lessons in American eighth- and ninth-grade classrooms, open dialogue about different interpretations of texts was rare (Nystrand et al., 1997).

Discussion-based approaches. Drawing on these results and at the same time attempting to validate the implications of both reader-response theories (Bleich, 1978; Iser, 1978; Rosenblatt, 1978) and sociocognitive theory (Langer, 1985), Applebee, Langer, Nystrand, and Gamoran (2003) investigated the relationship between discussion-based instructional approaches in the classroom and student literary.

Reading print vs. reading video

Since the use of video materials in language teaching began to become widespread in the early 80s (Tuffs and Tudor 1990:29), many educators have since been concerned about the nature of videos and their place in the language classroom. One of the issues that has been discussed by some researchers and educators is the difference between video texts and written texts and, consequently, between, for example, reading a book and watching a film. Many scholars have acknowledged the power of visual media in children's lives. For example, Stempleski and Tomalin (1990:3) assert that: 'Children [...] feel their interest quicken when language is experienced in a lively way through television and video.' Marsh and Millard (2004), in their turn, examined in depth children's engagement with television, video and film. Opposing critics' views on the destructive force of television, Marsh and Millard (2004:223) found more similarities than differences in reading printed matters and televisual texts. According to Marsh and Millard (2004:223), the common feature of reading both a book and a televisual text is that reading develops social, cognitive and emotional skills, although each in their own way. Besides, reading both printed and televisual texts involves orchestration of a range of skills – phonic, graphic, syntactic and semantic, or aural, visual and semantic respectively. Also, linear narratives occur in each medium as well as non-linear texts. Moreover, readers are active meaning-makers, who are socially, historically, politically, economically and culturally situated. They fill the gaps in the text and can re-read texts. However, televisual texts can be more ephemeral, if they are not taped and stored, while printed texts can be revisited over time. Another important difference between reading printed and televisual texts is that the former obviously make meaning through printed words and symbols, while televisual texts use images, symbols, sounds, spoken and written words. On the whole, Marsh and Millard (2004) believe that televisual and printed texts share a number of common features which can successfully be used in the language classroom.

In a similar way, Mirvan (2013:62) believes that, in reading both a written text and a visual text, learners predict, make connections, ask questions and interpret, as well as make meaning through the details of character, theme, plot, mood, conflict and symbolism. At the same time, Mirvan (2013:65) stresses that while the meaning of a novel is controlled by the writer, the meaning that viewers get from a film is the result of a mutual effort by a large number.

Arguably the most important findings of Marsh and Millard's research, however, are the ones concerning the link between books and films. Marsh and Millard (2004:222) rely on Browne's (1999) study of her own daughter's juxtaposing of visual and printed versions of the same texts. Browne concluded that watching videos helped her daughter to gain confidence and enjoyment in books. Working with both film and text versions of the same text can hence be valuable for developing understanding of plot, setting, character and themes. According to Marsh and Millard (2004:222), videos can familiarize children with the language of books and can provide them with a more concrete picture of characters and make visible characteristics which were implicit within the printed narrative. Moreover, media can be an essential tool for making pupils read, because the latter may be motivated to read the texts which relate to their television, film and video consumption. The most widespread example is the case of the Harry Potter books, which became extremely popular after film adaptations.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Sex of respondents

Table 1

Name of school	Females	Males	Total
Mukongoro high school	13	17	30

Considerations were given to gender neutrality; the school had more male respondents than Females. There were 17 boys and 13 girls from senior one class in Mukongoro High School who were considered.

4.2 Analysis and interpretation of data for validation of hypothesis one and two

The hypothesis of the study is to show that using videos as a teaching aid in enhancing a novel improved the literary proficiency of literature learners. To test this hypothesis, learners were issued with questionnaires and observations were carried out. The findings are presented below

4.2.1 Predominantly used teaching aids

Table 2

Teaching aids	Students
Blackboard and chalk	15
Text books	11
Charts	12
Videos	06

The majority of literature teachers in Mukongoro high school rarely use videos in teaching a novel at lower secondary school as many of them opted to use blackboard and chalk which is the oldest/traditional method of teaching.

While we raise some concerns about the way literary works seem to be reduced to starting points for students' own writing, we strongly emphasize that we are not in any way opposing genre instruction per se or the combination of teaching reading and writing. There are several excellent reasons to combine reading and writing instruction (Graham & Hebert, 2010, 2011; Schneuwly, Thé venaz-Christen, Trevisi &

Daghé , 2017), and literary texts may very well be used as examples or illustrations in genre and/or writing instruction. Teaching students about genre features and literary devices can help them develop linguistic and rhetorical competence, thereby enabling them to express themselves and build deeper understanding when talking, thinking, and writing about literature. Talking about genre when discussing literature is highly relevant, and we see how knowledge about different genres could be highly relevant in a conversation about a specific literary text, especially if the text in question actually challenged genre conventions (and to recognize such aspects, students would need extensive knowledge about genre). Furthermore, a shared subject-specific language is an important part of the disciplinary discourse (Shanahan & Shanahan, 2008), also in the language arts' discipline, making it possible for students to sharpen their shared thinking about literary works and literary meaning-making. Purposely modeled literary texts play an obvious role in such a learning process.

4.2.2 How often this teaching aids are used for teaching a novel

Table 3

How often	Black board and chalk	Textbooks	Charts	Videos
Every time	16	10	1	2
Occasionally	3	6	20	6
Rarely	4	2	4	4
Never	6	3	3	1

Besides developing the four language skills, videos can assist in pupils' vocabulary growth. Webb (2010:497) claims that: 'Movies can offer the same potential for vocabulary learning as written texts through repeated encounters with unknown words.' The results of Webb's research, however, provide evidence that watching a single film will have very little effect on vocabulary learning. Regular viewing of films over a long period of time, in contrast, has great potential for increasing vocabulary. Webb (2010:514) suggests that: 'Watching 70 movies may have considerable benefit in terms of vocabulary learning. Over a year, it is approximately 1.3 movies a week.' Thus, in terms of vocabulary growth, there is a considerable difference in value between watching an occasional film and watching films regularly. The problem with film-viewing, however, can be the lack of a sufficient number of examples of how to use a word.

4.2.3 Opinion on the impact on the use of videos a novel in literature

Table 4

School	It has a positive impact	It has no impact	I don't know
Mukongoro High School	19	8	3

According to the student response, the use of videos in teaching a novel has great impact to learners because the learners are able to meditate and rehearsal the passages and the stories being written in the novel. Learners believe that when videos are involved in teaching a novel, it increases learner participation in class and even mastery of key concepts in the novel which will even increase passing of literature in lower secondary schools in Uganda. On the one hand, making lessons with video efficient is a complicated and time-consuming process because it requires careful consideration and thorough planning. Since there are so few textbooks aimed at supplementing particular videos with exercises, teachers are constrained to devote their own time for planning activities, making exercises and preparing language tasks for their pupils. However, the results that their pupils may show and then speculate about the film's details, such as the characters, plot, and setting. Similarly, teachers can employ a warming-up exercise using the front cover of the DVD by asking their pupils to guess the identity of the person in the front cover or the genre of the film. Another similar activity is to display a film still, which is a photograph of a film scene that can be found in a magazine or on the Internet, and use it as a prompt to make pupils speculate about the film. The large majority of the pupils agreed or strongly agreed that English lessons with videos were fun and entertaining and roughly four out of five indicated that they liked literature lessons with videos. The same tendency can be seen with regard to the statement that visual cues helped the pupils to maintain their interest and concentration while watching a video (agreed or strongly agreed). There was, however, a greater spread in answers about whether videos helped the pupils to gain confidence in speaking to their classmates: 43% agreed or strongly agreed, three out of ten disagreed or strongly disagreed and roughly one out of four neither agreed nor disagreed.

Furthermore, the teacher commented on the supportive climate and the student's courage in standing up in front of the class: "This is so nice! You smile, take good care of each other, and listen with enthusiasm. It is truly wonderful." The teacher in school 10 also talked about the importance of a supportive climate, encouraging students to give positive feedback to make it less scary to stand in front of the class for the first time. The specified learning aim for language arts in the students' weekly plan during the week of book presentations was as follows: Week plan, School 10: Comment on positive features of your own and others' presentations. Give advice on how to improve your own and others' presentations. Participate constructively in developing criteria. Throughout the lessons, the teacher in School 10 gave verbal feedback and asked both process-oriented questions like "Did you find the book easy to read?" and more investigative questions like "Did you feel that you got to know the characters?", inviting students to elaborate on their presentations. However, these questions were answered briefly and superficially, for example "Yes, it was written a bit about them, where they were born and such" (student).

CHAPTER FIVE

INTERPRETATION AND DISCUSSION OF FINDINGS

5.1 Interpretation

From the interactions with the teachers, it can be confirmed that teachers rarely used videos as teaching aids in literature classes. They confessed to majorly using blackboard and chalk, textbooks and chart to the students during the teaching and learning process as shown in the above tables on chapter four. Most of them confessed not to know about using videos as a teaching aid in teaching the speaking skill in the teaching and learning process. They took no interest in using video as a teaching aid because they believe that many learners will be passive participators. However, the new lower-level curriculum teachers agreed to the importance of using videos in the teaching and learning process.

5.2 Discussion of results

5.2.1 to assess the impact of using videos on students' comprehension and engagement

The researcher discovered that most teachers of literature in senior one class did not make appropriate use of videos as teaching aids in the teaching and learning process. They preferred to use blackboard and chalk and text books as teaching aids, where the teacher is in charge of the entire learning process, and learners are passive receivers of knowledge.

Most learners were aware of the use of videos as learning aids; however, the teachers rarely used them and also the students rarely watched videos of English native speakers in the teaching and learning process. Few teachers confessed to have used videos as teaching aids on their own arrangements in literature lessons.

During one of the purposive observation sessions, the teacher was requested to use a YouTube video clip to see if it has an impact on the student's literary skills. Previous observations indicated dullness during studies, with some students rarely participating in the class, and some dozing off, while others engaged in learning process.

5.2.2 To identify the challenges and benefits associated with videos in teaching novels

However, when asked to employ videos as teaching aids in the teaching and learning process, the researcher discovered that the learners interacted freely, with the class being lively according to Table 4 above. Learners freely expressed their views, during time for discussion of their findings, learners easily expressed their responses. The teacher confirmed an improvement in their participation and liveliness.

5.2.3 To provide recommendations for effective integration of videos into novel instruction

With the findings of the study, it can be concluded that, the literary skill among the students was not well taught and practiced among the learners because the teacher was the only active speaker and participant in the class. Furthermore, the performance of the students can be judged according to this lack of participation of the learners. However, for proper understanding of a novel teachers should design how to conduct and prepare short and brief drama before learners are subjected to ask and answer question to make the class live and interactive.

CONCLUSION AND RECOMMENDATIONS

Conclusion

From the findings of this study the following conclusions about the use of videos as teaching aids in teaching a novel in literature were drawn;

There is a strong impact of using videos as a teaching aid in the teaching of literature in secondary school. Using videos can greatly improve on the learner's vocabulary, fluency, pronunciation listening skill and active involvement and also helping those who passively attend classes.

Having four skills, the speaking skill cannot be properly nurtured in learners by making them passive attendants. It is through use of videos as teaching aids that learners get to air out their views and use a novel in classroom situations and social interactions.

Recommendations

Teachers of literature need to adopt and put to use videos media in the teaching and learning in literature classes. Having noticed the importance of using video as teaching aid, teachers need to use them during their class time.

Furthermore, teachers should also ensure that passivity does not recur during group activities. When not properly supervised and guided, some students become even more passive during group activities than they would during video classes. As such, the groups should be strictly followed to ensure every student should participate.

The teacher should consider the students' needs and interest before designing a novel material. It is important for the teacher to vary the activities and use the communicative activities in the teaching and learning process of novel in literature because it can reduce the students' boredom and monotonous teaching and learning process.

Besides, the teacher is required to provide videos media in the teaching and learning process because videos help the teacher deliver the materials easily.

The school can apply some efforts to improve the quality of understanding a novel by considering the problems that occur in the school, for example, they should provide the relevant stories and appropriate media to support the teaching and learning process of novel in literature.

Other researchers who are interested in the same field are recommended to continue and improve this research in order to find out other efforts to improve the students' abilities of understanding a novel by using videos media. Moreover, they also should make sure that the teaching aids used could work well. In addition, they should be more creative in designing the techniques and activities to accompany the videos so that the teaching and learning could be more enjoyable.

REFERENCE

- Al-Jawi, F. D. (2010). Teaching the receptive skills. *Retrieved June, 17, 2017*.
- Alkhelaiwi, S. (2017). *Cognitive processes, sub-skills and strategies in academic lecture listening at a Saudi Arabian university: A needs analysis study*: Lancaster University (United Kingdom).
- Campoy-Cubillo, M. C., & Querol-Julián, M. (2015). Assessing multimodal listening. In *Multimodal Analysis in Academic Settings* (pp. 193-212): Routledge.
- King, D., Delfabbro, P., & Griffiths, M. (2010). The role of structural characteristics in problem video game playing: A review. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 4(1).

Lynch, T., & Mendelsohn, D. (2013). Listening. In *An introduction to applied linguistics* (pp. 190-206): Routledge.

Martinović, D. (2023). *The role of video materials in EFL classrooms*. University of Zagreb. Faculty of Humanities and Social Sciences. Department ...,

Nunan, D., & Miller, L. (1995). *New ways in teaching listening*: TESOL Alexandria, VA.

Olson, D. R. (1977). Oral and written language and the cognitive processes of children. *Journal of Communication*, 27(3), 10-26.

Richards, J. C. (2008). *Teaching listening and speaking* (Vol. 35): Cambridge university press Cambridge.

Sarani, A., Behtash, E. Z., & Arani, S. M. N. (2014). The Effect of Video-Based Tasks in Listening Comprehension of Iranian Pre-intermediate EFL Learners. *Gist: Education and Learning Research Journal*(8), 29-47.

Schwartz, D. L., & Bransford, J. D. (1998). A time for telling. *Cognition and instruction*, 16(4), 475-5223.

Weyers, J. R. (1999). The effect of authentic video on communicative competence. *The modern language journal*, 83(3), 339-349.

Zhang, J., Hu, W., Yao, B., Wang, Y., & Zhu, S.-C. (2011). *Inferring social roles in long timespan video sequence*. Paper presented at the 2011 IEEE International Conference on Computer Vision Workshops (ICCV Workshops).

E. Palmer, *Teaching the core skills of listening and speaking*. Alexandria: ASCD, 2018.

Wongsa and J. B. Son, “Enhancing Thai secondary school students’ English speaking skills, attitudes and motivation with drama-based activities and Facebook,” *Innov. Lang. Learn. Teach.*, vol. 0, no. 0, pp. 1–12, 2020, doi: 10.1080/17501229.2020.1853134.

M. J. Marzuki and S. Nurpahmi, “Using Video in Teaching Speaking,” *Intelektium*, vol. 1, no. 2, pp. 115–120, 2020, doi: 10.37010/int.v1i2.170.

N. K. A. Suwastini, P. Wiraningsih, and N. L. P. S. Adnyani, “An analysis of interlanguage among EFL students’ speech production in English microteaching class,” *Asian EFL J.*, vol. 27, no. 4.5, pp. 66–89, 2020, doi: 10.1111/fcre.12520.

J. Senawati, N. K. A. Suwastini, I. G. A. S. R. Jayantini, N. L. P. S. Adnyani, and N. N. Artini, "The Benefits of Reading Aloud for Children: A Review in EFL Context," *Indones. J. English Educ.*, vol. 8, no. 1, pp. 73–100, 2021, doi: 10.15408/ijee.v8i1.19880.

N. K. A. Suwastini, N. K. A. Rinawati, I. G. A. S. R. Jayantini, and G. R. Dantes, "Differentiated instruction across EFL classrooms: A conceptual review," *TELL-US J.*, vol. 7, no. 1, pp. 14–41, 2021, doi: <http://dx.doi.org/10.22202/tus.2021.v7i1.4719>.

N. Lestari, "Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective," *Int. J. Acad. Res. Bus. Soc. Sci.*, vol. 9, no. 1, Feb. 2019, doi: 10.6007/IJARBSS/v9-i1/5490

Nurhakim, Syarfuni, Sasmayunita, A. Thahir, S. Wahyuni, and S. Sibua, "Speaking students' improvement through critical thinking concepts And YouTube media," *Psychol. Educ.*, vol. 58, no. 2, pp. 9042–9049, 2021, doi: <https://doi.org/10.17762/pae.v58i2.3593>.

N. K. Citrawati, N. K. A. Suwastini, I. G. A. S. R. Jayantini, N. N. Artini, and G. R. Dantes, "Telegram as Social Networking Service (SNS) for enhancing students' English: A systematic review," *J. English Lang. Teach. Linguist.*, vol. 6, no. 2, pp. 239–260, 2021, [Online]. Available: <https://jeltl.org/index.php/jeltl/article/view/531/pdf>.

N. W. N. Puspawati, N. K. A. Suwastini, J. V. Hutapea, G. R. Dantes, and N. L. P. S. Adnyani, "Consumption and production of short film: Toward the conceptualization of multimodal language learning for developing 6Cs skills in the digital age," *J. Phys. Conf. Ser.*, vol. 1810, no. 1, 2021, doi: 10.1088/1742-6596/1810/1/012054.

N. K. A. Suwastini, P. D. Marantika, N. L. P. S. Adnyani, M. A. K. Mandala, and N. N. Artini, "Multimodal teaching in EFL context: A literature review," *Edu-Ling J. English Educ. Linguist.*, vol. 4, no. 2, pp. 140–151, 2021, [Online]. Available: <https://journals.unihaz.ac.id/index.php/edu-ling/article/view/1701/1048>

Lee, P. J. (2019). The effects of video-based instruction on developing English speaking skills among EFL learners. *Asian Journal of English Language Teaching*, 29(2), 35-46.

Salas, M. S. (2019). The use of Video-Based Instruction to Improve Speaking Skills in English as a Second Language. *Journal of Language Teaching and Learning*, 9(2), 20-28.

Sariçoban, A., & Saricaoglu, A. (2019). Using video to improve speaking skills: A qualitative study from Turkey. *International Journal of English Language Teaching and Learning*, 7(1), 116-127.

Wardiman, Artono., dkk. 2008. English in Focus: for Grade VIII Junior High School (SMP/MTs).

Brophy, Jere. Vol 10. Using Video in Teacher Education. *Advances in Research on Teaching*

Kayi, Hayriye. Teaching Speaking: Activities to Promote Speaking in a Second Language. University of Nevada (Nevada, USA). *The Internet TESL Journal*, Vol. XII, No. 11, November 2006

Bashir. (2011). Factor Effecting Students' English-Speaking Skill. *British Journal of Arts and Social Sciences* ISSN: 2046-9578, Vol.2 No.1 (2011) ©BritishJournal Publishing, Inc. 2011
[4] Fauziati, Endang. Teaching English as A Foreign Language (TEFL). Surakarta: PT Era Pustaka Utama. 2010.

Dervishaj, A. Using Drama as a Creative Method for Foreign Language Acquisition. Article 6 in *LCPJ*. vol 2. (2009).

Schejbal, David. 2006. Teaching Language Skill through Drama. Brno. Masaryk University Brno.

APPENDICES

Letters of introduction to the field

BUSITEMA UNIVERSITY

NAGONGERA CAMPUS

RESEARCH QUESTIONNAIRES

Name of student: ASIO MARTHA REG. NUMBER: BU/UP/2020/2560

Question 1

a) What is the name of your School?

.....
.....

b) Sex

i) Male

ii) Female

c) Class

i) Form one

ii) Form two

iii) Form three

d) Do your teachers of literature use videos when teaching you a novel?

i) Yes

ii) No

e) How often do your teachers use the videos in teaching a novel in your class?

i) Every time

ii) Occasionally

iii) Rarely

iv) Never

f) Do you think using videos can improve your literally skills in reading novels? If no or yes, give reasons.

.....

.....

.....

.....

e) Name of the respondent

..... and signature.....

Thank you for supporting my research

END

Research timeline

Activities	September	October	November	November	December
Identificationof Topic					

Approval of Topic					
Proposal Writing					
Proposal approval					
Data collection management and analysis					
Writing research report					
Submission of Report					

Table i

Research budget

S/NO	ITEMS	QUANTITY	UNIT COST	AMOUNT(UGX)
01	Transport			30000=

02	Photocopying	1 ream		20,000=
03	Airtime			15,000=
04	Internet data			50,000=
05	Pens	5	500=	2500=
06	Typing ,printing and binding	2	25,000=	50,000=
07	Data collection			100,000=
08	Miscellaneous			30,000=
09	TOTAL			297,500=

Table ii