

VIDEO CLIPS USED AS AN ASSESSMENT TOOL IN LISTENING PLACEMENT TESTS

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ABSTRACT: *The present study attempted to capture the possible effects of using videos in assessing listening skill of EFL learners in placement tests. To carry out the study, 100 elementary, intermediate and advanced language learners who had registered for fall English classes were singled out by an OPT and were randomly assigned into two groups: an experimental group received oxford placement test, and a control group received video placement test, each group containing 50 subjects. All the subjects were assessed by a multiple-choice test based on video activity books named 'Four Corners and English Result'. Finally, after administering the test, the data were analyzed by several correlations and independent t-tests. The results of the data analysis revealed that there was a significant difference in the performance of experimental and control groups; the participants of the experimental group performed better than the participants in the control group at the elementary, intermediate, and advanced levels. The findings demonstrated that the use of videos in assessing listening skill in placement tests of language institutes allowed the raters to sort the participants with more accuracy into different levels of language. In analyzing the participants' attitude towards using video as a tool of assessment in placement tests, the results showed that the use of videos helped the participants overcome their test anxiety.*

KEYWORDS: Placement Test, Test Anxiety, Video Clips, Efl Learners

INTRODUCTION

Placement testing is seen to be significant. Brown (1989) stated that "placement is an important element in most programs. For sorting students into relatively homogeneous language ability grouping, sometimes within the specific skill areas"(p.65). Chandavimol (1988) placement testing serves two important needs: the first is "to assign large group of incoming students to language classes varying levels of difficulty-from[beginner to] intermediate through upper-intermediate to advanced" (p.1), while the second is "to determine students' need and thus [provide] a great degree flexibility is centering to those needs" (p.3). O'Malley and Pirece (1966) noted that "accurate and effective assessment of language minority students' essential to insure that ELL [English Language Learning] students gain access to instructional programs that meet their needs" (p.3).

Listening is one of the four language skills. Oxford Dictionary defines it as "make an effort to hear something: listen to the radio; listening for the bell. To pay attention; heed". (Lynch,1997, cited in Schmitt, 2002) puts: "listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with help of our relevant prior knowledge and the context in which we are listening". Understanding and comprehending spoken language is fundamentally an inferential process (Rost, 2002).

Secules et al. (1992) proposed that video gives L2 learners this chance to observe the dynamics of interaction as they see native speakers in authentic settings speaking and using different accents, registers, and paralinguistic cues (such as posture, gestures). Omaggio (1979) suggested that "the profession has virtually no empirical basis for promoting the use of visuals as aids to comprehension in the second language; we know practically nothing about how students benefit from visuals" (1979, p.107). Videos can make the task, situation or language more authentic. More significantly, video can be used to help distinguish elements on a listening test, help in the role of remember, help to sequence events, as well as adapted, edited or modified. (Canning, 1998).

Statement of the Problem

Misplacements can pose problems for language institutes. Learners who register for conversation courses answer mostly discrete-point questions, which target various language skills. In most Language Institutes, TOEFL and IELTS tests are used as an instrument of assessment to test English learners' knowledge before their admission to the institute and to decide which level of language class is most suitable for them. Many examinees that are being tested often have bad recollections of the format of such tests and suffer from test anxiety. Some researchers have suggested either ways of increasing the accuracy of the test (Brown,1980;Iliyn,1970;Rich,1993) or the use of alternative the format of the test (LeBlance & Painchaud,1985). Assessment scholars are busy investigating new methods of testing that assess pragmatic competence. They also wish to perform the assessment in a way the whole language is presented rather than discrete items. Integrative tests designed for the first time by Carroll (1961) can be regarded as a response to this need. Carroll (1961) cited Authenticity is concerned in language testing in recent decades. One of the first concerns about this the distinction between "integrative" and "discrete-point" approaches language testing. Using video for placement purposes is an attempt to meet the deficiencies of traditional placement tests by testing language in use through the provision of context and purposeful interaction. In this kind of placement test receptive skill is assessed.

Purpose of the study

The researcher aims to investigate the impact of applying videos for evaluating EFL learners' skills in placement test to see the effectiveness of it on more accurate assessment, especially listening skill. This study is going to find out whether or not video clips have any kind of effect on the placement tests or better to say, whether video clips can be regarded as a kind of facilitator in better placement and assessing of English listening skill with more accuracy by evaluating teachers' perception and extracting all the information about this type of test or not. Authentic assessments integrate a wide variety of techniques "designed to correspond as closely as possible to 'real world' student experiences" (Custer 1994, P. 66). What is worth exploring here is the effects that familiarity of the students with this type of test might have on test result. It intends to find out if these video clips are effective in lessening test taker's anxiety. These aims are not easily obtained thorough usual placement tests used in English language centers.

Significance of the Study

This study aims at investigating the possible effects of using video clips on improving EFL learners' listening skill assessment, if the finding of this study indicate significant and practical effects, these video clips can be utilized as an ingenious and useful device for facilitating

standard placement tests, particularly in the view of the fact that while the most of current placement tests fail to pay adequate attention to the importance of EFL learners' listening skill. This kind of placement tests emphasizes and covers them sufficiently.

Test developers have, until now, steered clear of video-mediated tests, as construct validity is at risk (Bachman, 1990). Paradoxically, the validity of listening tests that do not take into account that most people both hear and see in most communicative situations just as contentious. Compounding the issue is the differing perception so what the purpose and use of video are in listening assessment. Some test developers think of the visual channel as an aid to the audio channel (Pelletier, 1990; Dunkel, Henning, & Chaudron, 1990). Whereas others perceive video as a medium with its own characteristics (Gruba, 1993, 1995; Benson & Benson, 1994; Kramsch, 1993). Current psychometric definitions of listening for test purposes have neglected the influence visual elements have on our comprehension in everyday life.

In addition to the importance of developing more authentic tests, efforts have been made to introduce large scale tests which focus on students' abilities to use language in context rather than their knowledge about a language. (Hargreaves, 1987). Such tests are developed based on the premise that authentic stimulus material is a necessary component of any test of communicative language ability. Bachman and Palmer (1996), among so many scholars emphasize the correspondence between test tasks and TLU tasks. The use of video in language assessment might be a step toward more TLU tasks.

Research Questions

The following questions will derive the present study.

- 1- To what extent the use of video in placement tests allow the rater to assign the participants with more accuracy in different levels of language instruction?
- 2- To what extent the use of videos in placement tests help EFL applicants overcome their test anxiety?
- 3- Is there any significant difference between the scores of the experimental and control groups of the study regarding their listening skill?

Based on the research questions above and the nature of the study the null hypotheses are as follow:

- 1- First hypothesis (H0)1: The use of video in placement tests does not allow the rater to assign the participants with more accuracy in different levels of language instruction.
- 2- Second hypothesis (H0)2: The use of videos in placement tests does not help EFL applicants overcome their test anxiety
- 3- Third hypothesis (H0)3: There is no significant difference between the scores of the experimental and control groups of the study regarding their listening skill

LITERATURE REVIEW

Placement tests are one of the most common uses of tests within the institutions and its range of use varies in situation (Brown, 1989; Douglas, 2003; Fulcher, 1997; Schmitz & C. Delmas, 1991; Wall, Clapham & Alderson, 1994; Wesche et al., 1993). Regarding its purpose,

Fulcher (1997, p. 1) generalizes that “the goal of placement testing is to reduce to an absolute minimum the number of students who may face problems or even fail their academic degrees because of poor language ability or study skills”. Placement testing is commonly carried at the beginning of students’ studies to determine what level of study would be best suited (Brown, 1989; Douglas, 2003), and can be implemented in a number of ways. First, it can be utilized within developmental college curricula. Second, it can be used for the placement of students of different language backgrounds and levels of ability in an intensive program (Wesche et al., 1993). In another case, a placement test can be developed to select foreign students entering an English-medium university who have the language skills or abilities are not sufficient for their academic life (Douglas, 2003; Fulcher, 1997).

Brown (1996) presents descriptions about placement test further. First, program-level EPT tests aiming at grouping students into similar ability levels are usually norm-referenced (Brown, 1996, p. 21). Accordingly, a norm-referenced test (NRT) is designed to measure global language abilities, and each student’s score on such a test is interpreted relative to the scores of all other students who take the test. The score results of a norm-referenced test or an EPT are thus expected to spread out as a bell curve. Next, EPT tests have some differences from proficiency tests (Brown, 1996, p. 11). While a proficiency test tends to be very general in character, because it is designed to assess extremely wide bands of abilities. A placement test must be more specifically related to a given program, particularly in terms of the relatively narrow range of abilities assessed and the content of the curriculum, so that it efficiently separates the students into level groupings within that program. Hence, a general proficiency test might be useful for determining which language program is the most appropriate for a student; once in that program, a placement test would be necessary to determine the level of study from which the student would most benefit.

Based on the potential impacts of decisions made on test-takers’ performances on a test, placement testing is considered to be a mid-stakes test on the scale from low-stakes to high-stakes (Bachman, 1990, 2004; Douglas, 2003). While high-stakes decisions are major, life affecting and its wrong decisions cause high costs, effects of low-stakes decisions are relatively minor with much lower possible costs caused by wrong decisions (Bachman, 1990). The middle range impacts of placement decisions can be explained here. First, the reliability and validity of its decisions in sorting students into relatively similar ability groups have influences on the effectiveness of language programs (Brown, 1989; Fulcher, 1997; Schmitz & C. Delmas, 1991; Wall, Clapham & Alderson, 1994; Wesche et al., 1993). For example, the accurate and consistent placement of the students into their language proficiency helps language instructors responsibly serve their needs, and manage the content to teach. Second, placement decisions can also affect the lives of the students involved in terms of the amounts of time, money, and effort that they will have to invest in learning the language. For instance, it will cost time and money or cause emotional impacts such as frustration if a student is mistakenly placed in a wrong class where his proficiency is too much lower or too much higher than those of other peers. In brief, the decisions made on a placement test generally do not substantively affect its test-takers’ lives, as well as other test

users; however, wrong decisions are possible to affect its test-takers or other users in terms of finance, time, or emotional impacts.

Video is a form of communication and it can be accomplished without the help of language, since we often interact through gesture, eye contact and facial expression so that convey a message. Potosi et al. (2009) claimed that using video to enhance the listening skill has some advantages such as making the learners familiar with cultural aspects of English people and improving the vocabulary knowledge and pronunciation ability of learners. Video exposes learners to real language in authentic setting and helps learners become familiar with cultural context of the spoken language.

Arthur (1999) claims that:

"Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning; can teach direct observation of the paralinguistic features found in association with the target language; can be used to help when training students in ESP related scenarios and language; can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening."

Research on the mode of input for listening assessment is getting more attention with the increased availability of multimedia and digital technology. Test developers are interested in discovering the relevance and usefulness of visual support in the assessment of L2 listening. Coniam (2001) did a case study in which a group of pre-service and in-service English language teachers were administered audio and video versions of the same test. Scores on the two test modes showed no significant differences between the two groups. Further, although some of the test takers from the audio test-taking group said they would have preferred to have taken the test via video, the video test-taking group felt that not only had they gained no advantage from the video mode, they felt they might have done better had they not been distracted by the visual images, and by having to look up and down from question paper to screen. In contrast to the listeners in the Coniam's study, the listeners in Wagner's study (2008) supported the use of videotext in listening assessment and did not find video distracting. Similar findings were reported by Feak & Salehzadeh (2001) concerning the development and validation of a listening placement test using video. Ginther (2002) investigated the relative effect of two kinds of visuals on the comprehension of mini-talks in the computerized TOEFL test. Content visuals (pictures related to the actual content of the verbal exchange) slightly enhanced comprehension; however, context visuals (pictures that set the scene for the upcoming verbal exchange) were found to be less useful.

Burt (1999) believes that videos are real and authentic because they are produced for native speakers and they are not simplified, also they are at normal speed and they have genuine accent. Videos such as movies, TV programs, and news broadcasts can provide EFL learners with American culture. Burt (1999) also believes that the compelling storylines of movies contribute to learners' comprehension. She states that videos are challenging. According to Cakir (2006), video provides authentic language input. According to Weyers (1999), exposing learners to authentic video not only increases learners' listening comprehension skill, but recently videos or films are widely used as a learning resource and many researchers have paid attention to the use of this pedagogical tool (Yang, Huang, Tsai,

Chung, & Wu, 2009). Numerous scholars have studied the use of video and they concluded that using video in teaching language in comparison with text-based learning, is more motivating, challenging and useful (Yang, Huang, Tsai, Chung & Wu, 2009; Berk, 2009; Flynn, 1998; Gruba, 1997). Most teachers have paid attention to the use of video in their teaching listening comprehension because they think that videos are valid sources of authentic language that can be used as effective pedagogical tools (Katchen, 1996 & Stempleski, 2003; cited in Tsai, 2009).

Test anxiety is mostly referred to a situation specific form of general anxiety which centers on a person's fear of failing an exam. A problematic aspect of test anxiety can be its effect on the students' thought and cause them to have jumbled thoughts. It can distract their attention from the exam. These harmful symptoms are caused, when there is too much of anxiety but enough of test anxiety can motivate students and increase their proficiency for language.

Test anxiety consists of two main components. The first component emotion (sentimentality) associated with bodily reactions to test situations, such as nervousness, sweating, constantly looking at the clock, pencil-taping and so on. The second factor is worry, involving the psychological or cognitive aspect of test anxiety. "Worry relates primarily to cognitive concern(s) about the consequences of failure" Liebert & Morris (1967).

Horwitz and Young (1991) noted that tests in the lack of face validity led to higher anxiety and a negative attitude toward instruction. In'nami (2006) examined the impacts of test anxiety on listening test performance and discovered that test anxiety did not influence listening test performance. He came a conclusion that among the three components of test anxiety (i.e. general test worry, test-irrelevant thinking, and emotion), nothing affects listening test performance.

METHOD OF STUDY

Participants

The participants were the language learners from females of House language center. Initially, 120 learners enrolled for the fall semesters of the institute in three proficiency levels, i.e. elementary, intermediate and advanced. All learners sat a placement test (OPT) composed of listening, grammar sections as a pretest to ensure the homogeneity of their proficiency levels. Then 100 learners were selected in this study. After that they were assigned to two equal groups randomly. One group labeled as a control group, receiving the regular placement tests and the other labeled as experimental group received authentic placement tests (videos). Meanwhile, all the participants were between the age range of 18 to 30.

Instruments

Oxford Placement Test: This test has two subtests. The first subtest is a listening test with 100 items. Each item has two choices and students were asked to select the word they hear. The second subtest is a grammar test including 100 items each having three choices for each item. The test naturally starts with some examples which help students to do the test.

“Four Corners & English Result” videos: The aim of this section was to improve the accuracy of the video placement test by contextualizing the test items and modifying them to approximate natural language use in real-world speeches, using video clips. In this section, the examinees were asked to listen to a selected video clip. Then, three listening placement tests were administered to the participants in the experimental group of the study, during and after the presentation of each video, to identify the impact of videos in assessing the listening skill of English language learners. The questions of this section could roughly be split into three types: comprehension, responsive listening, and information transfer. As a whole, the validity of the video placement test was confirmed by three English professors, and the reliability of the test scores for this group of participants was counted to be 0.795.

Questionnaire: In the present study, an attempt was made to find out the testers’ and test-takers’ points of view through administration of the questionnaires in two different versions by analyzing the results of these questionnaires. The questions of these questionnaires were all in Likert scale type with five scales from strongly disagree (one point) to strongly agree (five points). The teachers’ questionnaire consisted of 9 items and the students’ questionnaire consisted of 13 questions. The teachers’ questionnaire was designed to seek the testers’ opinions about the influence of the using video as a tool of assessment in learners’ placement test in Language House Center, and also their attitudes toward the accuracy of the placement test to place students in the right levels of conversation course. On the other hand, the students’ questionnaire was designed to elicit the test-takers’ opinions about the video placement test of listening skill, their perceptions of the test, and also their views on how much the test is anxiety-provoking.

Procedures

To carry out this study, first the participants were divided into three proficiency levels on an OPT test (as pre-test). According to the outcome of the OPT, 100 subjects were randomly assigned into two groups, i.e. control and experimental. One group with video placement test and the other with regular placement test with each group containing 50 subjects. Two types of placement tests were utilized in the present study. The regular placement test of the considered institute (Language House Center), which was Oxford placement test (OPT), as post-test, was used for the control group of the study. The test consisted of 100 listening items. To complete this section approximately took ten minutes. For this group of participants, only the aural mode was used to deliver the input, and video placement test was applied for the experimental group. The post-test was the same as the pre-test, but the content of it was different. In this group, the participants were showed by video clips that extracted from Four Corners and English Result for assessing their listening skill. The video clips were selected on the basis of the participants’ levels. Before watching the video clip, the participants were asked to read the questions in 2 minutes to get a hold of what pieces of information they were supposed to look for in the test. Then the video clips were played and the participants answered the questions in an answer sheet provided by the researcher to check their listening skill.

Finally, the participants in both groups, i.e. control and experimental, underwent the main test, using Top Notch placement tests, conducted by a professional teacher, to compare and correlate the results with the placement tests and see which type of placement test revealed a higher correlation with this main test, and, as a result, examine the efficiency and accuracy of the video placement test. After finishing this part, participants were given the questionnaire to find out test-takers and testers’ perceptions about the efficacy of using videos in placement tests.

Before the main study, two five-point Likert scale questionnaires were piloted. Moreover, the two adopted questionnaires were administered and piloted. It was translated into the participants' native language and subjects were allowed to ask any question during the filling of the questionnaire.

RESULTS AND DISCUSSIONS

To answer the first research question, which was examining the extent to which the use of video clips in placement tests allow the rater to assign the participants in different levels of language instruction with more accuracy, first, the results of the administered questionnaire to the raters (eight raters) were used for data analysis.

Table 1. Descriptive Statistics of Raters' Answers on the Questionnaire

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Raters	8	37.375	6.4727	1.61022	30.9023	43.8477	28.00	45.00

Additionally, to ensure the accuracy of this type of placement tests, i.e. applying video clips in placement tests, correlations were conducted between the scores of the participants in each group, i.e. control and experimental, and their scores that were obtained from the main test which was administered by experienced teachers after administering the placement tests.

Table 2. Relationship between the main test and the participants' placement scores

	Pearson Correlation	Sig. level
Experimental group	0.788*	0.000
Control group	0.551*	0.012

a. * Correlation is significant at the 0.05 level (2-tailed).

Therefore, it can be concluded that video clips could be considered as an accurate and appropriate tool in placement tests, in the current research.

To answer the second research question of the study, i.e. examining whether the use of videos in placement tests helps EFL applicants overcome their test anxiety or not, first the results of the experimental group participants' questionnaire, who underwent the placement test with applying video clips, was investigated.

Table 3: Relationship between the Results of the Questionnaire and the Video Placement Test

	Pearson Correlation	Sig. level
Experimental group	0.853*	0.002

a. * Correlation is significant at the 0.05 level (2-tailed).

Thus, it can be concluded that the use of videos in placement tests helps EFL applicants overcome their test anxiety.

The goal of the third research question was to investigate whether applying video clips in administering the placement test could promote language learners' listening skill or not. To answer the research question, the scores of the participants in the control and experimental groups at three proficiency levels on two placement tests, i.e. the regular placement test and the placement test with using video clips, were compared to ensure that the participants performed better when applying video clips in placement tests compared to regular tests.

Table 4.Independent Samples t-test for the Elementary-level Participants' Listening Scores

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
listening	.038	.847	-.125	26	.901	-.071	.570	-1.244	1.101
			-.125	25.954	.901	-.071	.570	-1.244	1.101

Therefore, it is concluded that the elementary-level participants' listening scores in the experimental group (who received the video clips) were not significantly better compared to those who take the regular placement test (control group). Thus, the method applied in the current research had no significant effect on the listening and speaking scores of the elementary-level learners.

Table 5. Descriptive Statistics for the Intermediate-level Participants' Listening Scores

	Groups	Statistic	Std. Error
Listening	control group	Mean	.392
		95% Confidence Interval for Mean	
		Lower Bound	4.95
		Upper Bound	6.61
		5% Trimmed Mean	5.75
		Std. Deviation	1.665
		Skewness	.224
		Kurtosis	-.732
	experimental group	Mean	.485
		95% Confidence Interval for Mean	
		Lower Bound	7.24
		Upper Bound	9.33
		5% Trimmed Mean	8.26
		Std. Deviation	1.816
		Skewness	.134
		Kurtosis	-1.401

Following the aforementioned steps, an independent samples *t*-test was utilized for the listening scores of the intermediate-level participants to compare the mean scores of the control and experimental groups at that level. The results are shown in Table 5.

Table 6: Independent Samples t-test for the Intermediate-level Participants' Listening Scores

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Listening	Equal variances assumed	.485	.492	-4.064	30	.000	-2.508	.617	-3.768	-1.248
	Equal variances not assumed			-4.019	26.797	.000	-2.508	.624	-3.789	-1.227

Thus, it can be concluded that the listening scores of the intermediate-level participants in the experimental group was significantly better compared to the scores of the participants in the control group.

Table 7.Independent Samples t-test for the Advanced-level Participants' Listening Scores

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Listening	Equal variances assumed	0.894	.537	-3.839	38	.000	-2.600	.677	-3.971	-1.229
	Equal variances not assumed			-3.839	31.768	.001	-2.600	.677	-3.980	-1.220

First, the Levene's Test for Equality of Variances was checked in Table 4.26, and since the equality of variances was assumed ($F = 0.89$, $p > .05$) the first line of the table was reported. As observable in the table, the difference between the listening scores of the advanced-level participants in the control and experimental groups was significant [$t(38) = -3.83$, $p < .05$]. Thus, it can be concluded that the listening scores of the advanced-level participants in the

experimental group was significantly better compared to the scores of the participants in the control group.

DISCUSSION

The obtained results from the present study indicated that the correlation between the scores of the learners in the experimental group on the video placement test and their scores on the main interview was strong and significant, it can be said that the video placement test had more accuracy in assessing the participants' listening skill, compared to the Oxford placement test. Generally, the accuracy of using video clips in placement tests can also be related to what Goodyear and Steeples (1998) mentioned. They believe that video clips can provide the students with clear descriptions of the information. In other words, they can help learners understand and grasp the points which require more elaboration and description. Considering the second research question, the results of the correlation conducted between the experimental group participants on the video placement test and the main interview showed that there existed a positive, strong, and significant correlation between the two data set ($r=0.853$). Thus, it can be inferred that the results taken from the findings of test-takers' questionnaire data were confidential, and the video placement test positively affected the participants' performances on the test. the results confirm those of Felder and Heriques (1995); in their study, too, the majority of participants reported that they were interested in watching video clips and preferred visual input over verbal input. The positive attitude of the participants in this study also confirms Cannin-Wilson's (2000) suggestion that the students like receiving language through the use of videos. according to the statistics obtained in response to the third research question it was shown that, the elementary-level participants' listening and speaking scores in the experimental group (who received the video clips) were not significantly better compared to those who take the regular placement test (control group). At intermediate and advanced levels of the study, the participants in the experimental groups outperformed the learners of the control groups, significantly ($p < 0.5$). These findings are partially in line with the opinion of Felder and Heriques (1995, p.24) that "most people extract and retain more information from visual presentations than from written or spoken prose." The visual presentation, as Felder and Heriques (1995) acknowledge, gives learners additional help in understanding the foreign materials.

CONCLUSION

The findings obtained in this study led to the conclusion that most of the raters admitted that applying video clips can improve the quality of placement tests. They also believe that the video placement test was a good indicator of an accurate placement test and assessed the participants' performances during the placement test appropriately; therefore, the institute could use video as a facilitator channel for assessing the participants' skills. There was an attempt to identify the impact of the video placement tests on the participants' test anxiety, reported by the experimental group participants through administration of a questionnaire, it was found that this type of placement test aid learners in overcoming their test anxiety. , Ktoridou, Zarpetea, and Yiangoul (2002) believe that students appear to be interested in making use of technology in their academic environment and they have been noticed to be in favor of using videos in language learning contexts. These results indicated that there exists a significant

difference between the learners' performances in the control group (who underwent the oxford placement test) and experimental (who took the video placement test) groups of the study. Most of the teachers agreed that the video placement test was as a facilitator way for assessing the participants' performances accurately, and also watching videos help the participants in comprehension of test items. The results also confirmed the findings of Maftoon and Hokmi (2002), who found out the positive effect of visual support on Iranian EFL students.

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