

Voice-overs as Good Teacher Assistants in Online CLIL Courses

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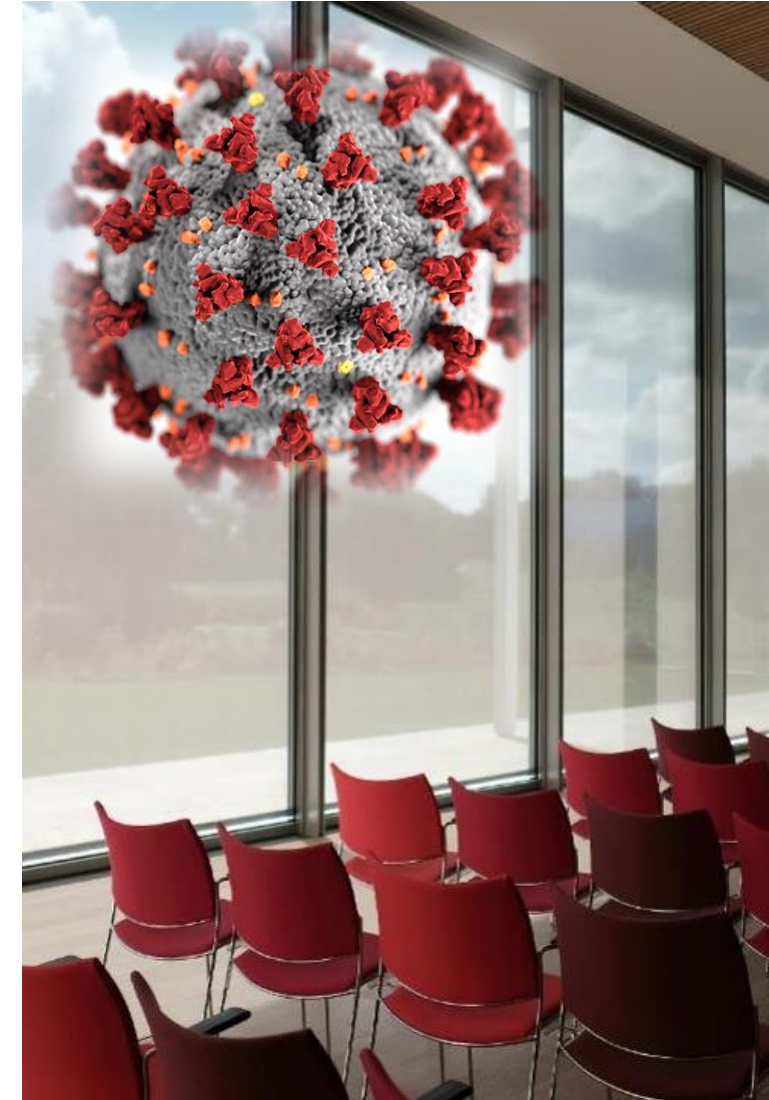
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Background

With the outbreak of
coronavirus pandemic...

- The world faced multiple severe crises in different areas of language education.
- This new era has brought about new challenges and responsibilities.
- An extraordinary opportunity for learning and upgrading our capabilities.
- Learners are required to become more autonomous.
- Learning resources free from time and place restrictions, and the learners' control over the pace of the learning process.





CLIL

Integrating content and language is increasingly practiced in university classrooms all over the world especially at tertiary levels



- 1- Mastering a language and learning the subject matter**
- 2- To prepare the learners for life in a more natural and authentic context**
- 3- To foster competence and confidence in language learners**
- 4- Not impairing the process of teaching subject matter at the same time**

PowerPoint Presentation

Creating audio-visual effects while teaching

Highly effective in freezing students' attention and interest

Making teaching more interesting and motivating

Some considering it highly supportive of the learning process

Some accusing it of playing a significantly negative role



PowerPoint Presentation

Whether online or offline,
Teachers should employ some strategies
and techniques to:

- Attract and sustain the attention of the learners
- Promote their autonomy





Voice-overs

PowerPoint slides with the added voice of the teacher

- **Meet different learning styles and preferences.**
- **Provide better cognitive-based personalization in learning.**
- **Convey a richer understanding.**
- **Promote learning outcomes more efficiently.**
- **Can be used as a self-study package.**



Research Question:

To what extent does the use of voice-over versus teacher-presented mute slides affect L2 learners' achievement in CLIL courses?



Instruments

**1- A 13-item teacher-made posttest
(10 MC items and 3 open-ended
questions)**

**2- A 32-item MC Likert Scale
questionnaire**



Participants



28 male and female graduate students

Ranged between 22 and 40 years old

Two intact classes

14 students in each class

Randomly assigned to two experimental groups

Procedure



**No pre-knowledge of the course content:
no pretest.**

**Six-session treatment period (each 90
minutes, once a week).**

**Language Testing Eras and Test
Construction Procedures: two important
sections, using adobe connect.**

**EXI studied about 12 mute slides every
session.**

**EXII received the voice-overs for self-
study purposes.**

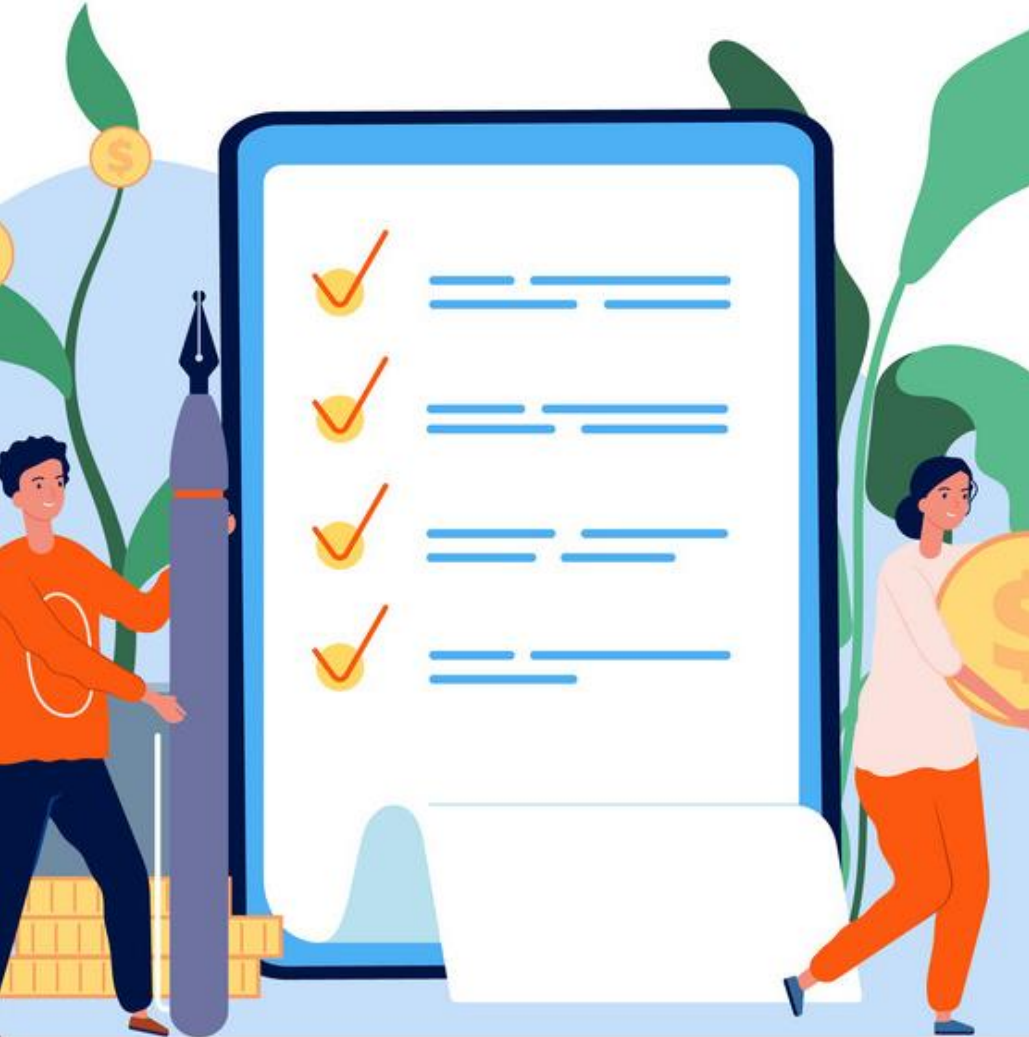
Results

No statistically significant difference between the mean scores of the two groups on the posttest

Groups	N	Min.	Max.	Mean		SD	Skewness	
				Statistic	Std. Error		Statistic	Std. Error
EXI: Mute-slides	14	4.0	15.0	10.57	1.12	4.21	-0.65	0.59
EXII: Voice-overs	14	10.0	16.0	12.92	0.52	1.96	-0.22	0.59

		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
	Equal Variances assumed	14.70	0.01	1.89	26	0.06	2.35	1.24	-0.20	4.91
	Equal variances not assumed			1.89	18.40	0.07	2.35	1.24	-0.25	4.96

Questionnaire



The researchers had no access to a similar questionnaire.

Great care was employed in the creation of the questions.

The Cronbach's alpha reliability for the attitude questionnaire was 0.680 which is satisfactory.

A number of quantitative and qualitative measures were taken to analyze and interpret the data.

The majority of the students voted for the benefits of voice-overs.

Sections

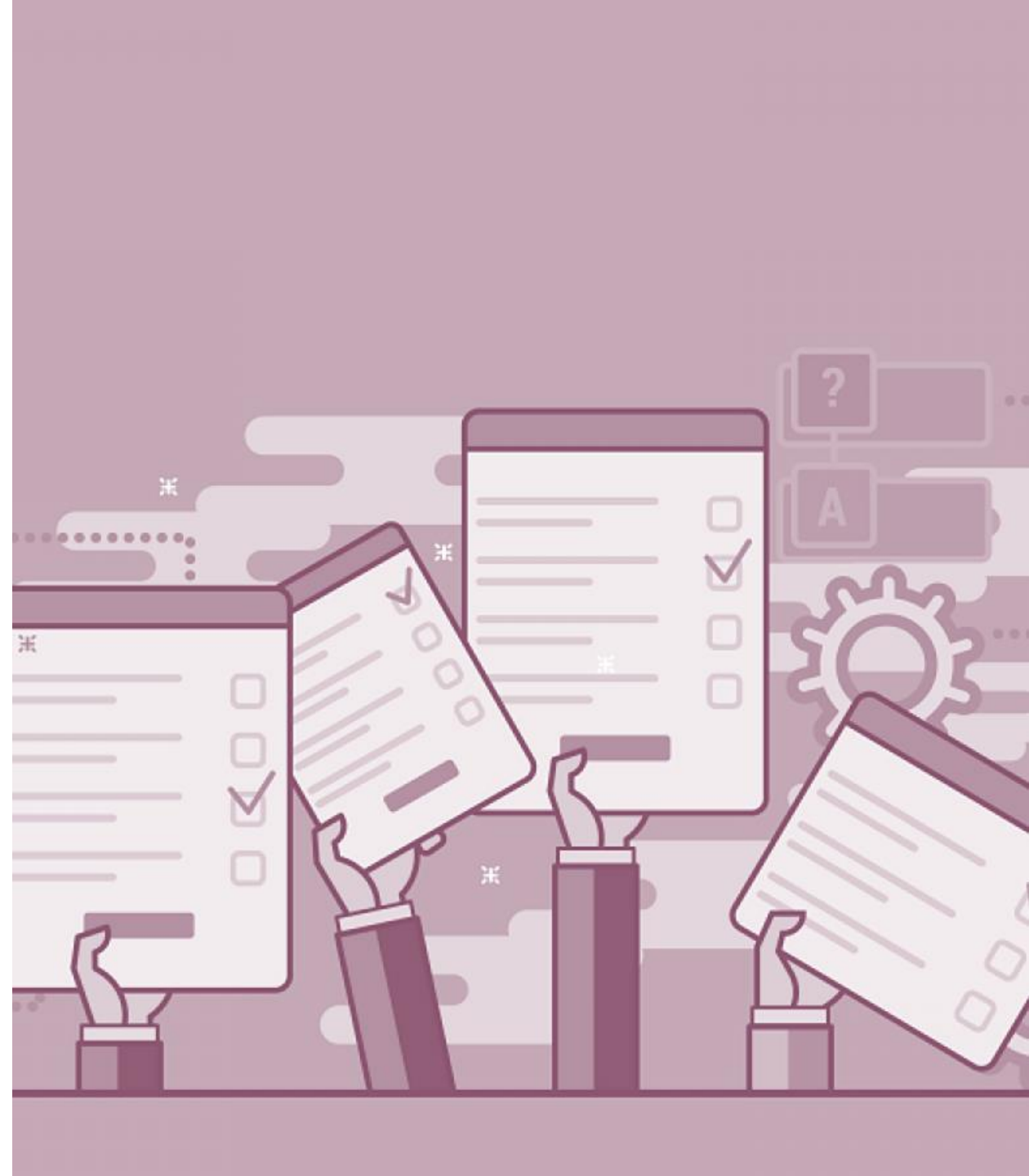
In general, from a conceptual point of view, the questions can be divided into 4 sections:

Advantages

Disadvantages

Supplementary role

Preparation method



Advantages

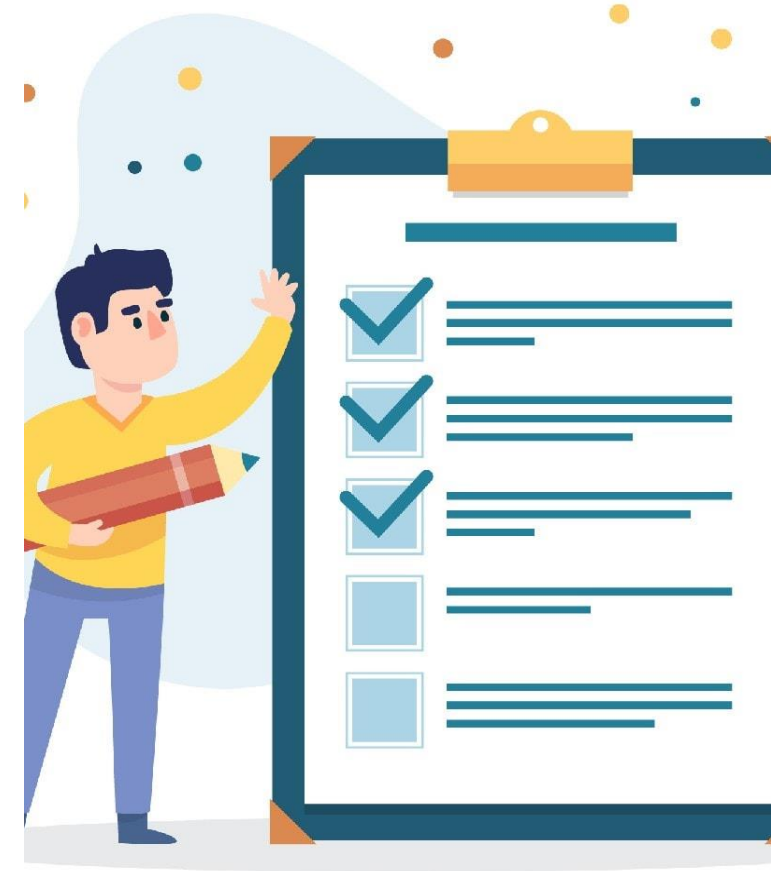
I can become more **autonomous** if I use voice-over slides.

I can feel more **self-confident** because there is more repetition.

I can use voice-over slides to **review** my lessons.

I can **make up for my absence** in the class by using voice-over slides.

I can use voice-over **slides whenever and wherever** I want.



Disadvantages

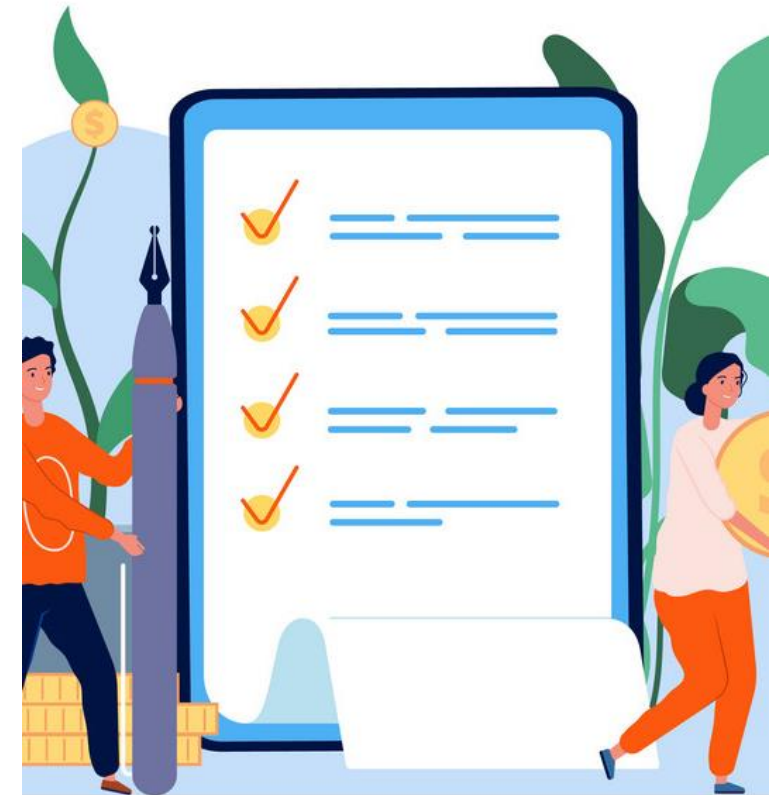
I do not think voice-overs are useful because I cannot see the teacher's **body language**.

I do not think voice-overs are useful because they are **boring**.

I prefer to **learn in the classroom** environment than to learn through voice-overs by myself.

I do not think voice-overs are useful because they are **time-consuming**.

I do not think voice-overs are useful because I do not have **eye contact** with the speaker.



Supplementary Role

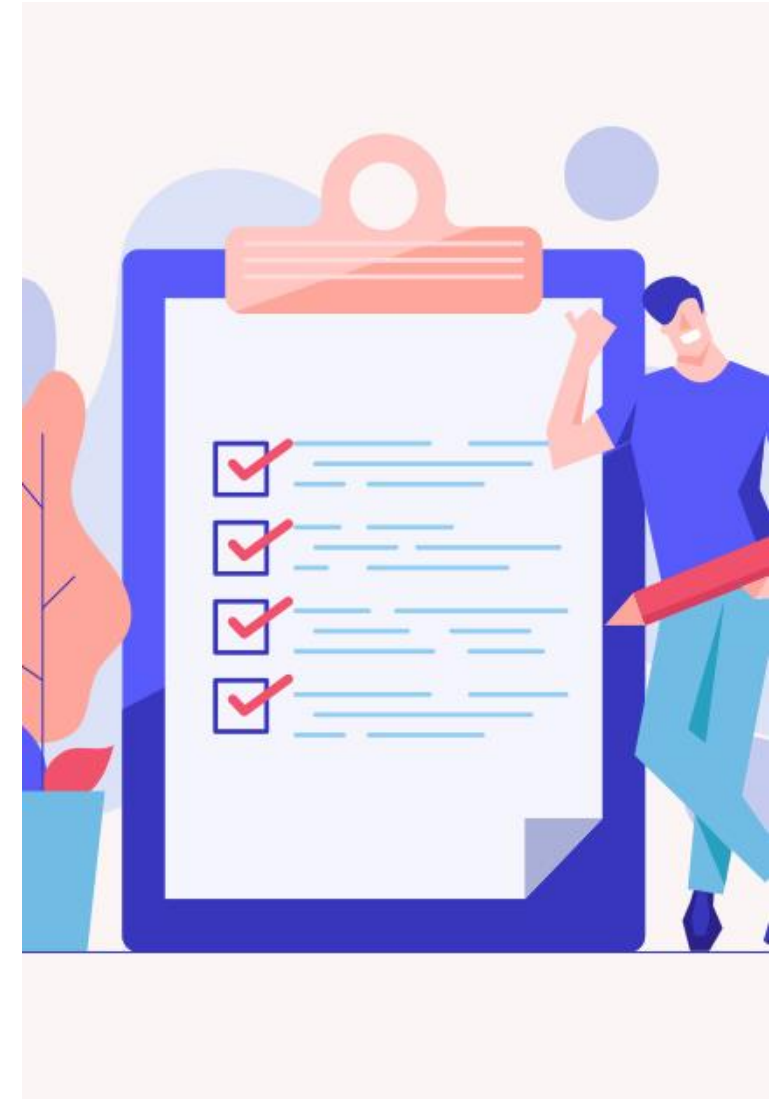
I prefer to use voice-overs in **combination** with face-to-face interactions in the class.

Having a **post-voice-over discussion** with the teacher and peers in the **class** is useful.

Having a **post-voice-over discussion** with the teacher and peers in **on-line classes** is useful.

I **miss social interactions** in the class if I only have to use voice-overs.

Voice-overs are most helpful when I am **preparing for an exam**

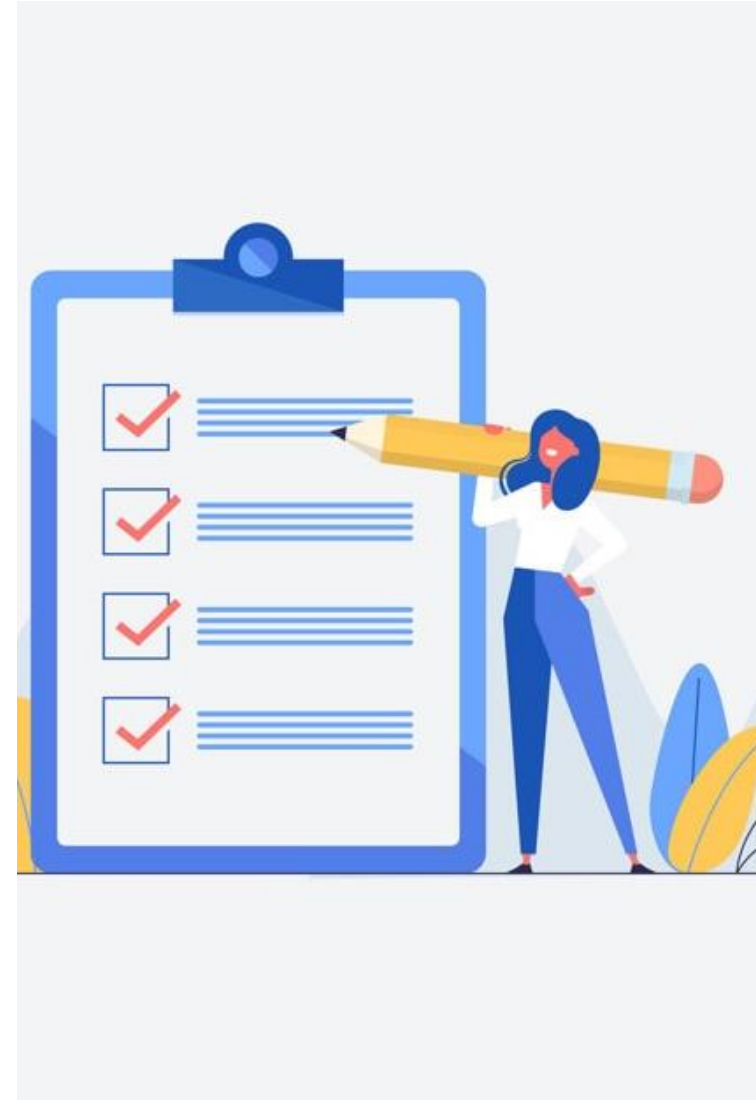


Preparation Method

I prefer to use voice-over slides prepared by my **professor**.

I prefer to use voice-over slides prepared by **my classmates**.

I like creating voice-over slides.



Questionnaire Results

The results showed that the majority of the respondents (66.4 % = 31.8 % agree + 34.6 % strongly agree) had a positive attitude towards the use of self-study voice-overs



Conclusion and discussion



Voice-overs can successfully **substitute teacher presence.**



Function as efficiently as teacher-presented mute slides in the class



Students have a **positive attitude** towards using them in CLIL courses.



A good substitute for the teacher when **face-to-face or online classes were not available**



The overall findings:

- **Highlighting the value of teaching with voice-overs**
- **Having no intention of introducing voice-overs as absolute substitutes for teachers**
- **Using a mixture could be really useful**
- **Incorporating as assistants not substitutes**

A group of people are gathered around a table in a meeting. A woman with curly hair and glasses is on the left, looking towards a man in a white shirt and glasses who is writing in a notebook. Another person's hands are visible in the foreground, holding a tablet. The scene is overlaid with semi-transparent purple circles and a white crosshair. The text 'THANK YOU' is centered in a large, white, bold font.

THANK YOU