

Article

USING VIDEO CONFERENCING TO AUGMENT CLASSROOM INSTRUCTION

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ABSTRACT

The purpose of the study is to determine the level of influence video conferencing has on the attitude of students towards learning Philippine Culture and other class activities. It attempted to verify the hypotheses that: video conferencing does not affect students' attitude towards learning and video conferencing affects students' attitude towards learning.

The participants were 2nd year college students taking up Philippine Culture and Issues who are enrolled at the Chukyo University, Nagoya, Japan. Their counterparts were 3rd year college students taking up Communication at the University of Southeastern Philippines, Davao City. The duration of the study was one semester of SY 2017-2018.

The students were made to respond to attitude self-rating scales on video conferencing, preparation, performance/participation and on other class activities in relation to video conferencing before and after the real-time video conferencing interaction. The data gathered revealed that video conferencing caused a positive and considerable influence on the students' attitude to video conferencing as a medium in learning Philippine Culture.

The paired samples test showed that the mean difference in the attitude scores before and after the real-time video conferencing was significant ($t = -6.048$, $a = .000$) and positive highly correlated and significant ($R = .829$, $a = .000$). The preparation attitude mean difference was also significant ($t = -11.755$, $a = .000$) but although the correlation was high and positive it was not significant ($R = .730$, $a = .011$).

The difference between the means of the video conferencing performance scores and the instructor's final grades in Philippine culture was not significant ($t = 2.156$, $a = .075$) and positive but weakly correlated ($R = .037$, $a = .937$) and insignificant.

The difference between the means of the preparation scores and final exam grades in Philippine culture was not significant ($t = 1.524$, $a = .158$), negative very weak and insignificantly correlated ($R = -.240$, $a = .477$).

The difference between the means of the attitude scores and the final exam grades was not significant ($t = 1.691$, $a = .115$) positive very weak and insignificantly correlated ($R = .004$, $a = .990$).

The data led to the rejection of the null hypothesis that video conferencing does not cause

a change in the attitude of the students towards learning Philippine Culture and allowed the acceptance of the alternative hypothesis that video conferencing causes a change in the attitude of the students towards learning and as a teaching learning strategy it augments classroom instruction.

CHAPTER I

INTRODUCTION

Background of the Study

The teaching learning process involves the interaction among three entities, the curricula, the students, and the teachers in a classroom described as teacher dominated or as student centered. However, globalization has changed the nature of the teaching- learning practices in today's classrooms. In progressive schools, the traditional classroom as a venue for the teaching-learning process has been extended beyond the limits of the four walls of the room into the campus and its boundaries, reaching outside as far as beyond national and international borders. In short, like the virtual classrooms, they have become borderless - classrooms without walls.

It is every teacher's dream to be effective and efficient in imparting knowledge and learning to his/her students. To realize this dream, he/she must devise ways and means to awaken and maintain the students' interest in learning (Eberly Center, 2016). The learning instruments must be geared to meet the needs of the evolving nature of the classroom. In this situation, instruments and methodologies have advanced to a high technology level using the computer and social media (Barseghian, 2011). This educational system has allowed the sharing of information and transfer of knowledge by connecting students with friends or strangers situated far from each other, thus, became a powerful tool for promoting the teaching/ learning process. Peer influence plays a critical role if the interaction involves students of the same age or belong to the same grade level (Eberly Center, 2016).

The evolution of technology assisted teaching-learning strategies made possible the metamorphosis of the classroom environment from a teacher dominated (traditional) venue into an interactive one where students participate in their learning.

Video conferencing became one of these technology- assisted instructional strategies to motivate students and enhance their learning capability. These practices further developed into collaboration between the students and the teacher and among the students themselves where mutual learning is being facilitated (Barseghian, 2011). This technology opens an opportunity for the students to connect to the rest of the world and form teams that collaborate in working together with the same projects even though their classrooms are half a

world apart (Raths, nd).

The use of social networking to enhance the teaching/learning process is not limited to the students alone. The teachers, too, are connecting with each other to look for ways to better engage the students, via social media to teach any subject. This interchange among teachers of different subject areas is an effective professional booster that united them in the common goal of being effective and efficient agents of learning for their students.

Statement of the Problem

The goal of increased learning is the fundamental aim of teachers. How will the teachers facilitate, assess, and evaluate the effective knowledge acquisition of the students in the classroom? What strategies would enkindle among the students to desire to learn more? The purpose of this study is to find out how video conferencing technology affects the students' attitude towards learning.

This study endeavored to answer the following questions:

- a. How did the learners respond to video conferencing?
- b. What benefits and challenges did the learners experience during the video conference?
- c. What teaching related challenges were associated with video conferencing?
- d. Did the students after being exposed to video conferencing show a change in their attitude to learning Philippine culture?

The study sought to verify the following hypotheses:

Null Ho: There is no difference in the means of the attitude scores of the student before and after the video conferencing experience.

$$U1 - U2 = 0$$

H1: There is a difference in the mean of the attitude scores of the students before and after the video conferencing experience.

$$U1 - U2 \neq 0$$

Two variables were considered in the study. The independent variable in the study was the real-time classroom based video conferencing strategy. The dependent variables were the results of the pre- and post-video conferencing attitude scores, the preparation scores before, and performance scores during the video conferencing.

Significance of the Study

The results of the investigation would be beneficial to several persons and entities. Together with the flood of information via the social media the results would help students interact culturally with the rest of the world. For non-English speakers, this could be a booster in learning the English language.

The parents who were investors in the education of their children would be happier for they will be getting their money's worth with respect to what their children are learning.

The learning teaching process would improve because teachers will revise their strategies to make use of the benefits and adapt or enhance concepts derived from the study. Therefore, they become better facilitators of learning.

The school would benefit indirectly by being able to produce more inter-culturally-aware students. Likewise, the curriculum writers would realize the importance of video conference technology in the preparation of the course guides or syllabi.

Scope and Delimitation of the Study

The study was limited to show video conferencing technology as a learning tool in enhancing the participants' attitude towards learning Philippine (PI) culture. It would also try to show how the technology affected their attitude towards other class learning tasks. It focused on the participants' responses to video conferencing, the benefits gained, the challenges experienced and the changes in their attitude towards developing intercultural learning.

The participants were limited to the second-year students of Chukyo University in Nagoya, Japan taking up the Seminar Course on Philippine Culture and the third-year students of the University of Southeastern Philippines (USEP), Davao City, Philippines taking up the Course in Mass Communication. Data sources were limited to the results of the attitude scores, video preparation scores and performance before and after their exposure to the technology and their final exam grades in Philippine Culture.

The duration of the study was for one semester.

CHAPTER II

REVIEW OF RELATED LITERATURE, RESEARCHES, OTHER STUDIES, AND CONCEPTUAL FRAMEWORK

This section of the study dealt with researches, projects, and events previously conducted that are directly or indirectly related to the subject of this investigation.

Review of Literature

E-Learning Systems in Education

The influx of the Internet brought additional terms to describe the manner of transferring learning to students in the classroom at present. Learning systems like web based learning, online learning, technology based instruction, blended learning, interactive video, etc., in

general, have the same concept and meaning as e-learning. Web based learning mainly uses the computer and other online possibilities between the student and the teacher; while e-learning situated in an internet-based environment allows interactive and collaborative interaction between physically apart learners and experts (Sabah, 2013).

In one type of e-learning system, the learning event is delivered in real time to remote learners facilitated by a two-way communication where the participants are simultaneously present, whereas, in another situation, e-learning does not require simultaneous participation and real-time delivery is on demand. The learner has more control over the learning time, process and content (Sabah, 2013). Interactive video uses television and a variety of multimedia tools such as cameras, microphones that facilitate the interaction between the instructor and the participants (Wilson, 2004). The moment traditional methods become embellished with technology - that is web based online approaches (Wikipedia) in addition to the pedagogical approaches, (Sabah, 2013) it becomes a reverse teaching, flip teaching or backward classroom (Barseghian 2011).

Video conferencing as a synchronous approach to e-learning has been going on since 1968. It has been applied in various classroom levels from primary to higher education (Coventry, nd; Akarasriwon, 2011 & Eristi, 2014), in areas that involved language teaching, problem solving, connecting classes to the outside world and reaching isolated students (Ferriter, 2010; Akarasriwon, 2011; Gruson, 2012; Yang & Chen, 2014).

This learning system found use in studies conducted on attitudes, achievement, and motivation of students, their perceptions towards e-learning and the development of intercultural communication in education (Ching, & Gamon 2001; Akey, 2006; Akarasriwon, 2011; & Sabah, 2013). These technologies based activities create an authentic learning environment that has the potential to support the students' intercultural knowledge competence in a way that traditional culture learning materials would not be able to achieve (O'Dowd, 2007 & Ferriter, 2010). From the students' perspective, it is a form of education which requires involvement, motivation and efficiency (Candarli & Yuksel, 2012).

As a learning tool, this technology enhanced intercultural projects in fostering language teaching among Taiwanese students promoted their understanding of diverse cultures in addition to improving their language skills (Yang & Chen, 2014). Likewise, it has been undertaken at the University of Shimane with Japanese sixth graders, supported by local Japanese university students and overseas university students in the US, which aroused in them the interest to study abroad and confidence in speaking to other people from other countries. Their enjoyment was such that a majority wanted to try video conferencing again (Kane, 2015).

Students' Attitude and Motivation towards E-Learning

There is a strong connection between attitude and learning. Students with positive attitude have a greater probability of accepting e-learning. IT students and education students have a positive of interest on the impact of e-learning on their education (Sabah, 2013). Since the amount of effort and direction of learner behavior are influenced by both intrinsic and extrinsic desire, motivation becomes the key mediator and enhancer of learning quality during the learning process. Initially, the learning process should focus on learner attitudes and needs; followed by focus on competence and reinforcement.

Studies revealed that students have positive expectations of a video conferencing based lecture. They considered it a worthwhile experience and the interactive experience motivated one student in the choice of a profession. Most them would like to have video conferencing in their class in the future (Sabah, 2013). Among the positive attitudes and most favorable experiences of students toward on-line synchronous collaborative learning environment included a sense of community, learning facilitation, and significance of the synchronous small group discussion via video conferencing (Akarasriwon, 2017). Students in higher education perceived video conferencing as an occasion to learn something important, share ideas, learn latest information, benefit from experts, feel fully relaxed and create new learning; also, preferred the interactive nature of the learning environment to other forms of communication in distance learning (Candarli & Yuksel, 2012; Coventry nd).

Literature has also revealed that challenges and negative expectations were encountered by the learners during video conferencing or e-learning sessions. Some indicated that they would feel more comfortable in a traditional classroom and some tend to avoid interacting with the speaker. Students in higher education find classroom with instructor better than studio classroom where instruction is boring and less enjoyable (Candarli & Yuksel, 2012).

Technology problems and unprepared group members constituted students' unfavorable experiences (Akarasriwon, 2011). Foreign language learners engaged in video conferencing feel anxious about their lack of communication skills (Yang & Chen, 2014). Students do not give high credit to time management, flexibility and reducing cost (Sabah, 2013). On the other hand, teachers also feel challenged when in planning they have insufficient compensation, limited resources and time for preparation, in addition to the prohibitive cost of the equipment (Brady, 1997).

Benefits of Video Conferencing

Video conferencing as a teaching/learning practice has broken down all kinds of barriers: geographic borders, time and place, cultural misunderstandings, that have kept the world separated. It has allowed the students to use digital tools not to learn about the world but to learn with it. Students are paired with digital partners or recognized experts in

different countries to learn together; moreover, they were connected to do collaborative projects and work together in small groups using video conferencing (Fritter, 2010).

Limitations and Disadvantages of Video Conferencing

Much has been written about the benefits derived from video conferencing as a teaching /learning strategy/tool that uses audio and video telecommunications to bring together people from different sites (Bader, 2012, Yang 2014, & Fields 2015). However, there were the unexpected glitches that come without warning causing negative reactions from the participants. These are audio delays, echoing and video/audio clarity (Bader, 2012). In addition, the learner's difficulties in performing during the actual video conferencing, such as communication skills and language used affect students' attitude. Intercommunication delays in video or audio causes performer degradation on a collaborative task by interrupting the speaker (O'Malley et al, 1999 from Coventry, nd).

Many studies have shown that the two-way video conferencing cannot serve as a direct replacement for face to face communication in distance education (Edigo, 1988; 'O Malley et al 1999).

The Conceptual Framework

Studies have shown that attitude is a driving force in learning; while teaching- learning strategies influence the learner's attitude to learning. Using video conferencing can be conceptualized within the framework of the socio-cultural theory (Weisemes & Wang, 2010). "Social constructivism provides a theoretical approach to learning in which the students construct their own knowledge because of interacting with their environment and of mediating their understanding through meaningful cultural and social context within it (Coyle, 2014).

The constructivist theory of learning is embodied in the cognitive approach to learning where the manner knowledge is conceived and acquired, skills and activities emphasized, the role of the learner and the teacher are defined. The learner is an active participant and the teacher a facilitator in the learning process. There is a need to accommodate the complementarity between the individual construction and the social interaction (Fig. 1).

The use of video conferencing technology as a teaching/learning tool has become the most recent trend in the classrooms today. It provides an ideal learning environment where the learners' engagement in their own learning is geared to the maximum. Learners' interaction with each other makes them learn more specially when they can control their own learning process. Collaboration with partners from the other side of the globe becomes a natural offshoot of the activity.

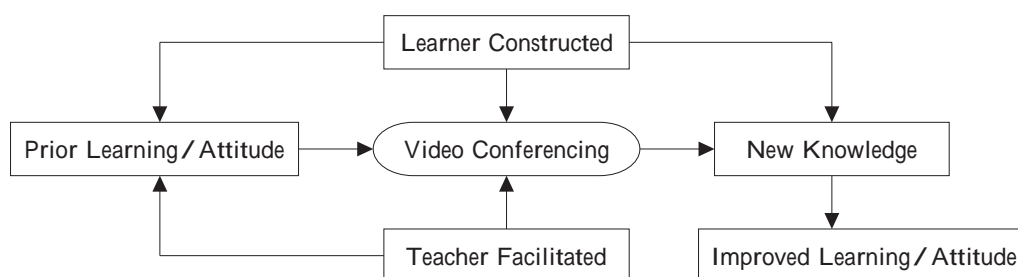


Fig. 1 The Conceptual Framework

The diagram shows the dynamics of the teaching-learning process that takes place in a video conferencing classroom.

Operational Definitions

For purposes of clarity, the operational definitions of the terms were given in the context that they are used in this study.

Attitude refers to the predisposition to respond favorably or unfavorably to specified situations, concepts, institutions or persons (McMillan, H. 2004).

Culture refers to customary beliefs, social forms, material traits of racial, religious and social groups; a set of shared values, attitudes, goals, and practices that characterize an institution or organization (Webster, 2003).

Intercultural attitude refers to a behavior defined by curiosity and openness, readiness to suspend preconceptions about other cultures and one's own (Byram, 2012).

Knowledge pertains to facts and information about one's own culture, that of others, and of general processes societal and individual interaction (Byram, 2012).

Learner engagement describes the level of participation and intrinsic interest the student shows in school, be it inside or outside the classroom (Akey, 2006).

Video conferencing is a teaching/learning strategy/tool that uses audio and video telecommunications to bring people at different sites together. This can be as simple as a conversation between people in private offices (point-to-point) or involve several (multipoint) sites in large rooms at multiple locations (Wikipedia, 2017).

CHAPTER III

METHODOLOGY

Research Design

This project study made use of the descriptive survey using questionnaires to draw out

data pertinent to the purposes under investigation.

Sample and Sampling Procedure

In this class activity, the video conference involved the Japanese (14) and one foreign student from Chukyo University, Nagoya, Japan and the Filipino (14) students from the University of Southeastern Philippines, Davao City, Mindanao with the classroom to classroom venues for the cultural interchange.

Purposive sampling was done by using the whole class taking up a Seminar course in Philippine Culture for the first semester of the SY 2017-2018. The participants were 2nd year college students of Chukyo University in Nagoya (14). Eleven were females and 3 were males. But for purposes of the study, only Japanese and a foreign student were the participants in the survey.

Instruments

Student Attitude Scale was a researcher constructed Likert type with some items adapted from valid attitude scales. It contained 14 items showing various descriptions depicting measures of attitude focused towards video conferencing strategy related concepts. The scales used were: 4=Strongly Agree, 3=Agree, 2=Disagree, and 1=Strongly Disagree.

Student Video Conference Self Rating Scale was a researcher constructed Likert type with two main sections depicting preparation (11 items) and actual performance/participation (7 items) during the video conference. The scales used were: 5=Excellent, 4=Very Good, 3=Good, and 2=Fair, 1=Poor.

Data Collection Procedure

The responses on the Student Attitude Scale and the Video Conference Self-Rating Scale were scored and collated. The means of the pre-video conference and post video conference scores for the Attitude Scale were compared. The means of the Preparation and Performance for the Video Conferencing Self Rating scores before and after the activity were also compared. The means of the Attitude scores and the Final Exam in Philippine Culture were also compared.

Preliminary Technical Procedure

Week 1 To establish the communication link between the Chukyo University students and the PI students, the researcher contacts the coordinator of the partner school, the USEP.

Week 2 The teacher in charge of the respective groups planned the operational dynamics of the conference. Orientation was conducted with the students to familiarize them the extent and limitations of the video conference. Topics for discussion were laid out and

assignments/roles were spelled out. The type of equipment needed to facilitate and ensure the smooth flow of the video conference have been tried a week before the actual/live show.

Week 3 The Student Attitude Scale was administered to the participants as a pretest to determine the level of their attitude towards video conferencing to enhance their knowledge of foreign culture (Philippine). A pre-video conference was held as a try out to iron out kinks that may arise during the actual session.

The Video Conferencing Participants

The participants consisted of the Japanese second year college students of Chukyo University in Nagoya. Their foreign counterparts were college students of the University of Southeastern Philippines in Mindanao. The Japanese and a foreign exchange student were enrolled in Philippine Culture; the Filipino third year students were taking up a course in Communication.

As an integral part of the teaching/learning strategies used in the classroom, a live video conference was usually done at the end of the term as a culminating activity and used as a component of the grading system. These video conferences were being held regularly from 2010 to 2017 between Chukyo U students and USEP students specifically in July and December of those years with 7 foreign exchange students so far. Only the latest video conference in July 2017 was formally recorded as an action research.

Mitigating the Language Barrier

The video conference was conducted in English and the main topic has a wide range of coverage. Furthermore, the language barrier between Japanese students and PI students tended to hamper the flow of dialogue. Japanese students' command of the English language that needs special efforts were expended in this direction to enable the Japanese students to converse easily during the conference with the use of actual items, photos, and drawings.

The Actual Video Conferencing

The format of the actual live video conferencing between Japanese and Filipino University students involved a question/answer protocol. A dialogue/conversation to express opinions, impressions and beliefs and at the same time showcasing their respective culture in the form of literary and performing arts and slides/poster presentations were the highlights of the conference. The aspects of Philippine Culture were the main topics for discussion and interaction between the partner groups.

The Philippine culture topics for the conference were broadly covered in Philippine Traditional and Modern Life, such as Celebrations, School Life, Food/Diet, Fashion,

Dating/Courtship/Marriage, Entertainment, Performing Arts and Pets. Personal insights and realizations were expected to ensue during and after the interaction.

The Video Conference Activities

The major activity was the intercultural sharing of information through actual performance of live dances, songs, and musical instrument playing by the Filipino participants. The Filipino students danced wearing the appropriate costumes, sang songs accompanied by the guitar. Actual items such as native delicacies were brought to make Filipino terms and objects understandable to their Japanese counterparts. In addition, the Q/A protocol also dominated the conference. Pictures and drawings as well as real objects involved in the discussion were projected on the screen to help enhance the understanding of terms or objects being talked about by both sets of participants.

CHAPTER IV

RESULTS

This section of the study presented the data collected from the measurement instruments administered before and after the video conferencing sessions.

Analysis of Data and Findings

Quantitative analysis was applied to interpret the frequency of responses for each item in the scale. The data described the degree of the students' attitude to video conferencing. Qualitative and statistical analysis were used in the comparison of the means for the interpretation of the mean differences between the variables. The statistical tool paired samples test was applied.

Quantitative Analysis

The analysis of the frequency of scores in Attitude Self Rating Scale before and after the video conferencing was done.

Students' Attitude Level before the Video Conferencing

Table 1 (see Appendix A) revealed that before the Real Time Video Conferencing, the degree of the students' attitude was noted. The items that were scored at the agreement to strongest agreement levels are: The project enables us to use English in realistic situations (42.86%-50%), the hope for continuing future participation (50.00%), appreciation of teacher's help (50.00%), and being able to develop intercultural relationships (50.00%). On

the other hand, the items that were scored with agreement are: liking learning activity involving foreign students (71.43%), collaborative learning reduces pressure (78.57%), preparation ensures success during performance (50%), rubrics clarified expectations (64.29%), language proficiency facilitates understanding of other cultures (64.29%) and being understood by other cultures (71.43%), and being able to appreciate one's own culture (71.43%).

Students' Attitude Level after the Video Conferencing

Table 2 (see Appendix B) showed that after the Real Time Video Conferencing, notable changes in the degree of students' attitude were revealed. Very significant changes in the strongest agreement levels were on items: the need for time to do good research went up to 64.29%, self-assessment helps one to improve (64.29%), the activities made me appreciate my own culture (64.29%), both language proficiency and developing intercultural relationships went up to 57.14%. At the agree level, learning activities in the project are not difficult for me (64.29%), rubrics remained high at 64.29%, learning through collaboration went down to 57.14%. At the disagreement level, learning activities are not difficult for me went down to 28.57%, while the need for time to do good research went down to 7.14%. In general, most of the items went up to the highest level.

Students' Attitude towards Preparation

Table 3 (see Appendix C) showed that before the Real Time Video Conferencing, showed the level of preparation the students did in anticipation for the interaction that was about to take place. The items that involved excellent preparation are: writing the script (35.71%), preparing questions for Q & A portion (35.71%) and participation in class discussion (35.71%), and preparing big visual aids/photos for the presentation (57.14%). The items that showed very good preparation are: research done well ahead of time (50.00%), group collaboration in doing the draft (64.29%), and editing the draft of English usage (50.00%). The gathering of enough materials was rated good to very good (35.71%). One to 2 persons rated their preparation poor with the rest of the items.

Students' Attitude towards Performance / Participation

Table 4 (see Appendix C) revealed that after the Real Time Video Conferencing, several notable changes in the students' attitude towards their performance/participation during the interaction. The most notable change was observed as excellent in listening to what others say (50%), followed by both observing time limit for delivery (35.17% and active participation in the Q & A portion (35.17%). At the very good level, the use of enough visual aids during presentation is the highest at 85.71%, followed by staying within time limit (50.00%), being able to express my ideas orally (42.86%) and speaking clearly during the

interaction (42.86%). At the good level, being able to ask questions for clarification (35.17%) was noted.

Students' Attitude towards Class Learning Activities

News Reporting

Table 5 (see Appendix D) showed the frequency of the participants' attitude towards News Reporting class activity before and after the actual Video Conferencing. It was notable that the students expressed negative attitude towards news reporting after the interaction. They liked it the least (42.86%), find it least interesting (57.14%), and least important in learning culture (50.00%). They find it hardest to do when it comes to scriptwriting (28.57%), whereas, the same number of students find it the easiest task after the Video Conferencing interaction. Before the interaction, the students averred that they find news reporting least enjoyable but changed their attitude after as shown from the decrease in the figures (57.14% -50.00%). In terms of speaking, 21.43% indicated that they found it the easiest task to do but after the video conferencing this same number of students reversed their attitude.

The succeeding statements are individual comments the students wrote in response to an open-ended question.

S2 "News reporting is most useful because I could get latest information about the Philippines by researching latest news."

S6 "News reporting may be difficult, don't worry, just follow CNN of Philippine news"

S8 "News reports enabled me to keep up with PI news which I couldn't do otherwise."

Video Conferencing

Table 6 (see Appendix D) revealed that before the Real Time Video Conferencing changes in the students' attitude towards video conferencing as a class activity. At the positive level, the students find video conferencing most important in learning culture as shown by the increase in frequency from 28.57% to 57.14% and want to experience it again (28.57%). They also find it most interesting (28.57%) and learned the most (28.57%) with it, and find doing it the easiest task (35.71%). Whereas, before the activity they find preparing visual aids the easiest (42.86%) and the hardest task (57.14%), this attitude was reversed after with changes from 21.43% to 35.71%, respectively. When it comes to script writing, those who thought it hardest (35.71%) to do changed their attitude (21.43%), while those who thought it easiest (50.00%) task to do also changed their attitude (42.86%) after the activity. When viewed from the point of speaking, those who considered it the hardest task (64.29%) reversed it (50.00%) to easiest to do.

The succeeding statements highlight what students think about video- conferencing.

S2 "I do not know about differences between Japan and Philippine culture, so I am curious. Video conferencing is most useful to communicate and understand them."

S4 "I think I cannot always experience to talk with Philippine students, but by sharing their culture and our culture we can find other ideas and it is a good chance to think about our own country, so I try to learn about Japan again. It gave me motivation to learn about everything not only about Philippines."

S5 "Video conferencing is useful ...gives me a chance to learn about myself and exchange opinions with my friends. Best for learning English we can know to use English in realistic situations. It is useful and increasing the lesson with video conferencing is better."

S6 "The preparation for video conferencing is a little hard but it is interesting."

S7 "I think we have to continue video conferencing. It is useful for me because I could get knowledge about my topic by researching and find some new information that makes me happy."

S9 ... "My partner in video conferencing speaks English well and I had a lot of practice to tell her my opinions in English."

S10 "Video conferencing was helpful because we cannot know about school community, but we can talk with Philippine school students at same age. It was an interesting and pleasant experience."

S12 "In partnering, we get good relationship through working together."

Research / Presentation

Table 7 (see Appendix E) showed that before and after the Real Time Video Conferencing, several notable changes in the students' attitude with respect to Research/Presentation as a class activity were revealed. At the positive level, the students find research/presentation most important in learning culture (35.71%), speaking 28.57%) and preparing visual aids the easiest tasks (42.86%). However, on the negative side, students find script writing the hardest task (64.29%), learned the least (42.86%) from it, and averred it was least interesting (28.57%). Furthermore, 35.71% find it least important in learning culture.

The succeeding statements were the students' individual responses to the open-ended question.

S1 "Presentation is good. I learned many things new in the Philippines, learned a lot of things and had fun. It was interesting."

S3 "Presentation about the Philippines was very useful and effective for me., gave me more opportunity to know the Philippine culture more deeply. It was tough for me to prepare but it was fun, and I enjoyed my other classmate's presentation, too."

S7 "Through presentation we can compare our own culture with Philippine culture and discover similarities and differences between them."

S8 "Presentation enabled me to learn about OFWs working in Japan. I would like to know why. I appreciate this activity."

S11 "I think presentation is most useful to understand Philippine culture. I do not like to give a presentation, but it is an enjoyable experience for me."

Performing Arts

Table 8 (see Appendix E) showed that before and after the Real Time Video Conference notable changes in their students' attitude towards performing arts were noted. With respect positive attitude, the students like performing arts the most (57.14%), find it most interesting (57.14%, the easiest to do (57.14%), most enjoyable (71.43%), want to it experience again (64.29%), speaking the easiest task (50.00%), despite slight decreases in the figures before the video conferencing, except for the attitude toward speaking. A student's statement reflects what she thinks about performing arts as a response to an open-ended question.

S10 "I can experience Philippine Culture to present music. I could know about Philippine music style in detail in the Philippines. The bamboo dancing was interesting."

Students' Use of Social Media Network

Table 9 (see Appendix F) revealed that before the Real Time Video Conferencing, many of the respondents indicated Never made calls using Skype, Facebook or Face Time; while some indicated Sometimes. A few of the respondents signified Often; while one said Always. Several of the respondents Always used other media.

Table 10 (see Appendix F) showed that after the Real Time Video Conference, the number of the respondents who indicated Never made video calls using Skype and Face Time decreased; while those using Facebook increased. The respondents who indicated Sometimes increased for Skype and decreased for Facebook and Facetime. One Always indicated using Others.

Statistical Analysis

Comparison of the Means

Table 11 (see Appendix F3) showed the means and standard deviations of the scores the students indicated on the Self Rating scales on the Attitude, the Preparation and Performance/Participation before and after the Real-time Video Conferencing. With respect to the responses on the Attitude Self Rating Scales (Scale: 1-4) item referring to "The learning activities in the project are not difficult for me," the students signified the lowest score that indicated "Disagree with the means ranging from 2.36 to 2.79 before and after the Video Conferencing experience;" while with the items on "Self-assessment enables us to

improve on certain areas," and "I appreciate the teacher's instruction in doing the project, it is clear and helpful," they indicated "Agreement" with the means ranging from 3.29-3.5 before and 3.64 to 3.80 after the Real Time Video Conferencing. Over-all the students' self-rating scores indicated a positive attitude towards the Video Conferencing learning activity.

On the other hand, the Preparation and Performance/Participation Scales (Scale: 1-5) before and after the Real Time Video Conferencing session, the students indicated the lowest rating for the item "about writing labels in big legible fonts" with mean range of 3.29-3.93 (Good); while the item on "I researched on the topic well ahead of time" was indicated with the mean range of 3.21-3.93 (Good), respectively. Over-all, the students considered their Preparation and Performance/Participation before and after the Video Conferencing as "Good to Very Good."

Paired Samples Test and Correlations

Paired Variables	Mean	Correlation R	Sig	t	Sig 2 tailed
Pre VC Attitude Mean & Post VC Attitude Mean	3.203.45	.829	.000*	-6.048	.000*
Pre VC Preparation Mean & Post VC Preparation Mean	3.674.28	.730	.011	-11.755	.000*
Post VC Performance Mean & Final Exam Grade in PI Culture	4.043.14	.037	.937	2.156	.075
Pre VC Preparation M & Final Exam Grade in PI Culture	3.673.18	-.240	.477	1.524	.158
Post VC Attitude M & Final Exam in PI Culture	3.453.00	.004	.990	1.691	.115

Table 12 Test Results on the Comparison of the Means (*- significant for t and R values)

Table 12 showed the results that compared the means of the scores using Paired Samples Test and Paired Samples Correlations. The rating scales were responded to by the same group of respondents before and after the real-time video conferencing.

The mean differences were significant between the means of the self-rating scores for Attitude, Preparation scores. These are positive and strongly correlated before and after the Real-time Video Conferencing.

The mean difference between Performance scores and Final Exam Grade in Philippine Culture was positive insignificant and very weakly correlated; while the mean difference between the Preparation scores and Final Exam Grade in Philippine Culture was negative weakly correlated and insignificant.

The mean difference between Attitude scores and the Final Exam Grade in Philippine

Culture was positive insignificant but very weakly correlated.

Summary of Findings

The goal of this action research was to find answers to the following questions:

Q1. How do learners respond to video conferencing?

Prior to the real-time video conferencing, the students have already indicated a most positive attitude (42.00-50.00%) towards the activity. For the rest of the items, 35- 71.43% expressed a more positive attitude; while some students (21-64.29%) indicated disagreement with the need for time to do good research and learning activities are not difficult to do.

After the experience, this positive attitude has become stronger (35.7-64.29%) with respect to being able to develop intercultural relationships, wanting to repeat the experience in the future, appreciating the need of time for doing good research, teacher's instruction, one's own culture and the help self-assessment on improving oneself. The number of students who expressed disagreement on went down to (7.14-28.57%).

The most significant improvement involved disagreement to agreement level with learning activities not difficult to do before and after the video conferencing (64.29-28.57%), respectively. This is a concrete evidence that video conferencing has helped the students realize that after all it is not a difficult undertaking for them. Rubrics enabled the students (64.29-64.29%) to come up to what was expected of them and were able to perform well before and during the video conferencing activity.

Furthermore, the students (7-15%) when asked how they find having a new partner each week for sharing or pair work, they responded that they found it fun, effective to communicate with others, effective to share opinions, meaningful, and was useful to speak good English.

When it comes to preparing for the video conferencing, the students indicated a positive attitude (35.71-50%, Excellent) in terms of writing the script for the dialogue, participating in class discussion, preparing questions for the Q & A portion and appropriate visuals for the presentation. Meanwhile, very few students (7-14.29%) rated Poor their preparation for the activity. After the video conference, the students rated their preparation as Excellent (28.57-64.29%) in most of the aspects and Good to Very Good (7.14-50.00%) while 1 student rated his/her preparation Poor in using appropriate visuals for the presentation. This level of preparation supports the positive attitude the students indicated about the help the rubrics had in meeting what was expected of them during the video conferencing.

The students' performance during the real-time video conferencing reinforces the statement that students who possess positive attitude tend to accept e-learning, thus do well. (Sabah, 2013). Before the actual face to face real-time video conferencing, the students rated their perceived and expected performance Excellent (28.57%) in listening to what

others say and (21.43-50%) with the rest of the items; whereas, it was Good to Very Good (14.29-64.29%) with the rest of the items. After the video conferencing, the Excellent rating increased (21.43-50.00%) with notable change in being able to express myself orally (0-28.57%) and being able to stay within the time limit for presentation (14.9 -35.17%). For the rest of the items, Good to Very Good (12.49-85.71%) was indicated with most notable with the item on the use of enough visuals during the presentation (85.71%). These data correlated with the elevated level of preparation that the students underwent.

Students' Attitude towards Other Class Learning Tasks

Aside from affecting their attitude towards video conferencing, the students' attitude extended to other learning activities in the classroom. They expressed that they liked most, found interesting, and enjoyable research/presentation, (71.43%) performing arts and want to experience again (64.29%).

They learned most during news reporting, video conferencing, and research/presentation. (21.43-35.71%).

They considered most important to learning culture, research/presentation and video conferencing (28.57-50.00%) and want to experience again (28.57%).

They found tasks easiest to do were news reporting, script writing, and preparing visual aids (21.43-42.86%).

The negative attitude the students have towards other tasks were also notable; but in some instances, were influenced by glitches they experienced during actual video conferencing such as audio malfunction.

They liked least and found least interesting news reporting, video conferencing, research/presentation (21.43-35.71%). They considered least important news reporting and research presentation (21.43-42.86%) in learning culture; learned least in news reporting and video conferencing (28.57%). For these students, the hardest tasks to perform were preparing visual aids and speaking during video conferencing, and script writing for research/presentation (35.71- 57.14%). Despite these challenges the students encountered, they did the video conferencing with flying colors.

Q2. What benefits and challenges did the learners experience during the video conferencing?

After the real-time video conferencing, the students tend to value time for doing a good research and time management in consideration for others, rubrics, self-assessment and learning about one's own culture. They also appreciated the instructor's contribution. They also realized the importance of language proficiency in being able to be understood by other cultures at the same time developing in them intercultural relationships. Despite their anxiety about the difficulty that they may encounter during the activity, they learned otherwise.

With respect the actual video conferencing, they learned that satisfactory performance during the session hinges on adequate preparation that involved research, collaboration, knowledge about expectations, language proficiency in communication and active participation. Being non-English-speaking students, language skills to express their ideas and to be able to understand their partners during culture sharing, become their greatest challenge.

S1 "Video conferencing is good, but my partner and I cannot prepare enough, so I am sorry. If I have a choice like this, I would like to join, do more and better."

S11 "Video conferencing is also good, but I did not have enough time to speak because of some problems relating to time and audio malfunction."

Q3. What teaching related challenges were associated with video conferencing?

Teacher related challenges involved unanticipated technology related glitches that will happen during the session, such as students' lack of preparedness, feedback, intercommunication delay, limited time for planning and inadequate resources and the time and insufficient compensation, expense involved in setting the hardware needed for the activity. (Brady, 1997). Audio malfunction is one big glitch and time management for each topic discussed.

Q4. How did video conferencing influence the students' attitude to learning Philippine culture?

The results of the mean scores indicated by the self-rating scales responded to by the students revealed that, in general, there was a significant improvement in their attitude towards the video conferencing learning method ($t = -6.048$, $a = 0.000$) and the means were positive significantly highly correlated ($R = .829$, $a = 0.000$). The preparation means showed also a significant ($t = -11.755$, $a = 0.000$) difference which was positive strong but not significantly correlated ($R = .730$, $a = .011$).

The difference between the means of the video conferencing performance scores and the instructor's final grades in Philippine culture was not significant ($t = 2.156$, $a = .075$) and positive but weakly correlated ($R = .037$, $a = .937$) and insignificant.

The difference between the means of the preparation scores and final exam grades in Philippine culture was not significant ($t = 1.524$, $a = .158$), negative very weak and insignificantly correlated ($R = -.240$, $a = .477$).

The difference between the means of the attitude scores and the final exam grades was not significant ($t = 1.691$, $a = .115$) positive very weak and insignificantly correlated ($R = .004$, $a = .990$).

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The results that showed a positive strong and significant difference and correlation between the means of the attitude scores before and after the video conferencing warrant the rejection of the null hypothesis that there is no difference between the means of the two variables.

The alternative hypothesis that there is a difference between the means of the attitude scores before and after the video conference is accepted. The findings showed a strong positive significant and correlated difference between the means of the scores in Attitude before and after the video conference.

This result supports the validity of the conclusion that video conferencing exerts a strong influence on the attitude of the students towards learning. At the same time, it lends support to previous studies related to this context.

The result on preparation for video conferencing revealed a strong positive significant and correlated mean difference between the means of the preparation scores before and after the video conferencing. The result affirms the fact that actual video conferencing affects the students attitude towards preparation for the activity.

The result on the comparison of the means between the Performance scores and the Final Exam Grades in Philippine Culture revealed a weak positive correlated but not significant mean difference. This finding leads to a conclusion that an increase in the performance score will show a corresponding minimal but not significant increase in the Final Exam Grades in Philippine Culture.

The finding on the comparison of the means between the Preparation scores and the Final Exam Grades in Philippine Culture showed a negative moderately weak correlated but not significant mean difference. This result leads to a conclusion that an increase in the preparation scores will show a negative moderately weak but correlated insignificant decrease in the Final Exam Grades in Philippine Culture.

The data on the comparison of the means between Attitude scores and the Final Grades in Philippine Culture indicated a positive very weak correlation but insignificant mean difference. This leads to the conclusion that an increase in the Attitude score will show a corresponding very minimal insignificant increase in the Final Exam Grades in Philippine Culture. This finding seems to contradict previous studies that a positive attitude towards e-learning is strongly related to achievement.

Recommendations

Based on the findings culled from the results, the following recommendations came to the researcher's mind:

1. The self-rating scales should be modified to make it more balanced in terms of positive and negative statements.
2. Administer a pre-test on the content of the course prior to the actual video conference to obtain a more precise basis for comparison.
3. Increase the number of participants in the survey.
4. Subject the instruments to validity and reliability tests.

APPENDIX A

Attitude Self Rating Scale		Strongly Agree		Agree		Disagree		Strongly Disagree	
N=14	Statements	f	%	f	%	f	%	f	%
1	I like this new type of learning activity involving communication with foreign students	4	28.57	10	71.43	0	0	0	0
2	The project enables us to use English in realistic situations	6	42.86	7	50.00	1	7.14	0	0
3	I hope that in the future I can keep participating in this type of learning activity	7	50.00	6	42.86	1	7.14	0	0
4	I appreciate the teacher's instruction in doing the project, it is clear and helpful	7	50.00	7	50.00	0	0	0	0
5	Learning through collaboration can reduce learning pressure	2	14.29	11	78.57	1	7.14	0	0
6	The learning activities in the project are not difficult for me	0	0	5	35.71	9	64.29	0	0
7	Doing a good research needs a lot of time	5	35.71	6	42.86	3	21.43	0	0
8	Preparation ensures success during the performance of the activity	5	35.71	7	50.00	2	14.29	0	0
9	Rubrics enable us to know what is expected of us	4	28.57	9	64.29	1	7.14	0	0
10	Language proficiency enables us to understand other cultures well	4	28.57	9	64.29	1	7.14	0	0
11	The project enables us to develop inter-cultural relationships	7	50.00	6	42.86	1	7.14	0	0
12	Language proficiency enables us to be understood by other cultures as well	3	21.43	10	71.43	1	7.14	0	0
13	Self-assessment enables us to improve on certain areas	5	35.71	8	57.14	1	7.14	0	0
14	The activities enable me to appreciate my own culture	3	21.43	10	71.43	1	7.14	0	0

Table 1 Frequency Distribution of Students' of Responses to the Attitude Self Rating Scale before the Real Time Video Conferencing

APPENDIX B

Attitude Self Rating Scale	Strongly Agree		Agree		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%
1 I like this new type of learning activity involving communication with foreign students	6	42.86	8	57.14	0	0	0	0
2 The project enables us to use English in realistic situations	7	50.00	6	42.86	1	7.14	0	0
3 I hope that in the future I can keep participating in this type of learning activity	7	50.00	5	35.71	2	14.29	0	0
4 I appreciate the teacher's instruction in doing the project, it is clear and helpful	8	57.14	5	35.71	0	0	0	0
5 Learning through collaboration can reduce learning pressure	6	42.86	8	57.14	0	0	0	0
6 The learning activities in the project are not difficult for me	1	7.14	9	64.29	4	28.57	0	0
7 Doing a good research needs a lot of time	9	64.29	4	28.57	1	7.14	0	0
8 Preparation ensures success during the performance of the activity	7	50.00	5	35.71	2	14.29	0	0
9 Rubrics enable us to know what is expected of us	5	35.71	9	64.29	0	0	0	0
10 Language proficiency enables us to understand other cultures well	8	57.14	5	35.71	1	7.14	0	0
11 The project enables us to develop intercultural relationships	8	57.14	6	42.86	0	0	0	0
12 Language proficiency enables us to be understood by other cultures as well	7	50.00	7	50.00	1	7.14	0	0
13 Self-assessment enables us to improve on certain areas	9	64.29	5	35.71	0	0	0	0
14 The activities enable me to appreciate my own culture	9	64.29	4	28.57	1	7.14	0	0

Table 2 Frequency Distribution of Students' Responses to the Attitude Self Rating Scale after the Real Time Video Conferencin

APPENDIX C

Preparation Self Rating Scale		Excellent		Very Good		Good		Poor	
N=14	Criteria	f	%	f	%	f	%	f	%
1	I researched on the topic well ahead of time	3	21.43	7	50.00	4	28.57	0	0
2	I gathered enough materials needed for the video conference	3	21.43	5	35.71	5	35.71	1	7.14
3	I collaborated with my group to make the draft	1	7.14	9	64.29	2	14.29	2	14.29
4	I wrote the script for the dialogue	5	35.71	6	42.86	1	7.14	2	14.29
5	I prepared the questions for the Q % A portion	5	35.71	4	28.57	2	14.29	2	14.29
6	I did the editing of the final script on the English Usage	3	21.43	7	50.00	2	14.29	2	14.29
7	I participated in the class discussion	5	35.71	5	35.71	3	21.43	1	7.14
8	I practiced delivering my topic	3	21.43	6	42.86	3	21.43	1	7.14
9	I prepared big pictures/photos to show with my presentation	8	57.14	4	28.57	1	7.14	1	7.14
10	I used big and legible letters for my labels	3	21.43	5	35.71	3	21.43	1	7.14
11	I wrote the labels in big legible fonts	2	14.29	6	42.86	3	21.43	1	7.14

Table 3 Frequency Distribution of the Students' Responses to the Preparation Self Rating Scale before the Real Time Video Conferencing

Performance/Participation Self Rating Scale		Excellent		Very Good		Good		Poor	
N= 14	Criteria	f	%	f	%	f	%	f	%
1	I spoke clearly during the presentation	3	21.43	7	42.86	4	28.57	0	0
2	I was able to express my ideas orally	4	28.57	7	42.86	3	21.43	0	0
3	I actively participated in the Q & A portion of the conference	5	35.17	4	28.57	4	28.57	0	0
4	I listened to what others say	7	50.00	5	28.57	2	14.29	0	0
5	I stayed within the time limit for my presentation	5	35.17	7	50.00	2	14.29	0	0
6	I asked questions when I was unclear about what has been said	3	21.43	5	28.57	5	35.17	0	0
7	I used enough visual aids to help clarify my presentation	0	0	12	85.71	2	14.29	0	0

Table 4 Frequency Distribution of the Students' Attitude Scores towards Performance/Participation Self Rating Scale after the Real Time Video Conferencing

APPENDIX D

N=14	Statements	News Reporting			
		Before Real Time VDC		After Real Time VDC	
		f	%	f	%
1	I liked the most....	2	14.29	2	14.29
2	I liked the least...	6	42.86	6	42.86
4	I find...least interesting	5	35.71	8	57.14
5	I learned the most...	4	28.57	2	14.29
6	I learned the least...	4	28.57	3	21.43
7	I find doing.... the easiest	5	35.71	3	21.43
8	I find preparing Visual Aids...the easiest task	2	14.29	2	14.29
9	I find preparing Visual Aids...the hardest task	1	7.14	2	14.29
10	I find Writing Script the hardest task	4	28.57	2	14.29
11	I find Writing Script the easiest task	2	14.29	4	28.57
12	I find Speaking....the hardest task	2	14.29	3	21.43
13	I find Speaking...the easiest task	3	21.43	2	14.29
14	I find Performing most enjoyable	1	7.14	1	7.14
15	I find Performing....least enjoyable	8	57.14	7	50.00
16	I find most important in LC	2	14.29	2	14.29
17	I find ...least important in LC	6	42.86	7	50.00

Table 5 Frequency Distribution of Students' Attitude Scores towards News Reporting before and after Real Time Video Conferencing

Attitude Towards Class Learning Activities Self-Rating Scale	N=14	Statements	Video Conferencing			
			Before Real Time VC		After Real Time VC	
			F	%	f	%
2	I liked the least...		2	14.29	3	21.43
3	I find ...most interesting		1	7.14	4	28.57
4	I find...least interesting		3	21.43	1	7.14
5	I learned the most...		2	14.29	4	28.57
6	I learned the least...		6	42.86	3	21.43
7	I find doing.... the easiest		3	21.43	5	35.71
8	I find preparing VA... the easiest task		6	42.86	3	21.43
9	I find preparing VA... the hardest task		8	57.12	5	35.71
10	I find WS the hardest task		5	35.71	3	21.43
11	I find WS the easiest task		7	50.00	6	42.86
12	I find speaking.... the hardest task		10	64.29	7	50.00
13	I find speaking...the easiest task		2	14.29	1	7.14
14	I find performing most enjoyable		0	0	1	7.14
15	I find performing.... least enjoyable		0	0	1	7.14
16	I find most important in LC		4	28.57	8	57.14
17	I find ...least important in LC		1	7.14	0	0
18	I want to experience.... again		2	14.29	4	28.57

Table 6 Frequency Distribution of Students' Attitude Scores towards Video Conferencing

APPENDIX E

Attitude towards Class Learning ActivitiesSelf-Rating Scale		Research /Class Presentation			
		Before Real Time VC		After Real Time VC	
N=14	Statements	f	%	f	%
1	I liked the most ...	5	35.71	4	28.57
2	I liked the least ...	4	28.57	3	21.43
3	I find ... most interesting	6	42.86	5	35.71
4	I find ... least interesting	5	35.71	4	28.57
5	I learned the most ...	6	42.86	5	35.71
6	I learned the least ...	3	21.43	1	42.86
8	I find preparing VA ... the easiest task	4	28.57	6	42.86
9	I find preparing VA ... the hardest task	5	35.71	7	50.00
10	I find WS the hardest task	5	35.71	9	64.29
11	I find WS the easiest task	5	35.71	2	28.57
12	I find speaking the hardest task	2	14.29	2	14.29
13	I find speaking the easiest task	4	28.57	4	28.57
14	I find performing most enjoyable	1	7.14	3	21.43
15	I find performing least enjoyable	3	21.43	3	21.43
16	I find most important in LC	4	28.57	4	28.57
17	I find least important in LC	4	28.57	5	35.71
18	I want to experience again	2	14.29	1	7.14

Table 7 Frequency Distribution of Students' Attitude Scores towards Research/Presentation

Attitude Towards Class Learning ActivitiesSelf-Rating Scale		Performing Arts			
		Before Real Time VC		After Real Time VC	
N=14	Statements	f	%	f	%
1	I liked the most	7	50.00	8	57.14
2	I liked the least	2	14.29	1	7.14
3	I find ... most interesting	10	71.43	8	57.14
4	I find ... least interesting	1	7.14	1	7.14
5	I learned the most ...	2	14.29	1	7.14
6	I learned the least ...	3	21.43	3	21.43
7	I find doing ... the easiest	8	57.14	8	57.14
8	I find preparing VA ... the easiest task	2	14.29	3	21.43
13	I find speaking ... the easiest task	5	35.71	7	50.00
14	I find performing most enjoyable	12	85.71	10	71.43
15	I find performing least enjoyable	1	7.14	2	14.29
16	I find most important in LC	3	21.43	0	0
17	I find least important in LC	2	14.29	1	7.14
18	I want to experience again	10	71.43	9	64.29

Table 8 Frequency Distribution of Students' Attitude Scores towards Performing Arts

APPENDIX F

Students' Use of Social Media Network

I make video calls using...		Always		Often		Sometimes		Never	
Social Media		f	%	f	%	f	%	f	%
1	Skype					5	35.71	9	64.29
2	Facebook	1	7.14	1	7.14	6	42.86	6	42.86
3	Face Time			2	14.29	2	14.29	10	71.43
4	Others	5	35.71	3	21.43	6	42.86	2	14.29

Table 9 Frequency Distribution of Students' Responses to the Use of Social Media before Real Time Video Conferencing

I make video calls using...		Always		Often		Sometimes		Never	
Social Media		f	%	f	%	f	%	f	%
1	Skype					7	50	7	50.00
2	Facebook	1	7.14			5	35.71	8	57.14
3	Face Time			1	7.14	2	14.29	9	64.29
4	Others	5	35.71	3	21.43	4	28.57	1	7.14

Table 10 Frequency Distribution of Students' Responses to Use of Social Media after Real Time Video Conferencing

Comparison of the Means and Standard Deviations of Attitude, Preparation and Performance/Presentation Table

N=14	Attitude				Preparation				Performance			
	Pre-Video		Post-Video		Pre-Video		Post-Video		Pre-Video		Post- Video	
	Conferencing				Conferencing				Conferencing			
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1	3.29	.469	3.43	.514	3.93	.730	4.29	.825	3.21	1.311	3.93	.730
2	3.36	.633	3.43	.646	3.64	1.082	3.71	1.61	3.64	.497	4.07	.877
3	3.43	.646	3.36	.745	3.50	1.160	4.21	.80	3.57	.646	4.00	.745
4	3.50	.519	3.80	.852	3.86	1.351	4.57	.64	4.07	.730	4.36	.633
5	3.07	.535	3.43	.514	3.57	1.555	4.50	.76	4.00	.784	4.21	.699
6	2.36	.514	2.79	.579	3.64	1.277	4.29	.726	3.57	.756	3.64	1.082
7	3.14	.784	3.57	.646	3.86	1.099	4.43	.514	3.79	.699	3.86	.363
8	3.21	.699	3.36	.745	3.86	1.099	4.29	.726				
9	3.21	.469	3.36	.497	3.86	1.657	4.50	.76				
10	3.21	.579	3.50	.650	3.36	1.447	3.86	1.099				
11	3.43	.646	3.57	.514	3.29	1.383	3.93	1.207				
12	3.14	.535	3.43	.646								
13	3.29	.611	3.64	.497								
14	3.14	.475	3.57	.633								
Over All Mean	3.20		3.45		3.60		4.29		3.63		4.12	
Std Dev	.27332		.22626		.23315		.23516		.30180		.29897	

Table 11 Distribution of the Means and Standard Deviations of the Students Responses to the Self Rating Scales on Attitude, Preparation and Performance Before and After Video Conferencing

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