

Use of Video-Based Listening Activities to Improve Students' Listening Comprehension

Uso de Actividades Auditivas Basadas en Videos para Mejorar la Comprensión Auditiva de los Estudiantes

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Abstract

Conducted in a French private school in Chile, this action research study aims to explore the contribution of video-based listening activities from the ESL video website in supporting the listening comprehension skills for specific information of a group of 18 fifth graders. The results of a pre- and post-intervention test used to identify students' progress indicated that the students' English listening comprehension skills increased significantly after learning with videos. A Likert scale and focus group survey were used to analyze participants' views towards the intervention. Their findings show that participants consider this intervention's effectiveness positive in developing their listening comprehension skills, which supports the belief that using video-based listening activities is an effective tool to enhance students' listening comprehension skills when learning English as a foreign language.

Keywords: video-based listening activities, ESL, listening comprehension, intervention, listening strategies, student perception

Resumen

Realizado en una escuela privada francesa en Chile, este estudio de investigación acción tiene como objetivo explorar la contribución del uso de actividades auditivas basadas en video del sitio web

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de videos ESL para apoyar el desarrollo de la habilidad de comprensión auditiva de información específica de un grupo de 18 estudiantes de quinto grado. Los resultados de una prueba previa y posterior a la intervención utilizada para identificar el progreso de los estudiantes indicaron que la capacidad de comprensión auditiva en inglés de los estudiantes aumentó significativamente después de aprender con videos. Se utilizó una encuesta que usó una escala Likert y un grupo focal para analizar las opiniones de los participantes sobre la intervención. Sus hallazgos muestran que los participantes consideran la efectividad positivamente de esta intervención en el desarrollo de su habilidad de comprensión auditiva, lo que apoya la idea de que el uso de actividades auditivas basadas en videos es una herramienta eficaz para mejorar las habilidades de comprensión auditiva de los estudiantes cuando aprenden inglés como lengua extranjera.

Palabras clave: actividades auditivas basadas en videos, inglés como segunda lengua, comprensión auditiva, intervención, estrategias auditivas, percepción del estudiante

Introduction

Since the late 20th and early 21st centuries, the accessibility and integration of multimedia technologies into educational settings have significantly impacted language teaching practices, especially in English as a Foreign Language (EFL) context. Videos have emerged as a powerful tool that engage students and facilitates the development of crucial skills such as listening comprehension. According to Nunan (2003) and Hwaider (2017), listening comprehension is a dynamic process through which individuals make sense of auditory information, underscoring its fundamental role in language acquisition.

In the context of Chilean education, specific language proficiency goals are set for students. For instance, at the end of sixth grade, students are expected to reach an A1 proficiency level (according to the Common European Framework of Reference for Languages) by understanding important information from short audio messages, identifying basic grammatical structures, and acquiring some relevant vocabulary. Integrating video-based listening activities has become essential in addressing students' challenges in meeting these listening comprehension objectives, often resulting in frustration and demotivation. The action research project discussed in this paper aims to explore the effectiveness of incorporating ESL video website content into teaching practices. Specifically, it focuses on enhancing the ability of 5th-grade students to comprehend specific information from audio-visual materials.

The research contributes to the field by demonstrating how video-based activities can accommodate diverse learner needs and preferences. Videos provide engaging and authentic language input and offer contextual cues that aid comprehension. As noted by Wilkinson (1984) and Field (2008), videos enable students to observe paralinguistic features, non-verbal communication, and situational context, enriching their understanding of linguistic nuances and cultural dimensions.

Moreover, the paper discusses how educators can effectively utilize technical features of videos, such as freeze frames and review options, to scaffold students' language analysis and comprehension skills (Candlin, 1982). This approach empowers teachers to create interactive and learner-centered environments promoting active engagement and deeper learning.

This research contributes valuable insights into the practical application of video-based listening activities in EFL classrooms, particularly in Chilean educational contexts. By exploring students' perceptions and outcomes related to these activities, the study aims to inform pedagogical practices and enhance the effectiveness of language teaching methodologies focused on listening comprehension skills.

Conceptual Framework

The Importance of Listening Comprehension in the EFL Classroom

Listening is a powerful and primary source of comprehensible input for second language acquisition (Rost, 2011). Developing learners' listening comprehension skills can significantly enhance their general communicative abilities and language competencies (Hwaider, 2017). Consequently, teaching listening should be a priority for EFL teachers to meet their students' language needs. Despite this crucial role, listening was one of the most neglected skills in second and foreign-language classrooms. According to Field (2008), in the early days of English Language Teaching (ELT), listening primarily served to introduce new grammar through model dialogues. However, listening has now assumed greater importance in EFL classrooms. Wallace et al. (2004), emphasize that listening skills are vital for learning, enabling students to acquire insights, information, and success in communicating with others.

Listening Comprehension

Mastering listening comprehension in a second language is a complex task that demands effort and skill. Vandergrift (1999) defines listening comprehension as a complicated interactive process where listeners must focus on elements such as sounds, intonation, linguistic structures, and social contexts. Mendelsohn (1994) defines listening comprehension as the ability to understand the spoken language. Ahmadi (2016) underscores its crucial role, stating that understanding the spoken language is essential for authentic classroom communication and oral interactions between native and non-native speakers.

Proficiency in listening is crucial for developing speaking and writing in a second or foreign language. It enhances awareness of pronunciation nuances, intonation patterns, and idiomatic expressions crucial for fluent speech. Listening also aids in understanding the language's rhythm and cadence, which supports coherent spoken communication. In writing,

effective listening skills ensure accurate transcription and contribute to clarity and cohesion in written texts. Engagement with spoken language deepens vocabulary and grammar comprehension, enabling clear and sophisticated communication across various contexts.

Micro-skills of Listening Comprehension

Brown (2001) outlines various micro-skills essential for effective listening comprehension, including activating prior knowledge, making predictions, using context clues, note-taking, skimming and scanning, visualizing, seeking clarification, and reflecting on their listening experiences. By explicitly teaching and practicing listening micro-skills, EFL learners can improve their ability to comprehend specific information while listening.

Bottom-up Versus Top-down Approaches to Listening

Three different processing approaches are essential to understanding listening comprehension. Richards (1990) explains that bottom-up processing, as deriving meaning from incoming data using lexical and grammatical knowledge, is crucial for beginners lacking linguistic categories (Celce-Murcia & Snow, 2014). On the other hand, top-down model processing, as Wilson (2008) describes, relies on prior knowledge to anticipate content, making it listener-centered (Alfaki & Siddiek, 2013). According to Vandergrift (2003), interactive processing combines both approaches using prior and linguistic knowledge for enhanced comprehension.

Listening Lessons

In structuring listening lessons, Wilson (2008) states three stages: pre-listening, in which students activate schemata to predict content; while-listening, which centers on comprehension; and post-listening, which helps learners to reflect on language aspects like sound, grammar, and vocabulary (Underwood, 1989). The while-listening stage aims to understand the text message, not every word. Some post-listening activities may be extensions of all the exercises carried out at pre-listening and while-listening work, but some may not be related to them.

Strategies to Support Listening to Specific Information

Specific information listening strategies, outlined by Wilson (2008), involve focusing on factual details, predicting potential content, and recognizing varied expressions within audio recordings (Mann & Taylore-Knowles, 2014). Strategies to support listening for specific information include cognitive (e.g., elaboration, inferencing, translation) directly related to auditory input, and metacognitive refers to methods used to help learners understand

how they learn (O'Malley et al., 1987). Additionally, socio-affective strategies encompass interactions with peers and teachers to reduce anxiety and enhance learning (Wilson, 2008).

Advantages and Disadvantages of Using Videos for Listening

Using videos in listening comprehension offers distinct advantages and disadvantages. Çakir (2006), states that “even without hearing the language spoken clues, meaning can be picked up from the vision alone” (p. 68). A study by Kusumarasdyati (2004) examined the effect of using movie presentations on EFL learners’ listening skills and imagination in Indonesia. He found that movies were an effective teaching technique in developing EFL learners’ listening skills and stimulating their imagination and motivation. On the other hand, selecting appropriate content aligned with students’ proficiency levels and interests is time-consuming (Van Duzer, 1997). Implementing videos in ESL classrooms could be problematic if teachers do not select the material based on students’ language proficiency levels and interests.

YouTube as a Pedagogical Tool

YouTube “offers fast and fun access to language and culture-based videos and instruction from all over the globe” (Terantino, 2011). As cited in Berk (2009), using video (YouTube) has strong effects on the mind and senses that will help the teacher to get students’ motivation and attraction in teaching listening comprehension. In a study by Al-Hammouri et al. (2022), the findings indicated that YouTube videos had a noteworthy influence on English as a Foreign Language (EFL) learners in several key areas, for instance, learners experienced substantial improvements in vocabulary acquisition as they engaged with the diverse content available on YouTube.

Use of Websites to Support Listening Comprehension

To support the development of students’ listening skills effectively, educators rely on suitable learning media that provide authentic English materials and sources (Anggraeni & Indriani, 2018). Teachers explore a variety of English resources to identify those most compatible and effective for second language learning. Numerous websites and platforms offer authentic audio and video materials that can significantly enhance the proficiency of second language learners (Metruk, 2018). Utilizing authentic videos in EFL classrooms is crucial in advancing learners’ proficiency in the target language. Therefore, integrating appropriate learning media and authentic resources in language education underscores educators’ commitment to using digital advancements in language learning.

One exemplary resource is the ESL Video website, which provides a range of online English listening and grammar activities, and free teaching materials. Additionally, educators can utilize the ESL Video quiz maker tool to create interactive video-based listening and gap-fill quizzes. This platform also facilitates tracking and reporting student scores, supporting effective monitoring of learning outcomes. Moreover, ESL Video coordinates the International Teens Conversation Exchange, promoting global linguistic and cultural exchange among students.

Assessing Listening Comprehension

Assessing listening comprehension is a complex process with various factors affecting validity and reliability, including cultural contexts and question clarity (Wilson, 2008). Concerning listening tests, the factors contributing to the difficulty of listening, such as the message, delivery, listener, and environment, can also be seen as potential sources of test unfairness. For instance, cultural issues incorporated into the listening passage can affect students' performance if the topics are unfamiliar, highlighting the role of background knowledge rather than pure listening ability. Similarly, a student's understanding of the passage may be hindered by unclear or confusing accompanying questions, raising questions about whether the issue lies with listening or reading skills. In essence, testing listening skills requires careful consideration of these factors to ensure fairness and accuracy in the assessment.

Method

Type of Study

This project is framed within a qualitative action research design with mixed methods (Berg & Lune, 2012), whose main objective is understanding a specific phenomenon in an educational setting. Referring to Burns's (2010) views, action research aims to intervene deliberately in a problematic situation to bring changes and practice improvements.

Research Problem

Regardless of the strong encouragement of listening comprehension skills in the EFL classroom, students from a French bilingual school struggle to listen and understand to an A1 proficiency level. Namely, activities such as understanding important information from a short text, identifying simple grammatical structures, and some vocabulary to communicate according to the CEFR (2001) listening goals. Based on class observation, students found it difficult to understand specific information from simple short audio which causes them

frustration and lack of motivation. From this context, the need to conduct action research in English lessons, focusing on developing a methodology that employs listening activities from an ESL video website, emerges.

Research Objectives

1. To identify the participants' progress in listening for specific information comprehension skills in video-based listening activities.
2. To analyze the participants' views towards using video-based listening activities to support their listening skills for specific information.

Participants

This research consisted of a convenience sample of 21 students, for they were the most accessible subjects (Etikan et al., 2016). They all had English classes once a week. They were all the same age (10-11) and were at beginner English language proficiency level. Moreover, students had three years of English at school before the intervention and came from the same socioeconomic and cultural backgrounds.

Research Procedure

Within a four-week frame, this study explored the contribution of video-based listening activities from the ESL video website to support the listening comprehension skills for specific information. In four sessions, participants were exposed to four different listening strategies: brainstorming keywords and ideas from the video's topic on the board, predicting the topic from pictures, predicting keywords said in muted sequenced videos, and predicting from a list of keywords from the video. Each session lasted 45 minutes (4.5 hours in total). Data collection instruments were applied before and after the intervention.

Data Collection Instruments

Pre- and Post-intervention Tests

Regarding specific objective 1, a pre- and post-intervention test was carried out (see Appendix 1). These listening comprehension tests were specifically designed for this intervention based on A1 proficiency level (elementary) videos, which lasted one to three minutes. All videos were related to topics already studied by the learners. Each test consisted of 10 multiple-choice questions, each had three choices. The tests only assessed listening comprehension for specific information.

Likert Scale

A Likert scale (see Appendix 2) with twelve statements in Spanish was carried out on eighteen learners to gather information about specific objective 2. The scale followed the suggestions by Flórez et al. (2012) to adapt a scale for children (Mellor & Moore, 2014) such as the use of images of glasses of water to represent the students' agreement levels (Strongly Agree, Agree, Strongly Disagree, and Disagree). Half of the items focused on the effectiveness of videos in supporting the development of listening comprehension skills (dimension 1) and the other half on the students' impressions about using activities based on videos (dimension 2).

Focus Group

A focus group (see Appendix 3) was applied to assess specific objective 2. It was chosen because it created a safe environment in participatory research, especially when young people are involved (Bagnoli & Clark, 2010) and to avoid the power imbalances between researchers and participants (Shaw et al., 2011). The participants addressed six open-ended questions about two different dimensions in Spanish for clarity and reliability. A purposive sampling was chosen for this instrument since only 10 students were part of the focus group. All the participants were selected randomly.

Data Analysis Techniques

The study used descriptive statistics (Dörnyei, 2007) to analyze the data collected with the pre- and post-intervention tests. The central tendency, specifically the mean, measured the average score achieved by the group before and after the intervention. A range calculation determined whether the scores before and after using video-based activities were similar or varied significantly. All the information collected was tabulated, and figures were used to describe and interpret the data.

Descriptive statistics also helped to summarize findings from the Likert scale, describing the general tendencies in the data and the overall spread of the scores (Dörnyei, 2007). The study used the mean and standard deviation for each item of the Likert scale (Braun & Clarke, 2006). These mean values revealed the tendency and variability of students' perspectives toward using YouTube video-based listening activities. The results were categorized into two dimensions.

Thematic analysis was used to analyze the data collected from the focus group. The responses were transcribed into a written format and analyzed considering different stages (Braun & Clarke, 2006).

Pedagogical Intervention

This intervention was tailored for 5th graders from a private school with a beginner English language proficiency level. The class consisted of 20 learners studying English as part of their school curriculum, with only forty-five minutes of English weekly. Due to the limited exposure to English, the teacher-researcher identified a need for increased exposure and training in listening comprehension activities.

The pedagogical intervention was designed to enhance students' listening comprehension of specific information using video-based activities from an ESL video website. The intervention lasted four weeks, with the teacher-researcher conducting classes once a week. Materials included a data projector, a computer, and an answer sheet for each student. The videos selected for each activity were chosen based on their difficulty level, duration, and appropriateness for the learning objectives. Multiple-choice questions were specifically for their ability to challenge learners effectively while assessing their understanding. This choice was informed by content, cognitive, and language analyses, ensuring the questions aligned closely with the educational goals of the intervention.

To validate these instruments and guarantee that they measure what they are intended to measure, two language specialists in education and language learning were consulted to provide valuable feedback on these instruments. These experts were selected based on their expertise and experience in action research. A clear explanation of the scope of the study, the research questions, and the objectives were provided for the experts' judgment as well as the instruments, along with detailed instructions for completion. The three data collection instruments were also piloted with another class from the same level and school to increase their validity.

In session 1, students had to identify specific information from a video from the ESL video website by brainstorming keywords and ideas from the video's topic on the board to activate background knowledge. In session 2, students had to identify specific information from a video by predicting the topic from pictures (video screenshots) to scaffold understanding before listening. In session 3, students had to identify specific information from a video by predicting keywords in a muted sequence, focusing on visual cues and contextual understanding. In session 4, students had to identify specific information from a video by predicting what happened in the text from a list of keywords provided by the teacher, reinforcing listening comprehension through active recall.

A post-test was applied after session 4 to assess the effectiveness of the intervention on students' listening comprehension of specific information. After the post-test, a survey and a focus group served to analyze participants' views of the videos. This intervention can be adapted based on student needs, feedback, and ongoing assessment.

Findings

Specific Objective 1

Pre and Post-test General Results

Participants' scores were compared during the pre- and post-intervention tests to examine their listening for specific information progress before and after the intervention. The results obtained in both tests are illustrated in Figure 1 below.

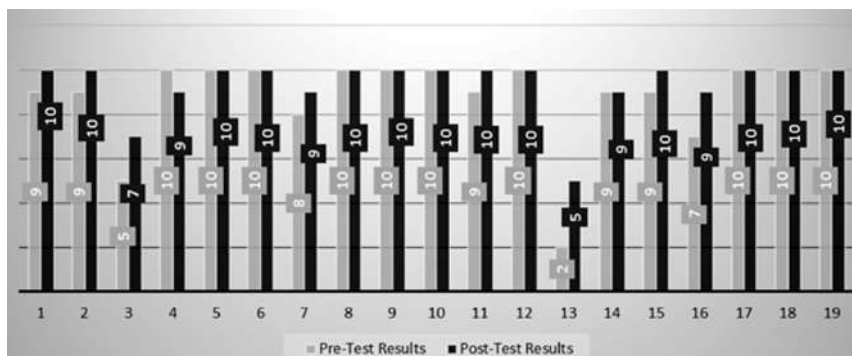


Figure 1. *Pre-Intervention and Post-Intervention Test Scores by Students*

Note. Own work.

Examining the points presented in Figure 1, it becomes clear that 10 out of 19 participants increased their results when comparing their performance between the pre- and post-intervention tests, which correspond to 55 % of the sample. This improvement may be associated with using video-based listening activities to support their listening comprehension of specific information. Regarding the other students' results, 7 out of 19 participants kept the same level of achievement of 39 % of the sample and only 1 student decreased their result, which corresponds to 6 % of the sample. The mean for the pre-intervention test was 8.79 out of 10, while for the post-intervention test was 9.37 out of 10. Thus, the data collected showed an increase of 0.58 points after the intervention.

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Specific Objective 2

Findings from the Likert Scale

The participants rated the levels of perception of using video-based listening activities about each of the 12 statements on a scale of 4 points:

- Totally agree: 4 points
- Agree: 3 points
- Disagree: 2 points
- Totally disagree: 1 point

Dimension 1: Effectiveness of Using Videos to Support Listening Comprehension Skills Development. All students' percentages concerning the statements of dimension 1 are presented in Table 3 below.

Table 3. *Dimension 1 Students' Answers by Question*

	Totally agree (4)	Agree (3)	Disagree (2)	Totally disagree (1)
1. The video's images help me understand what I am listening to.	47,4%	52,6%	0	0
2. Watching videos in English allows me to work more independently.	47,4%	47,4%	5,2%	0
3. Watching videos in English helps me concentrate on what I am listening to.	31,6%	63,2%	5,2%	0
4. When watching videos in English classes, I realize that I understand more English than I thought.	68,4%	21,1%	10,5%	0
5. I think my listening ability improved because of the video activities done in English classes.	57,9%	36,8%	5,2%	0
6. Watching videos helps me remember information.	47,4%	52,6%	0	0

Note. Own work.

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By analyzing the previous data, the two statements with the highest average percentage of respondents who selected score 4 "Totally agree" were statement 4 with a rate of 68.4% and statement 5 with 57.09%. This could mean the use of video-based activities helps students understand more English and improves their listening skills.

The four statements with the lowest average percentage of respondents who selected score 4 "Totally agree" were statement 3 (31.6%) and statements 1, 2, and 6 (47.4%). These results could mean the students still lose focus while listening to video-based activities.

HOW

Dimension 2: Students' Impressions about Using Listening Comprehension Activities Based on Videos. All students' answers percentages concerning the statements of dimension 2 are presented in Table 4 below.

Table 4. *Dimension 2 Students' Answers by Question*

	Totally agree (4)	Agree (3)	Disagree (2)	Totally disagree (1)
7. I like watching videos in English classes more than just listening to audios in English.	100%	0	0	0
8. I feel comfortable participating in activities related to videos.	57,9%	42,1%	0	0
9. I feel confident doing the video-based listening activities in the English class.	63,2%	15,8%	10,5%	10,5%
10. I feel calmer watching videos in English classes than listening to only audios in English.	63,2%	36,8%	0	0
11. After working with videos, I feel better about my skills in English.	57,9%	31,6%	10,5%	0
12. Watching videos in English is entertaining because of the topics, images, and sounds.	57,9%	42,1%	0	0

Note. Own work.

By analyzing the previous data, the two statements with the highest average percentage of respondents who selected score 4 "Totally agree", were statements 7 with an average of 100%, and statements 9 and 10 with 63.2%. The two statements with the lowest average percentage of respondents who selected score 4 "Totally agree" were statements 8, 11, and 12 with 57.9%.

In the analysis of the results of dimension 1, the mean score of 20.68 out of 24 suggests that, on average, participants rated the effectiveness of using videos for developing listening comprehension skills positively. The standard deviation of 1.60 indicates that the responses varied moderately around the mean. This suggests that while the average perception of effectiveness was positive, there was some variability in individual opinions. In the analysis of the results of dimension 2, the mean score of 21.68 out of 24 indicates that, on average, students had favorable impressions of the intervention. The standard deviation of 1.86 suggests a moderate variability in students' impressions. While the average impression was positive, individual opinions varied to some extent.

In both dimensions, the mean scores are relatively high, indicating that, on average, participants rated the intervention's effectiveness positively and their intervention impressions were favorable. The standard deviations, though moderate, suggest that there were some variations in the responses, with some participants having different opinions.

The mean of dimension 1 provides insight into the average level of agreement or disagreement the students had with the sentences of that dimension. By analyzing dimension 2's mean, the students agreed with the statements. This can be seen in Figure 2 below.

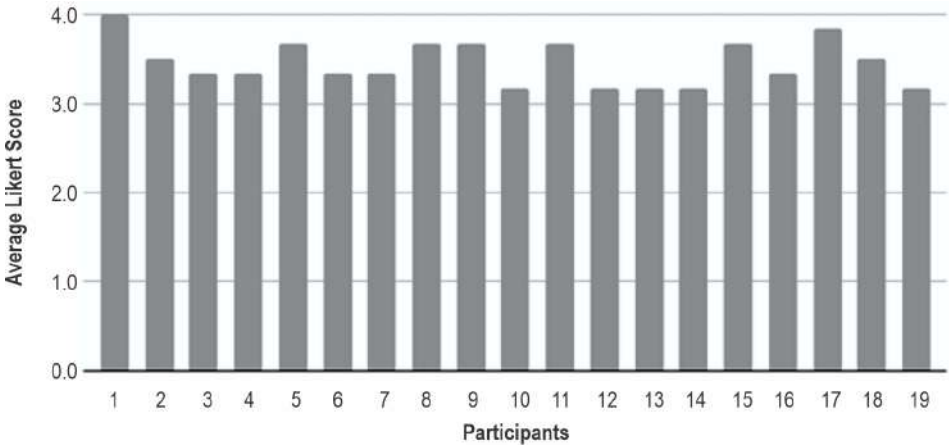


Figure 2. *Mean Likert Scores by Participants – Dimension 1*

Note. Own work.

The mean of dimension 2 provides insight into the average level of agreement or disagreement the students had with the sentences of that dimension. By analyzing dimension 2's mean, the students agreed with the statements. This can be seen in Figure 3 below.

Analyzing the distribution of dimension 1 of the Likert scale scores, the frequency of responses for each item response option shows a central tendency towards agreement in each statement. 50% of the students strongly agreed with the statements, 46% agreed, only 4% disagreed, and 0% totally disagreed. This can be seen in Figure 4 below.

Examining the distribution of dimension 2 of the Likert scores, the frequency for each item response option also shows a central tendency towards agreement in each statement: 67% of students totally agreed, 28% agreed, only 3% disagreed, and 2% totally disagreed. This can be seen in Figure 5 below.

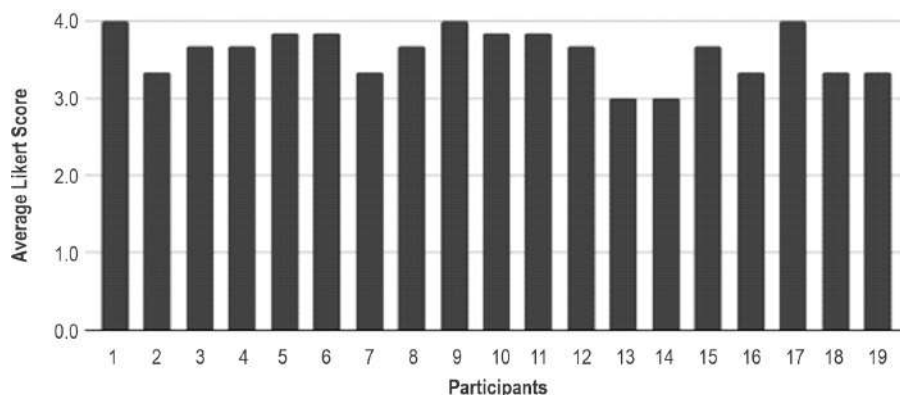


Figure 3. *Mean Likert Scale by Participant - Dimension 2*

Note. Own work.

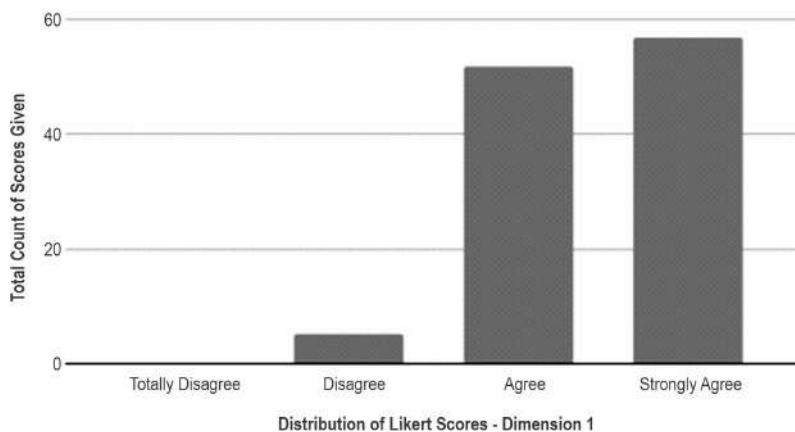


Figure 4. *Distribution of Likert Scores – Dimension 1*

Note. Own work.

Findings from the Focus Group

The focus group interview was conducted after the intervention was completed. The posterior analysis of the results was based on a relevant thematic analysis obtained from transcripts of students' comments, which were grouped into three clear main dimensions:

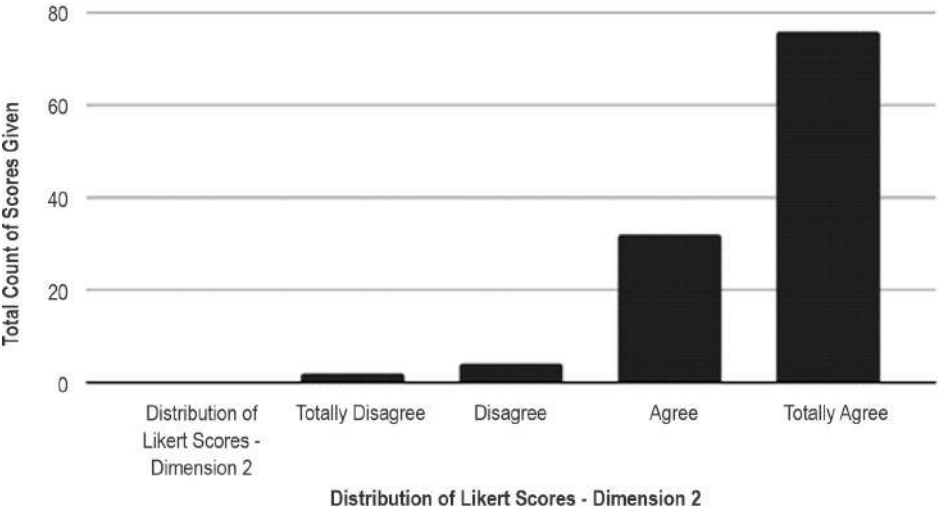


Figure 5. *Distribution of Likert Scores – Dimension 2*

Note. Own work

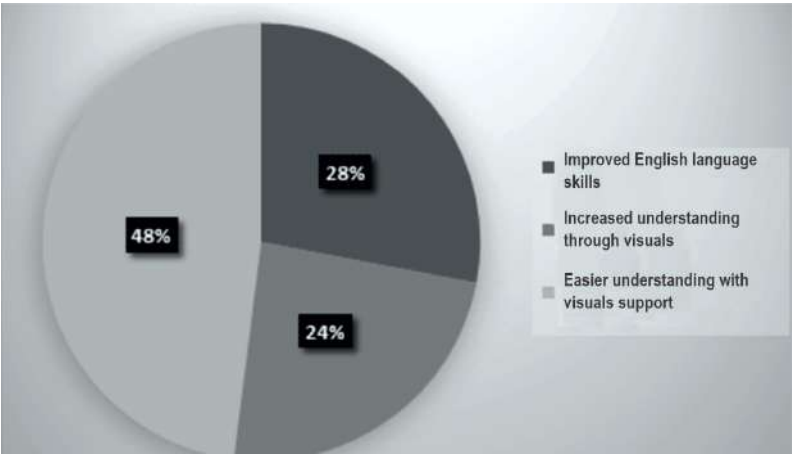


Figure 6. *Percentages of Sub-themes Mentioned during the Focus Group in Dimension 1 “Opinions about the use of activities for developing listening comprehension skills based on videos”*

Note. Own work.

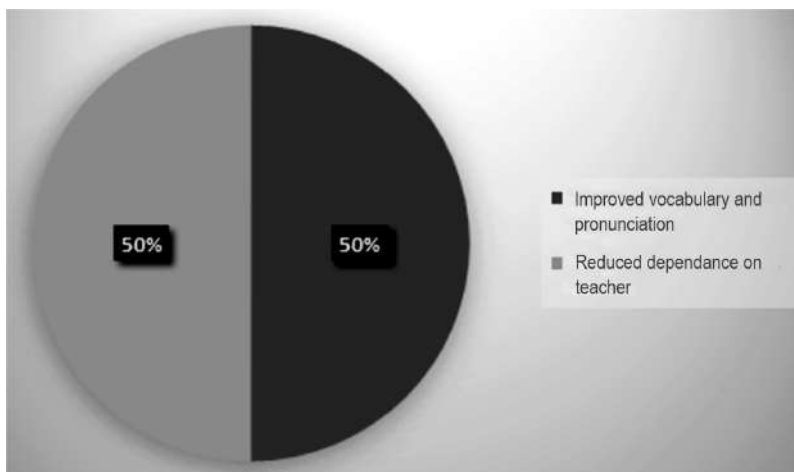


Figure 7. Percentages of Sub-themes Mentioned during the Focus Group in Dimension 2 “Perception of improvement through video activities”

Note. Own work.

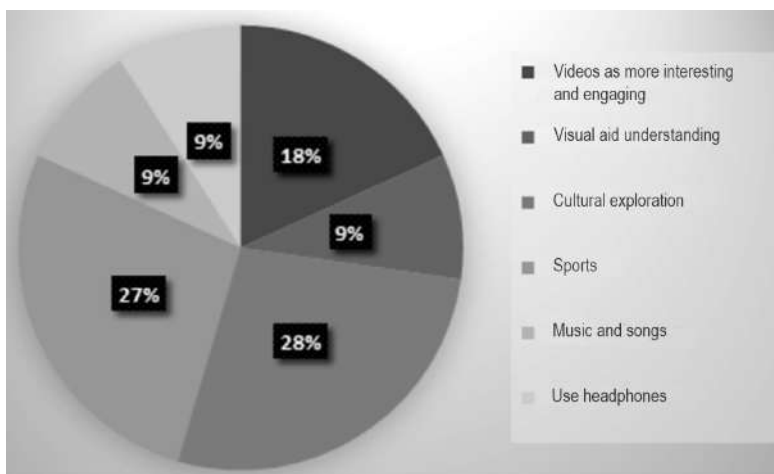


Figure 8. Percentages of Sub-themes Mentioned during the Focus Group in Dimension 3 “Preferences and suggestions for video activities. From each dimension emerged themes and sub-themes”

Note. Own work.

(1) Opinions about the use of activities for developing listening comprehension skills based on videos, (2) Perception of improvement through video activities, (3) Preferences and suggestions for video activities. From each dimension emerged themes and sub-themes. The next three figures show the percentages of each sub-theme mentioned in dimensions 1, 2, and 3 respectively.

According to the research participants' views towards the use of video-based listening activities to support their listening skills for specific information expressed in the focus group, they believed that the use of this methodology helped in different aspects such as the improvements of their English language skills, increased understanding thanks to the use of visuals, improved listening comprehension, increased confidence and the interest in exploring topics such as culture and sports. They also mentioned they would like to try videos related to music, specifically songs. These dimensions, themes, and subthemes provided valuable insights into the participants' opinions and suggestions regarding the use of video activities to support the development of listening comprehension skills. They can guide further improvements in instructional practices and curriculum design in the English language class.

Discussions

About Aspects Related to Specific Objective 1

After evaluating the results, the intervention employing video-based listening activities significantly enhanced participants' ability to comprehend specific information. This aligns with findings from Woottipong (2014), who similarly observed improved English listening comprehension among students using videos, coupled with positive attitudes towards this teaching method. Additionally, Riawan and Sulistyani (2020) found that students exposed to video-based activities demonstrated superior listening skills compared to those without such exposure, attributing this improvement to heightened motivation and engagement fostered by multimedia content.

Most participants either maintained or improved their scores from pre-test to post-test, categorizing them into three groups based on their performance trends. Group one, the majority, sustained high scores, likely due to their strong commitment to learning and active participation in class. Group two, showing improvement, benefited from the effective use of video-based activities and the application of specific listening strategies taught during the intervention. In contrast, group three had only one participant whose score declined post-intervention, possibly influenced by external factors like mood or concentration, or methodological variations in video difficulty level.

These findings contrast with Berk's (2009) assertions about the benefits of using videos in education, including enhanced comprehension and engagement. They underscore that

while overall there was improvement in listening comprehension, individual responses varied, influenced by instructional strategies and participant characteristics. Wah (2019) highlights the importance of teaching listening strategies, which were integral to this intervention's success. The teacher-researcher's guidance empowered students to effectively utilize video-based activities, enhancing their confidence and achievement in comprehending specific information.

In conclusion, while the intervention effectively improved students' listening comprehension skills, the results may reflect diverse influences beyond video-based activities alone. Individual differences and the specific strategies employed during the intervention also played crucial roles in shaping outcomes.

About Aspects Related to Specific Objective 2

According to this action research's findings, participants generally viewed the intervention positively, as indicated by high mean scores on the Likert scale for both dimensions. This suggests a strong consensus among participants regarding the effectiveness of video-based listening activities in enhancing their listening comprehension skills. However, moderate standard deviations indicate varying individual responses, reflecting differing perspectives among participants. This finding aligns with Oddone's (2011) observation that comprehension may vary due to factors like pronunciation and cultural context in videos not tailored for non-native speakers.

The focus group discussions provided deeper insights into participants' experiences and preferences with video-based activities. Under the first dimension—Opinions about the use of activities for developing listening comprehension skills based on videos—participants recognized the value of visual cues in aiding their understanding and enhancing their attention to detail, consistent with Hardiah's (2019) findings. They also noted improvements in vocabulary acquisition through exposure to new words in the videos, echoing insights from Yawiloeng (2020) on multimedia's role in vocabulary learning. Regarding the second dimension—Perception of improvement through video activities—participants reported enhanced listening skills and increased confidence in understanding spoken English, which correlates with findings from Yuyun and Simamora (2021) regarding confidence and enjoyment in learning through multimedia platforms. In the third dimension—Preferences and suggestions for video activities—participants expressed interest in engaging with topics like music, culture, and sports, citing their potential for improving pronunciation and cultural understanding. This finding aligns with Natasa and Solucia (2022) on social media videos enhancing learning and cultural enrichment.

Overall, while participants acknowledged the benefits of video-based activities in improving listening comprehension, individual responses varied. Their responses highlight

the need for tailored approaches to address diverse learning preferences and optimize learning outcomes.

Implications

The findings about video-based listening activities being effective for improving English language skills, enhancing confidence, and sparking interest in diverse topics, are context-specific and may not apply universally. The preference for music-related videos is significant, but curriculum development should consider a broader range of learner interests and needs. The effectiveness of video-based listening activities depends on factors like content quality, learner proficiency, instructional strategies, and technology availability.

In some cases, technological limitations at schools, such as the lack of internet access and equipment, can hinder video-based activities. Future curriculum development efforts should carefully consider these factors and balance the potential benefits with the need for further exploration and adaptation to meet diverse learner needs.

This action research offers innovative insights for teachers seeking to enhance listening comprehension skills for specific information using multimedia resources. Video-based activities proved to be engaging and motivating for students, with endless possibilities due to the variety of available videos. Educators can experiment with different contexts, objectives, and tools to assess their effectiveness in their specific teaching situations.

Limitations

Originally designed as an extracurricular workshop for students of the same age group, this action research was intended to be voluntary for students from four different classes. However, due to logistical constraints, including room availability and timing, the intervention was limited to one of the fifth-grade classes taught by the teacher researcher. This reduced the planned sessions from eight to four, conducted over a condensed four-week period. This short timeframe may limit the generalizability of the findings and require a longer intervention to validate the results and assess sustainability over an extended period.

112 *Impact of the Intervention on Professional Development*

As a teacher-researcher, this intervention transformed my professional development by empowering me to manage my growth. It prompted proactive problem-solving in response to classroom challenges. The positive impact on my students and teaching boosted my confidence, potentially benefiting me professionally.

The action research deepened my teaching insights in several ways. It helped me discover effective instructional strategies adapted to my students' needs, facilitating more

precise curriculum adjustments. Incorporating technology-made lessons and data-driven decision-making improved my teaching effectiveness. Additionally, the intervention fostered self-reflection, enhancing self-awareness and openness to change. Feedback from peers and colleagues provided valuable perspectives for refining my teaching practices.

Thus, this intervention empowered me to drive my professional development, fostering a proactive mindset to tackle challenges. The positive outcomes have boosted my confidence, setting the stage for continued growth in my teaching career.

Conclusion

The present study was conducted to explore the contribution of video-based listening activities in enhancing the listening comprehension skills of fifth-grade students, focusing on their ability to identify specific information. Concerning specific objective 1, the findings from the pre- and post-tests provided compelling evidence that participants made significant progress in their listening comprehension skills after the intervention. These improvements were achieved when learners were exposed to video-based activities, indicating that videos played an engaging role in the learning process. As affirmed by Berk (2009, p. 2), the use of video, including platforms like YouTube, has a profound impact on cognitive processes and sensory engagement, contributing to increasing motivation and attentiveness among students during listening comprehension instruction. Thus, this pedagogical strategy positively influenced learners' performance, notably their ability to identify specific details.

Turning to specific objective 2, the findings from the Likert scale responses and the insights from the focus group discussions denoted that the intervention was a highly effective tool for enhancing the students' listening comprehension skills. They are strongly inclined toward incorporating these activities into their English classes, recognizing how much videos help their understanding of spoken context. The visual component of videos was particularly acknowledged for enhancing comprehension and fostering attention to detail.

Furthermore, several participants reported a notable improvement in their ability to comprehend rapidly spoken language after engaging in video activities. This enhancement in listening comprehension improved academic performance and boosted students' self-confidence in their English language abilities—a significant personal achievement for the learners. In line with these findings, a study by Natasa and Solucia (2022) emphasized the positive impact of short videos on social media platforms in improving listening skills and expanding knowledge. In the study of Fadillah et al. (2023), qualitative evidence also shows that YouTube videos are perceived as effective tools for self-improvement in listening comprehension among university students in Indonesia. In addition, it discusses how videos

are used for self-improvement and highlights the benefits such as a better understanding of main ideas and general information while listening.

In sum, this action research enhances listening comprehension skills, underscoring the potential of video-based activities as an effective methodology for ESL/EFL teachers. Thus, integrating video-based listening activities should be considered in English classes, as it has the potential to substantially support and enhance listening comprehension, ultimately benefiting language learners.

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Appendix 1

Pre and Post Intervention Tests

Pre-Intervention Test: Pancake Day!

Instructions: Read all the questions carefully. Now listen and choose one answer for each question. You are going to listen 2 times. (1 point each) https://www.youtube.com/watch?v=IYaXHYMINpY&ab_channel=EnglishPortal

1. What food is popular all over the world? a. Cakes b. Pancakes c. Cupcakes	2. What is their flavor? a. salty b. sour c. salty
3. What is their common shape? a. round b. squared c. hearted	4. In what country do they come with chocolate? a. Prague b. France c. USA
5. What food do people put in Asia on top? a. meat b. fish c. eggs	6. What food do people put in the UK on top? a. lemon and sugar b. orange and chocolate c. Nutella and sugar
7. When is pancake day? a. on a Monday b. on a Friday c. on a Tuesday	8. How many eggs are used on Pancake Day? a. 54 million b. 52 million c. 15 million
9. What type of pancakes are popular in the USA? a. classic pancakes b. artistic pancakes c. sweet pancakes	10. What are pancake ingredients? a. milk, water, flour and eggs b. milk, water, rice and sugar c. milk, butter, water and eggs

Post-Intervention Test: Help the Planet!

Instructions: Read all the questions carefully. Now listen and choose one answer for each question. You are going to listen 2 times. (1 point each) https://www.youtube.com/watch?v=v9awWVp9Ek0&ab_channel=EnglishPortal

1. How can you save energy? a. Turn on the lights b. Turns off the lights c. Switch on your computer	2. How can you save water? a. Have a bath b. Have a shower c. Have a long shower
3. What should you do when you brush your teeth? a. Leave the tap running b. Don't brush your teeth c. Don't leave the tap running	4. What can you do with garbage? a. Recycle b. Use bags c. Classify it
5. How can you clean the air? a. Use your car b. Use your bike c. Use a van	6. How can you reduce waste? a. Donate old TVs and fridges b. Throw away TVs and fridges c. Buy new TVs and fridges
7. Where can you donate old appliances? a. to a supermarket b. to a museum c. to a charity	8. How can you protect trees? a. Buy newspapers online b. Read newspapers online c. Don't read newspapers
9. What can you do with food? a. Throw it away b. Make soup and sandwiches c. Buy sandwiches	10. How can you help endangered animals? a. Join a zoo b. Adopt a pet c. Join a conservation group

Appendix 2

Escala Likert

Instrucciones: ¿Que tan de acuerdo o en desacuerdo estas con las siguientes afirmaciones? Responde lo más sincero posible. No hay respuestas buenas ni malas.

Marca con una X la casilla de tu preferencia y recuerda que en cada respuesta puedes elegir solo una opción.

	Totalmente de acuerdo	De acuerdo	En desacuerdo	Totalmente en desacuerdo
Dimensión 1: Efectividad del uso de videos como apoyo en el desarrollo de la habilidad auditiva.				
1. Las imágenes del video que veo en clases de inglés, me ayudan a entender lo que escucho.				
2. Ver videos en las clases de inglés me ayuda a hacerle menos preguntas de vocabulario a mi profesora.				
3. Ver videos en las clases de inglés, me ayuda a concentrarme en lo que estoy escuchando.				
4. Al ver videos en las clases de inglés. me doy cuenta de que entiendo más inglés de lo yo creía.				
5. Creo que mi habilidad auditiva mejoró por las actividades con videos realizadas en las clases de inglés.				
6. Ver videos en las clases de inglés me ayuda a identificar información específi- ca más fácilmente.				
Dimensión 2: Impresiones de los alumnos acerca de usar actividades auditivas basadas en videos.				
7. Me agrada más ver videos en clases de inglés que solo escuchar audios en inglés.				
8. Me siento cómodo/a participando en las actividades de la clase de inglés relacionadas con videos.				

	Totalmente de acuerdo	De acuerdo	En desacuerdo	Totalmente en desacuerdo
9. Me siento confiado/a al realizar las actividades auditivas en la clase de inglés basadas en videos.				
10.Me siento más tranquilo/a viendo videos en las clases de inglés que escuchando solo audios en inglés.				
11.Me gusta la forma en que se presentaron las actividades auditivas basadas en videos en la clase de inglés.				
12.Me siento satisfecho/a con mi progreso al realizar las actividades auditivas basadas en videos durante las clases de inglés.				

Appendix 3

Focus Group

Dimensión 1: Efectividad del uso de videos como apoyo en el desarrollo de la habilidad auditiva.

1. ¿Qué aspectos positivos tiene ver videos en inglés del sitio web ESL video?
2. ¿Ustedes sienten que entienden más o menos después de ver los videos?
3. ¿Cómo se han dado cuenta que han mejorado con los videos?

Dimensión 2: Impresiones de los alumnos acerca de usar actividades auditivas basadas en videos.

4. Hemos trabajado con audios, videos, canciones, y videos en el sitio web ESL videos. ¿Cuál de ellas es más interesante? ¿Por qué?
5. ¿Les gustaría seguir usando videos del sitio web ESL videos para que sigamos trabajando la comprensión auditiva?
6. ¿Qué sugerencias tienen para mejorar las actividades con videos en la clase de inglés?