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The Effects of Using Videos on EFL Students' Listening Skills

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Resumen

Esta síntesis de investigación se enfoca en analizar los efectos que tiene el uso de videos como herramienta tecnológica dentro de los salones de clase de inglés como lengua extranjera para la enseñanza de la destreza auditiva, según lo reportado en estudios previos. Además, hemos analizado las actitudes de los profesores y estudiantes hacia el uso de esta herramienta. A lo largo de esta investigación se han analizado veinte estudios empíricos, los cuales proporcionaron información clave relacionada con el uso de videos dentro de los salones de clase en el tema mencionado. La gran mayoría de los estudios demuestran los efectos positivos que ha tenido esta técnica para mejorar la comprensión auditiva. Además, se han notado beneficios en otros aspectos como la motivación de los estudiantes, aprendizaje de vocabulario y una mejor atención durante la aplicación de videos en sus clases de inglés. Únicamente un estudio demuestra falencias y desventajas de esta técnica, lo cual es atribuido a la falta de conocimiento de los docentes para aplicar videos en clases, así como a la falta de recursos didácticos. De acuerdo con los resultados, podemos afirmar que el uso de videos como herramienta tecnológica dentro de los salones de clase de inglés como lengua extranjera para la enseñanza de la destreza auditiva ha tenido éxito en la mayoría de los estudios en los que se ha aplicado.

Palabras clave del autor: videos en inglés, habilidades de escucha, lengua extranjera



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Abstract

This research synthesis focuses on analyzing the effects of using videos as a technological aid in English as a foreign language instructional settings for the teaching of the listening skill, as reported in previous studies. In addition, we have analyzed the teachers' and students' attitudes toward the use of this tool. During this research, twenty empirical studies were reviewed, providing valuable insights into several facets of video usage in classrooms. The majority of these studies highlight the positive effects of video integration, particularly in enhancing student listening skills. Moreover, videos also contributed to student motivation, vocabulary acquisition, and fostering better engagement during language lessons. Only one study identifies limitations stemming from teachers' lack of training in video utilization, as well as constraints posed by classroom environments and resources. Overall, the findings affirm the efficacy of utilizing videos as a pedagogical tool, with the majority of studies demonstrating significant advancements in students' listening skills.

Author Keywords: videos in english, listening skills, foreign languages



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Cristina

Dedication

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Cristina

Introduction

In the ever-changing field of EFL, developing strong listening skills is very important. As teachers aim to enhance language learning experiences, the use of multimedia resources, especially videos, has become a beneficial teaching approach. This study delves deep into the significant impacts of using videos to enhance listening abilities in EFL learners.

By examining a combination of 20 empirical studies, this study investigates how using videos can improve listening comprehension in various language learning environments. A considerable number of these studies took place in the lively educational environment of Asia, highlighting the growing interest and popularity of video-integrated teaching methods in this area.

The present synthesis aims to report on the various effects of using videos on EFL students, with a focus on the area of listening skills. We also aim to analyze the teachers' and students' attitudes towards using videos, highlighting the role of teachers in helping students make the most of multimedia resources. This research seeks to offer valuable insights into the effectiveness and consequences of using video-based methods for teaching the mentioned language skill by thorough analysis of empirical evidence from various studies.

By carefully analyzing student results, views, and teaching methods, this synthesis aims to add to the discussion on new teaching techniques in EFL education. The potential of video integration to enhance language learning experiences is highlighted by the positive results seen in the studies that were reviewed. In the end, this study provides a thorough guide for teachers, curriculum creators, and policymakers, presenting proven techniques to improve listening abilities and maximize language learning settings for EFL learners.

This study is divided into 6 chapters. The first chapter includes a description of the research. The second chapter presents the theoretical framework. The third chapter presents the literature review. The fourth chapter introduces the methodology used for the collection and analysis of 20 empirical studies. The fifth chapter includes the data analysis and results. Finally, in the sixth chapter, conclusions and recommendations are found.

Chapter I

1. Description of the Research

1.1 Background

When learning a foreign language, it is essential to develop the four major language skills: reading, writing, listening, and speaking. Listening is one important skill that sometimes does not receive enough attention in the language classroom (Woottipong, 2014). When teaching English as a foreign language (EFL), developing listening skills can be carried out using various methodologies and strategies. According to Woottipong (2014), “the listening skill can be strengthened by utilizing a broad array of audio-linguistic tools” (p. 12). Thus, videos emerge as one of these audio-linguistic tools that can be used to develop EFL students’ listening skills. The type of videos used to develop listening skills may vary. For example, Tilwani et al. (2017) mention that “a great strategy used for developing the listening skill is the shadowing technique. It is a task in which a participant repeats aloud a message word for word at the same time that the message is being presented, often while other stimuli are presented in the background” (p. 23). Therefore, it seems optimal for English language students to be aware of the great help videos can pose since they have a lot to do with the development of the language learning process, more specifically with the development of EFL students’ listening skills.

As Sutrisno (2020) explains, “teaching L2 listening in the past was equated with answering listening comprehension questions” (p. 15). However, Ayu (2016) affirms that it is not enough to give them written questions to answer based on an audio to develop students’ listening competence. Hence, using videos is a strategy that involves a more active learning process, in which students might be given the opportunity to create awareness of native phonological expressions. Using videos is a process in which students are exposed to native model voices and real phonological features like intonation, stress, and word-lengthening (Ayu, 2016).

Safarali and Hamidi (2012) also remark that “when listening, learners use their cognitive sources and working memory capacity to treat the various aspects of the incoming sounds, beginning with the phonological level, and then proceeding to syntactic, semantic, and pragmatic levels” (p. 4). These authors point out that using videos is an effective strategy to reinforce listening and phonological awareness. It might positively contribute to learners who do not have the adequate phonological or auditory processing level to know and absorb the meaning of the words and their pronunciation features.

1.2. Problem Statement

It has been demonstrated that a great number of English language students struggle to reach native-like mastery of the English language, especially in the listening skills. Qomariyah, et al. (2021) support this claim by proposing an example. They state that “English learners commonly face listening comprehension problems: they are unable to recognize target words or sentences when listening, despite knowing the word or sentence” (p. 2). In other words, many students lack a proper level of listening competence. This can be due to many factors and circumstances; for instance, Liando et al. (2018) state that, “the students’ first language can interfere with the pronunciation of a second language not only in terms of accent but also in terms of mood” (p. 21).

Therefore, teachers must incorporate suitable techniques to minimize language learning inconveniences significantly. Thus, we intend to research previous studies about the implementation of the use of videos as a possible tool capable of aiding students in the correct development of listening skills when learning EFL. Many authors have reported the benefits of using videos in the EFL classroom. For example, Latifi et al. (2016) claim that after using videos, “there are significant improvements in students’ pronunciation” (p. 17). Even though the effects of applying this technique are analyzed only within phonological aspects, other learning benefits are also possible and must be considered by teachers and students.

An example of this is found in a study conducted by Gavenila et al. (2021) where, after the investigation, the authors concluded that “educational videos were found to significantly affect the frequency of use of metacognitive strategies by Iranian EFL learners” (p. 6). Consequently, in the present research synthesis, we intend to determine the benefits of using videos to develop English language learners’ listening skills. Moreover, the teachers’ and students’ attitudes toward the use of videos were analyzed.

1.3. Justification

Learners of English as a foreign language are not likely to be exposed to the real pronunciation of native speakers of the target language. This might affect their way of listening, pronouncing, and comprehending audio or chunks of conversations held by native English speakers. However, these learners can benefit from using videos as many studies have found that using videos in English language learning classrooms helps students achieve greater language proficiency and performance. To illustrate this point, the research conducted by Ayu (2016) shows that after using educational videos, “students are capable of adapting their speech to use correct intonation and pronunciation while listening to videos” (p. 60). Hence, students

learn by watching videos more naturally and effectively than through traditional lectures or sessions (Aprilia 2018).

Consequently, the use of these pedagogical tools needs to be analyzed to have more knowledge about their effects. Additionally, using videos is a strategy that positively impacts students' learning. It might be essential to demonstrate this on a synthesis, which can even be used as a source of information by EFL teachers, so they can vary their practice and avoid using traditional strategies.

As stated above, we analyzed the reported effects of using videos to improve English language students' listening skills. Also, we informed the attitudes of the teachers and students in this regard. We analyzed different studies on developing listening competence and overall listening skills in English learners to create links between both topics and strategies to improve students' listening proficiency inside the classroom. Therefore, this research synthesis is necessary to expand the core investigation on the effectiveness of using pedagogical videos to develop listening skills. Though the use of videos is a topic that has been widely researched, few studies have given attention to the use of videos as a technique for acquiring good listening competence. Furthermore, we have not been able to find research articles of any kind (experimental or synthesis) related to the use of videos in the EFL classroom in the Ecuadorian context, so it is necessary to synthesize the results that have been found in this field in other contexts so we can reach a better understanding of this issue.

1.4. Objectives

General Objective:

To analyze the effects of the application of videos in the English as a foreign language classroom as a tool in the process of teaching listening skills.

Specific Objectives:

To determine the effects of using videos on EFL students' listening skills.

To identify the teachers' and students' attitudes towards the use of videos in EFL classrooms.

1.5. Research Questions

After a thorough investigation, three research questions will guide the present study.

1. What are the effects of using videos to teach listening skills in EFL classrooms?
2. What are the teachers' and students' attitudes toward using videos in EFL classrooms to enhance listening skills?

Chapter II

2. Theoretical Framework

In the field of English as a foreign language (EFL) education, the development of listening skills plays a pivotal role in enhancing language proficiency. Listening, as one of the four essential skills, enables learners to comprehend and interpret spoken language, fostering effective communication in real-life contexts. As technology continues to advance, educators are increasingly exploring innovative methods to engage students and optimize their learning experiences. One such approach that has gained considerable attention is the incorporation of videos in EFL classrooms.

The use of videos as an instructional tool holds tremendous potential in facilitating language acquisition, particularly in the realm of listening skills. Videos offer a multisensory experience that immerses learners in authentic language contexts, providing visual and auditory input that mirrors real-world communication. This theoretical framework aims to explore the effects of utilizing videos on EFL students' listening skills, shedding light on the mechanism through which videos can enhance listening comprehension and contribute to overall language development. This section will define the following concepts: learning English in EFL contexts, listening skills, videos in education for teaching English, and learning styles.

2.1 Learning English in EFL Contexts

English as a Foreign Language refers to the learning and acquisition of the English language by individuals who reside in non-English-speaking countries or environments. EFL learners typically have limited exposure to English in their daily lives and rely on formal education settings to develop their English language skills (Sembiring, 2023). English learning among EFL students is a complex and dynamic process influenced by a range of factors. Language proficiency, for instance, encompasses not only vocabulary and grammar knowledge but also the ability to use the language in authentic communication. Proficiency levels can vary widely among EFL students due to factors such as their exposure to English outside the classroom, the duration and intensity of their language learning experience, and the quality of instruction they receive. Moreover, individual differences, including cognitive abilities, learning aptitudes, and personalities, also contribute to variations in language learning outcomes (Chien et al., 2020).

Motivation is another significant factor in EFL students' English learning. Intrinsic motivation, which arises from personal interest, curiosity, and a desire to communicate effectively, tends to have a more positive impact on language acquisition than extrinsic motivation, driven by

external rewards or pressures (Susyanti, 2023). Cultural background plays a pivotal role as well, as it influences learners' attitudes towards English, their perception of language use, and their linguistic and cultural identities. The cultural context of EFL students can shape their learning styles, language preferences, and communication strategies.

Amalia (2014) also explains that understanding the complexities of EFL students' English learning "is essential for educators to design effective instructional strategies" (p. 34). By recognizing the diverse needs, strengths, and challenges faced by EFL students, teachers can implement differentiated approaches that foster language acquisition. Strategies such as providing meaningful and authentic language input, promoting interactive and communicative activities, and creating a supportive learning environment that encourages risk-taking and error correction can help EFL students develop their English proficiency more effectively (Aprilia 2018).

2.2 Listening Skills

Listening skills constitute a fundamental aspect of language learning and play a vital role in effective communication. Developing strong listening comprehension abilities enables EFL students to understand spoken language in various contexts, including academic, social, and professional settings. Successful listening involves intricate cognitive processes, including recognizing sounds, decoding phonetic and phonological patterns, interpreting meaning, and extracting relevant information (Ayu, 2016).

Vocabulary knowledge is closely intertwined with listening skills. A robust lexical repertoire enables learners to recognize and comprehend words and phrases in real-time speech. Similarly, understanding grammar rules and structures facilitates the parsing of spoken sentences and the comprehension of overall meaning. Furthermore, cultural context is crucial for effective listening, as it provides learners with the necessary background knowledge to interpret idiomatic expressions, cultural references, and non-verbal cues (Gavenila et al., 2021).

In Woottipong's words (2014), "to enhance listening skills, educators can implement a range of instructional strategies" (p.206). Providing authentic audio materials, such as podcasts, interviews, and TED talks, exposes students to different accents, registers, and speech patterns. Guided listening exercises that incorporate pre-listening activities (e.g., predicting content) and post-listening tasks (e.g., summarizing or discussing) help learners engage actively with the material and reinforce comprehension (Fadillah et al., 2023). Interactive activities, such as role-plays, dialogues, and information gap tasks, encourage learners to practice listening in meaningful and communicative contexts. Additionally, technology-

enhanced tools and software can offer personalized listening practice and immediate feedback to support skill development (Liando et al., 2018).

By emphasizing the importance of listening skills and employing appropriate instructional approaches, educators can empower EFL students to become effective listeners, enabling them to better comprehend spoken English, participate confidently in conversations, and ultimately enhance their overall language proficiency.

2.3 Videos in Education for Teaching English

The integration of videos in education has become increasingly prevalent and valuable in teaching English to EFL students. Videos offer a range of benefits that enhance language learning experiences and provide opportunities for meaningful engagement. One key advantage of using videos is the provision of authentic language input (Tilwani et al., 2017). Authenticity in language learning materials is crucial as it exposes students to real-life language usage, including natural speech patterns, vocabulary, and cultural references. Videos present learners with a rich visual and auditory context, facilitating a deeper understanding of the language and its cultural nuances (Tilwani et al., 2017).

Liando et al., (2018) also explain that “videos also offer a visual representation of language, making it easier for learners to grasp meaning and context” (p. 5-7). Visual cues, such as facial expressions, gestures, and body language, can aid comprehension and contribute to a more holistic understanding of the language. Moreover, these authors go on to mention that the audiovisual nature of videos caters to different learning styles, benefiting visual, auditory, and kinesthetic learners alike. Learners can watch, listen, and interact with the content, reinforcing their language skills through multiple channels.

The use of videos in EFL classrooms also promotes cultural understanding and awareness. Videos can expose students to diverse cultures, traditions, and perspectives, helping them develop a global mindset and appreciate the cultural diversity associated with the English language. By showcasing real-life situations and interactions, videos allow learners to observe how language is used within different contexts, preparing them for real-world communication (Qomariyah et al., 2021).

However, the effective integration of videos in language instruction requires careful consideration. Educators need to select videos that are relevant to the learning objectives and appropriate for the proficiency level of their students (Aprilia, 2018). It is essential to ensure that videos are accessible, considering factors such as the availability of subtitles or transcripts, and accommodating learners with different language abilities. Moreover,

educators should provide guidance and scaffolding to support learners' comprehension and encourage active engagement with the video content through pre-viewing, during-viewing, and post-viewing activities (Aprilia, 2018).

By incorporating videos strategically into language instruction, educators can create dynamic and interactive learning environments that cater to the diverse needs and interests of EFL students. Videos enhance language acquisition by providing authentic language input, reinforcing cultural understanding, and accommodating various learning styles, ultimately contributing to improved language proficiency.

2.4 Learning Styles

Learning styles refer to the individual preferences and approaches that learners adopt when acquiring new knowledge and skills (Almurashi, 2016). Understanding learners' preferred learning styles is crucial for tailoring approaches to maximize their engagement and optimize learning outcomes. Visual learners, for example, prefer to process information through visual aids such as diagrams, charts, and videos. Auditory learners, on the other hand, learn best through verbal explanations, discussions, and listening to audio materials. Kinesthetic learners prefer hands-on activities, movement, and experiential learning (Aprilia, 2018).

Learning styles can influence the effectiveness of different instructional approaches in EFL classrooms. Visual learners, for instance, may benefit from visual aids, multimedia presentations, and graphic organizers that facilitate the visualization of language concepts. Auditory learners may excel in activities such as listening exercises, discussions, and presentations that allow them to engage with language through verbal interactions. Kinesthetic learners may benefit from role plays, simulations, and hands-on tasks that provide opportunities for physical involvement and experiential learning (Amalia, 2014).

While learning styles can provide valuable insights into learners' preferences, it is important to note that individuals may exhibit a combination of different learning styles, rather than exclusively belonging to one category. Additionally, research has shown that a variety of instructional approaches and strategies can benefit learners regardless of their preferred learning style. Therefore, a balanced and flexible approach that integrates multiple modalities can create inclusive learning environments that cater to diverse learners (Aprilia, 2018).

Furthermore, Ayu (2016) claims that "educators can implement various strategies to accommodate different learning styles in EFL classrooms" (p. 154). Differentiating instruction by providing a range of activities, materials, and resources can appeal to various learning preferences. Incorporating multimedia elements, hands-on activities, and interactive

technologies can engage learners with different styles. Additionally, promoting self-awareness and metacognitive skills among learners can help them identify their preferred learning styles and develop strategies to optimize their learning experience.

By recognizing and adapting to the learning styles of EFL students, educators can create inclusive classrooms that support individual needs and enhance learning outcomes. By incorporating a range of instructional approaches and providing opportunities for learners to engage with the language in ways that resonate with their preferred learning styles, educators can foster a more personalized and effective language learning environment (Almurashi, 2016).

Chapter III

3. Literature Review

This section analyzes the collection of studies that were examined for this research synthesis. These studies are primarily concerned with how the use of videos in EFL classes affects the students' listening abilities. We divided this component into three pieces to do this analysis: effects of videos on EFL students' listening skills, advantages and disadvantages of using videos as resources to teach in EFL classrooms, and teachers' and students' attitudes towards the use of videos in EFL classrooms.

3.1 Effects of Videos on EFL Students' Listening Skills

Chen et al. (2014) stated that multimedia has become increasingly popular in foreign language instruction as information technology has advanced. Nowadays, it is considered a lively and interesting way to introduce students to real language use, cultural contexts, and a variety of topics through videos. They can have a considerable positive impact on EFL students' listening abilities, offering benefits in their quest to learn the language.

According to some prior studies, English listening comprehension is improved by video presentation style more than audio. Nevertheless, Aprilia (2018) discovered that the effect of the use of videos as a tool to teach English in classrooms changes depending on the students' proficiency level. This assertion is supported by a study these writers carried out with two different groups of students. According to this data, lower-level students had trouble understanding the video since they had multiple distractions in watching and listening to it at the same time. The advanced level students, on the other hand, had no problem coordinating their listening and watching skills, and they were able to understand both the video's overall theme and its specific details.

Consequently, Chien et al. (2020) also demonstrates that the application of videos as a complementary material within English learning classrooms has a positive impact on students' improvement of listening comprehension. This result was derived from a study that compared traditional teaching methods towards the implementation of the use of YouTube videos as a tool to encourage and improve students' listening skills. This study showed that college EFL students' listening comprehension and memory were increased in the classroom. Additionally, the average test results for students grew.

3.2 Advantages and Disadvantages of Using Videos as Resources to Teach in EFL Classrooms

According to Amalia (2014), the use of videos within a classroom can be effective or can be an obstacle depending on the way that these resources are applied by the teacher. Among the main advantages of utilizing videos to teach English in a classroom is the illustration of the authenticity of the language in real contexts that are shown in some videos. In order for this to be a benefit for students, teachers must select videos that are specifically related to the students' level and interest. Another important advantage of the application of the technique before mentioned is that videos provide scenarios where students can observe how the behavior of the interlocutors of the videos utilize the language to express ideas, opinions, feelings and messages depending on the contexts in which conversations take place. This advantage helps students to realize how the conduct of people and their use of language is related to the events they are going through. Finally, another benefit to be mentioned is that students can be motivated to observe how the English language can be used in real situations to which they may be exposed in a future and how to adapt their use of speech to those particular contexts (Dagci, 2021).

On the other hand, it is important to mention that videos also have some disadvantages that have to be considered when utilizing them to teach English. Amalia (2014) claims that the disadvantages of the use of videos as a resource within a classroom may depend on the usage that the teacher in charge of the control of the class gives to these resources. The first obstacle that Amalia mentions is the time that planning and selecting the correct videos to apply in class may consume. The importance of utilizing the correct videos according to the students' level and interest previously mentioned is a process that takes time for the teacher to make it be successful in class.

Moreover, Fadhilah et al. (2021) state that the students' comprehension can be affected since images from videos are constantly moving. This situation can influence the way students get information from the resource. Also, this can modify the time that teacher planned for the activity considering that he or she would need to repeat the video several times in order to make it understandable for students. Consequently, another factor that can be a disadvantage for students when using videos for learning is that videos that teachers can find are not always related with the specific interest topic they are waiting for, hence they can lose interest in watching the video that the teacher is playing (Amalia, 2014).

3.3 Teachers' and Students' Attitudes toward the Use of Videos in EFL Classrooms.

The way we approach language learning is evolving because of multimedia, which offers a variety of presentation formats, including audio, video, and video subtitles, among others. Furthermore, multimedia differs from the conventional teaching method of just listening to the tape in that it can show learners lively situations and distinct images as they are simultaneously listening (Chen et al., 2020). Based on this statement, it is important to analyze students' reaction to this technique because understanding attitudes enables teachers to determine the precise advantages and disadvantages of the use of videos as a complementary material in an English learning classroom, maximizing the positive aspects and minimizing the negative aspects.

An investigation conducted by Woottipong (2014) determined that the usage of videos was well received by the students when they were used to teach listening skills. This result was revealed after the application of a questionnaire, which showed students' positive attitude towards the application of the technique of using videos in the classroom. Woottipong (2014) states that students were more interested in the class while the teacher used videos. Moreover, students expressed that they agreed that watching videos was helpful for learning English, and that watching movies with English subtitles was a great way to learn English.

Chapter IV

4. Methodology

We conducted a research synthesis in order to answer the proposed research questions. Silviyanti (2014) states that research synthesis is descriptive, evaluative, informative, and connective. A research synthesis aims to generate new knowledge by comparing and contrasting individual studies. It involves careful selection, review, analysis, and synthesis of primary and similar studies (Silviyanti, 2014). The articles were selected through databases such as ResearchGate, Google Scholar, ProQuest, and ERIC.

The following criteria were used to select studies for this research synthesis. First, the studies needed to be carried out in an EFL context. Second, the articles were empirical studies to better understand the effects of the application of videos to boost EFL students' listening skills. Third, we sought articles and publications written only in English to be considered for this research. Moreover, the reviewed articles must have been published within the last ten years to guarantee reliable and current data in the field of the study. Finally, there was no restriction in terms of the design of the studies; this means we included studies that have used quantitative, qualitative, or mixed-method approaches. The keywords we used for this search are the following: a) English listening skills, b) instructional videos, c) EFL students, d) EFL Teachers, e) learning, f) English. Lastly, the journals that we analyzed are *HOW*, *Journal of Education and Society*, *Asia Pacific Journal of Education*, *Research Papers in Education*, *Issues in Teachers' Professional Development*, among others.

Chapter V

5. Data Analysis and Results

In this chapter, we present an analysis of the articles which were used to conduct this research synthesis, involving four fundamental sections aimed at addressing the following research questions: 1) What are the effects of using videos to teach listening skills in EFL classrooms? And 2) What are the teachers' and students' attitudes toward using videos in EFL classrooms to enhance listening skills? This chapter is divided into the following sections: research location, research design, research instruments, the influence of videos on students' listening skills, and teachers' and students' attitudes toward using videos in EFL classrooms to enhance listening skills.

5.1 Research Location

Table 1

Research Location

Location	Author/ Year	N	%
Africa	Latifi, Youhanaee, & Mohammadi (2016)	1	5%
Asia	Almurashi (2016); Amalia (2014); Aprilia (2018); Ayu (2016); Chen, Wang, & Xu (2014); Chien, Huang, & Huang (2020); Fadhillah, Muniroh, & Rahmaningtyas (2021); Fadillah, Nasrullah, & Rosalina (2023); Gavenila, Wulandari, & Willy (2021); Liando, Sahetapy, & Maru (2018); Qomariyah, Permana, & Hidayatullah (2021); Safarali & Hamidi (2012); Sembiring & Katemba (2023); Silviyanti (2014); Susyanti (2023); Sutrisno (2020); Tilwani, Balachandran, Yrene, Ismail, & Haidari (2017); Woottipong (2014);	18	90%
Europe	Dagci (2021)	1	5%

Total	20	100%
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Table 1 delineates the distribution of studies based on their geographical location, representing various continents where the research was conducted. A predominant concentration of studies, totaling 18, emanated from the continent of Asia. Conversely, each of the continents of Africa and Europe yielded a solitary study. Moreover, the tabulated data underscores a notable dearth of research pertaining to the utilization of videos for enhancing listening skills in the regions of Africa and Europe. This revelation advocates for an imperative necessity for heightened scholarly inquiry within these locales to address the discernible gap in literature concerning this thematic domain.

5.2 Research Design

Table 2

Research design

Design	Author/ Year	N	%
Quantitative	Almurashi (2016); Chien, Huang, & Huang (2020); Dagci (2021); Fadhilah, Muniroh, & Rahmaningtyas (2021); Latifi, Youhanaee, & Mohammadi (2016); Liando, Sahetapy, & Maru (2018); Safarali & Hamidi (2012); Sembiring & Katemba (2023); Sutrisno (2020)	9	45%
Qualitative	Amalia (2014); Aprilia (2018); Fadillah, Nasrullah, & Rosalina (2023); Gavenila, Wulandari, Mega, & Willy (2021); Qomariyah, Permana, & Hidayatullah (2021); Silviyanti (2014); Susyanti (2023); Tilwani, Balachandran, Yrene, Ismail, & Haidari (2017); Woottipong (2014)	9	45%
Mixed methods	Ayu (2016); Chen, Wang, & Xu (2014)	2	10%

Total	20	100%
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Table 2 presents an organized arrangement of the 20 research projects based on the methodological frameworks that differentiate between mixed methods, quantitative methods, and qualitative methods paradigms. Notably, 45% of the sample, a significant percentage, followed quantitative procedures, and 45%, the same percentage, used qualitative methodologies. On the other hand, only a relatively small amount of studies, representing 10%, used mixed methodologies. It is also important to note that research projects using a mixed methodological approach included a wide range of participants in the study.

5.3 Research Instruments

Table 3

Research instruments

Instrument	Author /Year	N	%
Pre-test and Post-test	Aprilia (2018); Chien, Huang, & Huang (2020); Sutrisno (2020); Tilwani, Balachandran, Yrene, Ismail, & Haidari (2017)	4	20%
Observation	Amalia (2014); Chen, Wang, & Xu (2014); Latifi, Youhanaee, & Mohammadi (2016); Safarali & Hamidi (2012); Sembiring & Katemba (2023); Susyanti (2023)	6	30%
Questionnaire	Ayu (2016); Dagci (2021); Fadillah, Nasrullah, & Rosalina (2023); Liando, Sahetapy, & Maru (2018); Silviyanti (2014)	5	25%
Mixed Instruments	Almurashi (2016); Fadhilah, Muniroh, & Rahmaningtyas (2021); Gavenila, Wulandari, Mega, & Willy (2021); Qomariyah, Permana, & Hidayatullah (2021); Woottipong (2014)	5	25%

Total	20%	100%
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Table 3 presents an overview of the research tools utilized across the analysis of the 20 selected studies. In the primary classification, comprising research endeavors employing pre- and post-tests, accounting for 20% of the total sample, evaluative metrics were employed to assess the effectiveness of interventions or temporal changes. Observations, constituting the secondary classification, were notably prevalent in 30% of the reviewed studies, serving as a direct means to observe and record phenomena of interest. Moreover, 25% of the studies, numbering five, utilized questionnaires as a data collection tool, enabling structured exploration into the perceptions, attitudes, and behaviors of participants. It should be noted that the final category represents a synthesis of research instruments, combining observations and questionnaires, or integrating pre-tests and post-tests alongside observational methodologies. This combination underscores the diverse and comprehensive nature of research inquiries, facilitating a holistic investigation into the subject of the studied phenomena.

5.4 The Influence of Videos on Students’ Listening Skills

Table 4

The influence of videos on students’ listening skills

Influence	Author / Year	N	%
Positive influence on students’ comprehension	Amalia, R. (2024); Aprilia (2018); Chien, Huang, & Huang (2020); Fadhillah, Muniroh, & Rahmaningtyas (2021); Fadillah, Nasrullah, & Rosalina (2023); Safarali & Hamidi (2012); Sutrisno (2020); Susyanti (2023); Woottipong (2014)	9	45%
Positive influence on students’ motivation	Ayu (2016); Dagci (2021); Qomariyah, Permana, & Hidayatullah (2021); Tilwani, Balachandran, Yrene, Ismail, & Haidari (2017)	4	20%

Positive influence on students' vocabulary	Latifi, Youhanaee, & Mohammadi (2016); Sembiring & Katemba (2023)	2	10%
Negative influence	Chen, Wang, & Xu (2014)	1	5%
Neutral influence	Almurashi (2016); Gavenila, Wulandari, Mega, & Willy (2021); Liando, Sahetapy, & Maru (2018); Silviyanti (2014)	4	20%
Total		20	100%

The analysis of the data reveals significant patterns concerning the impact of various factors on student learning achievements. As can be viewed in table 4, a majority of the studies, comprising 45% of the overall sample, indicate a positive relationship between instructional interventions and improved comprehension skills among students. This is supported by various studies, demonstrating a substantial positive effect on students' comprehension abilities. Additionally, a notable portion of the studies, representing 20% of the sample, suggests a positive influence on students' motivation levels.

Researchers emphasize the role of specific educational strategies in enhancing student motivation, potentially fostering increased engagement and persistence in learning. Furthermore, a smaller yet noteworthy segment of the studies, constituting 10% of the sample, concentrates on the positive outcomes of targeted interventions on students' vocabulary development. Notable examples highlight interventions aimed at enriching students' vocabulary skills. In contrast, a single study, accounting for 5% of the sample, indicates a negative impact on student outcomes. Finally, a subset of studies, totaling 20% of the sample, suggests a neutral effect on student learning outcomes. These findings suggest that certain interventions neither significantly enhance nor impede student performance, underscoring the nuanced nature of instructional influences on learning outcomes. Overall, the analysis underscores the multifaceted nature of educational interventions and their varying effects on students' learning experiences and achievements.

5.5 Teachers' and Students' Attitudes toward Using Videos in EFL Classrooms to Enhance Listening Skills.

Table 5

Teachers' and students' attitudes toward using videos in EFL classrooms to enhance listening skills.

Teachers' and Students' attitudes	Author / Year	N	%
Positive attitude	Amalia (2014); Aprilia (2018); Ayu (2016); Chen, Wang, & Xu (2014); Chien, Huang, & Huang (2020); Dagci (2021); Fadhillah, Muniroh, & Rahmaningtyas (2021); Gavenila, Wulandari, Mega, & Willy (2021); Latifi, Youhanaee, & Mohammadi (2016); Qomariyah, Permana, & Hidayatullah (2021); Safarali & Hamidi (2012); Sembiring & Katemba (2023); Sutrisno (2020); Tilwani, Balachandran, Yrene, Ismail, & Haidari (2017); Woottipong (2014)	15	75%
Negative attitude		0	0%
Neutral attitude	Almurashi (2016); Fadillah, Nasrullah, Rosalina (2023); Liando, Sahetapy, & Maru (2018); Silviyanti (2014); Susyanti (2023)	5	25%
Total		20	100%

Table 5 indicates a predominant inclination towards a positive attitude among the studies examined, accounting for 75% of the total sample. These studies collectively suggest a favorable outlook or disposition towards the field under investigation. Conversely, there is an absence of studies reflecting a negative attitude, indicating a lack of research findings suggesting adverse perspectives or viewpoints within the sampled literature. Moreover, a notable subset of the studies, constituting 25% of the total sample, reflects a neutral attitude. These studies neither explicitly endorse nor oppose a particular viewpoint, presenting a stance

of impartiality or neutrality towards the area of study. Overall, the analysis highlights the predominance of positive attitudes within the sampled literature, alongside a smaller proportion of studies adopting a neutral stance, underscoring the diversity of perspectives and approaches within the realm of the examined research.

Chapter VI

6. Conclusions and Recommendations

6.1 Conclusions

This research synthesis aimed to analyze the effects of using videos on EFL students' listening skills. In this section, we cover the main conclusions of the analyzed studies. Most studies demonstrate that the use of videos in EFL classrooms has a positive effect on students' listening comprehension abilities. This claim is supported by the fact that videos, as a strategy, support students, enriching their vocabulary and improving listening skills. However, only one research states that this strategy has a negative effect on students.

Furthermore, teachers and students have similar attitudes about the implementation of this strategy in EFL classrooms. First, the analysis of the data about students' attitudes tend to be positive. In general, students feel comfortable to be in class, English classes are interesting, and videos are fun and entertaining, avoiding stress and frustration in students.

Second, as for teachers' attitudes, the majority of the studies showed that educators have a positive attitude because they have seen that the use of videos to improve listening skills are favorable due to the fact that this strategy has produced outstanding results for students. The most pertinent teachers' opinions about videos usage in the classroom are the following: using videos reduce scholars' anxiety in the class; students acquire English more quickly and effectively; videos are a great way to get and hold pupils' attention; and for teachers, it is easy to find videos in the area of English language learning.

6.2 Recommendations

When consolidating findings on the impact of incorporating videos to improve listening abilities in EFL learners, it is important to consider a wide range of global research, since there is a lack of information from settings of the American continent. Studies from different areas like Asia and Europe consistently show that incorporating videos into language learning greatly enhances listening comprehension and memory. Videos offer genuine language exposure, contextual hints, and captivating material that typical audio tools frequently do not have. Research has indicated that students who are exposed to videos show improvement in acquiring vocabulary, better grasping of spoken language subtleties, and higher levels of motivation and engagement in the learning journey. In order to fully grasp these impacts, it is suggested to analyze various case studies, experimental studies, and meta-analyses in different educational environments, guaranteeing a balanced view of the teaching advantages of video materials in EFL teaching.

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