



**BENEMÉRITA UNIVERSIDAD  
AUTÓNOMA DE PUEBLA**

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FACULTAD DE LENGUAS

**Communicative Approach to Develop Listening Comprehension  
Skills in A2 Young Learners by the Use of Subtitled Videos.**

A thesis submitted to the Faculty of Languages

For the degree of

**Licenciatura en Lenguas Modernas Ingles**

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Puebla, Pue. October, 2023

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October, 2023

## Acknowledgments

All my gratitude and appreciation to Mtro. Juan Alberto Amador Cruz for taking the time to support and direct this project. There were moments when I was lost, and you made me find the way, you challenged me to go further.

Thank you very much to my advising committee, Dr. José Luis Carrillo Valdés, and Dra. Flavia Alicia Juárez Manzano, for your time, patience and excellence.

All my gratitude to my teachers, Dra. María Lilia López, Dr. José Luis Carillo, Mtro. Alvaro Gonzalo Benitez, Mtra. Samantha Macuil, and Dr. Mario Alberto Gallardo, your work, excellence, and support made possible the development of this project. You were so good in guiding me in this investigation path. All of you are great examples to be followed from whom I learned a lot.

Thank you very much to Mtra. Nadia Angélica Muñoz for your great work coordinating this process to arrive at this moment.

Thank you very much to Mtra. Susana for all your support and motivation.

## **Dedications**

I want to dedicate this project to my awesome God, the God Almighty, whom always was there for me, whom allowed me to start and end this project that took me many years to develop.

Thank you very much to my beloved husband and children who supported me unconditionally.

Thank you to my beloved parents who gave me their love, care and support to achieve my dreams

## **Communicative Approach to Develop Listening Comprehension Skills in A2 Young Learners by the Use of Subtitled Videos**

### **Abstract**

For a long time teaching English as a foreign language was limited to teaching grammar in isolation; however, the communicative approach focused on the development of language skills (Richards & Rodgers, 2001), listening comprehension is the most complex and hardest of the four skills to master (Usó-Juan & Martínez-Flor, 2008). It is also the basis for the development of other language skills and the natural way to receive input in language learning and acquisition (Pourhosein & Banou, 2016a). Moreover, with the introduction of technology, teachers have access to many tools such as subtitled videos which allow the students to get immersed in the culture to receive authentic input on how to use the language in a real and natural environment (Yasin et al., 2018). The present study followed a quantitative approach, and it is intended to develop listening comprehension skills through the use of subtitled videos. The sample was a group of eight young learners of level A2 flyers. They received a treatment of four weeks in listening instruction with pre-activities, while-activities, and post-activities. A pretest and posttest were administered, and a listening opinion survey. The obtained data from the pretest and posttest indicated an evident progress in students' listening comprehension skills; moreover, the students' opinions supported the results. The audio-visual material is an excellent tool to foster listening comprehension skills.

*Key Words: Communicative approach, listening comprehension skills, subtitled videos.*

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## Chapter I Statement of the Problem

### 1.1 Background

As we all know, for a long time, teaching English has been primarily focused on grammar. However, in recent years, many new approaches have emerged, such as the communicative approach, which aims to develop the functions and skills of the foreign language, including listening, reading, writing, and speaking (Richards & Rogers, 2001). In this paper, we will focus on the development of listening comprehension skills, which is essential for A2 young learners to improve their proficiency level by using technology. There are many useful digital resources available, but in this case, we have found that subtitled videos are the most effective and appropriate. To fully understand the significance of this research, we must first recognize the importance of integrating technology in education, more specifically, the significance of subtitled videos for the students to receive the language input. We will also present some investigations conducted by other authors that support our findings. Finally, we will highlight the significance of developing listening comprehension skills for this paper.

Introducing digital educational resources in schools has become the most important tool for teaching many disciplines. This magnifies the possibility of a more in-depth educational process, especially in English Language Teaching (ELT) (Isupova & Suvorova, 2014). Digital resources give the learners the necessary knowledge, skills, and abilities to assist them in developing themselves professionally, for independent creativity, becoming aware of their learning process, the strongest and weakest, developing students' cognitive activity, and contributing to achieving the highest possible results in their learning process (Zabrodina, 2019). Technology offers a lot of advantages such as making teaching more interesting and more productive in terms of advancements, learners get more involved in their learning process because technology satisfies both visual and auditory senses (Solanki & Shyamleel, 2012). Moreover,

Pourhosein (2017) claimed that Technology and digital resources create a context to teach and learn English skills and it has lots of advantages.

According to Pun (2013), the benefits of implementing technology in language teaching are students 'motivation to learn, the development of students' communicative competence, the magnifying of their knowledge about English culture, the improvement of teaching efficiency, promotes interaction, creates a conducive teaching environment in the classroom and creates a multimedia English language environment. Pourhosein & Leong (2012) stated that using technology offers new tools, approaches, and strategies in teaching and learning English language skills. In addition to this, these authors affirmed that working with technologies in an educational context opens a new area of knowledge and gives tools to improve the existing teaching methods. The integration of technologies and digital resources assists teachers to be better when teaching and helps learners develop their language skills (Timucin, 2006).

Technology promotes interactive learning and is the way for active participation in the learning process especially for very young students in whom this project has been centered. Tales, stories, and videos are efficient listening materials for young learners to develop listening comprehension in both English and their mother tongue (Zevenbergen & Whitehurst, 2003). Stories, tales, and videos offer an important way of presenting a new language, contextualizing and making learning meaningful and memorable (Wasik & Bond, 2001). Stories and visual videos introduce linguistic forms, grammar, phrases, vocabulary, and formulaic speech within a meaningful and structured context that helps the comprehension of the narrative world. The verbal information is understood with non-verbal information with pictures that help children construct a more complete meaning (Koissawalia, 2005). So the best option to improve listening comprehension skills in young learners is the use of videos.

Due to the importance and impact of listening comprehension skills and the introduction of technology when learning English as a foreign language, many research projects have been carried out. Abbas (2012) developed a research project to know students' attitudes towards an intensive listening training course given to 92 second-year major students. The course was a mixture of face-to-face and virtual classes. The material was a combination of textbooks with CDs & videos as well as several E-learning resources, and digital educational resources, uploaded through the Moodle system. The instruments included class observations, weekly working journals, and a questionnaire applied at the end of the semester evaluating E-learning material and resources. The findings revealed a positive attitude towards the training, digital material, and the use of listening strategies which helped them to carry out the tasks properly and to have good results in the development of listening.

Another similar study was conducted by Zhdanov & Baklanov (2020) who trained two groups of students using E-learning resources and listening strategies. His purpose was to provide an alternative approach to solving the problem of developing listening comprehension skills using electronic educational resources. The authors stated that listening to authentic English material is a complicated process, so learners have to practice as much as possible. To understand what a native speaker is saying, learners have to be exposed to a foreign speech by the use of digital material, and to understand what the learners are listening to, they have to use the proper listening strategies such as listening with a general understanding, listening with selective extraction of information, and listening with detailed understanding. Moreover, this author suggested in his methodology to go from "complex to simple". Zhdanov & Baklanov (2020) claimed that when the learners foster one skill, the others improve too, and language proficiency grows.

Another interesting project was developed by Kim (2018) who investigated the use of a chatbot as a tool to develop listening and reading comprehension skills in a Korean group of 42 college students. The purpose was to make students talk with the chatbot named Elbot who provided textual and auditory input. They applied a pre-test and a post-test to observe the effects of the chatbot usage. As a result, the students improved their proficiency level of listening and reading from intermediate to advanced level. On the other hand, Ramirez & Alonso (2007) examined the influence that digital stories have on listening comprehension skills in a group of 6-year-old children. A pre-test and post-test were designed to investigate how internet-based technology could improve listening comprehension skills. The results raised positive outcomes in the context of foreign language learning.

The last studies will be used as referents for this research project. Roman et al. (2023) carried out a practical study of the effectiveness of digital technology, “videos”, in the development of listening comprehension strategies in future philologists in higher educational institutions. The instrument for the research was a questionnaire survey. The study revealed a high efficiency of digital technologies in the development of listening comprehension strategies. The study stated that the use of digital technologies has great potential and has several advantages such as simplicity for understanding and variety, authenticity and originality, availability of socio-cultural components, along with the linguistic, motivational, and entertaining components along with cognitive and informational ones. For the author, the development of listening comprehension strategies depends directly on the use of innovative technology more than the teaching method due to the immersion in the language environment.

Using digital resources, such as videos, can create a communicative environment filled with linguistic and sociolinguistic patterns that can greatly benefit students in improving their

listening comprehension skills. By utilizing these resources, students can receive the necessary language input to better develop their abilities to understand spoken language. For this reason, the use of videos to develop listening comprehension skills in A2 young learners is the best option. This paper highlights the importance of developing listening comprehension skills, especially for A2 young learners. This is a fundamental aspect of language proficiency and can greatly contribute to overall language development. Moreover, the development of listening comprehension skills is fundamental to developing language proficiency. Now, to mention the significance of this paper is relevant.

## **1.2 Rationale**

There are several important reasons to justify why this research investigation is necessary. Firstly, the sample group involved in this investigation had a very poor level of listening comprehension skills, and for students is crucial to work on this skill to improve their overall language abilities. Secondly, there is a lack of investigation into fostering listening comprehension skills in young learners, which makes this research project even more relevant. Lastly, listening comprehension plays a vital role in the development of other language skills like reading, writing, and speaking, as documented by Petty (2004). While many research projects have been conducted to master listening comprehension skills in college and university, little research has been done on young learners. Therefore, this research project aims to focus on fostering listening comprehension skills in young learners. One way to achieve this goal is through the use of technology and digital resources, which are essential tools for enhancing listening comprehension skills. As a result, it is of great significance to incorporate digital technologies and resources in the classroom to help students develop their English language skills, as documented by Widodo et al. (2022).

There seems to be a significant lack of focus on listening comprehension in second language acquisition research, teaching, and assessment. Additionally, listening and speaking skills do not seem to play a crucial role in the development of many English materials, curricula, and lesson plans (Pourhossein & Reza, 2011). Alodwan & Almosa (2018) claimed that the major trouble for learners of EFL is their lack of listening as a consequence of the minimal exposure to the language and the lack of practice and activities in class. It appears that English language learning has been primarily focused on language form, such as grammar, vocabulary, syntax, morphology, etc., with little emphasis on the development of language skills, including listening, speaking, reading, and writing. The problem in language teaching and learning is that learners have not developed their English language skills, so their proficiency level is low.

Hahm & Gonzzala (2022) carried out some statistics in Germany that show that the development of skills makes learners more proficient and they are better rewarded because they increase individual productivity. The Germans are more focused on developing skills rather than on language form. Odilovna (2020) claimed that when learning a foreign language as English, the learners have to develop four skills to be good communicators. For this reason, this research project is focused on the development of skills, specifically listening. Petty (2004) encouraged teachers to understand that listening is the foundation of all other language skills; many problems that learners have in speaking, writing, and reading are due to poor listening skills.

Odilovna (2020) stated that among these four skills, listening is the first skill that English language learners acquire at the beginning. This author cited Dr. Rachel Nahomi Remen's comment that the most important means of communication is listening and the most valuable gift given to others is attention. According to some statistics, at least 45% of the time is spent in listening, in schools, students spend 60-70% of classroom time in listening. In business, listening

has been reported as the most critical managerial skill (Odilovna, 2020, p. 2). Furthermore, Mendelsohn (1994, p. 1) mentioned that listening takes up 40-50% of communication, speaking takes up 25-30%, reading 11-16% and writing about 9%. Thus, it can be stated that listening has an important function in daily communication and educational learning.

In conclusion, the importance of second language listening skills has become more prominent in recent years, and rightfully so. Listening plays a vital role in our daily lives, especially in education, as it is the primary means of learning at all stages. Additionally, it serves as the foundation for other essential language skills, such as reading, writing, and speaking. The integration of technology in English classrooms can be highly beneficial, provided that teaching is well-structured, with clear objectives and effective classroom management (Mustaeva et al. 2022). With that in mind, the development of this project could prove to be extremely valuable in helping learners hone their listening skills by incorporating subtitled videos.

### **1.3 Statement of the Problem**

The A2 young learners have a very poor level of listening comprehension skills.

### **1.4 Hypothesis**

The subtitled videos provide enough English language input to help A2 young learners develop their listening comprehension skills.

### **1.5 Research Questions**

These are the questions that will be followed in the development of this research project.

1. Is there any relationship between the use of subtitled videos and the development of listening comprehension skills in A2 young learners? If yes, to what extent?

2. How did the students experience the use of subtitled videos to foster their listening comprehension skills?

## **1.6 Objectives**

These are the objectives that guide this research project.

### **General Objective:**

To describe how the use of subtitled videos can help A2 young learners foster their listening comprehension skills.

### **Specific objectives:**

1. To describe if there is a relationship between the use of subtitled videos and the development of listening comprehension skills in A2 young learners.
2. To describe how the students experience the use of subtitled videos to improve their listening comprehension skills.

## **1.7 Significance of the Study**

Even though the potential benefits and impact of listening comprehension in English language teaching and learning, there is little attention to the development of this skill. For this reason, it is relevant to pay more attention to the development of more research projects in this area for learners to develop listening as a basis for the development of other language skills: speaking, reading, and writing (Petty, 2004). This project will contribute to encouraging teachers to focus on this linguistic skill. In addition, this project will help to promote the practice of listening comprehension skills in the English language classroom. Furthermore, the project will motivate the advancement of the application of technology in the classroom for the improvement and development of English language skills. Finally, the project will be useful for further research projects. Thus, the results of this paper will encourage teachers to pay special attention to the impact of listening when learning and teaching a second language and the powerful advantage we have now with the use of technology.

## **Chapter II Theoretical Framework**

### **2.0 Introduction**

Listening Comprehension is a highly integrative skill, and is the basis for the development of other language skills such as reading, writing, and speaking; moreover listening comprehension is the natural way a child acquires and receives the language input (Pourhosein & Banou, 2016a). Despite its significance, this skill is the most complex and hardest of the four skills to be mastered (Usó & Martinez, 2008). Fortunately, thanks to the development of technology, a good pedagogic approach and strategies for language teaching and learning will help young learners develop listening comprehension skills (Greenleaf, 2011).

The integration of videos with subtitles will help teachers to build in learners in more natural settings of the foreign language to receive cultural and sociolinguistic input as well as the practice of linguistic features (Abbas, 2018). For this reason, the purpose of this research project is to describe how the use of videos with subtitles as well as the development of listening strategies with pre-, while and post-activities can help young learners foster listening comprehension skills. This investigation is relevant to help young learners develop listening comprehension skills to facilitate their process of learning English as a second language and become proficient second language speakers.

### **2.1 Communicative Language Teaching**

Communicative language teaching (CLT) has been regarded as one of the greatest most successful and most popular methods in language education for over the past 50 years (Azimova, 2019). CLT emerged as an answer to the dissatisfaction of linguists with the traditional methods

that focused just on grammar. Learning a language was not only a set of grammatical, lexical, and phonological rules because the learners had to express meaning in a social context, they also had to learn the communication function of those structures, so learning a language passed from learning grammar to learning communication rules (Rambe, 2017). Azimova (2019) claimed that with the traditional methods, the students did not learn the whole or realistic language, and the learners failed to communicate in real-life situations because they were relying on the structure of language instead of relying on function and notions of language.

Thus, Byers & Byers (1972) claimed that CLT has the purpose of developing communicative competence in the learners and emphasized social interaction because language cannot be learnt in isolation instead language is learned by social interaction to receive the social and communicative input, so communicative competence makes the learner understand the intention and expression of the speaker. According to Hiep (2007), CLT allows the students to interact in everyday situations of real-life context to express learners' views, lose fear of being judged, and speak successfully in public spaces. Therefore, if the goal of CLT changes from mastery of grammar to the development of students' communicative competence, an appropriate syllabus has to be developed.

Richards & Rodgers (2001) mentioned two principal syllabi Skilled Based Syllabus and the Functional Syllabus. The skilled-based syllabus is centered on reading, writing, listening speaking, and sub-skills, and the functional syllabus is rooted in the communicative language functions such as likes, dislikes, greetings, thanking, introducing, and giving explanations. Moreover, according to Richards (2006) in CLT, the role of the teacher and student has changed, the teacher is a facilitator and monitor instead of being a model for correct speech, the teacher promotes real communication and makes the students produce not paying attention on

student's mistakes, and the teacher gives strategies to improve learners' comprehension. In CLT, the learner is the center of the learning process to satisfy his/her communicative needs (Azimova, 2019).

The learner's responsibilities are to speak the most and to participate in classroom activities cooperatively and actively rather than individual and passive form (Azimova, 2019). The types of classroom activities that best promote communication in the classroom are memorization of dramas and drills, pair work activities, role plays, group work activities, and project work (Richards, 2006). In conclusion, CLT is a group of regulations that establish the goals of language teaching including the way learners learn a language, the activities that best facilitate communication in the classroom, and the roles of the teacher and student (Richards, 2006). Additionally, Nathir (2023) stated that the most characteristic feature of CLT is the development of sociolinguistic and linguistic competence which is essential to enhance successful communication by the development of Communicative competence.

### **2.1.1 Communicative Competence**

The main purpose of Communicative Language Teaching is to develop learners' Communicative Competence (CC) (Richards, 2006). CC definition has been changed and developed throughout the past decades, as was first mentioned by Chomsky (1965) who made a differentiation between competence and performance where he defined competence as the speakers-hearer's knowledge of the language and performance as the use of language in a specific context. However, Hymes (1972) stated that Chomsky's definition does not consider most of the sociolinguistic significance and that having sentences grammatically correct is insufficient to have communicative competence. To this respect, Hymes proposed in his theory four lenses for CC

such as possibility, feasibility, appropriateness, and occurrence where possibility refers to the accuracy of the lexicon and syntax.

Second, feasibility indicates how psycholinguistic factors such as memory limitations or inability to process clauses can help the interlocutors to use locution. Third, appropriateness deals with the cultural suitability of the locution in a specific situation. Finally, an occurrence which refers to whether the locution is made or not. An utterance can be grammatically correct, mentally feasible, and culturally appropriate but it can be interrupted by another action, so communication does not occur (Hymes, 1972). Moreover, CC was introduced in educational settings. Canal and Swain (1980) introduced CC in communicative course syllabi including lexicon-syntax and sociolinguistic features in a second language coursework to be assessed. Meanwhile, a Notional-functional syllabus was developed in Europe based on functional linguistics centered on language context where curricula were designed according to students' needs of communication rather than on increasingly more difficult grammatical structures (Savignon, 2002).

Moreover, in the United States Sauvignon (2002) adapted the CC definition to ELT based on Hymes theory, according to Savignon's point of view, Hymes' definition was focused on language as social behavior rather than a learning competence, so she defined CC as the learners' ability to use language in classroom to speak with other students meaningfully rather than just repeating dialogs or taking grammatical test (Savignon, 2002). To sum up, Savignon states that learners should use language in real settings, paying attention to what to use of language and how to use it when interacting or communicating in a second language, rather than just center on the ability to memorize chunks of language for artificial and planned experiences in communication (Xin, 2007). To better understand how CC works, linguists have developed some models; however, for this paper, we will focus on Bachman's model (Bachman, 1990).

### **2.1.1.1 Communicative Competence Model**

Bachman (1990) states that CC has three components: organizational competence, pragmatic competence, and strategic competence. Organizational competence refers to the grammatical ability, language usage, and contextual ability that help the learner to join utterances to make units of language using rules of cohesion and theoretical organization. Xin (2007) explains that to reach organizational competence, the CLT has to focus on the intention of meaning where language must fulfill meaning and purpose instead of just practicing a structural model. Some classroom activities as reporting, persuading, studying, discussing, debating, reaching a consensus, and relaying instructions, etc. lie in the development of organizational competence (Harmer, 1991). On the other hand, pragmatic competence has to do with the knowledge of pragmatic patterns and sociolinguistic conventions to use language in a specific context or situation (Bachman, 1990).

Finally, strategic competence is the general ability that compensates for weaknesses of the other competencies and uses proficiently the available abilities to perform verbal and non-verbal communicative tasks (Bachman, 1990). To sum up, CC involves the abilities that help language learners to know how to use language for different purposes and functions, to know the cultural system of rules that enable us to match the function with the linguistic structure in a specific setting and the communicative techniques or strategies that make us to be effective users of the abilities to perform verbal and nonverbal tasks to maintain communication despite language learner's limitations (Richards, 2006). As well as CLT, other approaches are helping in the development of CC as it is Blended Learning.

### **2.1.2 Blended Learning**

Blended learning (BL) is one of the newest concepts being adopted in quality education, it provides innovative education combining traditional classroom methods and teaching content via digital and online media for teachers, trainers, and students, and it also facilitates better access to learning resources (Sekhar, 2019). Many efforts have been made to define, classify, and develop models of Blended learning, the origin of this approach lies in distance learning through correspondence courses. The goal to bridge distance, the rise of personal computing access, and the advent of worldwide digital technology encouraged the development of this approach (Volchenkova, 2016). This term dated from 1999, at that time technology had the potential to bridge space, and time to boost individual learning. Friesen (2012) stated that in those early days, BL was considered as any mix of digital resources, educational approaches, and job tasks.

Singh (2003) claimed that BL is based on the concept that learning is not just a one-time event, learning is a continuous process. Furthermore, Friesen (2012) mentioned that BL is a combination of Internet and digital resources with face-to-face classrooms that require the physical co-presence of the teacher and students. According to Chew et al. (2008), BL involves the combination of education and educational technology. Horn & Staker (2014) defined BL as a tool where learners can control time, place, and pace for learning, and it encloses online, and face-to-face instruction. Some BL models have been developed, Twigg (2003) identifies four models of BL Replacement, Supplemental, Emporium, and Buffet.

In the first model, the face-to-face classes are replaced by either partially or fully online instruction, in Supplemental model the students attend classes, but have access to additional digital resources, in the Emporium the students work just online mode but they are assisted by the learning

resource center, and the Buffet model, the students have a menu in both face to face and online learning activities and they design their course according their learning style and needs. Furthermore, Horn and Staker (2014) worked with other classification of four models to apply them in K-12 schools across America and these are the Rotation mode, Flex model, Self-blended model, and Enriched virtual model.

In the Rotation model the students rotate between different working modalities such as individual rotation, lab rotation, or flipped classroom, in the Flex model students work mostly online with face-to-face support, in the Self-blend model the students complement their traditional studies by additional online courses off-campus, finally the Enriched virtual model where learning is mainly online with occasional face to face tuition). For this study, BL is defined as an approach that combines the most effective face-to-face teaching techniques and online interactive instruction for learning and teaching. The existence of BL models is very helpful to reach educational institution purposes and to fulfill students' learning needs, and interests, and to fit students' learning styles.

### **2.1.3 Common European Framework of Reference for Languages**

The Common European Framework for Languages (CEFR) is a frame of reference that describes language learners' ability to listen, speak, read, and write, and it is divided into six levels of language proficiency such as A1, A2 for the basic user, B1, and B2 for the independent user, and C1, and C2 for the proficient user (Cambridge ESOL & Cambridge University Press, 2011). The CEFR also provides a descriptive scheme of definitions, categories, and examples that are useful to understand and communicate better purposes and objectives to language professionals (Cambridge ESOL Examination, 2011). The CEFR was therefore seen as a planning instrument

that could provide a “common language” to describe objectives, methods, and assessments in language teaching, as put into practice in diverse contexts for many different languages to facilitate the development of syllabuses, examinations, textbooks and teacher training programs (Council of Europe 2020).

For this paper, it is necessary to describe the features of the common reference A2 level to help the learners reach this level by the practice of listening to the subtitled videos. According to the Council of Europe (2020) in the A2 Wastage level, the learners comprehend utterances and most of the time use expressions related to important factors for them, for example very basic personal and family information, shopping, local geography, and employment. Moreover, A2 learners can transmit simple routines in simple and direct forms about family and routine matters. Learners can describe simply background aspects, the current environment, and immediate need matters. Thus the CEFR is a tool to assist ELT, its descriptive scheme offers language levels of competence useful to organize learning and teaching language educational systems, for researchers, curriculum designers, teachers, teacher trainers, and language testers (Council of Europe, 2020). The purpose of this paper is to work with A2 young learners, and a general profile description of language proficiency is required.

### **2.1.3.1 A2 Young Learners**

The CEFR descriptive scheme for language proficiency levels is the basis that Cambridge Assessment English used to develop English standards qualifications for young learners, and these standards provide a reliable measure of the child’s proficiency in learning English. Cambridge standards are the next, for basic level, Pre A1 Starters, A1 Movers, A2 Flyers, and A2 Key for

School. For independent level, B1 Preliminary for school, and B2 for schools. Finally, for proficiency level, C1 Advanced and C2 Proficiency (Cambridge Assessment English, 2021). For this paper is important to describe A2 flyer learners' profile in reading, writing, speaking, and mainly listening according to Cambridge Assessment English (2021) in Reading they can understand simple written descriptions of objects, people, and events, simple short stories, and they can read and understand short texts even if some words are unknown.

Referring to writing they can write simple descriptions of objects, pictures, and actions, short simple stories using pictures or their ideas, and link phrases or sentences with connectors like 'and', 'because', and 'then'. For Speaking they can ask basic questions about everyday topics, tell short, simple stories, give simple descriptions of objects, pictures, and actions, and talk briefly about activities done in the past. Finally, for listening, they can understand instructions given in more than one sentence, simple spoken descriptions of objects, people, and events, and simple conversations on everyday topics. This is the profile that is required at the A2 flyer level, and it will be very useful as a reference for this paper (Cambridge Assessment English, 2021). Listening Comprehension ability is the focus of this paper, for this reason, knowing this concept and all its implications is important

## **2.2 The Significance of Listening Comprehension in ELT**

Listening comprehension is the most frequently used language skill in daily communication and ELT classrooms (Pourhosein & Reza, 2011). Rost (2001) states that the most successful learners are those who use listening comprehension, and listening is the most important skill in the process of learning a language to receive foreign language input. According to Pourhosein & Banou (2016a), enough comprehensible input is necessary to acquire a language.

Ridgway (2000) emphasized that in listening practice the more learners practice listening comprehension as a main skill, the more they can develop their listening performance. According to Shang (2008) in language acquisition, listening is the first developed skill, and it facilitates the development of other skills.

Related to this, Kim & Pilcher (2016) mentioned that listening comprehension is necessary to develop reading and writing skills. Moreover, Pourhosein & Banou (2016a) stated that listening is the base for developing learners' pronunciation (pitch, intonation, stress, redundancy, and cluster), and Nunan (1998) stated that once the learners have developed listening skills, they can improve speaking skills and that learners will not be able to communicate effectively without the development of listening comprehension. In addition, Solak (2016) claimed that listening can be considered a fundamental skill for speaking because without understanding the input, any learning cannot begin. Flower & Miller (2005) reported in their investigation that students in class spend 40% listening, 35% speaking, 16% reading, and 9% writing. Thus, it is clear that listening is the main tool when learning language in all facets of instruction.

### **2.2.1 Definition of Listening Comprehension**

Through time listening comprehension was defined as an active and aware process in which the listener creates meaning by using cues from communicative context, and from his/her prior knowledge while relying upon multiple strategies and resources to fulfill the task required (O'Malley et al.1989). Rost (2001) mentioned that listening includes some skills such as recognition of sounds, and words, grammatical rules, knowledge of utterances to create meaning, connectors to non-linguistics and paralinguistic cues, and background knowledge to reach meaning, and important words and ideas. Trang (2020) claimed that listening is a difficult process

where students have to work with multi-tasks, they have to discriminate sounds to make meaning from spoken messages.

Hamouda (2013) added that listening involves sound speech recognition, understanding the context of words, and understanding the grammatical rules of utterances. In addition to this, Kim & Pilcher (2016) offered a simpler definition of listening comprehension as the capacity to understand discourse spoken messages as conversations, stories, and oral text, and it implies extracting and reconstructing meaning. Thus, listening comprehension is a complex process of understanding and making sense of spoken language where many skills work together to construct the listener's meaning and to reconstruct the speaker's communicative purpose, and it includes three approaches to information processing.

### **2.2.2 Listening Comprehension Process and Approaches**

Listening comprehension is an active process where individuals choose aspects from aural input, meaning from passages, and associate what they hear called input with their existing knowledge known as schemata (Pourhosein & Reza, 2011). Schemata is a data structure of general stored concepts in one's memory used to understand the text, and it is extracted from the use of linguistic and situational cues from the new input (Pourhosein and Banou, 2016a). Dirven and Oakshott (1984) defined listening comprehension as the result of a teaching methodology where the listener has to develop speech understanding, speech recognition, and speech reception. To understand widely the process of listening comprehension, three models of schemata processing have been developed. A) Bottom-up processing, B) Top-down processing, and C) Perceptual Processing (Pourhosein & Reza, 2011).

The bottom-up processing is activated by the new incoming data where the learner analyzes the acoustic message from the smallest meaningful units (phonemes) to complete text (Vandergrift, 2005). In this process, the phonemes are connected to make words, words are connected to make phrases, these are to make utterances, and utterances to form a meaningful complete text. In addition, Rubin (1994) stated that the listener uses his /her prior knowledge about words, syntax, and grammar to decode the message. Brown (2007) provided a list of bottom-up activities such as intonation discrimination, phonemes discrimination, listening for word order, speech forms recognition, finding the stress syllable, recognizing linking words, developing note-taking, identifying sentence level features, and identifying suprasegmental markers. Finally, Trang (2020) mentioned that according to some critics, this model is fitted only for beginning target language learners because they can only understand small chunks of spoken language.

This model is limited to higher levels. Top-down processing is the process where the listener uses his/her background knowledge to construct (or reconstruct) the original meaning of the speaker by analyzing and connecting the new input to his/her schemata, and the learners use the prior knowledge of the context and situations. Nunan (1998) mentioned that background knowledge is based on life experiences and previous learning, or from the, use of language in a specific context. Brown (2007) mentioned a list of top-down activities such as discrimination of emotional reactions, topic recognition, discourse analysis, themes and motives evaluation, direction prediction by introduction analyses, and finding the main idea. To conclude, this model has its limitations too, and it may result in the failure in comprehension whether working in isolation (Pourhosein & Reza, 2011).

Perceptual Processing is the combination of the bottom-up model and Top-down model, they work together to enhance language competence. Language is processed simultaneously at

different levels where the learner decodes phonological, syntactic, semantic, and pragmatic (context and situation) knowledge from the message (Trang, 2020). According to Tong (2019), these two processes cannot work apart in listening comprehension, the listener uses both prior knowledge and linguistic knowledge to construct the meaning of the spoken message. Brown (2008) provided a list of perceptual processing activities such as semantic association, a network of words, following directions, discrimination of register and degree of politeness, confirming expectations, finding the main idea, and inference-making by statements evaluation.

Even though these three models have been used to work with listening comprehension skills, some professionals think that they do not satisfy the requirements to develop listening comprehension skills (Rubin, 1994). To conclude, these three models have offered a great overview of the process of listening comprehension, and they have been very useful in developing listening skills; however, there is yet too much work to do in this area. To have a wider notion about the process of listening comprehension, a list of listening skills is provided.

### **2.2.3 Listening Skills**

According to Byrnes (1984), listening comprehension is a problem-solving skill that is divided into different skills and sub-skills. Kirubhakaran (2004) described five listening skills such as informative, appreciative, critical, discriminative, and emphatic. In informative the learners concentrate on the content of the message. In appreciative listening the learners listen for pleasure or satisfaction like music. In critical listening, the listener measures the message whether it is credible, or logical such as in an offer or sale. In discriminative listening, the learner identifies inferences and emotions by the speaker's voice tone, pitch, and intonation. Finally, empathic listening is where the listener attends to what is being said to be emphatic with the speaker. For

Rixon (1986) listening is divided into two skills such as intensive and extensive listening. In intensive listening the learner searches for details and the goal is to understand the whole text, and in extensive listening the learner is required to understand the general meaning of the passage.

In addition to this, Thaine (2021) offered a core of listening sub-skills such as listening for gist or general ideas, listening for detail, listening to infer information, listening for discourse patterns, listening for language items, and scan listening. Similarly to this classification, Solak (2016) mentioned a list of sub-skills, listening for gist, listening for specific information, listening in detail, listening to infer, listening to answer questions, and listening for specific description. On the other hand, Brown (2007) divided listening skills into micro-skills related to sentence level, and macro-skills related to the discourse level of organization. The micro-skills are keeping parts of language, recognizing stress patterns, recognizing classes of words such as nouns, verbs, adjectives, etc., recognizing different grammatical forms, recognizing stress patterns, and recognizing contracted words.

Brown (2007) also described the macro-skills such as recognizing linking words, communication functions, inferring situations, differentiating literal and implied meaning, and developing the use of listening strategies such as detecting keywords, guessing meaning from context, signaling comprehension, etc. Thus, the teacher can select the listening skills that best fit the student's level of proficiency and linguistic needs. For instance, for this research project, the sample of students has a low proficiency level, so the focus will be to extract some specific information to answer and complete some questions, fill the gaps, and write the missing words. In daily classroom lessons, the teacher and students can face some problems when developing listening comprehension.

#### **2.2.4 Listening Comprehension Problems**

In the process of listening comprehension, there exist a lot of problems that can hinder the learners' understanding of the message, and it is relevant to be aware of them to try to solve them (Rara, 2018). Hussey et al. (2010) stated that anxiety can cause difficulties in listening comprehension and it is caused by language learning environment or language testing conditions. In this respect, Bloomfield et al. (2010) expressed that listening to new information, trying to classify conflicting information, and listening to illogical passages can cause the listener's anxiety, but listening support given by the teacher can reduce the learner's anxiety. Another affective factor is motivation, students with higher levels of motivation are more engaged in listening activities than students with less motivation (Trang, 2020).

There are various challenges when it comes to efficient listening comprehension, as highlighted by Underwood (1989). The first problem is the pace at which the speaker delivers the message, which can be difficult for listeners to keep up with. Additionally, listeners may not always be able to ask for word repetition, further hindering their understanding. A lack of vocabulary can also make it challenging to comprehend what is being said, as can difficulties in recognizing discourse markers like pauses, gestures, and changes in tone. Furthermore, a lack of contextual knowledge or difficulty in concentrating can further impede comprehension. Finally, listeners' habits can also play a role in their ability to understand what they hear.

Ulfa (2021) mentions other causes such as the quality of the material, cultural differences, accent, unfamiliar vocabulary, and length of speed of listening. Odilovna (2020) listed other problems for listening activities: trouble with sounds, difficulty understanding natural native speech, difficulty keeping up with the speaker, the listener getting tired, and needing to hear more

than once and understand every word. Thus, if the teachers of ELT understand these problems, then they can select the best suitable materials, and listening strategies to satisfy the learners' needs and solve these problems. For this reason, it is relevant for teachers to develop good teaching strategies and materials.

### **2.2.5 Teaching Listening Skills**

| The success in the development of listening skills is rooted in the way of teaching which includes approaches, techniques, strategies, materials, and goals according to Pourhosein & Banou, (2016a) these teaching listening goals are the next. First, listening comprehension lessons must be planned from simpler to more complex. Second, developing an environment for active participation centered on the learner. Third, listening comprehension lessons should increase memory capacity and concentration, and fourth, listening should be practiced instead of tested. On the other hand, Buck (2001) stated that in teaching listening comprehension all the skills like reading, writing, listening, and speaking should work together instead of in isolation, and teaching listening skills must follow any approach.

To complement the last statement, Solak (2016) suggested that when fostering listening comprehension both the bottom-up and the top-down process should work together because in the bottom-up process, the listener concentrates on linguistic features such as phonemes, syllables, words, phrases, and sentences to understand the message, and in the top-down process the listener concentrates in the overall meaning of the message using his/her context and prior knowledge such as topic, genre and culture stored in long term memory to create meaning. As mentioned before, these two models working alone are limited to reaching the understanding, and both of them have to work together in the listening comprehension process (Solak, 2016).

Furthermore, Al-Mutawa & Kailany (1989) stated that depending on the focus of the listening activity, there are three levels of listening comprehension, elementary level dealing with sounds and words, intermediate level related to short conversations, and advanced level which has to do with spoken discourse. Moreover, when teaching listening skills, there are three kinds of strategies to be developed: metacognitive strategies, cognitive strategies, and socio-affective strategies. Metacognitive strategies are mental activities related to planning, comprehension monitoring, and evaluating listeners' understanding. In other words, they are the strategies for organizing, summarizing, and information elaboration that the listener uses to understand the message (Pourhosein & Bonou, 2016b).

Cognitive strategies are mental activities that perform language tasks like planning and deduction, they are like the advisors in the listening process because they supervise, regulate, and direct the understanding of the message (Vandergrift, 2005). Finally, socio-affective strategies include cooperating with others for an explanation, clarification, decreasing worry, and self-encouragement (Vandergrift, 2003). These strategies are developed in a real conversation because they require social interaction (O'Malley et al. 1989). Related to the listening strategies, Ulfa (2021) stated that the metacognitive strategies and top-down approach are very useful in developing learners' listening skills. Along with the goals, approaches, and strategies for listening comprehension, the design of listening lessons also contributes to the success of the listeners' understanding.

In addition, in teaching listening skills, Underwood (1989) divided lessons into three stages: pre-listening, while listening, and post-listening. Pre-listening stage prepares the atmosphere for the listening task, giving background knowledge, reading something related to the topic, showing a picture to infer the topic, discussing the topic, question-answer session, making

a writing activity, and following instructions for the while-listening task. During the listening stage, all the activities to be performed are multiple-choice questions, putting pictures in order, text-completion, and true/false exercises, making models- arranging items in patterns, and completing grids. Finally, the post-listening stage is all the activities involved in checking answers and giving feedback to the students. The activities are role play, summarizing, a written activity, matching with the reading text, and inferring the speaker's behavior and mood

Finally, to make a summary of teaching listening comprehension, Wang (2020) stated that there are some principles to designing listening teaching lessons: the development of the four skills, interactive and encouraging activities, the use of real linguistic settings, the development of listening strategies, the inclusion of bottom-up and top-down models, and lesson plan stages. Similarly to Wang (2020), Greenleaf (2011) developed a Balance Strategy Approach that states that teaching listening comprehension is a complex process, and it requires that teachers work with the goals, approaches, and strategies that support the listening comprehension process, create an environment to encourage the development of four skills for comprehension and carefully plan and select the material and activities according to learners' needs and level of proficiency. To reach all the mentioned points, teachers have great challenges, but now with the development of technology and digital resources, teachers and professionals in ELT have an excellent means to achieve this goal (Greenleaf, 2011).

### **2.3 Computer-Assisted Language Learning for Improving Students' Language Learning and Listening Skills**

The world of multimedia and technology age is changing the teaching methodology worldwide, Samuels (2013) stated that most of the newest developments in social digital resources,

and technology are taking ELT in a new direction. The new ELT of the digital age is integrating technology into the development of English language skills and students' learning process. Pourhosein (2017) defined technology integration as the implementation of technology resources in educational settings to encourage learning and in problems solution by the use of computer and technology skills. Lama (2018) explained that implementing technology in class develops critical thinking, communication, collaboration, and creativity, and reinforces independent learning. Technology provides tools to encourage collaboration between teachers and students and helps to develop language skills through exposure to visual aids.

For these reasons, for this investigation, the integration of technology tools, in this case, the use of subtitled videos, is the main tool to help learners develop their listening comprehension skills. In addition, Pun (2013) mentioned some advantages of technology in English teaching: motives students to learn English, develops students' communicative competence, expands students' English cultural knowledge, improves teaching efficiency, enhances the interaction between student-student and teacher-student, creates more colorful and stimulating teaching environment in the classroom, and provide English teaching outside the classroom. Moreover, Pourhosein (2017) states that it supports meaningful learning experiences, provides real context to expose learners to meaningful difficulties, and situations to develop students' thinking, can improve students' academic abilities, increases students' self-confidence, and reduces anxiety in learners.

Thus, technology is a very useful tool for teachers to adapt their classes to different levels of proficiency, and different ages. For instance, teaching young learners requires very active, funny, and creative material. Clements (1994) found that technology is useful and motivating to teach young learners, they have a higher level of spoken communication and leadership roles when

using technology. Lewis (2004) also stated that some technology sites give a great variety of interesting topics and themes that are attractive to children, and provide more fun and enjoyable material. There are many available applications useful for teachers to give multisensory and multimedia experiences through blending sounds, images, animation, and graphics (Lama, 2006). With the implementation of digital resources and technology in class, the learners can increase their exposure to the language in a meaningful context for true social interaction practice in the classroom in real life.

Mohamadkhani et al. (2013) affirmed that the implementation of technology has a great effect on listening comprehension. McBride (2011) and Rost (2007) expressed that using digital resources enhances listening comprehension by providing attractive and authentic materials, such as songs, TV series, movies, documentaries, and videos. Many research projects show how captioned authentic videos have enhanced listening comprehension (Pourhosein, 2017). Lama (2018) mentioned that different platforms can also develop a meaningful improvement in reading and listening skills in students with SpLDS, and it can help students to overcome class challenges such as thinking, slow note taking poor handwriting, and difficulties in learning. And also mentioned a list of useful platforms: ED puzzle, Kahoot!, Discovery Ed, Story Birds, Puppet Pals, Explain Everything, Google Classroom, Smart Notebook, and Starfall.

Greenleaf (2011) stated something very interesting, CALL and pedagogy have a strong relationship when developing listening comprehension skills; in other words, the incorporation of digital resources and material and pedagogical patterns should enhance the development of listening comprehension skills. Thus, to develop listening comprehension skills, it is necessary to recreate authentic language conversations through exposure to real-life listening settings, and it is possible using technological resources and a good pedagogical approach, strategies, and

techniques developed by the teacher in the classroom. For this reason, the integration of technology is essential to provide authentic language settings to the learners through the subtitled videos.

### **2.3.1. Audio-Visual Material as a Tool to Foster Listening Comprehension Skills**

According to the researchers, the most effective technological materials are captioned videos and audio (Winke & Sydorenko 2010). Smith & Hegelheimer (2004) said that authentic digital video programming is a valuable tool to achieve higher input levels in listening comprehension. Yasin et al. (2018) mentioned that language learning video materials are visual and audible recordings that provide language content to teach elements of real language. In this context, the learner can see language in use through expressions, gestures, and other visual clues. Video materials can provide total communicative situations, and can facilitate listening comprehension because videos provide sufficient linguistic patterns for information processing (Panah & Jowkar, 2012).

Rost (2001) proposed that listening input in audiovisual material is the linguistic environment for Second Language Acquisition (SLA). It means that the linguistic environment in videos provides linguistic input for the learners to intensify their listening comprehension ability (Chen et al, 2014). Grandison (2020) stated that videos can show how native speakers use language in real and natural contexts, and it helps them to develop cross-cultural awareness (cultural patterns reflected in speakers' way of living). Using videos in English classroom have some advantages, they capture learners' attention, are used in small or big groups, develop learners' imagination and participation, provide great grammatical structures and vocabulary resources, expose the learner to real-life, stress and intonation, enhance the long term memory and they develop learners' oral comprehension (Yasin et al., 2018).

Abbas (2018) states that there are three advantages to using videos in English classrooms: first, authenticity, genuine pragmatic input, and real use of language in a foreign context acquired from the videos where students can learn slang, idioms, hesitations, intonations, and rephrasing. Second, is engagement where students are encouraged to get involved in classroom discussion and practice because videos are enjoyable and entertaining materials. Finally, cultural aspects are where the learner develops cultural awareness and competence because videos introduce communicative situations as ways of invitations, accepting and refusing requests, ordering food, booking a hotel, and talking about preferences. Thus all these functions of language reflect the value, history, and social customs of the foreign language.

Martínez (2018) mentioned that numerous websites can assist in language learning: The Voice of America Learning English (VOA), and British Broadcasting Corporation (BBC), these broadcasts include audio and video programs and helping materials. Pudjiadi & Nun, (2022) developed their paper based on VOA material which assists students in listening to the natural language of speakers in real contexts. The use of subtitles or captions was very useful to develop students' listening skills. Mayer (2001) developed the Generative Theory of Multimedia Learning where the learner uses verbal and visual information to combine them with the prior knowledge to create meaningful language relations and develop listening comprehension. To conclude, video materials as well as subtitles are a good source of real language input for learners to develop listening comprehension skills.

### 2.3.2 The Use of Digital Platforms on ELT

In this digital age, the implementation of digital platforms is the way for learners around the world to take advantage of modern educational technologies where technology is a tool, a medium of communication, and open learning resources (Mohammed et al. 2021). According to Savitri (2022), the pandemic time opened doors to digital learning where the way of teaching, learning, and giving material and assignments changed, so digital platforms are valuable tools used widely in educational settings. Mohammed et al. (2021) defined “electronic education” as the combination of teaching pedagogy and digital technologies working together to assist learners in accomplishing their educational goals via computer networks.

Focusing on listening comprehension, Alsagheer & Atif (2021) explained that with the introduction of technology to the TESOL system, the learners have access to a wide variety of listening resources such as visual media, video conferences and digital devices in educational institutions, teachers are using some platforms such as YouTube, Google Classroom, Google Meet, and Zoom. In Indonesia due to a lack of good internet signal, Savitri (2022) mentioned that Whatsapp is the best option for that region because it is very easy to use and most students have access to this tool on their mobile phones, however, it is a weak tool when giving assignments. Another well-known platform in education is E-learning which focuses on learners, teachers, and administrators of the platform. It is used to design courses and tests, it is a space for cooperation between teacher–student, it is used to monitor the learners' advance and evaluation, and it is also a digital resources supplier (Mohammed et al. 2021).

Chien et al. (2020) stated that another useful platform is YouTube, in language learning facilitates the learning process and vocabulary domain. Chien pointed out some advantages of

YouTube as an implementation tool: teachers can slow down the video when having difficulties understanding the message content, and the use of subtitles makes comprehension easier. Another valuable source is the Live worksheet platform with attractive online exercises with self-evaluation, it has many activities for all levels of proficiency and all skills, it includes sounds, videos, drag and drop exercises, join with arrows, and multiple choice. (Huynh, 2023). To conclude, digital platforms are useful sources that facilitate the learning process for the different interactive activities focused on different skills and levels. For this project, YouTube and Live Worksheet platforms will be the video suppliers for all the activities carried out to develop listening comprehension skills in young learners.

## **2.4 Conclusion**

Because we are living in a digital age the challenges for English language teaching are increasing, and the teacher cannot use the same old didactic strategies and methods. The introduction of technology is accelerating the processes of learning in all educational settings. In ELT the teachers should work on the development of English language skills, mainly in listening comprehension as a base to develop the other skills as mentioned before by Pourhosein & Banou (2016a). Furthermore, due to the complexity of listening comprehension, it is required to develop it in a real linguistic context and to have as center the learner, his/her needs, and level of proficiency to develop the learners' communicative competence (Savignon, 2002).

In the development of listening comprehension Solak (2016) stated that implementing top-down and bottom-up approaches must work together in an English classroom because the learner should master both the linguistic features of the language and the use of language in a cultural setting and social customs that lead the foreign language. In addition, the integration of pre-

activities, while-activities, and post-activities encourage the learners in their learning process. This work is a great challenge but the integration of technology and materials in listening instruction is an essential tool to make students get immersed in real language context to develop a cultural awareness and competence (Abbas, 2018). So, a good combination of CALL integration materials (videos with subtitles) and pedagogy in English classrooms will help to improve our students' listening skills (Cross, 2009).

## **Chapter III Methodology**

### **3.0 Introduction**

This research project carried out a quantitative approach using experimental and survey methods. The instruments were a pretest, a posttest, and an opinion survey questionnaire about the participants' points of view on their experience with the subtitled videos to develop listening comprehension skills. The scope of the investigation was descriptive and correlational. In addition, a teaching methodology of three stages was used, and descriptive statistics was used to analyze the collected data.

### **3.1 Method**

The research method in this investigation was an important tool and procedure for data collection (Hameed, 2020). According to Baptista et al. (2010), a method is a set of systematic and experimental processes applied to a research or phenomenon. For this investigation, a quantitative approach is followed. Creswell D. & Creswell J. (2018) defined the quantitative approach as a probationary and sequential approach based on the measurement and analysis of statistical procedures, its goal is to probe theories using logic or deductive reasoning, and it is very objective.

Both an experiment and a survey method were carried out to obtain wider and complementary data. According to Creswell D. & Creswell J. (2018), the experimental design tries to settle whether a treatment with one or more variables influences an outcome, and this research project tried to describe if the use of subtitled videos can improve listening comprehension skills, and describe how this process takes place. In addition to this, Creswell D. & Creswell J. (2018) explained that a Survey method provides quantitative data from trends, attitudes, and points of view of the participants, and it also helps to answer three kinds of questions. The first kind answers

descriptive questions, the second one answers questions about the relationship between variables, and the third kind answers questions about predictive relationships between variables. In this case, there is a strong interest to know if there is a relationship between the use of subtitled videos and the improvement of listening comprehension skills. Therefore, the work with these methods allows one to get a more detailed, wider, and deeper illustration of the phenomenon in the research (Chen, 2006).

The scope of this investigation was descriptive and correlational. According to Baptista et al. (2010), an investigation is descriptive when the studied phenomenon and its components are considered, and the variables are defined and measured. In this investigation, the use of subtitled videos to foster listening comprehension skills was defined and measured. Moreover, an investigation is correlational because it explains the relationship between variables and quantifies the relationship between those variables (Baptista et al., 2010). The purpose of this paper was to establish the relationship between the use of subtitled videos and the fostering of listening comprehension skills. To conclude it can be said that implementing more than one method such as the experimental and the survey method for triangulation or data collection can help to increase the research findings' credibility (Creswell, 2014).

### **3.2. Research Context**

This investigation took place in a private local English School in Huejotzingo, Puebla. This school is called Children English Classroom and it was founded in 1995. The school is located in the center of the town. The school works with material from Cambridge such as books, workbooks, platforms, digital resources, and certification. Therefore, the installations are well-equipped with digital technology and materials. Even though the school is small, it has a good environment to learn where both teachers and students feel confident and secure to give their

best. The school population is about one hundred students who are placed at different levels of English proficiency from beginners to advanced levels. There are ten groups from which the sample for this study involves the group of young learners from the A2 flyers level.

### **3.3 Sample and Participants**

The sample for this research project was a group of young learners from the A2 flyers level, and the technique to select this sample was the use of intentional non-probability sampling. According to Creswell D. & Creswell J. (2018), intentional non-probability sampling is the selection of the participants according to specific characteristics that best fit the purpose of the study. For this reason, the group of A2 flyers was selected because they met the requirements for this investigation such as homogeneous characteristics, the age, the level of proficiency, the schedule, and the time to apply the instrument with them. The participants for this investigation were eight young students, seven of them were male, and just one was female. The children were in the fourth year of elementary school, and only one was in fifth grade. Seven of the students were nine years old and one of them was ten years old. Their socio-economic status is medium, and their parents are professionals. Finally, they had difficulties developing their listening comprehension skills.

### **3.4 Data Collection Techniques, Instruments, and Materials**

As mentioned before, this investigation followed a quantitative approach which allows us to go deeper into the results. It is a further analysis that integrates two databases for additional income, the experimental and survey method (Creswell D. & Creswell J., 2018). For this research project, the quantitative instrument was a pre-test and a post-test that was applied to the participants at the beginning and the end of the period of experimentation. In addition to this, an opinion survey

was used to be applied at the end of the experimentation period. For the experimentation period, a set of materials was specially developed for this investigation with subtitled video activities.

### **3.4.1 Pretest and Posttest**

The instrument that was used to collect the data in this investigation was a questionnaire, a pretest, and a post-test. According to Baptista (2010), a questionnaire is one of the most used instruments to collect data, it is a set of questions used to measure a variable being investigated, and it must be related to the research objective. The listening pre-test and post-test were designed by Cambridge to qualify the listening comprehension skills of A2 flyer young learners. The pretest and posttest have 25 questions, the items are divided into five sections and the pretest and posttest extract specific information. In the first section, the participants were asked to match a person to his or her description. In the second section, the students were asked to complete a text with specific vocabulary they listened to. In the third section, the participants matched a person with the description of an activity.

In the fourth section, the participants were asked to answer the questions, and four options were given. Finally, in the fifth section, the participants were asked to follow the instructions for coloring or writing words in a picture (Cambridge English Language Assessment, 2018). The pretest was taken from Cambridge Assessment A2 flyers Authentic Examination 2, and the posttest was taken from Cambridge Assessment A2 flyers Authentic Examination 3. These tests were applied to the participants at the beginning and at the end of the experimentation period to compare the data and measure the listening comprehension development of the participants. The pretest is added in Appendix 1, and the posttest is added in Appendix 2.

### 3.4.2 Opinion Survey about Subtitled Video Practice

Based on research by Creswell D. & Creswell J. (2018), surveys are an effective tool for collecting data on trends, attitudes, and viewpoints related to a particular phenomenon. In this case, a survey was conducted to determine how young learners experienced the process of listening comprehension through subtitled videos. The survey consisted of 17 statements, which assessed five variables. The first variable, listening comprehension progress, consisted of three statements that gauged students' views on their own progress in this area. The second variable, motivation, included two statements that aimed to understand students' level of motivation and anxiety when practicing listening comprehension with subtitled videos. Overall, the survey provided valuable insights into how young learners engage with this type of learning material.

The third variable, affective factors to listening comprehension has four statements about their opinion about the problems they faced when practicing their listening comprehension with the subtitled videos. The fourth variable is teaching methodology with only one statement about the usefulness of the three stages, or activities of the listening comprehension lessons, and ultimately, the fifth variable is additional findings with eight statements about possible progress in other language skills, and grammar and vocabulary. The questions were closed, and a Likert scale of five points was used to measure the results, and it goes from 1 (*strongly disagree*) to 5 (*strongly agree*). The five variables are better explained in Table.

**Table 1.** *Survey variables*

Variable	Questions
Listening Comprehension Progress	<p>My results of the use of subtitled videos in class were satisfactory</p> <p>For me the use of subtitled videos in class was useful</p> <p>I improved my listening comprehension skills with the use of subtitled video activities</p>
Motivation	<p>I felt encouraged when I worked with the subtitled videos in class</p> <p>I felt anxious when I worked with the subtitled videos in class</p>
Listening Comprehension Problems	<p>I had difficulties in the use of subtitled videos due to the content of the text</p> <p>I had difficulties in the use of subtitled videos due to a lack of vocabulary</p> <p>I had difficulties in the use of subtitled videos due to the length and speed of the listening material</p> <p>I had difficulties in the use of subtitled videos due to the pronunciation of authentic material</p>
Methodology	<p>The pre-activities, while activities, and post-activities were useful in developing my listening skills</p>
Additional Findings	<p>With the practice of the subtitled videos, I increased my vocabulary</p> <p>With the practice of the subtitled videos, I increased my grammar knowledge</p> <p>With the practice of the subtitled videos, I improved my writing</p> <p>With the practice of the subtitled videos, I improved my pronunciation</p> <p>With the practice of the subtitled videos, I improved my understanding when reading</p> <p>With the practice of the subtitled videos, I improved my fluency when speaking</p> <p>With the practice of the subtitled videos, I learned social and cultural aspects of the foreign language to communicate in English</p>

This survey of the students' opinions about the subtitled video is added in Appendix 3.

### 3.4.3 Didactic Material

The material designed was based on the content of the subtitled videos and the grammatical content that has been selected from the current course for flyers that the participants are taking. The content selected is the practice of simple present, present continuous, and simple past. So the selection of the videos and the development of the activities work with these three time tenses. The subtitled videos were worked on for four weeks, four hours per week, in a total of sixteen classes with listening practice. The video sources from where the videos were taken, were Live Worksheets ® Platform and YouTube ®.

The kinds of subtitled videos are conversations, descriptions, parts of movies, and songs with the practice of specific content. The activities required students to listen and read to complete specific information, general ideas, and detailed information. The activities were developed at three stages that are our teaching methodology, a pre-activity, a while-activity, and a post-activity. Some activities are added in the appendix 4. To make clearer these activities, a description of some examples of the activities is given in Table 2.











**Table 2**

*Subtitled video Activities*

---

Level: A2 flyers
Date: From 22-25/05/2023
Unit Name: Simple past
Goal: The students will be able to develop listening comprehension and complete the activities in the simple past

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<p>Skills Listening</p> <p>Listening Writing and speaking</p>	<p>Basic Vocabular y and Grammar Simple past</p> <p>Verbs in simple past</p>	<p>Activities</p> <p><b>Pre-activity:</b> vocabulary introduction and practice (verbs)</p> <p><b>While-activity:</b> Match the person with the activity</p> <p><b>Post-activity:</b> write and speak up 4 things they did in the past. What chores did you do yesterday?</p>	<p>Resources</p> <p>Whiteboard Copies and the screen and internet</p> <p>notebook</p> <p>cards with chores</p> <p>game</p> <p>copies and internet</p>	<p>Time</p> <p>15 mints.</p> <p>25 minute s</p> <p>20 mints.</p> <p>15 mints</p> <p>25 mints</p>	<p>Sources and videos</p> <p><b>LISTENING PRACTICE</b> Level: B1</p> <p><b>LISTENING PART 1</b></p> <p>Questions 1 - 3</p> <p>You will hear Roy talk to his friend. You will hear with comprehension notes. There is one question for each conversation. For questions 1-3, choose the correct option (A, B, or C).</p> <p>Example: Where is Roy going to buy some?</p>  <p>1. What did Roy buy in the computer?</p>  <p>2. What did Roy buy yesterday?</p>  <p>LIVEWORKSHEETS <a href="https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension">https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension</a></p>
<p>Reading Pronunciation Listening</p>	<p>Chores at home</p>	<p><b>Pre-activity:</b> vocabulary introduction : chores</p> <p><b>While-activity:</b> listen and answer the questions with the name of the person who did the activity.</p> <p><b>Post-activity:</b> make a conversatio n about the chores you do at home and role play</p>	<p>Notebook and pen</p>	<p>20 mints.</p>	<p><b>LISTENING PRACTICE</b> Level: B1</p> <p><b>LISTENING PART 1</b></p> <p>Questions 1 - 3</p> <p>You will hear Roy talk to his friend. You will hear with comprehension notes. There is one question for each conversation. For questions 1-3, choose the correct option (A, B, or C).</p> <p>Example: Where is Roy going to buy some?</p>  <p>1. What did Roy buy in the computer?</p>  <p>2. What did Roy buy yesterday?</p>  <p>LIVEWORKSHEETS <a href="https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension">https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension</a></p>
<p>Writing Speaking</p>					<p><b>LISTENING PRACTICE</b> Level: B1</p> <p><b>LISTENING PART 1</b></p> <p>Questions 1 - 3</p> <p>You will hear Roy talk to his friend. You will hear with comprehension notes. There is one question for each conversation. For questions 1-3, choose the correct option (A, B, or C).</p> <p>Example: Where is Roy going to buy some?</p>  <p>1. What did Roy buy in the computer?</p>  <p>2. What did Roy buy yesterday?</p>  <p>LIVEWORKSHEETS <a href="https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension">https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension</a></p> <p><b>YouTube Video:</b> <a href="https://www.youtube.com/watch?v=O3qgjF9ILsM">https://www.youtube.com/watch?v=O3qgjF9ILsM</a></p> 

### **3.5.1. Ethical Considerations**

According to Sampieri & Mendoza (2018), the survey must have the general purpose of the study, the designer information, participant motivation, and thanks for participation, specify the time to answer the questions, and a space or clause to mark the agreement to use the participants' information with educational purposes. Due to this reason, this information was added to the opinion survey to clarify the confidentiality of the information. So all the information for this investigation is confidential and authorized by the participants to be used for research purposes.

### **3.6 Procedure**

The methodology used to carry out this research project took seven stages. In the first stage, the topic, objectives, and research questions were defined. In the second stage, all the information was investigated and redacted to sustain this project. In the third stage, the instrument for the data collection and the material were designed following the line of the quantitative approach. The survey questionnaire was validated with Cronbach's Alpha Coefficient to know their reliability validity, and it was also piloted with 4 students selected randomly in the same sample group of this investigation, and some modifications were made to later apply it to the whole sample group. In the fourth stage, the listening pre-test was applied to the participants. In the fourth stage, the listening pre-test was applied to the participants.

In the fifth stage, the learners took four weeks of listening comprehension activities with the subtitled videos. They received eight hours of class in four sessions per week, and one listening lesson was performed by the class. Each session of listening to the subtitled videos had three stages, a pre-activity, a while activity, and a post-activity. According to Solak (2016), pre-activity

activates students' prior knowledge or schemata through questions, brainstorming, visuals, and text and words, and these activities prepare the context for listening. In our case, the pre-activity introduced the unknown vocabulary and prepared the context for listening to the videos. The while-activity is the task performed during the listening to help students understand the text. In this investigation the students were asked to listen and complete specific information, they had to fill in the gaps, match the person with the description, or answer some questions.

Finally, in the post-activity, the students worked deeper to link the listening activity and their real life (Wilson, 2008). The grammatical structures, vocabulary, and pronunciation were worked on in more detail and feedback was given after the answers had been checked. Some activities such as writing a conversation, narration, or description or taking part in a role-play were developed by the participants. In the sixth stage, the students took the listening post-test and the survey that qualified their process of listening to the subtitled videos. Finally, in the seventh stage, the data was analyzed by descriptive statistics illustrated by graphics.

### **3.7 Data Analysis**

The final stage in the methodology was the data analysis which was carried out by descriptive statistics illustrated by graphics. Once that data was collected, it was encoded and transferred to a matrix. Seven stages were followed to analyze the data, the first one was to select a statistical program, in this case, Excel. In the second stage, the data was explored, analyzed, and visualized variable per variable. The research questions were formulated to be answered by the analysis, and visualized by describing and correlating the variables, the variables were defined to know what item measured what specific variable. In other words, through the data analysis was established if there was a relationship between the use of subtitled videos and the development of listening comprehension skills in the young learners measuring the pretest and posttest.

In addition to this, the survey with the participant's opinions was measured to describe and correlate three variables, effectiveness, motivation, and affective factors in the listening process. In the third stage, the data variables of the instruments were compared to establish their reliability and validity by the use of Likert scales, and the use of central tendency such as the Mean, the Maximum, the Minimum, the Median, and the Mode. Finally, in the fourth stage, the data was prepared to be presented by graphics.

## Chapter IV Results and Discussion

### 4.0 Introduction

This research project was carried out to describe the impact of the use of subtitled video material in the development of listening comprehension skills in A2 flyers young learners, mainly on understanding some specific information, general ideas, and detailed ideas through matching, answering questions, and following instructions. The resulting data was collected through two primary sources, the application of a pretest and posttest, and an opinion survey questionnaire about the students' points of view of their listening subtitled video-activity process. The quantitative approach analyzed the data to measure the variables by examining the relationship among them using statistical procedures to get to a result (Creswell, 2014). A one-group pretest-posttest design was implemented where a pretest was applied to the students before a subtitled video listening treatment followed by a posttest in a single group (Creswell, 2014). The tests had five different sections, with five items in each part. The chart 4.1 describe each section.

**Table 3.** *Pretest and Posttest Description*

Sections	Activities
1	Listening to understand specific information to match the description with the person
2	Listening to understand specific information to fill in the gaps
3	Listening to understand the general idea and detailed information to match the description with the object or place.
4	Listening to understand the general idea to answer the questions
5	Listening to understand the general idea and detailed information to follow the instructions

The other instrument was the survey questionnaire designed to quantify the results of five variables, listening comprehension progress, motivation, listening comprehension problems, teaching methodology, and additional findings.

#### **4.1 Reliability and Validity of the Instruments**

In this research project, three instruments were applied to collect data: a pretest, a posttest, and a survey questionnaire. To ensure the internal consistency of the questionnaires that used a Likert scale of five points, a Cronbach's Alpha Coefficient was used to assess their reliability and validity. The instrument was applied only once to the students, and the results were used to calculate Cronbach's Alpha coefficient, which ranges from 0 to 1. The closer it is to 1, the more reliable the instrument is (Alonso G., & Pazmiño J. 2015). The pretest reliability coefficient was 0.61, indicating that the pretest results were reliable. The posttest reliability coefficient was 0.60, indicating that the posttest results were also reliable. Lastly, the survey reliability coefficient was 0.78, showing that the survey had excellent reliability. Based on these results, it is proved that the instruments used in the research project were reliable and valid.

#### **4.2 Describing the Results**

The results of the subtitled video listening treatment were analyzed and categorized into three distinct parts to provide a comprehensive understanding of the findings. Firstly, the pretest and posttest results were examined to assess the effectiveness of the treatment. Secondly, the survey questionnaire results were analyzed to gain insights into the participants' perceptions of the treatment. Lastly, the hypothesis was tested to determine the impact of the treatment on the participants' listening skills. Overall, the research project yielded valuable results that shed light on the efficacy of the subtitled video listening treatment.

### 4.2.1 Pretest Results

The results of the pretest showed a poor level of listening comprehension as shown in graphic 1, the students' outcomes were below the minimum rating of 70%, and only one student got a score above the minimum of 76%. The measures of central tendency revealed a low Mean of 5.45, with a Median of 5.6 and a Mode of 5.2 and 6. This indicates that the majority of the group failed the listening test, with only one student passing. The results of the Median showed that the score in the middle is 5.6, which showed a low level of listening comprehension. The Standard Deviation of 1.34 showed that the results were relatively consistent and homogenous. Overall, these results suggest that the students need to work on improving their listening comprehension skills.

**Graphic 1.** *Pretest Results*

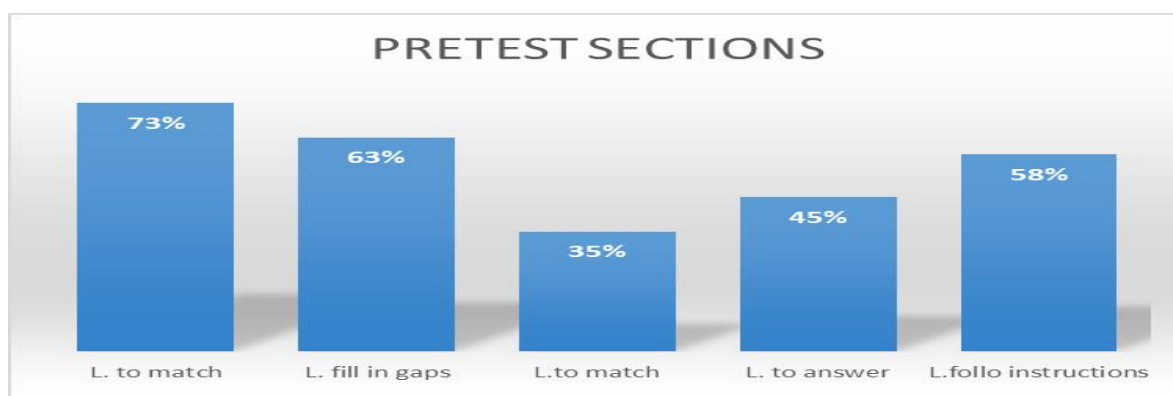


Based on the pretest analysis, the outcomes were evaluated according to the five sections. Each section measured different skills. The group mean for section one, where the task was to listen and match a description to a person, was 73%. This section had the highest score because the students searched for specific information, which made it easier. In section two, where the task was to listen and fill in the gaps with specific words, the group mean was 63%. Although this score

is low, it is still acceptable, as the students searched for specific words to complete the statement that they could comprehend. In section five, where the task was to listen and follow instructions, the group mean was 58%, which showed poor understanding. This was because the level of difficulty was higher, and the students had to listen to find both the general idea and detailed information to follow instructions, which proved to be challenging.

According to the results, the students struggled in listening comprehension. In section four, the group mean score was only 45%, indicating that they had difficulty understanding the general idea to answer questions. This section required a higher level of listening, and it's clear that the students need to improve. They were not able to grasp the general ideas to answer questions, and the complexity level was higher. In section three, they got only 35% in listening to match the description with an object. This was the most difficult section since students were required to understand the general idea and detailed information to match the person with a place or an object. Additionally, the vocabulary was wider, and the description of the objects had more complex grammatical structures, making it more challenging for students to understand and match. The students showed a problem in understanding general and detailed information, as shown in Graphic 2. The students need to improve their listening comprehension skills.

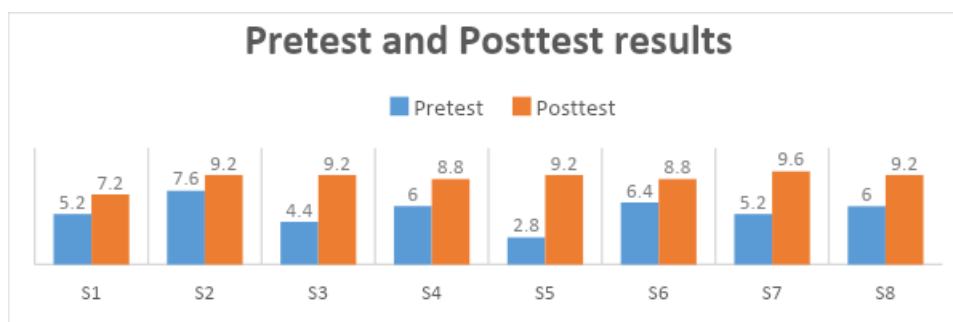
**Graphic 2** *Pretest Sections, Group Average*



### 4.2.2 Posttest results

The posttest results indicate significant progress in the development of listening comprehension skills across all five sections. It's clear that the practice with subtitled videos for listening comprehension was effective, as evidenced by the evident progress in student results. The pretest had a mean of 5.45, while the post-test had a mean of 8.9. The median for the pretest was 5.6, with a mode of 5.2 and 6, while the median and mode for the posttest was 9.2. These results show an increase of more than 3 points in the final averages in the central tendency measurements, highlighting the positive relationship between the use of subtitled videos and the development of listening comprehension skills in young learners. You can see these results in Graphic 3

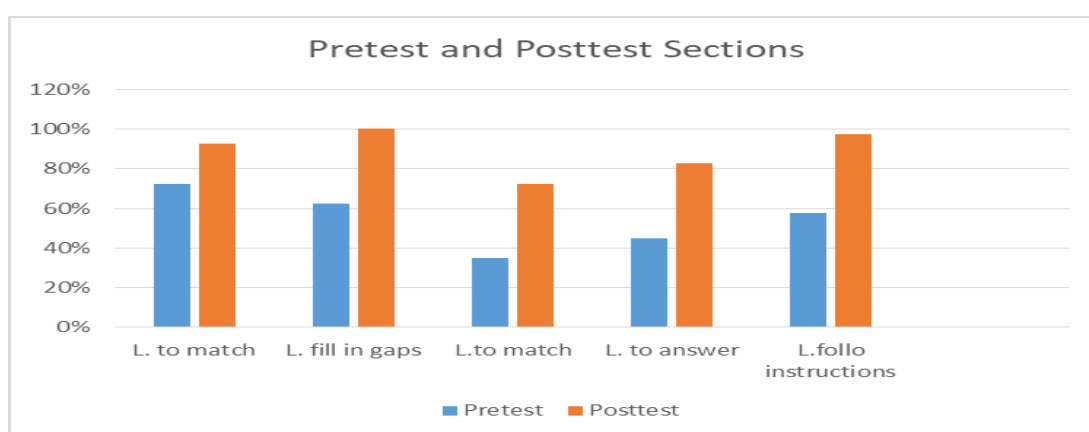
**Graphic 3** *Pretest and Posttest Results*



The comparison of the final group average results in the pretest and posttest are shown in Graphic 4. It reflects how much the students improved their listening comprehension skills, each section is a skill measured. The results indicate that the students improved their ability to match a person with their description in the first section. In the second section, they improved their ability to obtain specific information and understand the context to find the missing words to fill in the gaps. The third section was the most challenging for them as it required them to understand the general idea and detailed information of the videos to match an object in a specific place. However, the learners managed to improve this skill as well, despite its complexity. In the fourth section, the participants

showed improvement in their ability to understand and answer questions. Finally, in the fifth section, the students improved their ability to follow instructions while listening. These findings are consistent with Gruba's (2004) assertion that authentic audio-visual material is highly beneficial for enhancing students' input and output levels, as demonstrated in this case, to foster listening comprehension skills.

**Graphic 4** *Pretest and Posttest sections.*



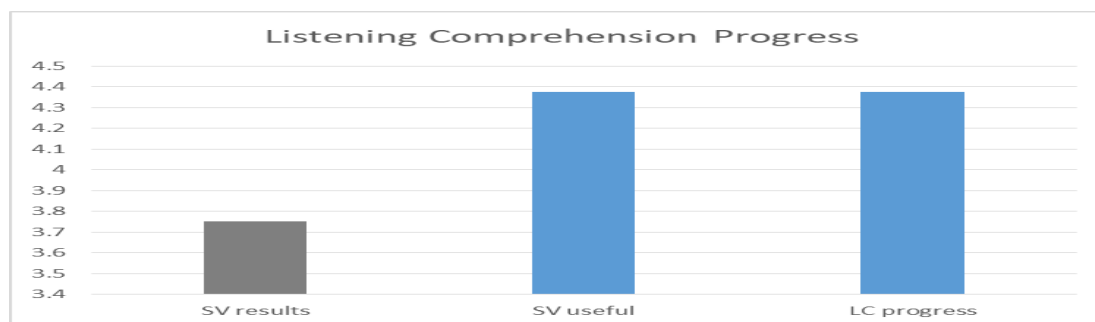
#### 4.2.3 Opinion Survey Questionnaire Results

Based on the survey responses, the five variables of listening comprehension progress, motivation, listening comprehension problems, methodology, and additional findings were analyzed. The results were measured using a Likert scale with values ranging from 1 to 5 points. The data was carefully organized and evaluated, and the findings provide valuable insights into the effectiveness of the subtitled video practice in the classroom. The survey revealed that some participants experienced significant progress in their listening comprehension skills, even though they faced challenges and struggled to make progress. Motivation was found to be a key factor in determining success, with highly motivated individuals more likely to achieve their goals. Several listening comprehension problems were identified. The survey also highlighted the importance of

using effective methodologies and techniques to enhance listening comprehension. Finally, additional findings revealed that there was positive progress not only in listening but also in the development of other language skills. More detailed information is described.

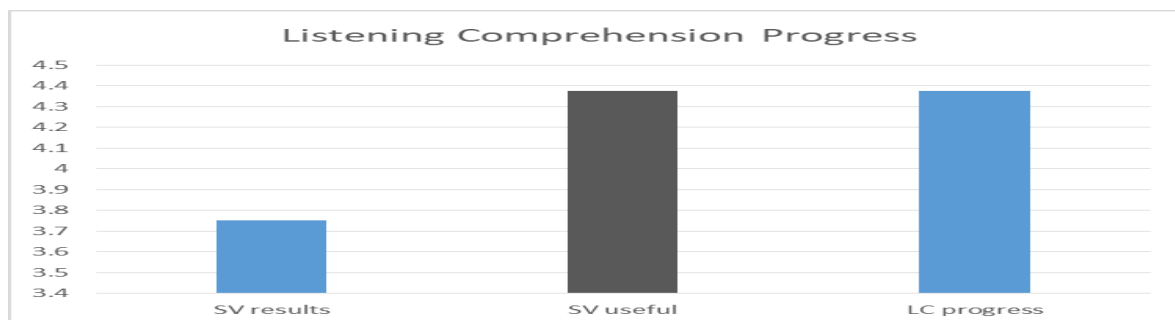
#### 4.3.3.1 Listening Comprehension Progress

**Graphic 5** *Listening Comprehension Progress*



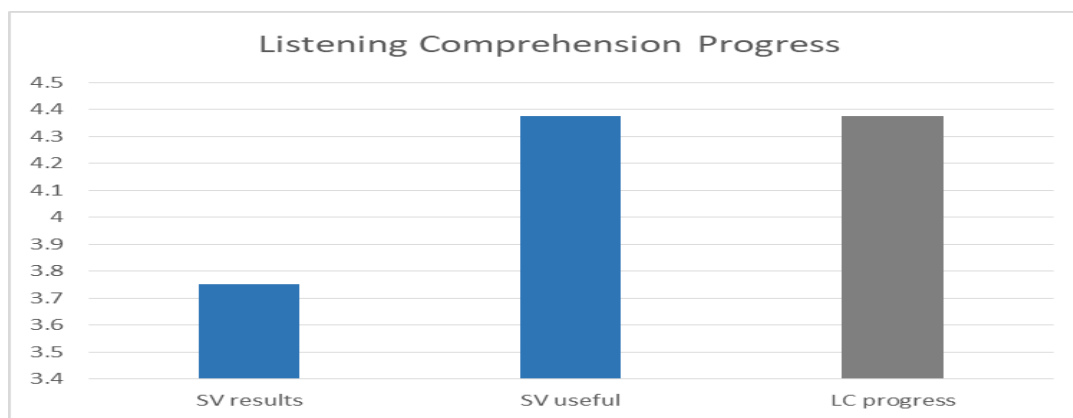
The first three statements were used to know the student's points of view about their progress, and their proficiency in fostering listening comprehension skills. Statement number one, my response to the use of subtitled videos in class was satisfactory. The group's mean response was 3.7, and students' answers ranged from regular to satisfactory. In the beginning, their answer was negative because listening comprehension is potentially the most difficult skill to acquire (Elias, 2020), but little by little they enjoyed the subtitled video activities because they were improving.

## 6. The usefulness of the Subtitled Videos to Foster Listening Comprehension



Statement number two, for me the use of subtitled videos in class was useful. The mean answer of the group was 4.3 points, this result means that the students considered that subtitled video practice was very useful, in any way the practice with the subtitled videos helped them to improve. Thus the subtitled videos are a useful tool to foster listening comprehension when teaching English.

**Graphic 7.** *Improvement of listening comprehension Skills with the use of Subtitled Videos.*

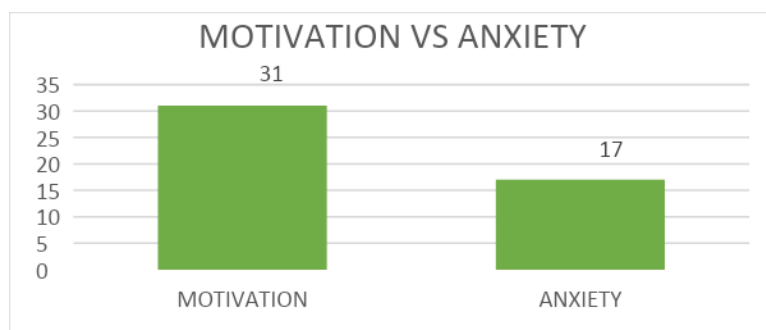


Statement three, I improved my listening comprehension skills with the use of subtitled videos. The mean group answer was 4.3. The use of subtitled videos helped students to develop their listening comprehension skills. These results as well as the results of the pretest and posttest

showed a positive relationship between the use of subtitled videos and the fostering of listening comprehension skills. Now, the next variable we need to consider is motivation.

#### 4.2.3.2 Motivation Variable

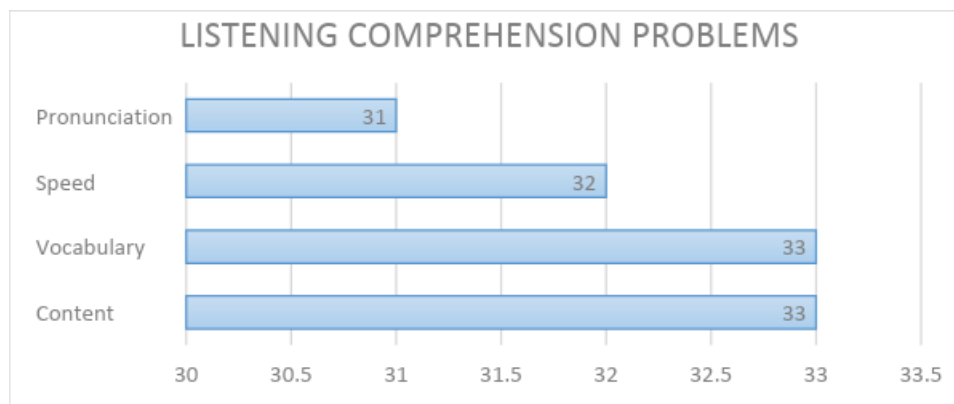
**Graphic 8** *Motivation vs. Anxiety*



Two statements were used to know the students' perceptions about their levels of motivation or anxiety when working with subtitled video material. According to Horwitz (2017), anxiety is an important affective factor in the development of listening skills. On the contrary, motivation is the desire to reach an objective and is the key to academic success (Chernobilsky & Granito, 2012). So, the purpose was to know how encouraged the students were to foster listening comprehension skills with the use of the videos. According to the results, the group motivation mean was 3.1 points, and their level of anxiety was 1.7 points. Comparing these results, the level of motivation was much higher than the level of anxiety. Abbas (2018) mentioned that videos are engagement material where students are encouraged to get involved in classroom discussions and practice because videos are enjoyable and entertaining. Thus the use of video material encouraged students to foster listening comprehension and reduced the levels of anxiety. The students encountered some challenges with their listening comprehension skills, which was another variable that had an impact on their academic performance.

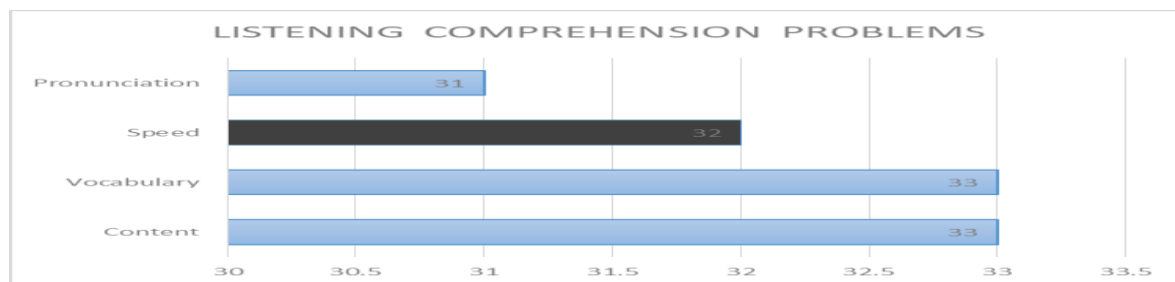
### 4.2.3.3. Listening Comprehension Problems

**Graphic 9.** *Listening Comprehension Problems: Pronunciation.*



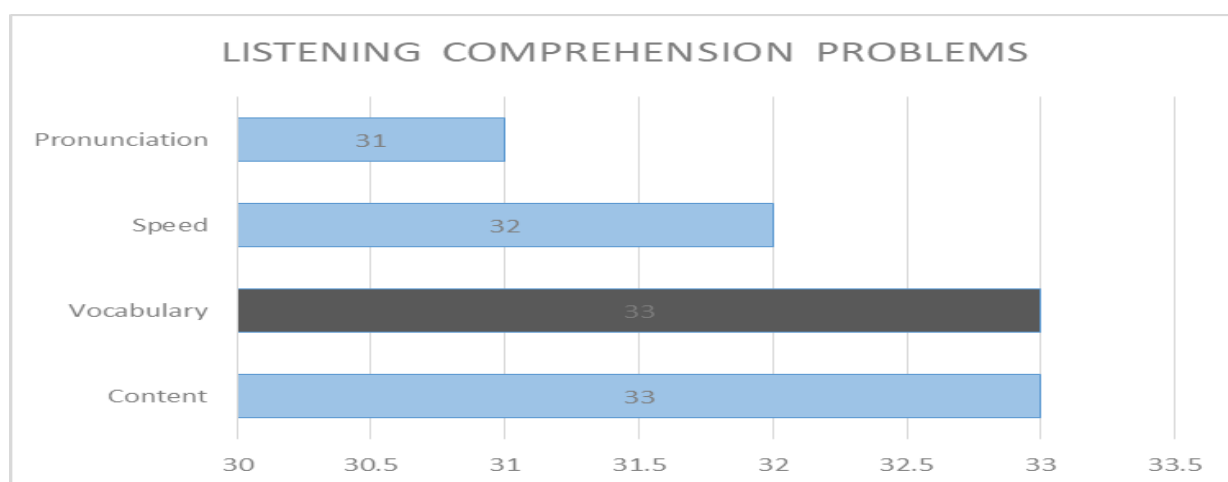
To know the difficulties that the students faced when listening to the subtitled videos, four statements were given to the students. Based on the findings presented in Graph 9, it appears that students faced difficulties when trying to comprehend the subtitled videos. One of the main issues identified was pronunciation, with students rating this aspect at 3.1 points. Students were not used to listening to a lot of oral material frequently, especially when it comes to authentic language. They also struggled with understanding the differences between English as it is written and spoken, including the use of contractions. These findings are consistent with research by Pourhosein (2017), who noted that students need exposure to the language and practice in order to improve their listening comprehension.

**Graphic 10.** *Listening Comprehension Problems: Speed*



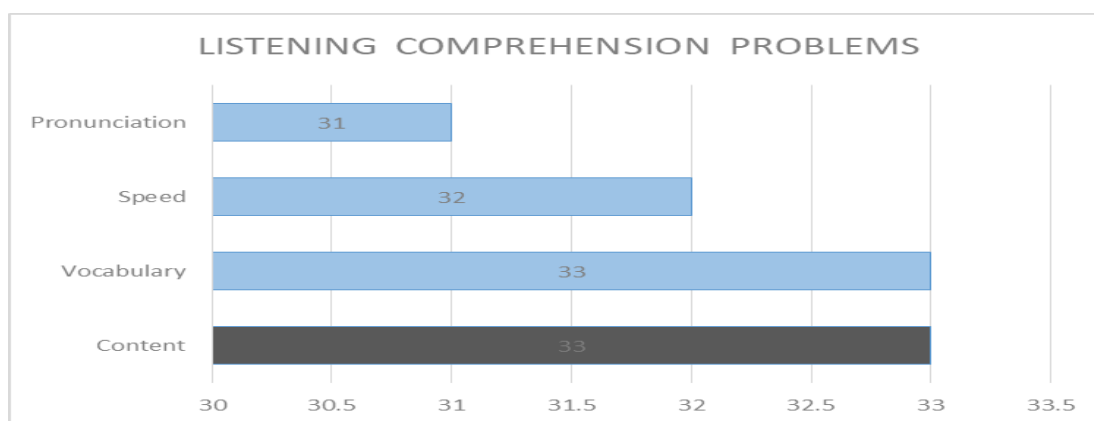
Students also had problems with the speed of the spoken language, as shown in the graphic 10. The native speakers' pronunciation was very fast, they had a difficulty of 3.2 points. According to Li (2020), the speed of spoken speech can be a major barrier to listening comprehension. If students cannot understand what is being said, they will be unable to respond effectively, leading to communication breakdowns and ultimately failure.. One strategy used in class was to slow down the speed of the videos, so students could understand, and progressively the speed was increasing. Another difficulty was the vocabulary.

**Graphic 11.** *Listening Comprehension Problems: Lack of Vocabulary*



From the perspective of the students, shown in graphic 11, it seemed that the videos were not easy to comprehend due to the lack of vocabulary. They struggled to understand the content because they weren't familiar with many of the words. In fact, the average rating for this issue was 3.3 on the Likert scale, indicating that it was a significant problem. This hindered their ability to listen effectively and made it challenging to find suitable videos. However, the pre-activities proved to be beneficial as they helped to introduce new vocabulary and provided a useful tool to overcome this barrier.

**Graphic 12.** *Listening Comprehension Problems: Content of videos*

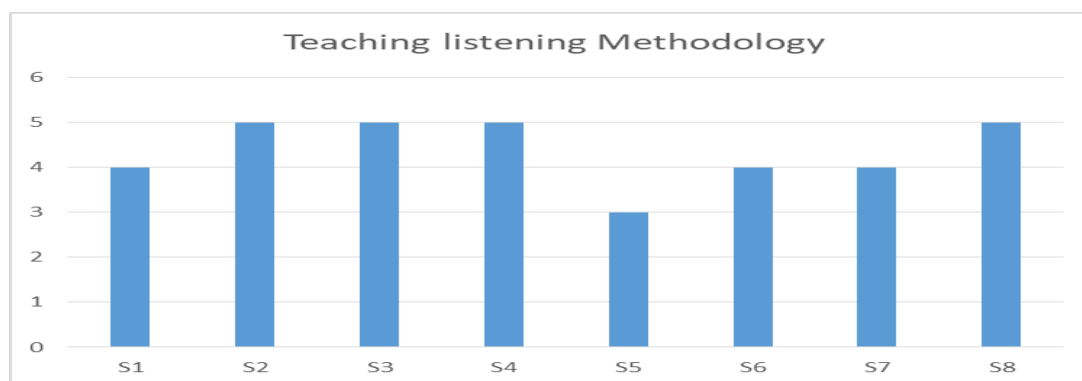


Finally, some of the videos that were provided to the students were quite challenging for them to comprehend because the content was difficult. According to Graphic 12, the students rated their understanding of these videos at 3.3 points on the Likert scale. These videos contained complex elements like vocabulary, grammar, pronunciation, and speed, which made it challenging for the students to grasp the content. Moreover, it was not easy to find the right video material that suited their needs, language proficiency level, and preferences. Nevertheless, with the help of subtitled videos, the students were able to improve their listening skills in many ways. They could practice their comprehension, learn new words and phrases, and get familiar with different accents and

pronunciations. Overall, the use of subtitled videos proved to be a helpful tool in enhancing the students' language learning experience.

#### 4.2.3.4 Methodology Variable

**Graphic 13.** *The usefulness of the pre-, while, and post-activities.*



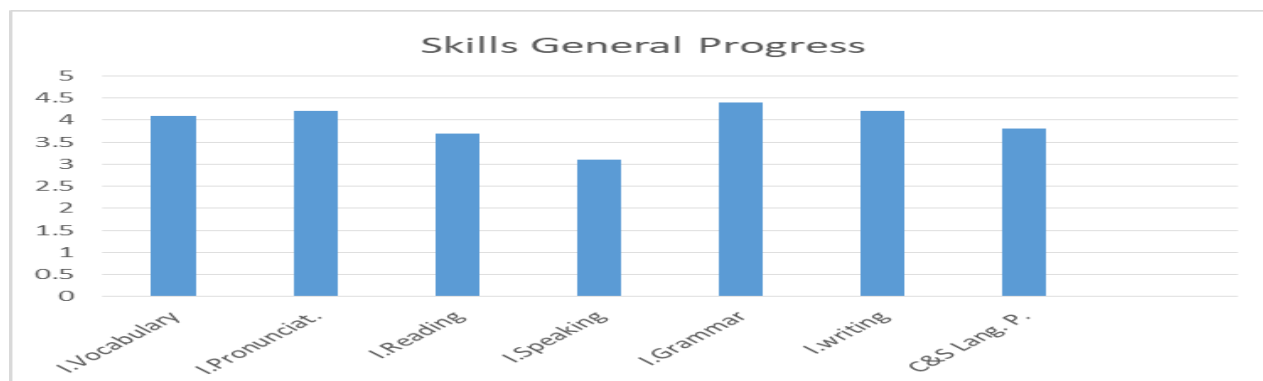
To know the student's points of view about the usefulness of the activities carried out during the practice, one question was added. The pre-activity, while-activity, and post-activity were useful in developing my listening comprehension skills. The answer to this statement for most students went from 4 to 5. It means that for students the activities were very useful to develop listening comprehension. The pre-activity was used mainly to introduce the topic and new vocabulary, the while activity was developed to make students practice listening skills such as searching for a general idea, specific information, and detailed information.

The post activity was developed to check the answer, give feedback, and make students produce the content they had been exposed to. These activities tried to integrate the four skills as the communicative approach suggested. They were exposed to the spoken language for eight hours per week, they had continuous exposure to the language input and the results were positive. So the

combination of technology and a good teaching methodology provided excellent results in fostering listening comprehension skills.

#### 4.2.3.5 Additional Findings

**Graphic 14.** *General progress in other Skills.*



As per the survey questionnaire, there was additional information regarding the progress of students in other language skills, which was displayed in Graphic 14. The research conducted by Pourhosein & Banou (2016a) suggests that when a learner develops listening comprehension skills, it helps them to develop other language skills as well. The survey results showed that this statement is indeed true. The students who developed their listening comprehension skills also developed their reading, speaking, and writing skills, scoring 3.5 to 4 on the Likert scale. Additionally, they improved their vocabulary and grammar knowledge, scoring 4 on the Likert scale. Moreover, they learned about social and cultural aspects of the language, scoring 3.8 on the Likert scale. It is interesting to note that practicing listening comprehension skills is crucial in helping students achieve an overall improvement in English language learning.

### 4.3 Discussion

This research project showed a positive impact of using subtitled video materials on developing the listening comprehension skills of A2 flyer young learners. The students were encouraged for four weeks to practice listening comprehension with subtitled videos and they responded positively to the treatment and displayed improvement. Based on the results, we were able to answer our two research questions and prove our hypothesis. It's always rewarding to see the positive effects of trying out new teaching methods.

#### **4.3.1 First Research Question: Is there any relationship between the use of subtitled videos and the development of listening comprehension skills in A2 young learners? If yes, to what extent?**

Listening comprehension is considered the heart of language learning and acquisition, and this skill is the foundation for the development of other language skills (Vandergrit, 2003). However, it is considered a passive skill, but watching video material requires an active learning process (Mayer et al. 2020), and the video material provides authentic input of real language to the student to create cross-cultural awareness and also provides linguistic features of language (Yasin et al. 2018). According to these authors, video material is a good source for learning a language, and in our case to foster listening comprehension skills. Based on this and the results, we can say that “yes”, there was a strong relationship between the use of subtitled videos and the development of listening comprehension skills. The pretest and posttest results displayed a development in five listening skills in students, listening to specific information to match objects and people, listening for specific information to fill in the gaps, listening to understand the general and detailed idea to match, listening to general idea to answer questions, and listening to general and detailed idea to follow instructions.

#### **4.3.2 Second Research Question: How did the students experience the use of subtitled videos to develop their listening comprehension skills?**

As mentioned before, fostering listening comprehension skills is a complex process, and as a skill is the hardest to master (Usó-Juan and Martínez-Flor, 2008). The students faced some difficulties at the beginning of the treatment as the results of the survey showed, that they had problems understanding the pronunciation or the real input of the videos because of the contractions. Moreover, the speed of the material was very fast and they did not understand. Another difficulty was the content of the material, some videos had complex grammatical structures such as some frames of movies.

The lack of vocabulary was another affective factor, even though the vocabulary was introduced in the pre-activity, they did not understand the videos. However, because the videos were enjoyable and entertaining, the videos caught the students' attention and helped to encourage students to work and learn. Little by little the students improved and got more encouraged. Trunov (2011) mentioned an interesting principle, to be skillful to understand real English spoken language, it is necessary to listen to English speech as much as possible. This principle is true, the students improved with the practice of listening to the subtitled videos.

Moreover, the results of the survey not only showed how students improved their listening comprehension skills by the practice of the activities of subtitled videos, but also how they improved in other skills, increased their vocabulary, and grammar knowledge, they improved their pronunciation, reading, and writing skills. Moreover, they learned socio-cultural patterns of language to communicate in English. Zhdanov & Baklanov (2020) stated that when developing

one language skill, the others are developed too, so students can improve their level of language proficiency.

#### **4.4 Hypothesis, the videos provide enough language input to foster listening comprehension skills in A2 young learners.**

As per the research findings, captioned videos are considered to be the most effective technological materials for language learning (Winke & Sydorenko 2010). Authentic digital video programming is a valuable tool to achieve higher input levels in listening comprehension, as stated by Smith & Hegelheimer (2004). As these authors mentioned, and it is proved by the results of the pretest and posttest, the students received enough language input to foster their listening comprehension skills, and they developed listening for specific, general, and detailed information. Moreover, in the survey questionnaire, students confirmed that the use of videos was useful and they developed their listening comprehension skills.

Yasin et al. (2018) have mentioned that language learning video materials are visual and audible recordings that provide language content to teach real language elements. This approach allows the learner to see language in use through expressions, gestures, and other visual clues. Additionally, video materials can provide total communicative situations, and can facilitate listening comprehension due to the sufficient linguistic patterns they offer for information processing (Panah & Jowkar, 2012). The finding demonstrated that the input students received fostered their listening comprehension skills and the other language skills too, as well as the development of the acquisition of cross-cultural awareness of the language to a small degree, having as a result an overall language development.

With the traditional methods the focus in second language learning was on grammar, and consequently, the results were not very effective because many factors of language were not considered such as sociolinguistic factors, pragmatic factors, and cultural factors. However, in recent years with the introduction of new technology, new materials, methods, platforms, and technological resources, the results have enhanced. In our case, the use of subtitled videos to develop listening comprehension skills was positive and very useful, the students showed improvement throughout the practice, not only in fostering listening but in the development of other skills. In addition, the students could reduce anxiety, and their motivation to work increased. Furthermore, students received socio-cultural input in English through the use of videos and applied that knowledge to their daily conversations, so they developed their communicative competence.

#### **4.5 Conclusion**

Overall, it can be concluded that our hypothesis was proven correct, as both questions were answered positively. The subtitled videos proved to be an excellent source of language input, which helped to enhance learners' listening comprehension skills. Through continuous practice and exposure to the language via the subtitled videos, students were able to develop their listening comprehension skills. Moreover, the integration of a good teaching methodology allowed the four skills to work together, resulting in an overall language learning progress.

## Chapter V Conclusions

### 5.0 Introduction

The purpose of this research project was to describe how the use of technology tools such as subtitled videos could help A2 young learners foster listening comprehension skills. The communicative approach makes the student the center of the learning process and promotes the development of communicative competence and the fostering of language skills (Richards & Rodgers, 2001). In our case the development of listening comprehension was important. To reach this goal, the introduction of technology in English language teaching could create a context to develop language skills, mainly in listening (Pourhosein, 2017). A very useful technological tool in this project to immerse the students in the language was the audio-visual material, "videos."

According to Yasin et al. (2018), the audio-visual material gives authentic input to the students about how speakers use language in a real and natural environment. Moreover, the use of videos made students enjoy the class with the entertaining material, mainly children, and motivated them to learn, reducing their anxiety (Abbas, 2018). Thus, the use of videos in class allowed students to receive a genuine input of both language function and structures motivating English language learning and reducing students' anxiety

Listening is the most complex and hardest of the four skills to master (Usó-Juan & Martinez-Flor, 2008). It is also the basis for the development of other language skills and the natural way to receive input in language learning and acquisition (Pourhosein & Banou, 2016a). For these reasons, working with the development of listening comprehension to establish a good basis for children's language learning was important. In addition, a good methodology was implemented, a pre-activity, a while-activity, and a post-activity to integrate all the language skills

and develop them together even though the focus was listening. Buck (2001) affirmed that the four skills must work together instead of in isolation.

The methodology that we followed in this project was a quantitative approach that integrated an experimental and a survey method. For the experimental method, a pretest and posttest were applied and for the survey method, a survey questionnaire with a Likert scale of five points was applied to know students' opinions about their listening practice with the subtitled videos. The treatment covered a time of eight hours a week for a month.

To sum up, for this research project, the development of listening comprehension skills was the basis to boost English language learning, and the use of technology tools such as audio-visual material allows teachers to be more effective and allows learners to be immersed in English language culture to receive a natural and real input and to develop their communicative competence. The combination of technology and a good teaching methodology helped to obtain positive results in the fostering of listening comprehension skills and the fostering of other language skills.

### **5.1 Research Questions, and Hypothesis Conclusions**

The findings of this investigation answered two research questions and proved our hypothesis.. Number one, is there any relationship between the use of subtitled videos and the development of listening comprehension skills in A2 young learners? If yes, to what extent? Number two, how did the students experience the use of subtitled videos to improve their listening comprehension skills? Finally, our hypothesis, the use of subtitled videos provides enough language input to foster A2 young learners' listening comprehension skills.

### **5.1.1 First Research Question**

Is there any relationship between the use of subtitled videos and the development of listening comprehension skills in A2 young learners? If yes, to what extent? In response to this question, the results of the pretest and posttest in the graphic 4. Showed that there was a positive progression in students 'test scores after the four weeks of treatment with the subtitled videos. There was a relationship between the development of listening comprehension skills and the use and practice of video activities in class. Thus, if teachers focus and design their English classes by practicing listening and implementing a good teaching methodology for sure their students are going to become skillful English learners. The use of videos ensured students could receive an authentic English input of the English culture, structural function, intonation, pronunciation, and accent.

There was a progression in five sub-skills of listening, listening to match the description with the person, listening for specific information to fill in the gaps, listening and understanding the videos to match the description with an object, listening to a general idea to answer the question and listening to follow instructions. In the pretest, the students got very low scores; however, after the treatment, they got higher scores improving the five subs skills. Hence, the more second-language students listen to foreign speech, the more they understand what a native speaker says (Trunov, 2011). With these results, this research question was answered positively, the pretest and posttest results answered these questions and the results were positive.

### **5.1.2 Second Research Question**

How did the students experience the use of subtitled videos to improve their listening comprehension skills? To respond to this question, the results of the survey questionnaire were

divided into five variables to be measured, listening comprehension progress, motivation, listening comprehension problems, listening teaching methodology, and additional findings. A Likert scale of five points was used to measure these results. The opinions of students about their listening comprehension development were satisfactory, all of them showed they had made progress and they could perceive it, so the treatment was useful and good to foster their listening comprehension skills.

Furthermore, they considered that they could develop their communicative competence by the practice with the videos, they received the communicative instruction to use the structural form of the language to communicate among themselves because videos provided an authentic input of functional and cultural patterns of the language as well as unlimited sources of grammatical patterns (Yasin et al. 2018). Moreover, there was a development in their other language skills, reading, writing, pronunciation, grammar, and vocabulary, as mentioned by Shang (2008) when developing listening comprehension, the other skills are developed too.

Another important conclusion is that the use of a good teaching methodology, in our case the use of pre-activities, while-activities, and post-activities integrated the four skills, in all the experiment time they were practiced although the emphasis was to foster listening comprehension which was present in the three activities. The second variable was motivation. At the beginning of the experiment, students showed difficulty understanding the message, and they did not like the activities because the activities were difficult for them, but with time and practice, they improved and enjoyed the activities. The results of their opinions were satisfactory too, most of the students were encouraged by the use of subtitled videos, and they did not feel anxious. Hence, the use of videos encouraged students to learn and improve their listening comprehension skills.

The third variable was the problems the students faced when listening comprehension practice. In their opinions, the content of the videos, the pronunciation, the lack of vocabulary, and the speed with which a native speaker speaks was very fast. This survey helped us to determine these problems and in this way, find the methodology and teaching strategies to help students solve them such as slowing down the speed, repeating the video, using the subtitles, introducing the new vocabulary, practicing as much as possible, and trying to find the proper videos.

Hence the results were positive and the research questions were answered satisfactorily. There is a relationship between the development of listening comprehension skills and the use of videos, with the treatment students fostered their listening comprehension, and additionally, the results showed improvement in their reading, writing, and pronunciation, they increased their vocabulary and grammar knowledge. The students faced some problems however, the use of videos motivated them to learn and improve.

### **5.1.3 Hypothesis Conclusion**

Using subtitled videos proved to be an excellent way to enhance students' listening comprehension skills. It provided them with ample language input, enabling them to practice and get exposed to various aspects of the language, including grammatical patterns, sociolinguistic features, intonation and pronunciation patterns, new vocabulary, and expressions, and cross-cultural awareness, among others. All these language features in context helped them develop not only their listening comprehension skills but also other language skills. While these skills worked together and integrated into the teaching methodology, listening comprehension was the foundation for developing the others. Listening comprehension was integrated into all the activities and stages of our teaching methodology, with a focus on enhancing it. Listening comprehension was always prioritized and emphasized.

## 5.2 Implications of the Study

This paper examined the way listening instruction in a second language classroom can be enhanced with the integration of technology being the audio-visual material the primary tool. Much research has been done with teenagers and college students and just little has been done with young learners for this reason this investigation is important for the focus on children. Moreover, most of the studies have been carried out at intermediate to advanced levels, and in our case, we focused on the basic level. The results of this investigation confirmed some hypotheses made by previous researchers for example the affirmation that the use of subtitled videos has been an excellent tool to foster listening comprehension, in our case it worked to foster young learners'. They improved their skills to understand specific information to fill in the gaps, general ideas to answer questions, follow instructions, and match.

Likewise, Chien et al. (2020) concluded that YouTube videos improved listening comprehension in EFL college students, and also activated students' motivation to learn by combining traditional teaching methods and technology. Greenleaf (2011) in her studies of implementing Computer Assisted Language learning for fostering listening comprehension mentioned that the paralinguistic elements of the videos for example gestures, facial expressions, movements, and images assist the learner in comprehending the meaning of the material. In addition, Nur (2022) in her research about learning listening skills through educational videos (VOA) did not get positive results when comparing the experimental and controlled group, this investigator did not use listening strategies or teaching methodology as we did, she just focused on practicing listening; however, she stated that use of videos provide a good atmosphere to learn, improve vocabulary learning, and videos are highly motivating. This author suggested that the videos must be short, and have conversational language.

Another important result of this study was the way the students not only improved listening comprehension but also improved reading, writing, grammar, pronunciation, and vocabulary besides the motivation they had to learn and practice in the classes. The combination of technology and a good teaching strategy such as the use of the pre, while, and post activities helped to integrate and develop the language skills and get successful results. The activities or stages of the lesson made students practice, the pre-activity introduced the vocabulary and worked with listening and reading, the while activity made them practice listening, reading, and writing, and the while-activity made them listen, write, and speak.

Abbas (2012) in his research concluded that students can become skillful communicators if they receive a good and abundant listening practice with online sources. In other words, while more practicing and training listening comprehension with good digital sources, more competent listeners will be.

Another interesting finding was the way the use of subtitled videos fostered communicative competence, Abbas (2018) asserted that videos provide patterns for the real use of language, and pragmatic features in a real native speaker context. Finally, in the process, the learners faced some listening comprehension problems such as pronunciation, the speed of the speech, lack of vocabulary, and the content of some videos was very complex for them, however, they could overcome them with practice and the motivation that the audiovisual material generated, the videos were suitable for their preferences helping them to reduce anxiety. Zhadanov & Baklanov (2020) stated that listening is a difficult skill to master for this reason it is important to help students overcome these problems by teaching students to understand authentic material.

Thus, this project emphasized the significance of listening comprehension in English language teaching and learning, as well as the importance of the use of authentic and technological

material as the subtitled videos to provide a genuine input of English and to create a good environment to foster listening comprehension. Furthermore, the combination of technology and a good teaching-listening methodology potentiate the results.

### **5.3 Limitations of the Project**

Although the results were positive, there were some limitations that in future research could be improved to get better results. For instance, due to the age of students, a mixed methodology could not be used, the questions of the survey were closed and did not give wide answers, it could be better to apply a survey with open questions to know the reasons in some questions. Another limitation was the time, it was short. A longer treatment could be more effective to see a longer progression in the results of the students. On the other hand, because this is quantitative research, the sample of students had to be bigger, and the number of samples was too small, only eight students because the groups in the school were small and there were no other groups with the same level. This treatment could be applied to a larger number of students to consolidate the results and to look for generalizations. Another limitation was the material, it was difficult to find suitable material for the students according to their preferences, levels, and needs.

### **5.4 Recommendations for Further Research.**

Some recommendations could be good to consider for future research, for instance, to extend the time of the treatment to obtain better results. As mentioned before with practice the students can become skilful English listeners and communicators. Another recommendation is to try the experiment with older students at a higher level to apply them to a survey with open questions and they can answer deeply. Changing the methodology from quantitative to qualitative using the survey with open questions would lead to digging into the answers.

Add more instruments to measure the results such as a test to measure reading, writing, speaking, grammar, and vocabulary to validate the answers from the survey. To compare the answers to the survey with the results of the tests to complement the results would be very significant. Furthermore, some subjects can be studied deeply and specifically, for example, how to help students overcome listening comprehension problems, how listening comprehension can foster other language skills, how the use of video material can increase motivation and reduce anxiety, and how the use of audio stimuli by the use of videos can foster communicative competence.

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## Appendixes

### Appendix 1. Pretest

## Test 1

### Listening

### Part 1

– 5 questions –

Listen and draw lines. There is one example.

Helen

Michael

Holly

Robert



William

Betty

David



## Part 2

– 5 questions –

Listen and write. There is one example.



### Castle visit

Day of visit: ..... Wednesday .....

Name of castle: ..... Castle

When people lived there: ..... years ago

Name of film: Brave and .....

Katy wants to wear: a .....

Meet in car park at the: .....

Test 1

## Part 3

– 5 questions –

Which creature did each child in Mr White's class draw?

Listen and write a letter in each box. There is one example.



George



Richard



John



Sarah

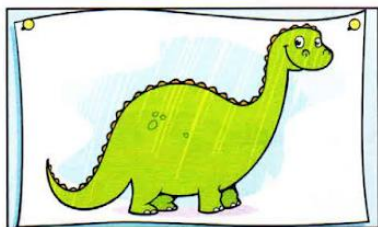


Emma



Daisy

Listening



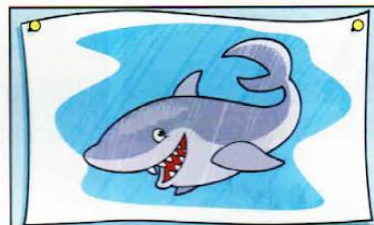
A



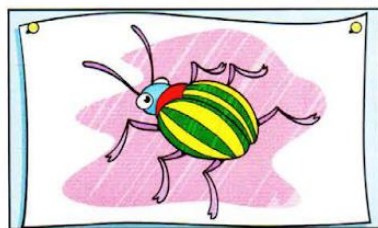
B



C



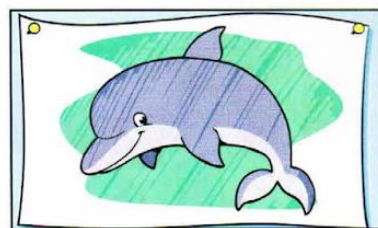
D



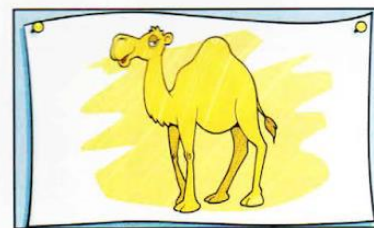
E



F



G



H

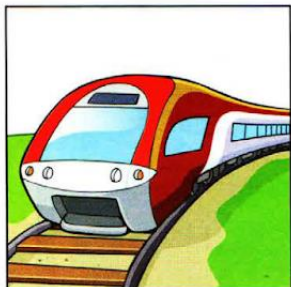
Test 1

## Part 4

- 5 questions -

Listen and tick (✓) the box. There is one example.

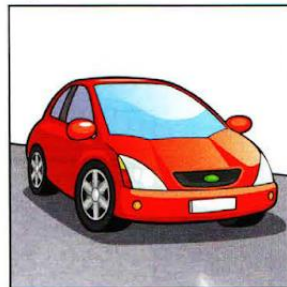
How are Charlie and his mum going to get to the city?



A



B



C

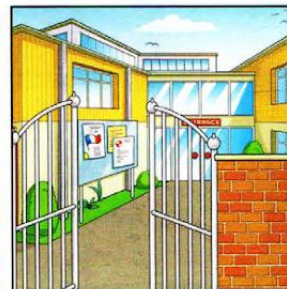
1 Where are they going to go first?



A

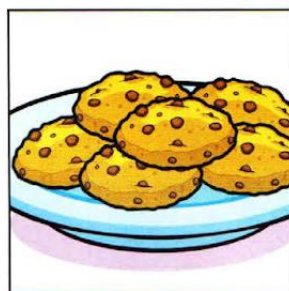


B

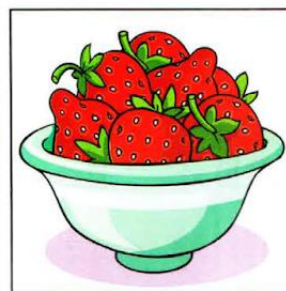


C

2 What is Mum going to buy?



A



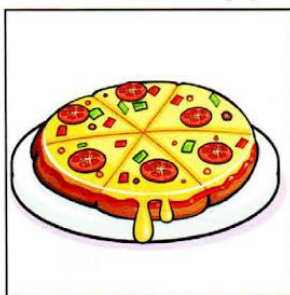
B



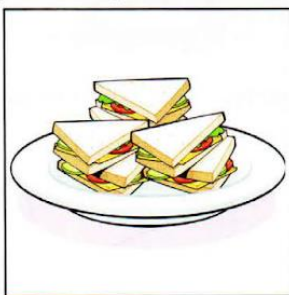
C

## Listening

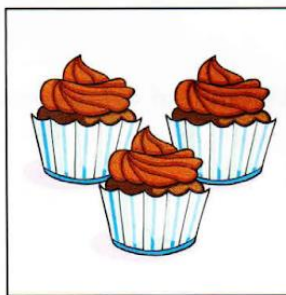
3 What are they going to have for lunch?



A

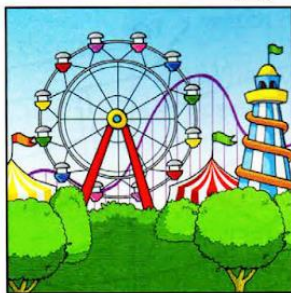


B



C

4 Where are they going to go in the evening?



A



B



C

5 Who is going to meet Mum and Charlie in the evening?



A



B



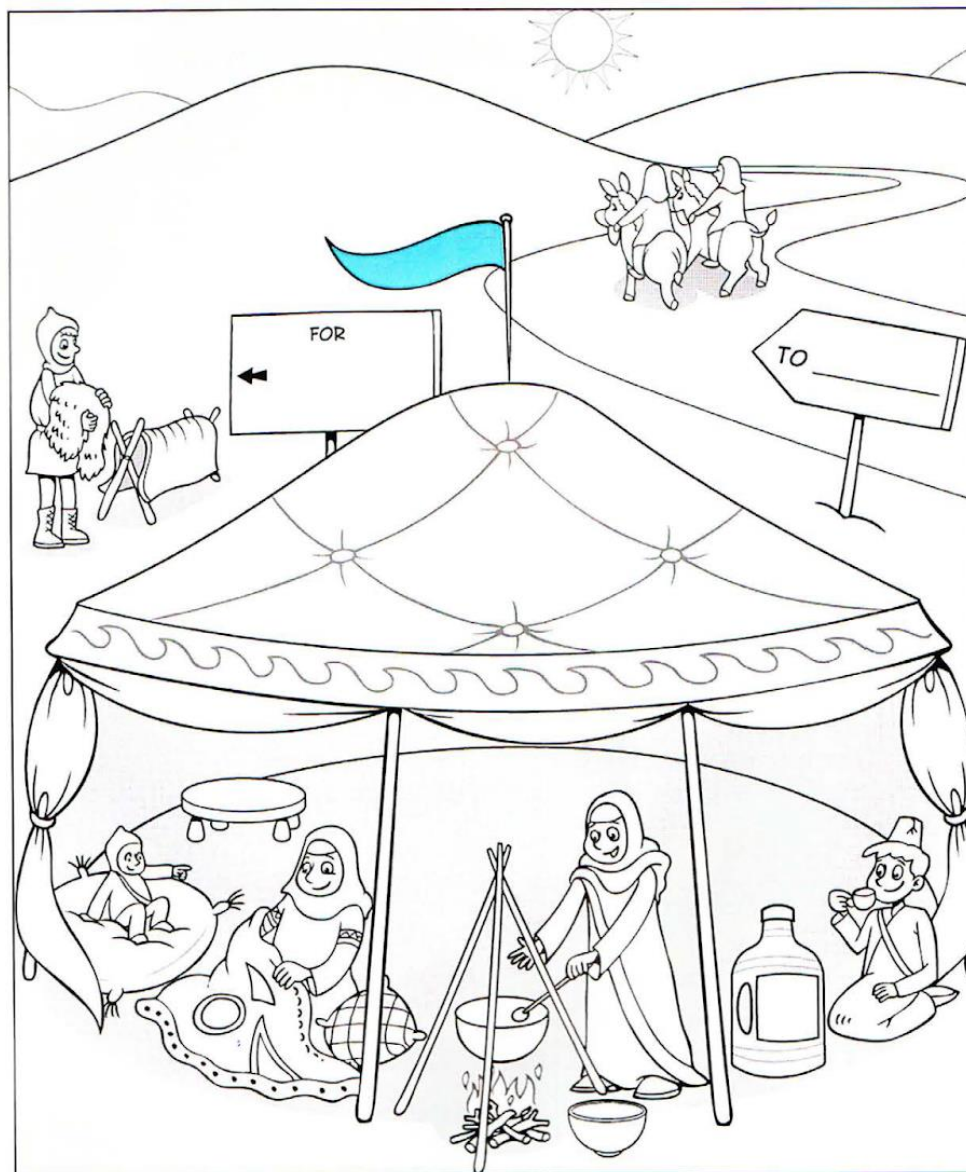
C

Test 1

## Part 5

– 5 questions –

Listen and colour and write. There is one example.



## Appendix 2. Posttest

# Test 1

## Listening

### Part 1

- 5 questions -

Listen and draw lines. There is one example.

Harry

Emma

Richard

Helen



William

Oliver

Sarah

## Part 2

– 5 questions –

Listen and write. There is one example.



### School camping trip

- Will stay for 2 nights in the: ..... desert .....
- 1 Camp is near: ..... Pyramid .....
- 2 Children must remember: .....
- 3 Will ride: .....
- 4 Meal on first evening: rice and .....
- 5 Name of new teacher: Miss .....

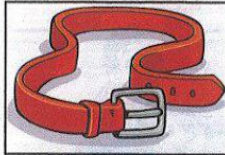
Test 1

## Part 3

- 5 questions -

Where did Aunt Betty buy each of these things in her cupboard?

Listen and write a letter in each box. There is one example.



the belt

 B


the umbrella



the necklace



the crown

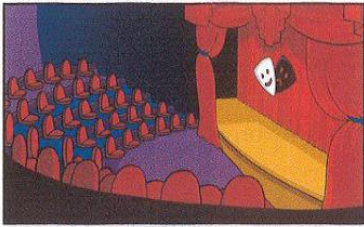


the ring



the gloves

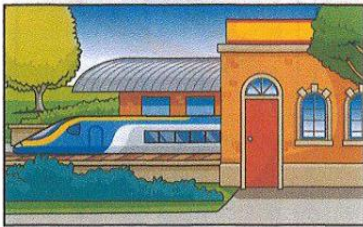
Listening



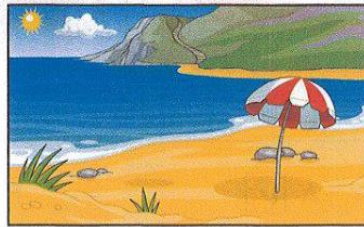
A



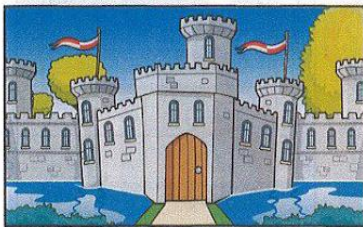
B



C



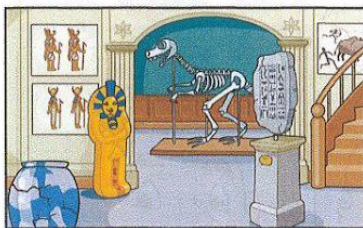
D



E



F



G



H

Test 1

## Part 4

- 5 questions -

Listen and tick (✓) the box. There is one example.

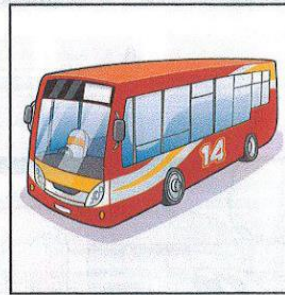
How did Michael get to the hotel?



A

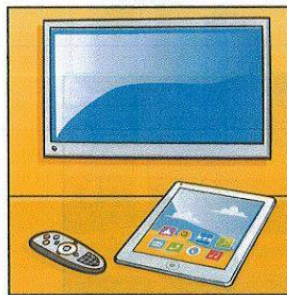


B

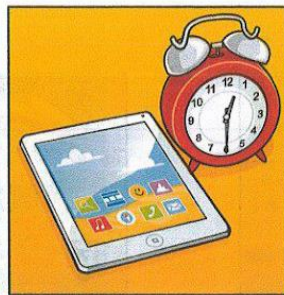


C

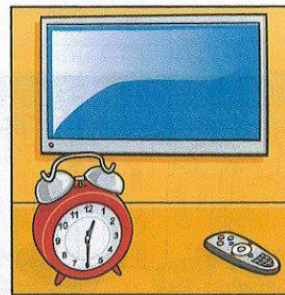
1 What did Michael have in his hotel room?



A



B



C

2 Who stayed in Michael's room?



A



B



C

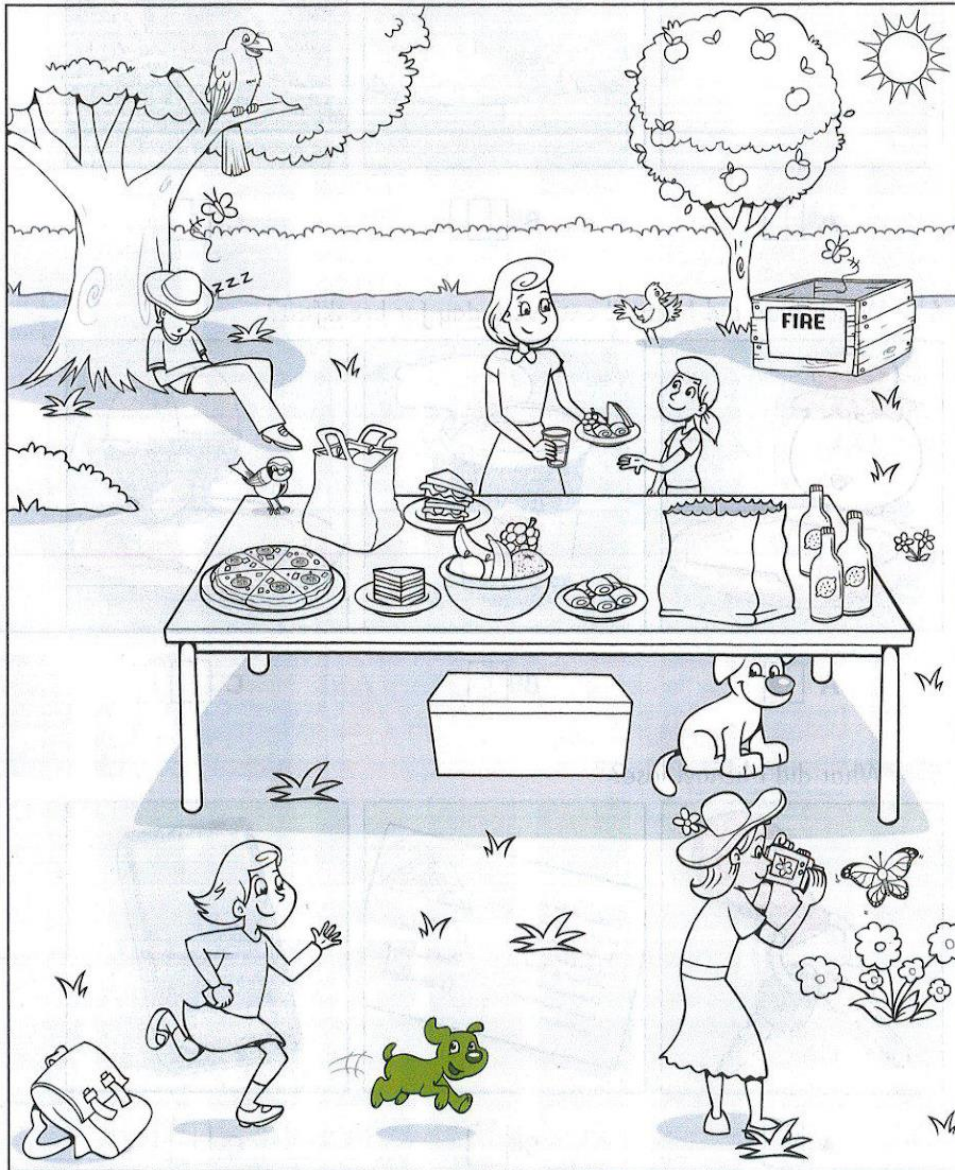


Test 1

## Part 5

- 5 questions -

Listen and colour and write. There is one example.



PTMD

### Appendix 3. Opinion Survey

## OPINION SURVEY ABOUT SUBTITLED VIDEO PRACTISE

The answers of this questionnaire will be used for research purposes and your participation is very important. Thank you very much for your participation! To answer these questions will not take you more than 10 minutes.

#### Confidentiality

Your answers are anonymous and absolutely confidential. The questionnaires will be processed by external people. If you accept your information be used for research purpose, please write a mark.

Yes \_\_\_\_\_ Not \_\_\_\_\_

Instructions: Please answer the following questions with pencil underlining the option that best fit your answer.

#### 1. My response to the use of subtitled videos in class was satisfactory

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

#### 2. For me the use of subtitled videos in class was useful

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

#### 3. I improved my listening comprehension skills with the use of subtitled video activities

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

#### 4. I felt encouraged when I work with the subtitled videos in class

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

#### 5. I felt anxious when I work with the subtitled videos in class

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

#### 6. I had difficulties in the use of subtitled videos because the content of the text was difficult

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

#### 7. I had difficulties in the use of subtitled videos because of a lack of vocabulary

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

#### 8. I had difficulties in the use of subtitled videos I due to length and speed of the listening material

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

**9. I had difficulties in the use of subtitled videos due to the pronunciation of authentic material**

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

**10. The pre-activities, while activities and post-activities were useful to develop my listening skills**

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

**11. With the practice of the subtitled videos I increased my vocabulary**

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

**12. With the practice of the subtitled videos I improved my pronunciation**

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

**13. With the practice of the subtitled videos I improved my understanding when reading**

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

**14. With the practice of the subtitled videos I improved my fluency when speaking**

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

**15. With the practice of the subtitled videos I improved my grammar knowledge**

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

**16. With the practice of the subtitled videos I improved the skill to write**

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

**17. Throughout the practice of subtitled videos I learnt social and cultural aspects of the foreign language to communicate in English**

5. Strongly agree      4. Agree      3. Undecided      2. Disagree      1. Strongly disagree

## Appendix 4. Video Activities

## LISTENING COMPREHENSION

NAME: \_\_\_\_\_ LEVEL \_\_\_\_\_ DATE \_\_\_\_\_



## I. Fill in the gap with the correct verb.

**Sonic:** this \_\_\_\_\_ the island where I \_\_\_\_\_ from, it \_\_\_\_\_ everything sandy beaches, cascading waterfalls public access to \_\_\_\_\_ the loops and I never \_\_\_\_\_ to catch a school bus because I could \_\_\_\_\_ across the entire island in less than two second. Also there \_\_\_\_\_ no school, I \_\_\_\_\_, pretty sweet Island right.

I \_\_\_\_\_ born with extraordinary powers and \_\_\_\_\_ told to keep them secret and like any kid, I \_\_\_\_\_ the exact opposite. That's long claw, she \_\_\_\_\_ care of me, she \_\_\_\_\_ basically Obi-Wan Kenobi, if Obi-Wan Kenobi \_\_\_\_\_ a beacon \_\_\_\_\_ mice.

**Long Claw:** Sonic someone could have seen you

**Sonic:** no one \_\_\_\_\_ me I'm too fast and I \_\_\_\_\_ to bring you this

**Long claw:** get down

**Sonic:** turns out with great power \_\_\_\_\_ great power hungry bad guys, and I led them right to us

**Long claw:** \_\_\_\_\_ carefully Sonic, you have a power unlike anything I've ever seen and that means someone will always \_\_\_\_\_ it, the only way to stay safe \_\_\_\_\_ to stay hidden. This world is on the far side of the universe, you should be safe there

**Sonic:** I don't \_\_\_\_\_ to go without you

**Long Claw:** you must, these Rings will be your most important possession. If you're ever discovered \_\_\_\_\_ one, never \_\_\_\_\_ running, now go, goodbye Sonic.

**Sonic:** no, no!

## LISTENING COMPREHENSION

NAME: \_\_\_\_\_ LEVEL \_\_\_\_\_ DATE \_\_\_\_\_

Post- Activity: Listening and Reading comprehension

1. What animal is Sonic?
2. What animal is Long Claw?
3. Where was sonic born?
4. Who was Long Claw?
5. Why Sonic was special?
6. Where did he run away?

**WRITING**

Describe 4 activities you did when you were five years old.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Watch the video and write the correct answer:



1. Mark is a .
2. Mark is a  scientist.
3. He  at nine o'clock.
4. He  at ten o'clock.
5. He  at eleven o'clock.
6. He  at twelve o'clock.
7. He  at one o'clock.
8. He  at two o'clock.
9. In the afternoon, he , he  and he .
10. Does Mark go out in the evening? No, . He  too .

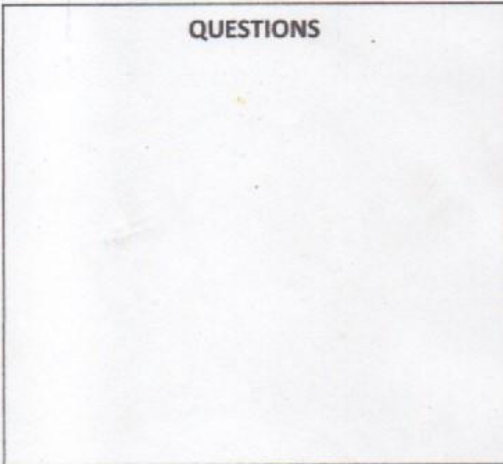
LISTENING COMPREHENSION

NAME: \_\_\_\_\_ LEVEL: 2/1 DATE: \_\_\_\_\_

### HOW WAS YOUR SUMMER VACATION?

1. Listen and classify the categories.

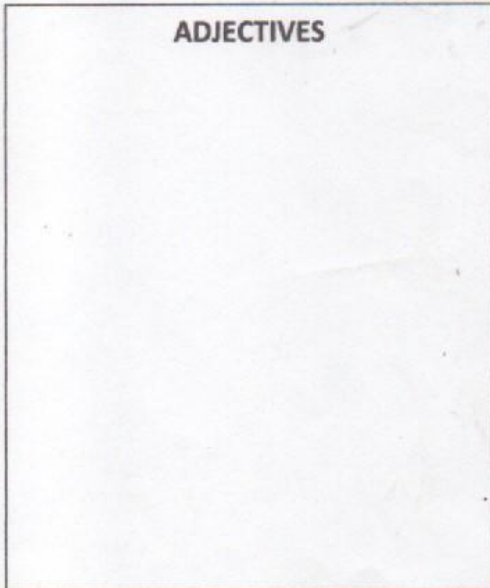
**QUESTIONS**



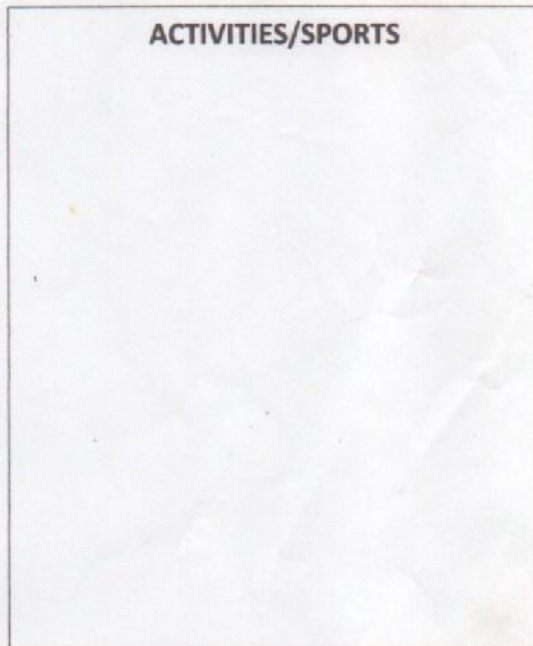
**EXPRESSIONS**



**ADJECTIVES**



**ACTIVITIES/SPORTS**



What are they doing ?  
for routines

eslflow.com



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12

## Did You?

1. Listen to the video and paste the correct answer.

Did I walk in Paris last week?		No, he didn't. He worked at the office yesterday
Did you like the movie last night?		No, they didn't. They looked to the right.
Did he work at home yesterday?		Yes, we did.
Did she make pasta last night?		No. I didn't. I walked in New York last week
Did they look to the left this morning?		No, they didn't. they watched a movie on T.V.
Did we really cry last night?		
Did you work out last night?		No, she didn't. She made pizza last night.
Did they cook last weekend?		Yes, I did. I liked a lot.
		Yes, we did.

### WHAT ARE THEY DOING?

1. Watch to the video and complete the sentence with the verb in present continuous

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

## Unit 2. At home

### Listening and reading activities

1

Listen and choose A or B.



1.
2.
3.
4.
5.
6.

2

Read and write TRUE (T) or FALSE (F).

- 1  Who's watching TV?  
 Granny. She's watching TV in the living room.
- 2  What's Grandad doing?  
 He's talking on the phone in the kitchen.
- 3  Who's washing up?  
 Auntie's washing up. She's washing up and she's listening to music.
- 4  What's Uncle doing?  
 He's talking on the phone.
- 5  What's Grandad doing?  
 He's tidying up.
- 6  Who's reading?  
 The children are reading in the living room.



3

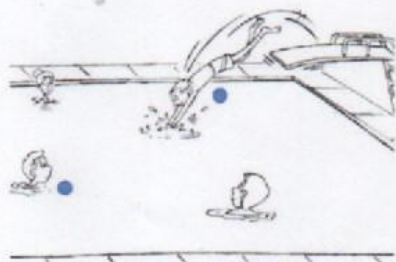
Read and listen. Drag and drop the correct room next to the description.

#### Sam's photos

- 1 This is my uncle, my auntie and my cousin, Jack. My uncle is watching TV. My auntie is drinking tea. My cousin is eating biscuits.
- 2 This is my uncle, my auntie and my cousin, Tona. My auntie is washing up. My uncle is tidying up. My cousin is reading comics.
- 3 These are my cousins, Jack and Tona. Tona is reading comics. She's eating an apple. Jack is talking on the phone.



**TASK 2:** *Listen and match.*  
*Poslechněte si, co kdo dělá, a spojte se správným obrázkem.*



*Well done!*