

# The Effectiveness of “Video-Based Learning” Approach in Omani Students’ Comprehensive Listening Skills

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## **ABSTRACT**

*This study aims to investigate the effectiveness of the video-based learning approach in improving the comprehensive listening skills of Omani students. This quasi-experimental study employs a quantitative design in which two intact classes are randomly assigned as a control group and an experimental group for the intervention. A listening comprehension test is administered before and after the intervention to assess students’ performance. Additionally, a questionnaire is distributed to explore students’ perceptions toward the use of video-based learning in their listening classes. The findings reveal that the experimental group showed a statistically significant improvement in their listening comprehension scores compared to the control group. Furthermore, the majority of students reported positive attitudes toward video-based learning, highlighting increased motivation, better focus, and improved understanding of spoken English.*

## **KEYWORDS**

*Video-learning, Listening Comprehension, communication, students’ performance, VBL*

## **1. INTRODUCTION**

Listening plays a crucial role, whether it is in our day-to-day lives or within one’s educational settings, given its important role in interpersonal interaction. Anderson and Lynch argue that receptive communication skills merit equal emphasis to verbal communication skills exhibiting its significance since direct and efficacious in-person communication requires the development of both skills simultaneously [1]. Additionally, listening skills serve as a critical function in the domain of education. Wallace and colleagues reinforce the argument by stating that listening plays a vital role during one's educational development since it is a fundamental approach for students to obtain information and receive useful knowledge, thus highlighting its importance during the process of learning [2].

As language teaching and education are developing, the integration of media and technology has brought forward powerful opportunities to strengthen listening skills. As society is moving towards a digitally dominant world, the emergence of cyberspaces and multimedia resources has reevaluated the traditional pedagogical landscape. A great illustration of the use of technology in teaching and learning is video-based learning. It enables the learners to experience and witness organic, real-life scenarios in regard to listening

skills or even witnessing various accents, dialects, intonations and environmental implications. In the 21st century, which is the age of technology, video-based teaching is not solely an educational instrument, it is a modern paradigm shift that honors the ability of both visual and aural medium to facilitate effective conversations and communication. The current study investigates how video-based learning affects listening skills in addition to examining the merge between pedagogy and technology as well as exploring how it may give the “Cinderella skill” of language acquisition the recognition it deserves.

### **1.1. Statement of the problem:**

When it comes to language teaching, most teachers neglect listening skills and prioritise other language areas, such as reading and writing, which can lead students to feel unconfident about their listening competencies, especially when it comes to assessment. According to Rivers, listening skills are frequently neglected because they are considered passive compared to other skills [3]. On the other hand, research by Rost emphasises the importance of listening, highlighting that it is an active process that involves cognitive and strategic engagement [4]. Therefore, it is vital to draw attention to this neglect in achieving comprehensive language proficiency. Also, literature has highlighted the often-ignored skill of listening comprehension by referring to it as the “Cinderella skill,” which illustrates the need for giving it more attention in teaching [5]. As a result, it emerged as a key priority for Omani teachers to examine pedagogical methods, instructional strategies, and technological tools that may lead to a positive effect on the enhancement of students’ listening skills.

In addition, many instructors have the tendency to depend on reading the listening scripts instead of utilising technology to enhance comprehensive listening activities, which can restrict students’ exposure to real-life listening experiences. Field has underscored the value of authentic input in listening comprehension and the necessity of increasing students’ interaction with real-world listening scenarios and their ability to hear authentic language use, which can be through technological integration, such as audio and video materials [6]. Highlighting this problem requires educators to have training programs to know how to utilise technology in interactive listening classrooms.

Also, when it comes to the Omani context, it is obvious that listening skills received little attention in the continuous assessment, as it represents merely 5% of it, and only 10% of the final exam is allocated to it. This gap between its importance and the limited prestige that it represents in the assessment can lead to limited opportunities for practice, especially in developing overall listening comprehension." Alderson highlighted that assessments ought to mirror the learning objectives, and if listening has limited presence in the assessment, students' listening competence might be negatively affected [7]. Considering the earlier challenges mentioned, which are the neglect of the listening, the insufficient focus on it on the continuous assessment, and the predominance of reading the listening scripts, it is vital to explore the pedagogical approaches, strategies, and tools that might develop students’ listening skills. Hence, this study aims to investigate the use of a video-based approach as a potential solution to these problems. The study underscores how technology and multimedia support the development of listening skills.

Despite the recognition of listening as a vital skill in the Omani EFL context, listening instruction often remains limited to scripted readings, which fail to provide students with opportunities to hear authentic English spoken by native speakers. Although international research has emphasised the benefits of using technology and multimedia for enhancing listening comprehension, there is a lack of empirical studies in

Oman that specifically investigate the impact of video-based learning on students' listening skills. This gap highlights the need for context-specific research to examine how integrating video materials into classroom instruction can provide richer listening input, increase student engagement, and ultimately improve listening comprehension. Therefore, this study seeks to address this gap by exploring the effectiveness of video-based learning in developing Grade 8 Omani students' listening proficiency.

### **1.2. Significance of the study:**

The significance of the study depends on the potential to contribute to the field of English language education in Oman, as it highlights the urgent need to develop listening comprehension skills among Omani students, which can lead to improving their overall language proficiency. Also, the study acts as a driving force for educators and curriculum planners, underscoring the value of video-based learning in improving students' listening development.

Furthermore, the study explores how the integration of videos can not only advance students' listening comprehension but also foster heightened motivation and autonomy in their language learning journey, factors acknowledged as integral in language acquisition. Finally, by potentially bridging the existing research gap regarding the effectiveness of videos in the Omani educational context, this study is poised to contribute substantively to the Omani literature in the domain of listening skills teaching methods, offering critical insights and implications for pedagogical innovations and the advancement of English language instruction in the country.

### **1.3. Research objectives:**

- 1- Examining the effect of video-based learning on students listening comprehensive skills.
- 2- Investigating grade 8 Omani students' perceptions of using video-based learning in their listening lessons.

### **1.4. Research questions:**

- 1- What is the effect of using video-based learning in developing students' listening comprehensive skills?
- 2- What are the students' perceptions toward using video-based learning in their listening lessons?

### **1.5. Limitations:**

The study has many limitations that should be taken into consideration while interpreting the results. Firstly, the study is limited to the small size of participants as it covers only grade eight students in AL Soroor

School which may affect the generalizability of the findings. Additionally, the study emphasised only the effect of video-based learning on students' comprehensive listening skills and did not examine other potential factors that may have influenced the findings, such as prior experience, individual learning styles, or their language exposure outside the classroom.

## **2. LITERATURE REVIEW:**

It is very well said by a Greek philosopher that “We have two ears and one mouth so that we can listen twice as much as we speak” [8]. In the process of learning, listening is one of the highly required skills. In various domains of education, acquiring knowledge, and personal development of listening have a key role. Listening is the primary way of gathering information in any mode of learning either through a lecture or via online resources. It's listening that allows the learner to absorb the requisite content that is being presented through any mode. For adhering to and understanding complex ideas and concepts, effective listening is highly important. Listening properly and actively enables one to grasp the context of the content and consequently, one can deeply understand and learn the subject matter. Listening attentively enhances communication skills as well as evolves critical thinking among students [9].

### **2.1. The Importance of Listening:**

In this regard, extensive research has been carried out that presents the importance of listening in different domains. Mendelsohn states that during any communication or conversation, listening takes a maximum time of 40-50% as compared to the other modes like speaking, reading, and writing [10]. According to Guo and Wills, listening is the mode by which a large proportion of human beings gain information, education, ideas, and a general understanding of human affairs [11]. Hogan and others also reported data regarding the most time spent by adults in different types of communication [12]. Their finding is that the oral language proportion is much more than the written. It is stated in this article that among the four language arts, listening is the one that is most frequently used. Osada posits that the selection of a medium, specifically sound versus print, yields distinct input styles in both oral and written communication [13]. Historically, the prevailing notion pre-1970s was that listening was considered a passive skill, anticipated to develop autonomously without explicit effort or external assistance. While after 70's much attention was paid to improving listening ability to develop effective understanding and attaining proficiency in any language.

In Field's study, a comprehensive exploration was undertaken to discern effective strategies for the acquisition of listening skills, emphasising a learning-oriented approach rather than a mere emphasis on practice [14]. The research specifically advocated the integration of micro-listening exercises as a proposed method to systematically improve listening proficiency. These micro-listening exercises were designed to provide learners with targeted and focused opportunities to refine their ability to comprehend spoken language. Furthermore, the investigation extended its scope to evaluate the impact of incorporating authentic materials into micro-listening exercises. Authentic materials, in this context, refer to real-world and unaltered audio content representative of native speech patterns, contexts, and accents. The study uncovers how exposure to authentic materials within micro-listening exercises influenced the development of listening skills, considering factors such as comprehension, retention, and overall proficiency in processing real-life spoken language scenarios. It's also very well said in Yavuz and Celik's article, that

the importance of listening is seriously understood by an individual suffering from poor listening problems [15].

## **2.2. Listening Process:**

Listening involves a series of steps which individuals obtain when acquiring audio information. The primary step of listening is 'hearing' which indicates the auditory reception where individuals are able to gather and take in spoken information in terms of sound vibrations. That being said, it is crucial to comprehend that receiving information does not equate to assuring there is a sense of understanding and a successful decoding of sound waves by the received auditory input. The process of 'hearing' acts as the elementary step of the listening procedure. This leads to the second step of the listening process which is labeled as giving 'attention' which refers to the individual connecting with the spoken words and giving their utmost attention and focus to digest the information. Therefore, allowing the listener not to simply input information but also process the meaning behind the information. The skill of the listener to soak up and understand the auditory signals is a vital part of concentration and 'attention', which aids the listeners to comprehend, process and acknowledge the information being presented. The following step reflects the idea of 'understanding' the information being presented to the listener where it is stored either in the short or long term memory. This transitions to the next step of the listening process, which is memorisation. As a result, by following the mentioned steps, one can effectively listen and comprehend the fundamental concept of content being received.

The final step of the listening process is 'evaluating' the source of information being received by the listener [16]. During this advanced stage, the listener analyses the acquired information, verifying the validity and precision of what has been said. Bostrom stressed the importance of the evaluation phase in the listening process [17]. This stage allows individuals to create judgment regarding whether the verbalisation of information obtains accuracy and validity, thus resulting in the individual creating their own perspectives and opinions. At this particular stage, the hearer consciously interacts with the knowledge being presented, using critical thinking techniques to validate the truthfulness of the content, hence, aiding in the development of their subjective viewpoint.

## **2.3. Teaching Listening Comprehension:**

In language learning, teaching listening comprehension is considered one of the essential tools. Developing strong listening comprehension is a key component in building effective communication skills and overall language proficiency [12], [18].

To achieve the intended outcomes through listening comprehension, the selection of appropriate material plays a critical role. Engaging and suitable audio or recorded content can be used effectively for this purpose. In a study by Azizah, the impact of using authentic listening materials was examined [19]. The results indicated that students who were exposed to authentic content, as opposed to non-authentic material, responded with greater attentiveness and engagement. The findings concluded that authentic materials contribute positively to improving listening skills.

To spark learners' interest in a topic, pre-listening activities such as discussing the subject or predicting the title may be used. Berne explored the influence of different pre-listening tasks on second language listening comprehension [20]. The study found that the effectiveness of such activities varied based on the number of exposures to the listening passages. In an analysis involving Spanish language learners using three types of pre-listening strategies, students who had repeated exposure to the activities achieved notably higher scores. This confirmed that pre-listening activities can significantly enhance comprehension. Similar evidence was reported by Elkhafaifi for learners of Arabic [21]. Moreover, Madani and Kheirzadeh investigated four types of pre-listening strategies—pre-teaching vocabulary, content discussions, pre-reading questions, and topic discussions discussed with EFL students [22]. Their findings showed that vocabulary instruction and pre-reading questions were more effective than the other two strategies.

Additional effective listening strategies, such as taking notes, making summaries, and predicting content, can help maintain student engagement with the material [23]. Zhang studied the role of listening strategies on learners' comprehension skills. The results showed a positive relationship, indicating that using strategic approaches during listening tasks positively influences the development of listening comprehension [24]. This highlights the importance of intentional and methodical listening techniques in improving the listening abilities of foreign language learners.

It is common for learners to miss certain details during the first exposure to audio content. In such cases, replaying the audio or video provides a helpful chance to revisit and understand the parts that were initially overlooked [25]. Real-life listening often includes challenges such as varying accents, intonation, and speaking speed. Addressing these challenges effectively involves exposing learners to a variety of materials that incorporate diverse accents and speech rates to better accommodate their individual learning needs.

This approach recognises the importance of accommodating the diverse linguistic landscape learners may encounter, ensuring exposure to a range of accents and speaking paces. By offering content that mirrors real-world variability, language learners can enhance their adaptability and comprehension skills, preparing them for the linguistic diversity they may encounter in practical contexts [26]. It would reduce the chance of misunderstanding or a total lack of proper understanding of content due to accents and other stated issues. In the pursuit of cultivating exceptional speaking and writing skills through a teaching listening comprehension scheme, a beneficial approach involves integrating listening exercises with the task of summarising the content. As highlighted by Vandergrift, this method promotes a comprehensive language-learning experience [27]. Engaging learners in the process of listening and subsequently requiring them to articulate a concise summary not only reinforces their understanding of the material but also fosters the development of effective communication skills in both spoken and written forms. This dual-focus approach enhances language proficiency by combining the auditory processing of information with the cognitive and linguistic skills required for coherent expression in both speaking and writing. Moreover, according to Richards, developing listening skills is to help students comprehend what they hear [28]. This might be produced by building a solid listening plan and using the proper learning resources, including media and materials.

The field of listening instruction employs two fundamental methods: bottom-up and top-down. The utilization of listening skills incorporates elements from both approaches. Bottom-up processing involves the sequential progression of receiving and matching the speech stream at increasingly higher levels. This starts with auditory phonetics and progresses through phonemic, syllabic, lexical, syntactic, semantic,

propositional, pragmatic, and interpretive processing. Essentially, bottom-up processing entails the gradual analysis of auditory information from its most basic elements to its higher-order meaning. In contrast, top-down methods necessitate learners to transcend their existing knowledge, materials, and rehearsal schemata to comprehend the content. In simpler terms, this approach relies on the listener's contextual knowledge. The learner draws upon their understanding of the broader context to interpret and make sense of the incoming information, emphasising the role of pre-existing knowledge in the listening process [29]. In this way, teaching listening comprehension methods can contribute very effectively to building up excellent speaking and writing skills in first or second language. The students on the other hand may face some difficulties as well in listening comprehension techniques.

#### **2.4. Listening Comprehension Problems:**

As stated earlier, the students may experience various problems while going through the listening comprehension method for attaining their goals to get reading, writing, and listening proficiency in any language. A brief overview of these issues that students can face while attending listening comprehension is provided below.

The very first problem that the student may face while attending any listening comprehension is a lack of focus and facing distractions. Hamouda has conducted a study to investigate the listening problems encountered by language students [30]. To effectively address this problem, an active listening approach is recommended. This involves systematically recognising and eliminating the various modes of distractions that may hinder concentration during listening activities. The initial step involves recognising key sources of distraction and identifying the factors that lead to a loss of concentration while interacting with audio-visual materials used for listening comprehension. Research highlights the need to address such distractions to improve listening abilities [31], [32]. By systematically analysing and understanding what causes distractions, specific strategies can be applied to overcome them. These may include adopting methods to reduce external interruptions, fostering an environment that supports focused listening, and creating individual techniques to maintain attention. Ultimately, the solution to reduced focus and distractions during listening tasks lies in taking a deliberate and structured approach. Identifying exact causes of distraction and applying targeted solutions can help learners engage more effectively with audio-visual content, thereby enhancing their overall listening performance.

Vocabulary knowledge is also a critical component in understanding content during listening activities, as pointed out by Stæhr [33]. A limited vocabulary presents a major challenge in benefiting fully from listening comprehension tasks. One way to improve vocabulary is by setting a goal to learn a few new words each day. By regularly acquiring and practising new vocabulary, learners can gradually strengthen their language skills, making them more capable of handling the variety of words they encounter in listening texts [34].

Given that a language may include multiple accents, listeners might understand one accent but have difficulty with another. This can hinder their ability to grasp the main idea of the audio content. Various researchers have thoroughly examined this issue [30], [35]. Their findings consistently suggest that exposing learners to different accents in the same language is highly beneficial. Such exposure helps improve learners' ability to understand various forms of spoken language. Becoming familiar with variations in pronunciation, intonation, and speech patterns allows for a more realistic and complete language learning experience. Using different accents in listening practice supports the notion that learners

should be prepared for the linguistic variety they will encounter in real-life communication. This not only helps them overcome challenges with accent comprehension but also builds a more adaptable and versatile language proficiency.

Another important factor in listening comprehension is the speed at which the audio-visual material is delivered. If the pace is too rapid, learners may find it difficult to follow and process the content, which can negatively affect their understanding. Conversely, if the speed is too slow, learners may become disengaged or find it challenging to maintain focus. Therefore, it is quite necessary that the language learning students can cope with all the paces. The solution is that the audio content is played at various speeds which is something that cannot be controlled in real-life listening. Listening comprehension at various speeds enables the listener to conceive information at any speed. In this regard, a case study has been conducted for EFL students in learning classes [36]. The results of this case study exhibited that the major difficulties faced by low proficiency level students are unfamiliar words, speed of speech, and lack of vocabulary. Whereas the main problem encountered by moderate proficiency level students is the speed of speech. Furthermore, high proficiency level students faced difficulty with the long-spoken text and, a variety of accents and noises. The conclusion of this case study depicts the strong impact of accent and speed of speaker, content on the efficiency of listening comprehension technique.

The listening material may also contain idiomatic and colloquial expressions or phrases that are sometimes not understandable for students. Hence, avoiding materials with such expressions or providing learners with prior exposure and explanations to these linguistic elements is recommended. Instructors can help learners build a foundational understanding of the language before delving into more culturally specific or idiomatic content by selecting more general audio-visual materials. Additionally, incorporating cultural and contextual discussions as part of the learning process can be beneficial. This includes introducing learners to common idioms, colloquialisms, and cultural references, fostering a deeper understanding of the language within its cultural context [29].

## **2.5. Video-based Learning (VBL):**

For learning, the most important fact is capturing the attention of the learner. Once the attention of the learner is captured, the students will learn from the presented material depending upon their capability of learning. In the realm of educational research, a firmly established tenet is that a dual modality of "watching" in conjunction with listening represents an optimal mode for facilitating learning. Empirical evidence attests that information pertaining to observed events is more readily and efficaciously stored in the memory of students in comparison to auditory-only presentations. Consequently, in contrast to static images, textual content, or auditory materials, videos exhibit a heightened capacity to command attention in the learning environment, as corroborated by studies conducted by Chen and Wu and Pelea and Lunt [38], [39]. Engaging in learning is notably enhanced through the incorporation of dynamic content, which encompasses pertinent video clips, animations, and similar elements. Such dynamic content serves as an effective means of conveying ideas and theories that may otherwise pose challenges in comprehension when presented through alternative modes [40].

In this regard, the overview of research work conducted from 2008 to 2018 is provided by [41]. Thirty-nine peer-reviewed research papers are selected for the review and then categorised into three groups. The review article provides effective insight into research conducted during the stated era, and it is concluded that

video-based learning not only improves the overall quality of classroom experience, but it is also a powerful tool for teachers that can be effectively utilised for the enhancement of their professional progress. Another review article based on seventy-seven research papers critically analysed VBL perspectives like effectiveness, satisfaction, and effects on the learning process [42]. The review article provides comprehensive awareness of VBL effectiveness in the learning environment, future vision, and opportunities in this field. Nadeak and Naibaho have investigated the effectiveness of VBL output on anatomy practicum [43]. The results of the research indicated that eighty percent of the total students got improvement in the learning subject matter.

## **2.6. Video-Based Learning (VBL) in Listening:**

Listening to information can either be offered by the audio or with the video. Many research articles are dedicated to finding which of these modes is more effective in the learning process. Sarani and colleagues studied the effect of VBL tasks in refining the listening comprehension ability of Iranian pre-intermediate EFL learners [44]. The study was carried out by a VBL, and an audio learning exercise was provided to a pre-determined experimental (VBL approach) and control group (audio approach) of learners comprising twenty students. The significant difference in the pre-test and post-test of paired samples was calculated by T-test. The results depicted that VBL has a significant impact on the realisation and understanding of the language that is being listened to.

Moreover, Lokanita and his colleagues have investigated the role of video as a teaching medium to improve students' listening skills using content analysis [45]. It was concluded that video-based listening produces activeness, stimulation, attention, and motivation in the students. It was observed that listening skill is improved by using video content.

The foundation for all other abilities is listening, which also serves as the main method through which students create creative instructions using the language and culture of their intended audience. The presentation of objects and materials using sounds and videos is expected to attract learners, as it is thought to be the most challenging language skill for specific language learners. The enthusiasm displayed by learners towards educational materials that incorporate diverse colours and images is noteworthy.

When media was included in blended instruction, it was discovered that many students were content with the learning environment. Communication takes place when the speaker and listener make contact. Consequently, there is a clear and significant correlation between the quantity and consistency of speech abilities and auditory functions. Many factors, including language proficiency and context awareness, influence how well language learners listen. To improve their hearing comprehension, students must expose themselves to a wide variety of texts, including voice poetry songs, airport announcements, and brief phone talk boxes. The main goal of listening at the secondary level is to teach pupils how to function well in real-world situations.

## **3. METHODOLOGY**

### **3.1. Research Design:**

This study adapts the quasi-experimental design that aims to investigate cause-and effect relationships through the direct manipulation of the independent variable (the use of video-based learning) and observes

the effect on the dependent variable (the students' listening comprehensive skills achievement). It involves an (A-versus-B) comparison of two different approaches, which are the video-based learning approach and the traditional teaching approach. The type of this quasi-experimental study is "non-equivalence control group design." An intact class was chosen to be the experimental group that adapts the video-based learning approach, and another intact class was chosen to be the control group that follows the traditional approach to learning listening. The study follows the quantitative approach of data collection.

### **3.2. Setting:**

Two intact classes involved are from "Suroor" school in Al Dhakiliyah governorate in Oman. The intervention of the experiment was conducted in grade eight classes during the listening sessions of their English subject. The videos and the activities related to them were chosen according to the themes and lessons of their English textbook. The study was conducted during semester one of the 2023–2024 academic year. The treatment of the study took around a month of intervention. The two classes were selected through convenience sampling based on school availability and administrative approval. The choice of grade 8 was due to the curriculum's focus on listening comprehension skills at this stage.

### **3.4. Participants and Sample:**

The sample of the study involved 70 participants. 36 of them were taught using video-based learning alongside traditional teaching, and the other 34 of them were the control group of the study. The sample was selected non-randomly by the convenience sampling method. All the participants are Omanis with Arabic as their native language. The sample consists only of female participants whose ages range from 13 to 14 years old, and their language proficiency is at the pre-intermediate level. Both groups were taught by the same English teacher to ensure consistency and reduce instructor-related bias. The timetable, class size, and program of study were also similar between the two groups to ensure consistency.

### **3.5. The Instruments:**

Listening test:

The writing test is adapted from the Ministry of Education final examination. Around 10 English teachers, two senior teachers, and two instructors from the ELT department of SQU have examined the content validity of the test. Aside from the listening test, it was piloted for stability reliability, and the correlation coefficient between the two administrations of the same test was estimated. The test aims to investigate the effect of using video-based learning on the students' listening skills achievement.

Questionnaire:

The questionnaire aims to seek out students' perceptions toward using video-based learning in their listening lessons. The questionnaire is designed by the teacher. The content validity (face validity) of the questionnaire items was examined by two English professors from the College of Education, one instructor for ILT department, 1 senior teacher, and three practitioners at SQU. Internal consistency reliability was used to check the questionnaire's reliability. The questionnaire was administered in Arabic to ensure

understanding. It consisted of 20 closed-ended items using a 5-point Likert scale (ranging from strongly disagree to strongly agree). The questionnaire was completed in class immediately after the post-test.

### **3.6. Procedure for data collection:**

The data collection was processed as follows: Firstly, the pre-writing test was administered to all students from both the experimental group and the control group. Secondly, students in the experimental intact class were taught using video-based learning while the control group continued to learn through the traditional learning for a month. Thirdly, the same test was administered again for all participants from the experimental and control groups.

Finally, to examine students' perceptions toward using video-based learning to learn listening, a questionnaire was distributed to students in the experimental group after the treatment. The administration of the questionnaire was supervised by the researcher in the classroom to ensure that all students completed it in one sitting.

### **3.7. Treatment:**

- To implement the pre-test and the post-test, the transcription and conversion of listening scripts into audio format were facilitated through the utilisation of the 'NOLEJ' website. This online platform proved instrumental in seamlessly transforming textual content into auditory data.

A comprehensive analysis of all videos was conducted. This analysis encompassed the generation of scripts and summaries, enhancing the overall interpretability of the visual content. Moreover, the activities provided with the videos incorporated a diverse range of quizzes, featuring multiple-choice, short-answer, and true/false questions which students were expected to answer while watching the videos.

The instructional videos were selected from teacher-curated educational YouTube channels and online learning platforms. Each video was between 2–5 minutes long and was chosen to match the topics covered in the participants' English textbook. The themes included everyday routines, travel, and s. Videos were screened for language level suitability and checked for cultural appropriateness. In practice, the experimental group watched two videos per week during their listening lessons. Videos were played in class using a projector. The teacher allows students to watch the video twice to check their understanding. Students also completed related worksheets and comprehension tasks during and after the videos. The control group studied the same units and content but without exposure to video as they only used the audio.

To exclude the effect of the extraneous variables that might affect the results and to ensure the equivalence between the experimental group and the control group, specific characteristics are considered when choosing the participants. For example, the two intact classes have similar characteristics in terms of the level of language proficiency, the number of students in each class, the program of study, the timetable of their English lessons, and the English instructor. Basically, the two intact classes are as homogenous as possible to eliminate any external effect and ensure the balance between the internal and external validity of the experiment.

### **3.8. Data Analysis:**

Firstly , descriptive statistics for both experimental and control groups' pre-and posttest scores are scored and calculated using means and standard deviation. Then, an inferential statistic using an independent t-test is used to compare the control group and the experimental group in terms of the listening score to examine the extent to which implementing video-based learning is effective in developing students' listening achievement. Finally, a 5-Likert-type scale questionnaire is used to the experimental group is analysed using descriptive statistics.

#### 4. RESULTS:

This chapter aims to provide the results and statistical analysis used to answer two research questions. It offers extensive details of the results to enhance the readers' comprehension of the research findings.

##### **Research question 1: What is the effect of using video-based learning in developing students' listening comprehensive skills?**

After the experimental and control groups were established, the researcher administered a pretest to the students to assess their listening proficiency and to ensure that the two groups were homogeneous in terms of their listening levels. As a result, an independent sample t-test was used to ensure the equivalency between the two groups. Table 1 presents the means, standard deviations, T-value, and the significance of students' listening performance in the pre-test.

*Table 1 Means, Standard Deviations, T-value, and the Significance of Students' Listening Performance in the Pre-Test:*

Group	N	M	SD	T	P-value
Control	34	10.09	2.81	0.28	0.78
Experimental	36	10.31	3.61		

As both t-test p-values are greater than 0.05, it is likely that the pre-test results for the control and experimental groups do not differ significantly from one another. The mean difference is small, and the confidence intervals include zero, reinforcing the idea that there is no statistically significant difference in the pre-test scores between the two groups. Based on the t-test results, the hypothesis of pre-test equivalency between the groups is supported because there is no evidence to imply that the control and experimental groups' pre-test scores differ substantially.

*Table 2 Means, Standard Deviations, T-value, and the Significance of Students' Listening Performance in the Post-Test:*

Group	N	M	SD	T	P-value
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Control	34	10.74	2.42	2.29	0.025
Experimental	36	12.22	2.99		

An independent samples t-test was used to analyse the post-test results for both the control and experimental groups. With a non-significant p-value of 0.171, Levene's test for equality of variances demonstrated that the assumption of equal variances was reasonable. The post-test results for the two groups differed statistically significantly, as indicated by the t-test for equality of means. The post-test scores of the control and experimental groups appear to differ significantly, as indicated by the p-values for both t-tests being 0.025, which is less than 0.05. Based on the results of the t-test, there is evidence to suggest that the post-test scores of the control and experimental groups are significantly different, indicating an impact of the treatment on the performance of the two groups. These findings suggest favouring the experimental group over the control group in terms of performance.

**Research question 2: What are the students' perceptions toward using video-based learning in their listening lessons?**

*Table 3 The Students' General Perceptions of Using Video-Based Learning in their Listening Lessons:*

No.	Statement	Mean	SD
1	I feel motivated to listen by watching videos.	3.83	0.74
2	Watching videos makes listening to classes more interesting.	4.19	0.62
3	I feel less anxious in listening classes based on videos.	3.47	0.84
4	Using video in English listening classes is more beneficial in developing my listening skills.	4.06	0.92
5	Watching videos to answer comprehensive listening questions is more useful than listening to a textbook CD.	4.00	0.86
6	Watching videos simplifies the complex content of the listening script.	3.64	0.79
7	I feel enthusiastic about completing the worksheets while watching short videos.	3.67	0.89
8	I feel enthusiastic about participating in listening lessons where the teacher uses videos.	4.11	0.75
9	Watching videos improves my concentration on listening.	4.08	0.81

The participants in the study consistently demonstrated positive attitudes toward the incorporation of videos in English listening classes, as indicated by the mean scores on a 5point Likert scale. On average, participants reported feeling motivated ( $M = 3.83$ ) and found listening classes more interesting ( $M = 4.19$ ) when video content was introduced. Additionally, the mean scores reflected agreement that videos contribute to a reduction in anxiety during listening classes ( $M = 3.47$ ) and are beneficial for developing listening skills ( $M = 4.06$ ). The participants perceived videos as effective in simplifying complex listening script content ( $M = 3.64$ ) and enhancing concentration on listening tasks ( $M = 4.08$ ). Enthusiasm was notably high for completing worksheets during video-watching ( $M = 3.67$ ) and participating in lessons where teachers utilised videos ( $M = 4.11$ ). While the mean scores generally conveyed positive sentiments, the standard deviations provided insights into the variability of opinions. Particularly, there was some diversity in responses, notably regarding anxiety reduction ( $SD = 0.84$ ) and the comparison between video utility and textbook CDs ( $SD = 0.92$ ). These variations underscore the nuanced perspectives within the participant group. Overall, these findings underscore the potential benefits of incorporating videos in English listening classes, with positive impacts on motivation, interest, and skill development.

*Table 4 The Students General Perceptions of the Effectiveness of Using Video-Based Learning in their Listening comprehension:*

Statement	M	SD
I can relate what the speaker is talking about making it easier to follow.	3.97	0.69
I have less difficulty finding the main purpose of the listening task.	3.97	0.84
Videos help me to remember the meaning of the long listening text	4.31	0.82
It is easier to answer comprehension tasks followed by the video.	3.92	0.84
I can guess the meaning of difficult phrases by watching videos.	4.31	0.82

On average, respondents reported that watching videos makes it easier for them to relate to the speaker's content ( $M = 3.97$ ), indicating a positive influence on understanding. Similarly, participants expressed

reduced difficulty in identifying the main purpose of listening tasks ( $M = 3.97$ ), suggesting that videos contribute to clearer task comprehension. The mean score of (4.31) for the statement "Videos help me to remember the meaning of the long listening text" indicates that, on average, participants strongly agree that videos aid in retaining information from lengthy listening texts. Furthermore, participants find it easier to answer comprehension tasks following video exposure ( $M = 3.97$ ). The statement "I can guess the meaning of difficult phrases by watching videos" also received a mean score of 4.31, suggesting that participants generally agree that videos facilitate the comprehension of challenging language elements. Standard deviations for each statement (ranging from 0.69 to 0.84) provide insights into the consistency of participant responses. Overall, these findings highlight the perceived positive impact of videos on various aspects of listening comprehension, including understanding speaker content, task clarity, information retention, and addressing challenging language elements.

## **5. DISCUSSION:**

The outcome of this research has provided insight into the execution of video-based learning. Various elements are credited to the advancement of students' academic performance and attainment, specifically on post-tests in auditory understanding which were noted following the application of video-based learning. Digital video engages in multiple senses, usually blends audio and visual components resulting in heightening viewers' attention while simultaneously strengthening one's memory recall. Videos tend to exhibit real-life scenarios from different perspectives. For instance, from a cultural framework where it enhances the retention of linguistic knowledge and supplies the acquisition of language as a beneficial objective. Further research testifies with the positives of having visual aids displayed as videos where one can experience witnessing gestures, expressions, and contextual cues, enhancing the process of comprehension [45]. Additionally, visuals that are aesthetically pleasing have a significant effect in establishing an optimistic outlook regarding gaining knowledge, which enhances performance results. Therefore, watching videos broadens the listeners and the viewers perception of differing languages by exposing them to actual cultural peculiarities.

According to Al Abdali and Kew, "students face various listening comprehension difficulties, and they need more support regarding improving their listening comprehension, which is basically a complex process, and this problem also occurs in Oman" [47]. Since this is a prevalent issue in Oman, contextually, implementing video-based learning, which involves visual aids, making the students engaged while simultaneously involving auditory input, can further enhance their attention span as well as listening skills.

Additionally, students tend to feel intimidated in a traditional learning environment; therefore, with the use of video-based learning, anxiety levels are reduced, especially with the assistance of an equipped, positive teacher who establishes an ambience conducive to better learning and post-test performance. Moreover, the differing advantages include utilising video-based instruction in endorsing the substantial improvement in students' listening skills and educational attainment [48]. In sum, the measured gain in pupils' outcomes scores following the test supports the use of video-based learning in listening skills as a systematic and successful pedagogical paradigm.

*The students' perceptions of using video-based learning in listening lessons:*

*The questionnaire shows positive responses of the students' use of video-based learning in their listening lessons, which offers substantial data concerning the efficacy of this teaching approach.*

Firstly, the response "I feel motivated to listen by watching videos" indicates that students' motivation is positively influenced by visual materials, which leads to an increase in students' engagement with the content and interest in the given materials. This is aligned with previous research, which highlights the motivational advantages of multimedia components in language acquisition [49]. The assumption that incorporating visual stimuli into language training enhances overall class engagement is also supported by the statement that "Watching videos makes listening to lessons more interesting" [50].

Additionally, the statement that "I feel less anxious in listening classes based on videos" highlights the benefits of using multimedia in language teaching. Videos and other forms of multimedia play a vital role in fostering a supportive and low-anxiety learning environment [51]. Traditional language learning environments often induce anxiety, particularly during listening comprehension tasks, where students may struggle to understand spoken language. Therefore, the visual and auditory elements of the videos will provide students with more contextual clues that might make it easier for listening comprehension, which will result in lowering their anxiety levels. This is consistent with the field's research, which indicates that multimedia resources can reduce anxiety by providing a multimodal method of language processing [52].

Furthermore, the belief that "using video in English listening classes is more beneficial in developing my listening skills" is consistent with larger research on the advantages of multimedia for the improvement of language proficiency. Chuang and Ho point out that watching videos is one of the multimedia resources that greatly improves language proficiency [53]. Videos help students strengthen their listening abilities by exposing them to real-world settings and visual context in addition to realistic language usage. Because video content is dynamic, it allows students to interact with a variety of accents, intonations, and communicative contexts, all of which are essential for developing comprehensive language competency. As such, the positive perception of the benefits of video usage for listening skill development aligns with established literature, supporting the notion that multimedia integration contributes positively to language acquisition outcomes. The responses received to the questionnaire not only show favourable opinions of video-based learning but also shed light on its perceived utility in enhancing specific aspects of listening comprehension.

Remarkable results include the statement that "Watching videos to answer comprehensive listening questions is more useful than listening to a textbook CD," which emphasised the advantage of visual cues for developing comprehension. The results are associated with Vandergrift's research, which claims that visual content improves learners' ability to comprehend extended or in-depth listening questions by offering richer contextual clues through the combination of visual and auditory elements [54]. Moreover, the statement "Watching videos simplifies the complex content of the listening script" highlights that visual aids facilitate deeper comprehension, corroborating studies such as Lee and VanPatten's, which emphasise the facilitative role of visuals in the comprehension process. When these results are analysed, it is noticeable that incorporating videos helps students stay motivated and assists their cognitive processes when navigating difficult linguistic patterns [55].

A positive affective response to video-based learning is indicated by the enthusiastic expressions in statements such as "I feel enthusiastic about completing the worksheets while watching the short videos"

and "I feel enthusiastic about participating in listening lessons where the teacher used videos." This emotional involvement supports MacIntyre's argument that affective factors play a major role in language learning [56]. The positive effects generated during video-based activities can contribute to a more enjoyable and motivating learning experience, potentially fostering a positive attitude toward language learning as a whole. This aligns with the idea that positive effects can influence learner motivation and engagement, ultimately impacting language acquisition outcomes. The idea that "watching videos improves my concentration on listening" is supported by research showing how multimedia can help students pay attention and focus on class [57]. Such findings imply that video content, through its engaging visuals and movement, may positively influence learners' attentional focus in listening contexts. All things considered, these findings emphasise the many benefits of using video-based learning in language teaching. Not only is it utilised to help understanding amongst learners, but it can further be used as a prompt to get positive reactions as well as heighten one's focus; thus, with everything to consider, these elements make language acquisition triumphant and enjoyable

#### *Video-based learning to deal with listening difficulties:*

The questionnaire responses indicate that the video-based learning method has advantages as well as confronts the challenges students face when working on listening comprehension activities. According to one of the responses it states that they "can relate (to) what the speaker is talking about, making it easier to follow" which suggests that watching video aids students to understand various contexts strengthened with Vandergrift statement where it has been argued that visual aids are an important component to optimise insight [54]. Additionally, visual signals allow individuals to understand the situation and put into context what is being said therefore, alluding to an integrated grasp of the content.

Another participant noted that they "have less difficulty finding the main purpose of the listening task" which indicates that incorporative visuals that are aesthetically pleasing aids learners in cultivating the main aim of the listening activity. Chuang and Ho support the idea that visual factors in learning plays a part in improving the comprehension of the task [54]. Similarly, another response stated that "It is easier to answer comprehension tasks followed by the video", which once again, goes hand in hand with the understanding that utilising visual aids allows students and learners to easily comprehend information, overcoming difficulties in relation to understanding the task. This validates the premise that audiovisual could offer advantageous reinforcement in the manner of contextual indication and graphic context, making learning exercises less complicated to accomplish.

Mayer highlighted that the cognitive framework of multimodal learning states that both visual and audible factors could ultimately contribute to a superior retention to information [57]. This notion is reflected in another respondent's statement where it has been expressed that "Videos help me to remember the meaning of the long listening text". Thus, suggesting that video-based learning not only enhances one's ability to recall information by giving pupils' memory cues aiding them to memorise content, especially from prolonged listening materials.

Finally, a participant remarked that they "can guess the meaning of difficult phrases by watching videos" stressing on the cruciality of visual media makes challenging linguistic factors more comprehensible. This finding is consistent with that of the earlier referenced scholars, specifically, Vandergrift's demonstrating

how essential indicators of sight are for grasping challenging linguistic components [54]. Therefore, videos that combine both sound and visual commands give pupils further understanding of context, which can assist them in interpreting complex statements, sentences and elements that deal with language. As illustrated, the outcome of Vandergrift's exploration and the current research are in agreement, validating the notion that watching videos aids students in developing an abundant multi-modal awareness that promotes their capability to decipher messages from sophisticated linguistic factors [54]. In acquiring language, the incorporation of optical and sound inputs is an invaluable instrument that enables individuals' numerous possibilities to recognize delicate semantics as well as strengthening their ability to comprehend words in general.

## **6. CONCLUSION:**

In conclusion, the statistical findings confirm the effectiveness of the video-based learning method in improving students' listening comprehension skills. Moreover, the questionnaire results show that students generally have positive attitudes toward using video instruction in English listening classes. They report increased motivation, reduced anxiety, and greater engagement, which aligns with existing research on the motivational and stress-reducing impact of multimedia. The outcomes also emphasise the usefulness of video-based instruction in addressing specific challenges related to understanding, memory retention, and interpreting complex language elements. These positive experiences are in line with previous studies that emphasise the role of multimedia in enhancing language skills. Combining existing literature with students' feedback reinforces the educational value of incorporating videos into language teaching to foster a more effective and engaging learning experience.

### **6.1 Recommendation:**

Researchers can take a look from various perspectives. For instance, in regards to educational institutions, it is significant to invest in and assist in the curriculum's incorporation of video-based learning approaches for listening sessions. In addition, one must give educators the tools and training they need to successfully integrate video into their lessons. Also, it is crucial to make sure students have easy access to computers and a reliable connection to the internet so they can interact with video content.

Next is the curriculum designers. It is recommended to provide software applications that smoothly incorporate video-based learning strategies for a variety of interesting listening activities. Also, examine various web-based platforms for producing and distributing videos that improve listening comprehension.

In addition, it is recommended for the Ministry of Education policymakers to endorse and support the adoption of video-based learning in language instruction. In addition, allocate funds and resources for the development of video content as well as set specific standards and guidelines for utilising video-based learning in listening comprehension sessions.

Lastly, the researchers recommend that English teachers embrace video-based learning strategies in listening classes, utilise a variety of video resources to cater to different learning styles, and design listening exercises that capitalise on the interactive and visual aspects of video content.

## 6.2 Future research:

Further research should focus on several important areas to enhance our understanding of the influence and best application of video-based learning in language training. Initially, investigating the efficacy of video-based instruction at varying levels of proficiency can offer refined perspectives on its versatility in various language learning environments. In order to maximise learning outcomes, researchers can also investigate the best integration strategies, taking into account variables like frequency, duration, and kinds of video content. Also, comparative analyses between various video platforms and resources would offer valuable guidance for educators in selecting the most suitable materials. Longitudinal studies could shed light on the enduring effects of sustained exposure to video-based learning on overall language proficiency. In addition, studying the role of interactive elements in video platforms, the impact of cultural material, and the overall effect on additional language skills will help to create a thorough grasp of the advantages and possible drawbacks of this teaching strategy.

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