



The Influence of Short Digital Audio-Video Clips on Young EFL Learners' Listening Skill

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Abstract

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This study investigated the effectiveness of audio-visual materials in enhancing listening comprehension skills among young Iranian EFL learners. It further explored their perceptions towards using such materials for this specific skill development. To assess this, 65 EFL learners were first evaluated using the Oxford Placement Test to ensure similar proficiency levels (pre-intermediate). From this pool, 50 participants were randomly assigned to either an experimental or control group. The experimental group practiced listening exercises with short audio-video clips, while the control group used textbook exercises. Additionally, semi-structured interviews explored learner attitudes towards audio-visual materials. The results were promising. The experimental group demonstrated significant improvement in listening comprehension compared to the control group. Interviews further revealed a strong preference for audio-video clips due to their engaging nature and exposure to authentic English. Participants expressed appreciation for the opportunity to encounter natural speech flow, diverse accents, and typical speech patterns. Furthermore, video clips were perceived as fostering cultural immersion and understanding, thereby cultivating an appreciation for different cultures. The extensive range of available clips was recognized as enabling differentiation and personalization, catering to the learners' varied learning styles and interests. This study reinforces the role of authentic language exposure in listening comprehension.

تأثیر کلیپهای کوتاه صوتی و تصویری بر مهارت شنیداری زبان آموزان جوان

این پژوهش به بررسی کارآمدی مواد سمعی و بصری در تقویت مهارت درک مطلب شنیداری در میان زبان آموزان جوان ایرانی می پردازد. همچنین، این پژوهش به بررسی نگرش آنها نسبت به استفاده از این مواد برای توسعه این مهارت خاص می پردازد. برای ارزیابی این موضوع، ابتدا از ۶۵ زبان آموز با استفاده از آزمون تعیین سطح آکسفورد برای اطمینان از سطوح مهارت مشابه (میان-مقدماتی) ارزیابی به عمل آمد. از این گروه، ۵۰ شرکت کننده به طور تصادفی به گروه آزمایش یا گروه کنترل اختصاص داده شدند. گروه آزمایش تمرین های درک مطلب را با کلیپ های کوتاه صوتی و تصویری انجام دادند، در حالی که گروه کنترل از تمرین های کتاب درسی استفاده کردند. علاوه بر این، مصاحبه های نیمه ساختاریافته به بررسی نگرش فراگیران نسبت به مواد سمعی و بصری پرداخت. نتایج امیدوار کننده بود. گروه آزمایش در مقایسه با گروه کنترل، بهبود قابل توجهی در درک مطلب شنیداری نشان دادند. مصاحبه ها همچنین ترجیح قوی برای کلیپ های صوتی و تصویری را به دلیل ماهیت جذاب آنها و قرار گرفتن در معرض زبان انگلیسی واقعی نشان داد. شرکت کنندگان از فرصت مواجهه با جریان طبیعی گفتار، لهجه های متنوع و الگوهای گفتاری رایج ابراز قدردانی کردند. علاوه بر این، کلیپ های ویدئویی به عنوان عاملی برای تقویت غوطه وری فرهنگی و درک تلقی می شدند و بدین وسیله قدردانی از فرهنگ های مختلف را پرورش می دادند. گستره عظیم کلیپ های موجود به عنوان عاملی برای ایجاد تمایز و شخصی سازی شناخته شد و به سبک های یادگیری و علایق متنوع زبان آموزان پاسخ می دهد. این پژوهش نقش مواجهه با زبان اصیل را در درک مطلب شنیداری تقویت می کند.

کلیدواژه ها: درک مطلب شنیداری، مواد سمعی و بصری، سطح میان-مقدماتی

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Introduction

Defined as the most frequently used language skill (Morley, 1999), listening serves as the foundation for communication and facilitates understanding of the world (Vandergrift, 2007; Guo & Wills, 2006). Compared to reading, listening provides more frequent exposure to language, essential for acquisition (Peterson, 2001). This exposure allows internalization of linguistic information, crucial for production (Brown, 2001). Additionally, listening fosters development of other language skills, particularly speaking (Rost, 2002; Hasan, 2000). Listening transcends its role as a receptive skill, functioning as a tool for spoken language development (Namaziandost et al., 2018; Yıldırım & Yıldırım, 2016).

Listening is a quintessential skill and the study focused on the use of videos as a tool on its own without integrating other accompanying interactive elements, and although it has shown the benefits of using videos, hence listening is a demanding skill and this needs to be taken into consideration on teachers' part by tapping new strategies and techniques while teaching this skill (Wah, 2019).

Using digital audio files as a potential solution promotes student independence and enhance learning (Chinnery, 2006; Downs, 2008). The study aims to investigate the impact of incorporating audio-video clips on young EFL learners' listening skills and attitudes, drawing on Craig & Patten's (2007) argument that such materials can significantly improve listening comprehension. Mayer (1997) found positive effects of visuals on comprehension, particularly for learners with limited prior knowledge. Ginther (2016) observed no significant impact of visuals on L2 listening comprehension in TOEFL exams, although a potential link to text type was suggested.

Studies by Baltova (1994) and Sueyoshi & Hardison (2005) reported student preference for video-mediated tests, while Coniam (2001) and Suvorov (2008) found preferences for audio-mediated tests. Coniam's participants cited distractions as a reason for disliking videos, while Brett (1997) found participants favoring multimedia over audio or video alone. Hernandez (2004) presented inconclusive results due to unclear instrument wording. Studies by Sulaiman et al. (2017) and Brett (1997) showed improved cognition and learning with video-text content compared to audio-text. Brett (1997) reported contradictory findings, suggesting that audio can sometimes benefit focus, while video can improve comprehension through visual cues and anticipation. Acknowledging the inconsistent findings, the text emphasizes the need for further research to investigate the impact of audio-video clips on young EFL learners' listening skills and attitudes. By examining the influence of new technology on language acquisition, this research aims to answer the following research questions:

RQ1. Does using audio-video clips have any statistically significant effects on developing Iranian EFL learners' listening comprehension ability?

RQ2. What are Iranian young EFL learners' attitudes towards the use of audio-video clips for developing their listening skill?

Audio-clips can help language learners, teachers, and organizations in general to better understand the effect of technology-based listening material usage. Furthermore, insights into this

can help provide teachers with a pedagogical model for how they should design listening tasks to help students and how they should choose useful listening materials for classroom use. Namaziandost (2021).

This study also contributes to the broader field of research by offering valuable insights into the practical effectiveness of incorporating audio-video clips in enhancing learners' listening comprehension. Additionally, the findings emphasize the importance of providing teachers with adequate training on utilizing technology in the classroom to create engaging and interactive learning environments. Fostering awareness among educators about the benefits of audio-visual materials is crucial for encouraging them to integrate technology seamlessly into their daily teaching practices. This could serve as a catalyst for breaking away from traditional methods that neglect the integration of technology, ultimately leading to a more student-centered and 21st-century-appropriate learning experience.

Literature Review

Setiawan et al. (2024) investigated the efficacy of short-form video content, specifically YouTube Shorts, as a pedagogical tool for enhancing listening comprehension among senior high school English as a Foreign Language (EFL) learners. Employing a quantitative, one-group pre-test-post-test experimental design, the study collected data through a listening comprehension test administered to a purposeful sample of 32 tenth-grade students. The findings revealed a significant improvement in listening abilities among the participants. Abdelgawad and Selim (2022) explored the impact of video-based instruction on EFL listening comprehension among preparatory stage pupils. A pre-post listening comprehension skills test was administered to a sample of 60 pupils divided into experimental and control groups. The experimental group received video-based instruction, while the control group followed traditional teaching methods. Statistical analysis, including t-tests and effect size calculations, indicated a significant superiority of the video-based approach in enhancing overall listening comprehension skills. The large effect size underscored the effectiveness of video-based instruction at this educational level. Consequently, the study recommended the integration of video-based teaching into EFL listening curricula and proposed avenues for future research.

Hardiah (2019) investigated the impact of sound-based media in third-grade EFL classrooms. Students predicted lecture content based on sound, suggesting an effort to engage them actively. The author posits that audiovisual media, particularly videos, enhance concentration and focus due to their attention-grabbing nature (supported by Yaacob et al., 2021). This aligns with their observations of weak listening skills in third graders, mirroring similar challenges faced by adult learners. While the study acknowledges the need for specialized approaches like multimedia to improve comprehension, it primarily focuses on the increased attention and focus observed when using sound media. The findings suggest that this approach could be beneficial for enhancing listening skills in EFL contexts.

According to Rosdiana (2018), the broader role of audiovisual media in EFL listening skills development. Defining learning media as tools facilitating communication and knowledge

acquisition, the study emphasizes the importance of media selection in enhancing learning outcomes (as also suggested by Carmichael et al., 2018). Rosdiana argues that effective learning media should spark interest, motivation, and positive learning behaviors by influencing students psychologically. However, their findings indicate a decrease in learning compared to other studies, suggesting the need for careful consideration of media appropriateness and alignment with learning goals.

As noted by Namaziandost(2019), study highlights the limitations of current methods for enhancing listening skills in Iranian EFL students, prompting an investigation into the impact of audio and video aids. Among 40 intermediate learners, the experimental group exposed to video materials demonstrated significantly better outcomes compared to those in the control group using audio CDs. This suggests that integrating both audio and video elements plays a significant role in improving listening comprehension for this target population. This finding aligns with a growing body of research supporting the effectiveness of audio-based approaches in developing listening skills. Ghaderpanahi (2012) found that incorporating authentic and aural listening activities through audiotapes led to measurable improvement in undergraduates' listening abilities. Similarly, Mohamadkhani et al. (2013) reported positive effects on listening comprehension and pronunciation in Iranian high school students using audio files.

Beyond audio, the importance of visual elements is emphasized by Yaqoob and Yacoob (2015), who highlight the ability of audio content to stimulate and facilitate English acquisition. Moreno (2015) further underscores the value of audio as a tool for differentiated instruction in developing listening comprehension skills. Additionally, Asemota (2015) suggests that effective learning media should spark interest, motivation, and positive learning behaviors by influencing students psychologically. Lu (2007) examined how exposure to UK and US podcasts impacted Taiwanese EFL learners with no prior immersion in authentic English. Findings indicated positive effects on listening comprehension and confidence. Anusienė and Kavaliauskienė (2009) investigated challenges faced by students using podcasts and their self-reported strategies for improvement. Results highlighted learner self-awareness and a positive association between podcast use and listening skills. Rahmatian and Armiun (2011) compared audio and video materials, suggesting video can enhance audio understanding in certain cases while audio aids in focusing on auditory elements.

Al Qasim and Fadda (2013) conducted a quantitative study on the impact of student-created podcasts on female Saudi EFL learners' listening comprehension. Their findings showed significant improvement in the experimental group, highlighting the benefits of: Podcasts allow learners to engage outside the classroom at their own pace, fostering autonomy and motivation. Self-directed listening promotes self-awareness and discovery of optimal learning styles. Online podcasts remove external pressures and provide flexible access regardless of learner level. Learners can customize their engagement with listening tasks, further maximizing learning outcomes. Kausar (2013) investigated Pakistani university students' perceptions of audio-visual aids, finding that they facilitated effortless learning and vocabulary retention through multimodal

recall. This is in line with Natoli's (2011) assertion that audio-visuals create strong mental images, aiding comprehension and recall. Guterres (2018) conducted a study on second-grade students in Ensino Secundário Cristal, employing audio-visual materials to improve their speaking skills. The results confirmed their effectiveness in promoting both skill development and encouraging communication.

Albahiri and Alhaj (2020) explored the role of technology-aided language lessons and media elements in stimulating speaking skills. Focusing on YouTube as a source of video aids, their quasi-experimental research with 48 second language learners in Saudi Arabia demonstrated the significant influence of visual elements in driving interaction and engagement. They further emphasized the value of YouTube as a repository of diverse audio-visual materials facilitating meaningful language interactions. These studies collectively suggest that audio-visual materials provide a valuable tool for enhancing second language learning by: Multimodal stimuli aid in comprehension and memory retention. Visual elements promote interaction and engagement in the target language. Platforms like YouTube offer a wealth of audio-visual materials for various learning styles.

Yunus et al. (2018) conducted a quasi-experimental study with 68 EFL students in Indonesia, comparing the effectiveness of authentic English video clips (experimental group) to audio CDs (control group). While both groups displayed improvement, the experimental group achieved significantly higher results, suggesting the enhanced learning facilitated by audio-visual materials. This highlights the synergistic effect of audio and visual elements in creating a more immersive and effective learning environment.

Method

The participants of the study were a sample of 50 EFL learners, studying English at Kish air institute in Bam, Kerman, Iran. They were at the pre-intermediate level of English proficiency. They were both male and female, however in different proportion. Their age ranged from 10 to 15. It should be noted that the participants were chosen through convenience sampling. As Mackey and Gass (2005) put it, convenience sampling is a form of non-random sampling method which is defined as “the selection of individuals who happen to be available for the study” (p. 122).

At the initial stage of the study, the researchers administered the Oxford Placement Test (OPT) to 65 EFL students for the purpose of homogenizing the participants. The participants' performance calculated out of 60 and those who were classified as pre-intermediate (their scores range between 28 and 36) level were selected as the intended participants of this study. The participants were randomly assigned to experimental group who received short audio-video clips and the control group who were exposed to conventional instruction.

The second instrument is a listening test that was used twice, once before and once after the treatment. Key Listening paper has five parts. For each part learners have to listen to a recorded text or texts and answer some questions. They hear each recording twice. In part 1 of the Key English Test learners listen to five short recordings and for each recording they have to choose the best of three pictures. This free KEY Listening Practice Test helps with the second part of the

listening exam. This is a longer monologue. While they listen, they need to complete some notes. There are five gaps to complete. In part 3 of KEY Listening, they hear a longer dialogue and answer 5 multiple choice questions. In part 4 of the A2 Key English Test they listen to five short recordings for the main idea and choose the right option. In this part of the KEY test, they listen to a conversation and do a matching exercise. The Listening section is worth 25% of the total score for the exam. Each of the 25 listening questions scores 1 mark.

To address the third research question pertaining to EFL learners' attitudes toward short audio-video clips, a semi-structured interview approach was employed. The interview questions were developed aligned with the purpose of the study and related literature. The interview questions received expert view judgment to be validated. Two Ph.D. holders in TEFL read the interview questions and provided feedback for their congruence with the study's aims. Given the participants' pre-intermediate English proficiency, the interview was administered in Persian.

The materials used were a number of short English audio-video clips that were suitable for the participants' age and level of proficiency. The short audio-videos clips that were collected via the Internet Such as You Tube. Each learner was provided with several clips and they were asked to watch and listen to the clips then they role played with their classmate. This study followed a complementarity mixed-methods design (Creswell & Clark, 2003). The first phase of the study included quantitative data which examined the effect of short audio-video clips on EFL learners listening comprehension. The dependent variable of the study was learners' listening comprehension and the independent variable was the use of short audio-video clips. The second phase which was qualitative which explored the attitudes of EFL learners towards using short audio-video clips.

At the beginning of the study, descriptive statistics was used to check the homogeneity of the participants in terms of their general proficiency level and their listening comprehension ability. To answer the first research question exploring the effectiveness of using audio-video clips on developing Iranian EFL learners' listening comprehension ability, Independent-Samples t-test was used. To investigate the attitudes of Iranian EFL learners toward the use of audio video clips for developing their listening skill, the researcher transcribed participants' verbatim responses to interview questions in order to maintain closeness to the data. The transcriptions were carefully reviewed for any omissions, and once the data was compiled and organized, the researcher initiated a cyclical process of reading, analyzing, and coding the data to create coherent representations of the learners' perspectives and experiences. The researcher thoroughly examined interview transcripts to identify recurring themes in the participants' perceptions. Furthermore, through thematic analysis, recurring themes were refined and categorized.

Results

The practical phase of this study began with selecting the participants employing convenience sampling and random assignment, as stated in chapter three. To do so, OPT was administered to a group of 65 EFL learners, which enabled the researcher to draw a sample of 50 homogenous pre-

intermediate learners and randomly assign them into one of the two groups in the study, experimental group which received audio-video clips and the control group who were exposed to conventional instruction. The results of descriptive statistics for OPT administered to target participants are displayed in Figure 1 below.

Figure 1

Histogram of Initial Participants' Score on OPT

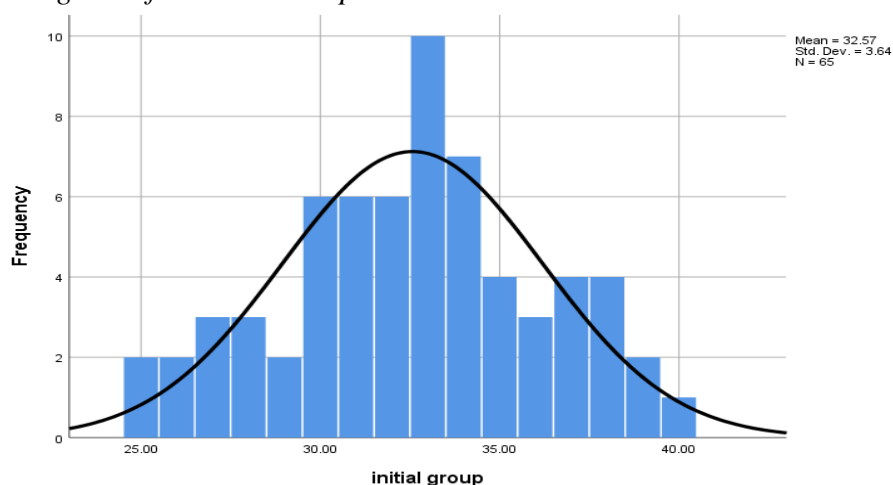
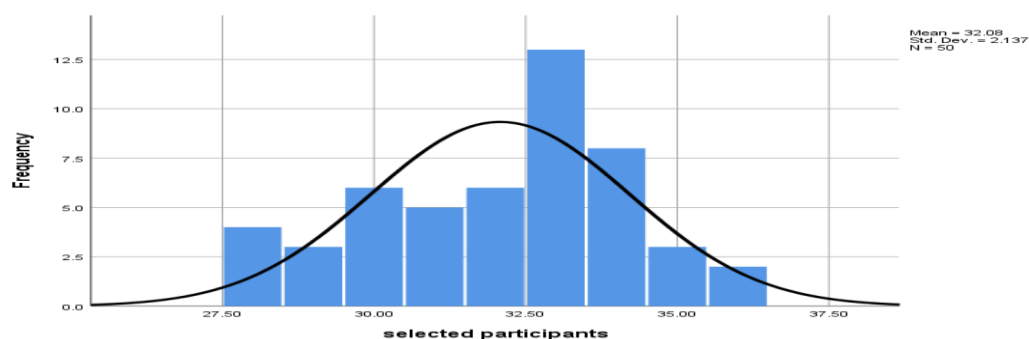


Figure 2

Histogram of Selected Participants' Score on OPT



Results of Research Question One

To answer the first research question exploring any statistically significant effects of using audio-video clips on developing Iranian EFL learners' listening comprehension ability, two Independent Samples *t*-test was run. The first *t*-test was run to ensure that two groups were homogeneous in terms of listening comprehension ability at the outset of the study.

Questionnaire Results

Table 1*Descriptive statistics of Control and Experimental Groups' Score on Pre- administration of KET*

| | Treatment | N | Mean | Std. Deviation | Std. Error Mean |
|---------------------------|--------------|----|--------|----------------|-----------------|
| Pre administration of KET | Control | 25 | 15.720 | 2.03142 | .40628 |
| | Experimental | 25 | 15.360 | 2.13854 | .42771 |

The results of descriptive statistics reveals that the number of participants for each group was 25. The mean score control group was 15.72 with the standard deviation of 2.03. For the experimental group the mean was 15.36 with the standard deviation of 2.13.

Table 2*Independent Samples Test Comparing Control and Experimental Groups' Score on Pre administration of KET*

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|--|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Equal variances assumed | | .099 | .755 | .61 | 48 | .545 | .36000 | .58992 | -.82610 | 1.5461 |
| Equal variances not assumed | | | | .61 | 47.874 | .545 | .36000 | .58992 | -.82618 | 1.5461 |

Preliminary checks guaranteed that no assumptions were violated as Levene's test showed that there was no significant difference between the variances of the two groups of control and experimental on listening comprehension test ($p = .75$, $p > .05$). Table 2 reveals that there was no statistically significant difference in scores of control group ($M = 15.720$, $SD = 2.003$, two-tailed) and experimental group ($M = 15.360$, $SD = 2.13$; $t(48) = .61$, $p = .54$, $p > .05$) on pre administration of listening comprehension test.

In order to assess the effectiveness of using audio-video clips on learners' listening comprehension, another Independent-Samples t-test was run to compare the control and experimental groups' means on the post administration of listening comprehension test. The results of it are displayed in Table 4. Table 5 illustrates the results of descriptive statistics.

Table 4*Descriptive statistics of Control and Experimental Groups' Score on Post- administration of KET*

| | treatment | N | Mean | Std. Deviation | Std. Error Mean |
|----------------------------|--------------|----|---------|----------------|-----------------|
| Post administration of KET | control | 25 | 16.2400 | 2.38537 | .47707 |
| | experimental | 25 | 19.0400 | 2.05102 | .41020 |

For the control group, the mean score for post-test showed to be 16.24 with the standard deviation of 2.38. Besides, for experimental group the mean score for post-test was 19.04 with the standard deviation of 2.05.

Table 5*Independent Samples Test Comparing Control and Experimental Groups' Score on Post-administration of KET*

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Equal variances assumed | .43 | .51 | -4.45 | 48 | .000 | -2.80 | .629 | -4.065 | -1.53 |
| Equal variances not assumed | | | -4.45 | 46.945 | .000 | -2.80 | .629 | -4.065 | -1.53 |

Preliminary checks guaranteed no violation of assumptions as Levene's test showed that there was no significant difference between the variances of the two groups of control and experimental score on post administration of listening comprehension test ($p = .51$, $p > .05$). Results show that there was statistically significant difference in scores for control ($M = 16.24$, $SD = 2.38$) and experimental group ($M = 19.04$, $SD = 2.05$; $t(48) = -4.45$, $p = .00$, $p < .05$) on the post administration of listening comprehension test.

Results of Research Question Two

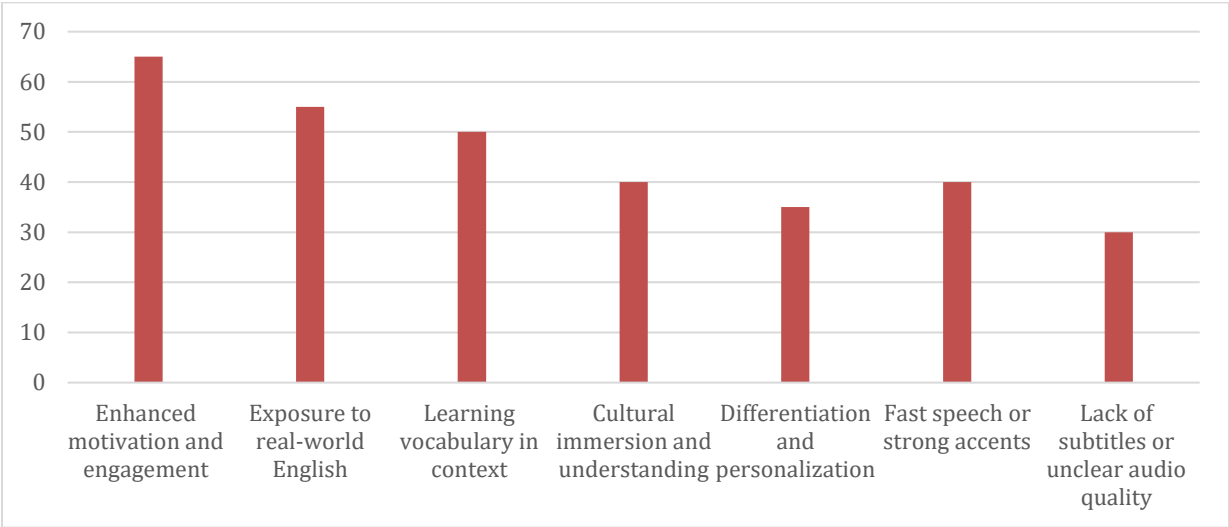
Based on the results of the quantitative section regarding the effectiveness of using audio-video clips on learners' listening comprehension, we decided to use qualitative methods to collect more data about the learners' attitudes towards using audio-video clips for developing learners' listening comprehension and therefore gain a deeper understanding of their views. A thematic analysis of the interview data revealed generally positive attitudes among Iranian young EFL learners towards utilizing audio-video clips for honing their listening comprehension skills. Learners perceived

video clips as more engaging and enjoyable. They expressed appreciation for the exposure to authentic English, encompassing its natural flow, diverse accents, and typical speech patterns. Furthermore, the participants indicated that the visual component facilitated vocabulary acquisition by establishing a contextual link between words and their meanings. They also asserted that video clips provided opportunities for cultural immersion and understanding, thereby fostering an appreciation for different cultures. The extensive variety of available clips enabled differentiation and personalization, catering to the learners' varied learning styles and interests. However, the analysis also identified potential challenges. Learners might encounter difficulties when confronted with strong accents or rapid speech in the clips. Additionally, they reported that the absence of subtitles or poor audio quality could hinder comprehension and lead to a frustrating experience.

Table 6
Extracted Themes of Learners’ Attitudes towards Audio-video Clips

| Extracted themes | Percentage |
|--|------------|
| Enhanced motivation and engagement | 65 |
| Exposure to real-world English | 55 |
| Learning vocabulary in context | 50 |
| Cultural immersion and understanding | 40 |
| Differentiation and personalization | 35 |
| Fast speech or strong accents | 40 |
| Lack of subtitles or unclear audio quality | 30 |

Figure 3
Extracted Themes of Learners’ Attitudes towards Audio-video Clips



Enhanced Motivation and Engagement

The majority of learners were of the opinion that traditional listening activities can feel repetitive and dull. Audio-video clips, with their visual component and often entertaining content, can be more engrossing and enjoyable for learners. This leads to increased engagement (active participation) and a more positive attitude towards listening practice.

Excerpts:

"Textbooks are boring! I'd rather watch a movie in English. It's more fun and keeps me interested." - Sarah

"Listening exercises put me to sleep! Shows and documentaries are way more exciting, and I still learn English." – Amir

"I actually look forward to listening practice now that we use videos in class. It feels less like a chore." - Leila

Exposure to Real-World English

Learners believed that unlike controlled language environments in textbooks, audio-video clips present learners with authentic language and English used in everyday situations. This includes the natural flow, cadence (rhythm and intonation), and accents of spoken English. By experiencing this "real-world" language, learners can bridge the gap between classroom learning and practical communication.

Excerpts:

"Textbooks sound kinda fake, but movies and shows use English how people really talk. It helps me understand things better." - Sarah

"Listening to English in movies is like listening to people having a normal conversation. It's way more helpful than classroom exercises." - Reza

"I can finally understand why people talk so fast in real life! Watching English videos helps me get used to it." - Darya

Learning Vocabulary in Context

Learners acknowledges that audio-video clips often present vocabulary within a visual context. This allows learners to connect words with their meanings through what they see on screen. This visual reinforcement can significantly improve vocabulary acquisition (learning new words) and retention.

Excerpts:

"Videos are cool because I can see what's happening and hear the words at the same time. It helps me learn new vocabulary faster." - Ali

"In shows, they use words while showing you what they mean. It makes it easier to understand and remember new vocabulary." - Farhad

"Sometimes subtitles help too, especially when they show the word and its meaning at the same time." - Leila

Cultural Immersion and Understanding

Audio-video clips can provide a window into different cultures. By experiencing the language used

in various contexts and settings, learners gain a deeper understanding of how cultural factors influence communication. This fosters cultural awareness and appreciation.

Excerpts:

"Watching shows from different countries helps me understand how people use English differently. It's like learning a little bit about their culture too." – Leila

"Movies can show you traditions and customs from other places. It helps you understand the language better by seeing the culture behind it." - Hassan

"Sometimes they use slang in videos, which you don't learn in textbooks. It helps you understand how people talk in everyday life, depending on where they're from." - Amir

Differentiation and Personalization

With the vast variety of audio-video clips available, educators can cater to diverse learning styles and interests. Learners can choose clips that resonate with them, leading to increased engagement and a more personalized learning experience which are tailored to their individual needs.

Excerpts:

"I prefer watching documentaries because I'm interested in science. It makes learning English more fun for me." - Leila

"I don't like listening exercises, but I love watching cartoons in English! It's a way more enjoyable way to learn." - Darya

"There are so many types of videos out there. I can find ones about music, sports, or anything I like, and still practice my listening skills." - Kamran

Difficulty with Unfamiliar Accents and Speech Speed

They believed that although exposure to diverse accents can be beneficial in the long run, encountering strong accents or rapid speech in audio-video clips can pose challenges for learners, especially beginners. This can lead to comprehension difficulties. The unfamiliar rhythm, pronunciation, and vocabulary used in strong accents can be frustrating for learners still developing their listening skills. Similarly, fast speech can make it hard to keep up with the flow of conversation, hindering comprehension.

Excerpts:

"Sometimes the actors talk way too fast in movies! It's hard to understand them, even with subtitles." - Sara

"Some English accents sound really different. It's hard to get used to them at first, especially when watching shows from other countries." - Hassan

"I get lost sometimes if the people in the video speak with a strong accent. It would be easier if they spoke slower." – Reza

Lack of Subtitles or Unclear Audio Quality

Learners confessed that the effectiveness of audio-video clips for listening practice can be

hampered by two factors: lack of subtitles and unclear audio quality. Subtitles provide learners with a written representation of the spoken words, aiding comprehension, especially when encountering unfamiliar accents or vocabulary. Without subtitles, learners may struggle to follow the conversation. Similarly, poor audio quality can make it difficult to hear the spoken language clearly, hindering comprehension and making the activity frustrating.

Excerpts:

"The sound quality on some videos is terrible! It makes it hard to hear what they're saying."

- Amir

"Subtitles are really helpful, especially when the speakers have strong accents. They help me understand what's going on." - Darya

"If there are no subtitles, I get lost easily. It would be better if all the videos had them." - Farhad

Despite the challenges, Iranian young EFL learners seemed to value the benefits of using audio-video clips for listening practice. They found it to be a more engaging and effective way to improve their listening skills compared to traditional methods.

Discussion

This study investigated the potential of audio-video clips as a tool for enhancing listening skills in young Iranian EFL learners. In addition, their attitudes towards the use of audio-video clips for developing their listening skill were explored. The results of the first research question revealed that audio-video clips significantly improved Iranian EFL learners' listening comprehension ability. These findings strongly support existing research in this field. Namaziandost (2019) emphasized the key role of integrating audio and visual elements in boosting listening comprehension. This aligns with the concept of multimedia learning, where multiple sensory channels like sight and sound work together to enhance learning outcomes. In our study, the visual component of the video clips likely helped learners connect spoken words with their real-world context, facilitating comprehension. Similar studies by Ghaderpanahi (2012) and Mohamadkhani et al. (2013) also support the effectiveness of audio-based activities. Ghaderpanahi found that incorporating authentic listening materials like audiotapes improved listening skills in undergraduates. Mohamadkhani et al. reported positive effects on listening and pronunciation in high school students using audio files. These studies highlight the importance of exposure to authentic language in developing listening skills. Audio-video clips offer an advantage by providing both spoken language and visual cues, enriching the learning experience. Yunus et al. (2018) further contributes by emphasizing the synergistic effect of audio and visual elements. Their research suggests that these elements work together to create a more immersive and effective learning environment. By combining visual context with spoken language, audio-video clips can create a more engaging and relatable learning experience for young learners. The second research question explored the attitudes of Iranian young EFL learners towards using audio-video clips for developing their listening skills. The findings reveal a generally positive sentiment, with learners appreciating the engaging nature and real-world benefits of this approach. A pivotal advantage identified in the research is the enhanced engagement and motivation compared to traditional

listening activities. This can be attributed to the inherent appeal of video clips. The dynamic interplay of visual components, storylines, and diverse content effectively captures learners' attention, transforming them from passive recipients of information into active participants in the learning process. This aligns seamlessly with established theories of multimedia learning, which posit that combining visual and auditory information fosters superior comprehension and retention (Mayer, 2005). Furthermore, the findings resonate with Rosdiana (2018), whose research demonstrated that audio-visual media effectively ignites learner interest, motivation, and positive learning behaviors. Similarly, Asemota (2015) suggests that audio files, when strategically incorporated, can facilitate the creation of engaging activities that promote active listening.

Another significant positive aspect highlighted by the research is the exposure to authentic English offered by video clips. Learners encounter the natural flow of speech, diverse accents, and everyday speech patterns used in real-world communication. This bridges the gap between the controlled language of the classroom and the complexities of authentic language use, a cornerstone of communicative language teaching (CLT) approaches (Littlewood, 2014). The current study's findings echo those of Rohani et al. (2012), who investigated the attitudes of intermediate EFL learners towards idiom learning and compared the effectiveness of written and video-graphic contexts on their long-term and short-term retention. The results demonstrated that participants who learned unfamiliar idioms through a video-graphic presentation significantly outperformed the written group in long-term retention, suggesting the benefits of multimodal learning for deeper memory encoding.

The research extends its insights beyond the realm of listening comprehension, suggesting that video clips offer additional benefits. The visual component acts as a powerful tool for vocabulary acquisition by establishing a contextual bridge between words and their meanings. This aligns with the concept of multi-sensory learning, which posits that utilizing multiple senses can enhance learning outcomes (Crossen, 2009). The findings resonate with Kausar (2013) whose study revealed that Pakistani university students perceived audio-visual materials as facilitating effortless learning and vocabulary retention through multimodal recall. Similarly, Natoli (2011) asserted that audio-visuals create strong mental images, thereby aiding comprehension and recall.

Finally, the vast array of video clips available empowers educators to embrace differentiation and personalization in their instruction, catering to the diverse learning styles and interests of their students. Learners can choose clips that resonate with them, potentially leading to increased motivation and engagement. This aligns with the emphasis placed by Moreno (2015) on the value of audio as a tool for differentiated instruction in developing listening comprehension skills.

Conclusion

This study has provided compelling evidence for the effectiveness of audio-visual clips in enhancing listening comprehension and fostering positive learner attitudes towards listening skill development in young Iranian EFL learners. The significant improvement in listening comprehension scores demonstrably supports the integration of audio-visual materials into EFL

listening curriculum. The exposure to authentic English, encompassing natural flow, diverse accents, and everyday speech patterns, aligns with current communicative language teaching methodologies that emphasize real-world language use.

Furthermore, the study sheds light on the multifaceted benefits perceived by learners. The engaging and enjoyable nature of video clips enhances motivation and promotes a positive learning experience. The visual component acts as a powerful tool for vocabulary acquisition by creating a contextually rich environment that links words to their meanings. Additionally, video clips foster cultural immersion and understanding, broadening learners' perspectives and appreciation for different cultures. The vast array of available audio-visual materials allows for differentiated instruction, catering to individual learning styles and interests.

However, the study also identifies limitations that warrant further consideration. The potential difficulties associated with strong accents or rapid speech within the clips highlight the need for scaffolding strategies, such as pre-listening activities or graded materials, to ensure appropriate levels of challenge. Furthermore, the impact of missing subtitles or poor audio quality underscores the importance of technical considerations when selecting and utilizing audio-visual resources.

In conclusion, this study has demonstrated the positive impact of audio-visual materials on both listening comprehension and learner attitudes in young Iranian EFL learners. By acknowledging the potential challenges and implementing appropriate instructional strategies, educators can effectively harness the power of audio-visual tools to create a stimulating and effective learning environment for developing listening skills. The study reinforces the role of authentic language exposure in listening comprehension. By incorporating natural flow, diverse accents, and everyday speech patterns, audio-visual materials align with communicative language teaching principles that emphasize real-world language use. This finding strengthens the theoretical framework of multimedia learning, providing empirical evidence that combining auditory and visual information can enhance listening skills. Additionally, the research sheds light on the motivational aspects of audio-visual materials. The engaging and enjoyable nature of video clips suggests a potential link between multimedia integration and increased learner motivation, a concept worthy of further exploration within the field of second language acquisition (SLA).

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