

## Self-Directed Learning and Oral Communication Development Through Film Engagement

---

Omar Y. Haddad  
Faculty of Education, University of Manchester,  
Manchester, United Kingdom

Ravi K. Patel  
School of Language Studies, University of Toronto,  
Toronto, Canada

**Abstract:** The main aim of this study is to help EFL students' improve their oral communication proficiency out-of-class. To achieve that, video-movie was chosen as a medium for improving the subjects' oral communication proficiency. It was hoped that movie could function as a pseudo-immersion for the students, an accessible and easy alternative to being in the English native countries. Based on that, this study aim has been transformed into this research question 'what effect does self-directed learning using movies has on the students' perceived oral communication proficiency?'. To answer that, six first year students at the faculty of English language and literature, Ajloun University in Jordan, were selected based on purposive sampling and divided equally into two groups, treatment and control, based on random assignment. The subjects in both groups were asked to take the self-assessment language test twice, once before the beginning of the case study scheme and another after. Likewise, to be interviewed twice, and to fill in the study notes during the case study scheme. Only the treatment group were given eight movies with its guides and asked to self-study with it over eight weeks. The results from the case study indicated that movie could help improve the students' oral communication proficiency with higher post-test scores than pre-test scores. Methodological triangulation from both the interviews and study notes also supports the assertion that movie improved the subjects' oral communication proficiency. The subjects in the treatment group revealed in the post-interview that movies helped improve their listening skills and two subjects suggested that it could possibly have helped improve their speaking skills as well. Their perception in their study notes also supports the results. In conclusion, it is very likely that self-directed learning using movies has improved the students' oral communication proficiency. This study has implications for practical applications in language teaching and learning which suggests that movie can be effective out of class. In addition, the results suggest that further larger scale investigations into students' language improvement out of class will be worth carrying out.

**Keywords:** *Self-directed learning, movie, oral communication*

---

### INTRODUCTION

EFL students' poor level of linguistic proficiency has raised many concerns about English teaching and learning in most, if not all, EFL countries where English is not spoken commonly.

A lot of attempts to promote students' level of linguistic proficiency have been considered. These attempts have led to a real change in the methods of teaching to shift from a focus on receptive skills and knowledge to an emphasis on productive skills. As a result, English language teaching methodology has been shifted from the traditional approach, grammar-translation, to Communicative Language Teaching approach (CLT) during which the main focus on developing learners' communicative competence in the targeted language (Al-Ahdal et al, 2014).

However, oral communication especially speaking is a vital skill but difficult to be acquired in a language class as it presents a large number of challenges to second language learners for many reasons (Feng, 2007; Luoma, 2004; Bozatlı, 2003). In the first place, it encompasses a complex cognitive processing task that is challenging for second language learners to accomplish (Saint-Leger, 2009; Bygate, 2009). As such, it requires learners to understand and employ linguistic, non-linguistic, and contextual parameters such as mimics, gestures, and body language in an effective way to construct and receive meaning by producing and receiving utterances (Aydın, 2001; Cheng, 2005; Wilson, 2006). In addition to other psychological factors and the cognitive demand, extra challenge with oral communication is that in the EFL context where English is taught as a foreign language, learners have a limited number of opportunities, if not any at all, to use the targeted language outside of the classroom. Thus, language stakeholders need to find ways to extend the oral communication practices out of class to expose their learners to the target language more effectively, rather than purely rely on in-class limited activities (O'Malley & Pierce, 1996) ( as cited in Göktürk, 2016, p. 72).

In order to enhance learners' oral communication skills, to increase exposure, to foster self-reflection, and to increase the amount of extensive practice of oral communication skills, a number of multimedia technologies have been recently employed in language context (Christianson, Hoskins, & Watanabe, 2009; Hsu, Wang & Comac, 2008; Lynch, 2001, 2007). Out of these, digital video has received considerable attention from researchers and educators (Cooke, 2013; Mennim, 2003, 2012; Pop, Tomuletiu, & David, 2011). Hence, digital video has been used not only in teaching, but also the assessment of oral communication proficiency. Although several studies have investigated the utilization of digital video in foreign/second language speaking/listening classes as a way of increasing learners' exposure to the target language, the majority of these studies either only focused on learners' perceptions of the incorporation of digital video into listening and speaking classes, or were conducted in an ESL/EFL context in-class, where learners might have very limited time to practice the target language (Göktürk, 2016, p. 72).

Likewise, the growing interest among ESL/EFL learners and teachers in technology-based learning contexts has resulted in the combination of traditional classrooms with the vast use of computerized learning and teaching methods known as blended learning environments. As distinguished by Neumeier (2005), blended learning environments are normally composed of two modes of delivery: computer assisted learning (CAL) and face-to-face (F2F). However, the crucial point is that normally these two modes are studied and combined inside the classroom and literature lacks enough investigation and research in the technology-enhanced out-of-class language learning (OCLL) environments (Benson, 2001; Benson, 2011; Richards, 2015), particularly in EFL contexts where learners still have very little or no exposure to English beyond the classroom (as cited in Fathali, & Okada, 2016, p. 54). Besides, few attempts, if any at all, have been taken to research the effectiveness of movies on learners' perceived oral communication proficiency out of class, particularly in Jordan context.

On the basis of these reasons, the current research is designed mainly to investigate Jordanian EFL students perceived linguistic proficiency and to examine the utilization of digital video in self-directed learning as a way of improving oral communication proficiency. Also, to offer insights into the implementation of digital movies in self-directed learning as well as implications for the use of video movies out of class.

## LITERATURE REVIEW

Technology has been proven to influence education in every aspect. Don Knezek, the CEO of the International Society for Technology in Education, compares education without technology to the medical profession without technology. The adoption of technology in language learning has shown great potential for improving proficiency. ACTFL, American Council On The Teaching Of Foreign Language, (2017) strongly recommend using technology in language learning and points out merits of that "Technology can and should be used by language educators to enhance language instruction, practice, and assessment, as articulated in the World-Readiness Standards for Learning Languages. Through the purposeful use of technology; students read, listen to, and view authentic, engaging, and timely materials from the target culture. Students practice interpersonal skills as they interact via video, audio, or text in real-time with other speakers of the target language."

Williams (2014) identified the major technology supporter tools related to language learning by stating that "A major development in language tech has been the use of video, according to Stannard. "The potential of video is incredible". Mark Warschauer, professor of education and informatics at the University of California, agrees: "Technology can provide audio-video materials that can be paused, repeated, played more slowly or quickly".

Berk (2009) identified the learning value of video clips and stated 20 potential outcomes: 1. Create memorable visual images; 2. Decrease anxiety and tension on scary topics; 3. Set an appropriate mood or tone; 4. Make learning fun; 5. Inspire and motivate students; 6. Serve as a vehicle for collaboration; 7. Provide an opportunity for freedom of expression; 8. Foster deeper learning; 9. Stimulate the flow of ideas; 10. Foster creativity; 11. Increase understanding; 12. Increase memory of content; 13. Build a connection with other students and instructor; 14. Improve attitudes toward content and learning; 15. Draw on students' imagination; 16. Energize or relax students for learning exercise; 17. Create a sense of anticipation; 18. Generate interest in class; 19. Focus students' concentration; and 20. Grab students' attention (page. 2).

Rismawati (2017) aimed to investigate the impact of using authentic videos on ESL students' listening skills. To do so, 68 students were selected to participate in this study and divided equally into two groups, treatment and control. The subjects in the treatment group were taught by using authentic video, while the subjects in the control group were taught by using audio Compact Disc (CD). The findings revealed that subjects taught by using authentic video achieved higher results in listening than those taught by audio compact disc (CD).

Kim (2015) aimed to investigate the effect of the use of video on improving listening comprehension. To do so, 86 participants were selected from Korean university and divided into three groups based on their test scores (low, intermediate, and advance). The subjects studied the same lessons using authentic video materials. The findings reveal that the subjects' listening skills significantly increased after learning with the video authentic materials. Also the results revealed that listening improvements for the advanced and intermediate proficiency groups were greater than those of the low proficiency group. In addition, the subjects responded positively regarding their perceptions toward using video for improving their listening skills.

Bal-Gezegina (2014) conducted a study to find out “significant difference between teaching vocabulary with video or audio-only materials, also the students’ attitudes and preferences for learning vocabulary with video vs. audio”. To reach the target, 50 Turkish students at Amasya University in Turkey were selected. The results of this study indicated that using video is more efficient than audio in the process of second/foreign language learning/teaching. Particularly in EFL settings where learners have relatively limited access to authentic spoken language materials, video is considered as a shelter.

Woottipong (2014) proposed a study to investigate the use of video materials on the university students’ listening skill and to evaluate their attitudes towards the use of video materials in teaching listening skills. By simple random sampling, 41 were selected to participate in this study. Three research instruments were used; English comprehension tests, lesson plans, and a questionnaire. The result of this study showed that using authentic video materials has a positive effect on student’s listening comprehension ability and improve listening proficiency in the second language significantly due to the combination of sound and visual images which stimulate learner’s perceptions. In addition, tone and speed of speech in authentic video are spontaneous, similar to that made in daily-life situations. It can be concluded based on the result of this study with teaching implications that video can contribute positively to English language learning and processing. It helps students in developing listening skills, in learning new vocabularies and in creating autonomous learning.

Matthew & Alidmat (2013) conducted a research addresses and explores “EFL students’ perception about the use of audio-visual aids in the classroom and their approach to audio-visual resources in the classroom”. To achieve that, 15 Saudi Arabian undergraduate students were selected to participate in this study. All the subjects were Arabic natives and their major is English Language and Literature. The subjects were requested to respond to the questionnaire in the form of writing and to express their views impartially. After the data was collected and analyzed, the results reveal that the students gave interesting responses to the questions related to video. “Some students cannot get the information in traditional ways but using audio-visual aids will help them to understand better. Other opinions related to improving English language skills by listening to native speakers and making the classroom sessions interesting. Students also felt that audio-visual aids can be useful when teachers find certain language terms difficult to explain on the white boards. EFL students are of the opinion that audio-visual aids can help their understanding”. Based on this study finding, it can be concluded that video as always is beneficial for second/foreign language learning/teaching and has undeniable positive impacts on the four skills of a language.

Potosi et al. (undated) proposed to investigate the impact that videos have on listening skill as well as the student’s perceptions about their listening skills developed through the video. To conduct that, five public university students in a TEFL program in Colombia were selected to take part in this research. Four instruments were used in this qualitative study: students’ reflection questionnaires, field notes, interviews and comprehension tests. The data obtained from each instrument were analyzed, codified and grouped into categories in order to get relevant information. After the continuous contrastive analysis, the researchers triangulated the information gained from the four research instruments identifying the similarities to create new categories in order to answer the research questions. This study suggests that after seven sessions of exposure to videos in a TEFL context, students improved their listening comprehension skill.

Harker (2004) conducted her study for the purpose of improving EFL teachers’ spoken language proficiency. To achieve that materials based on video were chosen and prepared for use in case studies. The video materials were used over a semester to improve the teachers’ spoken language. The effect of the video materials on the teachers’ spoken English proficiency

was investigated by comparing self-assessment and other test scores for spoken English proficiency, before beginning to use the selected video materials, and after they had finished using the materials. The findings revealed that using video could help improve the teachers' spoken language proficiency with higher post-test scores than pre-test scores.

Based on this literature, it can be concluded that videos offer a variety of benefits, not only to improve the language listening skills, but also to learn the correct pronunciation, to gain new vocabulary, to reinforce pronunciation and to become aware of the English language components. Furthermore, video stimulate autonomous learning and increase students' motivation.

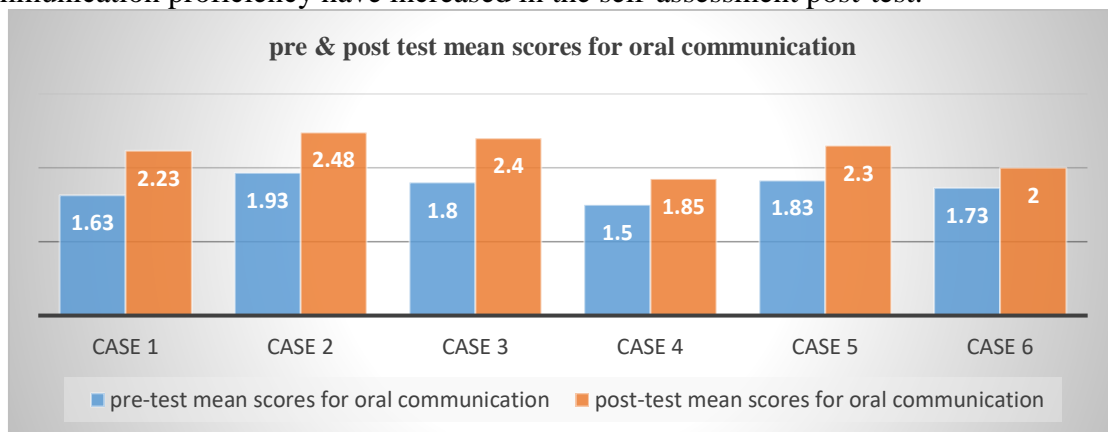
**RESEARCH METHODOLOGY**

The main aim of this study is to help EFL students' improve their oral communication proficiency out-of-class. To achieve that, the study has been designed to answer the research question "What effect does self-directed learning using movies has on the students' perceived oral communication proficiency?"

To answer that, six first year students at the faculty of English language and literature, Ajloun university-Jordan, were selected based on purposive sampling and divided equally into two groups, treatment and control, based on random assignment. The subjects in both groups were asked to take the self-assessment language test twice, once before the beginning of the case study scheme and another after. Likewise, to be interviewed twice, and to fill in the study notes during the case study scheme. Only the treatment group were given eight movies with its guides and asked to self-study with it over eight weeks.

**RESULT AND DISCUSSION**

Figure 1 shows the case studies' pre- and post-self-assessment mean scores for their oral communication proficiency. It's obvious that all subjects' total mean scores for oral communication proficiency have increased in the self-assessment post-test.



**Figure 1 Pre-/post-test scores for oral communication**

Also as shown below in table 1, the subjects' total scores of the pre- and post-test for oral communication proficiency have gone through some changes. The changes are upwards for all the subjects. Case 4 (control) posttest total score is 14 points higher than her pretest. Case 5 (non-user) (control) posttest total score is 19 points higher than her pretest. Case 6 (control) posttest total score is 19 points higher than his pretest, and case 1 and 3 (treatment) posttest total score is 24 points higher than their pretest. Case 2 (treatment) posttest total score

is 22 points higher than her pretest. The differences in control group (case 4, 5, and 6) total scores for the pre- and the post-test are not very big (14/ 19 / 11 points) respectively. On the other hand, The differences in treatment group (case 1, 2, and 3) totals for the pre- and the post-test are bigger (24/ 22/ 24) respectively. However, the directions are consistently upwards for both groups.

**Table 1 Changes in Oral Communication Total Scores**

CASE STUDIES	CASE 1 (TREATMENT)		CASE 2 (TREATMENT)		CASE 3 (TREATMENT)		CASE 4 (CONTROL)		CASE 5 (CONTROL)		CASE 6 (CONTROL)	
SA TEST	SA PRE	SA POST	SA PRE	SA POST	SA PRE	SA POST	SA PRE	SA POST	SA PRE	SA POST	SA PRE	SA POST
TOTAL SCORE	65	89	77	99	72	96	60	74	73	92	69	80
difference in scores	24		22		24		14		19		11	

It is evident that the post-scores have changed from the pre-scores. When comparing the changes in the total scores, the smallest changes are found in the (case 4, 5 and 6). Both groups have a difference in their total scores. As for the treatment group, the changes are greater. When comparing the changes in point scores for individual questions, once again, the control group cases show the smallest changes among the subjects. In the cases of the 3 treatment group cases, the changes are more evident. In other words, all the three subjects who used video have a higher post score on the SA oral communication test. In the same vein, non-users also have gains in their post scores, although the gains are not as great as those of video-users.

From the above results, it can be concluded that using video appears to have helped improve the subjects' oral communication proficiency, listening and speaking, which is an encouraging result given that using video was not expected to directly help to improve speaking skills.

In addition, the three video-users' opinions also support the assertion that movie was helpful in improving their listening skills. When asked in which skill areas movie was most helpful in the post interview, the three video-users agreed that it was most helpful for listening skills. One of them said:

Least useful in writing and reading. Most useful in listening and speaking. Not much in speaking. Listening is the best improved. Images helped me to know the meaning of difficult voices. Listening improved much.

Another user stated his opinion as follows:

Helpful three skills, one listening from movies, two reading from video guide, three writing from study notes, helpful not speaking, little from you week meeting. I want improve conversation. Speaking important excellent conversation. I want speak others, I can't find too social networks.

The third movie-user said:

Most useful listening. Least useful speaking. Not big useful reading and writing. Movie guide improve little reading. Study notes improve little writing. Movies improve listening big.

In sum, all case study subjects agreed its usefulness in improving listening skills and two subjects suggested that it could possibly have helped improve their speaking skills as well. Also, one of the case study subjects mentioned other skill areas, suggested that it could possibly have helped improve her reading and writing as well but not speaking.

Movie-users' perception in their study notes also supports the results. In several places of their study notes, all case study subjects reported in their study notes their perception of their increased listening abilities towards the end of the case study. Two subjects also reported in their study notes that it could possibly have helped improve their speaking skills. Case 2 also nominated reading and writing skills in response to the question about improved skill area in the study notes toward the end of the case study.

Using video movie was originally intended to focus on helping the students' listening skills and possibly speaking skills. Therefore, these results of higher post-listening test scores for video users are very promising and encouraging as well. The results agree with other research findings (Rismawati, 2017; Kim, 2015; Bal-Gezegina, 2014; Woottipong, 2014; Matthew & Alidmat, 2013). The current study shows that video movie can benefit students as low level learners. In addition, using video in self-directed learning can indirectly encourage students to become independent learners.

However, the results need to be treated with caution for several reasons. First of all, we need to ask if the change in the scores of the movie-users could be due to some factors other than video movie. The possibility cannot be ignored that familiarity with the tasks and the testing procedures could have positively affected the self-assessment test-takers' performance on the post-test. In other words, the possibility cannot be excluded that these factors could affect the test-takers' improved performance on their post-test. Nonetheless, this does not explain why video users have more gains in their post-test scores than non-users.

In addition, one video-user indicated that video might have helped improve her speaking skills. In her post-interview, case I stated that video was possibly helpful to speaking as well as listening, and also explained in her study notes why ' I memorize full sentences from movie, I will use in my speaking'. In her interview, she said:

Least useful in writing and reading. Most useful in listening and speaking. Not much in speaking. Listening is the best improved.

In conclusion, it is highly unlikely that using video has helped improve the subjects' speaking proficiency in a direct way, but it has been achieved indirectly. Undoubtedly, improving subjects' listening skills will have an enormous impact on their ability to learn to speak in the targeted language (Steve, 2018; Bozorgian, 2012; Nunan, 2003).

Above all, using video-movies in self-directed learning seems to have positive washback effects according to the subjects in the case study (satisfying also the condition of catalytic validity). Interviews with the three-movie users seem to reveal that the subjects were motivated to do more in future to improve their English instead of finishing doing what they were given under the case study scheme. When asked in the post interview, the three movie-users pointed out a positive side effect of using movie under the case study scheme, and showed enthusiasm for using movies in future to improve their English which means they have been ignited to be independent learners. One of the case studies said:

Movies improved my English. I will watch more and more movies. In this scheme, only the eight movies, in future more movies. In scheme one movie for one week, in future same thing one week one movie. I like to be good English teacher, I use movies to be good English teacher.

Another said:

I will use video in future improve linguistic proficiency because after case study I think video improve linguistic proficiency

Based on this study findings, the hypothesis that 'Self-directed learning using movie will have a positive effect on students' oral communication proficiency', was confirmed with video movie users' better performance on their post self-assessment tests. In addition, video movie users' perception about their increased oral communication proficiency as a result of using video-movie both in their post-interviews and study notes also ties in with the results. Therefore, it is very likely that self-directed learning using movie affected the students' oral communication proficiency positively. In conclusion, the results fail to reject the null hypothesis.

### **CONCLUSIONS AND SUGGESTIONS**

The study findings suggest that using video-movie can be an effective way of learning the target language. Therefore, video could be usefully applied to different learning situations. First of all, it can be used inside and outside classroom. A lot of research findings indicate that video could help students' learning, as shown in (Bal-Gezegina, 2014; Woottipong, 2014; Mathew & Alidmat, 2013; Cooke, 2013; Mennim, 2012; Pop, Tomuletiu, & David, 2011). Especially, in Jordan context where there are practically no large-scale programmes such as a year abroad for foreign language students except for a small number of exclusive student exchange programs. Unfortunately, some of these programs usually interested in very high level students, other are tailored for those who can afford it. Therefore, video can be used as an accessible and affordable alternative. At the same time, it is likely that using video out of class can also help students improve their English proficiency as seen in the current study findings which leads to less burdens on students and teachers as well. It could be very good study-material for FL learners such as EFL students. The effect of video was demonstrated in the current case study results. The three students who used movies for their own language improvement are all in favor of video as shown in the post-interview.

The self-directed learning scheme using video in the current case study could also be converted into one form of assignments. Students could study the video in their own time, and in class use the video for speaking or writing practice as well as for listening and pronunciation. Alternatively, the video could be used in the teaching session itself. In other words, English teachers could use it in sessions with students for various purposes such as students' listening skill improvement, pronunciation practice, discussion topics, etc.

Video can also be used to present the target culture to the students since language itself appears to be a cultural invention. Discussion of the similar or different cultural aspects may greatly interest students on the course.

In addition, it may be helpful for students and teachers to use the self-assessment test used in this study, because that test could pinpoint the students' problem areas, and tell many things to the teachers about their students. It would also help both sides, students and teachers, develop an awareness of the criteria they use in assessment.

Theoretical input about using the two-channel medium in learning can also provide teachers with much-needed theoretical support for their choice of the medium, i. e. confirmation that video is not only for distraction from the traditional classroom or for fun, but indeed an effective learning medium. English teaching sessions can also be designed as video

lessons from which students can get ideas about how to conduct their own video lessons in class or in their own time.

In addition, production of video materials closely related to classroom teaching objectives as well as culture should be encouraged. There may be teachers as well as students who are deterred from using video because of the burden of finding suitable materials for use in class or out of class as well. These students can be persuaded easily to use video if appropriate video materials are provided. Because all the movies used in the current study are authentic and contain a variety of examples of different native and non-native speakers' speaking, they can expose students to a variety of situations where English is used. In addition, as this study suggests that students can benefit from these authentic movies, they present a case for using movies containing authentic language, it also seems to suggest that production of authentic culture oriented videos should be encouraged.

## REFERENCES

- Al-ahdal, A. A., Alfallaj, F., Al-awaied, S., & Al-hattami, A. (2014). A comparative study of proficiency in speaking and writing among EFL learners in Saudi Arabia. *American International Journal of Contemporary Research*, 4(2), 141–149.
- Aydın, B. (2001). *A study of sources of foreign language classroom anxiety in speaking and writing classes*. (Dissertation). Eskişehir, Turkey: Anadolu University.
- Bal-Gezegina, B. (2014). An investigation of using video vs. audio for teaching vocabulary. *Procedia - Social and Behavioral Sciences*, 143, 450–457.  
<https://doi.org/10.1016/j.sbspro.2014.07.516>
- Benson, P. (2001). *Teaching and researching autonomy in language learning*. Essex, England. Pearson Education Ltd.
- Benson, P. (2011). Language learning and teaching beyond the classroom: An introduction to the field. In P. Benson & H. Reinders (Eds.), *Beyond the language classroom* (pp. 7-16). New York: Palgrave Macmillan.
- Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1–21. Retrieved from [http://www.sicet.org/journals/ijttl/issue0901/1\\_Berk.pdf](http://www.sicet.org/journals/ijttl/issue0901/1_Berk.pdf)
- Bozatlı, I. (2003). *Academic oral presentation skills instructors' perceptions of the final project presentation rating scale used in the modern languages department at Middle East Technical University*. (Thesis). Ankara, Turkey: Bilkent University.

- Bozorgian, H. (2012). The relationship between listening and other language skills in international English language testing system. *Theory and Practice in Language Studie*, 2(4), 657–663. <https://doi.org/10.4304/tpls.2.4.657-663>
- Bygate, M. (2009). Teaching the spoken foreign language. In B. Seidlhofer & K. Knapp (Eds.), *Teaching the spoken foreign language* (pp.401-438). Berlin, Germany: Mouton de Gruyter.
- Cheng, C. J. (2005). *The relationship of foreign language anxiety of oral performance achievement, teacher characteristics and in-class activities*. (Thesis). Taipei City: Ming Chuan University.
- Christianson, M., Hoskins, C., & Watanabe, A. (2009). Evaluating the effectiveness of a video-recording based self-assessment system for academic speaking. *Language Research Bulletin*, 24, 1-15. Retrieved from <http://web.icu.ac.jp/lrb/docs/Christianson-Hoskins-Watanabe.pdf>
- Cooke, S. D. (2013). Examining transcription, autonomy and reflective practice in language development. *RELC Journal*, 44(1), 75-85.
- DeSaint-Leger, D., 2009. Self-assessment of speaking skills and participation in a foreign language class. *Foreign Language Annals*, 42, 158-178.
- Fathali, S., & Okada, T. (2016). A self-determination theory approach to technology-enhanced out-of-class language learning intention: A case of Japanese EFL learners. *International Journal of Research Studies in Language Learning*, 6(4), 53-64.
- Feng, Z. (2007). *The perceptions of Chinese junior high and senior high students regarding the teaching and learning of English listening and speaking skills*. (Dissertation). Lubbock, TX: Texas Tech University.
- Göktürk, N. (2016). Examining the effectiveness of digital video recordings on oral performance of EFL learners. *Teaching English with Technology*, 16(2), 71-96.
- Harker, M. (2004). *The linguistic proficiency of Korean English teachers: An investigation of self-assessment procedures and self-directed learning tasks using video*. Retrieved from <https://books.google.com.my/books?id=OAZeHQAACAAJ>
- Hsu, H. Y., Wang, S. K., & Comac, L. (2008). Using audio blogs to assist English-language learning: An investigation into student perception. *Computer Assisted Language Learning*, 21(2), 181-198.
- Kim, H. S. (2015). Using authentic videos to improve efl students' listening comprehension. *International Journal of Contents*, 11(4), 32-44.
- Luoma, S. (2004). *Assessing speaking*. Cambridge, England: Cambridge University Press.
- Lynch, T. (2007). Learning from the transcripts of an oral communication task. *ELT Journal*, 61(4), 311-320.

- Lynch, T. (2001). Seeing what they meant: Transcribing as a route to noticing. *ELT Journal*, 55(2), 124-132.
- Mathew, N. G., & Alidmat, A. O. H. (2013). A study on the usefulness of audio-visual aids in EFL classroom: Implications for effective instruction. *International Journal of Higher Education*, 2(2), 86-92. <http://doi.org/10.5430/ijhe.v2n2p86>
- Mennim, P. (2003). Rehearsed oral L2 output and reactive focus on form. *ELT Journal*, 57(2), 130-138.
- Mennim, P. (2012). Learner negotiation of L2 form in transcription exercises. *ELT Journal*, 66(1), 52-61.
- Nunan, D. (2003). Listening in a second language. *The Language Teacher*, Retrieved from [http://www.jaltpublications.org/old\\_tlt/articles/2003/07/nunan](http://www.jaltpublications.org/old_tlt/articles/2003/07/nunan)
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York, NY: Addison-Wesley.
- Pop, A., Tomuletiu, E. A., & David, D. (2011). EFL speaking communication with asynchronous voice tools for adult students. *Procedia Social and Behavioral Sciences*, 15, 1199-1203.
- Potosi, L. J., Loaiza, E. A., & Garcia, A. C. (n.d.). *Using video materials as a teaching strategy for listening comprehension*. Universidad Tecnologica de Pereira Facultad. Retrieved from [repositorio.utp.edu.co/dspace/bitstream/handle/11059/1936/371333A786.pdf](http://repositorio.utp.edu.co/dspace/bitstream/handle/11059/1936/371333A786.pdf)
- Richards, J. C. (2015). The changing face of language learning: Learning beyond the classroom. *RELC Journal*, 46(1), 5-22. <http://dx.doi.org/10.1177/0033688214561621>
- Rismawati. (2017). Teaching listening by using authentic videos. *English Education Journal*, 8(2), 222-233.
- Steve, M. (2018). Listening comprehension: An important language skill. *The Linguist Institute, Inc*. Retrieved from: <https://blog.thelinguist.com/listening-comprehension>
- Wilson, S. T. J. (2006). *Anxiety in learning English as foreign language: Its associations with student variables, with oral proficiency, and with performance on an oral test*. (Dissertation). Granada: Universidad de Granada.
- Williams, Z. (2014). *The use of multimedia material in teaching Chinese as a second language and pedagogical implications*. Retrieved from <https://scholarworks.umass.edu/theses/1016>
- Woottipong, K. (2014). Effect of using video materials in the teaching of listening skills for university students. *International Journal of Linguistics*, 6(4). <https://doi.org/10.5296/ijl.v6i4.5870>