How Much Videos Win Over Audios in Listening Instruction for EFL Learners

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ABSTRACT
This study aims at comparing the benefits of using videos instead of audios for improving students' listening skills. This experimental study used a pre-test and post-test control group design. The sample, selected by cluster random sampling resulted in the selection of 32 second year high school students for each group. The instruments used were listening tests and observation sheets. The test results were analyzed by applying paired-samples t-test, while the items in the observation sheets were analyzed by calculating their means. The results of the t-tests (sig. 2-tailed) were 0.000 for both the video and the audio groups, showing that the scores obtained by students in both groups improved significantly. However, the video group improvement was over 2.5 times higher than the improvement in scores of their audio counterparts. In terms of the instructional processes, the mean scores obtained by the video group were significantly higher than those from the audio group for all observed aspects, i.e. motivation, responses, teamwork and participation. Based on these results, it can be concluded that using video materials is more effective in terms of both the output and the process. Therefore, teachers are recommended to use video materials instead of their audio counterparts for teaching listening skills.

Keywords: listening skills, video materials, audio materials, instructional processes

INTRODUCTION
Listening skills are undoubtedly important in learning a foreign language (Hamouda, 2013) and should be prioritized in learning a foreign language for two reasons. First of all, listening takes precedence over anything else when it comes to acquiring a language (Putriani, et al., 2013). Machado (2010, p. 242) says the success of children's speaking, reading and writing skills rely on their listening abilities. Second, listening is the one of the four language skills that is most used in communication (Zhu, 2011). Although listening was once neglected in language learning (Long, 1987), the emergence of research on listening, which was started in the 1950's, has put much more emphasis on teaching listening (Gold, 1975; Way, 1973). It was initially thought that the ability to listen developed automatically but in the mid-twentieth century, Brown (1954) proved that instruction can help develop this skill to be much better. It has been suggested that EFL learners should listen to language produced by a native speaker (Saint-Léon, 1988). As a native speaker might not be present in all language classrooms, thus an alternative is needed. Therefore, EFL teachers have been using recordings of native speakers' voices as listening materials. They are divided into several levels to meet the EFL teachers' expectations, usually basic, intermediate, post-intermediate, and advanced levels.

However, considering current technology developments, the use of audio materials in the instructional process for learning listening skills seems rather inefficient (Chen et al., 2014). New research has found that using images with audio e.g., a video or film can greatly enhance results (Guichon & McLornan, 2008; Markham, et al., 2001). A video has advantages for learners because it is contextual and shows body language, and it can help students with "short attention spans" (Wilson, 2008, p. 49). In language testing, videos have been claimed to have greater validity compared to audio (Nation & Newton, 2009). The main disadvantages of video over audio materials is that they are more expensive (White et al., 2000) because a teacher needs a projector, a computer and a sound system, together with adequate computer skills unless all the students as well as the teacher all have laptops or hand phones that can play videos as is the case in high class, private schools today. In less developed countries like Indonesia, using videos in schools located in remote areas is even less feasible. Previous

researches have shown that both videos and audios have benefited students (Pearson, 2006; Safranj, 2015); although both have some disadvantages (Wilson, 2008). However, only a few studies have compared both media. Therefore, it is desirable to find out to what extent video materials are more helpful compared to their audio counterparts in terms of students' achievements and the instructional processes. The results should show whether using videos is worth the extra expense and trouble, especially for teachers in remote areas.

LITERATURE REVIEW

Lewis (1958) and Tyagi (2013) have both defined listening as the psychological process by which a listener receives oral and/or non-verbal information and focuses on the information to construct meaning from it, to understand it and to respond to it. Listening is much more complex compared to hearing, which occupies the lowest level in a scale proposed by Worden (1970), which are: hearing, listening and auditioning. Besides differentiating between listening and hearing, the above definition also forms a link between listening and understanding. According to Richards (2008, p. 3), the term "listening" and "listening comprehension" are nearly the same in meaning. This is why some scholars also define listening as the ability to comprehend spoken texts (Alonso, 2012; Andrade, 2006).

Among all the four language skills (i.e. listening, speaking, reading and writing), the skill which is taught the least in schools is listening (Woottipong, 2014). The lack of listening instruction occurs because most teachers are not familiar with teaching listening, nor have they had access to training in listening (Funk & Funk, 1989; Vandergrift & Goh, 2012; Mardani, 2016). To understand how to teach listening, teachers must first understand the processes of listening as well as strategies for listening and strategies for teaching listening.

Flowerdew and Miller (2010, p. 167) have proposed that there are three models of listening processes: bottom-up processing, top-down processing and interactive processing. In bottom-up processing, listeners mentally construct the meaning of information heard in chunks, starting with individual sounds to words, phrases, clauses and sentences. Unlike bottom-up processing, in top-down processing the listeners rely more on their prior knowledge and experiences to understand spoken texts. Interactive processing, on the other hand, is a mix between the two previous processes. In other words, the listeners go through bottom-up and top-down processes simultaneously.

Listening Strategies

Nihei (2002, pp. 17-18) and Andrade (2006, pp. 14-16) have both proposed seven listening strategies which are set out below:

(1) *Listening for the main idea.* In this type of listening, students will most likely be asked about general information from the text such as what the talk is about, why the speakers are talking about it, or where the conversation takes place. Students should only focus on those main ideas rather than worrying about other specific details from the text.

(2) *Listening for specific details.* Opposite to the above, this type of listening requires students to pay close attention to detailed information from the text. They may be asked about the time something takes place or the people involved in it.

(3) *Listening to predict.* Even though students cannot understand the whole of the spoken text, they can still predict what is going on by observing speakers' gestures and facial expressions, plus rhetorical markers as well as keywords.

(4) *Listening to make inferences.* Making an inference is not the same as making a prediction. In this type of listening, students need to understand what an utterance really means in the context provided.

(5) *Using nonverbal cues.* When visual aids are available in a listening lesson, students may comprehend the spoken text better by paying close attention to non-verbal cues such as the body language of the speakers, their gestures, facial expressions and lip movements as well as the setting and timing of the conversations.

(6) *Listening for taking notes.* When students are listening for taking notes, they are not expected to write down everything they hear but rather to note key words which may be in the form of nouns, verbs, adjectives, adverbs or abbreviations. Nation and Newton (2009, p. 52) have mentioned two purposes of note-taking in a listening activity: 1) to have information in reserve for later use, and 2) to make opportunities to decode information.

(7) Listening for imitation or reproduction. Imitation is claimed to be "a powerful form of learning" (Meltzoff, 1999, p. 1). In this type of listening, the students are asked to imitate or reproduce what they have heard. To be able to imitate it accurately, students must have heard it correctly as well (Broughton et al., 1980, p. 58).

Since most foreign learners do not know how to listen to the foreign language being learnt, therefore, it is necessary that they should be taught listening strategies to make their listening a lot easier (Brown (2001).

Stages for Teaching Listening
A good listening activity consists of three stages: pre-listening, while-listening and post-listening (Wilson, 2008). In pre-listening, the teacher prepares the students for what they will hear (Hurd & Lewis, 2008). According to Houston (2016), the pre-listening stage should not be too long; about 10 to 15 minutes at the most. The next stage, while–listening, is the stage where the students listen to the recording and complete a task. Karimi and Dowlatabadi (2014) suggest that the teacher play the recording a few times and assign a different task each time. The last stage, post-listening, is a stage where students are given feed-back from the teacher. According to Alonso (2012), post-listening benefits the teacher because he or she can analyze specific difficulties faced by the students.

Field (2008, pp. 13-25) has described an interesting change of activities in the three stages. In early practices, the pre-listening was a stage where students were taught a set of words which they would hear in the text. The next stage, listening, was divided into two parts: extensive and intensive listening. The former dealt with the general content of the text while the latter focused on specific details in the text. Both of these activities were followed by post-questioning. During the last stage, post-listening, the teacher would again repeat any new vocabulary, as well as analyze the spoken language. In this format, the recording was played multiple times to ensure students' understanding of all the language forms. The current practice, although still using the same three stages, has different ideas about what each stage entails. The change of format for a listening lesson is summarized in the table that follows:

Table 1: Differences between formats for a listening lesson (Field, 2008)

Early Practices	Current Practices
Pre-listening Pre-teach vocabulary 'to ensure maximum understanding'	Pre-listening Establish context Create motivation for listening Pre-teach only critical vocabulary
Listening Extensive listening followed by general questions on context. Intensive listening followed by detailed comprehension questions	Listening Extensive listening General questions on context and attitude of speakers Intensive listening Pre-set questions Intensive listening Checking answers to questions
Post-listening Teach any new vocabulary Analyze language Pause play; students listen and repeat	Post-listening Functional language in listening passage Inferring the meaning of unknown words Final play; learners look at transcripts

Video Materials
In language learning, Martínez (2010, p. 7) has pointed out that video refers to the use of a recording that contains visual and audible components to provide content and to teach elements of authentic language.

Captioned and uncaptioned videos
Captioning refers to the process by which the audio content of a video, such as speech and other sounds, is converted into texts and are displayed on the screen (Chenoweth, 2008). According to Kushalnagar, et al. (2013), these texts appear in one or two lines and represent roughly one to two seconds of audio. Many studies have been conducted to compare captioned and uncaptioned videos in improving students' comprehension of the videos. Fundamentally, they all found that language captions boost comprehension of the video (Gernsbacher, 2015). Among these studies are by Hayati and Mohmedi (2011), who conducted an experimental study where three groups of subjects were shown different modes of captioning: same-language captions, translated captions, and no captions. Their study showed that the students given same-language captions improved their listening comprehension much more than those given other modes of captioning. In another study, Winke, et al. (2010) proved that captions are indeed beneficial for language learning. Through their study, they found that listening to a video twice, with captions the first time and without captions the second time, possibly reduced listener anxiety, activated selective and global listening strategies, and promoted automaticity in processing.

Benefits of using video materials

Harmer (2001) points out three advantages of using videos for language learning. The first and main advantage of using videos is that students can see the language-in-use. Videos enable students to not only hear the language but also to see it through expressions, gestures, and other visual clues. Harmer believes that this can greatly aid students' comprehension. The second advantage is cross-cultural awareness. Again according to Harmer, videos can expose students to situations beyond their classrooms, such as how people from another country speak to waiters, what they eat, how they dress, and so on. The last advantage is motivation. Harmer asserts that most students are more interested to learn when they have the opportunity to hear and to see the language simultaneously.

Meanwhile, Köksal (2004, pp. 63-64) has added a few more benefits of using videos in language classrooms as listed below:
• Videos are time-saving as they can get students' attention quickly.
• Videos can be used with either large or small classes.
• Videos provide unlimited sources of grammatical structures and words.
• Videos contain real-life speech, including word stress and intonation.
• Videos can be used to stimulate students to start a discussion.
• Videos can excite the imagination of students.
• Videos can improve students' long-term memory by establishing auditory, visual and mental links.
• Videos can boost students' oral comprehension.

Audio Materials
Audio for teaching listening refers to recorded dialogues and monologues from native speakers. English teachers have always been inspired to teach students languages as spoken by native speakers, including pronunciation and intonation (Kaur & Raman, 2014). Since it is highly unlikely to get a native speaker in every EFL/ESL classroom as a model (Shibata, 2010), a recorded audio is a valuable alternative to achieve the same purpose. In addition, many students expect to learn to be able to understand the language produced by a native speaker with their natural speed, pronunciation, and intonation (Shibata, 2010). Nao (2011) states that even advanced learners have problems in understanding native speaker's spoken language if they are not familiar with their pronunciation, speed, and intonation. Therefore, they need to be made familiar with the sounds of native voices. In fact, a study conducted by Díaz (2015) found that students preferred to be taught by native speaker teachers than by local teachers. For this reason, recorded audio lessons have been used for more than half a century to serve that purpose (Garrett, 2009; Rosselot, 1949).

When it was first introduced to language classes, audio was considered an outstanding break-through in language teaching (Singh, 1975). It caused the establishment of language laboratories with headphone stations (Jones, 2008) where recordings were played on a master computer and transmitted to all the students in a class. Now, however, such laboratories are considered archaic (Garrett, 2009) as students can listen to language learning and generic audios through their smartphones (Al-Otaibi, et al., 2016). In addition, listening to recordings through headphones is artificial. In real communications, noises, hesitant pauses and varied sound intensities are expected, which is not the case when headphones are used.

METHODS
This study used quantitative methods with a true experimental design, a pre-test and a post-test, an experimental group and a control group. The population for this study was 288 eleventh-grade students in one of the public high schools in Banda Aceh, Indonesia. The sample for the study was chosen using cluster random sampling; a sampling technique where the population is divided into units or groups before being selected as the sample for the study (Best & Kahn, 2006). In this case, the population was already divided into nine classes, two of which were selected at random as the sample for this study, one for the audio class (the control group), and the other for the video class (the experimental group). Each class consisted of 32 students, and from two classes this made it 64 students in total as the participants of this research.

Data Collection
All student participants were given a similar listening test before and after the treatment to obtain the sample base scores and the scores after treatment to find the improvement. The test was a listening test from the National Final Examinations of 2014 and 2015. The test consisted of 30 questions, 15 questions were taken from the 2014 exam, and the other 15 from the 2015 exam. It was divided into four different parts with particular directions for each part. Aspects tested included general knowledge, specific information and expressions. In addition to investigating the differences arising from the different instructional processes, an observation sheet with a design based on Williams (2009), de Caprariis, et al. (2012), the Association of American Colleges and

Universities (n.d.), and Mayer (2011) was used. The aspects observed included the motivation of students, the responses to questions, the teamwork and participation.

The treatment for each group was given over four meetings, each approximately 90 minutes long. The meetings were conducted following a set of lesson plans designed in accordance with the 2013 Curriculum in Indonesia, which emphasizes the use of the scientific approach. The lesson for the first meeting was an analytical exposition text, and the focus of the lesson was to identify the main idea of a spoken text. The topic in the second meeting was similar to that of the first one except that the focus was on identifying supporting details. In the third and the fourth meetings, the topic was an exposition text and the focus was to identify the main idea of the text and to find supporting details provided in the text. The materials given for both groups were the same. However, the video group watched a video, while the audio group only listened to a recording.

Data Analysis
The data obtained from the two tests was analyzed, compared and interpreted statistically using SPSS. To find out whether both scores were significantly different, paired-samples t-test with a significance level of 5% was used to find whether the data was homogenous ($p > 0.05$) and normally distributed ($p > 0.05$). The homogeneity test was conducted by using Levene's variance homogeneity test, resulting in $p = 0.56$ for the video group and $p = 0.339$ for the audio group. The Shapiro Wilks test was used to find out whether the data was normally distributed. The results showed that the p-values for the movie group were 0.793 (pre-test) and 0.280 (post-test), and those for the audio group were 0.066 (pre-test) and 0.107 (post-test) indicating that all the data was normally distributed.

FINDINGS
The study investigated the difference in students' achievements and in the instructional processes to find out which type of media was the best. The students' achievements were obtained from the tests, the pre-tests and the post-tests. The results from the pre-tests and the post-tests for both the audio and the video groups are presented in Table 2:

Table 2: Frequency distribution of the pre-test and post-test scores from both groups

Score range	Video Group		Audio Group	
	Pre-test	Post-test	Pre-test	Post-test
80 – 99	0	7	0	0
60 – 79	7	22	4	13
40 – 59	18	3	22	19
20 – 39	7	0	5	0
< 20	0	0	0	0

Table 2 shows that both the video and the audio group performed less in the pre-tests. Only seven students (21%) from the video group and four students (12%) from the audio group achieved scores higher than 60. The lowest scores, which fell in the range of 20 to 39, were achieved by seven students (21%) from the video group and five students (15%) from the audio group. However, in the post-tests, both groups demonstrated better performances compared to their pre-test results. Twenty-nine students (88%) from the video group and thirteen students (39%) from the audio group got scores higher than 60, and none of the students scored lower than 40. This improvement can also be seen from their mean scores as shown in Figure 1 that follows:
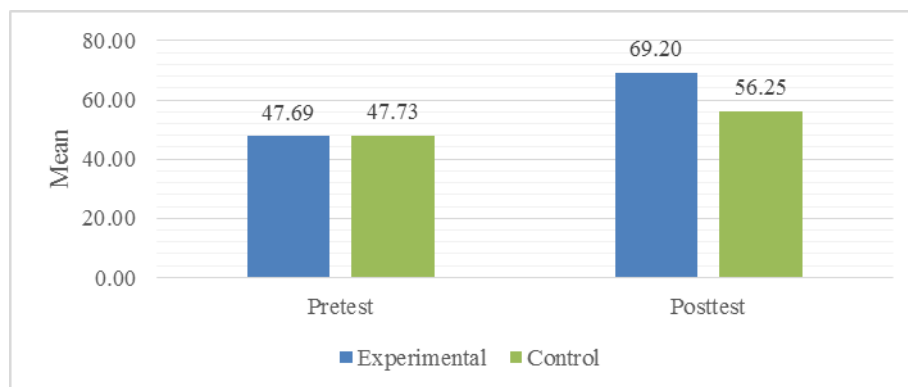

Figure 1: Comparison of the Pre-test and the Post-test Mean Scores from Both Groups

Figure 1 shows that both groups initially had the same means, i.e. 48 (video group) and 48 (audio group). After the treatments, however, the mean of the video group improved by 21 points, while that of the audio group only improved by 8 points. Even though the two groups both performed better in the post-test, the improvement of the video group was more than 2.5 times higher than that of the audio group.

To find out whether the difference between the means of the pre-test and the post-test was significant, the writers used the paired-samples t-test, and the result is shown in Table 3 that follows:

Table 3: Results from paired-samples t-test

| Group | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | Mean | SD | SEM | 95% Confidence Interval of the Difference | | | | |
				Lower	Upper			
Video	-21	8.87	1.54	-24.65	-18.37	-13.94	32	.000
Audio	-8	9.22	1.60	-11.80	-5.25	-5.30	32	.000

In a t-test, the difference between the two means is significant if the significance level (Sig. 2-tailed) is less than 0.05 (Pallant, 2005, p. 281). The above table shows that the significance level of both the video and the audio groups was 0.000. This is less than 0.05, therefore, it can be concluded that there was a significant difference in both groups' listening scores from before compared with their scores after the treatment.

In terms of the instructional processes, the observation results from both groups for each of the observed aspects are presented in Table 4 which follows:

Table 4: Means of students' behavior in the instructional process

| Group | Means of Observed Aspects | | | | Grand Mean |
	Motivation	Response	Teamwork	Participation	
Video	3.06	2.66	2.66	2.73	2.78
Audio	2.43	2.14	2.18	2.16	2.23

Table 3 shows that there was a significant difference between the means of the observed aspects from the video group with those from the audio group. The video group led the audio group by approximately 0.5 points in each of the four aspects. Furthermore, the grand means achieved by the video and the audio groups are 2.78 and 2.23, respectively.

DISCUSSION
Difference in Improvement between the Video Group and the Audio Group
Referring to the data presented and analyzed above, this research found that there was a significant difference between the means from the pre-test and those from the post-test for both the video and the audio groups. Both groups demonstrated a significant improvement after being given the treatment (sig. 2-tailed value of 0.000 < p). Therefore, both video and audio materials were able to improve students' listening comprehension significantly. However, it is worth noting that the improvement of the students in the video group was far more significant than the improvement in the audio group. This is evident from comparing the improvement in their scores, where the improvement in the mean score of the video group was over 2.5 times more than that from the audio group.

Furthermore, significant improvement does not guarantee effectiveness. Referring to the criterion proposed by Mopili (2012, p. 7), the material is considered effective if 75% of the students achieve a score of 60 or more. In this case, only the video group met this criterion. More than three-quarters of the students in the video group (88%) scored 60 or more in the post-test. Meanwhile, only 39% of the students in the audio group achieved a score of 60 or more. Based on this finding, video material was proven to be an effective medium for teaching listening in terms of the outcome, while the audio material was less effective.

This finding is consistent with that from the study by Putriani, et al. (2013), who found that students' listening comprehension improved significantly after being taught by using video materials. In addition, Puspita, et al. (2014), who have also compared the use of video and audio materials for teaching listening, also got similar results to those from this current study.

Differences in Results from the Observations of the Video and the Audio Groups
The observations that were conducted throughout the treatment process revealed that the type of material used in

the learning process affected the behavior of the students. The students in the video group appeared to be more motivated than those taught just using audio materials in the audio group. On a scale of one to four, the video group scored 3.05 on average in the motivation aspect, while the audio group only scored 2.43. This improved motivation is due to the fact that most students are more interested in learning a language when they can simultaneously see and hear the language in use (Harmer, 2001).

Moreover, the students in the video group responded to the learning process better than those in the audio group. The average response score of both groups were 2.66 and 2.14, respectively. The video group also worked well in groups, as seen from their average teamwork score of 2.66 whilst the audio group only scored 2.18. Furthermore, the students in the video group participated more actively than those in the audio group. This can be seen from the average participation scores of 2.73 and 2.16, respectively. The fact that the video group scored higher in all three aspects (response, teamwork and participation) is due to the benefits of the video materials as proposed by Berk (2009), who points out that video materials can increase understanding, promote collaboration among students, and make learning more enjoyable than when using audio only.

The average scores achieved by both groups show that the video group was in the lead. Their grand mean was 2.78, while that of the audio group was 2.23. The grand mean is an indicator of how effective the instructional process is. Referring to the category of effectiveness provided by the Indonesian Ministry of Education and Culture No. 81a, 2013, p. 22, a grand mean of 2.78 belongs in the "effective" category, while a grand mean of 2.23 belongs in the "hardly effective" category. Based on this categorization, it can be concluded that video materials are more effective in teaching listening skills compared to their audio counterparts in terms of use for instructional processes.

CONCLUSIONS
This current research has revealed that using video materials to teach listening skills is more effective than using their audio counterparts in terms of output. The students' scores in listening comprehension increased significantly more after they were taught by using video materials than by using only auditory materials. In addition, using video materials to teach listening skills was also effective in terms of the processes. Therefore, it is suggested that teachers should use videos as the media of instruction to improve students' listening comprehension and to encourage students' learning motivation. Video materials have been found to further promote active and enjoyable learning experiences.

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