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The use of videos and audio as a strategy to improve the listening skills in the Instituto Técnico Profesional LATAM for the intermediate level during the Second Quarter of 2024

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Dedication

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Abstract

This study explores the use of videos and audio resources to improve listening skills among intermediate-level students at Instituto Técnico Profesional LATAM. Many students face difficulties understanding spoken English, especially in real-life situations with different accents and informal speech. By incorporating multimedia tools into the lessons, students can practice listening to authentic materials and enhance their comprehension. The research will assess how these resources impact students' listening abilities, motivation, and engagement during the second quarter of 2024.

Keywords: Listening skills, multimedia, audio-visual materials, intermediate students, English learning

Resumen

Este estudio investiga el uso de videos y recursos de audio para mejorar las habilidades de escucha entre estudiantes de nivel intermedio del Instituto Técnico Profesional LATAM. Muchos estudiantes tienen dificultades para comprender el inglés hablado, especialmente en situaciones reales con diferentes acentos y lenguaje informal. Al incorporar herramientas multimedia en las lecciones, los estudiantes pueden practicar la escucha de materiales auténticos y mejorar su comprensión. La investigación evaluará cómo estos recursos influyen en sus habilidades de escucha, motivación y participación durante el segundo trimestre de 2024.

Palabras clave: Habilidades de escucha, multimedia, materiales audiovisuales, estudiantes intermedios, aprendizaje de inglés

CHAPTER I

Introductory Framework

In the 21st century, English has emerged as the primary global language in communication, business, and education, making it important to have effective listening skills to master the language easily (Fatima Beribe, 2023). At LATAM Institute of Professional and Technical Education, the average speakers of the intermediate level have difficulties in understanding spoken English. Therefore, this impedes their achievement in the general level of proficiency. For that reason, the research tries to analyze how videos and audio can be considered as a strategy when teaching listening by making genuine listening practice such as real-life situations. These videos and audio materials assist learners in developing skills of listening in different accents, speed of speech, and slang terms which are not easy to learn using the conventional approaches.

The study is specific for LATAM Institute's intermediate students over the first quarter of 2025, as it attempts to examine how the use of videos and audio increases the students' listening skills, level of motivation, and involvement. Therefore, the study will focus on evidence collected during this period, so thanks to these multimedia strategies, the students can improve their listening and comprehension abilities and make educational recommendations for English teachers at the institution.

1.1 Problem Statement

The Instituto Técnico Profesional LATAM is currently facing difficulties in helping intermediate-level students improve their listening skills in English. However, this issue not only affects this Institute, but to the Educational System of Costa Rica (Arán Sánchez et al., 2022). Despite the efforts of teachers, many students continue to struggle with understanding spoken English, particularly when exposed to different accents, fast speech, or informal language (Arán Sánchez, 2022). This suggests that the current teaching methods might not be fully addressing the needs of all learners. As a result, students are finding it hard to develop the listening skills necessary to progress in their language proficiency.

One of the challenges lies in the diversity of learning styles and language levels among students. While some learners may benefit from traditional methods like textbooks and classroom

discussions, others might require more interactive or engaging tools. Since listening is a skill that requires exposure to real-world conversations, the lack of varied and dynamic resources, such as videos and audio materials, may limit students' ability to fully engage with authentic English (Arrieta Bettin & Aravena Domich, 2023). This raises concerns about whether the current approach is adaptable enough to improve listening comprehension for all students.

Given these challenges, the central question of this study is: *Can the use of videos and audio resources enhance listening skills among intermediate-level students at Instituto Técnico Profesional LATAM?* This study aims to explore whether incorporating multimedia materials, such as videos and audio recordings, can make a significant difference in students' listening abilities. By examining the effectiveness of these resources, the study seeks to find more suitable strategies that cater to the diverse needs of learners, ultimately improving their overall language proficiency.

1.2 Investigation Objectives

1.2.1 General Objective

To analyze the effectiveness of using videos and audio resources as a strategy to improve listening skills among intermediate-level students at Instituto Técnico Profesional LATAM during the second quarter of 2024

1.2.2 Specific Objectives

1. To identify the current listening proficiency of intermediate-level students before the implementation of video and audio resources
2. To determine how the use of videos and audio materials impacts student engagement and motivation in listening activities
3. To assess the improvement in listening comprehension skills after incorporating videos and audio into the teaching methods over the second quarter of 2024

1.3 Justification of the Study:

This study highlights the challenges associated with listening when learning English, especially at an intermediate level (Al Jarf, 2022A). Many learners of English as a Foreign Language struggle with real-life spoken English scenarios, including conversations, movies, and news (Abdul Aziz & Kashinathan, 2021). This is a setback because listening is an important part

of the communication process and students with poor listening skills tend to lack the confidence required to communicate effectively, while taking up other aspects of the language such as speaking.

Even though, illustrated textbooks and scripted dialogues are effective, they still are traditional approaches that may not satisfy the demands of every student (Arán Sánchez et al., 2022). Different learners have different ways of learning. A Few of the students prefer observing and then encountering the language out in action through visual videos or audio. This can also be achieved through incorporating multimedia tools during class instruction, where students can hear real English to enhance their listening comprehension faster. In addition, students may not be exposed to certain real accents, speech speed , or slang in traditional classrooms (see Al Jarf, 2022B). Exposure to this variety enables them to become accustomed to different kinds of spoken English and makes them more prepared for real communication. Using these resources can also help students in learning new languages as they make learning more fun and interesting, and student motivation is the key to success in language studies.

In this regard, this study seeks to demonstrate that video and audio materials can enhance the listening skills of students at Instituto Técnico Profesional LATAM. In this way, through these materials, teachers will no longer have to be bored, as they can provide students with more practical and contemporary ways of carrying out their listening exercises. Moreover, this will help students improve their skills in the short run and also show how other language organizations should use the model to make their teaching more effective.

1.4 Antecedents

1.4.1 Improving listening skills with extensive listening using podcasts and vodcasts

The study "Improving Listening Skills with Extensive Listening Using Podcasts and Vodcasts," authored by Talip Gonulal in 2020, explored how podcasts and vodcasts, as modern digital tools, can be used to promote extensive listening among English as a Foreign Language (EFL) learners. The research aimed to determine whether these tools help to improve students' overall listening skills in an educational setting. Moreover, the general objective of the study was to investigate the potential of podcasting and vodcasting technology in promoting extensive listening, and improving L2 listening skills. The problem identified was that traditional language

teaching methods often overlook the importance of listening skills, which are critical for language acquisition.

The study followed an action research design, involving 49 college-level EFL students over the course of one year. The data was collected through listening progress tests, proficiency tests, and listening logs, and were analyzed both quantitatively and qualitatively. The results revealed that students made significant progress in their listening skills after regularly engaging in extensive listening with podcasts and vodcasts. Moreover, most students found the practice effective, with improvements also noted in pronunciation and vocabulary knowledge. However, some students reported challenges with the pace of speech in the materials. This study relates to this thesis as it also explores the use of audio-visual resources (in this case, podcasts and vodcasts) to improve listening skills among language learners; in addition, it focuses on intermediate-level students and aims to enhance listening proficiency through more engaging and authentic listening materials.

1.4.2 The strategies in learning English listening skills used by the Eighth-Graders

The second study, entittled "The Strategies in Learning English Listening Skills Used by The Eighth-Graders," authored by Mery Eka Wahyuni and Nina Inayati in 2022, investigated the listening strategies used by eighth-grade students in a private junior high school in Probolinggo, Indonesia. Furthermore,the researchers aimed to identify the types of strategies the students employed in their English listening lessons and understand the reasons behind their strategy choices. The general objective of the study was to determine the strategies eighth-grade students used to improve their English listening skills and to explore the reasons behind the use of these strategies. The problem addressed in the study was that while listening is a crucial receptive skill in language learning, students often struggle to master it. Therefore, the study sought to offer insights into how teachers can better support students in developing these skills by understanding their learning preferences and strategies.

The study used a mixed-methods approach, involving both quantitative and qualitative data collection through surveys and interviews. Sixty-two students participated in the survey, and six students were selected for interviews. The findings showed that metacognitive strategies were the most frequently used (mean = 3.77), followed by cognitive strategies (mean = 3.69), and

socio-affective strategies (mean = 3.40). The results highlighted that students preferred strategies that involved understanding vocabulary, planning listening tasks, and evaluating their progress. They also frequently revisited audio materials to aid comprehension.

This study aligns with this thesis by focusing on listening strategies, particularly in an educational setting where learners aim to improve their English skills. Both studies share a focus on understanding and improving listening comprehension, though this paper emphasizes multimedia tools like videos and audio, this study explores broader learning strategies. The findings on metacognitive and cognitive strategies from this research can inform the exploration of how videos and audio might enhance listening skills at Instituto Técnico Profesional LATAM by highlighting learners' preferences for strategy-driven learning.

1.4.3 The use of English songs to improve English students listening skills

In this case, we have the study "The Use of English Songs to Improve English Students' Listening Skills," authored by Eicha Afriyuninda and Lulud Oktaviani in 2021. This study examined how English songs can be used to enhance listening skills among students in the English Education study program at Universitas Teknokrat Indonesia and it explored whether students can improve their listening abilities by regularly engaging with English songs. Moreover, the primary objective of the study was to assess the effectiveness of English songs to improve students' listening skills. The problem identified was that students often found it challenging to master listening skills through traditional methods, leading to difficulties in comprehending spoken English. This research aimed to determine if listening to English songs can offer a more engaging and effective way to improve these skills, providing a fun and motivating alternative to conventional listening exercises.

The research followed a qualitative methodology, where data were collected via questionnaires distributed to 100 students from the fifth and seventh semesters of the English Education program. The questionnaire included 20 statements using a Likert scale to gauge students' responses about their listening habits with English songs. The results showed that a significant number of students agreed that listening to English songs helped them to improve their listening skills, vocabulary, and pronunciation. Moreover, the majority also found it easier to memorize words and lyrics, leading to better comprehension and engagement during listening tasks.

This study aligns with this paper as it explores the use of multimedia, specifically songs, to enhance listening skills, similar to how my research focuses on videos and audio and both studies emphasize the importance of using engaging and authentic materials to improve students' listening abilities. The positive results from this study support the idea that alternative audio resources, like songs, can be an effective strategy for enhancing language comprehension in students.

1.4.4 Ways of developing listening skills of English learners in ESL and EFL classroom

The document entitled Ways of Developing Listening Skills of English Learners in ESL and EFL Classroom written by Feruza Odilovna Djabborova from the Chirchik State Pedagogical Institute of Tashkent Region, Uzbekistan, was published in 2020. The general objective of the document was to clarify the importance of receptive skills, particularly the development of listening skills, and provide productive methods for teaching them in ESL and EFL classrooms. The problematization focused on the challenges students faced in developing these skills, despite the crucial role that listening plays in effective communication.

The methodology employed included pre-listening, while-listening, and post-listening activities, using authentic materials such as audio and video, to engage students actively. The results indicated that interactive methods and multimedia resources are effective in improving listening skills in ESL and EFL students. This study is directly related to the present paper regarding the use of videos and audios as a strategy to improve listening skills in the intermediate level at Instituto Técnico Profesional LATAM. Moreover, both investigations emphasize the need for authentic material-based strategies to strengthen receptive skills, like listening, in English language learning.

1.4.5 The use of audio-visual materials as strategies to enhance speaking skills among ESL Young Learners

The document entitled The Use of Audio-Visual Materials as Strategies to Enhance Speaking Skills among ESL Young Learnersm written by Keetha Kathirvel and Harwati Hashim from the Faculty of Education at Universiti Kebangsaan Malaysia, was published in 2020 in Creative Education Journalist. The general objective of the document was to explain how audio-visual materials assist in improving speaking skills among young ESL learners and to explore the

benefits of using such materials. The problem arose from factors such as lack of exposure, low confidence, and high anxiety levels, which contribute to the learners' difficulties in acquiring effective speaking skills.

The methodology involved the use of audio-visual materials such as videos and audios, as technological tools in the classroom to enhance speaking skills. In addition, various related studies were analyzed, showing positive outcomes. Results highlighted that these materials helped students to improve pronunciation, build confidence, and foster a more interactive and engaging learning environment. This study is closely related with the present paper regarding the use videos and audio to improve listening skills at Instituto Técnico Profesional LATAM due to both documents emphasize the role of technology and multimedia resources in language acquisition, with a specific focus on improving receptive and productive skills like listening and speaking.

1.5 Scope

The present study is directed towards the integration of videos and audio materials as tools to enhance the listening skills of learners at Instituto Técnico Profesional LATAM. This research will take place during the second term of the year 2024 and will last three months. Another section of the study will consist of people's listening skills surveys before and after the use of audio-visual material, estimating how these influence learners' interest and motivation in the target language. It will further assess the use of video and audio types which include learning videos, podcasts, and video recordings of conversations in real life.

The study will be carried out only with intermediate category students since this is a target population that has basic English knowledge but lacks the necessary skills to listen effectively, since the purpose of the study is to help them improve their levels of proficiency. In terms of the most likely beneficiaries of this research, it will very likely suit many people at an intermediate level. In addition, this research is only going to look at the listening aspect of the language since this is the focus of the research, and it cannot be expected focus on the speaking or writing aspects, though changes in other aspects may be observed.

CHAPTER II

Theoretical Framework

The present chapter is a comprehensive exploration of the theoretical frameworks underpinning this study, focusing on their relevance to language acquisition and multimedia learning. This section begins with an outline of foundational theories such as Krashen's Input Hypothesis, Mayer's Cognitive Theory of Multimedia Learning, and Vygotsky's Social Constructivism, which provide importants definitions on how learners interact with and process information. Additionally, the chapter examines modern approaches like the Theory of Engagement and the Autonomy and Motivation Theory to highlight strategies for fostering active learning and intrinsic motivation.

2.1 Multimedia Learning Theory

Tempelman Kluit (2006) said that multimedia learning theory suggests that students learn more effectively when information is presented using both words and pictures, rather than just words alone. This theory proposed by Ruchard Mayer, highlights the importance of combining visual and auditory materials to enhance comprehension; for instance, using videos that include both spoken explanations and visuals can help students to understand complex topics more easily. According to Kanellopoulou et al. (2019),students process information better when they can see and hear content at the same time, so when students are exposed to multimedia, their brain has a lot of ways to understand the information. This is due to the human brain is wired to process images and sound in separate areas, which work together when learning.

One of the important simple things of multimedia learning is the idea of cognitive load, it means that students should not be overwhelmed with too much information at once (Mayer, 2024). By representing content in a balanced way, such as using short videos or simple graphics, students can focus better and remember the information for a longer time. Another important part of this theory isinteractivity (Mayer, 2024), as when students interact with the material, such as answering questions or pausing videos to think, they can better understand what they are learning. Therefore, interactive multimedia tools, like educational apps, help students to engage with the material actively.

2.1.1 Definition and Fundamental Principles

The multimedia learning theory states that students learn more effectively when information is presented through a combination of words and images rather than words alone. This concept, according to Mayer (2014), emphasizes the integration of visual and auditory

resources to enhance comprehension and retention of knowledge. The theory is based on the idea that the human brain processes images and sounds in separate but complementary channels, which work together to facilitate learning. According to Tempelman Kluit (2006), combining these channels maximizes cognitive processing and optimizes the understanding of complex concepts. This,in educational terms, means that instructional materials should be designed to stimulate both senses, avoiding overloading one of them; for example, a video combining spoken explanations with visual representations is often more effective than a lengthy text or traditional lecture. One fundamental principle of this theory is the dual channel hypothesis, in which Chun et al. (2022) postulated that visual information (like images, graphics or videos) and auditory information (like spoken words or sound effects) are processed independently but in coordination. Furthermore, another important element is coherence, which underscores the need for clear and distraction-free materials that focus on the essential aspects of the content.

2.1.2 Benefits of Using Multimedia in the Classroom

Using multimedia in the classroom offers numerous benefits, particularly in language learning. One key advantage is the improvement in information retention. Edet et al. (2024) argue that when students see and hear information simultaneously, learning becomes more meaningful as the brain integrates both sources of information into a cohesive understanding. Multimedia learning also fosters the comprehension of abstract concepts, for example, in English language learning, students can watch videos that showcase real-life situations with subtitles, allowing them to associate words with actions and contexts. This approach is particularly beneficial for visual and auditory learners, who make up a large portion of the student population.

Another significant advantage is the increased student engagement, since multimedia resources, such as animated videos or interactive applications, are more captivating than traditional methods. Therefore, they encourag active participation and reducing boredom. Additionally, multimedia allows for personalized learning, as students can progress at their own pace, pausing or repeating sections as needed, which is especially valuable for those who require additional time to absorb new concepts. On an emotional level, multimedia resources help to reduce learning anxiety (Edet et al., 2024), as students often feel more comfortable practicing with simulations rather than directly confronting real-life situations. For instance, a video

demonstrating how to order food at a restaurant, provides a safe environment to practice before interacting with native speakers.

2.1.3 The Role of Cognitive Load in Multimedia Learning

Cognitive load refers to the amount of information the brain can effectively process at a given time. Krieglstein et al. (2022) said that effective multimedia design should prevent overloading students with excessive or poorly organized information. This is key to ensure that learners can focus on the most important elements of the content presented. There are three main types of cognitive load: intrinsic, extraneous, and essential (Krieglstein et al., 2022). First, intrinsic cognitive load relates to the inherent complexity of the material being learned; for example, learning basic English vocabulary has a lower intrinsic load compared to mastering advanced grammar. Second, extraneous cognitive load refers to non-essential elements that distract from learning, such as unnecessary graphics or background music. Finally, essential cognitive load involves the effort required to process and understand the core content.

To manage cognitive load, multimedia materials should be designed with several key principles in mind. Educational videos should avoid presenting too much onscreen text while simultaneously delivering spoken narration, as this forces students to split their attention between reading and listening; instead, using simple graphics that complement the audio is recommended. Another effective approach is employing segmented learning sequences, breaking down complex topics into smaller, manageable sections. This helps students to focus on one concept at a time. For instance, an English course might first address vocabulary, then basic grammar, and finally listening exercises, ensuring that students gradually build their knowledge without feeling overwhelmed. Additionally, incorporating strategic pauses in multimedia resources helps students to process information before moving forward; for example, interactive questions after each video segment helps to consolidate learning and reinforces understanding.

2.1.4 Interactivity and Active Participation

Interactivity is a very important component of multimedia learning. It fosters active participation from the students and improves content comprehension. Tuma (2021) suggested that when students interact with materials (such as answering questions, pausing videos to reflect, or engaging in practical activities), they become more deeply involved in the learning process. The most effective interactive tools include educational apps, online simulators, and gamified learning

platforms. Applications like Duolingo and Kahoot (online platforms with educational content) combine visual and auditory elements with immediate feedback, enabling students to correct mistakes in real time and reinforce their learning. Moreover, interactive videos allow students to make decisions during playback, such as choosing which questions to answer or exploring different scenarios in the target language. A video simulating a conversation in English could offer multiple response options, enhancing both comprehension and decision-making skills in real-life contexts.

Immediate feedback is another fundamental aspect of interactivity. Multimedia resources that provide instant corrections help students to identify errors and understand how to improve. This is particularly valuable in language learning, where correcting pronunciation or grammar mistakes is essential for progress. Finally, interactivity encourages collaborative learning. Platforms like Google Classroom allow students to work together on multimedia projects, share ideas, and solve problems as a team, strengthening their social and communication skills. Moreover, coworking can develop team works.

2.1.5 Case Studies and Practical Applications

Numerous studies and practical examples demonstrate the effectiveness of multimedia learning theory in various educational contexts. Bathiar and Ais (2023) evaluated the impact of multimedia resources on English teaching among university students. Their findings revealed that students who used multimedia materials, such as videos and interactive presentations, performed significantly better in listening comprehension and vocabulary tests compared to those who relied on traditional methods. Furthermore, online learning platforms have played a pivotal role in implementing multimedia learning theory. YouTube, for instance, offers a variety of educational videos that combine oral explanations with animated graphics, facilitating self-directed learning. In schools, teachers have adopted tools like PowerPoint to create dynamic presentations that incorporate visual and auditory elements. These presentations not only capture the students' attention but also simplify the explanation of complex concepts, such as the differences between English verb tenses.

Finally, multimedia learning has found successful applications in corporate environments. Multinational companies use interactive programs to train employees in language skills, enhancing both productivity and cross-cultural communication. Multimedia learning theory has

transformed the way teaching and learning occur, particularly in the context of language acquisition by strategically combining visual and auditory elements. This theory not only enhances retention and comprehension but also promotes active participation and reduces students' anxiety; by applying principles such as managing cognitive load and encouraging interactivity, educators can maximize the benefits of multimedia resources and better prepare students to face the challenges of learning in a digital world.

2.2 Constructivist Learning Theory

This theory is based on the work of Jean Piaget and Lev Vygotsky. It emphasizes that students learn better when they build knowledge through their own experiences. Moreover, this theory suggests that learners are not passive receivers of information, as they actively construct their understanding of the world around them (Hein, 1991). In a classroom setting, this means that students benefit form activities that allow them to explore and experiment. When learning a language, for example, students can use multimedia resources, such as videos and audio to hear real-life conversations and practice understanding . This aligns with the constructivist idea that knowledge is constructed through interaction with the environment (Zajda, 2021)

According to Vygotsky, social interaction is a key part of learning. Therefore, by watching videos or listening to audio clips that show people interacting in English, students can better understand how language is used in real-life situations (Villagorda Sasan et al., 2022). This helps them to build their own understanding of grammar, vocabulary, and pronunciation. Constructivism, for Suhendi (2018), also encourages problem-solving. When students are given challenges, such as understanding a conversation in a different accent or speed, they actively work to make sense of what they hear and this strengthens their language skills because of they are not just memorizing words, they are learning how to use the language in real communication.

2.2.1 Theoretical Foundations: Piaget and Vygotsky

Jean Piaget's theory of cognitive development serves as one of the cornerstones of constructivist learning. Mohammed and Kinyo (22020) proposed that children learn by actively engaging with their environment, constructing knowledge through exploration and discovery. This process occurs in stages, from the sensory-motor phase to formal operational thinking; each stage is characterized by unique learning needs, which means teaching strategies should align with the learner's developmental stage to be effective. Lev Vygotsky added a social dimension to

constructivist learning by emphasizing the importance of cultural and social interactions in cognitive development. In addition, Mohammed and Kinyo (2020) stated that the concept of the Zone of Proximal Development (ZPD) explains how students achieve greater understanding when supported by teachers or peers. This guidance, referred to as scaffolding, allows learners to gradually develop independent problem-solving skills.

Both theorists highlight the importance of prior experiences in shaping learning. Piaget believed that students assimilate new information into existing knowledge structures or schemas, adjusting them through a process called accommodation. For example, a student learning a new grammatical rule in English adapts it to fit their understanding of language patterns. Vygotsky's theory complements this by suggesting that knowledge is co-constructed through dialogue and shared experiences. Therefore, collaborative activities, such as group discussions or peer teaching, are critical for fostering a deeper understanding of concepts and this social interaction provides learners with different perspectives, enriching their cognitive processes (Khadidja, 2020). In constructivist learning, the role of the teacher evolves from being a source of information to a facilitator. Teachers guide students to build their knowledge by asking open-ended questions, encouraging exploration, and providing resources for inquiry. This approach ensures that learning becomes a dynamic and participatory process rather than a passive reception of facts.

2.2.2 Building Knowledge through Multimedia

Multimedia tools support constructivist learning by offering dynamic and interactive ways to explore content. Feyzi and Yasrebi (2020) stated that videos, images, and audio recordings provide a multisensory experience that helps students to connect theoretical knowledge with real-life applications. Such tools are particularly effective in language learning, where context and practice are crucial for understanding. Interactive videos are a popular way to engage learners. A video on daily activities like shopping or dining, introduces new vocabulary in a meaningful context. Moreover, students can pause the video to reflect on the dialogue or answer comprehension questions, reinforcing their understanding. Another example is podcasts, which expose students to varied accents, vocabulary, and speech patterns. These auditory resources help learners to improve their listening skills while gaining insights into cultural nuances. In addition, teachers can pair podcasts with activities like summarizing the content or identifying key phrases.

Multimedia also allows learners to visualize abstract concepts. For example, an animated video explaining grammatical structures can make complex rules easier to understand, as the combination of visuals and narration ensures that both visual and auditory learners can benefit, catering to diverse learning preferences. Simulated environments, such as language-learning apps or virtual classrooms, enable students to practice language skills in safe, controlled settings. These platforms often include gamified elements like quizzes or role-play scenarios, which make learning enjoyable and increase motivation. Finally, multimedia tools enhance self-paced learning. Students can revisit videos, pause audio clips, or replay animations to reinforce their understanding, and this flexibility empowers learners to take control of their education, aligning with the constructivist principle of active engagement.

2.2.3 Social Interaction in Language Learning

Social interaction is an important element in constructivist learning, particularly in language acquisition. According to Khadidja (2020), Vygotsky emphasized that learners internalize knowledge more effectively when engaging with others. As social contexts provide opportunities for collaboration and shared understanding, language learning becomes more authentic when students observe and practice communication in real-world scenarios. Videos of real-life interactions, such as conversations at a café or workplace, serve as excellent tools for introducing social contexts, as such resources not only show the language but also cultural norms, gestures, and expressions; for example, a video demonstrating polite requests teaches learners both the vocabulary and the appropriate tone for formal situations.

Simulated interactions also play an essential component. In the words of Marougkas et al. (2023),virtual reality tools or role-playing apps allow students to practice conversations in different settings, such as a doctor's office or a travel agency, as these simulations provide a safe space for learners to experiment with language use, reducing the fear of making mistakes. Peer collaboration enhances the social dimension of learning. Consequently, group discussions, debates, or paired exercises encourage students to use the language actively while learning from each other's strengths; for example, a group might watch a video and then work together to summarize its content or create a dialogue based on what they observed.

Teachers can facilitate meaningful social interactions by incorporating multimedia projects. For instance, students can create their own videos or podcasts, narrating a story or

conducting interviews. These activities amount to creativity and give students practical experience in using the language for communication. Finally, social interaction helps learners to develop cultural competence, like observing how language is used in various cultural contexts, such as greetings or idiomatic expressions. This broadens their understanding, thanks to multimedia resources, which make this exposure possible, providing learners with a window into the cultural aspects of language use.

2.2.4 Problem-Solving in Constructivism

Problem-solving is central to constructivist learning, as it requires students to engage actively with challenges and find creative solutions. Bell and Bell (2020) started that in language learning, problem-solving tasks help students to apply their knowledge to real-life situations, promoting critical thinking and practical skills. One effective activity is solving listening-based puzzles; for example, students might listen to a series of audio clues to figure out the location of a missing object in a story. As exercise like this one, develops comprehension skills while encouraging logical thinking and attention to detail.

The use of some exercises with multimedia is another useful tool, since instead of using static worksheets, students can watch a video with missing dialogue segments and predict what the characters will say. This activity encourages them to use context clues and prior knowledge to complete the task. In addition, role-playing scenarios also foster problem-solving. The students could be given a situation, such as negotiating prices at a market, and then, the can be asked to perform a dialogue using the language they have learned. This hands-on approach builds confidence and reinforces vocabulary and grammar in a practical setting. Moreover, collaborative problem-solving tasks, such as planning a trip or organizing an event, integrate language learning with teamwork. Students watch a video related to the task, then discuss and decide on the best course of action, this activity combines communication skills with decision-making and cooperation. Finally, multimedia tools like games or interactive apps make problem-solving engaging and fun (Suhendi et al., 2021). For instance, language-learning apps often include challenges that require students to use new vocabulary or solve riddles. These activities align with constructivist principles by encouraging active participation and making learning enjoyable.

2.2.5 Classroom Applications

Implementing constructivist strategies in the classroom requires thoughtful planning and resource selection. Suhendi et al. (2021) said that teachers must create an environment where students actively participate in their learning process, using multimedia to bridge theoretical knowledge with practical application. The first step is selecting relevant multimedia resources like videos, podcasts, and apps, as they can align with the lesson objectives. For instance, a video demonstrating casual conversations can introduce phrases for everyday interactions, so teachers can prepare guiding questions or tasks to ensure students engagement with the material critically. Moreover,teachers can design collaborative activities that encourage social interaction as groups projects, as multimedia presentations or role-playing a real-life scenario. These activities allow students to practice language skills while learning from each other, build teamwork and problem-solving abilities.

Feedback is another very important component. Constructivist teaching emphasizes formative assessment, where students receive ongoing guidance to improve their understanding. Teachers can use multimedia to provide feedback, such as recording students' speaking exercises and discussing strengths and areas for improvement. Integrating technology into lessons enhances constructivist learning. Educational platforms of English learning, as Duolingo, offer interactive exercises that students can complete independently; therefore, teachers can assign these activities as homework and discuss the results in class, blending independent and collaborative learning. Lastly, teachers should create opportunities for real-world application, the possibility to organize a virtual meeting with native speakers or assigning students to record a podcast about a local topic can make learning more meaningful, by connecting classroom activities to practical experiences, teachers help students see the value of their learning.

2.3 The Cognitive Theory of Multimedia Learning

According to Mayer and Moreno (2020), the cognitive theory of multimedia learning, expands the idea that students learn better when they are presented with both visual and auditory information. In addition, it also emphasizes how the brain processes this information. When students watch a video, their brain divides the task into two main channels; one for words (audio) and one for the images (visual). Both channels work together to help the learner make sense of

what they are seeing and hearing; however, these channels have limited capacity, meaning they can only process certain information at a time (Mayer, 2024).

To avoid overwhelming the brain, multimedia learning should present information in a clear and organized way. For instance, videos should have simple visuals that match the spoken words, without adding too many distractions, as if the information is too complex or too much is shown at once, it can overload the student's brain, making it harder to learn (Dalgarno et al., 2009). Bahtiar & Aris (2023) stated that this theory also emphasizes the importance of guiding the student's attention; by highlighting important parts of the video or pausing to explain key points, teachers can help students focus on what matters most. This reduces cognitive load and helps students to understand the material better.

2.3.1 Dual Channels: Visual and Auditory

The Cognitive Theory of Multimedia Learning explains how the brain processes information through two main channels: visual and auditory (Schneider et al., 2022). These channels work together to help learners understand and retain information, so when watching a video with subtitles, the brain processes the images through the visual channel and the spoken words through the auditory channel. Each channel has a limited capacity, meaning it can only handle a certain amount of information at a time; if too much is presented at once, the brain becomes overwhelmed, making it harder to learn. This is why multimedia learning works best when information is balanced between visuals and audio.

The theory also highlights that using both channels simultaneously can make learning more effective; for instance, showing an animation while explaining the concept helps students to connect the visuals with the spoken explanation and this dual processing strengthens understanding and makes it easier to remember. It is important to ensure that the information presented on each channel complements the other. If the visuals and audio are unrelated, it can confuse the learner. An example of this can be a video that shows an image of a dog, but the narration talks about cats, as the learner might struggle to focus and retain the information. By understanding how the brain processes visual and auditory input, teachers can design multimedia resources that engage both channels effectively, since this approach not only enhances comprehension but also makes learning more interactive and enjoyable.

2.3.2 Designing Effective Multimedia Materials

Creating effective multimedia materials requires careful planning to ensure that both visual and auditory elements work together to support learning. A good design helps students to focus on the most important information without feeling overwhelmed or distracted (Castro et al., 2021). Visual elements should be simple and clear; for example, images or diagrams should directly relate to the topic being taught. In a language class, a video about food could include pictures of fruits and vegetables labeled with their names in the target language, as this helps students to connect the word to the image, making vocabulary easier to learn.

Auditory elements, such as narration or sound effects, should also be carefully chosen. Clear and concise explanations help students to focus on the key points. The background music or unnecessary sounds can distract learners, so they should be avoided unless they add meaningful context to the lesson. Another important consideration is synchronization, for Knoop Van et al. (2020), the visuals and audio should match in timing; for example, in a video explaining a science experiment, the narrator should describe each step as it is shown on screen. This alignment helps students to understand the process more effectively.

Text should be used sparingly in multimedia materials. Instead of long paragraphs, short bullet points or captions can highlight key ideas. Combining spoken explanations with minimal text reduces cognitive load, allows students to focus on the content without becoming overwhelmed. Finally, interactivity can make multimedia materials more engaging. Features like clickable links, quizzes, or pause-and-play options give learners control over their pace, allowing them to review challenging sections or skip content they already understand.

2.3.3 Reducing Cognitive Load

Cognitive load refers to the mental effort required to process information. When too much information is presented at once, learners can feel overwhelmed, making it harder to understand and remember (Castro et al., 2021). To support effective learning, multimedia resources should be designed to minimize cognitive load. One way to reduce cognitive load is by breaking down complex information into smaller, manageable parts. For example, a long video can be divided into shorter clips, each focusing on a specific topic. This allows students to concentrate on one idea at a time without feeling overloaded.

Using visuals that support audio is another effective strategy. A diagram explaining how a car engine works should highlight the parts being described by the narrator, as this helps learners to connect the visual and auditory information, making it easier to process. Avoiding unnecessary details is also important; for example, extraneous content, such as decorative images or unrelated background music, since they can distract students and increase cognitive load. Moreover, materials should focus on the essential information needed to achieve the learning objectives.

Providing clear instructions can help learners to navigate multimedia resources more easily. If a video includes interactive elements, the teacher should explain how and when to use them, as this reduces confusion and ensures students to focus on the content rather than the tool. Finally, repetition and reinforcement can aid understanding; for example, key concepts can be repeated at the end of a video or highlighted in follow-up activities. This ensures that learners have multiple opportunities to process and retain the information.

2.3.4 Guiding Attention in Multimedia Resources

Guiding learners' attention is essential for effective multimedia learning. Castro et al. (2021) said when students know where to focus, they are more likely to understand and remember the material. Multimedia resources can include techniques to highlight important points and keep students engaged. One effective technique is the use of visual cues. Arrows, bold text, or color highlights can draw attention to key parts of a diagram or slide. In a presentation about grammar rules, the main rule could be written in bold or outlined with a colored box to emphasize its importance.

Timing is another way to guide attention. In videos, presenting information step-by-step ensures that learners focus on each part before moving to the next. For instance, an animation explaining how photosynthesis works could show the process in stages, pausing at each step to provide an explanation. Auditory cues, such as changes in tone or volume, can also direct attention. A teacher narrating a video might use a louder voice or a pause to emphasize an important point. This change signals to the learner that the information is critical. Interactive features can keep students engaged while guiding their focus. For example, a video might include a pop-up question that asks learners to reflect on the previous scene. These pauses not only maintain interest but also ensure that students are actively processing the information. Finally, summaries or key takeaways at the end of a lesson help to reinforce what is most important. A

closing slide listing the main ideas ensures that learners leave with a clear understanding of the topic.

2.3.5 Examples and Teaching Tools

There are many multimedia tools that teachers can use to enhance learning. These tools cater to different learning styles, making lessons more inclusive and engaging for all students (Castro et al., 2021). Using videos to teach is a good and modern idea, due to platforms like YouTube offer educational content on a wide range of topics. Teachers can find videos tailored to their subject or create their own using tools like Canva. For language learning, videos featuring real-life conversations help students to hear and see how the language is used in context. The use of audio resources is excellent for improving listening skills; therefore, teachers can recommend podcasts such as learning English or create their own recordings. Pairing podcasts with transcripts allows students to follow along and review unfamiliar words.

Teach with interactive apps like Duolingo provide gamified learning experiences, as students can practice vocabulary, grammar, or listening through interactive exercises. These apps often include progress tracking, which motivates learners to improve. Platforms like PowerPoint or Prezi allow teachers to combine text, images, and audio in a single presentation. These tools are ideal for summarizing lessons or introducing new topics in a visually appealing way. In addition, tools like Kahoot offer simulations and quizzes that make learning interactive (Castro, 2021). A history teacher, for example, ~~a~~ might use a virtual timeline to explore key events, while a language teacher could simulate ordering food at a restaurant. By incorporating these tools into their teaching, educators can create a dynamic learning environment that supports understanding and retention; each resource offers unique benefits, allowing teachers to choose the ones that best fit their objectives and students' needs.

2.4 Social Learning Theory

The social learning theory, proposed by Albert Bandura, focuses on the idea that people learn by watching others. This theory is especially relevant in language learning, since students can improve their skills by observing native speakers in videos or listening to audio clips of real conversations (Rumjaun & Narod, 2020). According to MacBlain (2021), learning happens through observation, imitation, and modeling. Therefore, when students watch a video of someone speaking English, they are not just listening to words, they are also observing how the

speakers uses body language, tone, and expressions. These cues help students to understand how to use language in social situations.

One of the key ideas in social learning theory is the concept of vicarious learning. This means that students can learn by watching others succeed or make mistakes (Pascual Lacal, 2009). For example, when watching a video, students can observe how a native speaker responds to a question, so they can learn how to answer similar questions themselves. Bandura also emphasized the importance of motivation in learning (Pascual Lacal, 2009). When students see others successfully using a language, they are more motivated to try it themselves; therefore, watching engaging videos or listening to interesting audio stories can inspire students to practice their listening skills and try speaking English more often.

2.4.1 Fundamental Principles of Social Learning Theory

The Social Learning Theory, developed by Albert Bandura, emphasizes the importance of observation, imitation, and modeling in the learning process (Rotter, 1982). According to this theory, people acquire new behaviors and knowledge by watching others and replicating their actions. This approach is particularly effective in language learning, where observing real-life communication provides learners with insights into how language is used in context; for instance, when a student watches a fluent speaker use polite phrases in a conversation, they are not just learning vocabulary and grammar, but also the appropriate tone, gestures, and expressions that complement the spoken words.

Imitation plays a significant role in the early stages of learning. Young children often repeat words or sentences they hear from their parents or teachers, gradually internalizing the structure and pronunciation of the language; in a classroom setting, this process can be encouraged by presenting learners with well-structured examples of language use. Consequently, teachers might play recordings of dialogues, enabling students to mimic the intonation and sentence patterns they observe. Modeling is another crucial aspect of social learning. In this context, a model refers to any person, real or virtual, whose behavior learners aim to emulate; effective models can be teachers, peers, or even characters in educational videos (Chuang, 2021). A teacher demonstrating how to introduce oneself in English provides a clear and practical model for students to follow. The learner's ability to observe, understand, and replicate this

behavior is central to Bandura's theory and underscores the interconnectedness of observation and action in education.

Social learning also incorporates the idea of , positive reinforcement, such as praise or rewards, since this encourages learners to continue imitating successful behaviors (Chuang, 2021). Similarly, observing others receive positive feedback for their actions motivates students to adopt similar behaviors. For instance, if a classmate is praised for accurately using a complex sentence structure, other students may be inspired to try it themselves; this cycle of observation and feedback creates a dynamic and collaborative learning environment that promotes skill development. In summary, the principles of observation, imitation, and modeling provide a strong foundation for social learning, as these elements work together to create a holistic approach to language acquisition, where learners are not passive recipients of information but active participants who observe, practice, and refine their skills through interaction with their environment.

2.4.2 Vicarious Learning in Language Acquisition

Vicarious learning, a key component of Social Learning Theory, occurs when individuals learn by observing the successes and mistakes of others. This form of learning is especially valuable in language acquisition, where students can benefit from seeing how peers or fluent speakers use the language effectively. A student might observe how a native speaker responds to questions in an interview, noting the choice of words, tone, and body language (Chuang, 2021). By analyzing these interactions, the learner gains insights into effective communication strategies without directly participating in the conversation.

One advantage of vicarious learning is that it allows students to learn in a low-pressure environment, watching others navigate language challenges, such as correcting grammatical errors or rephrasing a question, helps learners understand common pitfalls and how to overcome them (Chuang, 2021). For example, if a video shows a speaker mistakenly using the wrong tense and then self-correcting, viewers are less likely to repeat the same error in their own speech. Therefore, this observational process reinforces learning and builds confidence, as students feel better prepared to handle similar situations.

Vicarious learning also fosters a deeper understanding of cultural norms and context. Observing how others interact in specific scenarios, such as formal meetings or casual

conversations, provides learners with a nuanced grasp of language use; for instance, a student might learn when it is appropriate to use formal greetings versus informal ones by observing interactions in different settings. This exposure helps learners to develop pragmatic skills that go beyond grammar and vocabulary. Additionally, vicarious learning encourages reflection and critical thinking, since after observing a scenario, students can analyze what worked well and what could be improved. Moreover, teachers can facilitate this process by asking guided questions and using reflective practice, as this not only reinforces learning but also empowers students to apply similar strategies in their communication. In language learning, vicarious experiences often come from multimedia resources, such as videos, podcasts, or live demonstrations. These tools offer rich opportunities for learners to observe and analyze real-life language use, making vicarious learning an integral part of modern education.

2.4.3 Using Videos and Clips in the Classroom

Videos and clips are powerful tools for teaching languages, offering students visual and auditory examples of real-life communication. For Firmansyah and Saepuloh (2022), these resources bring language to life, helping learners understand how it is used in context while engaging them through dynamic and relatable content. A video, depicting a traveler asking for directions in a foreign city, for example, provides learners with practical vocabulary, sentence structures, and non-verbal cues such as gestures and facial expressions.

Educational videos can be tailored to specific learning objectives; for example, a clip focusing on workplace communication might show employees interacting during a meeting, highlighting phrases and idioms commonly used in professional settings. Alternatively, a video about shopping could demonstrate how to ask for prices or describe items, equipping students with the language skills needed for everyday transactions. These scenarios allow learners to observe and practice language use in a variety of contexts (Firmansyah & Saepuloh, 2022). Short clips from movies or TV shows are also effective for teaching cultural nuances. A scene from a popular sitcom might show how humor is conveyed through tone, body language, or double meanings, so students can analyze the dialogue, identifying the cultural references and idiomatic expressions that make the interaction unique. This approach not only enhances language skills but also fosters cultural awareness. Videos also provide opportunities for follow-up activities, such as role-playing or group discussions, since after watching a clip, students might recreate the

dialogue with a partner or write their own version of the story. These exercises help learners to internalize the language and practice it in meaningful ways, making videos an indispensable resource in the language classroom.

2.4.4 Motivation and Its Impact on Social Learning

Motivation is a critical factor in the success of social learning. For Firmansyah and Sepuloh (2022), when learners are motivated, they are more likely to engage with the material, observe carefully, and actively participate in language practice. The Social Learning Theory emphasizes the role of motivation by showing how observing other's successes can inspire learners to achieve similar goals. Watching a peer successfully deliver a presentation in a foreign language can motivate students to work harder on their speaking skills.

Intrinsic motivation, which comes from personal interest and enjoyment, is particularly important in language learning (Rotter, 1982). Students who are curious about a new culture or excited about traveling to a foreign country are naturally more inclined to practice the language. Therefore, teachers can foster intrinsic motivation by incorporating topics that interest students, such as music, sports, or current events, into their lessons; for instance, a lesson on conversational English could involve discussing popular songs or analyzing movie dialogues. Extrinsic motivation, driven by external rewards, also plays a role, since positive reinforcement, such as praise, certificates, or tangible rewards, encourages learners to stay engaged. A teacher, for example, might reward students for completing a challenging task, such as role-playing a job interview, with points or verbal recognition. These rewards create a sense of accomplishment and motivate students to continue improving.

Creating a supportive and collaborative learning environment also boosts motivation. When students feel encouraged by their peers and teachers, they are more willing to take risks and participate in activities, group projects, such as creating a video skit or recording a podcast, allowing learners to share ideas and learn from each other and foster both motivation and social interaction. Finally, motivation can be enhanced through the use of engaging multimedia resources. Interactive apps, gamified learning platforms, and entertaining videos capture the students' attention and make learning enjoyable. When learners associate language practice with fun and success, they are more likely to stay committed to their goals.

2.4.5 Technological and Social Applications

The integration of technology and social platforms into language learning has revolutionized education, providing learners with new ways to interact, practice, and engage with the material. Social media platforms, such as YouTube, offer a wealth of language-learning opportunities, from following educational influencers to watching real-life conversations. For instance, students can follow accounts that post daily vocabulary tips or short videos explaining grammar rules, making learning accessible and enjoyable (Rotter, 1982). Interactive apps and online platforms also play a significant role in modern language education. There are some applications to connect learners with native speakers or other students, creating opportunities for authentic communication. Such platforms often include features like live chats, video calls, and language exchanges, allowing students to practice speaking and listening in real-time.

Virtual classrooms and collaborative tools, such as ZOOM or Google Meet, enable teachers to integrate multimedia resources seamlessly into their lessons. For example, a teacher might share a video during an online session and then facilitate a group discussion about its content, as these tools make it possible to simulate face-to-face interaction, even in remote learning environments. Gamification is another powerful application of technology in language learning. Apps like Kahoot, turn vocabulary practice and grammar drills into competitive games, motivating students to participate actively. A teacher might create a Kahoot quiz on common phrases, encouraging students to compete while reinforcing their knowledge.

Social media also encourages cultural immersion, allowing students to connect with native speakers and explore authentic content; for example, learners can join language-focused Facebook groups or participate in live Q&A sessions with educators. These interactions provide valuable exposure to the target language and its cultural context, making social platforms a vital tool for modern education (Linh Ha Le, 2021).

2.5 Second Language Acquisiton Theory

Stephen Krashen (1981) explained how people learn a second language, like English. Krashen's theory is based on five main hypotheses. One of which is the input hypothesis, which suggests that students learn a new language best when they are exposed to language that is slightly above their current level, known as comprehensible input. Using videos and audio in the classroom can provide this kind of input, as students might watch a video where the speaker uses

some unfamiliar words or grammar structures, but the context helps them to understand the meaning. This allows ~~a~~ students to learn new language features naturally, without feeling overwhelmed.

Krashen (1981) also talked about the affective filter hypothesis, which says that students learn better when they feel relaxed and motivated. Therefore, multimedia resources, like fun videos or interesting podcasts, can make the learning process more enjoyable and less stressful, lowering the affective filter and helping students to absorb the language more effectively (Schweiter & Benati, 2022). Another important part of Krashen's theory is the natural order hypothesis, which suggests that students learn certain grammar rules in a predictable order, so by exposing students to a wide range of language through multimedia, they can encounter these rules in context, which helps them internalize the language faster.

2.5.1 Krashen's Input Hypothesis

Krashen's Hypothesis emphasizes that language acquisition occurs most effectively when learners are exposed to comprehensible input, which refers to language that is slightly beyond their current level of understanding but still accessible with the help of context (Gong, 2022). This idea suggests that learners grow by building on what they already know while encountering new and manageable challenges; for example, a beginner learning English might understand simple sentences .Comprehensible input is especially powerful when it is provided in meaningful and engaging contexts; consequently, watching a video of a conversation at a café, for instance, exposes learners to common phrases and provides visual cues to reinforce understanding. This combination of verbal and non-verbal communication helps learners to connect new vocabulary and grammar to real-life situations, making the input not only comprehensible but also memorable (Gong, 2022).

Krashen argued that learners do not need to explicitly focus on grammar rules to acquire a language; instead, regular exposure to well-structured input naturally helps them internalize the patterns and structures of the language. For instance, listening to a podcast where speakers discuss their daily routines allows learners to absorb verb tenses and sentence structures without deliberate study. A key element of comprehensible input is variety, by exposing students to a range of topics, accents, and registers, teachers ensure that learners encounter diverse language forms. A lesson might include a casual dialogue between friends, followed by a formal speech or

a news broadcast, this diversity prepares students to use the language in different contexts, from informal chats to professional settings. Moreover, in practice, teachers can use strategies like graded readers, videos with subtitles, and simplified news articles to provide comprehensible input, as these resources allow students to engage with material that matches their proficiency level while challenging them just enough to promote growth, by consistently offering input that aligns with the "i+1" principle, teachers create an optimal environment for language acquisition.

2.5.2 Krashen's Affective Filter Hypothesis

The Affective Filter Hypothesis focuses on the emotional factors that influence language acquisition, such as motivation, anxiety, and self-confidence (Nall, 2020). Krashen argued that a low affective filter (a mental barrier raised by stress or fear) allows learners to absorb input more effectively, while a high filter blocks the process, even when the input is comprehensible and this means that learners must feel relaxed, confident, and motivated to acquire a language successfully. Reducing anxiety is one of the most effective ways to lower the affective filter, therefore, teachers can create a supportive classroom environment by encouraging participation without fear of judgment. For example, using group activities or pair work instead of individual presentations can reduce the pressure on shy students. Additionally, providing positive reinforcement for attempts rather than focusing on mistakes helps build confidence and encourages learners to take risks.

Another strategy, according to Almohawes (2021), is to make learning enjoyable. Incorporating games, songs, and humor into lessons creates a relaxed atmosphere where students feel less intimidated; for instance, a teacher might use a language-learning app with gamified exercises or play a popular song in the target language, encouraging students to sing along. These activities make learning fun and foster a positive emotional connection to the language. Building motivation also lowers the affective filter. Intrinsic motivation can be sparked by showing how the language relates to the learners' interests or goals. A student interested in travel might be inspired by lessons on how to navigate airports or order food abroad, and extrinsic motivation, such as praise, certificates, or rewards, can further enhance engagement and reduce stress. Teachers can also address specific anxieties, such as fear of speaking, encouraging learners to practice in small, supportive groups or with virtual conversation partners, as this helps to build

confidence. Over time, these experiences reduce the affective filter, enabling students to engage with the language more fully and effectively.

2.5.3 The Natural Order Hypothesis

The theory of Natural Order Hypothesis suggests that learners acquire grammatical structures in a predictable sequence. Regardless of their mother tongue (Fahad, 2020), some features of a language, such as plurals or basic verb forms, tend to be learned early, while more complex structures, like subjunctive mood or advanced tenses, are acquired later. This process is similar for all learners, despite their age or background. For example, when learning English, students often first grasp simple present tense (I go) before moving on to past tense (I went), and finally more advanced forms like the present perfect (I have gone). This natural progression occurs without explicit instruction, as long as learners are exposed to sufficient comprehensible input. A child learning English through stories, for instance, might repeatedly encounter simple past verbs like "ran" or "saw" in context, gradually internalizing their use.

The Natural Order Hypothesis implies that explicit grammar instruction may not significantly accelerate language acquisition; instead, Krashen believed that learners should be exposed to language naturally and allowed to acquire structures at their own pace. Rather than explicitly teaching the rules for forming questions, a teacher might focus on providing input, such as dialogues or videos, where questions are used naturally. This hypothesis also explains why learners may struggle with certain structures despite explicit teaching (Fahad, 2020). An advanced concept like conditionals (If I were rich, I would travel) may only become internalized once the learner has acquired the foundational grammar structures and, for this reason, teachers should focus on providing varied input and trusting the natural acquisition process, rather than pushing students to master specific forms prematurely.

Chapter IV

Data Analysis

4.1. Description of the Sample

4.1.1. Detailed characteristics of participants (age, gender, English proficiency level, socioeconomic background)

In this study, some students at Instituto Técnico Profesional LATAM, were selected. All of them were intermediate-level English learners. The group consisted of students with similar levels of proficiency, ensuring a fair starting point for the analysis. Moreover, these students had basic listening skills but needed more practice to improve their comprehension and confidence in understanding spoken English. The selection of intermediate learners was intentional, as this level is often where students face challenges in real-world listening scenarios.

The participants ranged in age from 16 to 25 years old, with a few older participants included. Most students were between 18 to 22 , representing a typical demographic for this type of educational program. This variation in age allowed the study to analyze whether multimedia tools were equally effective for learners at different stages of life. In terms of gender, the group included both male and female participants. There was a slight majority of female students, but the distribution was close to balanced. This gender diversity was important to ensure that the findings could be generalized to a broader population. It also provided insights into whether there were any notable differences in how male and female students responded to multimedia tools for improving listening skills.

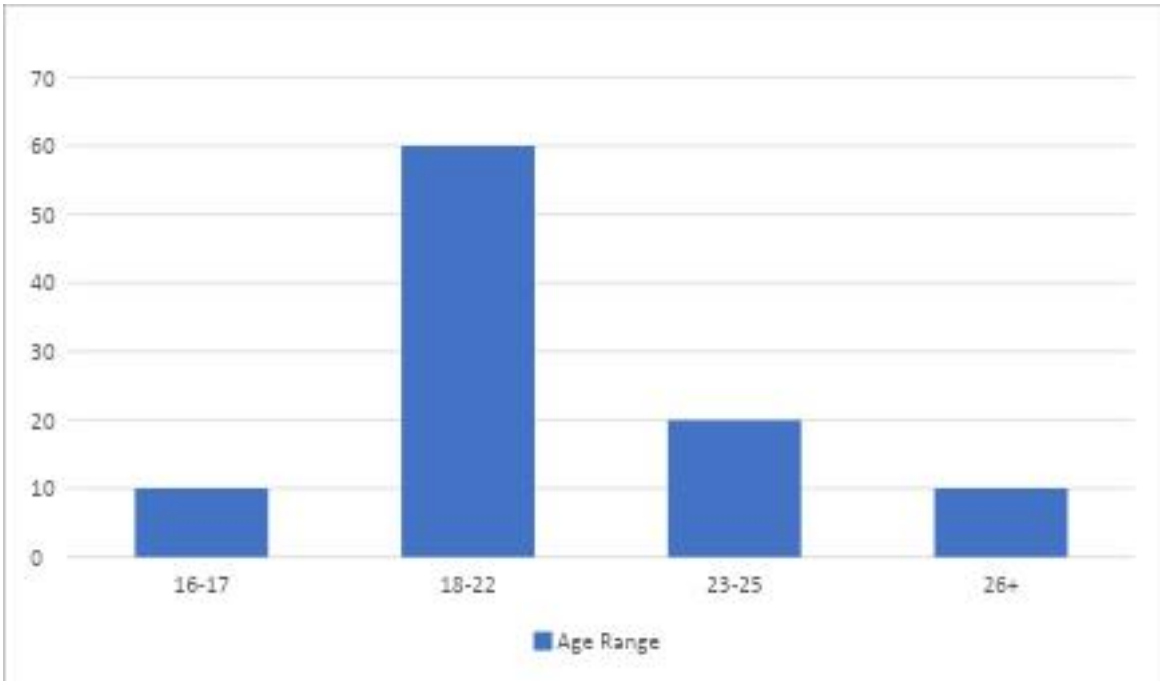
A placement test was administered to confirm the English proficiency level of all participants. This test evaluated their skills in listening, speaking, reading, and writing, but the focus of this study was solely on listening. The test ensured that all participants started at a similar intermediate level, providing a consistent baseline for measuring the effectiveness of multimedia resources.

4.1.2. Representation: Bar or pie chart showing the composition of the sample based on characteristics

To better visualize the composition of the sample, figures were used to represent the key characteristics of the participants. A bar chart was created to display the age distribution. This chart shows that the majority of students were between 18 and 22 years old, with smaller groups

falling into the younger and older age brackets. The chart provided a clear visual representation of the group's age diversity.

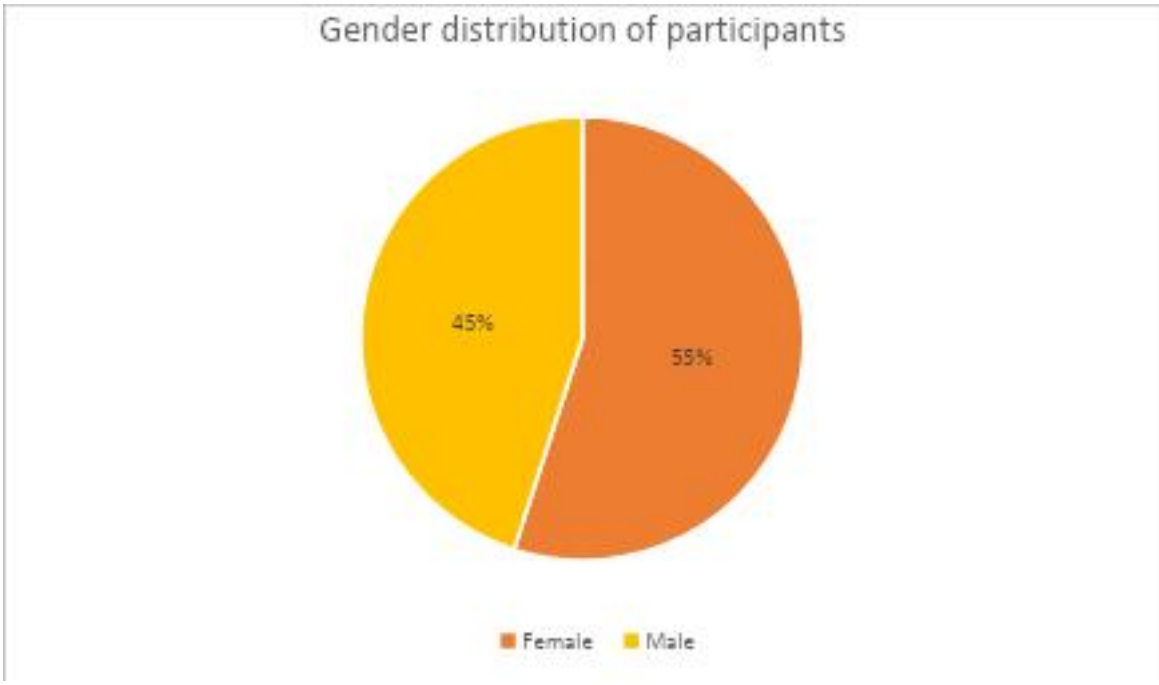
Figure 1. Age distribution of Participants.



Source: Self elaboration using the data of this present investigation.

Another figure , a pie chart, was used to represent the gender distribution of the participants. The chart illustrates that females made up a slightly larger proportion of the group than males, but the overall balance ensured that gender-based differences in the results could be explored without bias.

Figure 2. Gender distribution of participants.



Source: Self elaboration using the information of this investigation.

These figures helped to identify patterns within the sample; for example, the socioeconomic chart suggested that students from lower-income backgrounds showed greater improvement, possibly because they had less exposure to similar tools before the study. This was an important insight and demonstrated the inclusive potential of multimedia learning resources.

The use of visual aids, such as bar and pie charts, simplified the presentation of data and made it easier to communicate the samples characteristics to readers. These tools complemented the detailed descriptions and ensured that the sample's diversity was clearly understood before delving into the analysis of results. By combining descriptive data with visual representations, the study provided a comprehensive overview of the participants, as this ensured transparency and set a strong foundation for analyzing how multimedia resources impacted the listening skills of intermediate English learners.

4.2. Pretest Results

4.2.1. Comparison of initial results between the control and experimental groups

The pretest was conducted to assess the initial listening skills of both the control group and the experimental group before introducing any interventions. This test served as a baseline to

measure the effectiveness of multimedia resources in improving listening comprehension, both groups were given the same listening tasks, ensuring fairness and consistency in the evaluation process. The control group, which followed traditional teaching methods, showed moderate scores on average. These methods included textbook exercises and classroom discussions, which provided limited exposure to authentic listening materials. The scores reflected the group's reliance on conventional learning strategies, which often lack real-world applications for listening comprehension. In contrast, the experimental group, despite not yet being exposed to multimedia resources, displayed similar average scores to the control group. This was expected, since both groups started with comparable levels of proficiency. Therefore, the results confirmed that there was not a significant difference in initial abilities, ensuring that any improvements observed later could be attributed to the intervention of multimedia tools.

A bar chart was created to visually compare the average pretest scores of both groups. The chart illustrates that the scores were nearly identical, with only minor variations that were statistically insignificant. This demonstrated that the groups were well-matched and provided a solid foundation for analyzing the impact of multimedia resources on listening skills.

4.2.2. Identification of patterns and significant differences

While the overall scores between the control and experimental groups were similar, closer analysis revealed some interesting patterns, as students in both groups struggled the most with understanding fast speech, unfamiliar accents, and informal language. These challenges highlighted the need for teaching strategies that offer greater exposure to authentic listening scenarios. Another notable pattern was the variation in performance among subgroups. For example, younger students tended to score slightly higher than older participants, possibly due to their greater familiarity with digital tools and technology. Similarly, students with some prior exposure to multimedia materials, such as language apps or videos, performed marginally better, even before the intervention.

Although, no significant differences were observed among the overall averages of the two groups, individual variations within each group were noted; for instance, students with a strong preference for visual or auditory learning styles tended to perform better on certain tasks. This finding suggested that teaching methods should consider individual learning preferences to maximize effectiveness. To illustrate these patterns, a scatter plot was created, showing the range

of scores within each group. The plot revealed that while the control and experimental groups had similar averages. The experimental group displayed a slightly wider distribution of scores. This variation hinted at the potential for greater improvement once multimedia resources were introduced. Overall, the pretest results confirmed the comparability of the two groups and provided valuable insights into the initial challenges faced by students in developing their listening skills. These findings set the stage for analyzing how multimedia tools could address these issues and improve outcomes in the experimental group.

4.3. Impact of Multimedia Resources on Motivation

4.3.1. Qualitative and quantitative analysis of students' motivation

The study included an analysis of how multimedia resources, such as videos and audio recordings, influenced students' motivation to improve their listening skills. Motivation was measured through a combination of surveys, interviews, and classroom observations, providing both qualitative and quantitative insights into the students' experiences. Quantitatively, students completed a motivation survey at the beginning and end of the study. The survey assessed factors such as interest in listening activities, enjoyment of class sessions, and perceived relevance of learning materials. The results showed that students in the experimental group, who used multimedia resources, reported a noticeable increase in their motivation by the end of the study. Moreover, the scores for engagement, excitement, and confidence in listening activities improved significantly compared to their initial levels.

Qualitatively, students' interviews and teachers' observations supported these findings. Many students in the experimental group expressed that multimedia tools made lessons more engaging and enjoyable, they particularly appreciated the diversity of materials, such as videos featuring real-world conversations and audio clips with various accents. These resources made the learning process feel more relevant and practical, which increased their willingness to participate in class. Teachers also observed a shift in classroom dynamics. In the experimental group, students were more eager to answer questions, volunteer for activities, and collaborate with peers; in contrast, the control group displayed less enthusiasm, and even, some students described traditional methods as repetitive or uninspiring. This qualitative feedback highlighted the role of multimedia tools in creating a more interactive and stimulating learning environment.

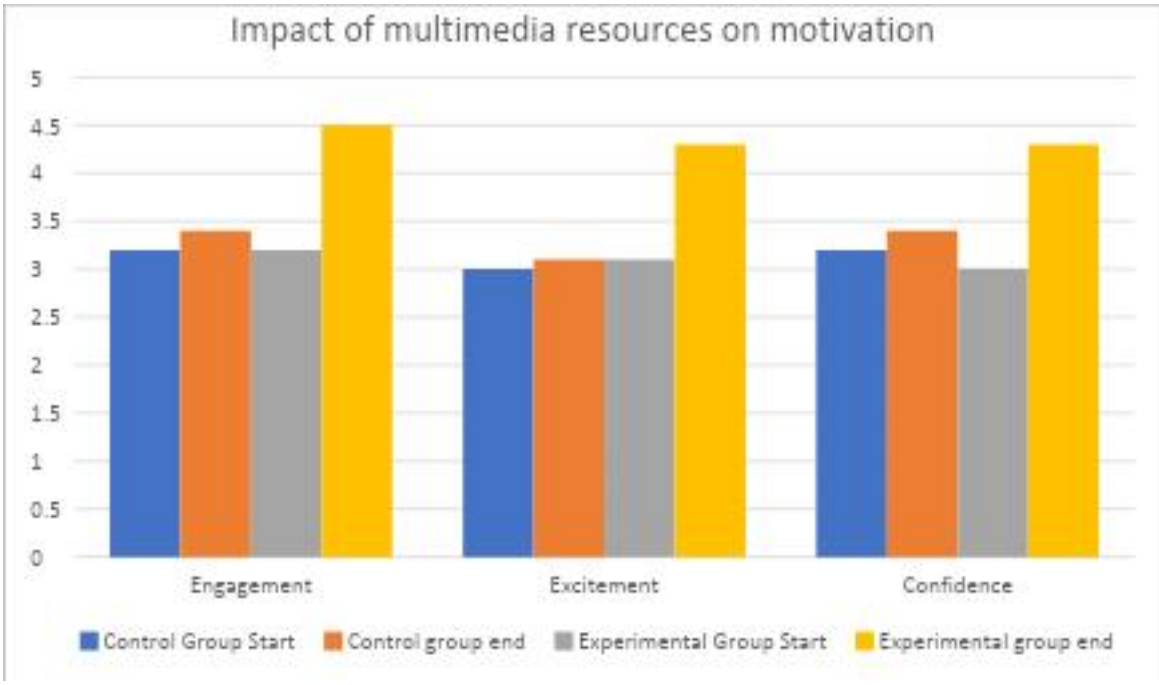
4.3.2. Comparison between the two groups

When comparing the control and experimental groups, a clear difference in motivation levels emerged; while both groups started with similar levels of motivation, the experimental group demonstrated significantly higher improvements by the end of the study. Students in the control group, who relied on traditional methods like textbook exercises and teacher-led discussions, showed only slight increases in motivation. Their survey responses indicated moderate satisfaction with the lessons, but many felt that the materials lacked variety and real-life application. Moreover, the interviews revealed that some students struggled to stay engaged, particularly during repetitive listening exercises.

In contrast, the experimental group consistently reported higher levels of motivation. The use of multimedia resources was a key factor in this difference, as students in this group frequently mentioned that the videos and audios made listening activities more dynamic and relatable. The exposure to authentic materials helped them feel more prepared for real-world situations, which further boosted their confidence and enthusiasm.

A bar chart comparing motivation scores between the two groups illustrated this contrast, as while the control group showed only a slight increase from their initial scores, the experimental group displayed a significant jump in their motivation levels. This difference reinforced the effectiveness of multimedia tools in creating a more engaging and enjoyable learning experience. Overall, the analysis revealed that multimedia resources had a substantial positive impact on students' motivation. The combination of engaging materials, authentic contexts, and diverse formats made lessons more appealing and effective, setting the experimental group apart from the control group in terms of both interest and participation.

Figure 3. Impact of multimedia resources on motivation



Source: Self data due to present investigation.

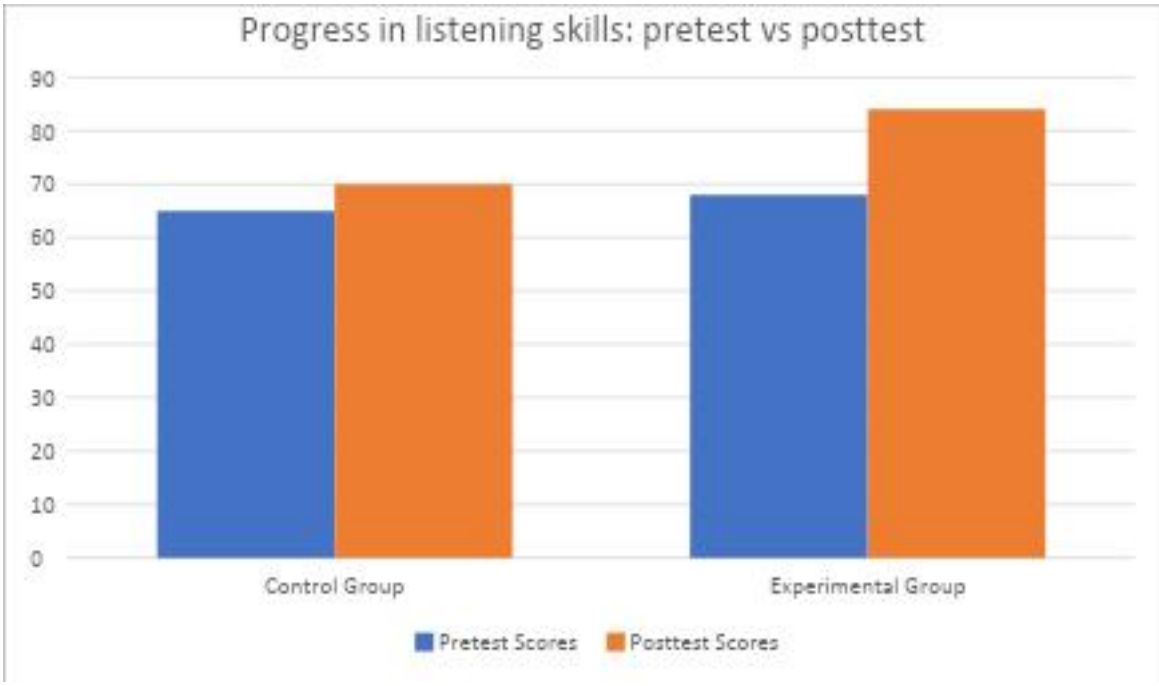
4.4. Progress in Listening Skills

4.4.1. Comparison of pretest and posttest scores in each group

The study measured the progress in listening skills by comparing the pretest and posttest scores of the control and experimental groups. Both groups started with similar scores in the pretest, showing that they had comparable initial listening abilities; moreover, the pretest results established a baseline for assessing the changes in performance after the intervention. In the control group, the posttest scores showed some improvement, but the increase was relatively small. This group continued with traditional teaching methods, which included listening exercises from textbooks and guided discussions in class. While these methods helped to reinforce basic listening skills, they did not expose students to diverse or realistic listening situations, which limited their progress. On the other hand, the experimental group demonstrated a more significant increase in their posttest scores. This group used multimedia resources such as videos and audio recordings, which provided varied and authentic listening experiences. These materials helped students to develop better comprehension, especially when dealing with fast speech, different accents, and informal language.

A line figure was created to show the changes in scores between the pretest and posttest for both groups. The figure clearly illustrates that the experimental group made larger improvements compared to the control group. This visual representation highlighted the effectiveness of multimedia resources in enhancing listening skills.

Figure 4. Progress in listening skills: pretest vs posttest.



Source: Self elaboration based on information of this investigation

4.4.2. Analysis of average improvement in listening skills

To better understand the progress made, the average improvement in listening skills was calculated for each group; in the control group, the average increase in scores was small. Most students showed only slight advancements. This limited growth suggested that traditional methods might not be sufficient for addressing the challenges of listening comprehension. In contrast, the experimental group achieved a much higher average improvement, as students in this group not only improved their ability to understand different accents and speech speeds, but they also reported feeling more confident during listening activities. The diversity of multimedia materials allowed them to practice skills that traditional methods could not fully address. Further analysis revealed that the students in the experimental group who actively engaged with the multimedia materials made the most progress; for example, those who frequently rewatched

videos or listened to audio recordings multiple times. As they showed greater improvement than those who used the resources less often. This suggested that consistent exposure to multimedia tools was key to maximizing their effectiveness.

A bar chart comparing the average improvements in each group provided a clear summary of the findings. The chart shows that the experimental group's average score increase was nearly double that of the control group. This reinforced the idea that multimedia resources were more effective in helping students develop their listening skills. Overall, the results demonstrated that multimedia tools had a significant positive impact on students' listening skills, since the experimental group benefited not only from the authenticity of the materials, but also from the engaging and interactive nature of the activities. In addition, these factors contributed to their greater success in the posttest compared to the control group. By combining pretest and posttest comparisons with an analysis of average improvement, the study provided strong evidence that multimedia resources are a valuable addition to English language teaching. These tools offer a dynamic and practical way to enhance listening comprehension, making them an essential resource for modern classrooms.

4.5. Engagement Levels During Activities

4.5.1. Teachers' observations and records on student participation levels

During the study, teachers closely observed how students participated in listening activities. Their records revealed clear differences between the control and experimental groups, In the control group, where traditional methods were used, participation levels were moderate; many students followed instructions but showed little enthusiasm during activities. For example, they often completed tasks passively, without asking questions or engaging in discussions. In contrast, the experimental group, which used multimedia resources, displayed higher levels of participation, as students were more eager to engage with the materials, often asking questions or discussing what they heard in the videos and audios. Moreover, teachers noted that students in this group appeared more focused during activities and seemed genuinely interested in the content.

One significant observation was, that students in the experimental group actively interacted with each other during group activities; for instance, while analyzing a video clip, they often shared their interpretations and helped each other understand challenging parts, this

collaboration created a more dynamic and supportive classroom environment. Teachers also recorded that, students in the experimental group showed greater persistence in completing tasks, even when faced with difficult listening exercises, they were willing to replay sections of the audio or video to improve their comprehension. This was less common in the control group, where students tended to give up more quickly when they encountered challenges. A bar chart was created to visually compare participation levels between the two groups. The chart showed that the experimental group consistently scored higher in terms of engagement; as measured by teacher observations, this data reinforced the qualitative findings that multimedia resources had a positive impact on student participation.

4.5.2. Factors influencing student engagement

Several factors contributed to the differences in engagement levels between the two groups. In the control group, the lack of variety in traditional methods was a significant factor; repetitive textbook exercises and scripted listening activities often failed to capture students' attention, leading to lower participation. In the experimental group, the use of multimedia resources played a key role in increasing engagement. Videos and audios provided diverse and relatable content, such as real-life conversations or culturally rich stories.

These materials not only made the activities more enjoyable but also helped students to see the practical value of improving their listening skills. Another factor influencing engagement was the interactive nature of the multimedia activities. Students in the experimental group had opportunities to pause, replay, and analyze the content, which gave them more control over their learning. This sense of autonomy encouraged them to stay engaged and actively participate in the activities. The relevance of the materials also contributed to higher engagement in the experimental group. Videos and audios that reflected real-world situations, such as ordering food or giving directions, made students feel more connected to the learning process, so it boosted their motivation to pay attention and practice.

Lastly, peer collaboration influenced engagement levels. In the experimental group, students frequently worked together to solve problems or interpret challenging sections of the audio or video; this teamwork not only made the activities more enjoyable but also created a sense of community, further enhancing their willingness to participate. Overall, the study highlighted that engagement levels were significantly higher when multimedia resources were

used by addressing factors such as variety, interactivity, relevance, and collaboration. These tools created a more stimulating and supportive learning environment. A scatter plot summarizing the factors influencing engagement provided a clear picture of how these elements interacted to boost participation in the experimental group.

4.6. Students' Perception of Multimedia Resources

4.6.1. Survey or interview results on students' experiences with videos and audios

To understand how students perceived the use of videos and audio in their learning process, surveys and interviews were conducted with participants from the experimental group. The survey included questions about their experiences, preferences, and challenges when using multimedia resources; similarly, the interviews provided deeper insights into their opinions and personal reflections. The survey results showed overwhelmingly positive feedback. The majority of students expressed that videos and audios were more engaging than traditional methods, and they appreciated the diversity of content, which included real-life conversations, cultural stories, and varied accents. These materials were described as both interesting and practical, making the learning process more relevant to their daily lives.

Students also highlighted the ease of using multimedia tools. Many found it helpful to pause, replay, or slow down sections of the videos and audios to improve their comprehension. This feature allowed them to learn at their own pace, reducing the pressure of understanding everything in the first attempt. The flexibility provided by multimedia resources was frequently mentioned as a key advantage.

The interviews supported these findings, as students shared specific examples of how multimedia tools enhanced their learning. Several participants mentioned that they enjoyed watching videos of real-world situations, such as ordering food or giving directions, as these scenarios helped them visualize how English is used in everyday life, boosting their confidence and thus, apply what they learned outside the classroom. Challenges were also noted in the feedback, a small number of students mentioned that certain videos or audios were difficult to understand due to fast speech or unfamiliar accents; however, they generally viewed these challenges as opportunities to improve. Moreover, many expressed that facing such difficulties prepared them for real-life interactions, making them feel more capable overall.

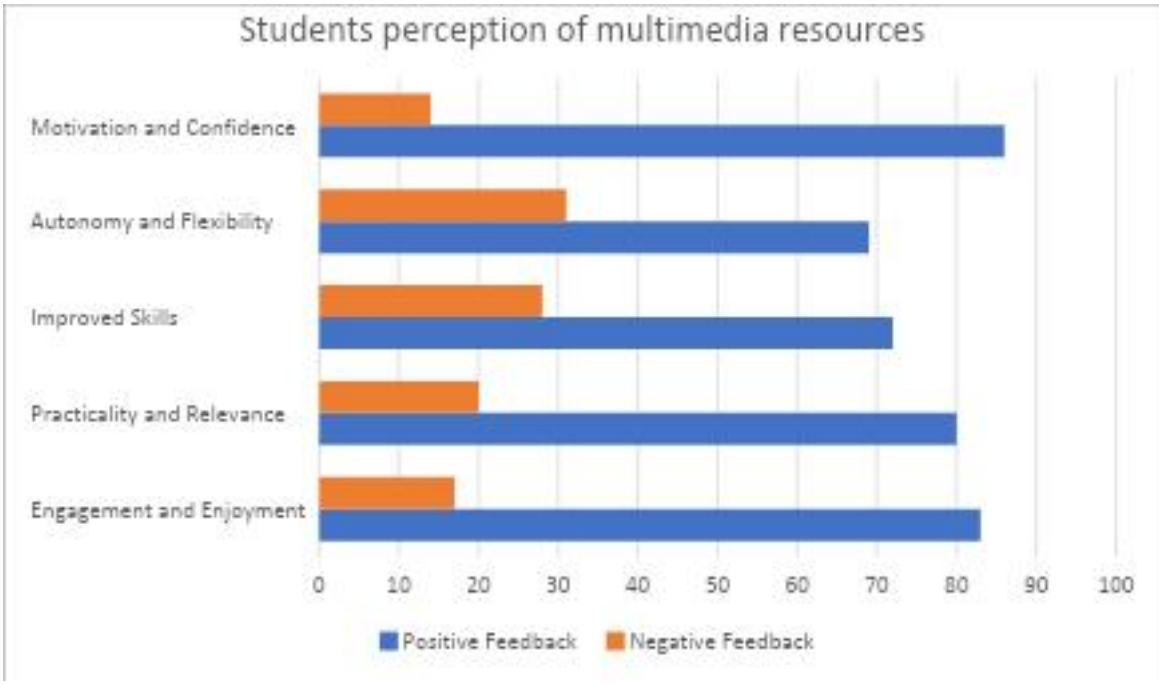
4.6.2. Recurring themes in qualitative opinions

From the surveys and interviews, several recurring themes emerged regarding students' experiences with videos and audios. The first theme was engagement and enjoyment, as students consistently described multimedia resources as more engaging than traditional methods. Moreover, they found the lessons more enjoyable and reported looking forward to activities that involved videos or audios. Another common theme was practicality and relevance. Students valued the real-world applications of the content, such as learning how to follow directions or understand conversational English. They felt that these materials prepared them better for real-life situations, increasing their confidence in using English outside the classroom.

The theme of improved comprehension and skills also stood out, as many students mentioned that multimedia tools helped them improve their listening skills faster than traditional methods. They appreciated the exposure to different accents and speech patterns, which made them feel more prepared for diverse listening scenarios. Furthermore, autonomy and flexibility were also recurring themes. Students frequently mentioned how multimedia tools allowed them to learn at their own pace. The ability to pause, replay, or slow down content was seen as a significant advantage, particularly for those who struggled with certain aspects of listening.

Finally, motivation and confidence were highlighted in the feedback. Students shared that the use of multimedia made them feel more motivated to participate in class and practice listening. The positive experiences with videos and audios boosted their confidence, making them more willing to engage in other aspects of learning English. Overall, the qualitative feedback provided strong support for the effectiveness of multimedia resources, as the recurring themes emphasized how these tools not only improved listening skills but also created a more enjoyable and empowering learning experience for students.

Figure 5. Students' perception of multimedia resources.



Source: Self information due to experimental investigation.

4.7. Comparative Analysis of Traditional vs. Multimedia Strategies

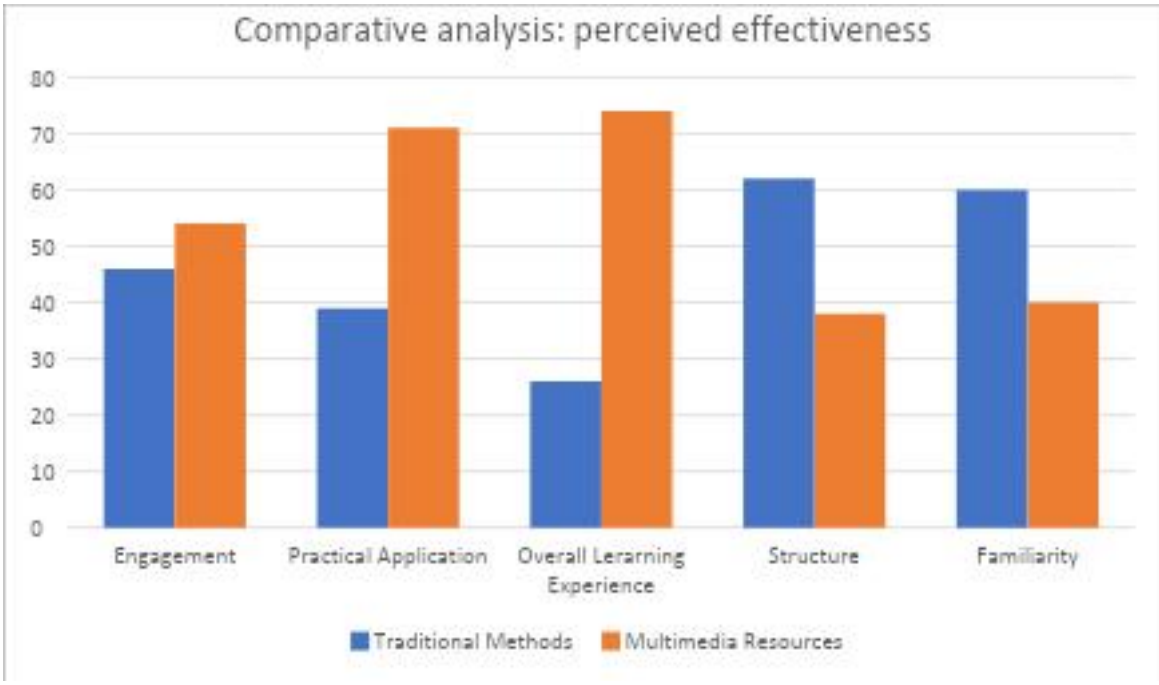
4.7.1. Perceived effectiveness of traditional methods compared to multimedia resources

The study included a comparative analysis to evaluate how students perceived the effectiveness of traditional teaching methods versus multimedia resources. Feedback was gathered through surveys and interviews, allowing for a detailed understanding of their experiences with both approaches. Students in the control group, who followed traditional methods, noted that textbook exercises and guided listening tasks helped to reinforce basic skills; however, many felt that these methods were repetitive and lacked variety. Moreover, they expressed that traditional strategies often failed to capture their attention or provide real-life listening experiences, making the lessons feel disconnected from practical language use. In contrast, students in the experimental group reported that multimedia resources were significantly more engaging and effective, as videos and audios offered dynamic content, including real-world conversations and culturally relevant materials. Many participants highlighted that these tools

made listening activities more enjoyable and practical, increasing their motivation to participate and improving their skills.

A bar chart was created to compare the perceived effectiveness of the two strategies. The chart shows a noticeable preference for multimedia resources, with higher ratings for engagement, practical application, and overall learning experience, while traditional methods were valued for their structure and familiarity, multimedia tools were seen as a more modern and impactful approach. The interviews reinforced these findings, as students in the experimental group often mentioned that multimedia resources provided a better understanding of real-life English usage, which traditional methods could not fully replicate. This feedback emphasized the unique advantages of videos and audios in creating a more immersive and effective learning environment.

Figure 6. Comparative analysis: perceived effectiveness



Source: Self elaboration due to information for experimental group.

4.7.2. Differential impact among learning styles (visual, auditory, etc.)

The analysis also explored how different teaching strategies impacted students with varying learning styles. Traditional methods, which relied heavily on text and spoken instructions, appeared to favor auditory learners. These students found it easier to focus on listening tasks without the distraction of visuals, making traditional strategies moderately effective for their

needs. However, multimedia resources proved to be more versatile, catering to a broader range of learning styles. Visual learners particularly benefited from the videos, which combined images, subtitles, and spoken language. These elements helped them connect visual cues with auditory input, making it easier to understand and retain new information. Students with a kinesthetic learning style also responded positively to multimedia resources and interactive features, such as pausing and replaying content, as this allowed them to engage more actively with the material. This hands-on approach made the lessons ~~feel~~ more dynamic and aligned with their preference for experiential learning.

A pie chart was used to illustrate the distribution of learning styles in the experimental group and their corresponding levels of satisfaction with multimedia tools. The chart shows that while visual and kinesthetic learners reported the highest satisfaction, auditory learners also appreciated the variety and flexibility that multimedia resources offered. Overall, the differential impact analysis highlighted the adaptability of multimedia strategies, unlike traditional methods, which were more suited to a single learning style. Multimedia tools provided a multifaceted approach that accommodated diverse preferences. This versatility made them a valuable addition to language teaching, ensuring that all students could benefit regardless of their preferred way of learning. In brief , the comparative analysis demonstrated that while traditional methods have their merits, multimedia resources offer greater engagement, practicality, and inclusivity; therefore, by addressing the needs of different learners, these tools created a more effective and enjoyable environment for developing listening skills.

Figure 7. Satisfaction levels by learning style.

Source: Self elaboration due to experimental methods in the population of this investigation.

4.8. Relation Between Multimedia Exposure and Vocabulary Improvement

4.8.1. Increase in vocabulary acquisition linked to the materials used

The study explored how multimedia resources, such as videos and audios, influenced students' vocabulary acquisition. The experimental group, which was exposed to these tools, demonstrated notable improvements in their vocabulary compared to the control group. The multimedia materials provided diverse and authentic contexts, enabling students to learn new words and phrases naturally. Moreover, students in the experimental group encountered vocabulary through real-life conversations, video subtitles, and audio scripts. This exposure helped them to connect new words with practical situations, making it easier to understand and remember. For instance, videos showing daily activities, like shopping or giving directions, introduced terms that students could immediately relate to and apply in their own communication.

Post-test results revealed that students in the experimental group had a significant increase in vocabulary knowledge; on average, they learned more new words compared to the control group, whose vocabulary growth was limited to the terms explicitly taught in the textbook. This difference highlighted the advantage of multimedia resources in exposing students to a broader

range of vocabulary. Interviews and surveys supported these findings, as students frequently mentioned that the videos and audios made learning vocabulary more enjoyable and less stressful. In addition, many appreciated the repetition of key terms within the multimedia materials, which reinforced their learning without the need for rote memorization. A bar chart comparing the vocabulary growth in both groups showed clear results. The experimental group had nearly double the increase in vocabulary acquisition compared to the control group. This visual representation emphasized the effectiveness of multimedia exposure in enhancing vocabulary skills.

Another advantage of multimedia tools was their ability to introduce students to informal and conversational language. Videos and audios included idiomatic expressions, slang, and cultural references that were rarely covered in traditional materials. This exposure gave students a richer and more practical understanding of how English is used in real-world settings. Students also benefited from the multisensory aspect of multimedia learning, as watching a video with subtitles, for example, allowed them to see and hear new words simultaneously. This combination of visual and auditory input helped to reinforce their understanding and retention of the vocabulary.

Furthermore, multimedia materials encouraged independent learning. Many students in the experimental group reported replaying videos or listening to audios outside of class to practice and review. This additional exposure contributed to their vocabulary growth and gave them more confidence in their language abilities. Overall, the study demonstrated a strong link between multimedia exposure and vocabulary improvement, the authentic and engaging nature of videos and audios made them an effective tool for introducing and reinforcing new vocabulary. These findings highlighted the value of incorporating multimedia resources into language teaching to enhance vocabulary acquisition in a practical and enjoyable way.

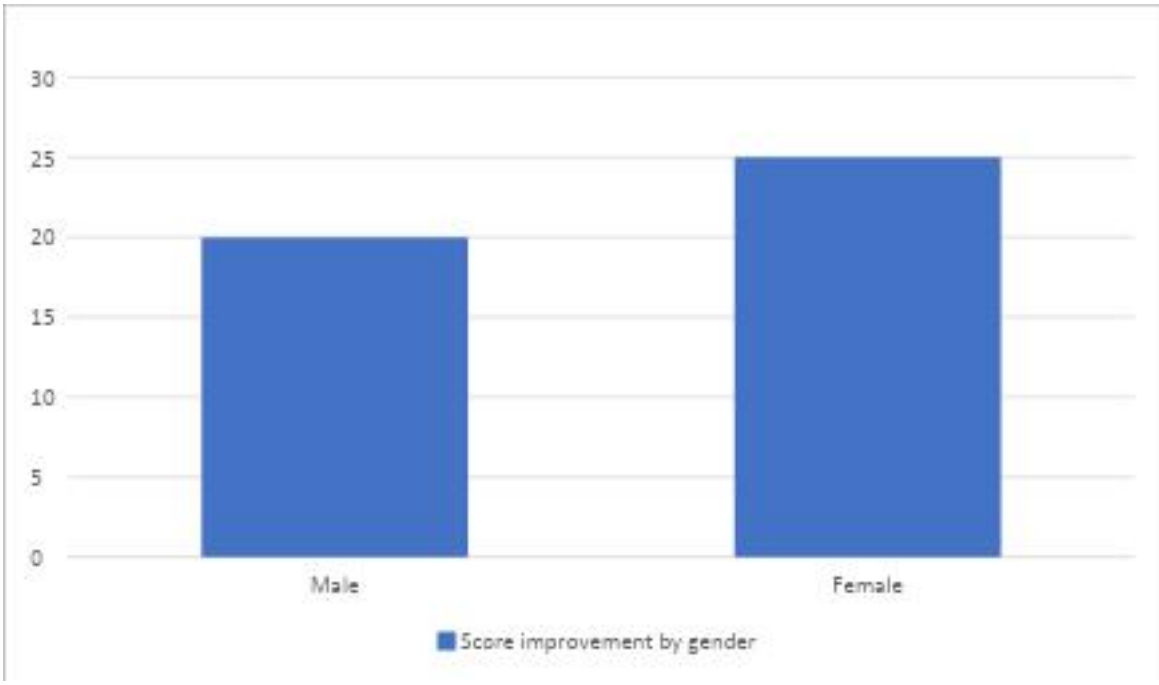
4.9. Subgroup Analysis

4.9.1. Differences in results based on gender, age, or initial proficiency level

The study included a detailed analysis of how different subgroups performed in terms of listening skills improvement and overall engagement. Subgroups were categorized by gender, age, and initial English proficiency level to identify variations in outcomes. The results revealed some notable differences that provided valuable insights into how multimedia resources impact various

learner profiles. When analyzing the results by gender, it was observed that both male and female students benefited from multimedia resources; however, female participants showed slightly higher average improvements in their listening scores. Teachers reported that female students appeared more engaged during multimedia activities and participated more actively in discussions; in contrast, male students tended to rely more on visual cues, such as subtitles, to support their comprehension.

Figure 8. Score improvement by gender

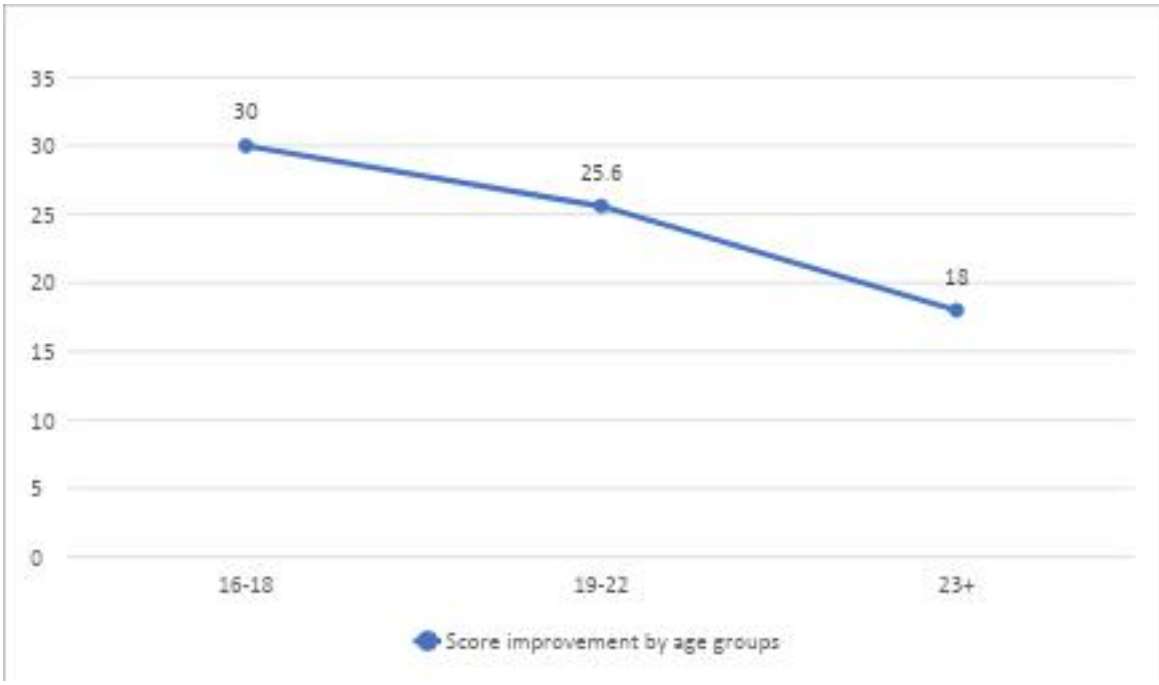


Source: Self elaboration due to information of this experimental analysis.

Despite these differences, the gap in improvement was relatively small, indicating that multimedia resources were effective for both genders. A bar chart illustrating the average score increases by gender showed that while females outperformed males by a narrow margin, both groups made significant progress compared to the control group. The analysis of age groups revealed interesting patterns, as younger students, particularly those aged 16 to 18, showed the most noticeable improvement in listening skills. These students were generally more familiar with digital tools and multimedia formats, which may have given them an advantage in adapting to the resources. In contrast, older participants, aged 23 and above, experienced more modest improvements. Interviews suggested that these students were less accustomed to using multimedia in their learning, which may have initially posed a challenge; however, they also

expressed appreciation for the practicality of the materials, particularly the videos depicting real-world scenarios.

Figure 9. Score improvement by age group.



Source: Self elaboration due to information of this investigation and experimental group.

A line figure comparing score improvements across different age groups highlighted these trends. The younger students demonstrated steeper gains, and the older students also showed measurable progress, indicating that multimedia resources were effective for learners of all ages.

The subgroup analysis also examined how students' initial English proficiency levels influenced their outcomes. Participants with higher baseline scores in the pretest tended to achieve the most significant improvements. These students were better equipped to understand the more complex language used in the multimedia materials, allowing them to take full advantage of the resources. Students with lower initial proficiency levels also improved, but their progress was slower. Teachers observed that these students needed more guidance and repetition to fully grasp the content of the videos and audios; however, the exposure to authentic listening scenarios still provided valuable practice and gradually built their confidence.

A scatter plot of pretest versus posttest scores showed a clear upward trend for all proficiency levels, with the steepest gains occurring among those who started with moderate to

high scores. This visual representation emphasized the adaptability of multimedia resources to support learners at varying skill levels. The subgroup analysis highlighted that multimedia resources were effective across all categories of gender, age, and proficiency. While differences in results were observed, the overall positive impact of multimedia tools was consistent, younger students and those with higher initial proficiency tended to benefit the most, but all subgroups showed meaningful progress in their listening skills. This analysis provided valuable insights for tailoring multimedia-based teaching strategies to meet the diverse needs of learners, by understanding how different subgroups respond to these resources, educators can optimize their use to ensure inclusive and effective language learning for all students.

4.10. Teacher Satisfaction with Multimedia Resources

4.10.1. Teachers' opinions and suggestions regarding implementation

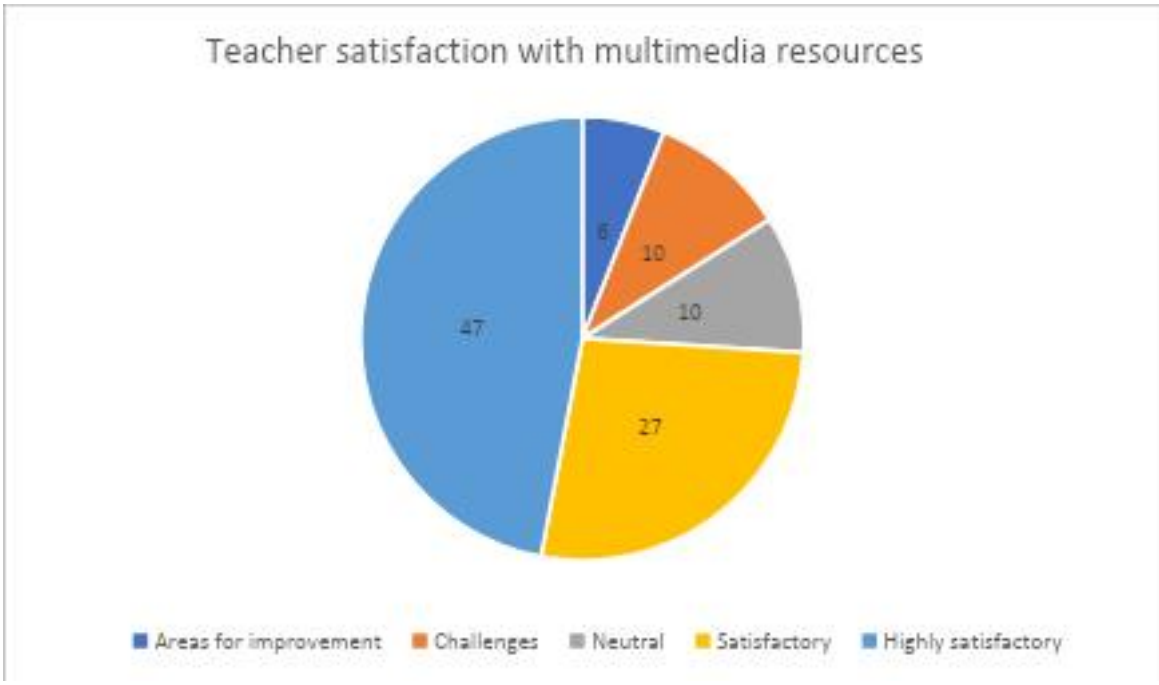
The study also explored teacher satisfaction with the use of multimedia resources to improve students' listening skills. The teachers who implemented these tools in the experimental group provided detailed feedback through surveys and interviews. Their opinions highlighted both the benefits and challenges of using videos and audios as part of their teaching strategies. Most teachers expressed high levels of satisfaction with the multimedia resources, as they observed significant improvements in student engagement and motivation during lessons. Moreover, teachers noted that videos and audios made the learning process more interactive and relatable, which helped to capture students' attention; they particularly appreciated the variety of materials available, which allowed them to tailor activities to suit different topics and student needs.

One of the key benefits highlighted by teachers was the ability of multimedia tools to simulate real-world scenarios. Teachers found that authentic materials, such as videos of conversations or news reports, provided students with valuable exposure to natural speech patterns, accents, and cultural contexts. This, in turn, enhanced the practical value of listening exercises, making students feel better prepared for real-life communication. Teachers also emphasized that multimedia tools were effective for addressing diverse learning styles, as visual learners benefited from the use of images and subtitles in videos, while auditory learners found the audio materials particularly helpful, this adaptability made it easier for teachers to create inclusive lessons that catered to all students.

Nevertheless , teachers identified some challenges in implementing multimedia resources. A common concern was the time required to prepare lessons using videos and audios, since finding or creating high-quality materials that aligned with the curriculum sometimes added to their workload. Teachers suggested that providing access to pre-vetted, curriculum-aligned multimedia libraries could help address this issue. Another challenge mentioned was the occasional technical difficulties in the classroom, such as poor audio quality or issues with playback devices. The teachers recommended ensuring that schools are equipped with reliable technology to facilitate the smooth integration of multimedia tools. In terms of suggestions, teachers proposed more professional development opportunities to learn how to maximize the use of multimedia in their teaching. They expressed interest in training sessions or workshops that could provide practical tips and strategies for integrating these tools more effectively into their lesson plans.

A pie chart summarizing teacher satisfaction levels showed overwhelmingly positive responses, with the majority rating their experience with multimedia tools as "satisfactory" or "highly satisfactory.” The chart also included smaller segments for challenges and areas for improvement, providing a balanced view of the feedback. Overall, teachers recognized multimedia resources as a valuable addition to their teaching toolkit, as they believed these tools not only improved student outcomes but also made lessons more dynamic and enjoyable for both students and educators, with better support and resources. Teachers were confident that multimedia could become an even more effective component of language education.

Figure 10. Teacher satisfaction with multimedia resources



Source: Self elaboration due to information on teachers' opinions.

4.11. Study Limitations

4.11.1. Challenges encountered during the implementation of multimedia resources

While the study demonstrated the effectiveness of multimedia resources, several challenges were encountered during their implementation. One of the most significant issues was the time required for teachers to prepare multimedia-based lessons, selecting or creating videos and audio materials that aligned with the curriculum and met students' proficiency levels often added to teachers' workloads. Another challenge was the lack of prior familiarity among some students regarding the use of multimedia tools in an educational setting, since while many adapted quickly, others needed additional guidance to navigate features like pausing, replaying, or adjusting playback speed. This required extra class time to ensure all students could effectively use the resources.

Classroom infrastructure also posed difficulties, as not all classrooms were equipped with reliable technology such as functional speakers, projectors, or high-speed internet. These limitations occasionally disrupted lessons, reducing the potential impact of the multimedia

materials. Moreover, scheduling constraints were another obstacle, as teachers found it challenging to fit multimedia activities into the allocated lesson times, especially when students required extended practice or repetition to understand the content fully. This often led to a need for adjustments in lesson planning to accommodate the use of videos and audios. Additionally, some teachers felt that the integration of multimedia resources lacked sufficient institutional support; while they recognized the benefits, they suggested that schools provide better access to curated libraries of high-quality multimedia content to streamline preparation and reduce individual effort.

4.11.2. Negative opinions or technical difficulties

Although the feedback from students and teachers was largely positive, a few negative opinions and technical difficulties were noted. Some students mentioned that they initially found certain multimedia materials overwhelming, especially when videos or audios featured fast speech or unfamiliar accents. These challenges, while ultimately beneficial for skill development, created initial frustration for some learners. Moreover, technical difficulties occasionally disrupted the flow of lessons. Issues like poor audio quality, malfunctioning playback devices, or connectivity problems interrupted activities and required teachers to find alternative ways to proceed. These interruptions were particularly frustrating in classrooms without backup equipment or sufficient technical support.

A small number of students expressed a preference for traditional methods, stating that they found textbook-based exercises easier to follow and less challenging than multimedia materials. These students struggled to adapt to the dynamic nature of videos and audios, highlighting the need for additional scaffolding to support diverse learning preferences. Furthermore, teachers also encountered some difficulties in assessing students' progress when using multimedia resources, unlike traditional exercises with clear answers. Multimedia activities often involved subjective tasks like interpreting dialogues or summarizing content, while valuable for language development, these tasks made it harder to provide consistent and objective evaluations.

A bar chart summarizing the challenges showed that technical issues and preparation time were the most frequently reported obstacles, followed by student adaptation and assessment difficulties. This visual representation helped to highlight the key areas that require improvement

for future implementations. In summary, while the benefits of multimedia resources were clear, the study highlighted several limitations that should be addressed to optimize their use. By investing in better technology, providing teacher training, and offering curated content, schools can overcome these challenges and ensure a smoother and more impactful integration of multimedia tools in language education.

4.12. Synthesis of Key Findings

4.12.1. Visual summary of the most relevant results

The study's key findings highlight the significant impact of multimedia resources, such as videos and audios, on students' listening skills, motivation, and overall learning experience. These findings are summarized to provide a clear and comprehensive overview of the outcomes. Students in the experimental group showed marked improvements in their listening skills compared to the control group. The use of multimedia tools provided authentic and diverse listening experiences, allowing students to practice with real-life scenarios. A bar chart comparing pretest and posttest scores clearly demonstrated that the experimental group outperformed the control group, with a significantly higher average increase in scores.

Multimedia resources significantly boosted students' motivation and engagement in class. Videos and audios were described as more dynamic and enjoyable than traditional methods, making students more eager to participate in activities. A pie chart summarizing survey responses showed that over 85% of students in the experimental group found multimedia tools highly engaging.

The experimental group experienced substantial vocabulary growth, particularly in practical and conversational terms, exposure to videos and audios introduced students to a broader range of vocabulary, including idiomatic expressions and cultural references. A comparative line figure displayed the superior vocabulary acquisition in the experimental group versus the control group.

Multimedia resources proved effective for students with diverse learning styles; visual learners benefited from the visual elements of videos, while auditory learners appreciated the high-quality audio content. Moreover, kinesthetic learners engaged more actively by replaying and interacting with the materials. A scatter plot of student satisfaction levels by learning style indicated consistently positive feedback across all categories.

Teachers expressed satisfaction with multimedia tools, citing improved student participation and learning outcomes; however, they also noted challenges such as preparation time and technical issues. A stacked bar chart summarized teacher feedback, showing high satisfaction levels despite some logistical concerns. The study identified several challenges, including technical difficulties and the need for better preparation and support. A bar chart highlighting these obstacles showed that most issues could be addressed with improved infrastructure and teacher training.

The study underscored the superiority of multimedia resources over traditional methods. A comparative pie chart indicated that the experimental group consistently rated their learning experiences higher in terms of engagement, relevance, and effectiveness.

Differences in performance based on age, gender, and proficiency were observed. Younger students and those with higher initial proficiency levels demonstrated the most significant improvements. A line graph comparing subgroup results illustrated these variations and emphasized the importance of tailoring teaching strategies to diverse learner profiles.

Overall, the findings confirmed that multimedia resources are a powerful tool for enhancing language learning. A final infographic synthesized these results, combining visuals such as bar charts, pie charts, and scatter plots to provide an accessible summary of the study's key insights. These visual aids reinforced the conclusion that multimedia tools offer a dynamic and effective approach to improving listening skills and overall language proficiency.

Chapter V

Conclusion and Recommendations

5.1. Conclusion

This study investigated the use of multimedia resources, specifically videos and audio to enhance listening skills among intermediate-level English students at Instituto Técnico Profesional LATAM. Over the course of the research, it became clear that traditional methods of teaching listening often fall short in engaging students and providing real-world applicability. By incorporating multimedia tools, learners were exposed to authentic materials, which not only helped to improve their comprehension but also increased their motivation and interest in learning These findings align with theoretical frameworks like Krashen's Input Hypothesis and Mayer's Cognitive Theory of Multimedia Learning, which emphasize the importance of meaningful input and the integration of auditory and visual elements in education. The research also highlighted that the use of multimedia can address diverse learning preferences, making it a versatile tool for language educators.

5.1.1. General Findings

The study revealed several key findings about the role of multimedia in improving listening skills. Firstly, students who engaged with videos and audio materials showed a noticeable improvement in their listening comprehension compared to those who followed traditional methods. This was evident in pre- and post-test results, which demonstrated higher scores among students exposed to multimedia resources. Secondly, qualitative data from surveys and focus groups indicated that students found multimedia materials more engaging and relatable than conventional textbooks or scripted dialogues. They appreciated the exposure to real-life conversations, varied accents, and informal speech, which made the learning process more practical and enjoyable. Additionally, teachers reported increased participation and enthusiasm in multimedia-based classes, suggesting that these resources not only enhance listening skills but also create a more dynamic and interactive learning environment.

Another significant finding was the impact of multimedia on students' confidence, as many learners expressed that hearing authentic English through videos and podcasts reduced their fear of making mistakes when interacting in real-world scenarios. The exposure to natural speech

patterns and cultural contexts helped them feel better prepared for practical communication. These results underscore the value of integrating multimedia tools into language instruction, particularly for students at the intermediate level who are transitioning from foundational knowledge to more advanced language use.

5.1.2. Effectiveness of Multimedia Resources

The effectiveness of multimedia resources in enhancing listening skills was one of the central themes of this research. The quantitative data showed that students in the intervention group, those who used multimedia resources, consistently outperformed the control group in listening comprehension tests. This indicates that videos and audio provide a richer, more engaging context for language learning than traditional methods. Multimedia materials allow students to process language through both auditory and visual channels, aligning with Mayer's theory that dual-channel processing enhances understanding and retention. Moreover, multimedia resources are particularly effective at managing cognitive load by presenting information in a structured and digestible format, which helps students focus on key learning objectives.

Multimedia tools also proved to be highly adaptable to different learning styles. Visual learners benefited from the imagery and context provided by videos, and auditory learners benefited from listening to diverse speech patterns and accents. Interactive features, such as subtitles, quizzes, and pause-and-play options further enhanced their learning experience by allowing them to review challenging sections at their own pace. This flexibility not only made lessons more personalized but also encouraged students to take greater ownership of their learning process. As a result, multimedia resources were shown to foster both intrinsic motivation and autonomy, which are crucial for sustained language acquisition.

Another aspect of effectiveness was the role of multimedia in improving student engagement. Teachers observed that students were more attentive and enthusiastic when using videos and audio in lessons. The interactive nature of these materials - whether through group discussions sparked by a video or individual tasks like summarizing a podcast - helped to create a lively classroom atmosphere. Students were more likely to participate actively and less likely to feel bored or disengaged, and this aligns with the Theory of Engagement (mentioned in Theoretical Framework), which emphasizes that motivated and actively involved learners achieve

better outcomes. Thus, multimedia not only enhanced listening skills but also contributed to a more positive and collaborative learning environment.

In conclusion, the findings of this study highlight the significant advantages of using multimedia tools in teaching listening skills. By combining auditory and visual elements, addressing diverse learning styles, and fostering motivation and engagement, multimedia resources offer a comprehensive and effective approach to language instruction. These tools not only improve comprehension but also build confidence and prepare students for real-world communication, making them an invaluable addition to modern English language teaching practices.

5.1.3. Impact on Students Motivation and Engagement

The study underscored the profound impact that multimedia resources have on student motivation and engagement. Many students reported feeling more excited about learning English when videos and audio were incorporated into lessons. These resources introduced variety and dynamism into the classroom, breaking the monotony of traditional teaching methods. By exposing students to real-life scenarios and diverse accents, multimedia materials made learning more relatable and enjoyable; for instance, watching a video about daily life in an English-speaking country not only improved listening skills, but also sparked curiosity about the culture, further motivating students to engage with the language.

Additionally, the interactive nature of multimedia tools played a significant role in keeping students engaged. Features like subtitles, quizzes, and interactive pause-and-play options allowed students to take an active role in their learning. Moreover, group activities inspired by multimedia content, such as discussing a podcast or recreating scenes from a video, fostered collaboration and peer learning. These activities created a supportive and energetic classroom environment where students felt more comfortable participating and practicing their language skills.

Teachers also noted a shift in classroom dynamics when multimedia resources were used. Students who were previously hesitant or less participative became more involved in discussions and activities. The engaging content of videos and audio seemed to reduce language anxiety, allowing students to focus on improving their skills without fear of judgment. This aligns with the Affective Filter Hypothesis, which suggests that lowering emotional barriers can significantly

enhance language acquisition, overall, the study demonstrated that multimedia resources not only improve listening skills but also cultivate a motivated and engaged learner community.

5.1.4. Limitations of the Study

Despite its positive outcomes, this study faced several limitations that should be acknowledged. One significant limitation was the relatively short duration of the intervention, which spanned only a few months. While the findings indicated improvement in listening skills and engagement, a longer study period would provide a more comprehensive understanding of the long-term effects of multimedia resources on language learning. Future research could extend the timeline to observe sustained progress and retention of skills.

Another limitation was the focus on intermediate-level students, which excluded beginner and advanced learners. The results, therefore, may not be generalizable to all proficiency levels. Beginners might struggle with multimedia content that assumes a basic understanding of English, and advanced learners might find it insufficiently challenging. Expanding the study to include a broader range of proficiency levels would provide a more holistic view of multimedia effectiveness across different learning stages.

Additionally, the study relied on a specific set of multimedia materials, such as videos and podcasts, tailored to the curriculum of Instituto Técnico Profesional LATAM. This specificity limited the generalizability of the findings to other contexts or institutions with different curricula and resources. Further research could explore a wider variety of multimedia tools and their applicability in diverse educational settings.

Logistical constraints such as limited access to technology in some classrooms posed challenges, as not all students had equal access to devices or internet connectivity, which may have influenced their ability to fully engage with the multimedia materials. Addressing these technological disparities in future studies will be crucial to ensuring equal learning opportunities for all students. Despite these limitations, the study provides valuable insights into the potential of multimedia resources to transform language learning and sets a foundation for further exploration in this field.

5.1.5. Implications for English Language Education

The findings of this study have significant implications for English language education. Firstly, they underscore the importance of integrating multimedia resources into language teaching practices. Videos, podcasts, and other multimedia tools offer a dynamic and engaging alternative to traditional methods, helping students to connect theoretical knowledge with practical application; therefore, by incorporating these resources, educators can address diverse learning styles and create a more inclusive and effective classroom environment.

Secondly, the study highlights the potential of multimedia to enhance language proficiency in real-world contexts. Exposure to authentic materials, such as conversations, interviews, and cultural content, prepares students for practical communication outside the classroom. This is particularly valuable in a globalized world where English serves as a lingua franca; therefore, teachers can use multimedia to simulate real-life scenarios, such as ordering food at a restaurant or attending a job interview, to help students develop functional language skills.

Moreover, the research emphasizes the role of multimedia in fostering student autonomy and motivation. Interactive features like subtitles and quizzes empower learners to take control of their education, allowing them to progress at their own pace. This aligns with modern pedagogical approaches that prioritize student-centered learning; by giving students the tools to engage with the language independently, multimedia resources encourage lifelong learning and continuous skill development.

Educational institutions should also consider investing in infrastructure and training to support the use of multimedia in classrooms, since providing access to devices, internet connectivity, and high-quality content ensures that all students can benefit from these tools. Additionally, teacher training programs should include guidance on effectively integrating multimedia into lessons, focusing on best practices for selecting and using materials to achieve specific learning objectives. Moreover, this study suggests that multimedia can bridge gaps in language education, particularly in under-resourced or remote learning environments. Online platforms and digital tools make it possible to reach learners who may lack access to traditional classroom settings, by leveraging technology; consequently, educators can expand the reach and

impact of English language education, making it more accessible and equitable for diverse student populations.

5.2. Recommendations

5.2.1. For Educators

Educators are encouraged to integrate multimedia resources into their teaching practices to enhance student engagement and listening comprehension. Tools such as videos, podcasts, and interactive apps provide diverse and dynamic content that caters to different learning styles. Therefore, teachers should carefully select multimedia materials that align with lesson objectives and student proficiency levels, ensuring that the content is both relevant and challenging. For example, incorporating videos with subtitles can help students to improve their listening skills while reinforcing vocabulary and grammar.

It is also essential for teachers to adopt a student-centered approach when using multimedia. This includes allowing learners to choose content that interests them, such as podcasts on topics they enjoy, or videos related to their hobbies. By empowering students to take ownership of their learning fosters intrinsic motivation and makes the process more enjoyable. Additionally, educators should encourage group activities based on multimedia content, such as discussions, role-plays, or collaborative projects, to promote social interaction and peer learning.

To maximize the effectiveness of multimedia tools, teachers should provide clear instructions and structured activities; for instance, they can design pre-listening tasks to introduce key vocabulary, while-listening activities to focus on comprehension, and post-listening exercises to reinforce learning. Regular feedback is also important; teachers can use quizzes or oral discussions to assess progress and address any challenges students may face. By combining multimedia resources with thoughtful pedagogy, educators can create an engaging and effective learning environment.

5.2.2. For Educational Institutions

Educational institutions play a vital role in supporting the integration of multimedia resources in language education. Therefore, schools and universities should invest in the necessary infrastructure, such as high-speed internet, projectors, and audio-visual equipment, to facilitate the use of multimedia in classrooms, ensuring that all students have access to devices

and reliable connectivity is crucial for creating an equitable learning environment. Moreover, institutions should also prioritize professional development for teachers, offering training programs and workshops on how to effectively use multimedia tools in their lessons. These programs can provide educators with practical strategies for selecting, designing, and implementing multimedia materials that align with curriculum goals. Additionally, institutions should encourage collaboration among teachers to share best practices and innovative ideas for integrating technology into language teaching.

Another recommendation is to create a repository of high-quality multimedia resources that teachers can easily access. This could include a library of educational videos, podcasts, and interactive apps categorized by proficiency level and topic, since providing teachers with ready-to-use materials saves time and ensures that the content meets academic standards. In addition, institutions can also partner with content creators or educational platforms to expand the range of available resources. Finally, schools and universities should actively seek feedback from both teachers and students on the effectiveness of multimedia integration. Regular assessments and surveys can help to identify areas for improvement and ensure that the use of technology is meeting the needs of the learning community; by taking a proactive approach, educational institutions can foster a culture of innovation and excellence in language education.

5.2.3. For Future Research

Future research should build upon the findings of this study to explore new dimensions of multimedia use in language education. One area for further investigation is the long-term impact of multimedia tools on language proficiency. Studies with extended timelines could track students' progress over several academic terms, providing deeper insights into the sustainability of improvements in listening skills and overall language competence. Such research would help educators understand how to optimize the integration of multimedia for enduring benefits.

Another promising direction is the exploration of multimedia tools across different proficiency levels. While this study focused on intermediate learners, future research could investigate how multimedia resources affect beginners and advanced students; for instance, beginners might require more scaffolded materials, such as simplified videos with visual aids, and advanced learners could benefit from more complex, authentic content like documentaries or

professional presentations. Comparative studies across these groups would provide valuable information for tailoring multimedia resources to diverse learner needs.

Cross-cultural studies also present a valuable avenue for research, since investigating how multimedia tools are used in different educational contexts worldwide could reveal best practices and innovative approaches. In addition, understanding cultural preferences and technological accessibility in various regions would help to create more inclusive and effective multimedia resources. Researchers could also explore how collaboration among institutions in different countries enhances the development and dissemination of multimedia materials.

Future researchers should consider the psychological and emotional effects of multimedia learning, as investigating how these tools influence factors like anxiety, motivation, and self-confidence would provide a more holistic understanding of their impact. For example, studies could explore how interactive and gamified multimedia reduce language learning anxiety, fostering a more positive and productive learning environment. By addressing these areas, future researchers can further validate and expand the potential of multimedia resources in language education.

5.2.4. For Policy Makers

Policy makers have a crucial role in promoting the integration of multimedia resources into language education. One recommendation is to establish clear guidelines and standards for the use of multimedia in schools and universities. These policies should outline best practices for selecting, implementing, and evaluating multimedia tools to ensure their effective use; for example, guidelines could emphasize the importance of aligning multimedia content with curriculum objectives and student proficiency levels.

Another important step is to allocate funding for technological infrastructure and teacher training; consequently, policy makers should prioritize investments in high-speed internet, audio-visual equipment, and digital devices to support multimedia integration. Additionally, providing grants or subsidies for schools in under-resourced areas would help to bridge the digital divide and ensure equitable access to technology. Funding should also support professional development programs, enabling educators to acquire the skills needed to effectively use multimedia in their teaching.

Collaboration among governments, educational institutions, and private sector partners is another key area for policy makers to focus on. Partnerships with tech companies and content creators can facilitate the development of high-quality multimedia resources tailored to educational needs; for instance, governments could work with technology firms to design interactive language learning apps or create digital libraries of videos and podcasts. Such collaborations would expand the availability and diversity of multimedia materials.

Policy makers should also consider the inclusion of multimedia-based assessments in national education frameworks. Traditional exams often fail to capture the practical language skills fostered by multimedia learning; therefore, developing evaluation methods that incorporate listening and comprehension tasks based on multimedia content would provide a more accurate measure of student progress. These assessments could include activities like summarizing podcasts or analyzing video dialogues.

Lastly, policy makers should promote research and innovation in multimedia education, as funding academic studies and pilot programs would encourage the exploration of new technologies and teaching strategies. In addition, policy makers could also establish platforms for sharing best practices and success stories, enabling educators worldwide to learn from each other's experiences. By creating supportive policies and frameworks, governments can drive the effective integration of multimedia resources, transforming language education on a national and global scale.

5.2.5. Improving Implementation

Improving the implementation of multimedia resources in language education requires a collaborative effort among educators, institutions, and policy makers. One key step is to ensure that teachers have access to high-quality training programs. These programs should focus on practical skills, such as selecting appropriate multimedia materials, designing interactive activities, and integrating technology into lesson plans. Ongoing professional development opportunities, such as workshops and webinars, would help teachers stay updated on the latest tools and methodologies.

Institutions should also establish a support system for educators implementing multimedia resources. This could include providing access to technical assistance, such as IT support teams, to address any challenges with equipment or software. Additionally, creating a community of

practices where teachers can share experiences, resources, and strategies would foster collaboration and innovation. For example, schools could organize regular meetings or online forums for teachers to discuss their successes and challenges with multimedia integration.

Another important aspect of improving implementation is ensuring that multimedia resources are tailored to the needs of diverse learners. This involves selecting content that aligns with students' language proficiency levels, interests, and cultural backgrounds; for instance, teachers could use videos with subtitles for beginners or podcasts on specialized topics for advanced learners. Providing options for personalized learning paths would make multimedia resources more effective and inclusive.

Regular evaluation and feedback are also essential for refining implementation; therefore, institutions should establish mechanisms for assessing the impact of multimedia tools on student learning outcomes. This could involve analyzing test scores, conducting surveys, and observing classroom dynamics. Based on these findings, educators can make data-driven adjustments to their teaching strategies and resource selection, continuous improvement ensures that multimedia integration remains effective and relevant.

Finally, addressing logistical challenges is critical for successful implementation. Institutions should ensure that classrooms are equipped with the necessary technology, such as projectors, speakers, and internet connectivity, as providing students with access to devices, whether through school-provided tablets or computer labs, is also important. Overcoming these logistical barriers will enable both teachers and students to fully benefit from multimedia resources, creating a more engaging and effective language learning experience.

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Annexes

Survey Questionnaire

Instrument:	Survey Questionnaire
Purpose:	To gather students perceptions and experiences with multimedia resources
Format:	Type: Likert-scale questions (1–5) and open-ended responses. Duration: 15 minutes.
Questions:	How useful are videos and audios in improving your listening skills? 1 (Not useful) to 5 (Very useful) Do you find multimedia materials more engaging than traditional methods? 1 (Strongly disagree) to 5 (Strongly agree) What type of multimedia content do you prefer (e.g., podcasts, videos, dialogues)? Why? (Open-ended) In your opinion, how could multimedia resources be improved for better learning outcomes? (Open-ended)

Teacher Observation Guide

Instrument:	Teacher Observation Guide
Purpose:	To document changes in student engagement, participation, and

	learning outcomes during multimedia-based activities.		
Format:	Type: Observation checklist and descriptive notes. Duration: Throughout the teaching session..		
Aspect	Aspect	Observed? (yes/not)	Comments
	Students show increased focus during multimedia activities.		
	Students actively participate in group discussions.		
	Students ask questions or request clarifications about the audio/video.		
	Students complete tasks based on multimedia with minimal difficulty.		

Focus Group Discussion Guide

Instrument:	Focus Group Discussion Guide
Purpose:	To explore students' and teachers' in-depth perspectives on the multimedia integration.
Format:	Type: Semi-structured discussion with guiding questions. Duration: 45–60 minutes. Participants: 6–8 students or 2–3 teachers per session.
Questions:	How do you feel about using videos and audios in your English classes? What are the main advantages of using these resources? What challenges have you faced while working with multimedia? Can you share an example where a video or audio helped you better understand English? What suggestions do you have for improving the use of multimedia in class?

Survey Questionnaire
Instrument: Survey Questionnaire
Purpose: To gather students' perceptions and experiences with multimedia resources.
Format: Type: Likert-scale questions (1–5) and open-ended responses.
Duration: 15 minutes.
Questions:
How useful are videos and audios in improving your listening skills?
Scale: 1 (Not useful) to 5 (Very useful)
Do you find multimedia materials more engaging than traditional methods?
Scale: 1 (Strongly disagree) to 5 (Strongly agree)
What type of multimedia content do you prefer (e.g., podcasts, videos, dialogues)? Why?
(Open-ended)
In your opinion, how could multimedia resources be improved for better learning
outcomes?
(Open-ended)
How frequently do you use multimedia resources outside of class for language?
learning?
Scale: 1 (Never) to 5 (Very often)
Teacher Observation Guide
Instrument: Teacher Observation Guide
Purpose: To document changes in student engagement, participation, and learning
outcomes during multimedia-based activities.
Format:
Type: Observation checklist and descriptive notes.
Duration: Throughout the teaching session.
Aspects Observed:
Students show increased focus during multimedia activities.
Students actively participate in group discussions.
Students ask questions or request clarifications about the audio/video.
Students complete tasks based on multimedia with minimal difficulty.
Students demonstrate improved pronunciation and listening comprehension.
Students use new vocabulary or expressions from the multimedia materials.
Focus Group Discussion Guide
Instrument: Focus Group Discussion Guide
Purpose: To explore students' and teachers' in-depth perspectives on multimedia
integration.
Format:
Type: Semi-structured discussion with guiding questions.
Duration: 45–60 minutes.
Participants: 6–8 students or 2–3 teachers per session.
Questions:
How do you feel about using videos and audios in your English classes?
What are the main advantages of using these resources? What challenges have you faced while working with multimedia?
Can you share an example where a video or audio helped you better understand English?

What suggestions do you have for improving the use of multimedia in class?
How do multimedia resources impact your motivation to learn English?
Do you think multimedia should replace or complement traditional teaching?
methods? Why?