



Available online at:
<https://dergipark.org.tr/eltrj/>
*International Association of Research
in Foreign Language Education and
Applied Linguistics*
ELT Research Journal
2022, 11(2), 193-212
e- ISSN: 2146-9814

A Review on Developing English Listening Skills Through Multimedia and Video Tools

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Review Article

Received: 26/10/2022 Accepted: 30/11/2022

To cite: Gökçe, D. (2022). A review on developing English listening skills through multimedia and video tools. *ELT Research Journal*, 11(2), 193-212.

Abstract

In this study, articles published in Turkey and around the world in 2012-2022 on the development of English language skills with multimedia and video tools were scanned using the keywords English listening skills, multimedia, video tools in the databases of Ulakbim-Tübitak Dergipark, Mendeley and Academia. The collected data were analyzed by employing descriptive method and framing them in terms of year of research, study group, research design, findings and most frequently research tools. According to the articles, the largest number of research was implemented in 2020 and 2021. Most of the research studies were generated in Indonesia and Turkey. In the study groups, most studies were conducted at university and secondary education level, and no studies were conducted on pre-school. Quantitative research was preferred more in the research design. The use of multimedia materials in listening skills flourished the interaction by making the students active and creative, and renovated their metacognitive listening strategies and critical listening skills by enabling students to apprehend better their learning processes better. It is observed that multimedia tools have positive effects on students' listening skills, reduce anxiety and positively affect their perceptions, interests and motivations. In the researches, applications such as YouTube, Tedtalks, Ello, VoA. were studied frequently.

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Keywords: English listening skills; multimedia; video tools

Introduction

Nowadays, it has become easier to develop listening skills with technological innovations and it has become widespread to reach videos in the target language and various media resources for the language learners' improvement. In the past, teaching situations and

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teaching tools comprised pictures, texts and then radios, cassettes, television and language laboratories were replaced by multimedia tools, interactive videos, and artificial intelligence applications (Suryana, I., Asrianto., & Murwantono, D. 2020), augmented reality (Koral, E., Bozkurt, A., & Taşkıran, A. 2015).

Although English is embraced in the curriculum from the 2nd to the 12th grade in Turkey, there exist problems in the use of English skills. These problems can be caused by the learner and the instructor, as well as not using adequate resources and correct materials, and not emphasizing that listening skill should be acquired as a basis before other all skills. If the acquisition of mother tongue is considered an example, the child starts to speak the language after a certain period of time because he is exposed to language from an early age. When we organize teaching methods in the light of this knowledge and motivate students to use innovative technologies such as multimedia, video and internet in teaching and out-of-school environments, listening and speaking skills will be improved.

The results of research in the field of listening skills are substantial for teachers to use the right materials. There is little research in the national literature on the use of distinct materials in listening education and teaching. On the other hand, the studies were mostly established on students studying in university preparatory classes. It is known that learners who are supported by the use of discrete environments and multi-sensory organs from an early age for English language acquisition are more competent in utilizing and developing the language. Therefore, there is a need for holistic studies that are based on descriptive analysis in terms of the qualifications, target groups, methods used and the findings of the studies conducted in this field, and guiding studies on what the trends are. For these reasons, in this study, the trends and findings of the articles written on the development of multimedia tools and English listening skills in the international and national literature are examined.

There are very few national and international review or evaluation studies and research implemented on the development or effects of multimedia and English as a second or foreign language learners' listening skills. Generally speaking skills are emphasized and studies in this field are more frequently discovered in literature.

Eraslan and Asmalı (2021), in their article titled “The effects of watching videos on listening skills and vocabulary learning in the foreign language learning process”, examine 51 articles between 2000-2020 and evaluate the articles according to the main themes. According to their findings, the opinion emerges that learners have positive attitudes towards watching

videos in English and this provides a better understanding of what they are listening to in the target language. It reveals that the use of video develops the students' positive attitudes and flourish their listening skills.

Kaynar (2019) conducts an experimental study on the effects of original and interactive video exercises on students' English listening practices in the preparatory classes of a private university within the framework of multimedia principles. As a result of his research, it is revealed that original, interactive video exercises prepared within the framework of Multimedia Theory and supported by certain learning principles have a positive effect on students' listening practices. Students mostly denote that they find the videos interesting and useful, and their listening scores increase.

In another study, Polat (2019) studied the effect of authentic videos on the development of foreign language listening skills and listening anxiety at distinct English proficiency levels. This research was conducted with different level groups in the preparatory class at a state university. As a result of his research, it is concluded that authentic materials reflecting natural language and communication examples provide very effective results in strengthening English listening skills of students at A1 and B1 English proficiency levels and reducing their foreign language listening anxiety.

Meskill's (1996) article on multimedia and listening skills is encountered first. In his article, Meskill mentions that when multimedia technology is more accessible to teachers and students through personal computers, it will be more practical and applicable in listening skills. At the same time, as Ur (1984) remarks, it is emphasized that no technology can replace human interaction.

In Datko's (2014) evaluation of the literature on listening skills and multimedia, the development of listening skills is an indispensable element of foreign language education, and the use of multimedia improves the listening teaching process, and adopting multimedia is additionally beneficial in terms of ear training as it provides the closest environment to the natural language environment of the language.

Videos and their use in language teaching

Videos are functional materials which motivate students to expand their academic achievement when used in accordance with the purposes of the teaching process (Thorpe,

2006). With the great development of technology, videos are widely used in education as they improve teaching activities (Clark, 2013). Heinich, Molenda, Russell and Smaldino (2002) stated the role of videos in education. Researchers described the roles as: (a) videos provide a concrete reference for ideas; (b) attract students' attention by stimulating emotions; (c) they simplify information, making difficult topics more understandable to learners; (d) allows verbal and written verbal information to be understood through visuals (p.112). In the future, videos will replace most of the reading activities in education. Therefore, teachers should make extensive use of short videos in their classrooms (Prensky, 2012).

Harmer (2007) also provides situations where learners can contribute to their learning experiences, advance their motivation level, and use their creative thinking skills. Videos provide students with the opportunity to see translingual behaviors such as facial expressions and gestures so they can notice the use of real language in certain contexts (Harmer, 2007).

Yasin, Mustafa, and Permatasari (2018) confirm that there are some advantages to using video, especially in English lessons. According to them, videos save time in terms of attracting students' attention quickly. They can be employed in small or large classrooms. They encourage students' imagination and participation. The videos also provide unlimited resources of grammar structure and vocabulary. They encompass real-life conversation, incorporating word stress and intonation. By establishing auditory, visual, and mental connections, it improves students' long-term memory and finally strengthens students' verbal comprehension. Among the disadvantages, they argue, video materials are more expensive than audio as a teacher needs more specialized electronic devices and adequate computer skills to play such multimedia files in the classroom. In underdeveloped countries where students or schools have poor economic resources, using video is a less viable teaching material.

Abbas (2018) argues that videos in general offer three key features in the English classroom: authenticity, inclusion, and cultural aspects. Authenticity refers to the actual input that the video provides to students. This helps students comprehend the pragmatics of language and its actual use in native speaking contexts. Teachers utilize video in their lessons to bring the real world into the classroom, enabling students to detect slang, idioms, intonation, and restatements that are not easily explained in textbooks. The videos additionally allow students to experience the pronunciation and accent of native speakers. Authenticity is important to support communicative language teaching (CLT) since it focuses on the communicative function of language rather than its structural function. This means that teachers can exploit

videos to help students use language for communicative rather than linguistic purposes. Another role to consider is participation. According to Abbas (2018), videos are entertaining materials which motivate students to acquire new words and phrases while learning a foreign language. In addition, video tools encourage students to participate in classroom discussions and communicate verbally, so that students can express their feelings and thoughts. Finally, thanks to videos or films, it is possible to reach countless cultural items related to a culture with a single tool.

Online English learning platforms

There are a large number of online English learning platforms that help English language learners and teachers. Teachers and students can surf the Internet and easily access hundreds of English learning platforms. These platforms offer a variety of activities in terms of vocabulary and grammar as well as all four language skills. By means of these platforms, learners gain responsibility for their learning experiences. They have the opportunity to select according to all kinds of interests and to progress at their own pace. Unlike traditional education, online English learning platforms help students focus on their learning needs and study anywhere, anytime. Since they provide a variety of activities in the four language skills (listening, speaking, reading and writing), students can choose the skill they most need to develop.

TED Talks

TED stands for Technology, Entertainment, Design. Since 1984, TED Talks has been giving lectures on technology, entertainment, and design from around the world. These lectures are open to the public and have been resorted by educators since they went online in 2007 (TED Talks). Most of the lessons taught by native and non-native English speakers are accompanied by free transcripts in English and subtitles in more than 40 languages. (Takaesu, 2013)

Taibi (2015) denotes that "There are more than 1800 public talks on the website with a rich collection of 35,000 transcripts in more than 30 languages" (p.2). According to Park and Cha (2013), there are several benefits to using TED Talk videos. First, TED Talk videos are interesting because they cover a wide variety of topics such as technology, entertainment, design, business, science and global issues (Nurmukhamedov,2017). Second, TED Talks has a unique "interactive transcript" to reflect concerns, elements, names feature built into every talk.

It is also possible to read while listening to/watching the video materials. Thus, it increases the motivation of the audience and their comprehension of the listening materials. Third, TED videos can be shared in multimedia.

TED Talks can be searched "in a variety of ways, including by speaker, topic, or theme" (Loya & Klemm, 2016). This feature provides listeners with flexibility in finding topics of interest. Finally, TED Talks can be accessed from anywhere with internet access. Any mobile device such as tablets, smartphones, laptops or computers can access TED Talks without any limitations. TED Talks can also motivate and inspire students to be willing to learn on their own, thereby promoting self-directed and independent learning in our students (Rubenstein, 2012).

YouTube

YouTube is one of the most popular digital resources and a popular site that allows people to upload, watch and comment on videos. It is also available in 80 languages in 91 countries and on smartphones (<https://www.brandingturkiye.com/youtube-istatistikleri-guncel>). There are thousands of videos on YouTube with thousands of topics in many languages. YouTube is exerted not only for entertainment but also in the field of education. YouTube videos can be used to improve vocabulary, accents, pronunciations, listening, reading, writing, and speaking (Chhabra, 2012).

In various studies, YouTube is considered a very useful tool as it can be used outside and inside the classroom. It encourages a more autonomous and student-centered learning style. It can be a powerful motivator for students and helps them focus their attention on one subject for a longer period of time. YouTube can also be used in classrooms to direct students' attention and make the classroom a very interesting and interactive environment for language learning. An opportunity can be provided for students to comment on the videos and reflect questions about the videos.

YouTube is not solely a resource to learn, but it also inspires students. It provides the opportunity for students to present what they have learned by making a video and sharing it with the class. When a student detects a particular video on YouTube that is interesting and useful for learning English, they may find more videos of a similar type about it.

Additionally, lots of English speakers with different accents can be found on YouTube and short videos with subtitles also allows learners to improve their listening skills and vocabulary.

VoA (Voice of America)

VoA (Voice of America) is a website with various videos for English learners and an app also available on smartphones. It was an American broadcast program for English learners and the speakers of the texts in the videos speak slower even though they are native English speakers, so students can understand what the speaker is saying.

VoA is a dynamic international multimedia publisher serving more than 40 languages. Serving an estimated 141 million weekly global viewers, VOA delivers news, information and cultural programming via the internet, mobile and social media, radio and television. VOA is funded by the US Government (VoA, accessed 3.5.2022, <https://www.insidevoa.com/p/5831.html>).

There are several advantages to using VoA in teaching English, these are:

a. Easily accessible on the Internet at www.voanews.com/specialenglish. This saves students a lot of time and effort in finding suitable English learning material.

b. The English learning program exposes students to a large amount of comprehensible input using high-frequency words. The repeated use of these words and their synonyms in discrete contexts makes it easier for students to learn basic vocabulary. Private English also offers training opportunities for extensive speaking and writing.

c. The English learning program arouses students' enthusiasm for learning English with its interesting, informative, and detailed reports. It exposes students to the vocabulary used to express current issues that are widely discussed around the world, thus providing students with what they really need in terms of vocabulary for authentic communication, which is in stark contrast to textbook topics. Students are highly motivated to learn from such relevant materials, expressed in many words and phrases that meet their communication needs. When the material is interesting, students are more likely to participate in the task and learn the content (Nan & Mingfang, 2009).

ELLLO

Another online learning platform is called the online English listening lesson library (ELLLO). ELLLO was founded in 2004 by Todd, an English teacher from Japan. It is an online library of English listening lessons created by Beucken. ELLLO offers thousands of free listening activities that teachers and students can access. These audio and video activities are suitable for all levels (beginner, intermediate and advanced). Listening activities are categorized according to the difficulty level in grammar and vocabulary. Teachers and students receive activities according to their level. Each activity is completed with a vocabulary and listening comprehension test. Also, scripts are completed for each video or recording so students can also train their pronunciation whilst practicing listening. In ELLLO, students can select the level, subject and country of the speaker by clicking on the level, subject and country features they see on the site. ELLLO makes learning English fun and productive. It provides teachers and students with resources and activities not found in traditional textbooks.

As a conclusion, this study sought answers to the following research questions:

1. How is the distribution of articles written in Turkey and in the world on the use of multimedia and video tools in English listening skills by years?
2. What is the distribution in terms of universe and study group?
3. What is the variety of research patterns?
4. What is the distribution when the findings are coded in terms of cognitive skills (achievement, metacognitive skills), affective skills (motivation, anxiety) and motor skills (creation) when content analysis is done?
5. What are the most researched multimedia, video tools and online English learning environments?

Based on the brief theoretical background discussed, the study aims to find answers to the following three research questions:

1. What is the relationship between language teachers' self-efficacy and digital literacy?
2. To what extent does this relationship differ according to foreign language teachers' gender, experience, major, involvement in ICT-based training and the amount of time spent online?

Method

In order to collect the data to be used in the study, Ulakbim - Tübitak English listening skills, multimedia tools, video applications were searched in the databases of Dergipark, Mendeley and Academia. In the databases, only the period between 2012-2022 March and the articles published in Turkey and the world were included in the research. The articles encompassed in the study are numbered and presented in Appendix-1. Articles made before and after this date are out of the scope of this study.

In the data collection process, the descriptive survey model was based on the design. In the screening process, articles published between January 1, 2012 and February 28, 2022 were incorporated. Ulakbim-Tübitak from Turkey, is one of the most used databases in the scanning process. Mendeley and Academia, which are easy to access and widely used. While searching, the keywords English listening skills, multimedia tools and video applications were used, and searches were made in English and Turkish languages.

Descriptive analysis was used to analyze the data of the publications. In the analyses generated, the articles scanned with keywords in 29 articles published in the last ten years were examined by framing them in terms of the year of research, study group, research design, findings, results and the most frequently researched tools, and using descriptive content analysis method. As a result, cognitive skills were predetermined in the research findings section according to the framework and titles were determined as a result: achievement and metacognitive skills, affective skills motivation and anxiety and psychomotor skills. The data obtained by dividing into sub-headings of creation were analyzed and presented in tabular form and numerical analyzes of the coded data were specified.

Results

4.1. Distribution of articles written in Turkey and around the world on the use of multimedia and video tools in English listening skills by years:

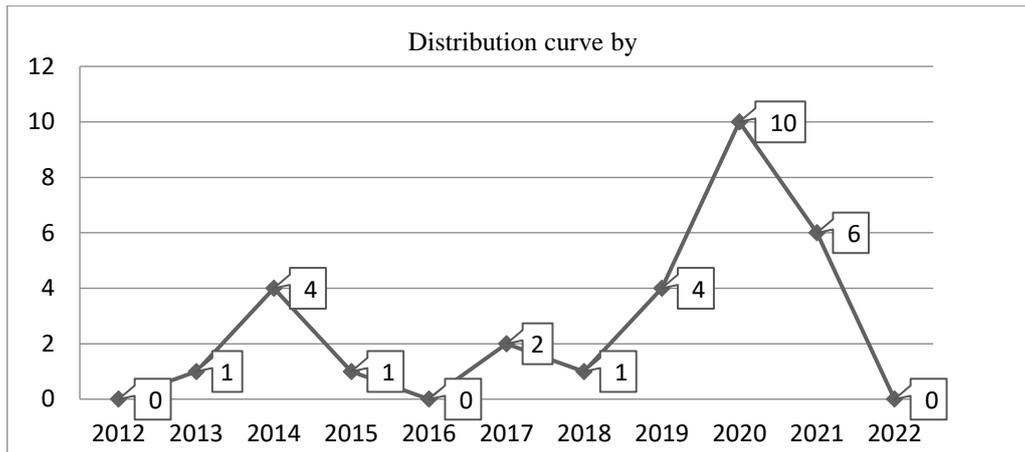


Figure 4.1. Distribution curve of articles published in journals by years

As can be noticed from the figure, between 2012-2022 Ulakbim –Tübitak, a total of 29 articles were found in the Dergipark, Mendeley and Academia databases with English listening skills, comprising multimedia and video tools, which are keywords. The year in which the most articles were published was 2020 with 10 articles and 2021 with 6 articles. In the years 2012, 2016 and until February 2022, the article could not be found in the databases in the research area.H. 1. There is a positive correlation between foreign language teachers' self-efficacy and digital literacy. (Research question 1)

4.2. Distribution in the context of universe and study group:

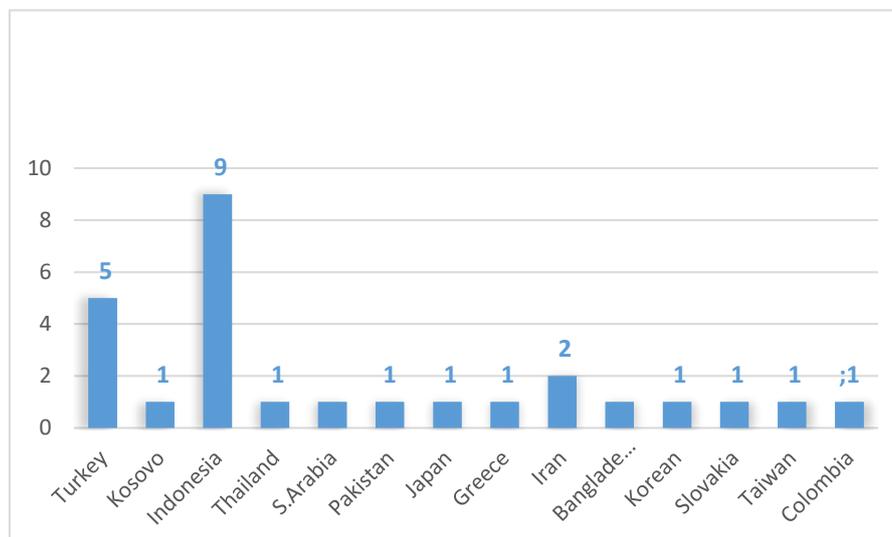


Figure 4.2. Distribution table in the context of the universe

As can be realized from the figure, it is seen that most of the studies were conducted in Turkey, followed by Indonesia, with 5 studies, as the universe of the researches in the articles searched in databases is between the years 2012-2022.

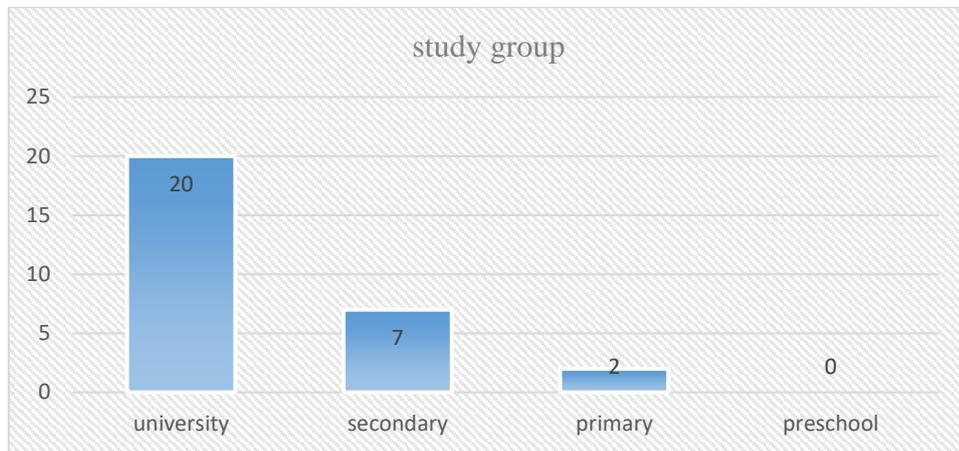


Figure 4.3. Study group distribution

In the context of the sample and study group, the most researched group is university students. Afterwards, secondary education continues with high school students and primary school students. An article study about the preschool group could not be found.

4.4. Research design distribution:

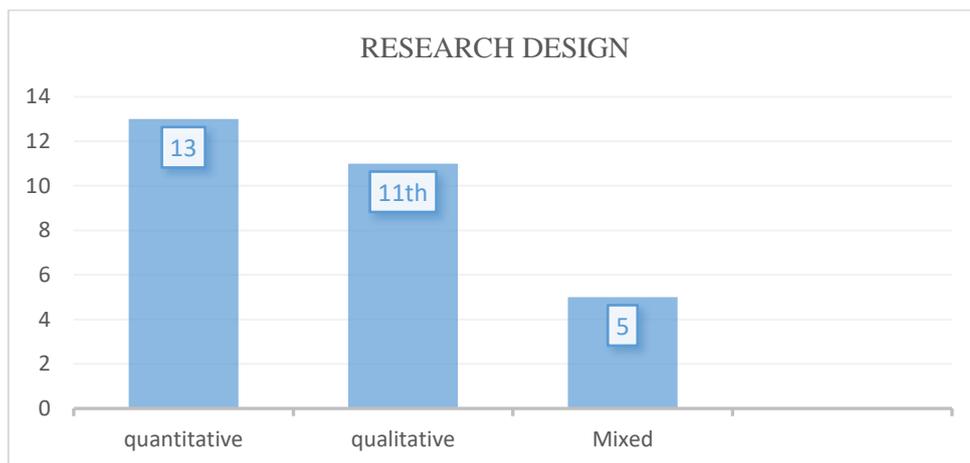


Figure 4.4. Research pattern table

As can be identified from the table, the most preferred research design is the quantitative method with 13 studies. Afterwards, qualitative methods are included with 11 studies. Mixed methods are seen as the least preferred pattern.

4.5. Distribution of findings according to skills:

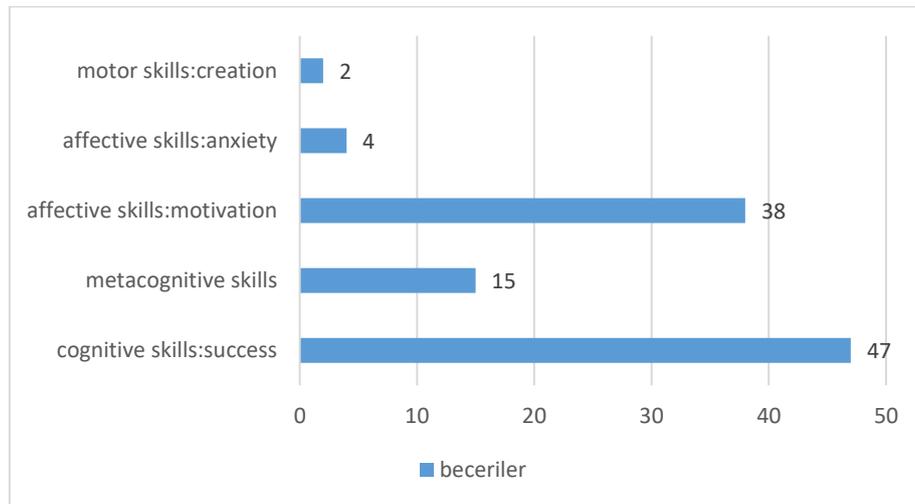


Figure 4.5. Distribution of findings by skills

As can be seen from the graph, when the findings are analyzed according to the specific skill areas framed before the research according to the content analysis method and the data are coded, most of the present data is found in the cognitive skills area (n=47). Afterwards, most of the findings were affective. It is seen that there is motivation (n=38) from the skills. It has been determined that the area with the least findings is in the area of creating a dynamic skill and creating a product.

a. Cognitive skills: success

As can be seen in Figure 5 (n:47), the most data were found in this field and the most articles were written on the success variable in the researches.

“M1 Research has shown that students improve their performance and get higher scores in the post-test.”

“The results of the M3 Study showed that the group that watched the sitcom episodes with subtitles scored significantly better on the listening comprehension test than those in the control group.”

“M7 students have a significant increase in their listening comprehension skills after video-learning.”

“M9 Technological learning platforms play an important role in enriching resources and engaging classrooms, as well as supporting students' academic development.”

“M12 Post-test shows that traditionally adopted teaching methods give an average result in improving listening skill, while teaching method designed to improve listening skill through animated films gives a better result.”

“M13 Also, students have made significant progress in their overall listening skills by the end of the year, as measured by listening progress tests and proficiency tests.”

“Listening comprehension and vocabulary learning scores were improved using TV commercials in the M16 EFL classroom.”

“M18 The difference in listening comprehension scores between the two groups shows evidence of the significant impact of YouTube videos on the performance of the experimental group.”

“M19 19 It was concluded that students' listening skills increased significantly after learning with videos in intermediate and advanced proficiency groups.”

“M20 They also supported the idea of using English film as a listening medium to improve their listening skills. As a result, students respond positively to using English film as a listening medium to improve their listening skills.”

“M28 Repetitive ANOVA measures showed that listening skills of all participants in all three groups improved during practice.”

Pretest, posttest applications and comparative t test applications are preferred in achievement tests. In the achievement tests, the success scores of the control groups always increased. In the groups separated by level groups, it is seen that the success in the intermediate and advanced groups is higher than the learners at the beginner level.

b. Cognitive skills: metacognitive skills

With reference to metacognitive skills, it embraces critical, logical, reflective, and creative thinking. The most critical distinction in metacognitive skills is the ability to reflect, criticize or self-criticize beyond success while evaluating research.

“ M1 “I think my pronunciation improves when I listen because I hear some words and I can learn how to pronounce them”

“M6 Student 12: “Comprehensive listening improves memory by helping me experience video of people talking, where I learn a lot by not just listening to a sound, but visualizing conversations. Also, listening to the dialogues over and over helps me know where I went wrong and correct myself.” Based on what Student 12 said, it appears that EL supports autonomy, where students can practice listening independently and at the same time have a self-reflection about their practice.”

“M10 The result of the research (1) was that the students independently formed an active, creative and effective learning process in measuring and developing each step of the listening learning model. (2) Interactive multimedia was an effective learning environment to develop students' critical listening skills. In the limited test, the increase in critical listening skills was 42.98% in the experimental class and only 7.36% in the control class. For extensive tests, the improvement of critical listening ability in the experimental class increased by 33.88%, while the control class

increased by only 2.62%. (3) The critical listening strategy performance in the PMAI Model can improve students' critical listening ability, so this model is better to be applied as a reference practice in the listening learning model. (4) Learning media with interactive multimedia can improve students' critical listening skills compared to audio learning media, because listening is not only the auditory aspect but also the visual aspect integrated with multimedia .”

“M25 Findings show that students interact with the different sources of information provided by the videos, enabling them to construct and explain new meanings derived from their transformed interpretations. The results also shed light on how video-mediated listening activities improve students' understanding of their own learning processes.”

M27 We can conclude that it is successful in developing students' metacognitive listening awareness by using the student self-dictation approach.”

c. Affective skills: motivation

Motivation encapsulates elements such as interaction, choice, belief, attitude, and value. Motivation consists of initiating the target behavior, taking action, directing the behavior to the target and maintaining the behavior. As can be identified in Figure 5, the most related findings were found for motivation (n:38) after success among cognitive skills.

“M1 also stated that even if the students were not interested in the content of the listening, they continued to listen to the speaker because the use of everyday language and familiar words increased the interest in the subject.”

“M7 Analysis of students' responses from the questionnaire revealed that they were more interested in learning English if the teacher used English videos as teaching material. Also, previewing the keywords before watching the videos motivated them to learn English more.”

“M8 video can motivate students to participate in the listening class.”

“M11 Afterward, they watched these videos outside of the classroom, nine of whom agreed strongly that these video tasks motivated them.”

“The M14 TED lectures motivated some students to pursue their own interests independently and encouraged others to explore further.”

“M15 Qualitative data collected proved that YouTube video-based lessons were beneficial for the student, as the latter improved speaking and listening skills, and students demonstrated greater motivation towards English lessons.”

“M20 shows that students are interested in using English films to improve their listening skills and are more motivated to learn to listen. They also agreed that it is easier to learn to listen using movies in English. They also supported the idea of using English film as a listening medium to improve their listening skills. As a result, students respond positively to using English film as a listening medium to improve their listening skills.”

“M21 21 Motivation comes second. A large percentage of students (80%) felt their motivation increased as a result of watching the videos. It was motivating to listen to well-known people

sharing useful ideas on interesting and relevant topics. Students also reported that their motivation to learn English increased after watching the TED videos.”

d. Affective skills: anxiety

The reactions designated against the external danger in one's life, proportional to the danger and accepted as usual by others, are called anxiety.

As can be seen in Figure 5, merely two of the articles on anxiety among affective skills were studied and the word anxiety is mentioned in 4 chapters.

“M9 It is accepted that anxiety in learning English in general and listening activities in particular is related to classroom-based language learning, not language learning that takes place in natural settings. The ELLLO platform provided natural language environments to the high school students experimenting in this study that helped them lower their affective filters.”

“M17 To reduce foreign language listening anxiety of students with A1 and B1 levels of English.

“The use of original videos in the process of improving English listening skills of students at A1 English proficiency level can be interpreted as moderate and much more desirable in terms of lowering their foreign language listening anxiety levels compared to the use of non-original videos.”

“In the process of improving English listening skills of B1 English proficiency students, the use of authentic videos can be interpreted as being quite powerful and much more desirable in terms of reducing foreign language listening anxiety levels compared to the use of non-original videos.”

e. Psychomotor skills: creation

As can be seen in Figure 5, the creation of motor skills is one of the topics with the least evidence and rarely is mentioned in the articles. What is meant by not creating here is for the teacher or student to develop and present multimedia materials.

“M5 Product validation as well as trial result indicates that developed material is classified as 'valid'. The practicality of the material, based on teachers' and students' responses, indicates that the material developed is "practical" for use in the classroom (Nunan , 1999).

“M12 Preparing certain activities based on the movies to be played in the classroom requires special attention and a lot of time for the teacher. Appropriate training must be provided for teachers to use animated films, otherwise the objectives for improving listening skills cannot be achieved.”

4.6. Distribution of multimedia applications:

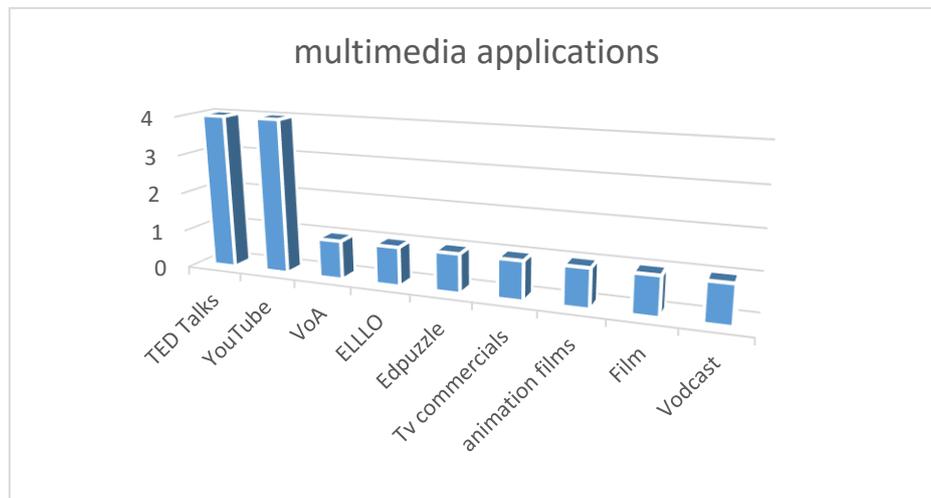


Figure 4.6. Distribution of multimedia applications

As can be seen in Figure 6, the most researched multimedia, video tools and English online learning platforms are TED Talks and YouTube. One article was discovered in databases related to other tools. In some articles, original products were revealed and researches were made on them.

Conclusion and Discussion

In this study, 29 articles that were scanned and identified with keywords in databases between 2012 and 2022 were included. It has been observed that there are very few studies that do not descriptively examine the trends in studies on the effects of multimedia and video tools on English listening skills, which are missing in literature. Eraslan and Asmali's (2021) study is the only peer-reviewed research article in which descriptive content analysis was conducted in Turkey in this area. As one of the findings in this study, it is denoted that watching videos is an effective way to improve vocabulary. In addition, Kaynar (2019) states that the use of video offers new opportunities in the use of words and in the development of listening skills. With this research, it will be supported that English listening skills can be improved with multimedia tools.

When we interpret the findings, our first question, which year was the most research done, comes up with the years 2020 and 2021. It may be thought that the use of videos more in education has an effect due to the effect of the Covid 19 pandemic or the result of the

transition to online education. Eraslan and Asmalı (2021) mention the increase in research over the years.

In the research universe, which is our second research question, it is seen that the most research in the world is done in Indonesia and Turkey. In addition, the most studied group is university students. The least number of studies is seen in the primary school and pre-school groups. This may be due to the fact that academic research permit procedures are easier in universities and achievements in target-oriented studies are seen more prevalently in the upper age groups as the age progresses.

In the research design, which is our third question, it is detected that quantitative methods are preferred more. The mixed method has been used in very few studies.

The fourth question, the distribution of the findings according to the skills, was analyzed by determining the themes within the framework of content analysis by the researcher prior to the research. The variable of success, which is one of the most cognitive skills, was investigated. It is followed by motivation from affective skills. The least studied affective skills are anxiety and motor skills.

The findings related to the fourth question are examined in detail, and it is discerned that the learners have a positive attitude towards watching videos inside and outside the classroom. This finding is similar to other studies (Asmalı & Eraslan, 2021; Kaynar, 2019). In addition, the use of video tools creates a source of motivation as it captures the attention and interest of the listener (Datko, 2014). In terms of cognitive skills, it is emphasized that the use of multimedia tools and authentic video shows a significant increase in students' language competencies (Polat,2019; Kaynar,2019).

TEDtalks and YouTube applications were the most used multimedia applications and tools, which is our fifth question. It can be thought that the reason for this is that the online video broadcasting sites, whose use has increased with the development of the internet, have more diverse content for users and the popularity of these applications has increased.

Acknowledgment

This paper was extracted from my semester Project for Master of Education of Instructional Technologies at Anadolu University. I would like to thank my supervisor Assoc. Prof. Dr. Ozcan Ozgur Dursun, for his expertise and valuable comments on developing the subject and framing the findings of the research paper. Any opinions expressed in the article are those of the author; the others are not responsible for any issues.

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