Video and audio platforms for improving listening skills in Spanish´s students of EFL: A preliminary and descriptive study

Juliana Leguizamon del Portillo[1], Andres Bernal-Ballen[2]

[1]Facultad de Educación, Universidad Antonio Nariño, Colombia
[2]Grupo de Investigación Conciencia, Facultad de Educación, Universidad Antonio Nariño, Colombia

Article Info

Abstract

Learning English as a foreign language can be challenging because it requires the development of tools which allows an effective communication process. In this sense, the phonetic differences between Spanish and English are one of the reasons why it is difficult to develop listening skills for Spanish native speakers. Thus, in this research, a didactic strategy based on common audio and video platforms was designed in order to improve this ability in a sample of students. The sample was selected at convenience and consisted of fifteen students from an English intermediate course. The strategy was divided into three parts: a diagnostic test to demonstrate the level of listening; learning activities; and an exit test. A descriptive study was conducted. The obtained results showed students' progressive improvement in pragmatics, understanding, and intonation. In addition, the results indicated that the use of alternative methods, mediated by new technologies, seems to be equal or more effective than traditional teaching and a better learning of English is perceived by using remote strategies than in face-to-face ones.

INTRODUCTION

Learning a new language involves the conjunction of many of the learner's skills (Elmetaher, 2021; Nazarieh et al., 2022; Neuner, 2020; Rosales, 2019; Shariyevna & Israilova, 2020). Three categories that affect learning have been reported: biological and psychological factors such as age, personality, and environment; cognitive factors such as intelligence, language skills, learning styles, and strategies; and affective factors such as attitudes and motivation (Hartshorne et al., 2018; Nussbaum & Bernaus, 2010). Thus, it is understood that every human being has particular characteristics, and those characteristics have notable implications in learning a foreign language (Getie, 2020; Manga, 2008).

On the other hand, students of English as a foreign language (EFL) must develop communicative skills. These skills are associated with biological and cognitive factors since the former requires an environment and a context to receive and transmit information, while the later requires listening abilities in order to engage in and develop a conversation.

The main purpose of speaking is to transmit and capture information. Communicative competence is a globalizing construct that encompasses skills, abilities, and knowledge that the language must use in order to communicate effectively (Maturana Patarroyo, 2011; Zhang & Zou, 2020). To achieve the communicative process, students must have a level for the four skills (writing, reading, speaking, and listening). By achieving that level, students are capable to communicate and express ideas. Nonetheless, listening plays an important role in the learning process (Cheung, 2010; Gilakjani & Sabouri, 2016; Jemadi et al., 2022; Karimova et al., 2020; Shariyevna & Israilova, 2020; Yavuz & Celik, 2017) and it has a positive impact on the students because they might receive information more clearly and consequently, the learning may be meaningful. The needs of the emitter are different from the needs of the receiver (Ahour & Mohseni, 2015). Similarly, the skills for each of these two subjects are different, as both may present lower proficiency in different aspects of the communicative skill.

Several causes that affect the listen ability have been reported. The uncontrollable process of the skill (speed of deliver of the message and the accent) cognitive perspective, phonological and lexical problems, syntactic and semantic problems, discoursal and pragmatic problems can be mentioned (Ozcelik et al., 2019). In fact, recently different publications have faced the listening problems (Jemadi et al., 2022; Jyoti, 2020; Nushi & Orouji, 2020). Nonetheless, one cause of unsatisfactory communicative process in the listening skill is pronunciation (Enciso et al., 2019; Orlando, 2020). It plays a very important role in the EFL learning process, and this linguistic component is key factor in achieving successful oral communication (Setter & Jenkins, 2005). Whereas English has different phonemes for graphemes, Spanish is a language that correlates the number of graphemes and phonemes (Veiga-Pérez, 2017). In Spanish, there are just 24 phonemes and 27 graphemes, while in English there are 26 graphemes and 45 phonemes. Moreover, in Spanish there are 5 vowel phonemes, while in English there are 12, which shows the wide difference in sounds between the two languages. Additionally, it has been reported that English possesses unique sounds that are not common to Romance linguistic families (Enciso et al., 2019).

In this frame, it has been observed that students distinguish these differences more easily in written than in oral communication. It stands to reason students must perform identification of phonetics differences in different contexts, enabling them to improve perceptual phonemic discrimination to the point of being able to accurately identify them as two different non-native phonetic categories (Llompart, 2021) even though speech perception may not adequately capture it (Cutler et al., 2006). This prevents learners from becoming familiar with the different sounds that can be found in the English phonetic system. Furthermore, the failure to represent pronunciation accurately and consistently is largely responsible for the constant difficulties among EFL learners (Umera-Okeke, 2008).

In order to overcome the reported problem, several publications have informed that audio-visual media are more effective for improving listening skills than other types of teaching media (Ananda et al., 2021; Asmawati & others, 2017; Damanik & Katemba, 2021; Dizon & Gayed, 2021). However, there is not much empirical evidence of the effectiveness of the use of these platforms in education (Difilippantonio-Pen, 2020; Mango, 2021). It has even mentioned that the use of audio materials in the learning listening skills seems to be inefficient (Sulaiman et al., 2019).

Considering the aforementioned reasons, the research problem is that native Spanish speakers which are EFL students have difficulties with their listening skills due to the phonetic difference between Spanish and English. Additionally, scientific literature has reported that these difficulties

with listening are due to schools' prioritization of writing, reading, and vocabulary. Listening is not part of many textbooks. Indeed, most teachers do not conduct activities to develop this skill in their classes (Gilakjani & Sabouri, 2016). Moreover, it has found that this skill does not receive enough attention and is considered a passive skill that is developed without help. However, listening is a complicated process because of the level of difficulty that requires comprehend the message as they listen to it, retain information in memory, integrate it with what follows and understand the incoming information (Elmetaher, 2021).

Although direct or indirect didactic strategies for learning listening skills have been mentioned in the scientific literature (Fetriani et al., 2020; Vančová, 2019; Yulianti, 2018), and despite the relevance of listening skills for EFL students, there is scare reports in scientific data bases such as Scopus or Web of Sciences that Netflix Party, FlipGrid, or Randall's platforms are reported for improving listening skills in EFL. For instance, in Web of Science the combination of Netflix AND listening indicates just five results. For that reason, the research here focuses on the use of a didactic strategy based on audio and video platforms such as Netflix Party, FlipGrid, Randalls's ESL Cyber Listening Lab, and Lyrics Training platforms that help improve EFL students' listening skills for Spanish native speakers.

Learning listening skills

Multiple authors have defined listening skills in scientific literature (Gilakjani & Sabouri, 2016; Hwaider, 2017; Khosroshahi & Merc, n.d.; Mohammadzamani & Taki, 2018). However, current trends indicate that this skill helps to understand the world and is a necessary component of successful communication. Students spend more than 50% of their time listening during their learning process (Jafari & Hashim, 2015; Rost, 2009), which suggests that fostering listening skills is crucial in the learning process of an EFL. Furthermore, listening has been defined as the ability to understand native speakers when they speak at a normal speed. It also focuses on auditory discrimination, auditory grammar, selection of necessary information, and recall. Listening is a process of understanding what is heard and organizing it into lexical items to which meaning can be assigned.

Students listen to spoken language, divide sounds, classify them into lexical and syntactic units, and comprehend the message. This ability is a process of receiving what the speaker says, responding, and creating meaning through participation, creativity, and empathy (Gilakjani & Sabouri, 2016). It is undeniable that listening is extremely important. Conversations will only take place when one can understand what the speaker is saying, although input (listening and reading) alone is not sufficient for language acquisition. This acquisition refers to the development of appropriate responses and focuses on helping listeners develop an awareness of differences in cultural styles of listener feedback, and options for providing such feedback. Awareness of listeners' choices and strategies can increase the effectiveness and the ease with which they engage in collaborative discourse.

Use of video and audio for learning English

The strategies for teaching and learning have been studied in the last decades (Davis et al., 2018; Martin et al., 2020). Nonetheless, educators as well as students do not seem to be aware of this fact, and the incorporation of new technologies in the process of teaching and learning is still under continuous development (D. Ahmadi & Reza, 2018).

Teaching and learning English is probably one of the most relevant topics in the field of education as a consequence of the ubiquitous need for preparing students with English abilities around the world. In this frame, diverse strategies have been implemented, and video or audios are commonly used by teachers during their lectures. In the current time, the incorporation of social media within education context have shown a relevant impact (Dehghanzadeh et al., 2021; Syafitri, 2021; Wang & Chen, 2020). In fact, some publications have evidenced that it is possible to improve listening skills by the incorporation strategies based on videos or audios (Polat & Eristi, 2019). For that reason, this research incorporated these kinds of material for helping students to develop intentionally listening skills.

Teaching strategies

A myriad of strategies and techniques are used in the process of learning a new language. Three categories for language acquisition have been described: a) the breakdown of grammatical topics; b) the development and cohesion of topics related to the teaching methods; and c) evaluative material. These three categories allow the teacher to review the points that must be present when applying a strategy in class (Neuner, 2020). However, when learning a new language, students activate learning processes that they do not usually use when learning their native language. As a result, it is necessary to propose a specific strategy during the teaching of the second language.

A didactic strategy is a series of procedures and resources used by the teacher to promote meaningful learning (Navarro & Piñeiro, 2012). This underlines the importance of these strategies in the learning process since the strategy motivates the student to learn in various ways. Similarly, a didactic strategy is a procedure that the teaching agent uses reflexively and flexibly to promote meaningful student learning. Language learning strategies are specific actions, behaviors, steps, or techniques that students use (often intentionally) to improve their foreign language skills. Teaching or learning EFL means that a didactic strategy must be specific. For instance, the didactics used in a classroom for EFL learning purposes must have attractive knowledge for students and each proposed didactic must emphasize specific knowledge (Harjanne & Tella, 2007; Shofkorov & Bagapova, 2020; Talaván, 2020; Uljens, 2004). Since second language learning should have a communicative approach, it has been reported that dialogue and classroom interaction should take up an extensive part of the class. Specific didactic strategies for learning a foreign language are classified as either direct or indirect strategies. These strategies allow students to identify different ways of learning. Table 1 shows strategies that are specifically focused on developing listening skills (Orrego & Díaz Monsalve, 2010).

Table 1. Direct and indirect strategies for learning a second language

DIRECT STRATEGIES		
Memory	Cognitive	Compensatory
Creating associations. Infering relationships. Remembering. Rhyming. Making clear mental images. Visualizing. Imitating. Combining images with sounds. Making word lists. Looking up definition of new words. Reviewing and refreshing what has been learned.	Understanding and reviewing what has been learned. Practicing conversations in different contexts. Identifying details Elaborating a general idea of what is read in another language. Summarizing. Consulting different sources. Recognizing similarities and differences. Finding patterns.	Assuming/guessing meaning. Anticipating content and meaning from the context of the subject matter. Seeking help. Using mimicry and gestures. Looking for alternative ways to express ideas and make use of synonyms.
INDIRECT STRATEGIES		
Metacognitive	Affective	Social
Evaluating the process. Learning from mistakes. Being responsible for your mistakes. Identifying the objectives of what you are doing. Planning learning tasks with clear goals. Gathering the needed materials. Organizing study schedules. Making efforts to concentrate.	Seeking relaxation. Consulting your concerns. Making use of diaries. Encouraging self-motivation. Taking risks in learning in order to grow beyond the routine.	Asking for collaboration. Allowing others to evaluate and correct one's own performance. Asking questions. Sharing information. Identify with whom you study best. Being attentive to what others feel.

The strategies to improve listening skills can be developed: before, during, and after language activities. In the first category, there are strategies focused on connection, prediction, and conversation. During listening, taking notes and listening to the material several times is recommended. As a closing activity, repeating and summarizing the material have shown positive results (Borjesson, 2012). Additionally, to favor active comprehension, cognitive, metacognitive, and

socio-affective strategies must be taken into account. For this reason, a seven-step model has been created

1. Students receive new information about the topic and type of text, then create hypotheses about the text.
2. Students listen an audio and verify their hypotheses and add new information.
3. Students work in groups to discuss and compare their results. Afterwards, they come to a consensus.
4. They listen again, review, and check what they understand and what they have not yet grasped.
5. They discuss again, highlight the most relevant aspects, and reflect on what made them understand the audio and identify key words.
6. They listen, search, and add information to verify what they have understood.
7. They discuss what helped them understand by suggesting goals, both individually and as a group.

Scientific research has found that exposing learners to authentic materials through video helps with language learning, particularly listening skills. Moreover, it has been reported that videos can be beneficial in improving L2 learners' listening skills, compared to lecture-based instruction (Metruk, 2018). Additionally, the use of podcasts to enhance listening skills has been documented as well. Moreover, most podcasts are free, diverse, readily available, and play at a normal speed, among other things (Naidionova & Ponomarenko, 2018).

Having a variety of didactic strategies does not guarantee success for a Spanish-speaking English learner. Thus, it has been mentioned that these strategies must have a communicative approach since the strategy is not only about students acquiring a certain linguistic system but also about them being able to use the linguistic system to communicate effectively (Rangel-Palencia, 2015). Several researchers have mentioned that having a communicative approach to EFL teaching strategies allows students to interact with English-speaking communities. For example, the EFL communication process is affected by EFL learners' limited vocabulary and lack of familiarity with slangs, grammatical topics, and their respective rules, the communication process is affected (S. Ahmadi et al., 2020; Hibatullah, 2019; Yagang, 1993). On the other hand, for communication in L2, the ability to listen comprehensively must be specially developed. For instance, music (Sabina & Senad, 2021), metacognitive (Valdés Mendoza, 2021), or audiovisual strategies (Collaguazo Vega, 2021) can be mentioned.

In accordance with the information above, this research proposes a strategy that favors a better way to learn a second language (English) by focusing on the use of video and audio platforms to develop listening skills. A detailed methodology to achieve these objectives has been proposed and is shown below.

METHODS

The present research is focused on improving listening skills for students of ELF. In this regard, both, direct and indirect strategies (table 1) were planned and used. As can be notice in the detailed description of the process, audio interpretation, deduction, and vocabulary strategies are the main activities. It means that direct cognitive and compensatory strategies were used, as well as indirect metacognitive and affective activities were carried out.

Participants

The participants for this research consist of students who hold military degrees. The students are part of the intermediate English course and have an academic load of 540 hours. Specifically, a non-representative sample selected for convenience was made up of students from group 2B of the intermediate English course, which consisted of 15 students total, 12 males and 3 females. A descriptive qualitative design was carried out.

Instrument design

One instrument (Sample´s perception test – Instrument 2) was designed and validated by three experts in linguistic and didactic of English as a foreign Language. Sufficiency, clarity, coherence, and relevance were assessed. Once the instrument was corrected according to the suggestions, it was

sent again to the experts for their final approval. A didactic strategy consisted of six learning guides that highlight activities to improve listening skill was developed and applied to the participants. Additionally, a diagnostic test was used, which was provided by the American Language Course (ALC).

Instrument 1. Preconception's test - Pretest

The diagnostic test corresponds to the American Language Course Placement Test (ALCPT), which consists of 60 multiple-choice questions whose objective is to identify the students' listening level. These questions cover two categories: interpretation and deduction. The test made it possible to verify the students' level of comprehension and deduction of the audio. The audio tracks had American accents, different speeds, and military vocabulary. For this test, the students had 35 minutes to listen to all the audio tracks (which have a maximum duration of one minute and thirty seconds each) and answer the stipulated question. The students answered on a multiple-choice sheet and the ALC level classification was obtained (Table 2).

Table 2. ALC level classification

Correct questions	Level
56-60	B2+
41-55	B2
31-40	B1+
21-30	B1
11-20	A2
0-10	A1

Instrument 2. Sample´s Perception test

Seven multiple choice questions were formulated. Each student had to indicate at what level he or she considered his or her communicative ability to be. The options for these levels were null, basic, and medium. Additionally, these three categories were established for the Common European Framework of Reference for Languages (CEFR), although without determining the specific English level. The survey was administered through Google Forms since this virtual platform allows for prompt responses from the participants. The survey was administered during class time.

Pedagogical intervention

The didactic strategy was designed to improve listening skills. All guides were applied remotely (one per week) over a period of six weeks. Each guide focused specifically on improving pragmatics, intonation, and accents. This strategy is explained and summarized in Table 3.

Table 3. Summary of the pedagogical strategy

Week	Activity	Platform	Duration	Characteristic
1	Vocabulary	*Randall's Esl Cyber Listening Lab*	35 min	Audio interpretation/ Vocabulary
2	Motivation	FlipgGrid/TED Talks	35 min	Deduction of audios/ Vocabulary
3	Video Friends	Netflix Party/FlipGrid	60 min	Deduction of audios/ Vocabulary
4	Vocabulary	*Randall's Esl Cyber Listening Lab*	35 min	Audio interpretation/ Vocabulary
5	Song	Lyrics Training	35 min	Deduction of audios/ Vocabulary
6	Video Blindspot	Netflix Party/FlipGrid	80 min	Deduction of audios/ Vocabulary

The first part includes the student's knowledge of some of the platforms they worked with in class. One such platform is Randall's Esl Cyber Listening Lab, a free-to-access page that allows students to learn using podcasts on everyday topics, which utilize a variety of accents and speeds. A separate platform, Lyrics Training, is also a free-to-access page and an application that uses videos,

songs, and scenes from TV series to help students at different levels learn pronunciation, accents, and vocabulary in a more interactive way.

These platforms allow the student to have a more realistic interaction with the way English speakers express themselves in everyday contexts. For this first part of the strategy, the podcasts and songs could be repeated a maximum of three times, depending on the initial level of the students.

Within the frame of listening, there was a second activity consisted of oral production, since listening and speaking are connected skills that should be developed simultaneously. This is because listening is a much more than hearing. In fact, to be able to transfer listening to other contexts, it is necessary to evidence oral communication (Spataro & Bloch, 2018). To make oral productions, different virtual platforms were used, such as FlipGrid, a free-to-access application where audio and video recordings are made (the recordings are no longer than 90 seconds in length). This platform allows the user to play the video as many times as needed, and it is possible to make a video response to engage in a conversation between the participants. Netflix Party, on the other hand, is used to watch movies, TV series, and documentaries, allowing multiple users to watch teacher-selected media simultaneously, even when the users are in different physical locations. These platforms facilitate direct conversations between peers (classmates). Additionally, the variety of content available on Netflix Party means that there is appropriate material for each students' English level.

Finally, the assessment to test students´ listening comprehension ability through understanding pronunciation and audio with neutral accents was carried out. This part consisted of two activities. The first was a weekly test where questions were characterized by pragmatics and an understanding of the general idea of each audio. A second test was carried out at the end of the course, which allowed a general review of the students' progress from the first day that the strategy was applied.

Session 1
Students listened to audios from Randall's Esl Cyber Listening Lab. Subsequently, five questions were presented that sought to identify the students' comprehension and pragmatics of the audio.

Session 2
A TED talk on autonomous language learning strategies was used. After that, students were asked to identify their comprehension and pragmatics of the audios. These were solved on the FlipGrid platform, which allowed the students to resolve areas of uncertainty themselves.

Session 3
Once again, audios related to greetings and personal presentations were used from Randall's Esl Cyber Listening Lab. After listening to the audio, the students were asked five questions about its context and pragmatics, while simultaneously working with the expressions used in the audio.

Session 4
The students were shown an episode of an American television series ("Friends") in which the main component was vocabulary about marriage. The students watched this episode simultaneously using the Netflix Party platform. Pauses were made to ask questions and identify context. These questions were answered using the FlipGrid platform.

Session 5
A faster and more demanding audio (the song "We Don't Talk Anymore" by Carlie Puth and Selena Gomez) was used. The Lyrics Training platform was used to work on this song because this platform helps students focus on the pronunciation of native English speakers

Session 6
An episode of a television series ("Blindspot") that uses language, codes, signs, and military slang was selected and Netflix Party platform was used. During the episode, pauses were made to facilitate questions formulation from the teacher to the students for identifying the context. These answers were answered on the FlipGrid platform.

Instrument 1. Preconception's test - Posttest
A similar test to the diagnostic strategy was applied, which was also provided by the American Language Course Placement Test (ALCPT). The test consisted of 60 multiple-choice questions whose objective was to identify the students' listening level. These questions are classified into two categories, interpretation, and deduction, which made it possible to verify the students' level of comprehension and deduction of the audios. The audios have characteristic American accents, different speeds, and military vocabulary.

Data Analysis

In each activity students were assessed according to the specifications of the session. The obtained values were statistically treated, and average, standard deviation and mode were obtained.

FINDINGS AND DISCUSSION

Perception test

This is a test in which the person qualifies his or her skills according to the appreciation of the level of language management (Lobo et al., 2020). Most students stated that their listening level was basic, that is, when listening different audios, they only understood certain words; four students mentioned that their listening level was medium, meaning they understood the context of the audios; and only one student stated that his listening level was null.

Next, the students selected the tools they used to improve their listening skills. The most voted answer was audios in class. Interestingly, most students work exclusively with the material provided by the teacher, although films and songs were mentioned as well. This problem (working only wit materials provided by the teacher) is common in EFL students, due to pronunciation, speed, unfamiliarity with words, and limited listening abilities. Therefore, students feel more comfortable with the material worked on in class as they are appropriate for the level they exhibit (Erzad, 2020). Despite this problem, there is no evidence that teachers and students to broaden the types of aids to improve listening skills. In this sense, the use of audios and videos mediated by innovative platforms (as proposed by this strategy) can contribute to the solution to this problem.

One factor which language learning skills is the number of hours devoted to study. It is remarkable that in the sample, 12 out of 15 students did not study English for more than a year. Nonetheless it is worth mentioning that the greater the number of study hours, the better the academic outcome obtained by EFL learners (Lightbown & Spada, 2021). Thus, it is striking that the perception that students have about their listening level coincides with the results yielded by the diagnostic test, indicating that the students are aware of their level reflected in the results shown by both tests.

Diagnostic test

It is well known that a diagnostic test is seen as one of the most useful tools for establishing previous knowledge about any topic. In turn, performing this type of diagnostic test through some virtual platforms allows students' stress levels to drop, resulting in tests that are conducive to the development of students' potential.

The obtained results from the ALCPT test (table 4) were a starting point to carry out and apply the designed strategy. These results show that the entry-level of the students is very low and the sample is homogeneous. This suggests that the level of listening reported by the students coincides with the level of listening achieved during the test. For this reason, it is necessary to design strategies to improve this skill. "Normal" classroom activities are not enough, and an intentional effort is required to develop and improve students' listening abilities (Alfuatin, 2019).

Table 4. Statistical results for ALCPT as diagnostic and output test

Function	American Language Course Placement Test (ALCPT)	
	Diagnostic test (60 points)	Output test (60 points)
AVERAGE	17,6 ± 4,6	22,3 ± 3,8
MODE	13	26
MEDIAN	15	22

Several factors can influence the determination of students' initial listening level. One factor is the predisposition to the test and the result that the student may obtain. There is an internal struggle

between what the student thinks he/she knows and the test result. At the same time, it has been found that performing several tests throughout the academic process in order to strengthen, correct, and prevent various attitudes in favor of the student decreases that predisposition and favors learning (Cortés, 2020).

One of the reasons that explain the low level obtained in the diagnostic test is that students have had little contact with the language when they take the diagnostic test. In this sense, any kind of interaction (music, videos, podcast) might have a positive influence on cultural exchange and can therefore be described as a tool for achieving learning improvement (Guerrero, 2020).

Use of Randall's ESL Cyber Listening Lab
In this part, students were asked to answer five multiple-choice questions that focused on the interpretation of the information provided by the audio. The audio interpretation questions obtained are shown in Table 5. In these questions, the student had to extract and differentiate the information requested in the audio. The interpretation questions evaluate the comprehension and the information gathered that the student retains (for this case of the audio) whereas the students must select the pertinent and necessary information to answer appropriately. At the being of the strategy, low scores were obtained, whereas a notable improvement is visible at the end, when most of the students obtained higher scores. In this frame, it is important to mention that phonological features are considered as one of the reasons which difficult listening. The origin of this affectation can be attributed to the fact that native speakers not always articulated the words, which affect the produced sound and it is hard to understand for the listener (Hamouda, 2013). For that reason, not only repeating the audios, but the relationship between listening and correlating could be considered as an appropriate strategy for improving listening skills.

Interpretation requires a level of analysis and is based on decoding vocabulary as well as on linking the text with its context. Moreover, sociopragmatic features can be used for better understanding, such as nonverbal communication or paralinguistic aspects (Jun, 2006; Lynch & Mendelsohn, 2013; Widodo & Cirocki, 2015). Indeed, other researchers have reported that using audios have a positive impact in the overall listening skills as well as in pronunciation (Gonulal, 2020).

The analysis of the results obtained from both tests (sessions 1 and 3) showed a relevant improvement in the process of interpretation and pragmatics. This may be due to factors such as pronunciation, speed, unfamiliarity with words or terms, and limited listening. Therefore, the use of material that students feel more comfortable with is desirable (Erzad, 2020).

Table 5. Results of session 1 and 3

Students	Randall's ESL Cyber Listening Lab	
	Session 1 (5 points)	Session 3 (5 points)
AVERAGE	1,7 ± 1,4	3,5 ± 1,1
MODE	1	4
MEDIAN	1	4

FlipGrid
A 10-minute English video about the importance of languages was chosen, a topic related to those studied in class. It has been established that videos are useful for improving oral expression and therefore, for having a conversation, since gestures and facial expressions allow learners to connect the audible and visual part of the speech. Moreover, when audio is used without video or images, negative effects on comprehension are reported (Escudero & Kalashnikova, 2020). Orality is an influential factor in communication since is not only about the production of sounds. Oral production involves cognitive development and comprehension (Álvarez Correa, 2020).

The effectiveness of the strategy depends on how comprehensive the questions are, and for this reason, it is important to research students´ level of familiarity with the platform (Dinesh & Karthikeyan, 2020). Results were much higher compared to the previous sessions since the students had had previous experiences with the platform and with the type of questions asked. Having sessions with the same methodology but different contexts generate an approach and an understanding of the process to be had by the students (Dinesh & Karthikeyan, 2020).

As can be seen in table 6, the strategy had three sessions with a similar methodology, watching a video and answering questions. Within this frame, students should be able to understand the message and respond appropriately. These videos, when played at an appropriate speed, allow students to get used to typical and/or real conversations in which repeating the audio is not an option (Escudero & Kalashnikova, 2020).

The scientific literature has reported the advantages that video could play in the listening abilities. For instance, video is an alternative instructional tool, that facilitates comprehension of pronunciation (related listening skills). Moreover, video-based utilities are more appropriate than just audios because there are multiplying inputs that the student can perceive (Djabbarova, 2020; Kaynar & Sadik, 2021; Woottipong, 2014).

Despite the lack of research using this platform, preliminary reports suggest that FlipGrid might be considered as an effective educational tool, since it develops communication skills (Mango, 2021). However, technical problems are mentioned as negative implications of its use (Innes & others, 2020). Nonetheless, it is important to mention that FlipGrid can be effective by improving listening comprehension (Guapisaca & Garzón, 2022), because it involves cognitive development (Alvarez, 2020).

Table 6. Results of session 2, 4, and 6

Students	FlipGrid		
	Session 2	Session 4	Session 6
AVERAGE	2,5 ± 0,8	4,5 ± 0,5	4,6 ± 0,5
MODE	3	4	5
MEDIAN	3	4	5

Lyrics Training

A song with an American accent was chosen for this activity. Students listened the song and simultaneously fulfilled the Lyrics on the training platform. The maximum score for this session was 41 points. Each point corresponded to a word, which had to be selected in the corresponding order to complete the song. The result of this activity is shown in table 7. The most frequent number of correct answers for this activity was 16, which is not surprising due to the students' listening level Even though this methodology was new to the students, the result beyond the score indicates the importance and relevance of music and how it can improve students' listening skills.

Learning a new language through songs helps to increase vocabulary since it contains authentic language, helps the student to have a socio-cultural vision of English-speaking countries, and substantially helps to correctly develop pronunciation in a more didactic and attractive way (Luque, 2020).

These activities are considered as a useful for improving listening skills. The explanation might be found in the fact that the student is able to predict the word, and if not, they can listen the audio once more (Djabborova, 2020; Ebrahimi et al., 2021; Milan et al., 2019).

Music has been a useful element of EFL learning for students and teachers, as it allows for faster memorization of vocabulary. Some authors emphasized that the needs of today's students are different from those of past students, and as such, mixing music with technology allows the effectiveness of learning to be greater and in turn motivates students to continue learning (Al-efeshat & Baniabdelrahman, 2020).

Table 7. Results of session 5

Results	*Lyrics Training*
AVERAGE	22,0 ± 7,2
MODE	16
MEDIAN	23

The pedagogical use of various digital platforms can be considered as a successful strategy for strengthening the activity of listening in a second language.

The results obtained in this research have shown a remarkable improvement in the participants in this aspect. The listening skill involves the ability to understand to others when expressed at a normal speed and requires an interaction between the sender and the receiver. This activity implies a highly elaborated cognitive process, which only occurs when there is a complete understanding of the message. Thus, it is evident that the sample has been able to improve in the

comprehension of the received message, that it can interact significantly with the sender, and therefore, his or her listening ability has been enriched using the developed strategy.

Netflix Party

As it was mentioned, listening has been considered as a passive learning skill. However, too much attention is needed to pay in intonation and pronunciation (Kavaliauskiene, 2008). For achieving an appropriate level of listening, the scientific literature has recently explored the use of audio and visual platforms in English teaching. In fact, it has been published that the new platforms are more effective for developing listening than other teaching media (Ananda et al., 2021).

In this research, the use of Netflix Party has shown positive results as can be seen in table 6. Likewise, the platforms allowed transforming some daily actions or activities (songs, movies, etc.) into learning strategies. The activities with videos (talks, series, or movies) using FlipGrid and Netflix Party were well received by the students, allowing them to obtain a better result in the analysis of the questions posed and in the result of their interpretation. This can be attributed to the fact that the images, expressions, and gestures allow them to understand the context of the video and relate what they were listening to what was happening in the videos.

CONCLUSION

In recent years, educational sciences have understood the importance of relating research to classroom activities. For this reason, this research arises from how several authors have undertaken systematic work to achieve better learning of English as a foreign language, using information and communication technologies, mediated by research processes. In this context, this strategy demonstrated an improvement in the ability to listen to the English language, an objective set at the beginning of this research. On the other hand, as evidenced by the exit test, progress was obtained between the beginning of the strategy and the last session. This may be attributed to all the activities and platforms (the proposed strategy) that were aimed at strengthening the students' listening skills. Even though the platforms were different, they had a specific purpose: to improve the student's listening skills.

It is important to highlight the great variety of pedagogical and didactic resources that can be applied in classes to work on listening skills. It should be emphasized that listening is a process and a skill that should be worked on frequently in order to achieve a notable improvement in students. The activities with videos (lectures, series, or movies) were well received by the students, allowing them to obtain a better result in the analysis of the posed questions and in the result of their interpretation, thanks to the fact that the images, expressions, and gestures allow them to understand the context of the video and connect what they were listening to with what was happening in the videos. Songs are useful tools that attract and capture the students' attention.

With this strategy, positive results were obtained because an improvement in the students' listening skills was evidenced, thanks to the platforms, which were chosen thinking about the use of the tools they provided, the ease of acquisition, and their use. Likewise, the platforms allowed some daily actions or activities (songs, movies, etc.) to be transformed into learning strategies.

It is pertinent to highlight that as a consequence of the didactic strategy in this research, a significant improvement was demonstrated by the students of in the sample, as indicated by the results obtained in the entrance and exit tests. This can be interpreted to mean that, during the research process, listening skills improved, which indicates that students can perform better when they need to use the language in everyday contexts, which is the main objective of English teaching.

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