



Department of Digital Business

Journal of Artificial Intelligence and Digital Business (RIGGS)

Homepage: <https://journal.ilmudata.co.id/index.php/RIGGS>

Vol. 5 No. 1 (2026) pp: 14460-14466

P-ISSN: 2963-9298, e-ISSN: 2963-914X

Students` Perceptions of YouTube Videos as a Tool for Developing Listening Skills

Amanda Zatil Aqmarina, Nailul Authar, Mujad Didien Afandi, Novi Rahmania Aquariza, Edi Pujo Basuki

Faculty of Teacher Training and Education, Nahdlatul Ulama Surabaya University

4330022008@student.unusa.ac.id, nailulauthar@unusa.ac.id, dinosetro74@unusa.ac.id,

novirahmania@unusa.ac.id ediayarga@unusa.ac.id

Abstract

This study explores college students' perceptions of using YouTube videos as a tool to enhance their listening skills. With the rapid integration of digital media into education, YouTube has become a widely accessible and valuable resource for language learning. The study adopts a qualitative approach by collecting data through semi-structured interviews and focus group discussions involving students who actively use YouTube for English listening practice. The findings, analyzed using thematic analysis, reveal several advantages of YouTube as a learning medium. Students report that it provides exposure to authentic language use, a wide variety of accents, and flexible features such as adjustable playback speed, which help improve comprehension. Additionally, the platform allows learners to access diverse topics that match their interests, increasing engagement and motivation. However, the study also identifies several challenges faced by students. Many participants find it difficult to select appropriate and level-appropriate content due to the vast amount of videos available. Furthermore, distractions from unrelated or entertaining content often reduce learning effectiveness. These issues indicate that while YouTube offers significant potential as a supplementary tool for improving listening skills, its success largely depends on students' ability to manage their learning process. Overall, the study concludes that YouTube can effectively support listening skill development when used strategically. Therefore, educators are encouraged to guide students in selecting suitable content and developing focused learning habits to maximize the educational benefits of YouTube.

Keywords: Youtube, Listening Abilities, College Students' Perceptions, Language Gaining Knowledge of Digital Media.

1. Introduction

Listening is one of the most important language competencies and is often regarded as one of the maximum challenging to master by using newbies (Vandergrift & Goh, 2012). effective listening requires no longer best the comprehension of phrases but also an understanding of the intonation, emotion, and context behind the speech, that can pose enormous demanding situations, especially for overseas language newcomers. With the appearance of digital technology, new resources for language studying have emerged, one of the most widely used being YouTube. As a platform that hosts a extensive form of real and various content, YouTube affords newbies with opportunities to engage with real-world language input, featuring numerous accents and contextual language use (Kelsen, 2009; Metruk, 2018). those qualities make YouTube a valuable device in language gaining knowledge of, specifically in enhancing listening comprehension.

Research has verified that publicity to local speech, inclusive of variations in speech price, pronunciation, and accent, is important for improving listening abilities (Metruk, 2018). YouTube helps this exposure through imparting inexperienced persons access to real conversations and numerous linguistic environments, that are frequently absent in traditional lecture room settings. moreover, YouTube's interactive features, consisting of subtitles and adjustable playback speeds, allow newbies to manipulate their gaining knowledge of pace, which is beneficial for unbiased getting to know and growing learner autonomy (Wang, 2015). but, no matter these blessings, students' attitudes in the direction of the usage of YouTube to decorate their listening abilities are various, influenced with the aid of factors along with content choice, motivation, and get right of entry to to era (Zhang & Bournot-Trites, 2021). consequently, know-how these attitudes is vital for maximizing YouTube's capacity in language education.

As highlighted with the aid of Saraswati, Yaniafari, and Khoiri (2021), YouTube no longer handiest helps independent studying however also helps students attention their interest on enhancing language competencies via the variety of content material available. With the growing interest in opportunity strategies of language mastering, it's far crucial to discover how YouTube may be efficiently integrated into language instruction to help listening skills improvement.

The purpose of this research is to investigate college students' perceptions of the use of YouTube movies for practising listening capabilities and to discover the perceived advantages and downsides of this method. through information students' views, educators will be higher equipped to contain YouTube into their coaching strategies, as a consequence enhancing students' listening competencies and basic language skillability.

Language studying consists of several key talents, which include listening, speaking, studying, and writing. of these, listening is regularly seemed because the maximum important talent for effective verbal exchange, yet it remains one of the maximum tough competencies to grasp, in particular for language newcomers (Vandergrift & Goh, 2012). in line with Richards (2008), listening is a complex cognitive technique that involves auditory information processing, phrase popularity, and comprehension of contextual cues in spoken language. As such, powerful listening guidance calls for non-stop publicity to language in real- life contexts, including versions in speech price, accents, and dialects, which are normally now not addressed in conventional classroom settings. that is one of the reasons why digital resources, together with YouTube, are an increasing number of visible as valuable gear for listening exercise.

YouTube, as a multimedia platform, offers a extensive range of content material that lets in students to be exposed to actual language use. Metruk (2018) argues that exposure to native speakers and language in context is important for deepening information of the language. This aligns with the view that YouTube's interactive functions together with subtitles and the capacity to alter playback pace decorate the studying revel in by allowing students to engage with the content material at their own tempo. Wang (2015) further shows that those capabilities aid self sustaining getting to know, as college students can repeat tough portions of audio or video and evaluate the content material as wished, promoting better comprehension. At the same time as YouTube gives enormous blessings for language novices, pupil perceptions of its effectiveness in improving listening abilities continue to be mixed. elements including content material relevance, learner motivation, and technological access influence how students view YouTube as a device for language acquisition (Zhang & Bournot- Trites, 2021). Current studie have additionally proven that, while YouTube is useful for enhancing fluency and comprehension, its effect on grammar improvement is much less large (Tahmina, 2023). as a result, this research objectives to explore students' attitudes toward the use of YouTube as a device for reinforcing listening competencies and to pick out the advantages and demanding situations they companion with this exercise. The findings will offer precious insights for educators seeking to integrate YouTube effectively into their teaching methodologies, enhancing college students' listening abilities and normal language talent.

Building upon these perspectives, the integration of YouTube into language learning environments reflects a broader shift toward learner-centered and technology-enhanced education. In this context, students are no longer passive recipients of information but active participants who can select, evaluate, and engage with learning materials that suit their individual needs and preferences. This shift aligns with constructivist learning theory, which emphasizes that knowledge is constructed through interaction with meaningful content and experiences. YouTube, with its vast repository of authentic videos, enables learners to immerse themselves in real-life language use, thereby supporting more contextualized and meaningful learning experiences.

Furthermore, the flexibility offered by YouTube plays a significant role in accommodating diverse learning styles. Visual learners benefit from the combination of audio and visual cues, while auditory learners can focus on pronunciation, stress, and intonation patterns. Kinesthetic learners, on the other hand, may engage more actively by pausing, replaying, and taking notes during video playback. This multimodal nature of YouTube content enhances comprehension and retention, as learners are able to process information through multiple channels simultaneously. As Mayer's Cognitive Theory of Multimedia Learning suggests, combining words and images can lead to deeper understanding when used appropriately.

Another important aspect of using YouTube for listening practice is its potential to increase learner motivation. Many students perceive traditional listening exercises, such as scripted audio recordings, as monotonous and less engaging. In contrast, YouTube offers a wide variety of content ranging from educational tutorials and interviews to entertainment videos, vlogs, and documentaries. This diversity allows learners to choose topics that

align with their interests, making the learning process more enjoyable and personally relevant. Increased motivation, in turn, contributes to greater persistence and effort, which are crucial factors in successful language acquisition. However, despite these advantages, the use of YouTube in language learning is not without limitations. One of the primary concerns is the lack of structured guidance when students use the platform independently. Without clear objectives or criteria for selecting appropriate materials, learners may struggle to identify videos that match their proficiency level or learning goals. This can lead to frustration, reduced confidence, and inefficient learning. Additionally, the algorithm-driven nature of YouTube often exposes users to unrelated or distracting content, which may divert attention away from educational purposes.

Another challenge relates to the accuracy and reliability of the content available on YouTube. While many videos are created by qualified educators or native speakers, others may contain errors in language use, pronunciation, or explanations. For learners who lack sufficient background knowledge, distinguishing between accurate and inaccurate content can be difficult. This highlights the importance of critical thinking skills and the need for teacher guidance in curating and recommending high-quality resources. Moreover, technological factors can also influence the effectiveness of YouTube as a learning tool. Access to stable internet connections, availability of suitable devices, and digital literacy skills are essential for maximizing the benefits of online learning platforms. In some contexts, students may face limitations in these areas, which can hinder their ability to fully utilize YouTube for listening practice. Therefore, considerations of accessibility and equity should be taken into account when integrating digital tools into educational settings.

In addition to these challenges, it is important to consider the role of learner autonomy in using YouTube effectively. Autonomous learners are more likely to set clear goals, monitor their progress, and apply appropriate strategies to overcome difficulties. For example, they may use subtitles strategically, take notes while watching videos, or repeat segments to improve comprehension. Developing these skills requires guidance and practice, particularly for students who are not accustomed to self-directed learning. Teachers can play a crucial role in fostering learner autonomy by providing scaffolding, modeling effective strategies, and encouraging reflective practices. The pedagogical implications of using YouTube in listening instruction are significant. Educators can incorporate YouTube videos into classroom activities to complement traditional teaching methods. For instance, videos can be used as pre-listening materials to activate background knowledge, as while-listening tasks to focus on specific information, or as post-listening activities to encourage discussion and critical thinking. By designing structured tasks around YouTube content, teachers can ensure that students engage with the material in a purposeful and meaningful way.

Additionally, collaborative learning approaches can be integrated with YouTube-based activities. Students can work in pairs or groups to analyze videos, discuss key ideas, and share their interpretations. This not only enhances listening comprehension but also promotes speaking skills and peer interaction. Furthermore, incorporating reflective activities, such as learning journals or self-assessment tasks, can help students become more aware of their progress and identify areas for improvement. In conclusion, the use of YouTube as a tool for enhancing listening skills presents both opportunities and challenges. Its ability to provide authentic, diverse, and engaging content makes it a valuable resource for language learners. However, its effectiveness depends on various factors, including learner motivation, content selection, technological access, and the presence of instructional guidance. By understanding these factors and implementing appropriate strategies, educators can harness the potential of YouTube to create more dynamic and effective language learning experiences.

2. Research Methods

This observe concerned a number of members selected the usage of a purposive sampling method, mainly students with earlier experience in utilizing YouTube as a gaining knowledge of useful resource for English language acquisition. The range of participants changed into determined based totally on the principle of information saturation, wherein facts series ceased as soon as no new records emerged. facts had been collected through semi-established interviews and recognition institution discussions (FGDs), bearing in mind an in-intensity exploration of college students' stories, challenges, and the advantages of the use of YouTube for language studying. Interviews have been conducted to acquire person views, while FGDs facilitated participant interplay to discover various perceptions. All interviews and FGDs have been recorded and transcribed verbatim to make sure information accuracy.

Thematic evaluation was employed to research the records, starting with open coding to become aware of key words and massive phrases, accompanied by axial coding to organization related codes into thematic classes.

rising patterns were then analyzed to identify overarching themes that mirror participants' stories with YouTube as a learning tool. To beautify the credibility of the findings, this examine implemented statistics triangulation by means of move-verifying interview and FGD effects and carrying out member checking, in which members reviewed initial findings to make sure that interpretations as it should be represented their stories. moreover, qualitative statistics analysis software program inclusive of NVivo or ATLAS.ti can be applied to facilitate a more systematic coding and analysis system.

In addition to the procedures described above, this study also paid careful attention to ethical considerations throughout the research process. Prior to data collection, all participants were informed about the purpose of the study, the methods involved, and their rights as research subjects. Informed consent was obtained from each participant, ensuring that their participation was voluntary and that they could withdraw from the study at any time without any negative consequences. To maintain confidentiality and anonymity, participants' identities were not disclosed, and all data were coded using pseudonyms. The recorded interviews and transcripts were securely stored and accessed only by the researcher for analysis purposes.

Furthermore, to ensure the trustworthiness of the data, the study adopted several qualitative validation strategies. Credibility was strengthened through prolonged engagement with participants and repeated reading of the transcripts to gain a deep understanding of the data. Transferability was addressed by providing detailed descriptions of the research context, participant characteristics, and data collection procedures, allowing other researchers to determine the applicability of the findings in different contexts. Dependability was ensured by maintaining a clear audit trail documenting each stage of the research process, including data collection, coding decisions, and theme development. Confirmability was achieved by minimizing researcher bias through reflexivity, where the researcher continuously reflected on their own assumptions and potential influence on the interpretation of data.

Moreover, the interview and FGD protocols were carefully designed to align with the research objectives. Open-ended questions were used to encourage participants to share their experiences freely, while follow-up questions were employed to probe deeper into specific responses. This flexible approach allowed the researcher to capture rich, detailed data while still maintaining a consistent focus across all participants. The duration of each interview ranged from approximately 20 to 40 minutes, while FGDs typically lasted between 45 to 60 minutes, providing sufficient time for meaningful discussion. The use of qualitative data analysis software, such as NVivo or ATLAS.ti, further supported the organization and management of large volumes of textual data. These tools enabled efficient coding, retrieval, and comparison of data segments, contributing to a more systematic and transparent analysis process. Overall, the methodological approach adopted in this study was designed to provide a comprehensive and rigorous exploration of students' perceptions of using YouTube as a tool for enhancing their listening skills.

3. Results and Discussions

This look at involved 30 university students who were purposively decided on primarily based on their prior experience the use of YouTube for English listening exercise. The individuals have been from diverse educational backgrounds and had varying levels of English proficiency. data had been gathered via semi-established interviews and consciousness institution discussions (FGDs). The interviews were carried out in my opinion to capture personal insights, whilst FGDs allowed college students to engage and speak their shared reports. The periods were recorded, transcribed, and analyzed the usage of thematic evaluation, figuring out key issues related to YouTube's function in listening talent development. Thematic coding turned into achieved in 3 ranges: open coding to perceive recurring phrases and ideas, axial coding to group related issues, and selective coding to expand overarching categories.

The findings of this study are categorised into key topics derived from the thematic analysis: blessings of the use of YouTube for listening exercise, demanding situations encountered by using students, and techniques for optimizing its use in language learning. The contributors stated that YouTube movies extensively enhance their listening capabilities with the aid of supplying get admission to to actual- global language use. unlike traditional study room substances, YouTube exposes newbies to diverse accents, speech quotes, and contextualized conversations, contributing to stepped forward comprehension abilities. additionally, interactive capabilities which include subtitles and adjustable playback speed have been perceived as useful for understanding complicated dialogues. One participant noted, "I experience greater confident being attentive to native speakers because i can gradual down the video and read subtitles at the same time." these findings align with preceding

studies emphasizing the function of exposure to real spoken language in growing listening skillability (Metruk, 2018; Wang, 2015). regardless of the benefits, students confronted numerous demanding situations in the use of YouTube for listening practice. A primary concern changed into the problem in selecting appropriate motion pictures, as no longer all content material aligns with their getting to know targets. some students also reported being without difficulty distracted by means of unrelated recommended videos, lowering the effectiveness of their have a look at classes. One player expressed frustration, saying, "I begin looking English learning movies, however then I turn out to be watching amusement content rather." moreover, freshmen with restrained internet get admission to struggled to use YouTube consistently, highlighting a digital divide that may affect gaining knowledge of results.

The findings of this look at align with studies by means of Kelsen (2009) and Metruk (2018), which highlight YouTube as a useful tool for listening practice because of its actual language exposure. similar to our take a look at, Wang (2015) also discovered that scholars admire YouTube's interactive capabilities, which include subtitles and playback manipulate, for improving comprehension. but, Zhang & Bournot- Trites (2021) said combined perceptions, as a few college students discovered YouTube content material too informal or missing instructional rigor. This contrasts with the modern have a look at, wherein college students recounted YouTube's casual content material but valued it for developing real-life communication skills. another relevant observe by using Tahmina (2023) pointed out that whilst YouTube aids listening fluency, its effect on grammar acquisition is minimal. Our findings guide this declare, as students normally used YouTube for comprehension in preference to structural mastering. This suggests that YouTube is greater effective as a tool for sensible listening sporting events rather than for explicit grammar training.

To cope with these challenges, students recommended strategies consisting of subscribing to academic YouTube channels that target language mastering, the usage of playlists to arrange content material, and enabling subtitles to boost comprehension. instructors can also play a essential position by means of curating a list of endorsed films and integrating YouTube- based activities into their lesson plans. A participant recommended, "If instructors offer a listing of beneficial YouTube channels, it would shop time and assist us focus on learning." these effects indicate that even as YouTube is a precious tool for developing listening competencies, its effectiveness depends on college students' potential to navigate and utilize the platform strategically. To integrate YouTube efficaciously into language lecture rooms, educators should adopt established procedures tailored to students' getting to know wishes. in place of allowing college students to pick out films freely, instructors can layout weekly tasks in which college students watch particular YouTube films related to direction topics. and entire comprehension physical activities. using YouTube's transcript and subtitle functions, instructors can create interactive activities which includes gap- fill physical activities, observe-taking challenges, and pronunciation exercise. moreover, teachers can inspire students to summarize movies verbally or in writing, reinforcing each listening and efficient talents. To limit distractions, YouTube videos may be embedded in managed mastering platforms, such as Google study room or Moodle, wherein college students get admission to pre-selected content with out unrelated suggestions.

The findings make contributions to second language acquisition (SLA) theories by reaffirming the significance of authentic input in developing listening talent. Krashen's enter speculation (1982) emphasizes that comprehensible enter is important for language acquisition, and YouTube presents an abundance of such input. however, this study also highlights the need of scaffolding, assisting Vygotsky's (1978) Sociocultural idea, which stresses the role of guided getting to know thru interplay. teachers have to facilitate discussions and dependent sports to ensure college students actively method the input in preference to passively ingesting it.

From an educational coverage perspective, establishments ought to bear in mind incorporating virtual media literacy training into language curricula. As YouTube will become an more and more not unusual learning tool, college students must be trained to assess content material seriously, distinguish dependable assets, and manage on-line distractions. moreover, universities and schools ought to improve virtual infrastructure to ensure identical get right of entry to to online gaining knowledge of resources, addressing the digital divide highlighted in this research.

Further analysis of the data also reveals that students' frequency and consistency in using YouTube significantly influence the outcomes of their listening development. Participants who reported engaging with YouTube content on a daily or structured weekly basis demonstrated greater confidence in understanding spoken English compared to those who used it irregularly. Regular exposure enabled learners to become more familiar with natural speech patterns, including connected speech, reductions, and informal expressions commonly used by

native speakers. In contrast, students who accessed YouTube sporadically tended to rely heavily on subtitles and often struggled when subtitles were unavailable. This suggests that consistency plays a crucial role in maximizing the benefits of YouTube as a listening tool.

Another important finding relates to the types of content preferred by students. The majority of participants favored videos such as vlogs, interviews, podcasts, and movie clips, as these formats were perceived as more authentic and engaging than formal instructional videos. These types of content allowed students to observe how language is used in real-life situations, including conversational turn-taking, slang usage, and cultural references. However, a smaller group of students expressed a preference for structured educational channels that provide clear explanations and guided exercises. This variation indicates that learners have different preferences and learning needs, which should be considered when integrating YouTube into language instruction.

In addition, the study highlights the role of emotional factors in learning through YouTube. Many students reported feeling less anxious when practicing listening through videos compared to traditional classroom settings. The ability to pause, rewind, and replay content gave them a sense of control over their learning process, reducing the fear of missing information. This aligns with the concept of a low affective filter, as proposed by Krashen, where reduced anxiety facilitates more effective language acquisition. However, some students also mentioned feelings of frustration when they could not understand fast speech or unfamiliar accents, indicating that emotional responses can vary depending on the difficulty level of the material.

The collaborative aspect of learning was also evident in the findings. Although YouTube is often used as an individual learning tool, several participants reported sharing videos with peers or discussing content informally with friends. These interactions helped reinforce comprehension and provided opportunities for clarification and reflection. This suggests that integrating collaborative activities into YouTube-based learning could further enhance its effectiveness. For example, group discussions, peer teaching, and collaborative note-taking can transform passive viewing into active learning experiences.

Moreover, the findings indicate that students who combined YouTube with other learning resources achieved better outcomes than those who relied solely on the platform. Some participants reported using dictionaries, language learning applications, or textbooks alongside YouTube videos to clarify unfamiliar vocabulary and grammatical structures. This multimodal approach allowed learners to address gaps in their understanding and reinforced their overall language competence. Therefore, YouTube should be viewed as a complementary tool rather than a standalone solution in language learning.

From a pedagogical standpoint, the integration of YouTube into formal education requires careful planning and alignment with learning objectives. Teachers should consider selecting videos that match students' proficiency levels and designing tasks that encourage active engagement. For instance, pre-viewing activities can be used to introduce key vocabulary and activate prior knowledge, while post-viewing tasks can focus on summarizing content, identifying main ideas, or expressing opinions. Such structured approaches can help students process information more effectively and prevent passive consumption of content.

Additionally, assessment strategies can be adapted to incorporate YouTube-based learning. Teachers may evaluate students' listening skills through assignments such as video summaries, reflective journals, or presentations based on selected videos. These forms of assessment not only measure comprehension but also encourage critical thinking and creativity. Furthermore, allowing students to choose their own videos for certain assignments can increase motivation and foster a sense of ownership over their learning.

The role of teachers as facilitators is particularly important in guiding students to use YouTube effectively. Rather than simply recommending videos, educators should provide explicit instruction on strategies for listening comprehension, such as predicting content, identifying key words, and inferring meaning from context. Teaching students how to use features like subtitles strategically—rather than relying on them excessively—can also improve their listening skills over time. In this way, teachers can help students develop both linguistic competence and digital literacy.

In terms of limitations, this study acknowledges that the findings are based on a relatively small sample size and may not be generalizable to all student populations. Future research could involve larger and more diverse groups of participants, as well as quantitative methods to measure improvements in listening proficiency more

objectively. Longitudinal studies may also provide deeper insights into how sustained use of YouTube impacts language development over time.

In conclusion, the extended findings reinforce the idea that YouTube is a powerful and versatile tool for enhancing listening skills, provided that it is used strategically and supported by appropriate guidance. Its accessibility, variety of content, and interactive features make it particularly appealing to modern learners. However, challenges such as content selection, distractions, and varying levels of learner autonomy must be addressed to ensure optimal outcomes. By combining YouTube with structured instruction, collaborative activities, and complementary resources, educators can create a more engaging and effective language learning environment that meets the diverse needs of students.

4. Conclusion

The examine highlights that YouTube serves as an effective supplementary device for boosting college students' listening competencies by providing exposure to proper spoken language. however, its benefits are maximized while college students use based procedures to content material selection and gaining knowledge of strategies. demanding situations inclusive of distractions and content relevance want to be addressed to optimize its academic price. Educators should offer steering in integrating YouTube into language gaining knowledge of curricula, ensuring that scholars leverage its functions efficaciously for skill development. future research could explore the lengthy-time period impact of YouTube-primarily based listening exercise on overall language talent, as well as its influence on other language competencies consisting of speaking and pronunciation.

Reference

- [1] Vandergrift, L., & Goh, C. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.
- [2] Kelsen, B. (2009). Using YouTube to enhance the teaching of language and culture in the classroom. *The JALT CALL Journal*, 5(1), 39-51.
- [3] Metruk, R. (2018). The role of multimedia in the development of listening comprehension skills in a foreign language. *International Journal of Language & Linguistics*, 6(2), 78-84.
- [4] Tahmina, Z. (2023). Using YouTube for enhancing listening skills in ESL learners. *International Journal of English Education*, 8(1), 23-32.
- [5] Wang, Y. (2015). The role of YouTube in English language teaching and learning. *Journal of Language Teaching and Research*, 6(1), 63-70.
- [6] Zhang, W., & Bournot-Trites, M. (2021). Factors influencing students' attitudes towards YouTube for language learning. *Journal of Language and Technology*, 14(4), 102-110.
- [7] Saraswati, N., Yaniafari, I., & Khoiri, M. (2021). The impact of YouTube videos on language learning: A comprehensive review. *Linguistics and Education*, 34, 1-9.
- [8] Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- [9] Gilakjani, A. P. (2012). The significance of listening comprehension in English language teaching. *Theory and Practice in Language Studies*, 2(8), 1-5.
- [10] Li, X. (2016). The effectiveness of YouTube in learning English as a second language. *International Journal of English Language Teaching*, 4(2), 12-21.
- [11] Kiefer, R. (2019). A critical look at YouTube's role in language education. *ELT Journal*, 73(2), 182-190.
- [12] Anderson, A., & Lynch, T. (2003). *Listening*. Oxford University Press.
- [13] Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34(1), 1-16.
- [14] Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.
- [15] Chang, A. C. S., & Read, J. (2006). The impact of subtitles and captions on language learning: A review of research. *Journal of Language Teaching and Research*, 7(4), 205-213.
- [16] Kim, Y. (2014). The role of video materials in enhancing listening comprehension skills. *English Language Teaching*, 7(2), 88-97.
- [17] Sanz, C. (2013). How technology enhances language learning and teaching: A meta-analysis. *Language Learning & Technology*, 17(2), 49-67.
- [18] Wilson, R. (2008). Listening and speaking skills for academic purposes. *TESOL Quarterly*, 42(3), 503-521.
- [19] Peterson, D. (2011). Using digital media for listening comprehension: Evidence from YouTube. *Language Teaching Research*, 15(2), 214-234.
- [20] Ma, Q., & Kelly, M. (2006). The effectiveness of online listening practice in language learning. *System*, 34(3), 454-466.