



Video Listening Journals and Enhanced EFL Listening Skills

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Abstract

This study aimed to test the effectiveness of listening journals through videos in enhancing EFL listening skills among students in an English teaching program at a university in Loja, Ecuador. The sample consisted of 62 students, who were divided into intervention and control groups. The intervention group used listening journals during the instruction period for five months, while the control group received regular instruction without the use of listening journals. A parallel mixed-method design was employed, which included a quasi-experimental approach involving pre- and post-tests for both groups. The intervention group also completed a questionnaire about their perceptions of the use of listening journals, and their reflections were collected from the journals. The results revealed that the intervention group demonstrated greater improvement in their listening skills than the control group. Furthermore, the use of listening journals through videos was found to be beneficial, with students reporting that it helped them identify their strengths and weaknesses in listening, learn new phrases and words, become aware of pronunciation errors, and have more opportunities to practice listening skills. However, students also encountered difficulties in understanding some information and learning new vocabulary.

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Introduction

The English language is a global lingua franca, spoken and learned worldwide even in countries where it is not the native language. Due to its extensive use in fields such as medicine, business, and education, among others, individuals are often motivated to learn English appropriately. Learning English has become essential for many people for a variety of reasons, such as communicating overseas, finding prestigious jobs, or playing important roles in politics (Zülküf, 2017).

When learning the English language, listening skills are a crucial component as they are indispensable for understanding speakers during communication (Wah, 2019). Thus, developing listening skills is necessary for effective oral communication (Newton & Nation, 2020; Bingöl, 2017). Given this significance, it is essential to provide learners with suitable strategies and activities to enhance their listening skills. Self-assessment is one of the key components of learning, as it grants learners the freedom and flexibility to be aware of their strengths and weaknesses in the learning process (Zhang & Zhang, 2022).

Among self-assessment activities, listening journals enable students to self-evaluate their comprehension of spoken materials, making this activity a valuable tool for this purpose (Gilliland, 2015). As listening journals play a vital role in enabling students to self-evaluate their learning, this activity is the central focus of the present study. Therefore, the objective is to assess the effectiveness of using listening journals as a self-assessment tool for enhancing the listening skills of English language learners.

Listening journals play a significant role in helping learners develop their listening skills. They provide students with the opportunity to record their experiences with the materials they listen to, reflect on what they have learned, and demonstrate their comprehension through the journals (Chen, 2017). This activity also assists learners in developing autonomy in listening, as it helps them improve their language awareness and stimulates reflection (Kemp, 2010). Furthermore, Lee and Cha (2020) claim that listening journals not only help learners plan, monitor, and evaluate their listening process, but also allow them to increase their enthusiasm and express their feelings.

Several studies have been conducted regarding the use of listening journals to improve listening skills. For instance, it has been found that written listening journals can help students have more control over their self-learning process and monitor their listening comprehension by themselves (Chen, 2017; Lee & Cha, 2017). Listening journals have also included the use of technological tools, such as WhatsApp, to create audio files, which also helped students improve their listening comprehension (Fauzi & Angkasawati, 2019; Ningsih et al., 2022).

Considering the fact that EFL students face challenges when acquiring listening skills, such as identifying main ideas, making inferences, and understanding vocabulary, students need to improve these skills. In this case, listening journals through videos would be considered an engaging activity that can help them not only improve their listening skills but also other aspects, such as reflection and self-awareness during their learning process. Additionally, this activity aims to mitigate the situation wherein EFL students learn listening skills in a Spanish-speaking environment where opportunities to practice listening are limited to classroom

settings and homework assignments. The gap in the literature pertains to the limited research on the use of listening journals through videos as a self-assessment tool to develop the listening skills of EFL university students, particularly in a Latin-American Spanish-speaking context.

Based on the aforementioned aspects, the purpose of the present study is to test the effect of listening journals through videos on listening skills and to identify university students' perceptions of the use of this activity. Therefore, the following research questions will be addressed:

- What is the effect of listening journals through videos on the development of EFL listening skills?
- What are the students' perceptions of the use of listening journals through videos to develop EFL listening skills?

Literature

Importance of Listening

Newton and Nation (2020) state that, although students spend more than 50% of their time listening, the importance of this skill was taken for granted for a long time. In the EFL classroom, listening was the least understood and most overlooked of the English skills. However, this perspective has recently changed due to greater emphasis on communication in language teaching. As a result, listening has taken its deserved place in English language programs.

Listening is undoubtedly one of the most important skills in language learning. According to Wah (2019), the listening skill is of utmost importance for someone who is learning English because it is the precursor to speaking, communicating, and understanding the speaker's utterances. In addition, Bingol (2017) argues that listening is the means to learn the language. Some researchers believe that being proficient in a language does not only mean being able to speak but also to decode information (Cárcamo Morales, 2018; Gilakjani & Sabouri, 2016). In this respect, listening skills give students key details to build up the knowledge necessary to use the target language orally (Altun, 2023). Moreover, developing listening comprehension skills significantly improves other skills, such as reading, speaking, and writing and the language learning process in general (Bingol, 2017; Pourhosein & Ahmadi, 2011).

Yavuz and Celik (2017) claim that listening is the primary tool for students to create an appropriate understanding in the target language and acquire the necessary input. They also affirm that "listening skills cover a large part of the input and are an important agent in the learning process" (p. 2). It is known that input is necessary for output to occur; therefore, listening skills play a crucial role in the output process as well.

In terms of communicative purpose, listening is essential because it provides learners with the opportunity to acquire correct pronunciation, word stress, vocabulary, and syntax (Ryabokoneva, 2021). Rost (2015) goes further by remarking that if students fail to develop the listening skills needed to comprehend the input at the correct level, they will practically miss opportunities to learn the language.

Teaching EFL Listening

A great deal of attention is given to productive skills in class. For instance, instructors are quite focused on leading students into improving their speaking and writing skills. Nevertheless, attention to receptive skills should also be given an important role since they are a support for the productive skills. In this context, teaching EFL listening is as important as teaching other skills, especially when students need to practice outside the classroom. In fact, the teaching of listening skills can be considered a fundamental process when learning other language skills (Telaumbanua et al., 2022).

When teaching listening skills, an instructor needs to have some characteristics that can be conducive to successful learning in their students. For instance, instructors should be well-organized, use a creative teaching methodology, motivate collaborative work, and provide effective feedback. Furthermore, the educator-student interaction must be efficient for appropriate learning. In this way, there will be positive expectations and students will be more motivated to work on successfully developing their skills (Avci & Doghonadze, 2017). It is also necessary to consider that listening requires a lot of practice, not only inside but also outside the classroom. In this respect, teaching EFL listening skills involves challenges such as learners' lack of motivation, anxiety and other comprehension difficulties that may affect their performance.

In terms of higher education, Saraswaty (2018) claims that EFL students face significant challenges in English listening comprehension, primarily because universities place a stronger emphasis on English grammar, reading, and vocabulary. He claims that the listening skill is often neglected in many course materials and curricula, with instructors frequently overlooking this skill when planning their lessons. Many instructors tend to assume that this skill will naturally develop as part of the language learning process. Hence, to tackle this issue, it is necessary to apply strategies and include content in the classroom that can be appealing to students so they can work on the different aspects of this skill (Gilakjani & Sabouri, 2016). In addition, the instructor needs to be prepared to deal with some problems in learners related to understanding pronunciation, fast speech rate, as well as unknown vocabulary and topics (Zulfikar et al., 2020).

In order to practice listening skills, there are numerous approaches and activities that can be applied in the classroom. In this context, Madatovna (2022) claims that instructors in higher education institutions should focus their English language teaching approach to prioritize listening as both a form of communication and a valuable learning activity. Making use of various technologies and exercises, educators can help students develop their auditory pronunciation and rhythmic intonation skills in English. Furthermore, Newton and Nation (2020) recommend activities related to guiding listening such as listening grids (matrices that have to be filled after listening), interviews (interaction that involves questions and answers), quizzes (questions after listening), listen and do activities (learners do what the instructor says), games (practice of listening and vocabulary), and listening to pictures (listening that uses a supporting picture to improve understanding). They also recommend monitoring the students' progress, so, apart from testing their students, instructors should get their students to do frequent self-assessment of their progress. Likewise, students must receive appropriate feedback on their activities.

Self-Assessment

Self-assessment is a relevant component of the student-centred approach that aims to support and facilitate the learning process. This component emphasizes the importance of students' freedom, which is expected to have a positive effect on their performance (Qasem, 2020). The application of the student-centred approach involves flexibility in choosing learning options, which changes the relationship between instructor and student in the classroom. For this reason, self-assessment promotes active learning, enabling students to participate more in their own learning process (Jamrus & Razali, 2019).

Besides being a component of the student-centred approach, self-assessment is also a form of formative assessment that helps students evaluate the quality of their language production and learning. Through this process, learners can become aware of their strengths and weaknesses when doing various activities in or out of the classroom (Andrade & Du, 2007). Notably, a major feature of self-assessment is that, with a correct application, learners can reflect on their learning process, allowing them to work autonomously to improve their skills. It is necessary to mention that, apart from a correct approach to self-assessment by instructors, learners must also take responsibility for their learning, making self-assessment an evaluation process that involves both learners and instructors (Sintayani & Adnyayanti, 2022).

Self-assessment offers numerous benefits, serving as a practical form of evaluating learners' progress and the efficacy of instructors' teaching practices. Its application extends to higher education contexts, where self-assessment can enhance faculty awareness, fostering communicative competence and stronger interpersonal connections with students and society. Consequently, this contributes to higher teaching effectiveness and excellence within the realm of higher education (Dhillon & Kaur, 2021). Self-assessment can also encourage learners' involvement in evaluating their own learning progress and their active engagement in class management (Alfianti, 2022).

Another advantage is that it could be a catalyst for improving students' critical thinking, motivation, and achievement. Additionally, students can learn strategies to enhance their comprehension and skills (Takarroucht, 2021). However, depending on the circumstances, self-assessment could lead to academic stress or cheating, so this aspect should be approached carefully (Jahara et al., 2022; Jamrus & Razali, 2019).

According to Thanh (2019), a successful implementation of self-assessment activities requires thorough explanation on the part of the educator to avoid students' confusion during these activities. Correct application of self-assessment can make students feel that they are progressing in their skills, motivating them to continue applying self-assessment strategies by themselves in future stages of their academic development. In a collegiate setting, students can experience comparable advantages, resulting in the improvement of their skills and assessment abilities. This is coupled with valuable opportunities to identify errors and observe actual outcomes in the target language. Similarly, self-evaluation within higher education scenarios serves as a link between repeated practice and language acquisition, enabling students to reflect on their performance, identify weaknesses, and acknowledge their learning achievements (Hung, 2019).

Listening Journals

According to Gilliland (2015), listening journals, also known as listening diaries or logs, are versatile assignments suitable for a range of educational settings, including higher education. While working on listening journals can be a time-consuming (Chen, 2019), students can actively engage in enhancing their skills by documenting their class participation experiences and encouraging reflection on their learning process. Typically, listening journals comprise two main sections: a content summary and comments on the students' learning process, particularly related to their listening skills. Furthermore, students who invest significant effort in their listening journals can improve their grades, as it is believed that effort is more significant than accuracy in this type of assignment.

Galloway and Rose (2014) argue that it is important for educators to give students opportunities to be exposed to the diversity of English to better prepare them to use the language in various contexts. Listening journals have proved to be an effective strategy to expose students to different types of English, which can help them to "see themselves as competent multilingual English speakers" (p.9). They also assert that listening journals can be a helpful task to demonstrate that intelligibility is more important than native-like proficiency, allowing students to share interactional practices used by native speakers.

Several authors remark that listening journals can help students improve their listening comprehension (Saputra et al., 2022; Galloway & Rose, 2014). Lee and Cha (2017) affirm that listening journals can promote learners' growth in their ability to reflect, summarize, express feelings, and improve their overall English skills. They further explain that listening journals offer advantages to educators, allowing them to deeply understand their students' needs and interests, thereby providing insights on how their students learn the language and their preferences.

Moreover, the utilization of listening journals contributes to the development of students' metacognitive skills in listening. They are required to engage in critical analysis and reflection on the underlying processes inherent to listening. This process encourages students to rely on structured support while independently performing listening activities, even in the absence of instructor guidance (Lee & Cha, 2020).

It is also essential to highlight that listening journals have served as a valuable tool in language teaching and learning, consistently demonstrating their effectiveness in enhancing students' language proficiency. The complexity of journal-related activities can be adjusted to align with students' educational levels or language proficiency, allowing for variations in simplicity or complexity (Chen, 2016).

Previous Studies

Previous studies have explored the effectiveness of using listening journals to improve the listening comprehension of university students. In this section, we will summarize some of the key findings from this research.

Chen (2017) aimed to investigate whether maintaining listening journals helps learners improve their metacognitive awareness and to evaluate learners' perceptions of keeping such journals. This qualitative and descriptive study involved 27 college students of an English program in Taiwan. After analysing the student's reflections in their journals, it was found that the use of listening journals enabled students to plan for their listening, monitor their comprehension, manage comprehension, and identify possible comprehension problems.

Additionally, the study showed that students became more aware of the benefits of using listening journals, but some perceived the process as time-consuming.

Lee and Cha (2017) examined the impact of learner journals, particularly listening logs, on students' listening abilities and how learners reported on their listening activities. This mixed-method study involved 42 university students who wrote about their listening experiences based on various listening materials on different topics for a semester. The results showed that writing listening logs enhanced students' listening comprehension skills, made them more comfortable with listening to various resources, gave them greater control over their self-learning, and increased their motivation.

Fauzi and Angkasawati (2019) explored the impact of using listening logs via WhatsApp on the listening comprehension of EFL university students. The study employed a pre-experimental method in which 40 EFL university students underwent a pre and post-test to evaluate their improvement in listening comprehension after practicing different aspects of it for three weeks. Results showed that the use of listening logs via WhatsApp was effective in improving listening comprehension, particularly in identifying main ideas and the mood of a message.

Ningsih et al. (2022) examined the effect of using listening logs via WhatsApp in conjunction with ELLLO (English Listening Lesson Library Online) materials on the listening comprehension of university students. A quantitative approach was used, where pre and post-tests were conducted and the results of the listening log and ELLLO application groups were compared. Basic random cluster sampling was used to select 44 students for the listening log group and 45 for the ELLLO application group. The findings indicated that the use of listening logs was more effective in improving listening comprehension, as students taught with this method obtained a higher mean score compared to those taught using ELLLO.

Saputra et al. (2022) determined students' understanding of the use of listening journals in developing their listening skills. For this purpose, a qualitative and descriptive approach was used in this research. The participants included 30 university students who listened to audios or videos provided, took notes of important information, and were later interviewed. Participants completed an activity related to the listening journal and questionnaires related to the process. The results indicated that students had positive perceptions of the listening journals.

Purnamaningwulan (2022) analysed if the use of listening journals leads to a significant improvement in learners' critical thinking skills and to explore their opinions on the use of such journals. The study involved fifty university students from Indonesia and followed a mixed-method approach with both qualitative and quantitative methods. The findings revealed that the use of listening journals is an effective strategy for promoting learners' critical thinking, while also enhancing listening and other skills. It was also found that the learners' academic achievement improved significantly, and they had a positive response towards the use of listening journals.

The research presented above provides evidence that the use of listening journals enhances students' abilities to identify main ideas and mood, plan for listening, monitor and manage their comprehension, and identify possible problems related to understanding listening passages. Furthermore, the use of listening journals increased students' motivation, comfort level, and control over their self-learning. Nonetheless, it is important to note that these studies have not

yet explored the potential of using listening journals incorporating videos as a means of self-assessment to enhance the listening abilities of EFL university students, specifically within a Latin-American Spanish-speaking environment.

Method

Setting and Participants

The participants in this study were 62 students of the English Teaching program at a university in Loja, Ecuador. They were taking a 5-month Listening and Speaking course, and, in general, their proficiency level was A1, according to the European Framework of Reference (Council of Europe, 2020). The students' ages ranged from 18 to 21 years old, and they were divided into two classes: class A with 32 students and class B with 30 students.

Instruments

Pre and Post-Tests. These tests consisted of 10 multiple-choice questions and were designed to evaluate whether students' listening skills improved through the use of listening journals. The test content was based on the course material, and the questions were drawn from the placement tests featured in the textbook. The questions assessed students' comprehension of main ideas, details, and inferences related to the audio materials presented. Specifically, the questions aimed to measure students' understanding of the audio materials they encountered during the study. By using questions from the textbook's placement tests, we ensured a standardized and comparable basis for evaluating pre- and post-intervention performance.

Students' Questionnaire. This questionnaire comprised 14 items that assessed students' perceptions of using listening journals. The questionnaire used a Likert scale with four response options: "strongly disagree," "disagree," "agree," and "strongly agree." The items were adapted from related questionnaires employed by Qasem (2020), Fauzanna (2017), Avci and Doghonadze (2017), and Lee and Cha (2017).

Students' Listening Journals. These journals were formatted in the form of a table with open-ended questions that prompted students to reflect on what they had learned from the activity. Additionally, they were asked to identify the strengths and weaknesses they encountered during their listening activities. Another question aimed to gather students' suggestions for improving the listening activities. Students were required to take notes in this format and subsequently record a video to express their reflections. In addition, the content of the journals was adapted based on the listening journals used by Fauzi & Angkasawati (2019), Lee and Cha (2017), and Schmidt (2016).

The pre-test and post-test underwent a pilot test to ensure that they had similar difficulty levels. Preliminary results indicated that the test items were highly factorable, suggesting that they measured shared dimensions of listening skills, including comprehension of main ideas, details, and inferences. This finding supported the validity of our test as a reliable measure of the intended construct. Both the intervention and control groups were administered these tests to ensure comparable results. Additionally, the perception questionnaires underwent a pilot test and were validated with a small group of students to correct any errors before being administered to the larger sample. The resulting Cronbach's alpha value was .73, indicating acceptable internal consistency reliability. Another important step involved sharing the

instructions and journal formats with a group of students in advance to ensure clarity and standardization of the task.

Procedure

This study employed a parallel mixed-method approach that collected quantitative data from a quasi-experimental design, responses to a questionnaire, and qualitative data from the listening journals. Both quantitative and qualitative data are presented separately to provide a more comprehensive perspective on the research questions. The participants were approached and asked to provide their consent to participate in the study. Since there were two classes, one class was purposefully assigned as the intervention group (Class A) with 32 students, and the other class as the control group (Class B) with 30 students.

At the beginning of the course, both classes took a pre-test to determine their initial proficiency level in EFL listening skills. Then, the students began working on their listening journals, receiving comprehensive instructions and formats to facilitate this activity. The listening journal activities encompassed the use of audio and video materials related to the course's content, exploring various topics such as art, friendship, phobias, risks and challenges, family, sports, and more. To ensure regular practice, audio-based listening activities were conducted twice a week during class, while video-based activities were assigned as homework to be completed at home on a weekly basis.

Following the completion of each unit, students employed the provided formats to document their reflections on the content, as well as to identify their difficulties, weaknesses, and strengths encountered during the listening activities. As a culmination of their learning experience within each unit, the students recorded video reflections discussing the listening activities they had engaged in throughout the unit. This pattern of activities was maintained throughout the eight-course units.

At the end of the course, a post-test was administered to measure the learners' improvement in listening skills. After that, a students' questionnaire was distributed to determine their perceptions of the use of listening journals. The information collected during this process was organized for the subsequent analysis.

The pre- and post-test results were analysed using SPSS software, and independent t-tests were applied with a significance level of .95 to determine whether there was a significant difference in the improvement of listening skills between the intervention and control groups. Simultaneously, the questionnaire responses were analysed by constructing a table of means and standard deviations for each item, allowing us to interpret the pertinent results and gain an overview of the students' perceptions of the use of listening journals.

Regarding the listening journals, we used thematic analysis, a qualitative research technique, to analyse the listening journals submitted by the participants. The process of thematic analysis began with a careful examination of the content within the listening journals. Special attention was paid to the language and descriptions used by the participants, aiding in the identification of significant segments of information that captured the essence of their experiences and their understanding of each topic. This process also allowed us to identify our students' improvements and weaknesses concerning their listening skills.

Results

The effect of listening journals through videos on EFL listening skills

To address our first research question, we will present the results of the pre and post-tests in the forthcoming section.

Table 1

Pre-test and post-test results

Test	Intervention		Control		<i>P</i>
	M	SD	M	SD	
Pre-test	4.30	2.24	4.75	2.21	.42
Post-test	8.66	1.28	7.70	2.10	.03

The results of the pre-test indicate that there was no statistically significant difference between the intervention and control group in terms of their pre-test results ($p = .42$). Therefore, these two groups are comparable in terms of their listening skills levels. However, after evaluating the students in the post-test, the analysis revealed a statistically significant difference ($p = .03$) between the two groups (see Table 1). The intervention group had a higher average score, indicating that students in this group showed more improvement compared to the control group.

In summary, the intervention had a positive impact on improving the listening skills of the intervention group. The statistically significant difference in post-test scores between the two groups indicates that the intervention led to a more substantial improvement in listening skills in comparison to the control group. This improvement is an indicator that the use of listening journals through videos helped the students improve their listening skills.

Students' perceptions of listening journal video use on EFL listening skills

Concerning the second research question, we will present the responses collected from the students' questionnaires and their listening journals in the following sections. The results from Table 2 indicate that the findings from the pre- and post-tests align with the questionnaire responses. Students' perceptions of the activity suggest that the use of listening journals with videos was effective in enhancing their listening skills. It can be stated that the students held favourable opinions regarding the use of listening journals and the recording of video reflections. This is evidenced by the means, which exceed 3. On average, respondents tend to agree with the statements in the questionnaire, with a moderate level of variability in their responses.

The students reported various benefits of using this activity, including an improved understanding of words and expressions, identifying different accents, main ideas, and details, and making inferences. The reflections in the journals also enabled the students to think critically about their listening strengths and weaknesses, which helped them improve their listening skills. These findings support the value of using listening journals as a tool for enhancing English language learners' listening skills.

Table 2*Students' responses to the questionnaire*

#	Items	Mean	SD
1	I could understand more words and expressions by working on the listening journals.	3.53	1.66
2	I could expand my vocabulary by working on the listening journals.	3.47	1.68
3	Listening journals helped me to easily identify main ideas from the audio/video.	3.28	1.64
4	Listening journals helped me pay attention to small details of information when listening	3.59	1.74
5	Listening journals helped me make inferences from the content that I am listening to.	3.56	1.74
6	Listening journals helped me to easily find the speaker's key points.	3.44	1.69
7	The journal really helps me when interpreting audios/videos.	3.53	1.77
8	The journals helped me think critically about my strengths and weaknesses in listening	3.56	1.76
9	Listening journals helped me reflect on the contents of the audios/videos.	3.53	1.77
10	Listening journals helped me understand conversations in English.	3.63	1.70
11	Listening journals helped me gain confidence when listening to an audio/video in English.	3.50	1.76
12	Listening journals made me want to know more about the topic of the audio/video.	3.63	1.69
13	I think that listening journals are a good activity for improving my listening skills.	3.38	1.67

Listening journals

During the reflection process of the audio recordings, students were able to think critically about their listening strengths and weaknesses, which helped them identify areas that needed improvement to fully understand the audios. Notably, students reported challenges related to understanding speakers in videos due to the rapid pace of speech. For some, this struggle translated into a lack of confidence when listening to native speakers, affecting their comprehension and engagement with the materials. However, the instructor provided them with the script, which helped students to better understand the videos.

Additionally, students encountered difficulties in vocabulary, as some of the words and expressions were new to them, and they found it challenging to differentiate the pronunciation of some vocabulary. Some students also found it challenging to understand idiomatic expressions and colloquialisms commonly used in audio materials. In response, students employed strategies such as consulting dictionaries and replaying audio or video segments to enhance their familiarity with these linguistic nuances. Nevertheless, some idiomatic expressions were challenging to understand through these methods.

These challenges, as revealed through the reflective process, played a pivotal role. They not only highlighted students' weaknesses but also encouraged the instructor to adapt classroom activities strategically. Insights from the listening journals allowed the instructor to be better equipped to address these specific issues, laying the foundation for more effective learning outcomes.

Conversely, the strengths identified by the students were diverse. They included the acquisition of new phrases and words, the realization of pronunciation errors, and increased opportunities to practice their listening skills. Some students also noted their enhanced capacity to discern main ideas, supporting details, and the speaker's intentions in recorded materials, indicating an improvement in critical thinking skills during their practice.

Moreover, students offered constructive suggestions for enhancing the listening journal experience. They recommended complementing these journals with discussions pertaining to the new vocabulary learned. They also suggested that, considering their basic English level, the videos recorded for the journals should not be longer than two minutes. Additionally, they believe that the instructor should provide more feedback and guidance during this activity.

On balance, the use of listening journals proves to be a versatile tool that equips students with valuable insights into their language learning process. It functions as a mirror, reflecting both the progress that they make and the challenges that they encounter. Moreover, while the potential of using listening journals through videos is evident, it also underscores the importance of fine-tuning this approach to meet the unique needs and preferences of students.

Discussion

Regarding the first research question concerning the effect of listening journals, it was observed that the use of listening journals through videos significantly enhanced EFL listening skills, as evidenced by the improvement in students' listening abilities. These findings are consistent with previous studies that have demonstrated the effectiveness of listening journals in enhancing listening skills (e.g., Fauzi & Angkasawati, 2019; Ningsih et al., 2022; Purnamaningwulan, 2022; Lee & Cha, 2017).

The underlying rationale for the observed improvements can be elucidated by recognizing that listening journals through videos provide a dynamic platform for students to actively engage with diverse listening materials. This interactive engagement not only promotes a deeper understanding of the content but also encourages reflection regarding the learning process. This awareness, in turn, promotes a constructive cycle of continuous self-improvement.

In terms of the second research question focusing on students' perceptions of using listening journals through videos, responses to the questionnaire reveal favourable opinions. Overall, the benefits of using listening journals through videos suggest that this activity effectively enhances listening skills and increases confidence when listening to audio or video recordings. These findings align with prior research indicating that students generally hold positive perceptions of using listening journals (Saputra et al., 2022).

The students' perceptions documented in the listening journals reflect their recognized weaknesses and strengths. In this regard, Schmidt (2016) demonstrated that listening journals are not only a captivating strategy but also helpful for listening practice. Similarly, different researchers agree that listening journals help students improve their listening comprehension and proficiency (Purnamaningwulan, 2022; Fauzi & Angkasawati, 2019; Lee & Cha, 2020). Furthermore, Mayangsari et al. (2021) claim that the use of listening journals can foster autonomous learning, which enables students to enhance their listening skills and perform better academically. These results align with Fauzanna's (2017) findings that listening journals help learners expand their vocabulary knowledge and understand the meaning from different sources. On the other hand, identifying weaknesses such as difficulties in understanding fast speech, vocabulary, expressions, and pronunciation provides a valuable opportunity for tailored instruction. Educators can address these specific challenges by incorporating targeted exercises and activities in their teaching methods.

The positive impact of listening journals through videos suggests that educators should consider integrating this approach into their teaching methods to enhance students' listening

skills. Instructors can encourage students to maintain listening journals to track their progress and further strengthen their listening skills.

While this study focused on listening skills, it opens the door to explore how the use of listening journals may impact other language skills such as speaking and writing. Future research could delve into the potential benefits of integrating listening journals across diverse language learning contexts and assess how it compares to alternative methods for teaching listening skills.

It is essential to note that this study has some limitations, as it only involved two classes in one language program, and the results may not be generalizable to other settings or populations. Furthermore, the study focused only on the short-term effects of using listening journals, and further research is needed to evaluate the long-term effects of this strategy on EFL listening skills, especially in Spanish-speaking environments. All in all, this study provides evidence that the use of listening journals can be an effective tool for enhancing listening skills, and future research can build on these findings to further explore the potential benefits of this strategy.

Conclusions

The use of listening journals had a positive effect on the listening skills of the students in the intervention group compared to the control group. The statistical analysis showed that there was a statistically significant difference between the two groups, with the intervention group showing a higher average score in the post-test. This improvement indicates that the use of listening journals had an impact on enhancing the listening skills of the students in the intervention group. Therefore, the use of listening journals is a viable and effective method for enhancing the listening skills of students.

The students in this research held favourable views towards utilizing listening journals and creating video recordings of their reflections. According to the students' views, this approach yielded diverse advantages, such as better comprehension of vocabulary and phrases, recognition of various accents, identification of main ideas, details, and the ability to draw inferences.

Students also believe that the act of reflecting on their listening abilities through the use of journals allowed them to engage in critical thinking, which, in turn, helped them enhance their listening skills. The benefits of utilizing listening journals suggest that this approach can effectively improve listening skills and instil confidence when listening to audio or video recordings.

Moreover, it is concluded that the use of listening journals could foster autonomous learning and allow students to identify their strengths and weaknesses in listening. The strengths mentioned by the participants include learning new phrases and words, realizing pronunciation errors, enhancing their comprehension, and having more opportunities to practice listening skills. On the other hand, some students faced difficulties related to self-confidence, understanding some information, and learning new vocabulary and expressions from the videos.

The instructor's feedback and guidance can help students to overcome difficulties they face while working on listening journals. Students' reflections and suggestions can be used to

improve the design of the listening journals. Overall, listening journals are a valuable tool for language learning and can lead to better learning outcomes if used effectively.

It is important to note that the study has some limitations, such as a relatively small sample size and the fact that it was conducted in a single context. Therefore, further research is needed to validate the effectiveness of listening journals through videos across different settings and with larger samples. Nonetheless, the findings provide valuable insights for educators seeking to enhance their students' listening skills through innovative strategies.

Conflict of Interest

The authors wish to clarify that they do not have any conflicts of interest. Furthermore, the authors want to emphasize that they have not received any financial support for this manuscript, aside from the resources allocated for their academic work at their respective universities. It is important to add that no assistance from artificial intelligence has been utilized in the production of this research study.

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