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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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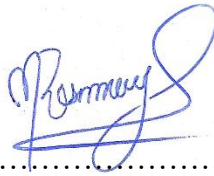


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I declare this undergraduate dissertation entitled "Movie Clips and Listening Skills" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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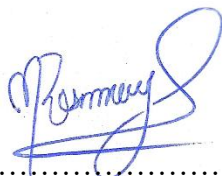
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DEDICATION

TO:

God, for being my strength during the most difficult moments, for guiding every step of my life. Everything I have accomplished has been made possible by His love and blessing.

My grandfather, Jorge Almachi, who is no longer in this world but will always live in my heart, as he became a father to me.

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I love you all!

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Theme: Movie Clips and Listening Skills

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ABSTRACT

The study revealed students' perceptions of using movie clips to develop their listening skills. A quantitative, descriptive, and non-experimental approach were used, supported by field and bibliographic research methods. The study was conducted at the Universidad Técnica de Ambato, with the voluntary participation of 60 A2-level students, including 33 women and 27 men. Data was collected through a structured questionnaire administered via Google Forms. The instrument consisted of 20 items related to movie clip formats, genres, and listening subskills, specifically structured to answer the three research questions aligned with the study's objectives. Before administration, the questionnaire was validated by five experts in the field, who evaluated the clarity, relevance, and coherence of each item. Furthermore, the reliability of the instrument was assessed using Cronbach's alpha (0.949), indicating that the survey was consistent for the target population. The study aimed to identify movie clip formats used in English language learning, determine the movie genres that facilitate listening comprehension, and recognize the listening subskills developed through movie clips. The results, the most frequently used formats by students are short clips on digital platforms such as TikTok and YouTube, due to their accessibility, motivational appeal, and comprehensibility. Regarding genre, comedy provided the greatest support for listening comprehension using everyday expressions and humor, as well as contextual communication. The most developed subskill with movie clips was inference, which students typically use to interpret meaning through nonverbal cues such as gestures, tone of voice, facial expressions, and context. Therefore, the findings of this study indicate that audiovisual resources, such as movie clips, are effective in providing meaningful English language learning experiences while offering learners of English as a foreign language the opportunity to develop their listening subskills.

Key words: *Movie clips, Listening skills, subskills, English language learning, audiovisual resources.*

RESUMEN

Esta investigación identifica las percepciones de los estudiantes sobre el uso de fragmentos de películas para desarrollar sus habilidades auditivas. Se empleó un enfoque cuantitativo, descriptivo y no experimental, apoyado en métodos de investigación de campo y bibliográficos. El estudio se llevó a cabo en la Universidad Técnica de Ambato, con la participación de 60 estudiantes de nivel A2, de los cuales 33 eran mujeres y 27 hombres. Los datos se recopilaron mediante un cuestionario estructurado a través de Google Forms. El instrumento constaba de 20 ítems relacionados con formatos, géneros de fragmentos de películas y subhabilidades auditivas, estructurados para responder a las preguntas y objetivos de investigación. Antes de su administración, el cuestionario fue validado por cinco expertos, quienes evaluaron la claridad, relevancia y coherencia de cada ítem. Además, la confiabilidad se evaluó mediante el coeficiente alfa de Cronbach (0,949), lo que demostró una alta consistencia del instrumento. El estudio tuvo como objetivo identificar los formatos de fragmentos de películas utilizados en el aprendizaje del inglés, determinar los géneros cinematográficos que facilitan la comprensión auditiva y reconocer las subhabilidades auditivas desarrolladas mediante fragmentos de películas. Los resultados sugieren que los formatos más utilizados por los estudiantes son los videos cortos disponibles en plataformas digitales como TikTok o YouTube, debido a su accesibilidad, y motivación. En cuanto al género, la comedia proporcionó el mayor apoyo para la comprensión auditiva mediante expresiones cotidianas y la comunicación contextual. La subhabilidad más desarrollada fue la inferencia, los estudiantes suelen utilizarla para interpretar el significado a través de gestos, tono de voz, expresiones faciales y contexto. Por lo tanto, los recursos audiovisuales son eficaces para proporcionar experiencias significativas de aprendizaje del inglés y la oportunidad de desarrollar sus subhabilidades de escucha.

Palabras clave: *Fragmentos de películas, Habilidades del escucha, Subhabilidades, Aprendizaje del idioma inglés, Recursos Audiovisuales.*

Chapter I. Theoretical Framework

1.1 Research Background

The research background provides an overview of the main concepts and studies related to this research. By listening, students will be able to enhance their understanding of how spoken English sounds and how to interpret its meaning for effective responses during real communication situations. Therefore, teachers have experimented with different instructional approaches and technological tools to help students comprehend what they are listening to when learning how to speak a foreign language. Consequently, the use of movie clips provides excellent opportunities for improvement.

Safriani et al. (2022) examined that the effectiveness of movie clips in enhancing students' listening skills in an EFL context. The objective of the study was to improve students' listening skills through the implementation of movie clips as a learning medium in the classroom. The research applied a Classroom Action Research (CAR) design with a qualitative paradigm, consisting of planning, acting, observing, and reflecting stages. The population consisted of 39 eighth-grade students at MTS Bekasi, Indonesia. Students increased motivation, confidence, vocabulary, and pronunciation. The results showed that movie clips are an effective and engaging medium to improve listening skills in the EFL classroom.

Syam et al. (2023) proposed that implementing English fantasy movie clips was able to enhance students' listening skills. The focus of this study was to determine how using movie clips could improve students' listening skills. This research implemented a quantitative approach with a pre-experimental design that included 24 students of the ninth grade at SMPN, Indonesia. As a result, the authors affirmed that watching movie clips can encourage students to learn more effectively and easily, inasmuch as it is enjoyable and improves students' listening skills as well.

Rahman et al. (2022) examined that the study about the implementation of movie clips in English as a Foreign Language (EFL) classrooms to enhance students' language skills. The objective of the research was to investigate how students and teachers view using English movie clips as a medium to learn language. A qualitative research design was used, which included 15 students and 3 teachers. The results demonstrated that watching movie clips with the intention of developing English skills is an effective way to develop English language skills in an enjoyable way.

Aulia and Adityo (2022) analyzed that the use of movie clips to enhance undergraduate students' listening comprehension ability. The purpose of the study was to determine if the use of movies as an intervention would substantially enhance student listening skills. This study was conducted using a quantitative, pre-experimental design, which included seventh-semester students from the English Language Education Department at the University of Muhammadiyah Malang. As a result, movie clips showed significant improvement in vocabulary levels and effectively enhanced student listening comprehension.

Alhamami and Alqahtani (2024) examined that movies influence students' comprehension of spoken English when learning as EFL students. The study aimed to investigate the effectiveness of using movies as an instructional method within the context of language acquisition in promoting the development of listening skills. Following statistics and descriptive methods as support for the findings, a quantitative research methodology was developed. The population was a total of 147 EFL students from King Khalid University. The study concluded that movies may be an effective technological resource for enhancing students' listening skills in the EFL context.

Pavithra and Gandhimathi (2024) suggested that the implementation of English movies as pedagogical aids in the English language classroom plays an essential role in enhancing communicative competence. The intention of the study was to examine whether movies can improve English language learning. It applied 23 studies using PRISMA systematic review processes for evaluating the methodological approaches used, types of participants included, interventions employed, across a range of schooling systems, and across many different countries. Subsequently, the author affirmed that integrating movies in the EFL/ESL classroom positively influenced students' ability to develop a level of motivation and engagement to learn English.

Sari (2024) examined that the effect of using movie clips to enhance students' listening skills in an English as a Foreign Language classroom. The rationale for this study was to explore whether movie clips could positively impact listening skills during the teaching-learning process, using a quasi-experimental research design with eleventh-grade students from SMA Ethika Palembang. Based on the study, there is a larger average difference between the two groups for the experimental group using movie clips. Overall results indicated that students improved their listening skills through the movie clips.

Qazi and Zahra (2023) examined that effect of movies on ESL students' listening comprehension and vocabulary acquisition. The study focused on observing whether subtitled movies would lead to greater improvement in English language skills than non-subtitled movies. The researchers used a quasi-experimental design, including participants from the first semester of undergraduate ESL students at a private university in Karachi, Pakistan. In consequence, the study indicated that intralingual subtitles are effective in improving ESL students' listening comprehension and vocabulary acquisition.

Solijonova (2024) investigated that the effectiveness of using movies for the purpose of developing English listening comprehension for students of English as a foreign language. The study focused on the use of movie-based instruction to improve the listening skills in English for ten grade-level students in Uzbekistan. A quasi-experimental approach with pre-test and post-test was used in this study. Ultimately, the findings revealed that the use of movies is an essential contribution as a resource for teaching English as a foreign language for the purpose of developing listening comprehension.

Al-anwar et al. (2021) conducted a qualitative descriptive study to investigate the barriers faced by university students in the use of English movies for enhancing their listening skills. The study aimed to identify the internal barriers that students encounter when trying to learn to listen to a movie in an English as a Foreign Language (EFL) context. The participants were 24 students from the first semester of Universitas Muhammadiyah Tangerang, with data collected through classroom observations and interviews. In conclusion, the study affirmed that the use of English movie clips as a helpful way to enhance students' listening skills.

Movie clips have been demonstrated in numerous studies to contain authentic audiovisual input, which aids in understanding spoken language through real-life communication. Additionally, many studies emphasize that the use of movie materials increases motivation, engagement, vocabulary development, and listening skills in the classroom. Movie clips provide an engaging and interactive environment that maintains students' interest and motivates them to learn. In brief, these studies contribute to the understanding of how audiovisual materials facilitate meaningful and contextualized learning environments.

1.2 Theoretical Foundation of the Variables

Independent Variable

English Language Learning

The origin of language learning can be understood through different theoretical perspectives that explain how individuals acquire a language. Chomsky (1965) proposes that language is learned through more than just listening to others speak. In addition, it comes from an individual's own internal cognitive capacity and ability to create internal grammatical rules based on multiple forms of language input. It demonstrates that the cognitive process used in language acquisition is an essential component of learning language.

Krashen (1982) clarifies that language acquisition occurs when a learner is exposed to comprehensible input. The author outlines that learners acquire their language skills naturally when they are exposed to authentic and contextually appropriate language. Similarly, Ellis (1994) describes second language learning as a developmental journey where students learn to comprehend and produce a foreign language by being exposed to it, interacting with it, and practicing it over time. Based on the author, language acquisition emerges when a student uses their own linguistic knowledge to create meaning from the target language and through meaningful interactions with others who speak that language.

Zhang (2023) explains that English Language Learning is a process in which learners develop the ability to communicate effectively in English by engaging with meaningful language input, interaction, and practice. During language acquisition, learners apply cognitive, social, and affective principles that guide their use of the language. Therefore, successful English Language Learning requires continuous engagement with authentic language use and opportunities to apply language skills in real-life contexts. Consequently, the author agrees that through this process, learners gradually develop their language skills, such as listening, reading, speaking, and writing, while increasing their communicative competence.

Ellis (1994) illustrates that second language learning is a complex process by which students progressively gain knowledge of and skills with a foreign language through experience, contact with other people, and practice. The author affirms that students acquire their second language by being exposed to meaningful input and having

opportunities for interaction in the English language. Thus, language acquisition is the result of the cognitive and social process by which students create their knowledge of the target language through repeated exposure and use of authentic language in different contexts. Therefore, the study of second language acquisition provides a framework for understanding how students acquire the English language as a foreign language.

Araujo (2016) confirms that learning a second language is a process of building knowledge through interaction with others by creating meaning within a meaningful context for the learner. Learners develop their own comprehension of language through experiences associated with four models of language development, such as *listening, speaking, reading, and writing* in real-world contexts. Language development occurs when learners actively engage in communicative situations, using language as a tool for authentic communication. Language acquisition is more than just learning rules. It involves using language in genuine contexts so learners can improve their communication skills (Araujo, 2016).

In addition, the way that students process and comprehend information in a new language will impact how effectively they learn that language. Lightbown and Spada (2006) discuss that the development of a second language arises when learners have the opportunity to receive comprehensible input along with opportunities to interact with other people who know the language, allowing learners to practice and produce the language. Furthermore, Piaget (1950) cognitive processes influence how students comprehend and remember new information through three primary cognitive operations: attention, interpretation, and memory. As a result, cognitive processes are essential for effective language learning.

Based on theoretical perspectives, Krashen (1982) confirms that effective language learning requires students to actively use the target language in authentic contexts through engaging classroom activities. In addition, Gagné (1965) specifies that effective teaching strategies require knowing how the student will process, interpret, and remember information based on the previously mentioned elements of education. Consequently, understanding cognitive theory will also be essential in formulating effective strategies for language education, which then brings us back to our discussion about cognitive theory in terms of teaching language.

Cognitive Theory

Jean Piaget created the cognitive theory. The author studied how humans think at different ages throughout the developmental stages. Piaget (1950) shows that the use of systematic observation and experimentation in children construct their own understanding of knowledge based on their interactions with their environment and personal experiences. From this perspective, it suggests that children build their understanding through the active process of interpreting and organizing the information they receive from their experiences.

Piaget (1950) affirms that learning is therefore not defined simply by the quantity of information, but also by the organization and transformation of a person's understanding of their environment and experiences. Since individuals actively use cognitive structures to process and transform what they know through their experiences. In accordance with Rabindran and Madanagopal (2020), Piaget made important contributions to Educational Psychology, demonstrating that intellectual development manifests sequentially as a consequence of individuals interacting with their environment.

Another important fact, Piaget (1950) demonstrates that cognitive development is accomplished in distinct stages defined by general intellectual capacity. Piaget (1950) proposes that the stages of cognitive development occur in a specified sequence, with each stage being a qualitative difference from the previous stages in terms of how the individual is able to perceive and interpret information. In the view of Ajayi (2023), educators can utilize the knowledge of the stage of development of learners in order to gain a better understanding of how learners of various ages, along with varying levels of development, process and interpret information

From the perspective of Piaget (1952), the identified age phases provide educators with insight into the nature of the learner's cognitive processing abilities at different times of development. Rabindran and Madanagopal (2020) mention that Piaget's cognitive development theory has provided meaningful guidance for educational research into learner development of reasoning skills as they age and develop. Since each stage of development will influence students' understanding and process information as they grow and learn, allowing them to process knowledge more effectively.

Piaget (1952) claims that cognitive development involves creating new knowledge from experiencing the world around us. Piaget (1952) argues that learners develop their mental representations of understanding as they actively interact with their surroundings. Therefore, learners develop by using two different types of mental forms: assimilating what they see around them into their current ways of thinking or accommodating and adapting those things into new forms of understanding. Thus, cognitive development is an active process of developing new forms of understanding and is continually developing as we develop. As a result, Piaget (1952) proposes that cognitive development occurs in distinct stages of development that reflect the way we think and learn at different ages.

Sensori-motor Stage (Birth to 2 years)

According to Piaget (1952), the sensorimotor stage is the first stage of cognitive development from birth until about two years old. In the sensorimotor stage, an infant learns to understand the world via sensory input and physical activity in the environment. Piaget (1952) notes that through this manipulation of objects, a child can gradually develop cognitive skills by observing how actions on an object cause a change in the object. A child begins to understand that an object continues to exist, even if the object cannot be seen. Pakpahan and Saragih (2022) clarify that researchers who have studied Piaget's theory contend that this stage provides the base for subsequent stages of intellectual development, given that children start creating their initial mental representations of what reality is.

Pre-operational Stage (2 to 7 years)

Jean Piaget's preoperational stage occurs between ages 2 and 7. At this point in development, Piaget (1952) explains that children are learning how to communicate through spoken words and how to use symbols to represent their environment or experiences. Children will start to think symbolically and engage in imaginative play, which helps them create mental representations of ideas. While children have meaningful representations of these ideas, they are still unable to use logical reasoning and often experience difficulty seeing from another person's perspective (Piaget, 1952). In addition, children in this stage are egocentric thinkers and primarily view situations from their own perspective. Most researchers of Piaget's theory have clarified that children exhibit language and imagination but have no ability to reason logically (Ajayi, 2023).

Concrete Operational Stage (7 to 11 years)

Concrete operational thinking is the third cognitive development stage, which typically occurs somewhere between the ages of 7 to 11 years. Children at the concrete operational level develop logical thinking skills, enabling them to classify or arrange information. Based on Piaget's work, when students reach this cognitive level, they can visually identify objects, mentally operate, and solve problems using logical reasoning (Piaget, 1952). However, children at this point still view things in concrete terms, which makes it challenging for them to comprehend abstract ideas. Researchers emphasize that this cognitive development stage exhibits significant increases in terms of the capacity to use logic correctly, as children can then utilize logic when addressing real-world situations and progressively develop to utilize logic more structurally (Pakpahan & Saragih, 2022).

Formal Operational Stage (11 years and older)

The formal operational stage typically occurs from the age of 11 through adulthood. In this phase of development, adolescents learn how to think abstractly and logically about possibilities that have not yet taken place. Piaget (1952) demonstrates that adolescents in this stage can review complicated ideas, generate ideas for possible solutions to problems, and review the solutions that were created. Pakpahan and Saragih (2022) note that this is the most advanced stage of cognitive development, as at this stage, all adolescents have the ability to think critically as well as reason further than just the stated facts. Ajayi (2023) outlines that these skills of developing critical thinking and reasoning skills are what allow students to understand the most difficult concepts, as well as learn how to use logic to solve problems in all educational contexts.

Considering those stages of cognitive development, Piaget (1950) underlines that an individual or learner progressively develops knowledge based upon their interactions with the world around them or their environment. In the formal operational stage, learners at this age could understand and process complex narrative structures and nuanced language within movie clips. Overall, the theoretical foundations presented in this section highlight the importance of listening skills in EFL learning and support the educational value of movie clips as audiovisual resources. Consequently, this theoretical framework supports the purpose of the present study by providing a basis for analyzing students' perceptions of the use of movie clips in the development of listening skills.

Authentic materials

Fitria (2021) mentions that authentic materials refer to texts, audio, movies, and other resources that are created for real-life communication rather than for language teaching purposes. Additionally, Richard and Rogers (2001) affirm that authentic materials represent real-world resources that allow learners to see how the target language is used outside of the classroom. According to Gilmore (2007), authentic materials exhibit the natural features of language, such as pronunciation patterns, variations in vocabulary, and patterns of discourse. The characteristics of authentic materials provide learners with opportunities to become familiar with how the target language is used by beginning communicators.

Kilickaya (2004) establishes that authentic materials are texts, audio, or visual resources that have not been made specifically for teaching, but are intended to communicate with people in their everyday lives. Authentic materials facilitate learner access to naturally occurring language use and access to the language's ecosystem. A similar definition, Ahmed (2017) suggests that authentic materials expose students to real-world contexts of language; therefore, helping them to better understand how the language is utilized in authentic environments. Authentic materials provide valuable input to students that demonstrates how language is used in day-to-day communication. Therefore, authentic materials are a vital component of learning a language because they create a link between the activities that occur in the classroom and the real applications of language.

Hwang (2005) indicates that the use of authentic materials in language acquisition is vital both due to their authentic representation of language used in everyday situations and their facilitation of meaningful interaction between learners and other language users in a classroom setting. These materials permit learners to experience and interact with real-life language, in turn, helping them to gain a better understanding of how to communicate effectively with others. Furthermore, Hwang (2005) believes that authentic resources aid in increasing learners' motivation, and students learn more interesting and relatable. Likewise, Akbari & Razavi (2016) find that authentic materials assist in bridging the gap between classroom learning and real-life language usage. Lastly, Akbari and Razavi (2016) appreciate exposure to authentic language as providing learners with additional motivation and chances to interact while learning.

Mayer (2001) believes that meaningful learning happens when students take an active role in their own learning and make connections between what they learn and what they already know. Promotes a greater level of understanding and a better chance of remembering what has been learned. Authentic materials contribute to this process by providing learners with real-world examples of how to use language to communicate effectively. In addition, Ahmed (2017) indicates that authentic materials are essential to learners because they provide opportunities for them to learn about real-life language and how to communicate in everyday situations. In such a manner, authentic materials not only improve learners' comprehension of language but also encourage them to engage with the language and build their ability to communicate effectively.

Sarapli (2011) notes that authentic materials provide a bridge from what we learn in the classroom to how we use language outside of school. Authentic materials provide learners with access to meaningful, contextualized language and thus are conducive to developing communicative competence. In the same way, Rao (2019) reports that authentic material, such as movies, provides learners with realistic contexts to aid their understanding and acquisition of languages. Additionally, authentic materials enhance learners' interest and motivation while learning in class. As well as providing learners with opportunities to experience natural language use and communicative exchanges in many different contexts, movies also provide a meaningful and contextualized example of authentic materials that offer language input.

Alamri (2025) confirms that using authentic materials increases learners' motivation for learning a language because they provide the opportunity to use language in its everyday context and thus make learning more meaningful for them. When students are exposed to authentic materials, they are able to develop their language skills more naturally and, as a result, will have a better understanding of the language and be able to use it more actively. Tihenea-Buzarna and Nadrag (2018) also indicate that authentic materials create a more engaging learning environment, allowing learners to use language in realistic settings. Utilizing authentic materials, both learners' motivation and ability to communicate in the target language are improved.

Movie Clips

Origin of Movie Clips

Bordwell and Thompson (2008) discuss that movies can trace their beginnings back to the late 1800s in Europe, France, through the advent of motion pictures, creating another way to convey ideas visually by pioneers such as Auguste Lumiere and Louis Lumiere. Gunning (1990) explains that this early cinema developed into a *cinema of attractions*, which is based on the capacity for motion pictures to consist of short, fragmentary scenes. Bordwell and Thompson (2008) consider that as cinematic storytelling evolved, movie clips began to be organized into shots, scenes, and sequences. Manovich (2002) argues that the digitization of audiovisual content has endowed these audiovisual works with modular properties. This ultimately resulted in segments of movies being extracted as short movie clips, which were made possible by digital technologies, as they utilize the same structure as traditional movies.

The use of movie clips has increased over time, due to the introduction of technology and the communicative approach, which puts an emphasis on real-life materials presented visually as well as in audio form, in order to assist in learning foreign languages (Cakir, 2006). As a result of this evolution, teachers have had to break down extended pieces of video into shorter, more manageable pieces that are appropriate for classroom use since the early 2000s. Levey (2015) highlights that the use of movie clips in language classrooms is not a new trend, but rather a continuation of previous uses of AV media to spark students' interest and learning. Thus, movie clips have their origins in the effective and educationally viable adaptation of video materials and the evolving nature of educational environments.

Cutting (2016) reports that movie clips have become a dynamic and stimulating medium, making short segments of movies highly appropriate for today's more discerning viewers. There has been a recent trend in using movie clips as a teaching resource because of the influence of evolving social, educational, and technological factors. In addition, due to these contributing factors, the clip has evolved from being a piece of a movie into a structured educational tool. The educational clips are being used to improve understanding, enhance engagement, and support contextualized learning in many educational settings.

Movie clips are an important part of cinema and are closely related to the overall evolution of the movie industry as an audio-visual medium. Cutting (2016) outlines that the film-making industry has transformed greatly in the last one hundred years in its structure, style, and narrative form. From the perspective of Richards and Rodgers (2001), as the various forms of communication have evolved, media in the form of movies have become more structured and have developed with more meaningful content. To develop more structure and develop more meaningful content in both communicating and subsequently commodifying a movie has provided a foundation for filmmakers to identify, extract, and sell specific segments of a movie for use as movie clips.

Definition of Movie Clips

Burn (2009) illustrates that digital media creates meaning from the combination of audiovisual elements in structured formats. A movie clip can be considered a short segment from a longer movie or audiovisual material. Each movie is designed to communicate specific messages through sound and image and interpret meaning in the audiovisual material through the narrative structure. According to Hassan Alshumrani (2023), movie clips containing idioms can facilitate the learning of idioms when language learners are exposed to them. The writers also claim that watching movie clips in an actual communicative context allows students to comprehend the meaning of idioms from a contextual perspective.

These audiovisual fragments combine language, sounds, and visual elements, allowing the language learner to observe how language is used in real-world situations. According to Tabatabaei and Gahroei (2011), movie clips provide learners with authentic experiences with language; the natural use of language, colloquial expressions, regional accents, or other communicative features that you cannot always find in a typical textbook, etc. In addition, Malik et al. (2012) state that movies and segments of movies provide learners with authentic examples of communication and linguistic input and use of native speaker variation.

Formats of Movie Clips

Keddie (2014) presents that instructional videos can be shown through various techniques such as silent clips, edited, subtitled, and the use of short and full clips. The writer illustrates that the variation in presentation assists in keeping students concentrated on various elements of the video.

Short Clips

Stempleski (2002) declares that short clips are short segments of video material that are under 3-5 minutes long, that depict a specific communicative situation within a limited amount of time, and permit learners to concentrate on specific language features. Short clips are essential as authentic language because learners learn through real-life situations in a controlled environment. From this perspective, the author manifests that short clips help reduce the cognitive overload of students as they are provided with information in small, manageable fragments. Nevertheless, Thomas et al. (2013) declare that online platforms and digital technologies offer many opportunities for learners to access audiovisual media in short, segmented formats. For example, students feel more motivated to develop language skills when short clips are implemented in the classroom. In such a manner, the short clips can be found on platforms such as TikTok and YouTube and are normally divided into shorter clips that reflect real-life communications.

Edited Clips

According to Canning-Wilson (2000), edited clips are ones modified by instructors to emphasize certain linguistic or pedagogical goals within the classroom context. For instance, a teacher would interpret and edit a movie clip to eliminate extraneous content, such as unnecessary scenes, to tailor the content to the skill level of the students. Edited clips give teachers more control over the input provided to students and will help focus the students on specific language features. For example, a teacher may edit a clip from a movie to use only the necessary dialogue to assist students in the practice of using only the vocabulary found in that context. Additionally, Weyers (1999) confirms that edited clips have a role in creating specific listening activity designs related to the lesson objectives. For instance, editing a movie clip for the purpose of emphasizing a conversation permits learners to develop listening skills, particularly in identifying main ideas and specific details.

Subtitled Clips

Winke et al. (2010) construe that captioned video materials improve listening skills for learners since they provide a written representation of spoken language, helping learners process the input they hear. The author argues that subtitles support linking the written and spoken forms of language, enabling learners to hear and see the words at the same time, improve comprehension skills, and build decoding skills, which refers to 3.

developing the ability to understand and interpret information. The author notes that subtitles also allow learners to follow the content of the audio material more easily, particularly when the audio is difficult or unfamiliar. Similarly, Manurung et al. (2024) argue that subtitles confirm what learners hear and see, reducing misunderstanding while listening.

Silent Clips

Keddie (2014) outlines that a silent clip is an effective strategy for using video as a learning tool, where video is shown to students without audio to help them build knowledge through visual material. This method helps students develop inference skills as visual hints, including gestures and facial expressions, and contextual clues give students the ability to understand the meaning of the video clip. Removing the audio from a video allows students to engage actively with the content and form their own ideas about the situation before listening. Tomalin (1986) notes that using soundless videos is useful for developing observation and interpretation skills. The author promotes that when students watch clips without audio, they focus their attention entirely on visual clues to interpret what is happening.

Full Scenes

Monaco (2009) establishes that full scenes represent complete meaning within a movie, containing all the action, dialogue, and visual elements of the entire movie that create a complete message when viewed together. Employing full scenes, viewers can see how the language functions in many ways throughout the entire narrative, with visual situational clues to assist in providing context to each individual segment of dialogue. Full scenes expose learners to authentic language, natural speech patterns, and interaction, as well as allowing learners to track the progression of ideas and relationships among characters, making understanding even more meaningful and contextualized.

Movie Clips Genres

Neale (2000) asserts that genres of movies are a system of conventions that enable audiences to identify the type of movie they are watching through recurring elements such as themes, characters, and situations. The various genres of movies can include categories such as comedy, drama, action, romance, horror, animation, anime, fantasy, musical, thriller, and science fiction, each with specific narrative and emotional patterns. Bordwell

and Thompson (2008) also explain that genres can be used to classify movies, thus assisting the audience to comprehend the story's context and meaning. Consequently, movie clips demonstrate the features of the genre, which help students to recognize various types of language and communication.

Comedy

Giannetti (2014) emphasizes that comedy movies are related to humor and entertainment as the primary purpose of creating a humorous situation, character, or event to make everyone laugh and have enjoyment. Comedy also includes informal vocabulary, irony, and many common and daily expressions. Such elements create a relaxed environment to maintain learners' attention. From this perspective, it is much easier to interpret the intended meaning through contextual clues and visual aids. Therefore, comedy is a great genre for movies that will provide entertainment and be more accessible to most learners.

Drama

Giannetti (2014) presents that drama movies, as a genre, concentrate on serious events and realistic situations. In accordance with the writer, drama incorporates emotional conflicts and character development. The narrative is mainly based on personal experience and social problems. Furthermore, the author introduces the importance of dialogue and interaction in the progression of the story. The writer concludes that drama movies present events or situations that reflect real life, which support the development of listening skills through meaningful and realistic situations.

Action

Neale (2000) construes that action movies as a genre characterized throughout sequences of physical activity, movement, and conflict. Action movies also feature chases, fights, and rapid action, driving the plot forward through a series of events. Neale (2000) argues that action movies feature clear oppositional relationships between characters and tension situations and emphasizes the importance of visual intensity and pace in the creation of the action movie's narratives. Moreover, action movies employ dynamic sequences to maintain audience engagement while learning English.

Romance

Grant (2003) shows that romance movies connect emotional needs with material needs or dreams and represent love as a promise of future satisfaction, often represented through symbols such as wealth or ideal conditions. Romance movies, once a couple's desire is fulfilled, usually with the couple getting married, the story comes to an end because the act of fulfillment signals the end of desire. Overall, romance movies focus on obstacles, the idealization of love, and the quest for love rather than the achievement of stable love.

Horror

Carrol (2003) construes horror movies as generating fear through the representation of unnatural threats, entities, or scenarios that defy conventional categories of reality. Furthermore, these elements evoke emotional reactions such as fear and disgust in the audience. In like manner, Worland (2024) presents that horror movies generate intense emotional reactions, particularly repulsion rather than anxiety. For instance, the emotions maintain the audience's attention and concentration while listening. As a result, the audience processes auditory input more meticulously and recognizes meaning from elements such as music, silence, and tone of voice.

Animation

Wells (2013) introduces that animation as a technique to produce movements through constructed images instead of employing live action recording. The writer manifests that animation produces the illusion of motion through manipulating visual components to create an animated visual sequence. In addition, employing animated movie clips, such as Toy Story or Wall-E, allows simplified actions, facilitates understanding of the information, and provides clear contextual support compared to different genres. Moreover, animation allows for stylized representations and gives the animator complete control of time and space within the visual sequence.

Anime

In accordance with Napier (2016), anime represents a distinctive type of animation that combines storylines with culturally inspired content. Anime includes creative settings, emotional stories, and visual design. The writer also mentions that as multiple forms and methods of storytelling that are distinct from traditional forms of animation produced outside Japan. Anime can convey feelings, convey ideas about society, or

convey philosophical thoughts, through both visual details and narrative depth. Consequently, anime may be viewed as a creative form of cultural expression through animated storytelling.

Fantasy

Fowkes (2010) characterizes that fantasy movies as narratives that represent impossible events or situations, often featuring mystical creatures or elements that defy the laws of physics, such as Harry Potter and The Hobbit. However, fantasy is closely related to science fiction and horror within the broader fantasy genre, where each category is defined by specific types of stories and conventions that often share common elements. Fantasy movies, in this sense, provide rich and imaginative scenarios that facilitate comprehension through visual elements and contextual clues to help interpret meaning and develop listening skills.

Musical

Neale (2000) outlines that musical movies combine storytelling, songs, and choreographed performances. Musical movies include music, dance, and conversations to express emotion and develop the story. In addition, characters frequently communicate ideas and feelings through music sequences instead of verbally. Moreover, the writer mentions that rhythm and repetition aid in comprehending meaning and help audiences enjoy the musical. Thus, musical movies represent a unique genre of movie that presents material by combining the performance element with the narrative element.

Thriller

Rubin (2000) expresses that thriller movies are narratives centered on suspense, tension, and anticipation. According to the author, this genre is characterized by dangerous and uncertain plot twists that shape the story's development. Furthermore, thriller movies generate emotional intensity and maintain audience engagement through their conflicts. Rubin (2000) highlights that the narrative development is crucial for creating suspense. Additionally, thriller movies support the development of listening skills through focused processing of auditory and suspenseful input.

Science fiction

Sobchack (1997) argues that a science fiction movie is a type of story that contains both some combination of scientific or technological components and an imaginary

environment. The writer notes that this genre encompasses space, advanced technology, and alternative realities. In like manner, Geraghty (2009) characterizes science fiction as a genre linked to themes including alien invasion, disasters, and space exploration. From the perspective of the author, these themes are connected to significant periods in U.S history, such as the Cold War and the Space Race. Furthermore, the fantasy genre supports the listening skill development through complex themes that encourage deeper processing of auditory input.

Mayer (2001) asserts that multimedia has several cognitive functions, including activating attention and memory functions. Mayer also reports that, as a result of combining visual and auditory input in multimedia, student comprehension and retention are enhanced. Malik et al. (2012) establish that segments of movies can activate different areas of the brain that correspond with attention, memory, and the language-learning process, thereby increasing a student's ability to process information. The authors explain that this makes learning more engaging and improves understanding and retention of the language. Additionally, movie clips as an instructional medium can encourage both cognitive and emotional engagement on the part of students during the learning process through their dynamic nature.

Movie Clips as Authentic Materials

The idea of using movie clips, which are authentic, is based on the broader idea of authenticity in language teaching. Abdelhak (2025) defines authenticity as language produced by native speakers for real communicative purposes in a cultural context. Therefore, students can access authentic language as it is used in real life. Movie clips provide learners with rich opportunities to encounter both linguistic and cultural and contextual features of the target language. Abdelhak (2025) affirms that these audiovisual resources help learners to understand language usage, including the use of hesitations, informal language, and variation by age, gender, and social context.

Movie clips can be thought of as authentic materials as they provide audio and video representations of authentic use of language in real-life conversations. According to Mayer (2001), when words and images are used together to facilitate learning via multimedia resources, an effective way to build an understanding of concepts is to use both avenues of input by integrating visual and verbal information. Learners will be able to better comprehend the meaning of the words they see and hear in context when they

are using movie clips as authentic materials, as they provide input that is meaningful in that manner.

Harmer (2007) emphasizes that such forms of audio-visual material, such as movies, provide learners with contextualized input, so they can interpret the meaning of words through both words and body language, such as gestures, facial expressions, and the situation surrounding the event. By combining both visual and audio stimuli, movies support understanding language. Similarly, Safriani et al. (2022) illustrate that movie clips provide real-life audiovisual input, which assists students in understanding how the language sounds when spoken and how it is used in everyday situations. In addition, movie clips are a form of multimodal learning, as they provide both visual and auditory stimuli to aid students in their comprehension.

Importance of Movie Clips in Language Learning

Shaojie et al. (2023) analyze that the inclusion of movie clips in the classroom improves students' comprehension by offering visual support such as gestures, body language, setting, etc. This facilitates understanding of what is being said. In addition, Sherman (2003) claims that genuine video materials, such as movie clips, aid in language acquisition because they provide learners with authentic language experiences and communication contexts for learning how the English language functions naturally. Thus, movie clips render the language learning experience more stimulating and interactive; therefore, developing learners' listening abilities and their ability to comprehend and interpret spoken language.

Yüksel and Tanrıverdi (2009) state that the provision of contextualized language input through captioned movie clips enhances vocabulary acquisition. The authors also confirm that watching movie clips provides both visual and auditory input and helps the learner better process and remember the language. Mahmoodi-Shahreabaki (2014) reports that movie clips contain real-world examples of authentic language, about real-world situations such as usage of slang, different dialects, and natural speech rhythm; they can be used as effective materials in learning a language. These features assist students in better understanding the language and its use, particularly regarding the use of idioms or idiomatic expressions. The author also emphasizes that captions in movie clips increase motivation for students as well as help with the language acquisition process because of the combined use of audio and visual inputs.

Berk (2009) points out that movie clips for educational use can be traced back to the traditional approach of using movies as instructional tools. As educators sought new and more effective ways to bring audiovisual material into the classroom, they transitioned from full-feature movies to shorter selections of movie segments that would illustrate specific language models or concepts. Berk (2009) suggests that movie clips play an important role in their popularity, as movie clips are time savers, keep students focused, and provide short and meaningful learning experiences.

Advantages of Using Movie Clips

Stempleski (1987) claims that teachers can use movie clips as flexible materials. By choosing short movie clips that meet specific language targets, teachers can tailor their lessons to meet their students' needs. Sherman (2003) maintains that movie clips provide students with additional opportunities for practicing vocabulary, pronunciation, and language expressions. Furthermore, movie clips facilitate interaction in the classroom by providing discussion topics, opportunities for prediction, and role-playing activities with students. Therefore, movie clips offer practical benefits through providing focused instruction, opportunities for repetition, and opportunities for students to actively participate in their own learning process.

Damronglaohapan (2013) mentions that the use of movie clips provides learners with further opportunities to listen repeatedly to real-life examples of English, thereby developing their understanding of vocabulary and idiomatic expressions used by the English-speaking population. Additionally, Mayer (2001) identifies repeated interaction with media content as an aid in building stronger cognitive processing through multimedia, which ultimately enhances overall learning. Therefore, movie clips add an increasing level of effectiveness based on the use of repetition, engagement, and increased listening skills.

Pan (2017) affirms that movie clips are beneficial to English language learners by providing an interesting and engaging way to learn, delivering real-world language and naturally spoken language that improve students' skills. In addition, providing these resources will increase student motivation and participation, while enhancing their ability to listen and acquire vocabulary in context. Sekhri (2022) promotes that using movie clips makes it easier for learners to comprehend complex topics in a real-world, concrete manner, creating a deeper level of understanding, critical thought, and reflection.

Dependent Variable: Listening Skills

English Language

Crystal (2003) suggests that the roots of the English language can be traced back to the Germanic tribes that inhabited England, but its current form as a world language has developed through many factors, including historical, social, and technological elements that have helped to establish English as a widely used medium of communication today. In addition, Harmer (2007) states that the English language is one of the most important forms of communication in the world today, enabling people from different cultures to connect with others and share information about their experiences. Thus, English functions as a linguistic system in addition to providing opportunities for global communication and learning in multiple ways.

Sapir (2004) proposes that the English language allows an individual to communicate ideas, feelings, and information using both spoken and written forms. Based on this perspective, the English language uses grammatical structure, vocabulary, and pronunciation to make up a system of communication and provide meaning. The English language is also a complex, evolving, and dynamic means of communication. Brown (1980) describes that language as an evolving, complex, and dynamic system that is learned through interaction with one another and through practice. Therefore, the English language can be correctly viewed as a structured, adaptable means of communication that helps students to communicate in the real world.

Yule (2010) affirms that language is a system of human communication that uses sounds and symbols in order to express meaning and share ideas. By doing so, it enables individuals to communicate and share ideas with each other in various social contexts. Moreover, Fromkin (2018) states that language is a structured system that operates according to rules such as grammar, phonology, and syntax. These rules allow speakers to form messages, convey them, and understand messages. Therefore, the English language can be viewed as a systematic and rule-based mode of communication that allows us to communicate and to exchange ideas throughout many types of social contexts.

Jenkins (2007) contends that the English language operates as a *lingua franca*, serving as an essential and effective means of communication and information exchange among individuals from diverse cultural and linguistic backgrounds. In addition, Brown

(1980) states that the role of language is in conveying one's ideas, thoughts, and feelings, as well as engaging in social activities. Therefore, through the facilitation of communication with the English language, by supporting the learning process, and through the ability to participate and communicate with each other through real-life situations, the use of the English language is of great significance.

Carruthers (2002) indicates that language has a dual purpose: communicative and cognitive. Language provides support for thinking, reasoning, and organizing information within our minds. The author provides that language is an avenue for memory enhancement and the complexity of mental processes, which helps create meaning with greater ease. Likewise, Frederick (2000) states that language has both formal and functional purposes. Language consists of structural systems such as grammar and is used for communicative purposes. In contrast, language functions are considered as an integrated system with interaction between structure and function. This highlights that language creates meaningful communication. Therefore, language is essential not just for communication but for cognitive development and effective use of meaning in different contexts.

Carruthers (2002) states that language has an important cognitive function by developing and structuring human thought, thereby enabling people to create, organize, and integrate knowledge to reason more effectively. From a communicative perspective, Ahmed and Pawar (2018) note that language allows individuals to share ideas and interact in an effective manner to meet their communicative needs. However, language contains four key skills: listening, speaking, reading, and writing. This allows people to comprehend and create meanings using language. Consequently, the integration of these two functions (cognitive and communicative) has great implications for the need to develop English language skills for successful communication purposes.

Cook (2003) maintains that language serves as a communicative tool for conveying meaning within specific contexts, enabling individuals to interact effectively in real-life situations. In like manner, Alsagoff et al. (2012) sustain that English serves as a global lingua franca, facilitating communication among diverse linguistic and cultural groups, which requires a competent command of spoken discourse. The writer suggests that the English language fosters listening skills, as understanding spoken information is essential for meaningful interaction in real-life situations.

English Language Skills

Rivers (1984) contains that a definition of Language Skills as the skills that a second language acquisition learner develops that enable them to communicate effectively with the second language. Language Skills are developed to both understand and produce language in a meaningful context, which is not just about knowing the grammar rules. This explains that the development of language skills is accomplished by integrating numerous language skills that allow the learner to interpret a message and express an idea effectively. Rivers (1984) also indicates that to communicate, learners must develop language skills to use them in real-life situations. Language skills are an integral part of language learning because they provide the learner with both comprehension and expression in the target language.

Ur (1996) defines that language skills as different abilities a learner has which will help them use a language properly within many different contexts and includes their ability to interpret and produce messages. Language skills are necessary for communicating and are developed through ongoing interaction and practice with others. Harmer (2007) describes that the key components of English language skills, which include: listening, speaking, reading, and writing if a learner wishes to be successful using English. Thus, these skills will help a learner process information, express ideas, and engage in real communication. Therefore, in order for learners to gain their communicative competency and to successfully learn another language, it is necessary for them to have developed English Language Skills.

Clement and Murugavel (2018) provide that an overview of how important English language skills are in our current society and, more specifically, in the workplace. They illustrated that beyond the basic ability to communicate using grammar and sentence structure, effective communication in the workplace requires a whole range of other skills. These authors argue that limited English language skills will result in limited opportunities to develop professionally in our increasingly globalized work environment. Similarly, Ali (2022) discusses how important the English language is across many disciplines, including education, science, business, and politics. The author emphasizes that to achieve success in any of these areas, it is very important to develop proficiency in all four areas: listening, speaking, reading, and writing. Therefore, developing English language skills will not only have value as a means of communicating with people but also as a useful resource for academic, professional, and personal growth.

Ur (1996) identifies two categories of language skills, referred to as *receptive* and *productive skills*. These categories delineate the processes by which learners use the language. The first type, receptive skills, *listening and reading*, enables learners to understand and interpret received spoken or written information. Whereas the second type, productive skills, *speaking and writing*, enables learners to produce spoken or written language through which they express their thoughts and convey meaning to another person. Harmer (2007) makes the point that learners must develop both categories (receptive/productive) of language skills to communicate effectively in English and, equally, that they need to develop both categories of language skill in an integrated manner. Thus, the distinction between receptive skills and productive skills represents an appropriate framework in which to understand how learners acquire and use the English language.

House et al. (2011) mention that productive skills and receptive skills are necessary components in the development of effective communication since they enable learners to receive and send meaningful messages in a variety of contexts. Receptive skills consist of the use of the mind to make sense of information, whereas productive skills are used to express the learner's thoughts and operate as a means of participation in communication. Furthermore, Sreena & Ilankumaran (2018) point out how productive and receptive skills will give support to one another throughout their time learning. The authors clarify that there is a clear interdependence between productive and receptive skills, as students cannot be able to produce without first receiving. It can be interpreted as whether learners do not listen, they cannot speak, and whether learners do not read, they cannot write. Thus, the integration of productive and receptive skills is essential for developing communicative proficiency and ensuring the successful use of language by individuals.

Rivers (1984) mentions that effective language skills provide learners with the opportunity to appropriately comprehend and express information to engage in meaningful interactions with one another. In accordance with Sreena & Ilankumaran (2018), language skills are classified into two main categories of skills: receptive and productive; these sets of skills work together during the process of learning how to use a language. Consequently, receptive skills are fundamental to the comprehension and acquisition of language, receptive skills should be analyzed before developing productive skills.

Receptive Skills

Masduqi (2016) receptive skills are therefore not to be considered as passive skills, but instead as active processes that construct meaning and create the foundation for productive skill development. Krashen and Terrell (2006) highlight that these skills help to acquire language because language is acquired primarily through exposure to comprehensible input, which allows the gradual acquisition of communicative competence for the learner. Avello and Muñoz (2023) discuss how individuals make sense of what they hear or see, with an emphasis on the complex interplay between background knowledge, context, and cognitive processes such as prediction and inference. The authors conclude that receptive skills refer to the process by which learners make sense of and pull meaning from the language they receive from others, mainly through listening and reading.

Nuraeningsih (2022) presents that receptive skills involve the ability of a learner to comprehend and identify a language message via either listening or reading in a variety of different situations. Active mental processes are involved in the completion of this activity, including identifying a meaningful message, developing a conclusion or understanding of something based upon a text or message, and knowing more than just what a word means. Similarly, Richards (2001) states that the importance of receptive skills in language learning lies in providing a learner with the solicitation of a language necessary for understanding and developing other language skills. This means that a learner uses receptive skills to build an understanding of language before being able to produce language. Therefore, receptive skills are critical components of a communication system and of language acquisition.

Fadwa (2010) describes that receptive skills as the processes people use to derive meaning from what they hear and read, with the two types of skills being listening and reading. First, listening skills enable a person to understand oral messages by interpreting sounds, words, and the context in which they are used; and reading skills help a person decode and interpret written communication. Peña and Peña (2024) note that while there are different types of sensory channels used for listening and reading (audiovisual vs. visual), both types of receptive skills use the same types of cognitive processes to derive meaning and comprehend messages. Overall, receptive skills are critical in learning a language because they are the basis for developing the productive skills needed to communicate effectively.

Devine (1976) states that there are several similarities and differences between listening and reading. The similarities include that they are both involved in identifying main ideas; they both require learners to analyze input in terms of meaning. However, reading offers learners time to understand and absorb the information, while listening requires the learner to interpret the audio input. Moreover, Devine (1976) establishes that when listening, the learner uses all types of non-verbal communication, such as intonation, stress, and non-verbal cues to aid in their understanding. For instance, reading, non-verbal communication is absent from the written text. The relationship between listening and reading provides the basis for both skills being complementary receptive skills to second language acquisition.

Bormanaki and Khoshhal (2017) provide that the cognitive process of reaching fluency levels in listening and reading is based on Piaget's three constructs of cognitive processes: assimilation, accommodation, and equilibration. When an individual learns about something new, existing cognitive structures are used to assimilate that new information. The authors note that learners can gradually improve their understanding of new linguistic information, leading to more accurate interpretation over time. The use of cognitive structures (schemata) by learners allows them to activate prior knowledge as well as integrate new information, thereby completing comprehension and avoiding cognitive disequilibrium. In like manner, Halpern (2013) asserts that critical thinking allows learners to be able to evaluate, interpret, and construct meaning, thereby enhancing the learner's ability to develop fluency in receptive skills.

Krashen (1982) highlights that receptive skills are essential for second language acquisition, as they provide the necessary input for learners to understand and learn the structure of the language as well as its meaning. Richards (2001) further explains that listening is one of the most critical receptive skills because it is typically the first form of language that learners are exposed to when they are in real-life communication settings. When listening, learners learn how to distinguish between different sounds, understand what things mean, and interpret the messages conveyed by the speaker. As a consequence of the importance of developing listening skills, in accordance with Richards (2001), within the larger context of acquiring receptive skills, it will be essential to assess them before proceeding to other forms of receptive skills.

Listening Skills

Schmitt (2010) outlines that listening skills consist of the ability to successfully perceive, interpret, and understand spoken language. Within listening skills are numerous sub-skills: identification of sounds; perception of intonation patterns; interpretation of the importance of what has been said, discrimination between sounds, identification of word boundaries, dealing with unknown vocabulary, and complete understanding of spoken language. Schmitt (2010) defines listening as an active and interpretive process that we achieve through integrating bottom-up strategies (the processing of individual sounds and words) and top-down strategies (the use of previous knowledge and context).

Schmitt (2010) argues that listening uses a variety of active processes in order to create meaning or be able to understand the meaning of the words that are being communicated to you. For a learner to effectively communicate, the learner must utilize these skills in order to overcome any issues that may occur and develop an understanding of how to effectively collaborate with other people from different cultures. According to Peña and Peña (2024), effective use of listening skills is vital for effective communication in English because understanding spoken messages enables the learner to respond appropriately during genuine social exchanges with other people. Additionally, Peña and Peña (2024) point out that effective listening contributes to developing communicative competence and helping the learner develop their capacity to have meaningful conversations with others.

From the perspective of Nemtchinova (2020), listening is actually a highly complex task. Listening involves many kinds of knowledge and many different cognitive processes, all occurring at the same time. Brown (2006) indicates that listening is a skill that requires the use of strategies to assist students in processing and interpreting auditory input effectively. Brown (2006) emphasizes that listening involves both top-down and bottom-up processing; students use prior knowledge and experience in addition to the sounds of the language and recognition of words to create meaning when listening to spoken language. The author also notes that the need to teach students about listening strategies, such as listening for main ideas, details, and extensive and intensive, as well as the need to teach students about the purpose of listening as a way to improve comprehension.

Vandergrift (2015) discuss that listening comprises various subskills that aid comprehension. These include listening for specific information, for gist, for details, and inference. Additionally, the writers distinguish between intensive listening, which prioritizes detailed analysis, and extensive listening, which centers on comprehending the general meaning of longer texts.

Listening for specific information

Brown (2006) describes that *listening for specific information* as focusing on particular details from a conversation or an audio source. The author explains the importance of completing tasks like following instructions and obtaining specific facts, where it is necessary to listen for specific information even when the general knowledge about the subject is complete. Fadwa (2010) further describes listening for specific information as using one's focus on a spoken text by concentrating on what appears to be specific portions of the spoken text while disregarding the remainder of the spoken text. For example, if someone were listening to a report on the news, they may only pay attention to the news report if that report has information they are interested in hearing. Listening for specific information is commonly referred to as scanning when referring to reading and listening.

Nunan (1999) suggests that listening for specific information consists of concentrating on a single detail in an audio text or a performance, including names, numbers, or facts, depending on what the listener wants or needs from the audio. A listener using selective listening may not need a complete understanding of what is being said by the speaker, but rather be able to quickly identify the elements of interest. Similarly, Richards (2001) defines selective listening as a significant factor in effective communication, as people generally need to quickly obtain a particular piece of information when communicating with others. Consequently, developing the specific skill of selective listening is considered an important subskill of the development of overall listening comprehension and is a means of facilitating the transition from the development of overall listening comprehension to the development of listening for gist.

In accordance with Flowerdew and Miller (2005), learners will be given specific listening activities that help them focus on identifying the specific detail when listening to a spoken text, and will use tasks such as completing a chart, filling in missing information, or answering specific questions about the content to do this. The activities

referred to above promote learners' accuracy and selective attention while processing auditory information. Similarly, Hughes (2003) discusses the effectiveness of various exercises, such as multiple-choice questions, note-taking, and information transfer tasks, for teaching learners how to extract detailed information from listening materials. All these activities simulate real-world activities in which individuals need to obtain accurate data quickly. Therefore, activities that promote listening for specific information are essential to helping learners improve their ability to focus, understand, and respond accurately when listening to spoken language.

Listening for gist

Anderson and Lynch (1988) refer that *listening for gist* to comprehending the overall meaning of a spoken message based on knowledge of the context and background rather than from focusing on individual words or details. Listening for gist allows learners to generalize the overall message. In addition, Vandergrift (2015) indicates that learning to listen for gist also develops learners' strategic competence because they use their background knowledge and other clues to help them understand meaning. Therefore, listening for gist helps learners communicate more easily and more effectively, and develop more independent learners. For this reason, learners need to develop their overall comprehension and prepare themselves to communicate successfully in real-life listening situations.

Field (2008) asserts that listening for gist enables learners to process spoken language in a more authentic and natural way. It allows learners to focus on the overall message rather than individual words. The author suggests that this reduces anxiety about understanding each word and builds confidence when listening to real-life situations. Rost (2011) highlights that listening for gist encourages the use of cognitive strategies like prediction and inference, leading to increased global comprehension skills, quicker access to the meaning of spoken input, and better responses to what is heard. In summary, listening for gist has the following advantages: improved fluency, increased comprehension, and improved use of listening comprehension.

Wajnryb (1990) argues that listening for gist is important because it allows learners to comprehend the general meaning of spoken language without having to understand every word, which is how people process language in actual communication. Learning to listen for gist gives learners more confidence to engage with real audio

materials and reduces their anxiety when they do. Buck (2001) argues that listeners process spoken input globally, which means their meaning will derive from all spoken input, not just from each individual word being decoded by a listener. Therefore, listening for gist encourages learners to interact naturally and effectively with spoken source material. The importance of using listening for gist is largely in developing overall listening comprehension; it also helps prepare learners for other forms of intensive and extensive listening.

Thornbury (2005) states that listening for gist activities should help students focus on listening to the general meaning of the spoken text rather than specific details (i.e., tasks to find the main idea or pick a proper title). Listening for Gist activities supports students' development of being able to get the overall message of the text more naturally. Flowerdew and Miller (2005) also explain that tasks such as summarizing, predicting what is going to be said, or selecting key subjects from audio are ways to promote overall understanding (i.e., global understanding). Listening for gist activities enables learners to use authentic language and reduces the need for word-for-word comprehension. Hence, listening for the gist is key to learners developing confidence and improving their overall listening and understanding skills.

Listening for Detail

Buck (2001) manifests that listening for detail is the ability to identify details and specifics in listening, such as numbers, names, dates, and specific facts mentioned in the spoken text. Listening for detail is one that requires very close, focused attention to the input because the listener is going to need to pay attention to specific pieces instead of just the overall meaning. Listening for detail also includes being aware of the use of key words and knowing what pertinent information is and what information is less important. By the same token, Buck (2001) affirms that listening for details can improve overall comprehension because it helps solidify the comprehension of specific aspects of a spoken message. Thus, listening for detail is an important aspect of developing successful listening skills.

According to Vandergrift (2015), structured activities can help students develop their ability to listen to details by leading the student to pay attention to various types of information in an audio text. Examples of such tasks include *filling in the blank*, *answering a specific question from an audio*, and *completing a table or chart*. These types

of activities encourage students to engage in active listening and to focus closely on the input they are receiving. By repeatedly hearing an audio resource, the student will also develop more accuracy and confidence when processing detailed information. Teachers could also support the development of listening for detailed information by modelling the process of listening to an audio resource and providing pre-listening support. In this way, students become more effective at processing and understanding detailed information.

Listening for Inference

Nunan (1999) clarifies that listening to infer is the capacity of listeners to discern information not explicitly stated in a spoken text. For learners to process referring ideas, opinions, or purposes of what has been heard, learners must interpret implied concepts. This ability to listen to infer is beyond the level of simply recognizing what has been communicated and depends on how well the listener uses contextual information, including non-verbal body language, tone, and background information, to make sense of what has been said. Predominantly because interpersonal communication includes an indirect meaning, the importance of being able to listen to infer becomes even more evident when considering any form of advanced level of listening. In addition, through the recognition of certain information, such as intonation and choice of words, to infer meaning, learners have an opportunity to enhance their understanding and develop their capacity for critical thinking. Therefore, the capacity of listeners to listen and infer is vital to successful communication.

Newton and Nation (2020) report that activities that promote the development of interpreting meaning that is deeper than surface level in learners are helpful in enhancing learners' ability to listen for inference. The writers mention that activities such as *making predictions*, *discussing* what the speaker wanted to communicate, or identifying the emotions based on contextual clues, all enable the learner to relate what is being talked about to previous knowledge. In addition, using guiding questions will assist the learner in making logical inferences. Teachers may also use authentic resources to present students with real-world examples of how people communicate. Thus, utilizing these activities, learners gradually develop the ability to interpret the underlying meanings of communication through contextual clues, such as expressions and intentions. For example, students may listen to a conversation and infer how a character is feeling based on the way the character talks and responds.

Extensive Listening

Renandya and Jacobs (2016) propose that *extensive listening* denotes that learners are provided with opportunities to become familiar with large amounts of spoken language for their overall comprehension and enjoyment, without having to worry about the specifics of what they hear. Extensive listening activities provide learners with opportunities to experience real-life, authentic resources, such as movies, songs, and podcasts, in an enjoyable and non-threatening way. Similarly, Rost (2011) describes extensive listening as continuous exposure to easy-to-understand spoken language and how it helps students improve their fluency and develop their listening skills. When doing extensive listening, students are exposed to many different types of real-life materials, including videos, music, and podcasts, and can do so in a way that allows them to experience these items and understand and enjoy them.

Renandya and Jacobs (2016) note that extensive listening is valuable by providing abundant exposure to contextualized, authentic, and meaningful spoken language. In turn, constant exposure helps learners become more accustomed to pronunciation, intonation, and accent variation as they experience genuine forms of communication. Field (2008) adds that extensive listening builds fluency and confidence through an emphasis on meaning rather than detail. This yields a positive attitude towards listening activities and greater motivation to interact with the language. Thus, extensive listening is very important due to enhancing overall listening skills and contributing to language development over the long-term.

Richards and Rogers (2001) state that activities for extensive listening provide learners with exposure to a variety of real, meaningful spoken texts, such as anti-social behavior and music, and other forms of audio, where the learner can holistically comprehend the text. Students will enjoy listening naturally to different varieties of music and audio. Field (2008) also suggests that developing and using listening to journals, summarizing, sharing one's opinion after listening, etc., are useful for developing comprehension skills and reflective skills. Developing fluency and confidence in listening can be enhanced by using extensive listening and will help learners develop an independent approach to learning, thus increasing the development of their listening skills.

Intensive Listening

According to Ur (1996), *intensive listening* involves a thorough examination of short-spoken texts by paying close attention to detail and understanding the individual components of language, such as vocabulary, grammatical structures, and pronunciation. To do this, intensive listeners must be highly focused and accurate because they will need to understand almost every element in the recording they are listening to. Similarly, Hughes (2003) states that intensive listening is frequently used to assess learners' proficiency at identifying exact pieces of information and language features. As a result, through intensive listening, learners create skill-based decoding and language content awareness activities. Therefore, intensive listening is an important tool for assisting learners in developing their detailed comprehension skills, setting them up for advanced listening tasks.

Anderson and Lynch (1988) declared that, for detailed comprehension of audio material, activities that are specifically designed for these kinds of experience should involve student-centered tasks like dictation, gap-fill exercises, and the identification of specific words or grammatical structures. To successfully perform these tasks, students need to concentrate on every detail in the audio input. Similarly, Hughes (2003) affirms that the use of other tasks, such as multiple-choice questions, filling in missing words, and looking for errors, when evaluating how well the student understands what has been heard. These types of tasks will assist learners in developing higher levels of accuracy and better decoding of spoken language. Therefore, by using intensive listening activities, students will have greater success in processing spoken language in a more precise and effective way.

Goh (2002) states that learners need to listen intensely to understand spoken language. By focusing on specific linguistic features and processing input with care, intensive listening can help students develop better comprehension of spoken language and produce an accurate reproduction of how languages work in context. Field (2008) suggests that intensive listening helps learners develop an improved ability to decode sounds, thereby helping learners recognize sounds, words, and structures more effectively. This means that learners will feel more accurate and confident when interpreting spoken language. Therefore, the contribution of intensive listening is to develop accuracy and increase overall listening comprehension.

1.3 Objectives

General objective

To examine the pedagogical role of movie clips based on the perspectives of learners in the development of listening skills in the English language learning.

Specific Objectives

1. To explain the different formats of movie clips used in English Language Learning.
2. To identify the genres of movie clips that facilitate the development of listening skills.
3. To describe the listening subskills associated with the use of movie clips.

Fulfillment of the Objectives

The fulfillment of the proposed objectives of the study was successfully carried out through the use of a survey, which provided the students' perceptions of using movie clips to develop their listening skills through the three research questions. Regarding the first objective, the study indicated that accessible movie clip formats were the most effective for learning English, especially short clips and full scenes, as they suited students' preferences and facilitated attention and comprehension. The results also demonstrated that the use of authentic audiovisual materials helped students feel more comfortable in the learning process and contributed to vocabulary retention, pronunciation, and understanding of contextual meaning. The second objective of the study was to determine that comedy, horror, and drama/romance were the genres that most fostered the development of listening skills, thanks to their use of everyday language, humor, suspense, emotional cues, and the presentation of clear and contextualized situations. This genre primarily promoted subskills such as listening for inference, listening for detail, and intensive listening because students interpreted meanings through tone of voice, expressions, and contextual clues while identifying relevant information in the conversations. Finally, regarding the third objective, the study demonstrated that the use of movie clips improved listening subskills to a higher level of interpretation and inference, in contrast to simple comprehension. Therefore, all the research objectives were achieved through the analysis of student responses, identifying the formats, genres, and listening subskills most closely related to the use of movie clips in English language learning.

Chapter II. Methodology

2.1 Materials

The materials in this study were used with human, material, and technological resources, which are crucial for analyzing movie clips for the development of listening skills. The aim of the human resources involved in this study was to have the students participate in completing a survey. Moreover, material resources that were used, such as articles, books, and educational resources, supported the theoretical framework of the study. In addition, the survey was designed to collect students' perceptions. Finally, technological resources, such as Mobile devices and computers, were used to collect responses to the survey via Google Forms.

2.2 Methods

2.2.1 Research approach

This study employed a quantitative approach, emphasizing the gathering and analysis of numerical data. Creswell (2017) maintains that quantitative research involves testing objective theories through which relationships between variables are analyzed using numerical data and statistical methods. This study applied the approach to examine students' perceptions regarding the use of movie clips for enhancing listening skills.

2.2.2 Modality

This study applied different research methods to ensure a clear and well-supported analysis of the topic. Field research and bibliographic research were used for gathering relevant data and providing a strong theoretical basis. These methods helped the researcher get real information from participants and support the study with reliable academic sources.

Field research

The study used field research methodology to gather data directly from the participants in their actual environment. Van de Ven and Marshall (2002) present that field research examines phenomena within real-world contexts where researchers gather data from participants without altering their surroundings. Field researchers can collect authentic and relevant data via field studies by utilizing a survey conducted through Google Forms in order to facilitate the data collection process.

Bibliographic research

Bibliographic research plays an important role in supporting the theoretical foundation of a study. Sauders et al. (2019) indicated that reviewing existing literature allows researchers to understand key concepts, theories, and previous studies related to the research problem. Similarly, Sekara and Bougie (2016) explained that bibliographic research involves the use of academic sources such as books, articles, and journals to develop knowledge and provide a solid basis for the study. Therefore, this type of research contributes to the organization of information and strengthens the academic support of the investigation.

2.2.3 Type of research/Research design

The design used in this research was descriptive, aiming to provide insight into students' views on developing listening skills with movie clips. Louis Cohen et al. (2007) offered that descriptive research concentrates on presenting an accurate profile of individuals, situations, or groups. From the perspective of the researcher, descriptive studies allow the researcher to organize and systematically assess how individuals within a specific group feel about something by providing a precise description of the individuals in that group. In this case, the descriptive study allowed for an evaluation of how students feel about the use of movie clips and led to a deeper understanding of the participants' opinions. The descriptive design was employed to systematically collect and interpret the data that were gathered.

Thompson and Panacek (2007) remarked that non-experimental research is fundamentally observational and descriptive, aiming to identify characteristics, patterns, or prevalence instead of establishing cause and effect relationships. Furthermore, these studies frequently examine past events, rendering variable manipulation and randomization impracticable. Consequently, researchers have limited control over external factors that could influence the results. In consequence, non-experimental designs will provide valuable information through descriptive events in a given context and evaluate data collected in the real world.

Research questions

RQ1. What are the different formats of movie clips used in English Language Learning?

RQ2. What genres of movie clips facilitate the development of listening skills?

RQ3. What listening subskills are associated with the use of movie clips?

2.2.4 Techniques and tools

The study used a survey method to collect data on students' perceptions of using movie clips to enhance listening skills. In accordance with Neuman (2014), surveys are a systematic and effective method for gathering information from a group of participants. The research tool consisted of a questionnaire administered via Google Forms, which featured closed-ended questions to streamline data analysis. Students were able to respond conveniently via their mobile phones or computers using Google Forms, which facilitated data collection.

2.2.5 Population

The study population consisted of 60 students from the Centro de Idiomas at the Universidad Técnica de Ambato. The sample included 37 male students and 23 female students. All participants were at an A2 proficiency level.

Table 1.

Population

Population	Number of students	Percentage
Female	33	55%
Male	27	45%
Total	60	100%

Note. The table shows the gender distribution of the participants.

2.2.6 Ethical Considerations

Ethical considerations ensured participant protection and privacy during the research. The survey was conducted using Google Forms, and involvement was voluntary. Participants knew the study's purpose and agreed to these terms. Data collection stayed anonymous, and no personal information was required, which ensured confidentiality. In addition, participants could leave the study at any moment without any consequences. Saunders et al. (2019) ethical research needs to keep participants safe from harm, and make sure they have informed consent, keep things confidential, and let people join freely without being pressured.

2.2.7 Procedure

The study was conducted with careful organization and attention to both variables to ensure a thorough examination of the subject. The first phase involved a comprehensive review of existing research on movie clips and listening skills. This data was meticulously gathered from a variety of sources, such as books, journals, scholarly articles, and specialized databases. To ensure a comprehensive and well-supported understanding of the topic, this review drew on multiple reputable sources, including ResearchGate, Google Books, and Google Scholar.

The tool for gathering data was developed by creating a survey with Google Forms, which offered a simple and organized way to gather information. This survey included 20 items about movie clips that include formats and genres of movie clips, and listening subskills. Each question was written clearly and simply. This helped ensure participants could understand them easily.

A validation process was performed before using the survey. The tool was examined by five experts from the English department who looked at each item's clarity, relevance, and coherence. They gave suggestions to improve the quality of the questions. Based on their feedback, some items were modified to make them clearer and more suitable for the study. This process ensured the tool was valid and could gather reliable data.

After the validation ended, the survey went to the participants online. A link let them access the questionnaire, and they filled it out individually. They knew their involvement was voluntary, and their answers stayed confidential, which helped build a safe and polite space for them.

After the data were collected, organized for analysis, and exported from Google Forms, analytical processing was carried out via SPSS Statistics. Descriptive statistics included frequency tables, and mean scores for data processing provided useful insights into the overall tendencies of the participants' responses. Values from the Likert scale also served as the basis for calculating the mean of each item to interpret the data in a clearer way. The tool's reliability measure was based on Cronbach's Alpha coefficient, which served as the means of obtaining reliability assessment for the test instrument.

Chapter III. Results and Discussion

This chapter analyzed and interpreted the answers from the survey administered to the 60 students from the Centro de Idiomas of the Universidad Técnica de Ambato in the English Language program who willingly participated in the study. The main aim was to analyze learners' perspectives of movie clips in the development of their listening skills in the English language learning. The survey administered to the students was divided into three parts, following the research questions previously determined according to the study's specific objectives to achieve the main goal of the study. In addition, the survey was processed in Statistical Package for the Social Sciences (SPSS), a statistical software program to obtain data analysis, to obtain descriptive statistics such as frequency tables, mean scores, and Cronbach's Alpha. The research questions mentioned were the following:

RQ1. What are the different formats of movie clips used in English Language Learning?

RQ2. What genres of movie clips facilitate the development of listening skills?

RQ3. What listening subskills are associated with the use of movie clips?

3.1 Analysis and discussion of the results

Table 2.

Format of Movie Clips

item	Mean
I watch shorts parts of videos on TikTok and YouTube that have 3-4 minutes long. [Short Clips]	3,77
I watch modified videos that emphasize specific language situations and eliminate unnecessary content. [Edited Clips]	2,72
I watch videos with subtitles to understand and interpret information. [Subtitle Clips]	3,30
I watch videos without sound so that I can interpret gestures and facial expressions. [Silent Clips]	3,00
I watch complete video scenes to understand the message through dialogue and visual context. [Full Scenes]	3,43

Note: The rating scales used to determine the measurements were: **1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always.**

Analysis and Interpretation

Research Question 1: What are the different formats of movie clips used in English Language Learning?

After analyzing the answers from the first set of items regarding the format used by students for listening in English Language Learning. The analysis of the data showed that short clips (m=3,77) and full scenes (m=3,43) were the formats most commonly used by students. These findings indicate that students are more frequently exposed to this type of material through social media and digital platforms commonly used in their daily routines.

Based on the results, short clips and full scenes are important formats used by students in English Language Learning. Short clips usually include short conversations, interviews, movie fragments, comedy scenes, daily expressions, or viral videos that last approximately three to four minutes. In addition, short clips provide authentic language and contextualized situations that facilitate listening comprehension. Therefore, the findings demonstrate that short clips represent the most commonly used format for English language learning.

On the other hand, full scenes expose learners to natural pronunciation, expressions, and contextualized vocabulary during longer interactions. In addition, full scenes may include dialogues between characters in restaurants, schools, homes, workplaces, or everyday social situations that provide a clear communicative context. In comparison with short clips, full scenes allow students to observe the development of conversations, emotions, gestures, and interactions in a more continuous way.

The result demonstrates that short clips and full scenes appear to be the most commonly used formats because they combine authentic language with visual support. Short clips offer concise and easily accessible content that can be consumed in a short period of time, whereas full scenes provide extended communicative contexts that allow learners to observe language use in greater detail.

Table 3.

Genre of Movie Clips

Item	Mean
I watch funny movie clips that include daily expressions to understand the meaning. [Comedy]	3,57
I prefer to watch movie clips that represent physical activity and conflict. [Action]	3,03
I watch movie clips where people express their feelings and emotional problems in real situations. [Drama/Romance]	3,42
I prefer to watch movie clips that cause emotions, such as surprise and nervousness. [Horror]	3,43
I prefer to watch animated movie clips, for example, Toy Story and Shrek. [Animation]	3,40
I like to watch anime movie clips with expressive characters, such as Japanese stories. [Anime]	3,07
I like to watch movie clips with imaginative stories, for example, Harry Potter and The Hobbit. [Fantasy]	3,15
I like to watch movie clips with music and dance to understand ideas and feelings easily. [Musical]	2,90
I like to watch movie clips with technological and imaginary elements. [Science Fiction]	3,12

Note: The rating scales used to determine the measurements were: **1. Never, 2. Rarely, 3.**

Occasionally, 4. Frequently, 5. Always.

Analysis and Interpretation

Research Question 2: What genres of movie clips facilitate the development of listening skills?

After analyzing the responses to the second set of items regarding the movie genres that facilitate listening skills, it was noted that students reflected a greater preference for genres that combine entertainment, comedy, horror, drama, and romance. The analysis of the data showed that comedy ($m=3,57$), horror ($m=3,43$), and drama and romance ($m=3,42$) were the genres that most facilitate the students' listening development. In accordance with the findings, students tend to value genres that combine entertainment with meaningful language exposure.

Based on the results, students frequently watch comedy movie clips to support listening comprehension in English Language Learning. These clips commonly include humorous conversations, jokes, daily expressions, and informal interactions presented in

movies where characters use simple and familiar language. In addition, comedy clips usually present clear emotions, gestures, and real-life situations that help learners interpret meaning more easily. In other words, the findings demonstrate that comedy is the genre most frequently format used by students during listening activities.

Similarly, horror movie clips indicate that students frequently use movie clips that generate emotions such as surprise, fear, or nervousness. These clips may include suspenseful scenes from horror movies or series where characters react to dangerous, mysterious, or unexpected situations. For example, students may watch scenes involving dark environments, sudden sounds, or emotional reactions that require attention to dialogues and auditory details to understand the events. In addition, horror clips often combine facial expressions, sound effects, and dramatic conversations that provide contextual support for comprehension. The result demonstrates that learners are exposed to emotionally intense content that captures their attention during listening activities.

In the same way, drama and romance show that students frequently use clips focused on emotions, relationships, and real-life situations. These clips may include conversations between friends, family members, couples, or classmates where characters express feelings, problems, and personal experiences, like emotional scenes from romantic movies or family dramas where dialogues are centered on communication and interpersonal relationships. Furthermore, drama and romance clips usually contain expressive dialogues, emotional tone, and visual reactions that help learners interpret meaning more effectively. The result indicates that students are exposed to conversational language presented in realistic contexts that support listening comprehension.

Considering the results, comedy, horror, and drama and romance appear to be the genres most frequently used by students as facilitating listening skills because they combine authentic language with visual and emotional support. While comedy provides engaging and accessible conversations through humor and everyday expressions, horror captures learners' attention through suspenseful situations that encourage greater focus on dialogues and auditory details. Similarly, drama and romance expose students to realistic interactions and emotional conversations that reflect language used in everyday life. Therefore, the findings suggest that students tend to benefit from genres that maintain their interest and motivation while providing contextualized language input, which may support listening development in English language learning.

Table 4.

Listening subskills

Item	Mean
When I listen to an audio, I identify names, numbers, or dates. [Listening for specific information]	3,22
I understand the main idea of a conversation or audio without focusing on details. [Listening for gist]	3,13
I identify important details, such as real information, to understand the meaning in an audio. [Listening for details]	3,43
I can interpret people's expressions and intentions through intonation, rhythm, and tone of voice. [Listening for inference]	3,52
I prefer to watch movies, listen to songs, and podcasts to improve my English language learning. [Extensive Listening]	3,25
I listen carefully to grammatical structures, vocabulary, and pronunciation in audio to complete a task. [Intensive Listening]	3,35

Note: The rating scales used to determine the measurements were: **1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always.**

Analysis and Interpretation

Research Question 3: What listening subskills are associated with the use of movie clips?

The analysis of the responses to the third set of items regarding the listening subskills associated with the use of movie clips revealed that the listening subskills students primarily developed were listening for inference (m=3,52), listening for detail (m=3,43), and intensive listening (m=3,35). These findings demonstrate that movie clips are mainly associated with subskills that require learners to interpret meaning, identify specific information, and focus on language features within authentic audiovisual contexts.

Listening for inference was the subskill most strongly associated with the use of movie clips, indicating that students frequently interpret people's expressions and intentions through intonation, rhythm, and tone of voice while watching movie clips. This result demonstrates that learners rely not only on spoken words, but also on emotional and contextual clues to understand meaning. For example, students may identify whether a character is angry, nervous, happy, sarcastic, or afraid through changes in pronunciation, voice intensity, or facial expressions during conversations. Movie clips from dramas,

horror, or comedy scenes often present situations where emotions and intentions are expressed indirectly. The mean suggests that audiovisual materials expose students to authentic communicative situations that require interpretation beyond literal comprehension. In other words, the findings reveal that listening for inference is the most frequently developed listening subskill through the use of movie clips.

Similarly, listening for details shows that students frequently identify important information in audiovisual materials to understand the message. This result indicates that learners pay attention to specific elements such as names, places, actions, instructions, or relevant facts presented in movie scenes. For example, students may focus on details during conversations in restaurants, schools, airports, or family situations where characters provide information necessary to follow the story. In addition, movie clips usually combine spoken language with visual actions, gestures, and contextual support that reinforce comprehension of details. The result demonstrates that students are exposed to listening activities that require concentration on precise information within dialogues and interactions to practice and improve their listening for detail skill.

Moreover, intensive listening indicates that students frequently focus on grammatical structures, pronunciation, and vocabulary while listening to audiovisual materials. This finding demonstrates that learners are asked to pay close attention to specific linguistic features in order to understand and complete listening activities. For example, students may identify verb tenses, repeated vocabulary, pronunciation patterns, or expressions used by characters during conversations in movies. In addition, they may concentrate on how words are pronounced in fast speech, connected speech, or informal dialogues commonly found in authentic audiovisual content. The result suggests that movie clips provide opportunities for students to analyze spoken language in detail while interacting with real communicative situations.

Discussion

The following section focuses on the findings of this study, which highlighted the role of movie clips as meaningful audiovisual resources in English language learning. The results reveal students' perceptions of their effectiveness and demonstrate their contribution to the development of listening skills, providing authentic language and contextualized communication.

Question 1: What are the different formats of movie clips used in English Language Learning?

The findings revealed that short clips and full scenes are the formats most frequently associated with English language learning among students. Short clips are essential as authentic language because students learn through real-life situations in a controlled environment that is found on digital platforms. Stempleski (2002) states that short audiovisual materials facilitate listening comprehension because learners can focus on specific language elements without experiencing cognitive overload, which can explain the preference for audiovisual materials as they are accessible, familiar, and manageable in length. Since short clips commonly present conversations, interviews, jokes, daily expressions, or viral situations in concise formats, students can maintain attention while processing spoken language more efficiently. In addition, Mayer (2001) explains that learning becomes more effective when visual and auditory information are processed simultaneously, which may explain why students benefit from combining spoken language with subtitles, gestures, and contextual images.

On the other hand, full scenes represent complete meaning within a movie, containing all the action, dialogue, and visual elements of the entire movie that create a complete message when viewed together. These scenes usually include conversations in schools, restaurants, workplaces, homes, or everyday social situations where learners can observe how language is used naturally between characters. Sherman (2003) mentions that audiovisual materials expose learners to authentic language by integrating spoken communication with gestures, facial expressions, and visual context. Similarly, Abdelhak (2025) supports this idea by affirming that authentic audiovisual materials expose learners to genuine communicative language and real-life expressions, which increases their opportunities to encounter language as it is naturally used by native speakers. For this reason, full scenes may help students understand meaning more effectively because they can follow interactions, emotions, and communicative intentions continuously throughout the scene.

Question 2: What genres of movie clips facilitate the development of listening skills?

The findings demonstrated that students preferred genres that combine entertainment, emotional engagement, and familiar communicative situations, particularly comedy, horror, and drama/romance. Comedy obtained the highest

preference among students, possibly because humorous content presents familiar language and relaxed situations that are easier to understand. Giannetti (2014) explains that comedy creates enjoyable environments that reduce tension and increase audience engagement, which may explain why learners feel more comfortable interacting with comedy clips that include jokes, misunderstandings, informal conversations, and daily expressions commonly presented in sitcoms, movies, or social media videos. Through exposure to authentic conversational language in entertaining contexts, students may process spoken language more naturally while maintaining attention during listening activities.

Similarly, horror clips also obtained high results among students. According to Neale (2000), movie genres contain recognizable conventions that help audiences anticipate situations and interpret meaning more effectively. In this sense, horror clips may support listening comprehension because learners tend to pay close attention to tone of voice, suspenseful dialogues, emotional reactions, and sound effects in order to understand what is happening in the scene. Worland (2024) reports that horror movies elicit intense emotional reactions that sustain learners' attention and concentration while listening. Since these clips usually involve emotionally intense situations, students may remain more focused on both auditory and contextual information while interpreting meaning.

In the same way, drama and romance obtained one of the highest mean scores because these genres commonly present realistic communicative situations and emotionally expressive dialogues. Neale (2000) further explains that familiar genre conventions facilitate comprehension by helping audiences recognize patterns of interaction and meaning. As drama and romance clips frequently include conversations between friends, couples, classmates, or family members discussing personal problems, feelings, or relationships, students are exposed to meaningful spoken language in authentic social contexts. In addition, facial expressions, gestures, emotional tone, and contextual situations reinforce comprehension, allowing learners to interpret intentions and emotions more effectively during listening activities.

Question 3: What listening subskills are associated with the use of movie clips?

Finally, the results demonstrated that movie clips particularly support listening subskills, including listening for inference, listening for details, and intensive listening.

Listening for inference obtained the highest results, suggesting that students frequently interpret speakers' emotions, intentions, and attitudes through intonation, rhythm, gestures, and facial expressions when they use movie clips in the classroom. Nunan (1999) explains that listening for inference requires learners to construct meaning from contextual and linguistic clues instead of relying only on literal comprehension. This may explain why movie clips support this subskill effectively, since audiovisual materials naturally combine spoken language with emotional tone, body language, and visual context. Through movie scenes, students may identify sarcasm, fear, happiness, nervousness, or anger by observing pronunciation changes, pauses, and characters' reactions during conversations.

In addition, listening for details also obtained important results among students. According to Buck (2001), this subskill allows learners to recognize specific information necessary for comprehension, especially when spoken language is reinforced through contextual support. In a pedagogical setting, it is common for teachers to ask learners to focus on a specific word or information to complete a task or activity, which can explain why students can identify names, places, instructions, actions, or important facts while following movie scenes and dialogues. Since audiovisual materials combine spoken interactions with gestures, images, and situational context, learners can focus more easily on relevant details presented during conversations and events. Furthermore, Vandergrift (2015) mentions that structured listening activities help learners improve accuracy and confidence when processing detailed information, which may explain why students benefit from contextualized audiovisual materials during listening practice.

Similarly, intensive listening showed significant results because learners focus on vocabulary, grammar, and pronunciation while interacting with audiovisual materials. Ur (1996) explains that intensive listening requires learners to pay careful attention to linguistic elements such as vocabulary, grammatical structures, and pronunciation in spoken texts. Similarly, Hughes (2003) states that intensive listening activities help students identify exact language features and improve detailed comprehension. Since many teachers use movie clips often for their classes and lessons, students are commonly exposed to pronunciation patterns, repeated vocabulary, verb tenses, and connected speech while watching movie clips. Because these audiovisual materials expose learners to authentic conversations and natural spoken discourse, students tend to develop greater accuracy and awareness of how English is used in real communicative situations.

Chapter IV. Conclusions and Recommendations

4.1 Conclusions

Regarding the first objective, it was concluded that short clips are the most effective for English language learning, followed by full scenes from movie clips. Students expressed a clear preference for short clips because they found it accessible, engaging, and easy to follow during listening activities. These materials provide exposure to authentic language, everyday expressions, and contextualized situations that facilitate understanding. Moreover, full scenes offer meaningful contexts for communication, where students can observe interactions, emotions, and language use continuously. Therefore, both formats are useful as authentic materials because students feel much more comfortable when learning a language, and they support concentration and retention of vocabulary, pronunciation, and contextual meaning.

It was found that movie clips from comedy, horror, drama, and romance are the genres that best facilitate the development of listening comprehension skills in students. Comedy was identified as the most preferred genre because it is entertaining, uses familiar language, and presents contextualized conversations that facilitate understanding. Horror also aided listening practice by maintaining students' attention with emotionally intense situations and auditory details. Drama and romance offered real-life communicative contexts where students were exposed to meaningful conversations, emotions, and interpersonal interactions. As a result, genres that combine entertainment, emotional involvement, and authentic communication can be the most effective in supporting the development of listening skills.

Finally, it was concluded that the pedagogical use of movie clips primarily promotes higher-level listening subskills, particularly those related to inference, listening for details, and intensive listening. Listening for inference was the most developed subskill, as students frequently interpret emotions, intentions, and attitudes through contextual and audiovisual cues. Listening for details is also important in helping students recognize specific information they need for comprehension. Intensive listening allows learners to focus their attention on vocabulary, grammar, and pronunciation within authentic communicative situations. Therefore, movie clips offer significant

opportunities for developing interpretation skills and a detailed understanding of English language learning.

4.2 Recommendations

Regarding the selection of formats, it is recommended that educators incorporate a variety of movie clip formats to guide more effective learning, such as short clips and full scenes. However, edited clips and subtitle clips can be useful formats to facilitate learning. This combination allows student engagement while also introducing more structured input that targets specific language features. Edited clips can be adapted for educational purposes by removing unnecessary content and highlighting specific scenes, allowing students to concentrate on relevant language input. In addition, subtitle clips can be useful for academic purposes, as subtitles can support understanding, vocabulary acquisition, and pronunciation recognition. Those formats may contribute to a more effective and accessible learning environment.

In relation to genres, it is suggested that educators should consider including movie clips from a wider range of genres, such as comedy, horror, drama, romance, and musical. Comedy, horror, drama, and romance were the most preferred genres; however, musical clips provide valuable opportunities for language learning through songs, rhythm, repetition, and authentic expressions, as they contain simple dialogues, clear pronunciation, and visual support, which help students to understand English more easily. Teachers may implement practical activities, such as identifying the main idea, interpreting characters' emotions, and making predictions. The inclusion of genre movie clips may increase students' motivation while supporting the development of listening skills in an authentic context.

Finally, concerning listening subskills, educators should complement the use of movie clips with targeted pedagogical activities that strengthen a wider range of listening skills, especially those related to comprehending general ideas. This will ensure a more balanced development of listening skills and prevent an excessive dependence on inference and details alone. Furthermore, activities such as identifying the main idea, summarizing scenes, and answering comprehension questions using movie clips. These activities can support students in focusing on the general meaning before concentrating on specific information, contributing to the development of listening skills in English Language Learning.

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Annexes

Annex 1: Approved letter of commitment

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 5 de Marzo de 2026

Doctora
Marina Zenaida Castro Solórzano, Mtr.
Presidenta de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación
Presente

Yo, Silva Chavez Judith Alexandra en mi calidad Directora del Centro de Idiomas de la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Movie Clips and Listening Skills" propuesto por el estudiante Sinchiguano Landeta Rosmery Mabel, portador de la Cédula de Ciudadanía, 055027803-0 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Dra. Silva Chavez Judith Alexandra, Mg.
Directora del Centro de Idiomas
ja.silva@uta.edu.ec



Annex 2: Cronbach's Alpha validation

Reliability Statistics

<u>Cronbach's</u> Alpha	N of items
,949	20

Annex 3: Survey

Survey: Movie Clips and Listening Skills

Dear Students:

The survey will utilize the information provided for a study titled "Movie Clips and Listening Skills." The data collected through this survey will be handled with strict confidentiality (La encuesta utilizará la información proporcionada para un estudio titulado "Fragmentos de Películas y Habilidad del escucha". Los datos recolectados a través de esta encuesta serán tratados con estricta confidencialidad.)

Thank you for willingly and freely participating in this study. (Gracias por participar voluntariamente y libremente en este estudio.)

I have read the preceding paragraph and am ready to voluntarily take part in the survey. (He leído el párrafo anterior y estoy dispuesto a participar voluntariamente en la encuesta.)

Yes () No ()

SECTION 1: Personal Information

(SECCIÓN 1: Información Personal)

Gender (Género)

☐ Male (Masculino)

☐ Female (Femenino)

☐ Prefer not to say (Prefiero no decirlo)

Nationality (Nacionalidad)

☐ Ecuadorian

☐ Other

Age (Edad)

☐ 18 - 20

☐ 21 - 25

☐ 30+

Native language (Idioma nativo)

☐ Spanish (Español)

☐ English (Inglés)

☐ Quichua (Quichua)

☐ Other (Otro)

Ethnicity (Etnia)

☐ Mestizo (Mestizo)

☐ White (Blanco)

☐ Afro-Ecuadorian (Afroecuatoriano)

☐ Indigenous (Indígena)

☐ Other (Otro)

For the following statements, select one of the options:

1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always.

Para las siguientes afirmaciones, seleccione una de las opciones:

(1. Nunca, 2. Rara vez, 3. Ocasionalmente, 4. Frecuentemente, 5. Siempre.)

SECTION 2: Formats of Movie Clips

(Sección 2: Formatos de Fragmentos de Películas)

1. I watch short parts of videos on TikTok and YouTube that have 3-5 minutes long.
[Short clips format]

Veo fragmentos cortos de vídeos en TikTok y YouTube que duran entre 3 y 5 minutos. [Formato de clips cortos]

1 () 2 () 3 () 4 () 5 ()

2. I watch modified videos that emphasize specific language situations and eliminate unnecessary content. [Edit Clip]

Veo vídeos modificados que enfatizan situaciones lingüísticas específicas y eliminan contenido innecesario. [Editar clip]

1 () 2 () 3 () 4 () 5 ()

3. I watch videos with subtitles to understand and interpret information. [Subtitle Clips]

Veo vídeos con subtítulos para comprender e interpretar la información. [Clips con subtítulos]

1 () 2 () 3 () 4 () 5 ()

4. I watch videos without sound so that I can interpret gestures and facial expressions. [Silent Clips]

Veo vídeos sin sonido para poder interpretar los gestos y las expresiones faciales. [Clips silenciosos]

1 () 2 () 3 () 4 () 5 ()

5. I watch complete video scenes to understand the message through dialogues and visual context. [Full scenes]

Veo escenas completas para comprender el mensaje a través de diálogos y el contexto visual. [Escenas completas]

1 () 2 () 3 () 4 () 5 ()

SECTION 3: Genre of Movie Clips

(Sección 3: Géneros de Fragmentos de Películas)

6. I watch funny movie clips that include daily expressions to understand the meaning. [Comedy]

Veo fragmentos de películas divertidas que incluyen expresiones cotidianas para comprender su significado. [Comedia]

1 () 2 () 3 () 4 () 5 ()

7. I prefer to watch movie clips that have physical activity and conflict. [Action]
Prefiero ver fragmentos de películas que tienen actividad física y conflicto.
[Acción]
1 () 2 () 3 () 4 () 5 ()
8. I watch movie clips where people express their feelings and emotional problems in real situations. [Drama / Romance]
Veo fragmentos de películas en los que las personas expresan sus sentimientos y problemas emocionales en situaciones reales. [Drama/Romance]
1 () 2 () 3 () 4 () 5 ()
9. I prefer to watch movie clips that cause emotions, such as surprise and nervousness. [Horror]
Prefiero ver fragmentos de películas que me provoquen emociones, como miedo y nerviosismo. [Terror]
1 () 2 () 3 () 4 () 5 ()
10. I prefer to watch animated movie clips like Toy Story and Shrek. [Animation]
Prefiero ver fragmentos de películas animadas como Toy Story y Shrek.
[Animación]
1 () 2 () 3 () 4 () 5 ()
11. I like to watch anime movie clips with expressive characters, such as Japanese stories. [Anime]
Me gusta ver fragmentos de películas con animación detallada y personajes expresivos, como las historias japonesas. [Anime]
1 () 2 () 3 () 4 () 5 ()
12. I like to watch movie clips with imaginative stories like Harry Potter and The Hobbit. [Fantasy]
Me gusta ver fragmentos de películas con historias imaginativas como Harry Potter y El Hobbit. [Fantasía]
1 () 2 () 3 () 4 () 5 ()
13. I like to watch movie clips with music, and dance to understand ideas and feelings easily. [Musical]

Veo fragmentos de películas con música y baile para comprender ideas y sentimientos con facilidad. [Musical]

1 () 2 () 3 () 4 () 5 ()

14. I like to watch movie clips with technological and imaginary elements. [Science Fiction]

Veo fragmentos de películas con elementos tecnológicos e imaginarios. Ciencia ficción]

1 () 2 () 3 () 4 () 5 ()

SECTION 4: Listening Subskills

(Sección 4: Subhabilidades del escucha)

15. When I listen to an audio, I identify names, numbers, or dates. [Listening for specific information]

Cuando escucho un audio, identifico nombres, números o fechas. [Escuchar para obtener información específica]

1 () 2 () 3 () 4 () 5 ()

16. I understand the main idea of a conversation or audio without focusing on details. [Listening for gist]

Entiendo la idea principal de una conversación o un audio sin centrarme en los detalles. [Escuchando para captar la idea principal]

1 () 2 () 3 () 4 () 5 ()

17. I identify important details like real information to understand the meaning in an audio. [Listening for details]

Identifico detalles importantes, como información real, para comprender el significado de un audio. [Escuchar para obtener detalles]

1 () 2 () 3 () 4 () 5 ()

18. I can interpret people's expressions and intentions through intonation, rhythm, and tone of voice. [Listening for inference]

Puedo interpretar las expresiones e intenciones a través de la entonación, ritmo y el tono de voz. [Escuchar para inferir]

1 () 2 () 3 () 4 () 5 ()

19. I prefer to watch movies, listen to songs, and podcasts to improve my English language learning. [Extensive Listening]

Prefiero ver películas, escuchar música y podcasts para mejorar mi aprendizaje del idioma inglés. [Escucha extensa]

1 () 2 () 3 () 4 () 5 ()

20. I listen carefully to grammatical structures and vocabulary in audio to complete a task. [Intensive Listening]

Escucho atentamente las estructuras gramaticales y el vocabulario en el audio para completar una tarea. [Escucha intensiva].

1 () 2 () 3 () 4 () 5 ()

General Objectives:

To examine the pedagogical role of movie clips based on the perspectives of learners in the development of listening skills in the English language learning

Specific Objectives

1. To explain the different formats of movie clips used in English Language Learning.
2. To identify the genres of movie clips that facilitate the development of listening skills.
3. To describe the listening subskills associated with the use of movie clips.

Research Questions

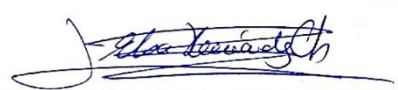
1. What are the different formats of movie clips used in English Language Learning?
2. What genres of movie clips facilitate the development of listening skills?
3. What listening subskills are associated with the use of movie clips?

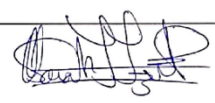
Annex 4: Specialist's validation

Validated by: <i>Xavier Sulca</i>	ID: <i>1802447548</i>	Date: <i>24-04-2026</i>
Signature: 	Email: <i>manuelxulcag@uta.edu.ec</i>	
Place of work: <i>UTA</i>	Academic degree; <i>Magister</i>	
Note. Revised and approved in Curricular Organization Unit November 14 th , 2023		

Validated by: <i>Lic. Ximena Calero S.</i>	ID: <i>1802884062</i>	Date: <i>27/04/2026</i>
Signature: 	Email: <i>xcalero@uta.edu.ec</i>	
Place of work: <i>UTA</i>	Academic degree; <i>Master in English Applied Linguistics</i>	
Note. Revised and approved in Curricular Organization Unit November 14 th , 2023		

Validated by: <i>Carlos Raúl Canchigua Bonifaz</i>	ID: <i>1804335055</i>	Date: <i>April 27th, 2026</i>
Signature: 	Email: <i>cr.canchigua@uta.edu.ec</i>	
Place of work: <i>PINE - Universidad Técnica de Ambato</i>	Academic degree; <i>M.A. in T.E.S.O.L.</i>	
Note. Revised and approved in Curricular Organization Unit November 14 th , 2023		

Validated by: <i>Elsa Hernández</i>	ID: <i>1802616027</i>	Date: <i>28/04/2026</i>
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Place of work: <i>UTA</i>	Academic degree; <i>PhD.</i>	
Note. Revised and approved in Curricular Organization Unit November 14 th , 2023		

Validated by: <i>Mag. Sarah Ba Pazmino</i>	ID: <i>0501241060</i>	Date: <i>27-04-2026</i>
Signature: 	Email: <i>sj.iza@uta.edu.ec</i>	
Place of work: <i>UTA - FCHF - PINE</i>	Academic degree; <i>Magister en lingüística aplicada para la enseñanza del inglés y español.</i>	
Note. Revised and approved in Curricular Organization Unit November 14 th , 2023		

Annex 5: Aiken

		<i>J1</i>	<i>J2</i>	<i>J3</i>	<i>J4</i>	<i>J5</i>	<i>Media</i>	<i>DE</i>	<i>V Aiken</i>	<i>vg</i>
ITEM 1	<i>Relevance</i>	4	4	4	4	4	4	0	1	Valido
	<i>Pertinence</i>	4	4	4	4	4	4	0	1	Valido
	<i>Coherence</i>	4	4	4	4	4	4	0	1	Valido
ITEM 2	<i>Relevance</i>	4	4	4	4	3	3,8	0,45	0,93	Valido
	<i>Pertinence</i>	4	4	4	4	3	3,8	0,45	0,93	Valido
	<i>Coherence</i>	4	4	4	4	3	3,8	0,45	0,93	Valido
ITEM 3	<i>Relevance</i>	4	4	4	4	4	4	0	1	Valido
	<i>Pertinence</i>	4	4	4	4	4	4	0	1	Valido
	<i>Coherence</i>	4	4	4	4	4	4	0	1	Valido
ITEM 4	<i>Relevance</i>	4	4	4	4	4	4	0	1	Valido
	<i>Pertinence</i>	4	4	4	4	4	4	0	1	Valido
	<i>Coherence</i>	4	4	4	4	4	4	0	1	Valido
ITEM 5	<i>Relevance</i>	4	4	4	4	4	4	0	1	Valido
	<i>Pertinence</i>	4	4	4	4	4	4	0	1	Valido
	<i>Coherence</i>	4	4	4	4	4	4	0	1	Valido
ITEM 6	<i>Relevance</i>	4	4	4	4	4	4	0	1	Valido
	<i>Pertinence</i>	4	4	4	4	4	4	0	1	Valido
	<i>Coherence</i>	4	4	4	4	4	4	0	1	Valido
ITEM 7	<i>Relevance</i>	4	4	4	4	3	3,8	0,45	0,93	Valido
	<i>Pertinence</i>	4	4	4	4	3	3,8	0,45	0,93	Valido
	<i>Coherence</i>	4	4	4	4	3	3,8	0,45	0,93	Valido
ITEM 8	<i>Relevance</i>	4	4	4	4	3	3,8	0,45	0,93	Valido
	<i>Pertinence</i>	4	4	4	4	4	4	0	1	Valido
	<i>Coherence</i>	4	4	4	4	4	4	0	1	Valido
ITEM 9	<i>Relevance</i>	4	4	4	4	4	4	0	1	Valido
	<i>Pertinence</i>	4	4	4	4	4	4	0	1	Valido
	<i>Coherence</i>	4	4	4	4	4	4	0	1	Valido
ITEM 10	<i>Relevance</i>	4	4	4	4	4	4	0	1	Valido
	<i>Pertinence</i>	4	4	4	4	4	4	0	1	Valido
	<i>Coherence</i>	4	4	4	4	4	4	0	1	Valido
ITEM 11	<i>Relevance</i>	4	4	4	4	4	4	0	1	Valido
	<i>Pertinence</i>	4	4	4	4	4	4	0	1	Valido
	<i>Coherence</i>	4	4	4	4	4	4	0	1	Valido
ITEM 12	<i>Relevance</i>	4	4	4	4	4	4	0	1	Valido
	<i>Pertinence</i>	4	4	4	4	4	4	0	1	Valido
	<i>Coherence</i>	4	4	4	4	4	4	0	1	Valido
ITEM 13	<i>Relevance</i>	4	4	4	4	4	4	0	1	Valido
	<i>Pertinence</i>	4	4	4	4	4	4	0	1	Valido
	<i>Coherence</i>	4	4	4	4	4	4	0	1	Valido

ITEM 14	Relevance	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	3	3,8	0,45	0,93	Valido
ITEM 15	Relevance	4	4	4	4	3	3,8	0,45	0,93	Valido
	Pertinence	4	4	4	4	3	3,8	0,45	0,93	Valido
	Coherence	4	4	4	4	3	3,8	0,45	0,93	Valido
ITEM 16	Relevance	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 17	Relevance	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 18	Relevance	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 19	Relevance	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 20	Relevance	4	4	4	4	3	3,8	0,45	0,93	Valido
	Pertinence	4	4	4	4	3	3,8	0,45	0,93	Valido
	Coherence	4	4	4	4	3	3,8	0,45	0,93	Valido
TOTAL									0,98	Valido

Annex 6: Compilation



Analysis attestation
Compilatio Magister+ | UTA - ECU (Universidad Técnica de Ambato)

Movie Clips and Listening Skills

ID : 29c18059bd094b6bcd6b3485e1b782c812c95893



Validar documento en FirmadEC.
Firmado electrónicamente por:
SANTIAGO DAVID
VELÁSTEGUI VITERI



5%

Suspicious texts

File name : Rosmery Sinchiguano_TESIS(3)(1).txt
Original file size : 225.68 KB
Number of words : 16,478
Number of characters : 116768

Submitter : Rosmery Sinchiguano
Author : Rosmery Sinchiguano
Submission date : May 14, 2026
Upload type : url_submission
analysis end date : May 14, 2026

Summary (section 1/2)

Location of suspect texts in the document :



Included in the suspicious text score :



Similarities

0%

Syntactics 0%

Semantics Not measured

Passages with similarities to sources found in different collections.