

Impact of Comic Video Clips on English Language Learners Listening Comprehension

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Abstract: Technology-enhanced language learning has attracted educational practitioners' attention, especially in the post-COVID-19 pandemic era. This study aimed to explore the effect of using comedy video clips on EFL learners' listening via a quasi-experimental design with a pretest, posttest and intervention. The participants of the study were randomly selected among the university learners enrolling in English language lab courses. Learners' homogeneity level was met through the Oxford Placement Test (OPT) to place them at the pre-intermediate level. Then 70 learners were selected among 114 students and they were divided into two Groups Experimental (EG) and Control (CG). They took a listening pre-test, which was designed based on the learners' textbooks and DVDs. Then the experimental class received listening activities using the comedy video clips while the control group received listening exercises from DVD materials of the same textbook. Time and materials were the same in both groups and the treatment sessions lasted for 15 sessions. Finally, a listening post-test was administered to determine the comparison of the two groups' means at the post-test. Data were analyzed through descriptive and inferential statistics. Results revealed that students who used the comedy video clips were significantly different from the learners who received traditional listening classes. The implications of the study suggest that using comedy video clips can enhance the learners' listening comprehension since it can create fun conditions in the classroom.

Keywords: Comedy Video Clips, Listening Comprehension, Web-Based Instruction, Technology-Mediated Communication

Introduction

The listening skill is one of the important language skills for English as a Foreign or Second Language (EFL/ESL) since it could be assumed as the basic skill that makes the formation of other language skills (Keene, 2006). The teaching curricula have focused on the use of audio-visual materials in teaching languages in the pedagogical contexts (Vanderplank, 2010). Many studies (Draper, 2013) have revealed that using speaking cues and audio materials can be used in EFL classrooms could be very helpful and can become an integrated part of the curricula. Regarding the use of audio materials, the learners can listen to authentic listening activities and be familiar with pronunciation, acoustics, sounds and supra-segmental features like stress and intonation. Thus, the L₂ learners need to be exposed to listening materials which help them to gain appropriate competence to participate in conversations with real language. The effect of listening materials may be reinforced if they are mixed

with visual cues in authentic situations like movies and films, which are fun for children. These materials can provide the learners with listening and understanding activities. The use of speech, listening activities and pictures can strengthen learners' background knowledge and language proficiency (Winke *et al.*, 2010). Kusumarasyati (2004) found that movies catch the learners' interest and motivate them to learn the listening skill implicitly. It can positively affect their motivation which is a basic element in using communicative approaches and application of more authentic texts. Gilmore (2007) noted there is a need to find an effective way to exploit audiovisual tasks and pictorial cues for teaching listening and speaking skills. In this case, the two senses of seeing and listening work together to run the learners' cognitive processes.

Authentic language learning materials like English video clips such as short movies can be generally used in EFL listening classrooms. However, the effect of audiovisual aids on listening skills is very complex since

the learners' factors like gender, age and interests may affect the value of audiovisual tasks. Thus, researchers as well as EFL teachers may not agree with each other on the effects of the specific cognitive processes and details of how audiovisual aids facilitate language skills. It is clear that with the help of listening comprehension, the learners may gain sufficient linguistic knowledge (Flowerdew and Miller, 2005). To fill this gap, the video clips may use subtitles and headings to enrich the learners' cognition to facilitate the taking of inappropriate input (Field, 2004). Reading the movie subtitles can help with comprehensible input.

Some studies (Hayati and Mohmedi, 2011) pointed out the lack of efficacy of subtitles and headings of the movies for pedagogical purposes and they are going to find their values in promoting the learners' motivation in learning listening comprehension. Khan (2015) noted that watching movies might facilitate listening comprehension and provide the learners with a visual context that makes the listening tasks as effective as possible. Movies can offer a wide range of choices for teachers to teach listening skills in the target language. These resources are authentic and the learners can understand them easily since they are familiar with the context and setting of the movies.

Listening skill is the ability of language learners to process the sound system of the target language and analyze the segmental and supra-segmental features in L2. After analyzing the phonemics (i.e., abstract knowledge of the sound system) and phonetics (i.e., the concrete level of a sound system like articulatory, acoustics and auditory), the learners can recognize and understand what others are saying in L2.

Listening comprehension involves understanding a speaker's pronunciation, grammar and meaning of the expressions. Lexicon and the order of the sentence can help the learner get the meaning. EFL teachers need to understand the difficulties that EFL learners face in the EFL context they live like Iran. The problems include a lack of informal interactions outside the classrooms since foreigners are rare in the cities and classes are limited to formal situations and instruction on how to learn English textbooks rather than how to listen and speak in English. Thus, teaching is reading-oriented rather than listening and speaking-oriented. In this context, listening is minimized and the learners have to read the texts, do the exercises and pass the listening tests. They rarely participate in real conversations to reinforce their listening skill. Listening activities are very important for the learners to receive comprehensible input.

The vital question is how to bridge the gap between an analysis of listening and actual classroom teaching. Though the need for listening in EFL environments has been shown, both learners and teachers do not have precise knowledge of how to develop this skill. It can be

said that listening has received less attention in comparison with their skills. What teachers can do about tackling this problem and does s/he can provide the students with enough listening input and appropriate activities to enable the learners to have fun and listen to entertaining tasks? Therefore, it seems that there are many more aspects of listening skills to be investigated. Learning through audiovisual cues (i.e., video clips, movies, music, etc.) may be the possible way to compensate for the contexts in which the L2 cannot be practiced naturally. Learning from comedy video clips and films may be motivating and enjoyable. Films can provide teachers with authentic and varied language materials and resources since they include listening tasks and can be used for critical thinking activities and listening comprehension tasks as well.

This study aims to provide a solution for better learning and listening through the use of comedy video clips. Most students complain about listening comprehension. So, the researcher intends to use a method to students learn to listen perfectly with higher comfort and confidence. Since the comedy video clips are very attractive and interesting for listeners, the researcher's goal is to use them for listening courses.

There are some studies (Luo, 2004; Suvorov, 2008; Vanderplank, 2010) that have examined the role of video clips in teaching listening comprehension but rare studies could be found to deal with comic video clips dealing with listening comprehension. This approach to teaching listening skills may make the listening class pleasant since the class is free from anxiety and full of fun. Thus, teaching listening comprehension is dealing with how to teach listening skills since learners always have problems with comprehending and getting the message of whatever, they listen to. They also need to learn how they can be a good listener.

Theoretical Background

Technology may be a great help for EFL teachers to provide their learners with audiovisual resources in teaching listening skills. The main goal of listening skills is to find resources for making the input comprehensible for their students and help them to take in the data and finally produce appropriate output. Learning can take place if the learners feel that they receive understandable information. This appropriate input should be one level beyond the learners' knowledge (i.e., $i+1$) that motivates the learners to learn and they feel learning can be useful and challengeable. Several scholars (Carney and Levin, 2002) believe that visual materials can support the learners' input since it helps them to arrive at a mental scaffold and correlate and coordinate their concepts with what they watch concretely. Video clips and pictures can function as a relation between the learners' ideas and concepts and their background knowledge. Teaching

listening skills with the help of comedy video clips may allow the teacher to save time for listening descriptions and translations since the learners seek to have fun and entertainment; therefore, they listen very carefully to the words and expressions that are funny (Brinton and Gaskill, 1978). Oxford (1990) pointed out that the methods of teaching listening comprehension can benefit from audiovisual materials which create an atmosphere of the compromising of listening activities and visual cues. This makes an extensive variety of learning strategies that help the EFL learners to be motivated in pursuing the movies and video clips stories and learn pronunciation and structures of the target language implicitly. The comedy video clips can be downloaded on the internet via websites, YouTube, Facebook, Instagram, Telegram, etc. These clips are free and available at any level of proficiency. Comic video clips may be good resources for young learners since they are attractive and full of fun. These clips can be downloaded from www.youtube.com, www.teachertube.com, or www.theartofeducation.edu.com and they may be used in listening classes from the elementary levels to advanced proficiency levels. (e.g., Funny Videos 2019, Mr. Bean's clips, comic videos and funny videos, 2017, etc.). The clips with various levels of proficiency could be searched on the Internet and the teachers may use these clips on their students' proficiency level and the textbooks they teach .

According to Carney and Levin (2002), the advantage of these clips is that the learners can follow the teachers' instructions on learning by listening to new words and grammatical points in the subtitles that could be used in L2 or with both the 1st Language (L1) and L2 subtitles. In other words, they can watch, listen and read simultaneously through these kinds of visual aids. Oxford (1990) stated that kinesthetic and tactile learners enjoy working with pictures, tangible objects, collages and flashcards. Oxford believes that the students may be motivated to listen carefully since they feel relaxed and experience a level of low anxiety if they are feeling comfortable with the materials and the methodology.

Other scholars (Rokni and Atae, 2014) have concluded that movie clips enrich the learners' memory and they can retrieve information through watching, reading (i.e., in case of having subtitles in English) and listening activities. Films may help the EFL students develop their listening skills through motivating clues to accompany audio or written inputs which helps their comprehension and production strategies. The background knowledge activates the learners' previous retention and recalls what they have learned on other occasions. Thus, the reinforcement of recall and retention of vocabulary, grammatical structures and phonological rules can be the main advantages of watching comic video clips. Several scholars (Ismaili, 2013; Seferoğlu, 2008) proposed the role of comic video clips as a motivator in

listening activities. They emphasized that movies teach the students linguistics and paralinguistic features since the students learn to use pronunciation, pauses, gestures and body movements which are very important in listening comprehension and understanding the meaning of the conversations (Keene, 2006). They are effective motivators and encourage the learners to imagine situations in which they can say and laugh to have funny conversations.

The role of context in which the fun activities happen is very crucial. This cannot be achieved through audio files since listening skills without pictures or films could be boring and frustrating. Listening to audio cassettes and CDs cannot motivate the learners to listen with concentration since they have to focus on listening materials without recognizing the context and places in which the conversations take place. Thus, the learners' energy should be put into guessing the context and their concentration may deviate from the content of the conversation. Predictability of speech can be the other determining factor since the learners can see the context of the situation and they may predict the next turn or expressions uttered by the interlocutors. The place of conversation, the role that the conversers play and even the clothes they wear could help the learners' predictability power. If the teachers increase the learners' predictability power of listening tasks, the learners can save energy to focus on the content of the story. In this respect, the learners' listening comprehension could be developed via appropriate audiovisual input tailored to the suitable level of proficiency (Eken, 2003).

King (2002) stated that understanding the content of the stories or conversations is very important since the students should feel the comic video clips are not offensive or culturally prohibited. The selection of comic video clips is very sensitive, especially in multicultural classrooms in which the learners come from various backgrounds and cultures. Teachers should pay attention to conversations, contents and the styles of the comic video clips and then select the task for using it as a listening comprehension task in the classroom. The comic video clips should be selected based on the learners' English proficiency level, the focused topic and content of the story, the learners' interests and racial and gender bias. As a result, this is not an easy task and needs EFL/ESL teachers to study all the above-mentioned factors and then choose a comic video clip for listening activities.

Experimental Background

Several experimental studies (Seferoğlu, 2008) showed that comic video clips and movies facilitate the learners' speaking skills as they learn how to use appropriate words and pronounce oral expressions correctly. Other experimental research (King, 2002; Rokni and Atae, 2014) compared the effect of viewing

the movie in segments versus viewing them in full. Moreover, a few studies e.g., Stephens, Ascencio, Burgos, Diaz, Montenegro and Valenzuela, 2012 investigated the effect of using audiovisual materials as additional resources like DVDs and movies in enhancing reading comprehension as well. They used DVDs and movies as an introduction before teaching the reading tasks. In other words, they use the video clips as a pre-reading task. In this task, the learners watch the film by the content of the reading tasks and then continue reading. This technique was fruitful since the learners gained background knowledge on the related content and read through the passage. Visual cues can strengthen the learners' recall of what they have watched and this can help them to retrieve the information they need for reading comprehension questions.

Li (2012) conducted a study to investigate the role of movies in listening comprehension by means of introducing a 5-minute movie followed by a brainstorming task between the students and the teacher. Then they discuss the content, theme, vocabulary and grammar. results showed that the use of the film was very effective in the comprehension of the movie. Keene (2006) supports this idea that introducing movies helps the learners' motivation and interest in listening activities. Teachers should focus on the importance of having pre-viewing activities since the students who do not have any pre-viewing activities; might adopt passive viewing which affects their listening comprehension. Moreover, the teachers in either EFL or ESL (i.e., English as a second language) contexts should not consider pre-viewing tasks as extracurricular activities or ignore them. Fisher and Frey (2011) noticed the same idea and they emphasized there should be pre-during and after-viewing tasks. This makes the learners focus on an introduction and then watch the movie which keeps the students watching the comic video clips to have fun and satisfaction.

Audiovisual pedagogical aids such as satellites and televisions can be easily accessible to authentic materials, which are considered resources of EFL/ESL language input for Second Language Acquisition (SLA). The availability of current audiovisual programs ensures that learners are exposed to the real language and updates the learners to use the real language in daily conversations. Indeed, by recognizing the limitations in the environment in EFL and some ESL contexts to provide language input in a social situation, various audiovisual technologies can be integrated as sources of authentic language input. Movies help develop learners' memory and recovery of information in reading and listening. In addition, Film could help learners develop writing skills and motivate them to comprehend the context clues in their language reception and production activities. The relationship between the learners' input and output is another use of movies in classrooms. These relations as a determining

element that using movies offers learners background information that activates their background knowledge. It is vital in triggering the four language skills of listening, speaking, reading and writing skills. In addition, comic video clips provide the EFL/ESL learners with motivating clues to comprehend audio or written inputs; therefore, they can produce what they have gained in the intake process as an output (Weyers, 1999).

Hayati and Mohmedi (2011) examined the use of movies in EFL classrooms and concluded that the learners who used films outperformed the students in the control groups. The experiment showed that the use of video clips plays a crucial role in developing language skills for EFL students, especially listening comprehension. The participants were intermediate level and were divided into two groups experimental and control. The experimental group received films with subtitles but the control group received the same films without subtitles as studied listening materials in the regular classes. The study has provided evidence that the experimental group performed significantly better on the post-test of listening comprehension with both the video and the audio than the control group. Some of the studies (Rokni and Atae, 2014) showed that subtitles are effective in teaching listening skills. Some studies (King, 2002) compared the effect of subtitles on the movie to the films without them. The results indicated that the learners who watched films with subtitles were better than the learners who watched these films without them in vocabulary achievement. The students who listened to authentic programs and recorded films substituted for regular classroom activities demonstrated significantly better listening comprehension achievement than those who were dealing with the listening comprehension DVDs. Therefore, the more the learners were exposed to films and authentic materials, the more development in listening comprehension can be observed (Hamouda, 2013; Rost, 2002).

Long and Doughty (2009) refer to listening skills that can be taught through a bottom-up approach. They define "the bottom-up approach to listening acknowledges the primacy of the acoustic signal and focuses on helping learners develop critical perception skills". Bottom-up processing is the stage through which the listeners complete the information from sound discrimination to letter recognition and word level. Then they can arrive at the sentence level. This approach deals with analyzing the sound system and decoding process through which the listeners can decode the codes coming from the speakers. Field (2004) argues that the bottom-up processes "refer not to particular levels of processing but to directions of processing. In a 'bottom-up' process, small ('lower level') units are progressively reshaped into larger ones" (p. 344). For example, when students are listening to the speakers' conversation to have a meaningful comprehension, they activate their previous knowledge about the received

phones and phonemes. Then, they will interpret those familiar sounds, which exist in their minds. If these sounds are decoded, they can understand the message. The learners' ability to decode the sound system of a language is done through bottom-up processing while the ability to encode the message is done via top-down processes. In other words, the listeners can use both processes to participate in a conversation. The teachers should help learners understand the message and arrive at listening comprehension to become independent in both processes (Goh, 2008). In the top-down approach, learners' metacognitive awareness is activated and learners should be able to use different types of strategies outside the class as successful listeners and to be competent speakers who have acquired the linguistic knowledge of top-down processing in speech production. Long and Doughty (2009) refer to the knowledge of listening processes as three types "person knowledge, task knowledge and strategy knowledge" (p. 401). Person knowledge refers to personal attitudes that may hinder or support the listeners such as motivation or anxiety. Task knowledge refers to the purpose of the listening task and its features and structures. The type of listening skills refers to are essential to achieve listening proficiency.

Gruba's (2006) studies support the use of video clips and confirm that listening comprehension and production of foreign language input/output are promoted through utilizing videos with subtitles. Moreover, movies provide language learners with the chance to view the social dynamics of communicative tasks and help them to participate in conversations as native speakers interact in authentic settings. In addition, movies provide language learners with the opportunity to view the dynamics of communication as native speakers interact in authentic settings. Luo (2004) studied the impact of DVD movies on students' listening comprehension. Nine videos were selected and used in the classroom and the sessions lasted in the completely academic year. The DVDs were the materials of the course but other additional activities were used. Pedagogical activities included story-telling, pictorial description and interactive questions for class discussion on the topics that were retrieved from the movies. The researcher used caption-on and caption-off activities to give practice of listening comprehension to the participants. The results indicated that the students' listening skills improved through the instruction of using DVD movies and they were motivated to listen carefully with a lower level of anxiety. Accordingly, the major component of using video clips is enabling the learners to listen actively to the events, characters, narration, story and words in the context .

Based on several studies (Draper, 2013), the use of film captions can affect foreign language learners' listening comprehension. In multimedia environments, like websites and homepages, teachers and learners can

switch captions on or off. Markham (2001) investigated whether captions affect the learners' listening skills. He also explored whether familiarity with the content of the video clips affects the usefulness of captions. He worked with Muslim, Buddhist and non-Muslim/Buddhist ESL students and gave them video clips in English language and the contents of the materials were about their religions. Within each of the three groups, half of the students watched the videos with captions and half without. Results revealed that the learners' background knowledge and captions are correlated. Grgurović and Hegelheimer (2007) conducted an empirical study to explore the effect of captions and the results of the study indicated that the video captions were more effective in a multimedia video environment. They found that students who used video captions were better listeners than those who used the scenario transcriptions. They summarized that a vital challenge in using video captions is the problem of choosing the appropriate types of captions. Pujolá (2002) investigated the strategies of listening comprehension among Spanish-speaking ESL learners who used multimedia videos. She examined whether the learners chose to use video captions or transcripts when watching videos and discovered that the poor listeners used captions and transcripts more than the other students did. On the other hand, the learners generally show better attitudes towards the use of video captions than video scenario transcriptions. This is due to the thinking process that involves reading rather than both reading and watching movies. Pujolá (2002) concluded that some learners prefer captions since they are readers first and then they are listeners. She emphasized that this is a misuse of video captions which stop listening activities or make its development slow and problematic. In sum, the literature review has revealed that using video clips enhances listening comprehension. The results have shown a positive consequence of using video clips to increase listening comprehension ability more than the other materials for developing listening skills. The research gap is that the previous studies of the related literature have focused on teaching listening comprehension via movies, video clips and films with or without subtitles. Considering the findings of the previous studies, there is a need to consider an important variable for bridging this research gap. Thus, the research question of the present study asks whether using comedy video clips facilitates EFL pre-intermediate learners' listening comprehension.

Materials and Methods

Materials of the study were 12 units of the learners' listening textbook, tactics for listening: The basics, developed by Richards (2015). Each unit deals with audio/visual activities, listening exercises, Q and A and discussion.

Design of the Study

The study was conducted based on a quasi-experimental design with pretest, posttest and intervention. Data were collected in a mixed-method mode and quantitative and qualitative data through listening comprehension tests and class observations were collected and analyzed to compare the EG and CG mean scores before and after intervention.

Participants

The participants were selected among 114 students who enrolled in undergraduate EFL courses in English language courses at the Islamic Azad University of Abadan. All the students took the Oxford Placement Test (OPT) and 70 learners who achieved the band score of pre-intermediates (i.e., between 30 and 39) were selected as the participants of the study. 70 learners were randomly divided into two groups of EG and CG based on a systematic random sampling method. One group was the experimental group ($n = 35$) and the other one was the control group ($n = 35$). Participants' gender and age were out of the scope of this study. Ethical considerations of the research were considered since the participants were volunteers and they were told the research purposes and objectives. They were assured that their privacy was respected and they could leave the project at any time. EG received instruction through using comedy video clips of listening comprehension, while CG received listening comprehension activities through working on their listening textbook activities.

Instruments

The present study used three tests including the OPT for indicating the learners' placement at the pre-intermediate level. This test included 60 multiple-choice items. The band score for the target level was in the range of 30 and 39. The second test was a teacher-made pre-test which was designed based on the learners' textbook, *Tactics for Listening: The basics*, developed by Richards (2015). It included 45 multiple-choice items. This test was assessed in a pilot study to evaluate its reliability and validity. The pre-test was given to 10 learners other than the participants of the study. The reliability of the pre-test was calculated through the KR-21 formula ($r = .914$) which indicated that the pre-test was reliable enough to be given to the learners. Its face and content validities of the pre-test were confirmed by three professional experts who were teaching EFL at the Islamic Azad University of Abadan. The post-test was the same as the pre-test and it was given to the participants after 15 weeks of instruction at the end of the course.

Data Collection Procedure

Before the treatment, in a pilot study, the pre-test was validated and used for both the pre and post-tests. The participants of the study were selected based on OPT and they took a pre-test of listening comprehension pre-test at the beginning of the study to assess their listening proficiency at the pre-intermediate level.

In the second phase, the participants were divided into two equal EG and CG groups. The EG received instruction through using of comedy video clips in listening comprehension, while the CG received listening comprehension activities through working on their textbook activities. Treatment sessions lasted 15 sessions, each 90 min during the whole Spring semester of, the 2022-2023 academic year. There were several websites like www.youtube.com, www.teachertube.com, or www.theartofeducation.edu.com. that include comic video clips. However, the intervention sessions practiced comedy video clips adopted from www.youtube.com among the other alternative websites. Each video clip lasted from 3-5 min in the EG. Moreover, the new words, grammar, structures and meanings of each expression were discussed. Then the learners participated in questions and answers about the content of the clips. Each class lasted 90 min and was held twice a week. The participants in the CG listened to the textbook DVD and answered the listening comprehension exercises or participated in class discussions and arguments.

In the fourth phase, at the end of the semester, the participants were required to take a listening comprehension post-test which assessed their listening ability and compared the obtained results of the two groups' pre and post-tests. They received 15 sessions of English language. The total sessions of the study were 18 sessions while three sessions were devoted to an introductory session which dealt with the research explanation before the treatment period and the pre and post-tests; therefore, the total sessions devoted to the treatment and tests were 18 sessions .

Finally, data were collected and analyzed through the Kolmogorov-Smirnov (K-S) test for assessing the normality of score distribution, independent and paired samples t-tests. Descriptive and inferential statistics were employed to see if there was a significant difference between the control and experimental groups' pre and post-tests.

Results

Data were collected and analyzed via parametric statistics since the normality of scores distribution was met as it is presented in Table 1.

Table 1 indicates the test of K-S which shows the test distribution is normal. In other words, the data is normal and parametric statistics like t-test analysis could be possible. Table 2 presents the descriptive statistics of the two groups.

Table 2 lists descriptive statistics which include the means and standard deviations of both groups. The means of the EG are (M = 16.74 and 32.54) in the pre and post-tests while the means in the CG are (M = 18.34 and 20.17) in the same tests. Independent and paired samples t-tests can be conducted to reveal any significant difference between the two groups means. Cohen's d statistics is an analysis that can show the effect size of the means in the tests. The results of the independent samples t-test are illustrated in Table 3.

Table 3 shows that the mean scores of the EG and CG were compared by using an independent samples t-test. Since the observed t (.672) of the EG is greater than the critical t (1.980) with df = 68, the difference between the groups' pre-test was not significant at (p<0.05). However, the difference between the pre-test and post-test of the EG is significant since the critical t (7.409) is greater than the observed t (1.980) with df = 68 in the post-test. Thus, it could be claimed that the EG outperformed the other group. The paired samples t-test compared the difference between the pre and post-test mean scores of each group in Table 4.

Table 4 indicates the paired samples t-tests of the pairs and compares the means of both groups' performances. It was found that the participants in the EG performed significantly better than the CG on the post-test.

Table 1: One-sample Kolmogorov-Smirnov test

		Pretest EG.	Pre-test CG.	Post-test EG.	Post-test CG.
N		35.00000	35.00000	35.00000	35.00000
Normal parameters ^{a,b}	Mean	16.74290	18.34290	32.54290	20.17140
	Std. deviation	8.99785	8.08027	9.35365	9.39175
Asymp. Sig. (2-tailed)		.42500	.70200	.15800	.73000

Table 2: Descriptive statistics (pre and post-tests of EG and CG)

		Mean	N	Std. deviation	Std. error mean
EG.	Pre-test	16.74	35	8.99	1.52
	Post-test	32.54	35	9.35	1.58
CG.	Pre-test	18.34	35	8.08	1.36
	Post-test	20.17	35	9.39	1.58

Table 3: Independent samples t-test (pre and post-tests of EG and CG)

		F	Sig.	Observed t	Critical t	df	Sig.
Pre-test		.761	.387	.672	1.980	68	.505
Post-test		.096	.758	7.409	1.980	68	.000

Table 4: Paired samples t-test statistics (pre and post-tests in both groups)

		Paired Differences					t	df	Sig. (2- tailed)
		Mean	Std. deviation	Std. error means	95% interval confidence difference of the				
					Lower	Upper			
Pair 1	Pre vs. post-tests (EG)	15.80	11.59	1.96	11.81	19.78	8.061	34	.000
Pair 2	Pre vs. post-tests (CG)	1.82	5.85	.99	.18	3.48	1.847	34	.074

Discussion

The research question focuses on the effect of comedy video clips on pre-intermediate EFL learners' listening comprehension. Results indicated a significant difference between the EG and CG; therefore, the EG outperformed

the CG in listening comprehension of the post-test. Data analysis confirmed that the use of comedy video clips is effective in enhancing the pre-intermediate learners' listening comprehension.

The quizzes on listening comprehension at the end of sessions showed the learners' motivation and

progress in the sessions of the treatment in the classroom. Each week, the results of session quizzes were compared with the previous sessions and the learners' responses were evaluated at the end of class explanations and discussions. The learners' progress can be seen in the participants' opinions in the EG class as follows.

Participant

The class is good and interesting. I can watch films and learn vocabulary, grammar, pronunciation and funny expressions. I like to learn new idioms and proverbs which are used in comedy clips. I am also interested in watching these types of movies at home when I am free. I see these movies several times to learn and note new expressions which are interesting to me.

Participant 21

I like comic films because they make me laugh. I learned many new words that are helpful for conversations with my friends. The discussion after the films is very useful because I can ask the teacher the meanings of new words and the parts of the film which are difficult for me. The class is fun and I like it.

At the end of each class, the researcher gathered the learners' feedback on the use of the comedy video clips and their motivation for learning listening activities. The results of receiving learners' feedback were vital for the teachers who work with comedy video clips and formative evaluation of each class presentation could be beneficial for both the teachers and the students. The procedure of class activities can be demanding but it could be fruitful since the learners' feedback indicated this efficacy in their ideas at the end of each session. The procedure of class management for teaching listening comprehension could be administered through three phases as follows.

Screening phase: Selection of the comedy video clips were gathered from the websites mentioned above at any level of English language proficiency. The time of comedy video clips may be about three to 10 min in each class with 90-100 min. The teachers should pay attention to the number of words and expressions that they are going to teach. Class discussion and explanation may take time for the whole class. An appropriate lesson plan is needed for each session. The teachers may divide the class time into three parts based on the PPP approach which deals each one-third of the class time devoted to the presentation of the comedy video clips, new words and expressions, grammatical issues and content of the story. In the practice phase, the teachers collaborate with the learners in a film discussion and review lexical, grammatical and contextual issues of the film through face-to-face discussion. Finally, in the production phase,

the learners are asked to answer the listening comprehension questions orally or in written modes.

Moreover, screening these comedy video clips is important since the teachers should be aware of the learners' cultures, religions, social values and personal characteristics. Several comedy video clips may be offensive or anti-racial. Therefore, video clips should be watched by the teacher several times to observe the cultural, social, racial and personal problems. For instance, comedy video clips may contain gender-biased issues and despise females or males in the film. The racial issues could be harmful since the comedy film makes fun of blacks white or Indians and tries to ignore the social values of a nation. As a result, this could be worsening if the film compares the nations and tries to prove some nations are inferior to the other nations. The learners in a multicultural class can be more sensitive than the classes with one culture. Those teachers in the multicultural classes should be more careful than the single-culture classes in the screening phase of the comedy video clips. This issue could affect the results of the learners' intake and production processes. Thus, the teachers should be aware of biased video clips in the multimedia and screen them based on all the above concerns.

Lesson planning phase: After determining the selection of the comedy video clips. There is a need to design a lesson plan based on the devoted time, the number of new words, the type of grammatical structures and the learners' proficiency level. Timed activities may be divided into three parts and each part lasts one-third of the whole class period. The first part starts with a warm-up and an introduction to the background of the comedy video clips. The new words, grammatical structures and the content of the story may be introduced. The second part of the class period deals with class discussion on the form and content of the dialogues and characters of the film. The teachers should design written or oral test items for each video clip since the available video clips do not have exercises. Finally, the students answer the listening questions orally. Quizzes can be used at the end of the class to receive the learners' feedback on the form and content of the film. Evaluation of the learners' listening comprehension could be the final activity to assess the effectiveness of the comedy video clips.

Material development phase: This phase refers to the collection of comedy video clips for providing the pre-intermediate learners with 30 video clips. The material selection should pass the above phases. In case of their efficacy, the teachers can use them in a hierarchy of difficulty level in two sets, each 15 video clips (i.e., each between 5-10 min). In addition, order each set from easy to difficult to motivate the learners' interests. The teachers may use 15 comedy video clips for intensive listening courses in the classroom and use the rest for extensive listening comprehension courses .

The post-tests of the two groups were compared with each other to see the effect of comedy video clip treatment in two classes. This comparison indicated that the learners' listening comprehension in EG was better than the CG at a significant level. This finding supports what the literature indicates the use of audiovisual cues facilitates listening comprehension. The results of this study note that using comedy video clips provides EFL learners with cognitive advantages. The idea is that if listening activities are accompanied by fun, the listeners may be motivated to understand the form and content of the story to enjoy the film. The advantages of early emphasis on listening comprehension follow a more naturalistic approach to language acquisition input and affective filter hypotheses. Learners with low anxiety levels make their channels open and learn with ease. In other words, their channel is not blocked by high anxiety levels. In this case, the learners can get the received input and change it into intake. If the class is full of fun, the learners will be less anxious and ready to learn the materials.

Using comedy video clips could facilitate their cognitive strategies in listening comprehension. Forcing the learners to produce any forms that they have not acquired well may lead to cognitive overload since they are not ready to cognitively process the received information. In addition, too much emphasis on speaking leaves little room for listening skills. In other words, listening skill is a prerequisite for speaking skills following the natural approach. This idea agrees with Field (2004) who called the listening skill the Cinderella sister of speaking. In the Iranian context, many EFL learners complain about their inability to understand native speakers' meanings and real-life conversations. Therefore, prior knowledge and cognitive development play a significant role in interpreting the sequence of words, phrases and sentences used in the conversations of comedy video clips. The learners may participate in class discussions and learn how to criticize the film characters' personalities, behaviors and attitudes and arrive at critical thinking, which is one of the goals of metacognitive strategies. Raising learners' awareness of listening comprehension processes may lead the learners to develop their abilities to predict, self-monitoring, self-evaluate and problem-solving strategies. Listening skills may be critical for self-regulated and autonomous learning.

Suvorov (2008) supports the findings of the present study and states that video clips provide language learners with the chance to view social media communication as native speakers who are interested in authentic settings. In addition, videos are interesting and motivating clues, that contain audio or written inputs; therefore, they support listening comprehension and production of EFL or L2. The findings of the current study are in line with Oxford (1990) who emphasizes that visual materials can help

teachers practice both intensive and extensive listening courses since these two types of activities can be complementary. The use of an extensive variety of learning tasks such as audiovisual cues can be advantageous for outside activities. The use of films as audio cues and audio exposure can help the learners avoid feeling confused when the sole oral instructions are vague and unclear. Moreover, learners with kinesthetic and tactile styles of learning enjoy working with tangible and touchable cues and objects like flashcards or pictures (Oxford, 1990). The results of the study are in line with Oxford (1990) who states that students may perform well and feel confident. In this case, they, inevitably, experience low anxiety if they feel comfortable with the audiovisual materials. The goal of learning the L2 is to help the students in acquisition self-autonomy and lifelong learning. Watching video clips could be advantageous for intensive and extensive listening activities either online or offline modes. The teachers may start with intensive listening courses through comedy video tasks and then the learners continue working with extensive listening courses by themselves without the teachers' instruction.

Conclusion

The findings of the present study have shown that the use of comedy video clips can improve EFL/ESL learners' listening comprehension of intensive and extensive courses. The major challenge for the L2 teachers may be the selection of such comedy video clips since several criteria like the learners' English language level of proficiency, their interests and the content of the films should be taken into consideration. In addition, these clips should be less offensive to be accepted by the common sense and they are also not to be culturally biased. These issues are very important in designing the lesson plan in a timed and disciplined procedure for running a listening task. Listening courses should motivate the learners to continue watching comedy video clips outside the classroom.

Pedagogical implications suggest that EFL/ESL teachers need to provide the learners with audiovisual files, which are interesting and full of fun. The classroom, which is anxiety-free, may be fruitful to lower the learners' affective filter which enhances the learners' listening comprehension. Teachers may use comedy video clips are reliable and authentic tasks for inside and outside practice. The present study focused on pre-intermediate learners while other learners at any level of English language proficiency may use comedy video clips to enhance listening skills. These clips may also be used for speaking language classes since explanation and discussion of the films are possible in the classrooms. In reading courses, watching comedy video clips as pre-

reading tasks may find a mental background in the learners' minds and make them ready to read the passages. This may help the readers to understand the passages effectively. The pedagogical implications of the study are useful for teaching writing skills. In this case, the learners may watch the comedy video clips as a pre-writing course and then write the summary of the video clips or write opinion paragraphs about the film.

There are several ideas for further research concerning the limitations of the present study. It is suggested that language skills other than listening one were come into focus and the effect of using comedy video clips was studied to enhance such skills. The sample size of the population could be more than the research population of the present study. The impact of comedy video clips on language skills and sub-skills can be conducted on other learners' levels of language proficiency such as elementary, intermediate and upper-intermediate levels, to examine any differences between the aforementioned levels. Teachers also can use other types of movies, for example, documents, dramatics and so on and compare them with the present study. Since this study lasted for twelve weeks due to time constraints, it is necessary to conduct this study over a longer period in a longitudinal study.

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Author's Contributions

Bahman Gorjian: Data analysis, results and conclusion of the study.

Mitra Mohammadi: Article literature, theoretical basis and data collection.

Ethics

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