Students' Perceptions of Video-based Tasks in the "American English File" Series: A Survey at People's Security University

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Abstract

This study was a survey design to explore non-English major students' perceptions of video-based tasks in listening classes. The data were collected quantitatively and qualitatively through two main research tools, namely Likert-scale questionnaires and semi-structured focus group interviews. First, quantitative data was collected through the questionnaires delivered to 86 non-English major students using Google forms to investigate how they perceive video-based tasks in the AEF series in terms of three components, namely Goals, Input and Procedures. Then, qualitative data, which were gathered from two focus groups of student volunteers, were used to confirm and supplement the findings from the first tool. It was then discovered that the student participants' responses to the video-based tasks in American English File (AEF) series were generally positive. Moreover, students can improve their listening ability, have more motivation in listening lessons as well as better acquire real-life input from the videos.

Introduction

Listening has long been perceived as one of the most challenging skills by students studying foreign languages (Vandergrift, 2015). The case has been true for students in Vietnam, who have been greatly struggling to deal with listening tasks and exercises (Vu & Shan, 2016). Nguyen and Chu (2021) state that audio-visual aids such as tapes, radios, cassettes, CD players, overhead projectors, T.V.s, videotapes, and recorders have been long used to assist in teaching listening in traditional classroom environments. According to Nguyen (2021), one of the most important reasons for this phenomenon is that most listening tasks are traditionally done with sole audio, making it hard for the students to understand the contexts fully. In addition, Nguyen (2021) points out that passively listening to recorded audio is not the most effective way to improve the students' listening skills as they need audio recordings and visual information such as facial expressions, body language, etc. There is, therefore, an absolute necessity to integrate these elements (i.e., audio recordings and visual information) to exert maximal effects on students' listening comprehension.

Many studies have proven that the use of videos in listening exercises is practicable for teaching and learning in the classrooms (Čepon, 2013; Al Rajhi, 2016; Bajrami & Ismaili, 2016; Kabooha, 2016; Pisarenko, 2017; Mohammed, 2013). In particular, Bajrami and Ismaili (2016) advocate that video materials can be used as a useful input of authentic material and as a motivational tool, and hence can accelerate the understanding of learners owing to the actual use of language. Yufen (2020) also believes that using video materials helps make the listening lessons more engaging, relevant, useful, and motivating, thus creating a more positive

classroom environment. Additionally, Pham (2021) asserts that the use of visual videos significantly contributes to the extent of students' real exposure to the English environment and therefore exerts a positive effect on their speaking ability. This study, therefore, was carried out to confirm the effectiveness of video-based tasks in listening classes at People's Security University through students' perceptions towards the inclusion of videos in listening tasks in the book series entitled American English File.

Literature review

Perceptions

Perception is construed in different ways, according to several different authors. Firstly, Rao and Narayan (1988) defined perception as "the process whereby people select, organize, and interpret sensory stimulations into meaningful information about their work environment" (p. 329). Similarly, perception is referred to as "constructing and understanding of the social world from the data we get through our senses" (Michener, Delamater & Myers, 2004, p. 106). Compared with previous definitions, perception is defined as the way people regard, understand or interpret something (Oxford Dictionary, 2012). Whereas Quick and Nelson (1997) discussed perception in terms of understanding someone. In this paper, perception is adapted from a part of Michener, Delamater and Myers's (2004) concept combined with Oxford's definition. Specifically, perception is understood through one's personal past experiences and thoughts. Hence, students shared their perceptions of the American English File series video-based tasks based on their own experiences.

Video-based tasks

Definition of tasks

Lee (2000) suggested that a task should have a connection among participants and become a procedure for learners to achieve the target. He illustrated a task with precise characteristics, including "(1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and/or procedure the target language as they perform some set of work plans" (p. 32). Similarly, Bygate, Skehan, and Swain (2001) stated that a task could help students use the language and focus on meaning to attain an objective. According to Ellis (2003), "tasks are an important feature of Communicative Language Teaching (CLT)" (p. 27). When the language is used properly in the classroom, students can acquire the language.

Undoubtedly, tasks play a significant role in English language teaching and learning. Tasks are considered as guidance for teachers to design different classroom activities. Students become more motivated to engage in English lessons when teachers apply interesting and enjoyable tasks to teaching. As a result, they participate actively in completing tasks in the coursebook or tasks teachers give. It was also proved in Crabbe's (2007) opinion about perceiving a good task. He stated that a good task would increase students' motivation when they achieve the task's goals. The success of tasks is usually evaluated through students' participation and satisfaction.

Task components

Nunan (2004) indicated six components of tasks, which are illustrated precisely in the following figure:
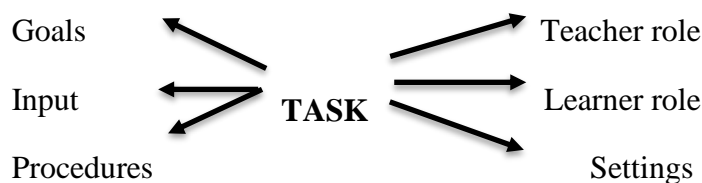
Figure 1. The model of task components (Nunan, 2004, p. 41)

The first component, **Goals**, expresses the link directly to the learning outcomes or what the students can be able to achieve when they complete the learning task. The second one, **input**, consists of more comprehensive materials such as spoken, written, and visual data so that students can interact, work with, and complete the task. Data sources are provided by both teachers or created by students, such as articles from newspapers, radio, documentaries, and so on. When evaluating inputs for the task, we need to consider whether the input is authentic or uses real-world materials or not. **Procedures** are the third element that is seen as steps learners use earlier input and manipulate these different activities. A variety of learning strategies are applied to support students with coping with these tasks easily. Willis (1996, as cited in Ellis, 2003) indicated that "a task cycle" includes three stages, namely, (1) pre-task, (2) task, and (3) language focus (p. 33). Ellis (2003) explained precisely these phases in his book. Specifically, teachers will instruct and highlight useful words for students to be able to recognize before handling the tasks in the first phase. In the second phase, students show their comments on the task performance. In the last stage, students perform consciousness-raising and practice activities relating to the task input. **Teacher roles** and **Learner roles** are the following components and have been considered as two sides of a coin (Nunan, 2004). Teachers need different roles, such as facilitators, supporters, or advisors, so as to create a creative environment for learners in the classroom. The last constituent, **Settings,** was understood as the classroom arrangements for students to be able to interact with the teacher effectively.

On the other hand, Ellis (2003) mentioned another framework with five more complicated task components in the following table.

Table 1. A framework for describing tasks (Ellis, 2003, p. 21)

Designing feature	Description
1. Goal	The general purpose of the task, e.g., to practice the ability to describe objects concisely; to provide an opportunity for the use of relative clauses.
2. Input	The verbal or non-verbal information supplied by the task, e.g. pictures; a map; written text.
3. Conditions	The way in which the information is presented, e.g. split vs. shared information, or the way in which it is to be used, e.g. converging vs. diverging.
4. Procedures	The methodological procedures to be followed in performing the task, e.g. group vs. pair work; planning time vs. no planning time.
5. Predicted outcomes: Product	The 'product' that results from completing the task, e.g., a completed table; a route drawn in on a map; or a list of differences between two pictures. The predicted product can be 'open', i.e., allow for several possibilities, or 'closed', i.e., allow for only one 'correct' solution.
Process	The linguistic and cognitive processes the task is hypothesized to generate.

From Ellis' (2003) theory, the combination of Goals and Predicted outcomes is similar to the goals mentioned in Nunan's (2004) theory. Input comprises various resources from written and

visual types, which is aligned with Nunan's (2004) theory. However, the procedure to conduct the tasks is understood as the way students collaborate to deal with tasks. The students follow their teachers' guide about using techniques before listening, such as highlighting or underlining the words and eliciting input. Students work in pairs or in groups to create the highest effectiveness of collaboration. Students consolidate their knowledge through the practice of the contents they had learned in the lessons.

Generally, the paper adapted the same components of the two authors so as to design the questionnaire and interview queries and elicit students' perceptions of the video-based tasks in the American English File series. The components consist of Goals, Input, and Procedures.

Video-based tasks in English language classrooms

Undeniably, using videos in teaching has brought many significant benefits and encourages students' motivation. As William and Lutes (2003) pointed out, the importance of videos that allow students in traditional classes to access native speakers in a variety of daily communicative scenarios. Moreover, videos are a perfect match between visual and aural information. Students, therefore, perceive and acquire language knowledge more effectively. Additionally, Harmer (2001) highlighted that videos provide students with visual clues such as gestures, emotions, and non-verbal behaviors in order to assist them in interpreting the video contents thoroughly. Students see what happens in the video clips and simultaneously analyze the language. In addition to clue delivery, videos capture the learner's attention, develop their imagination, and facilitate their long-term memory thanks to auditory, visible and mental links (Köksal, 2004). He added that learners could be active and proactive in group discussions.

Several authors conducted some recent research on the effectiveness of using video-based tasks. Sarani et al. (2014) proved the efficacy of the video-based application. After analyzing the results of post-tests, the Iranian Pre-intermediate learners in the video-based listening class displayed a positive development in their listening comprehension ability. This experimental research was conducted in two classes, the experimental group (Class A) and the control group (Class B), with 60 students in total, demonstrating that students in the experimental group gain a significant effect while using video-based tasks in their learning. One research paper studied by Bajrami and Ismaili (2016) indicated the significance of video materials in EFL classrooms. Specifically, the paper displayed the benefits of using appropriate audio-visual materials in teaching and learning, which can help students strengthen their centeredness and interest in class activities. Students, therefore, increase their motivation and confidence in language communicative capability. Pisarenko (2017) speculated about teaching a foreign language using video courses and video films in two different groups, including the control group and the intervention one. The videos were merely applied to the intervention group. After each-year post-test, the test results of the intervention group were significantly higher than the other, which proved that using videos brought considerable advantages for students in developing their foreign language knowledge acquisition and improving their language communicative competence as well. Another survey research carried out by Thao (2019) with 40 students concluded that video-based task teaching exerts positive impacts on learners' listening comprehension. Furthermore, exploiting six authentic videos continuously for six weeks, along with the learning strategies of using video-based tasks, helps students engage in both in-class activities and self-study at home. Besides, students develop their motivation and interest thanks to the substantial profits of video-based tasks. Kamelia (2019) also implemented descriptive qualitative research on using video as a medium of teaching in English language classrooms and showed satisfactory results. When teachers use video materials in English classrooms, students can immediately obtain a large amount of cultural background information and emotional attitudes about learning material. Likewise, students can understand the language pragmatics used by

characters in the real atmosphere. In conclusion, when video-based materials are used in learning, they have brought considerable effectiveness to learners.

Research Questions

To fulfill the purpose of the study, the survey was seeking to answer the following research question: *How do students perceive the use of videos in listening tasks in the AEF series?*

Methods

Research Design and Participants

The study was a survey design that was carried out with both qualitative and quantitative methods. The participants invited to participate in the study were 86 non-English major students at People's Security University, including juniors (37.8%) and seniors (62.2%) who have had a real experiences with a series of AEF textbooks. The students were homogeneous and were at the pre-intermediate level. However, their English skill ability and language communicative competence are relatively restricted. These participants are willing to take part in the study at their convenience. The researcher, thus, delivered the questionnaire to those who volunteered to join and interview certain students of these groups.

Data collection and analysis

Firstly, the Likert-scale questionnaire was formed on the platform of Google Forms and was directly delivered through its link to the Zalo groups of three-year and four-year students to explore students' perceptions of video-based tasks in the AEF series. The Vietnamese version questionnaire consisted of 23 questions, divided into two parts in order to help students comprehend the content of each item. In part A, there are three questions about students' background information, such as age, English learning experience, and English learning ability. In part B, the students were supposed to give their perceptions by ticking one out of five options in the Likert-scale matrix. The questionnaire was adapted from the thesis conducted by Nguyen (2021) and the theoretical background of Ellis (2003) and Nunan (2004). Secondly, two semi-structured focus-groups (F.G.) interviews with the participation of 12 volunteer students (S) were also conducted online via Google Meet to collect more insightful responses relating to video-based tasks in the AEF series. The interview queries are designed based on the contents that the authors would like to elicit more information from students about video-based tasks. The interview appointments were decided based on the students' convenience. The statistics collected through the online questionnaire were then analyzed by the package of SPSS version 20 and Microsoft Excel 2013, while self-reported responses from the participants in the focus group interviews were thematically grouped to supplement the findings from the questionnaire.

Textbooks used at the research site

The AEF series was compiled by three famous authors, De la Mare, Oxenden and Lambert, and published by the Oxford University Press in 2019. Each file consists of three or four sub-files with Practical English and Check-and-Review parts. The videos are incorporated in the Practice English listening part and integrated into the iTool of this series. Each video corresponds to one lesson's topic, and students both watch the videos and accomplish tasks simultaneously in class with their teacher's observation. Each video lasts approximately from one to more than two minutes, depending on the coursebook's level. Most of the videos are role-play situations from real-life stories.
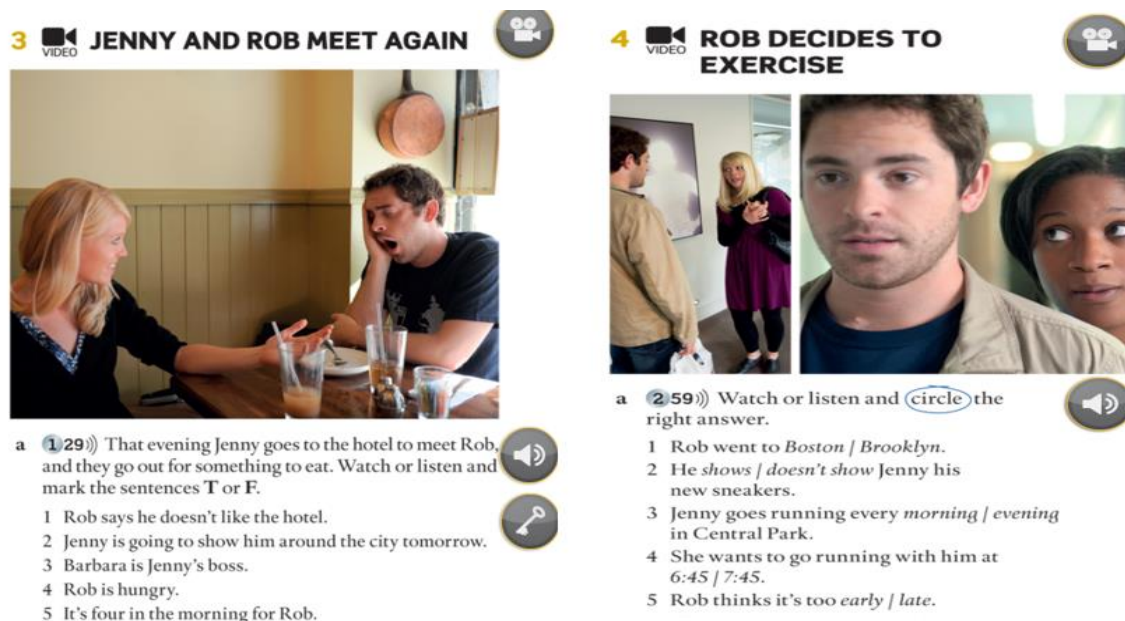
Figure 2 Some video-based tasks in AEF textbooks

Results

Data analysis from the questionnaire

The section demonstrates the analysis of three components' means and standard deviations (S.D.). The following table shows the descriptive statistics of the first component, "Goals", which expressed the relatively neutral perceptions of students' views on this element.

Table 2. Students' perceptions of the video-based tasks regarding "Goals"

Descriptive Statistics						
Item	**N**	**Min**	**Max**	**Mean**	**Mode**	**S.D.**
2.1. The video-based tasks in the AEF series help you improve your listening ability.	89	1	3	1.81	3	.792
2.2. You can use knowledge from the video-based tasks in the AEF series to serve communicative goals.	89	1	3	1.67	3	.939
2.3. The visual clues in the videos help you understand the contents of video-based tasks in the AEF series.	89	1	3	1.88	2	.654
2.4. The video-based tasks in the AEF series are appropriate to your proficiency level.	89	2	3	2.17	3	.766

2.5. The video-based tasks in the AEF series encourage you to apply knowledge learned in the classroom to real life.	89	1	4	1.96	3	.811
2.6. The video-based tasks in the AEF series are interesting and motivating to you.	89	1	4	1.88	3	.809

Students agree that video-based tasks in the AEF series contain clues that support students' listening comprehension, with a mean of 1.88. Moreover, these tasks also encourage students' motivation and interest, which was displayed by the mean of 2.58. Students' neutral perceptions were shown in the other items, with the highest mean of 3.07 when mentioning the appropriateness of video-based tasks with students' abilities. According to the survey data, the standard deviation of item 2.3 is at the lowest (S.D. = 0.654), which proves that there is the least difference among participants' responses. By contrast, item 2.2 puts the standard deviation at the highest rank (S.D. = 0.939). Students have different opinions on applying knowledge in video-based tasks to serve communicative goals.

The statistical numbers of the second factor, "Input", are displayed precisely in Table 3, which is more positive than the first element.

Table 3. Students' perceptions on the video-based tasks regarding "Input"

Descriptive Statistics						
Item	**N**	**Min**	**Max**	**Mean**	**Mode**	**S.D.**
2.7. The contents of the video-based tasks in the AEF series are familiar to you.	89	1	3	1.89	2	.767
2.8. The contents of the video-based tasks in the AEF series are authentic.	89	1	4	1.97	2	.689
2.9. The contents of the video-based tasks in the AEF series contain interesting information to you.	89	1	4	2.60	3	.974
2.10. The contents of the video-based tasks in the AEF series contain meaningful information.	89	1	4	2.60	3	.875
2.11. The videos provide you with visual clues such as gestures, emotions or non-behaviors.	89	1	4	2.4	2	.705
2.12. The videos provide you with a large amount of communicative language.	89	1	3	1.62	3	.873

According to the statistics, students were in agreement with the contents of video-based tasks in terms of familiarity and authenticity, with means of 1.89 and 2.60, respectively. Besides,

students agreed that learning through videos in the AEF series provides them with visual information such as gestures, emotions, or non-behaviors. Items 2.9 and 2.10 show a similar mean (Mean = 2.60), but item 2.9 displays the highest standard deviation (S.D. = 0.974) in participants' responses. The least significant difference among students' answers belongs to item 2.8 (S.D. = 0.689). Modes of all items are expressed with certain numbers, ranging from 2 to 3.

The last component is presented in the following table to show students' perceptions of different stages of dealing with video-based tasks.

Table 4. Students' perceptions on the video-based tasks regarding "Procedure"

Descriptive Statistics						
Item	N	Min	Max	Mean	Mode	S.D.
2.13. Your teacher gives you instructions in the video-based tasks in the AEF series before listening.	89	1	3	1.78	2	.687
2.14. Your teacher helps you recognize highlighted words appearing in the video-based tasks in the AEF series before listening.	89	1	3	1.70	2	.629
2.15. Your teacher helps you recognize the task type of the video-based tasks before listening.	89	1	3	1.78	2	.670
2.16. You can accomplish all video-based tasks by yourself in the listening process.	89	1	5	3.25	4	1.003
2.17. You practice more extra activities from the input of the video-based tasks.	89	1	5	2.70	3	.897
2.18. You can communicate and cooperate in groups while implementing the video-based tasks in the AEF series.	89	1	5	3.12	3	.823
2.19. Your teacher provides you with useful learning strategies to apply to the accomplishment of video-based tasks in the AEF series.	89	1	4	1.91	2	.834
2.20. You can apply useful learning strategies to the accomplishment of video-based tasks in the AEF series.	89	1	4	2.38	2	.833

There are three distinct levels in considering the procedure of video-based tasks. First and foremost, students strongly agreed with teachers' roles in recognizing the aspects of video-based tasks in the pre-stage with means of 1.78, 1.70, and 1.78, respectively. Item 2.16, which mentions students' self-sufficiency in accomplishing the video-based tasks in the AEF series, shows neutral perceptions (Mean = 3.25) with the highest standard deviation (S.D. = 1.003).

Items 2.17 and 2.18 receive students' impartial perceptions from students' views with means of 2.70 and 3.13 in order. The lowest standard deviation attaches to item 2.14, which indicates the minimum difference among students' responses.

Data analysis from the interviews

Students' perceptions of video-based tasks in terms of Goals

The student participants generally perceived that doing tasks through videos helped them develop their listening skills to a certain extent. According to the majority of the participants, they could better understand the listening content based on specific contextual situations provided in such videos.

> I find it easier to understand what is said in the videos because there are people and real contexts. I cannot hear every word spoken by them, but I can guess based on the people's body gestures, facial expressions, and emotions. And I can do the listening tasks correctly thanks to this… (S8 – FG1)

> I think these videos help better my listening skills in many ways. Instead of hearing recorded audio with just spoken languages, there are specific situations in each video for a demonstration. And this makes the listening content accessible to me. (S8 – FG1)

In addition, the videos from the AEF series were believed to boost the participants' communicative competence thanks to the role play section in imitation of the video after each listening activity. As shared by the students from both of the focus groups, they were required to take the roles of the people in the videos and re-create the conversations in groups, trying to imitate them in every aspect. According to most of the focus group attendees, this helps enhance their speaking ability significantly. In detail, they claimed that they could learn about the native speakers' "*intonation patterns*" (S9-FG2, S3-FG1) as well as improve "*confidence*" (S1-FG2, S7-FG2, S5-FG1) and "*naturalness*" (S11-FG2, S6-FG1) in their speaking.

Some students from the focus groups also revealed that incorporating videos in listening lessons increased their motivation to learn. Specifically, according to them, these videos are "movie-like", which helped lighten the tedium in every listening class.

> Honestly, the videos in the books are basically movie-like. They make the lessons more interesting and approachable. I really feel relaxed and excited when watching them. It's just like we both relax and learn at the same time… (S3 – FG1)

> To my mind, those videos help to boost my mood in listening classes. As you may know, listening lessons are usually boring. Normally, we have to listen to the recorded audio and try to answer the questions in a very passive way. However, when watching the videos in AEF books, I feel more motivated and active. The actions, real facial expressions, lively sounds, etc., everything is really engaging. That's the thing I like best about this book series. (S2-FG2)

Students' perceptions of video-based tasks in terms of input

Overall, the student's perceptions of the videos in the AEF series in terms of input slightly varied. However, most of them agreed that the input provided in these videos is meaningfully helpful.

First, a large number of the participants perceived that the content of the videos was authentic, interesting, and informative. In the focus group interviews, some respondents revealed that such qualities are derived from real-life situations and factual cultural values worldwide.

In particular, as shared by most students, the situations in the videos are "*so real*" because they can experience them in everyday life. This, accordingly, makes the listening content more accessible to them. The following idea from a student in focus group 1 is an example.

> I can see that the content of the videos is so real. The situations are all familiar because they appear in our everyday life. I can name some, like dating at a restaurant, checking in at a hotel, meeting some friends on the street, and so on. Therefore, I don't find it hard to understand these contents at all. (S5-FG1)

Adding to the point, a participant claimed that he could learn a great deal about exotic cultures across the globe.

> I think the video content is appropriate and helpful because the situations in the videos are just like in real life. Moreover, I can notice that there are certain alien cultural values included in the videos. For example, in one video, I hardly remember which unit, but it was about Songkran, a water festival in Thailand. I got to know more about this after watching the video, which was good. (S8-FG2)

However, three students in the second focus group shared a similar idea about the cultural factor integrated into some videos. They responded that the culture in Western countries is quite strange to them and cause misunderstanding of the contents.

> When I learned about the festival's topic, the contents in the videos contained some unfamiliar dates of festivals, which is different from Vietnamese culture. At that time, when speakers talked about what was happening at that festival, I could not understand their meaning of them. I only comprehended the contents after my teacher explained (S3, S6, S8-FG2)

In addition, the video input was also perceived to contain plenty of communicative languages which can be used for daily communication. This type of input varies in forms, including fillers and body language.

> The videos are so helpful because I can learn how native speakers actually communicate in real life. They speak so naturally using body language and gestures. I have acquired a lot of language input and speaking styles from such videos. (S10-FG2)

> I've learned a lot of communicative languages from the videos. First, the languages they use in such videos are commonly used in daily communication. It's very helpful because I am learning general communication here. Second, I can also learn the way they use fillers in their speaking, which is so natural. (S6 –FG1)

Students' perceptions of video-based tasks in terms of Procedures

According to the students' sharing, their teachers provided them with sufficient support in preparing listening activities. The teachers' support varies, ranging from lead-in activities to providing strategies for the listening tasks.

First, teachers' instructions for the video-based tasks are clearly explained before the students execute the tasks.

> My teacher is always careful when explaining instructions to us. She usually explains to us what to do first and then asks us again to check if we really understand how to do the tasks or not. (S8 – FG2)

> My teacher usually starts with some questions related to the listening content first. Then he provides us with some new words that we are going to hear while listening. Then he guides us through how to do the tasks before we really start listening. (S2 –FG1)

> There's no problem with my teacher's instruction on the listening tasks. He leads into the topic of listening by organizing some sort of games for us or discussion sessions. Then he explains the listening instructions carefully in the medium of Vietnamese to ensure our full understanding of what to do. (S5 – FG1)

Besides that, specific listening strategies are also given to students after the provision of the instructions on the tasks.

> Speaking of listening strategies, my teacher always has us to underline the keywords in each sentence before we begin listening. He said that the keywords would help us locate exactly what we need to focus on while listening. And it has worked really well. (S10 – FG2)

> Underlining keywords in the questions is the first strategy my teacher provided us with. And then, whenever we can hear keywords in the audio recordings, he stops and asks us what we can hear about the keywords. Then we are required to compare them with the information in the questions to come to the answers. (S7 –FG2)

> Underlining keywords and listening for detail and gist, I guess. We are supposed to highlight the key information we need to look for when listening. What's more, my teacher also has us to report on what we can hear for the first time listening, just tell him what we understand, I mean the main points. Then we listened two more times to the details and checked the answers. (S6 –FG1)

Students chose the suitable strategies that their teacher instructed to accomplish the listening tasks effectively. During the task completion, students did the individually and then combined their answers with partners or in groups. One student shared that "I can develop the group-work skill when I interact with my friends" (S5 – FG2). The teachers play the role of a facilitator to support students if necessary.

Discussion

The findings of the current study bear some striking resemblance to those of previous research presented in the literature review.

First, in terms of goals, both qualitative and quantitative data were in agreement with each other, indicating that the ultimate goal of the videos incorporated into listening tasks was fully achieved. This finding corresponds with the theory proposed by Sarani et al. (2014) and Thao (2019) regarding the positive development in students' listening comprehension ability thanks to the aid of visual videos. Especially the contextual information provided in the videos, such as body gestures, facial expressions, and emotions, etc., greatly facilitates the students' interpretation of the content. This supports the theory advocated by Harmer (2001) pertaining to the impacts of visual clues on students' thorough understanding of the listening content. Moreover, in this study, the responses from the students suggest that the inclusion of videos in listening activities boosts students' excitement and engagement during the lesson. This finding is closely in line with those of Köksal (2004), Thao (2019), and Kamelia (2019). The videos used in listening classes successfully capture students' attention and positively motivate them because of their movie-like features. This, as a result, creates an engaging classroom atmosphere, lightening the tedium in traditional listening classes.

In respect of input, the current study found that the students perceive that the input from the videos is accessible and meaningfully helpful because the situations provided are real and can easily be seen in real life. This finding is in accordance with what William and Lutes (2003) discovered in their studies regarding the variety of daily communicative scenarios in video-

based tasks. Moreover, it is indicated in our study that certain exotic cultural values can be found in such videos, which supports the findings of Kamelia (2019) with regard to the acquisition of cultural background information and emotional attitudes toward alien cultures through the use of videos in listening tasks. Students sometimes encounter the problem of understanding strange cultures. When they perceive such cultures, they feel the interesting things that were given in the lessons.

Finally, there are new findings concerning procedures in the current study. Accordingly, the teachers are reported to give certain support and instruction to the students before executing listening tasks. Furthermore, several listening strategies and tips are also provided to help students complete the tasks more effectively.

Conclusion

This section would provide a summary of the research results and analysis. Additionally, some pedagogical implications would be displayed in order to help students learn more effectively with video-based tasks application. The current limitations would also be attached, and the recommendations would be highly suggested for further research.

In summary, the incorporation of videos into listening lessons is both quantitatively and qualitatively proven effective in all three aspects of a listening task, namely Goal, Input, and Procedures, respectively. Generally, the objectives of the listening exercises are clearly defined and fully met as the students assert their significant improvement in listening comprehension thanks to contextual information and visual clues from the videos. Moreover, the students gain plenty of useful input from such videos, which they can apply in real-life situations. Also, their interests and motivation are considerably increased due to watching these videos while listening for the answers simultaneously. Last but not least, the procedures of setting the listening tasks are also positively perceived by the student participants. The given support and strategies from the teachers greatly help the student's completion of tasks.

In order to apply videos efficiently in the learning process, students ought to listen to their teacher's instructions and guidelines carefully. Students need to self-study and prepare necessary background knowledge relating to the lesson before going to class with the purpose of utilizing the knowledge to support their listening comprehension. More importantly, it is pivotal for students to equip listening strategies such as note-taking or memorizing by themselves, which helps them interpret the contents of videos better or pose questions to teachers in case they do not understand.

Because of merely surveying students' perceptions of using videos in the EAF series, the research results do not express a comprehensive evaluation of video-based tasks in this series. Therefore, the researcher would conduct a study including teachers' and students' perceptions and compare their perceptions of videos in the AEF series so as to show an all-inclusive look for further research.

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