

Evaluating the Role of Video-Based Listening Logs in Developing EFL Speaking Skills: Effectiveness and Student Perspectives

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Abstract

This study evaluated the effectiveness of using video-based listening logs to improve the English-speaking skills of students enrolled in an online English teaching program at a university in Loja, Ecuador. The research involved 97 students, divided into an intervention group and a control group. The intervention group used video-based listening logs over a five-month period, while the control group received traditional instruction without them. A mixed-methods approach was used, combining a quasi-experimental design with an online questionnaire to assess students' perceptions of the logs and the listening logs themselves, where students reflected on course activities. The results showed that the intervention group made more substantial improvements in their speaking skills. Additionally, students viewed the use of video-based listening logs positively, noting that they helped identify strengths and weaknesses in speaking, and improved grammar, pronunciation, comprehension, and conversational skills. However, participants also faced challenges, such as difficulties in integrating new vocabulary into speech, confusion in pronunciation, and struggles with articulating ideas effectively. Overall, the findings demonstrate that video-based listening logs are a practical and effective pedagogical tool for fostering speaking development in EFL contexts, offering meaningful benefits for learner reflection, linguistic growth, and confidence building.

Keywords: language teaching, listening logs, self-assessment, speaking skills

1. Introduction

Communication plays a pivotal role in English as a Foreign Language (EFL) education, with speaking recognized as a fundamental skill essential for both formal and informal interactions (Paneerselvam & Mohamad, 2019). Within this context, Diloobar (2022) remarks that learners often perceive language proficiency as synonymous with fluency in English conversation. Learners, in this regard, tend to prioritize conversational ability, considering it the primary indicator of proficiency, often above reading, writing, and listening comprehension. Despite its importance, many EFL learners continue to face difficulties in developing effective speaking skills, highlighting the need for pedagogical approaches that foster meaningful and sustained oral practice.

Effective approaches are essential in teaching EFL speaking, encompassing opportunities for pronunciation practice, vocabulary building, role-plays, simulations, discussions, and debates. Liew and Aziz (2022) advocate for the effectiveness of task-based learning and the present-practice-produce approach, particularly when combined with digital tools that enhance both motivation and language development. In addition, assessment plays a crucial role in validating teaching methods (Fan & Yan, 2020), and self-assessment, in particular, has emerged as a powerful strategy for promoting learner engagement and improvement by enabling students to evaluate their performance based on specific criteria. This need is especially relevant in underrepresented contexts such as Latin America, where opportunities for technology-mediated speaking practice remain limited.

Listening logs and journals, as forms of self-assessment, offer opportunities for EFL learners to enhance both listening and speaking skills. As emphasized by Gonulal (2020), maintaining a listening log or journal allows learners to reflect on their experiences, evaluate task effectiveness, and identify challenges, thereby fostering self-awareness that is essential for language development. Listening logs also provide instructors with valuable insights into students' learning processes, needs, and preferences (Lee & Cha, 2017). Furthermore, given the close relationship between listening comprehension and speaking, active listening enables learners to acquire vocabulary, expressions, and pronunciation patterns that can later be applied in oral production. Similarly, strategies commonly used in speaking instruction, such as creating supportive environments, integrating authentic materials, and providing feedback, also contribute to the development of listening skills (Newton & Nation, 2020). Therefore, listening logs represent a promising tool for enhancing EFL speaking proficiency through integrated skill development.

Previous research has explored the use of listening journals or logs to support speaking development. Studies by Saputra and Akib (2020), Dema and Sinwongsuwat (2020), Silalahi and Perdana (2020), and Pradana et al. (2021) report positive effects on learners' speaking performance. However, a research gap remains regarding the integration of video recordings as a form of structured self-assessment, particularly among university students in Latin American Spanish-speaking contexts. Addressing this gap is important for expanding the applicability of reflective and technology-mediated approaches to diverse educational settings.

Grounded in principles of self-assessment and reflective learning, this study assumes that engaging learners in video-based listening logs can enhance speaking development by promoting awareness of linguistic performance and encouraging active language use. To examine this assumption, a mixed-methods approach was employed, combining a quasi-experimental design with qualitative analysis of student reflections. This design allows for the evaluation of both the effectiveness of video-based listening logs in improving speaking skills and students' perceptions of their use.

This study seeks to answer the following research questions:

What is the effect of video-based listening logs on the development of EFL speaking skills?

What are the students' perceptions of the use of video-based listening logs to develop EFL speaking skills?

2. Literature Review

2.1 Importance of Speaking Skills

Speaking is a fundamental component of communicative competence in EFL learning. It is defined as the ability to effectively convey ideas and information through oral language, making it important among productive skills (Sihotang et al., 2021). Its importance extends to both formal and informal communication, where proficiency in spoken English is essential in increasingly globalized contexts (Paneerselvam & Mohamad, 2019). Moreover, effective speaking distinguishes individuals as competent language users (Kaur & Aziz, 2020).

Speaking is often regarded as the most important language skill due to its prominence in research, instructional materials, and learners' perceptions of fluency as conversational ability (Dilobar, 2022). It is also closely linked to professional advancement, confidence, and participation in academic and workplace interactions (Hastini et al., 2025).

Despite its importance, developing speaking proficiency presents several challenges. Learners frequently struggle with limited vocabulary, pronunciation issues, and grammatical inaccuracies (Kaur & Aziz, 2020). Moreover, fear of making mistakes, anxiety about evaluation, and reliance on the native language can hinder participation. Limited opportunities for speaking practice, often due to instructional emphasis on reading and writing, further restrict oral development and negatively impact communicative competence (Paneerselvam & Mohamad, 2019).

2.2 Teaching EFL Speaking

Teaching EFL speaking presents significant challenges for both teachers and learners. In many contexts, students hold negative attitudes toward English and have limited opportunities to practice speaking and listening outside the classroom, which hinders language development (Welesilassie & Nikolov, 2024). As a result, some learners complete secondary education without achieving adequate proficiency (Sabina, 2018). Common obstacles include fear of making mistakes, limited vocabulary, pronunciation difficulties, cultural differences, time constraints, and low motivation.

Speaking is a complex skill that requires the integration of pronunciation, vocabulary, grammar, fluency, and accuracy; therefore, instruction should focus on developing both fluency and conversational competence (Al-Sobhi & Preece, 2018). Teachers play a crucial role in selecting appropriate methodologies and fostering awareness of oral errors while supporting learners' progress (Bouzar, 2019). Effective teaching also involves creating a supportive environment, demonstrating strong language competence, and maintaining adaptability and professional growth.

The use of appropriate pedagogical approaches is essential. Activities such as role-plays, discussions, and simulations provide meaningful speaking practice. Task-based learning and the present-practice-produce approach have proven effective, particularly when combined with digital tools that enhance motivation and learning outcomes (Liew & Aziz, 2022; Alghmadi, 2024). Additionally, assessment is fundamental for evaluating instructional effectiveness and guiding improvement in speaking skills (Fan & Yan, 2020).

2.3 Self-assessment in EFL Speaking

To enhance the effectiveness of authentic assessment, learners must be actively involved in evaluating their own performance. Self-assessment enables students to judge the quality of their work based on specific criteria, with the aim of improving future outcomes (Wisnu & Pradana, 2020). It also allows learners to reflect on their learning processes and monitor their progress (Sintayani & Adnyayanti, 2022). As noted by Goral and Bailey (2019), self-assessment involves the use of tools and procedures to better understand students' strengths and limitations.

Self-assessment offers multiple benefits in language learning. It promotes learner autonomy by encouraging responsibility and awareness of progress (Ramezany et al., 2026), while also increasing motivation and self-confidence (Parmigiani et al., 2025). Furthermore, it contributes to cognitive, personal, and social development (Kalykbayeva et al., 2021) and fosters deeper, more meaningful reflection on learning (Anh et al., 2022). In EFL contexts, particularly for speaking skills, self-assessment helps learners critically evaluate their oral performance, identify strengths, and address weaknesses (Sintayani & Adnyayanti, 2022).

However, effective implementation requires teacher support. Educators must clearly explain the purpose of self-assessment, provide guidance, and monitor student progress (Ramezany et al., 2026; Alfianti, 2022). Demonstrations and structured activities can further help learners develop the skills needed to identify and correct their errors through reflection and peer feedback (Jamrus & Razali, 2019).

2.4 Listening Logs

Listening logs and journals function as reflective tools that support the development of listening and speaking skills. When learners maintain listening logs, they comment on their experiences, task effectiveness, and difficulties (Gonulal, 2020). This reflective process fosters self-awareness, which is essential for improving listening proficiency (Jantasode & Ruangjaroon, 2025). Beyond simple reflection, listening logs can be understood as structured mechanisms that engage learners in cycles of planning, monitoring, and evaluating their learning, aligning with principles of SRL (self-regulated learning) (Zimmerman, 2000).

Building on this reflective process, listening logs also promote metacognitive development by encouraging learners to analyze their learning strategies, identify obstacles, and evaluate their performance, thus increasing self-regulation (Cross, 2014). These processes reflect the core components of metacognitive awareness, particularly learners' ability to monitor and regulate their cognitive processes (Flavell, 1979). In the context of second language acquisition, such metacognitive engagement is critical, as it enables learners to become more strategic and autonomous. As argued by Vandergrift and Goh (2012), metacognitive instruction in listening supports learners in transferring insights from input processing to language production. Consequently, the reflective practices embedded in listening logs can extend beyond listening and positively influence speaking development.

Despite requiring additional time and effort, listening logs become more effective when educators provide clear guidance, structured prompts, and goal-setting opportunities (Chen, 2019). This scaffolding is particularly important to ensure that learners engage in meaningful reflection rather than superficial task completion. Moreover, logs offer instructors valuable insights into learners' needs, preferences, and strategies (Lee & Cha, 2017), allowing for more responsive and targeted instruction. While research frequently emphasizes the impact of listening logs on listening proficiency (Lee & Cha, 2017; Chen, 2019), there is growing recognition of their role in supporting speaking development. By systematically reflecting on listening experiences and monitoring their own output, learners can transfer linguistic features from input to production, thereby improving both speaking skills and motivation (Saputra & Akib, 2020). In this sense, listening logs function not only as reflective records but as pedagogical tools that operationalize both SRL and metacognitive processes in language development.

2.5 The Relation between Listening and Speaking Skills

Listening and speaking fall within the domain of communication skills and have a symbiotic relationship. Recognizing the nature of these language skills and their interconnectedness is crucial for effective teaching and learning (Astroga-Cabezas, 2015; Celik & Yavuz, 2015). In the context of teaching listening, instructors can incorporate activities that contribute to the development of students' speaking abilities. By engaging in listening activities both inside and outside the classroom, learners enhance their oral comprehension skills. Similarly, language learners are advised to enrich their exposure to listening input to strengthen their speaking proficiency (Abu-Snoubar, 2017).

Speaking and listening processes are interdependent and mutually reinforcing, playing a vital role in effective communication. To achieve successful communication, individuals must not only comprehend spoken messages but also convey their responses to the recipient. In genuine communicative contexts, the roles of message receiver and conveyor are intricately connected, highlighting the necessity of both listening and speaking. Without these two components, genuine communication cannot be realized. Assessing the accuracy of listening comprehension can be accomplished through speaking, while the authenticity of speaking can be discerned through listening (Vandergrift & Goh, 2012).

Consequently, listening comprehension and speaking are integral to one another. When students actively listen to others' speech, they have the opportunity to acquire new vocabulary, phrases, and pronunciation patterns that they can then incorporate into their own speaking. Strategies employed for teaching speaking can also be applied to teaching listening. For instance, fostering a supportive and interactive learning environment, utilizing authentic materials, and providing constructive feedback are all effective approaches for both teaching speaking and listening (Newton & Nation, 2020).

2.6 Previous Studies

A growing body of research has investigated the use of listening logs and related reflective tools in second language acquisition, demonstrating their versatility and positive impact on various language skills. Across studies, listening logs have been shown to support not only receptive skills but also productive abilities, particularly speaking. For example, empirical findings indicate that structured engagement with listening logs can significantly enhance speaking performance, including fluency, pronunciation, and accuracy (Saputra & Akib, 2020; Pradana et al., 2021). While these studies converge in demonstrating performance gains, they differ in their pedagogical approaches, with some integrating complementary techniques such as shadowing (Pradana et al., 2021), suggesting that the effectiveness of logs may be influenced by instructional design.

Beyond improvements in language performance, another line of research emphasizes the role of listening logs in fostering learner autonomy and metacognitive development. Studies have shown that reflective log activities encourage learners to set goals, select materials, and evaluate their own progress, thereby promoting self-directed learning (Dema & Sinwongsuwat, 2020). This perspective aligns with broader views of language learning as an active, self-regulated process. However, much of the existing research tends to focus on general autonomy outcomes without explicitly examining how these processes translate into measurable speaking development.

More recently, the integration of digital tools has expanded the scope and potential of these reflective practices. The use of video-based formats, such as vlogs, has been associated with increased learner engagement, confidence, and opportunities for authentic language use

(Silalahi & Perdana, 2020). Similarly, multimodal and project-based approaches incorporating reflective logs have demonstrated effectiveness in promoting integrated language skills and broader learner awareness (Alvionita et al., 2022). Despite these advancements, the role of video is often limited to modeling or final product creation, rather than being systematically embedded as a tool for ongoing reflection and self-assessment.

In summary, previous studies highlight the pedagogical value of listening logs in enhancing listening skills, learner autonomy, and engagement across diverse instructional contexts (Saputra & Akib, 2020; Pradana et al., 2021; Dema & Sinwongsuwat, 2020; Silalahi & Perdana, 2020; Alvionita et al., 2022). However, two key gaps remain. First, there is limited research examining how student-generated video recordings function as tools for self-assessment within the reflective log process, particularly in relation to SRL and metacognitive engagement. Second, most studies have been conducted in Asian contexts, leaving underexplored the applicability of such approaches in Latin American EFL settings. Addressing these gaps, the present study investigates the impact of video-based listening logs on EFL learners' speaking development and reflective learning processes in a Spanish-speaking university context in Ecuador.

3. Method

3.1 Participants

The study involved 97 students from the English Teaching program at a university in Loja, Ecuador. Participants were recruited during the academic term in which the study was conducted from two intact classes enrolled in a five-month online course aimed at improving listening and speaking skills. A convenience sampling method was used, as participants were selected based on their enrollment in these pre-existing classes. All students enrolled in the selected courses were invited to participate, and the participation rate was approximately 100%.

Participants were aged between 18 and 21 and had an English proficiency level of A2 according to the Common European Framework of Reference for Languages (CEFR). Students were included if they were officially enrolled in the course and regularly attending classes; no additional exclusion criteria were applied.

Initially, 100 students were considered for participation, with 50 students in each class. However, three participants did not complete the study due to irregular attendance, resulting in a final sample of 97 students. Class A (49 students) was assigned as the intervention group, and Class B (48 students) served as the control group. Participants were assigned to groups based on pre-existing class enrollment rather than random assignment.

To ensure instructional consistency, both groups followed the same institutional syllabus and were taught by different instructors who received identical pedagogical guidelines and met weekly to coordinate lesson delivery. Because intact classes were used and randomization was not feasible, a quasi-experimental design was adopted.

3.2 Instruments

The first instrument consisted of pre- and post-tests designed to assess students' speaking proficiency. Each test included four open-ended questions evaluating pronunciation, fluency, and syntax. Responses were scored using an analytic rubric comprising six criteria: vocabulary range, grammar accuracy, pronunciation, fluency, topic coherence, and communicative effectiveness. Each criterion was rated on a five-point scale (1 = very limited performance, 5 = highly effective performance), resulting in a maximum score of 30 points, which was subsequently converted to a standardized 10-point scale for reporting purposes.

The rubric descriptors reflected different levels of speaking proficiency, with lower scores indicating limited vocabulary, frequent grammatical errors, unclear pronunciation, and weak coherence, while higher scores represented accurate language use, clear pronunciation, smooth fluency, and well-organized responses. Fluency was assessed based on speech rate and hesitation, and communicative effectiveness referred to the clarity and appropriateness of meaning. Both tests were administered synchronously via Zoom under standardized conditions. Inter-rater reliability was established through independent evaluation of a pilot sample, yielding a Cohen's kappa of 0.78, indicating strong agreement.

The second instrument was a 17-item questionnaire designed to measure students' perceptions of the video-based listening logs across four dimensions: pronunciation, communication, self-perception and motivation, and personal development/ease of use. Items were rated on a four-point Likert scale (1 = Strongly Disagree, 4 = Strongly Agree), which was selected to avoid neutral responses and encourage clearer attitudinal distinctions. The questionnaire was pilot-tested prior to implementation, resulting in a Cronbach's alpha of 0.71, indicating acceptable internal consistency. Additionally, the instrument was reviewed by experts in EFL instruction to ensure content validity.

The third instrument consisted of listening logs that elicited both written and oral reflections aimed at enhancing metacognitive awareness and promoting self-assessment of speaking development. After each instructional unit, students completed a written reflection addressing what they learned, the difficulties they experienced, the strategies they used to address these challenges, and their plans for improving pronunciation and fluency. Subsequently, they recorded a two- to three-minute video discussing the same points orally. Both the written and video reflections were uploaded to the university's Moodle platform, creating a systematic record of student progress throughout the course.

3.3 Procedure

A mixed-methods approach was employed, integrating quantitative and qualitative data to examine the effect of video-based listening logs on EFL speaking skills. Quantitative data were obtained from pre- and post-tests and a perception questionnaire, while qualitative data were derived from students' written and video reflections.

The study was conducted in an online learning environment using Zoom for synchronous sessions and the institutional Moodle platform for assignment submission and data collection. All participants provided informed consent prior to participation. The study was reviewed and approved by the ethics committee of the university, and no potential risks were identified.

Two intact classes from the English Teaching program were selected. Class A (49 students) served as the intervention group, and Class B (48 students) acted as the control group. Both groups participated in the same five-month online course and followed the same syllabus and schedule, with two sessions per week.

Both groups received identical instruction focused on developing listening and speaking skills. Instructional activities included predicting content, summarizing information, completing gap-fill exercises, answering comprehension questions, identifying errors, and participating in short discussions and role-plays. These activities were designed to support the development of listening comprehension and speaking fluency.

The control group followed this standard instructional routine without additional reflective tasks. The intervention group, however, participated in video-based listening logs as a complementary self-assessment activity. Every two weeks, students completed a written reflection guided by prompts related to their learning, challenges, strategies, and improvement plans. After completing the written reflection, students recorded a two- to three-minute video discussing the same points orally. This sequence was designed to scaffold reflection and support oral production. Students were allowed to draft reflections in Spanish and translate them into English when necessary, ensuring that language limitations did not restrict reflection depth.

At the beginning and end of the course, both groups completed speaking pre-tests and post-tests under the same conditions via Zoom. Following the post-test, only participants in the intervention group completed the perception questionnaire.

3.4 Data Analysis

Quantitative data were analyzed using SPSS. Prior to inferential analysis, the Kolmogorov-Smirnov test was conducted to assess the normality of data distribution. Based on the results, parametric tests were considered appropriate. Independent-samples t-tests were then performed at a 95% confidence level to compare group performance. The analysis was conducted using data from participants who completed both pre- and post-tests to ensure consistency and reliability of results.

Qualitative data from the listening logs were analyzed using thematic analysis, combining inductive and theory-driven coding procedures. First, all data were reviewed repeatedly to achieve familiarity with the content. This was followed by an open coding process, during which meaningful units of data related to learners' reflections, strategy use, and perceived challenges were identified. The initial codes were then grouped into broader categories and aligned in terms of planning, monitoring, and evaluation processes. Through this process, overarching themes were developed to capture patterns in learners' self-regulatory and metacognitive engagement.

To enhance the reliability of the analysis, the coding process was cross-checked by the course instructors. Any discrepancies in coding were discussed and resolved through consensus to ensure consistency. Representative excerpts were used to support the identified themes and provide transparency in interpretation. Finally, the qualitative and quantitative findings were compared and integrated to provide a triangulated understanding of the intervention's impact on learners' speaking performance and reflective learning processes.

4. Results

4.1 The Effect of Video-based Listening Logs on EFL Speaking Skills

To address the first research question, the results of the pre- and post-tests administered to both the intervention and control groups were analyzed to determine whether the use of video-based listening logs produced a measurable effect on students' speaking proficiency.

The pre-test results revealed no statistically significant difference between the intervention and control groups, $t(95) = 0.84$, $p = 0.403$, $d = 0.17$ (see Table 1). This indicates that both groups began the study with comparable levels of speaking proficiency.

Following the five-month intervention, the post-test results revealed a statistically significant difference between the groups, $t(95) = 3.01$, $p = 0.0037$, $d = 0.62$. The intervention group achieved a higher mean score ($M = 8.40$, $SD = 1.14$) compared to the control group ($M = 7.51$, $SD = 1.72$), indicating a moderate-to-large effect size.

Table 1. Pre- and post-test results

Test	Group	Mean	SD	t(df)	p-value	Cohen's d
Pre-test	Intervention	4.90	1.79	0.84(95)	0.403	0.17
	Control	4.58	1.94			
Post-test	Intervention	8.40	1.14	3.01(95)	0.0037	0.62
	Control	7.51	1.72			

Statistical significance determined at $p < .05$, M mean, SD standard deviation

4.2 Students' Perceptions of the Use of Video-based Listening Logs to Develop EFL Speaking Skills

To address the second research question, data were analyzed from questionnaire responses and students' reflection logs, providing both quantitative and qualitative insights into students' perceptions of the intervention.

4.2.1 Quantitative Results

Table 2 showcases a comprehensive breakdown of the questionnaire results, delineating the extent of agreement among participants regarding the topics covered by the items. Regarding the impact on pronunciation, the results show that students generally agree that video-based listening logs are beneficial for improving their pronunciation. The mean scores for most items in this category, such as the usefulness of feedback received on logs (mean = 3.40) and the overall benefit of logs for pronunciation (mean = 3.44), indicate positive perceptions. However, there is more variation in students' responses regarding awareness of common pronunciation mistakes (mean = 2.85) and identifying specific sounds or words that are difficult to pronounce (mean = 2.98), suggesting that while some students considered the logs helpful in these areas, others were less convinced.

As for improvement in pronunciation, students perceive that listening logs contribute positively to their communication skills, with several items showing high mean scores. They agreed that logs helped them apply more vocabulary when speaking (mean = 3.42) and structure their speech (mean = 3.17). Additionally, the use of logs helped them discuss key points from the audio and video materials and express their ideas more fluently and spontaneously. The mean scores and moderate standard deviations suggest general agreement with some variability, indicating that while most students found the logs effective, experiences may have differed based on individual engagement and practice.

In terms of self-perception and motivation, the results reveal that students generally feel positively toward the use of listening logs. They agree that the logs helped them to boost their confidence, and the activities were engaging and enjoyable (mean = 3.35). However, the motivation to engage in more challenging tasks after using the logs received slightly lower scores (mean = 3.23). Students also felt that the time spent on listening logs was worthwhile for their language development. These results indicate that while the logs are viewed as beneficial, there may be room for enhancing their motivational impact.

The results also suggest that listening logs contribute to personal development, with students agreeing that the activities help improve creativity and self-discipline. Moreover, most students did not encounter significant technological difficulties when using the logs (mean = 3.42), indicating that the process was user-friendly. The overall findings show that listening logs are perceived as an effective tool for not only improving language skills but also fostering personal growth and maintaining ease of use.

Table 2. Results of the students' questionnaire

#	Items	M	SD
Impact on pronunciation			
1	Listening logs are beneficial for improving my pronunciation.	3.44	0.769
2	By working on listening logs, I have become more aware of my common pronunciation mistakes.	2.85	1.111
3	Listening logs helped me to identify specific sounds or words that I find difficult to pronounce.	2.98	1.062
4	The feedback I received on my listening logs was helpful for improving my pronunciation.	3.40	0.644
Improvement in communication			
5	I could apply more vocabulary when speaking by working on the listening logs.	3.42	0.577
6	Listening logs allowed me to understand how to structure what I am going to say.	3.17	0.834
7	The logs helped me to speak about key points of the audios/videos.	3.33	0.753
8	I think that listening logs are a good strategy for improving my speaking skills.	3.40	0.869
9	Listening logs helped me to express my ideas in a more fluent and spontaneous way.	3.27	0.984
Self-perception and motivation			
10	Listening logs helped me to think critically about my strengths and weaknesses in speaking.	3.04	0.967
11	The logs helped me boost my confidence when speaking.	3.35	0.668
12	After working on listening logs, I feel motivated to do something more challenging and newer.	3.23	0.778
13	I found the listening logs to be engaging and enjoyable activities.	3.35	0.635
14	I feel that the time I spent on listening logs was worthwhile for my language development.	3.27	0.609
Personal development and ease of use			
15	I like to work on listening logs because it improves my creativity.	3.31	0.776
16	Listening logs helped me to develop self-discipline.	3.50	0.583
17	I didn't have any difficulties using the technology to record the listening logs.	3.42	0.767

Data from the intervention group (n = 49), M mean, SD standard deviation

4.2.2 Qualitative Results

The thematic analysis of reflections contained in the listening logs also provides valuable insights into how students perceived the learning process and the development of their speaking skills. Representative comments such as "You improve your vocabulary a lot," "I had some difficulties with grammar, but I learned a lot," "This is not an easy activity and takes time," "There are some expressions that I don't know," and "It has helped me improve my pronunciation" illustrate both the perceived benefits and challenges of engaging with the activity.

It can be argued that listening logs offered an insightful platform for students to evaluate their learning process while engaging with audio and video materials. Notably, the positive impact on their speaking skills emerged through various facets. Students were able to improve their speaking abilities by incorporating newfound vocabulary and expressions into their recorded reflections. This exercise not only enhanced their articulation in video recordings but also positively influenced their participation and contributions in class discussions.

Other aspects that students discussed in their logs were the enhanced grammar and pronunciation as a result of working on the activities during the course and the reflections on their logs. In this respect, some students reported that they became aware of mispronouncing some words, thus, they corrected their pronunciation.

Moreover, the process of analyzing videos critically contributed not only to improved comprehension but also to enhanced conversational understanding. As students discussed diverse topics, they discovered a heightened capacity to analyze conversations and discern main ideas, fostering a sense of confidence in their speaking abilities.

The engaging and captivating nature of the topics covered in the listening materials was also a notable positive factor. This not only facilitated learning but also sparked a curiosity that encouraged students to delve deeper into the subject matter independently. The enthusiasm to explore further details beyond the curriculum showcased a newfound motivation and interest in the subjects discussed.

Nevertheless, some students found challenges that slowed down their progress. Certain individuals struggled to integrate newly acquired vocabulary into their speech or articulate specific ideas effectively. Additionally, completing reflections within the logs became a difficult task for some, potentially affecting their engagement and enthusiasm.

Furthermore, the presence of difficult activities within the course was considered an obstacle by some students. The comprehension barriers, such as unfamiliar vocabulary, expressions, or complex ideas, might have led to confusion and hindered their overall learning experience. Pronunciation confusion also emerged as an issue for some students, which could have had an impact on their spoken proficiency.

In light of these challenges, certain suggestions provided by the students could potentially enhance the effectiveness of the listening journal approach. For instance, simplifying the process by utilizing either an audio or a video, rather than both, could improve the learning experience. Additionally, providing scripts alongside audios would aid students in better comprehending the content, potentially mitigating pronunciation and comprehension struggles.

5. Discussion

The findings indicate that the integration of video-based listening logs produced greater improvements in speaking proficiency than standard instruction alone, while also generating positive student perceptions of their use. These results support the assumption that structured self-assessment and reflective engagement can enhance speaking development. In line with previous research, speaking improvement appears to depend not only on exposure to input but also on learners' ability to monitor and evaluate their own performance (Astorga-Cabezas, 2015; Newton & Nation, 2020; Vandergrift & Goh, 2012). From a theoretical perspective, these findings can be interpreted through the framework of SRL (Zimmerman, 2000), in which learners actively engage in cycles of planning, monitoring, and evaluating their performance. The use of video-based listening logs appears to have operationalized these processes by requiring learners to reflect systematically on their speaking output. The results are also consistent with studies indicating that reflective tools such as listening logs and shadowing techniques contribute to gains in oral performance (Saputra & Akib, 2020; Pradana et al., 2021).

However, this study extends prior research by positioning student-generated video recordings as the core mechanism of the reflective process. Unlike traditional written or audio logs, video-based listening logs enabled learners to engage in multimodal self-assessment, simultaneously observing their pronunciation, fluency, and non-verbal communication. This aligns with Gonulal (2020) and Lee and Cha (2020), who emphasize the importance of reflection in developing metacognitive awareness. More specifically, this process reflects the concept of metacognitive monitoring, as learners became aware of differences between intended and actual performance (Flavell, 1979). Importantly, the findings suggest a causal pathway in which video-based self-observation enhances metacognitive awareness, which in turn facilitates more accurate and intentional language production. In this study, such awareness appears to have been intensified through the immediacy and concreteness of video, allowing learners to identify discrepancies between the language they understood and the language they were able to produce. This reflective cycle, central to both metacognitive theory and SRL, helps explain the significant improvements observed in speaking performance.

The positive student perceptions further reinforce the effectiveness of this approach and provide important insight into the mechanisms underlying these gains. Students reported improvements in pronunciation, vocabulary use, fluency, and confidence, which directly correspond to the dimensions of speaking highlighted in the literature. These findings are consistent with Silalahi and Perdana (2020), who reported increased confidence through video-based tasks. From a theoretical perspective, these perceptions can be interpreted through the lens of self-assessment, as learners were actively engaged in evaluating their own progress (Sintayani & Adnyayanti, 2022). The visual and auditory nature of the video logs made learning more tangible, enabling students to observe their development over time and strengthening their sense of self-efficacy. Additionally, the requirement to incorporate newly learned vocabulary into recorded reflections created meaningful opportunities for language use, addressing a well-documented challenge in EFL contexts (Kaur & Aziz, 2020).

At the same time, not all aspects of the intervention were perceived equally, and the challenges reported by students provide valuable

insight into the limitations of the approach and the complexities of speaking development. Lower levels of perceived improvement in areas such as pronunciation awareness and difficulty identifying specific phonological features suggest that the listening logs may not have fully supported phonological noticing for all learners. Difficulties in integrating vocabulary, articulating ideas, and managing pronunciation reflect the well-established gap between receptive knowledge and productive ability in second language acquisition. These findings highlight that, while reflective tools can promote awareness, they must be supported by targeted instruction to facilitate accurate and fluent production. In this sense, the results reinforce the importance of combining reflective practices with explicit pedagogical support.

The variability observed in students' perceptions also underscores the importance of considering individual differences in learning processes. While many students reported positive experiences, others expressed difficulties related to task demands and language proficiency. This suggests that the effectiveness of video-based listening logs may depend on factors such as learners' prior knowledge, motivation, and self-regulation skills. As such, future implementations of this approach could incorporate differentiated support mechanisms, including scaffolding strategies or adaptive task design, to better accommodate diverse learner needs.

Several pedagogical implications emerge from these findings. First, video-based listening logs represent an effective strategy for operationalizing the theoretical relationship between listening and speaking (Astorga-Cabezas, 2015; Newton & Nation, 2020), as they create a structured cycle in which learners process input, produce output, and reflect on their performance. Second, consistent with principles of cognitive and metacognitive support, instructors should provide scaffolding to maximize the benefits of this approach. This may include the use of transcripts to support comprehension, focused pronunciation instruction, and structured prompts or lexical frames to guide oral production. Such strategies can help learners manage cognitive demands while engaging more effectively in reflective practice.

Importantly, the consistent implementation of the intervention over the five-month period strengthens the internal reliability of the findings, suggesting that the observed improvements can be attributed primarily to the intervention rather than to instructional variability. However, the duration of the intervention, while sufficient to observe measurable gains, does not allow for conclusions regarding the long-term sustainability of these improvements. Longitudinal studies would be necessary to determine whether the benefits of video-based reflective practices persist over time.

The findings should also be interpreted within the specific context of this study, which involved university-level EFL learners in Ecuador. While this context provides valuable insight into an underrepresented Latin American setting, it also limits the generalizability of the results to other populations with different linguistic backgrounds, institutional conditions, or access to technology. Replication across diverse contexts would therefore be essential to establish the broader applicability of this approach.

Despite these limitations, the study offers important theoretical and practical contributions. It supports the role of self-assessment and reflective learning in speaking development and demonstrates how technology can facilitate these processes in a structured and meaningful way. By integrating listening, speaking, and reflection into a single pedagogical cycle, video-based listening logs represent a promising approach for fostering more active, aware, and confident language use, particularly in contexts where opportunities for authentic speaking practice are limited.

6. Conclusions

The findings of this study provide clear answers to the research questions. First, the implementation of video-based listening logs resulted in statistically significant improvements in the speaking proficiency of students in the intervention group, with a moderate-to-large effect size. In contrast, the control group showed only minimal gains, indicating that the integration of structured reflective listening activities offers clear advantages over traditional instruction for developing EFL speaking skills.

Second, students' perceptions of the intervention were generally positive, confirming its pedagogical value. Participants reported improvements in pronunciation, vocabulary use, fluency, and confidence, as well as increased awareness of their own speaking performance. The use of video recordings allowed learners to engage in multimodal self-assessment, making their learning more tangible and supporting the development of communicative competence. These findings highlight the role of reflection and self-monitoring as key mechanisms underlying speaking improvement.

At the same time, the results revealed some variability in students' experiences. While many participants benefited from the intervention, others reported difficulties related to integrating new vocabulary, articulating ideas, and managing pronunciation. Lower perceived gains in phonological awareness suggest that video-based listening logs alone may not be sufficient to fully support pronunciation development. These findings indicate the need to complement reflective activities with explicit instructional support, particularly in areas requiring focused linguistic attention.

From a pedagogical perspective, the study demonstrates that video-based listening logs constitute an effective and accessible strategy for integrating listening, speaking, and reflection into a coherent learning cycle. By promoting active engagement with input, guided self-assessment, and sustained oral production, this approach supports both linguistic development and learner autonomy. The consistent implementation of the intervention further reinforces its practical applicability in classroom settings.

However, several limitations should be considered. The quasi-experimental design and absence of random assignment limit the extent to which causal conclusions can be generalized. Additionally, the relatively small and context-specific sample, along with the use of

self-reported perception data, may affect the generalizability and objectivity of the findings. The duration of the intervention also restricts conclusions regarding long-term effects.

Overall, this study highlights the pedagogical potential of video-based listening logs as a practical, motivating, and technology-mediated tool for developing speaking skills in EFL contexts. By fostering reflective and active language use, this approach contributes to enhancing communicative competence, particularly in settings where opportunities for authentic oral interaction are limited. Future research should explore its long-term impact, as well as its effectiveness across diverse educational contexts and proficiency levels.

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Author contributions

Dr. Paul González-Torres was responsible for conceptualization, methodology, validation, data analysis, supervision, draft writing, and edition. Lida Solano was responsible for data collection, validation, draft writing, and edition. Both authors read and approved the final manuscript. The authors contributed substantially to the work and agree on the order of authorship.

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