Research Article

Usage of Video and Multimedia to Improve Listening Skills: The Perception of Foreign Language Students

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Abstract

The purpose of this study is related to the improvement of listening skills of the Faculty of Foreign Languages, University of Tirana, students, through the use of video and multimedia materials. To meet this purpose, the perceptions of those students who attend subjects such as "Listening Skills Development" as well as "Foreign Language" only with audio materials, were collected. The sample of the student population for this study was 159, including students of the first year of the Italian and English language branches of study as well as students of the third year of the Italian language. The study follows a cross-sectional research design for the collection of data regarding the perceptions of students. The tools used in this study were authentic didactic video and multimedia materials, as well as a questionnaire divided into two sections: the first part with four general questions and the second part with nine specific questions. During the realization of the video lesson, the students showed increased motivation, and the interaction was very vivid. This is confirmed by the analysis of the results of the questionnaire, which indicates that the majority of students agree that the use of video and multimedia materials in the language class helps them improve their listening skills, in line with previous studies. Finally, limitations and recommendations are provided for lecturers on the way video materials are applicable in the foreign language class, in order to realize an efficient teaching process based on the suggestions of the most recent glottodidactic approaches.

Keywords: Listening: video; multimedia; foreign language; authentic materials

1. Introduction

Listening skills are one of the four basic linguistic skills, the so-called macro-skills which fall into two groups. Listening is part of the first group of skills called "receptive", which along with the ability to read are advantageous over the two other skills, those of speaking and writing (Mezzadri, 2003, p.113). According to some researchers "listening" has physiological advantages (Mezzadri, 2003, p.113) and is known as a "period of silence" in which a person is learning a new language, collecting information by moving to more productive phase (Dulay, 1982; Freddi, 1994), such a method is used even in the Silent Way approach, in which the student is invited to listen freely without the strain of a speaking

task (Gattegno, 2010).

Listening is indeed a fundamental tool when learning a foreign language (Rost, 2001), but as it is known, it also requires a certain knowledge of the language in terms of grammar, lexicon, etc. that very often students do not have when they start working with listening materials even though they are of a basic level. In addition, the listening process requires special attention and this causes anxiety and uncertainty to students directly affecting them in the absorption of linguistic inputs but also in the performance of the task.

On the other hand, the use of audiovisual or multimedia materials in the development of the ability to listen is rather beneficial. Balboni (2002, p.111) suggests that the receptive skills including listening should be developed through oral and audiovisual understanding.

In our context, in the classrooms where we teach Italian as a foreign language, as well as in the subject of "Listening skills development" the part related to listening is realized through CD materials that are part of the language textbooks. Very often these materials are mainly didactic, so they cannot be described as genuine authentic materials and sometimes do not convey the linguistic reality of the target language that constantly progresses and changes. Furthermore, these manuals are not accompanied by audiovisual materials as stated above, which would enable a more natural and rapid acquisition of the linguistic elements.

1.1 Research questions

Based on the issues observed during italian language classes with audio texts, the following questions were formulated:
- What is the perception of foreign language students regarding the use of authentic video and multimedia materials for the improvement of listening skills?
- Do the students feel motivated while using video materials for the acquisition of listening skills?

1.2 Research objectives

According to the research questions, the following are the objectives of this study:
- define the perception of students regarding the use of video and multimedia materials in the foreign language class versus audio materials;
- enhance student performance as related to the acquisition of listening skills in an academic environment.

Having all of the above in mind, we have developed a teaching session with audiovisual and multimedia materials to obtain information about the favorite materials students think are helful to improve their listening skills and have finally collected their perception of listening and video/multimedia materials. The research carried out describes specifically the findings of an empirical study involving students of the Faculty of Foreign Languages from University of Tirana.

2. Literature Review

Listening is one of the four basic skills described as the first in the group due to the advantage it has in usage (Mezzadri, 2003 p.113) in terms of linguistic acquisition. Studies show that 50% of the communication time is spent listening (Gilman & Moody, 1984, pp. 331-334). It is since the end of the nineteenth century that listening has started to play an important role in foreign language teaching (Rost 2001, p.2). It is described as a mindful act that activates our being by realizing the thinking process for the purpose of processing information (Pearson, 2010, p.16).

There are many contemporary studies that address elements of oral processing of foreign language in order to improve the listening skills of the students in the target language (Brown, 2006; Graham, 2017).

In spite of the importance listening has as well as the acquisition of this ability in the teaching process, it is a fact that foreign language teachers do not work hard on it or simply bypass it for various reasons: often there is no time and it is mostly considered as a passive skill (Johnson, 2008; Vandergrigt, 2011), as a natural mechanism that occurs in L1 language and consequently in L2 (Field, 2008), preferring to work more with grammar by neglecting communication aspects (Marin, 2014). One of the main reasons why listening is not a favorite skill to teach, is because it is non-tangibile and not directly assessable/measurable (Chattaraj, 2020).

There are, in fact, many problems encountered by students during the development and processing of listening materials. One of the most underlined issues is that related to phonological decoding as the basic cause of all misunderstandings that arise at the syntactic level (Cutler, 2000/01, pp. 1-23). Rost (2001) points out the changes that L1 language may have in L2 in their phonological systems, with the use of tone and accent causing difficulties in recognizing the word they hear. Another factor that influences the understanding process is the effect of the velocity that the listening text presents (Rost, 2001; Flowerdew 1994b). The emphasis also falls on the importance of recognizing not only the language but also the culture (Tannen, 1984b). Knowing the cultural norms of the language affects the success of listening (Blum-Kulka et al., 1989; Rost, 2001). According to Buck (2001, p.1) there are two types of listening factors, linguistic and non-linguistic knowledge, such as context, themes and knowledge about the world, the personal encyclopedia (Balboni, 2008, p.80; Balboni, 2002, p.111; Mezzadri, 2003, p.115). An important role in this process which helps understanding is the activation of Expectancy Grammar, the ability to predict what can be said in a context and a given situation (Balboni, 1998, 1999a) (Mezzadri, 2003, p.116). It is up to the language teacher to assist the student to develop Expectancy Grammar to enable the orientation and in turn consolidate learning strategies (Mezzadri, 2003, p. 116). In addition, the speaking components can cause stress when learning and word recognition (Rost, 2001). It has often resulted that traditional listening materials have proved unsuiable, they are specifically compiled with actresses, do not present real life communication and are often not up-to-date. Whilst in our daily life the lexicon used is often informal, there are uses of jargon, provincial variants and other characteristics that represent another morphological, lexical, pronunciation, intonation etc. (Mezzadri, 2003, p. 119)

Researchers also suggest the use of video or multimedia materials to support the improvement of listening skills. Teaching listening includes the selection of input resources that may be real or recorded in the audio and video formats, as well as the possibility of downloading them from the Internet of Audio and Video Files which have a significantly increased potential of language acquisition (Rost, 2001). Reading comprehension should be fostered other forms of listening television, advertising, films, etc. (Balboni, 2008, p.87)

Since listening is itself a difficult process due to the fact that in order to understand you use only the sense of hearing, we think that the teaching process as well as the training of students in this very important language skill, should also be supported by the sense of seeing to enable a better understanding of the text by reducing the affective filter or anxiety that can be caused by only listening at the text. This is also confirmed by a recent study stating that the video can have a positive impact on student involvement and motivation (Canning-Wilson, 2020). The listening skill comprises multimedia through the often-essential contribution of the visual and affective sphere.

The best part of the message is not communicated through words but through other non-linguistic elements (Mezzadri, 2003, p.119). According to Harmer (2007b), the video conveys more multilateral information than an audio text, the extra-linguistic elements: appearance, mobility, the position of the bodies, clothing, the environment where the event takes place, all these provide data that help understanding. Thus, the video enables the use of pre- and extra-linguistic elements that enable understanding (Harmer, 2007b; Maggini 2001; Diadori, 2001, 2015). A material presented on an audio CD, even if it is compiled with authentic texts, does not reflect all communication elements that are channeled through the former. (Mezzadri, 2003, p. 120), there are, for example, students who may be influenced by learning methods related to movement or visual elements, and who are penalized if only listening materials are used as this method may distract them. By using the video,

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the listening process becomes more efficient for the student and the acquisition of listening skills is achieved in a more natural way, while on the other hand the teacher also achieves other objectives that include the foreign language program such as linguistic, lexical, cultural elements, sociolinguistics etc.

As mentioned earlier, knowledge of culture is part of language learning, and the video aid presents socio-cultural contexts (Torresan, 2000, p.267) that give specific meanings to the messages of the language in use (Spinelli 2006:13) and that cannot be understood alone with audio materials, while the contrast produced by the contact of knowledge about the world and sociocultural knowledge mediated through video, produces intercultural awareness. (Ballarin, 2007, p.9, Triolo, 2007, p.255). Another very important aspect that the video texts offer is memorization. The memory becomes stronger if the person listens, sees and interacts (Cardona, 2001; Celentin, 2007; Ballarin, 2012). When working with listening skills in the foreign language classroom, Field (2008) suggests the use of authentic materials, which are numerous from video and multimedia sources. (Moni & Rapacciuolo, 2007, p.297), they increase motivation and reduce anxiety (Guariento & Morley, 2001), as they are part of the real language and are used by people who have it as their mother tongue (Crystal & Davy, 2019). The use of authentic audio-visual and film materials would be more suitable, of course in feasible circumstances of different school contexts, as they not only are authentic but are also presented in a format different from that of the textbook, enabling, thus, an interesting and motivating lesson (Piri & Petro, 2016)

All of the aforementioned aspects which are related to the didactic use of the video text (Ballarin, 2007) are summarized in a study where the author emphasizes that the video supports understanding thanks to the extra-linguistic components, contextualizes the linguistic input by favoring the student's formulation of linguistic hypotheses and the activation of expectancy grammar by guaranteeing memorization, increasing motivation, connecting prior knowledge and developing sociolinguistic and intercultural competences through the display of different models of language and culture. Regarding the use of video in teaching listening skills have been developed various studies. Ardiansyah (2018) investigated the impact of using videos as audio-visual aids for teaching listening in ESL. He compared the results of two groups: the control group that worked only with audio materials and the experimental group that worked with authentic video materials. The students of the experimental group achieved higher results in listening compared to those who mastered listening through audio materials. Similar studies have also been developed (Kamilah, 2013), (Wottipong, 2014), (Sulaiman et al., 2017) analyzing the effectiveness of using video materials in the foreign language classroom while acquiring listening. In these studies, the results of thr students were compared in two scenarios, when traditional audio aids were used as well as when videos were used. The data show that students had a better performance when they developed listening activities through video materials.

3. Methodology: Research Design and Data Collection

The current study strived to answer a fundamental question generated by a zero hypothesis. This hypothesis was generated from the idea that it is based on the advantages of using video and multimedia materials on the development of listening skills of foreign language students. Since the curriculum programs for the modules of the "Development of listening skills" subject and "Practical language" have defined the materials that should be used in the teaching process, through this study we want to collect the opinions of the students regarding the problems they have encountered in the acquisition of listening skills, their preferences regarding used materials and the typology of materials they like, in addition to their perceptions regarding the use of audio materials versus video materials. Based on this, this study follows a cross-sectional research design, which is widely used for studies conducted in the field of teaching/learning foreign languages as it is economical in collecting data in a shorter time (Wang & Cheng, 2020) as well as it is considered suitable for collecting data from students of different courses at a single point in time. Furthermore, it is a quantitative study based on

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primary data that employed a survey methodology for data collection. The data of the study were extracted through a questionnaire which was elaborated specifically for this study. The questionnaire is divided into two parts: the first part is composed of 4 items that collect general data from the students such as age, gender, field of study, origin, previous school, desired or determined choice of study, while the second part contains 9 questions, some with more specific subsections regarding the possible issues in the acquisition of listening skills, preferences regarding audio and video materials, etc.

This study was carried out in the framework of a doctoral project financed by the Faculty of Foreign Languages, University of Tirana: "The acquisition of competences related to listening and speaking skills in a didactic and evaluative perspective with the aim of developing the art of communication in Italian language". The selected samples are mainly students of the Italian language course, first year, n= 41 students and third year n=81 students who have undertaken the above-mentioned modules. This study also includes a sample of students from the English language department n=37 students, who have chosen to study Italian as a second language. The questionnaires were completed in the auditorium. In total, 159 students participated in the survey, of which 28 males, 131 females aged between 19 and 23 years of age. Their knowledge of Italian language comprises from level A1 - B2 according to the European Framework of Reference for Languages. The questionnaire was drafted in the native language, based on the existing literature. Through the questionnaire, we wanted to get information about the students' preferences concerning the use of video materials versus audio materials in the acquisition of listening skills.

This questionnaire was in the form of a 5-point Likert scale comprising 5 options for the answer, namely; Strongly Disagree (SD), Disagree (DA), Unsure (U), Agree (A) and Strongly Agree (SA). To realize the format of the questionnaires, we were supported by the *Cleanscore* project, which is financed and implemented in several Albanian universities by the Albanian-American Foundation for Development in the framework of a Memorandum signed with the Albanian Ministry of Education, Sports and Youth. The *Cleanscore* project enabled the automated correction of questionnaires and the output of percentage results. Other tools used in this study are some short videos or multimedia materials selected from parts of a film or downloaded from the Internet.

4. Context of the Study

The study was conducted by lecturers of the Department of Italian language at the Faculty of Foreign Languages of the University of Tirana. As described above, the subjects developed in the first year are part of the basic curriculum. They include only audio materials aiming at the acquisition of listening skills. In recent years, it has been noticed that students majorly come with a very minimal knowledge of the Italian language or almost zero, since the current trend is the knowledge of English language. This fact, despite the language-related subjects, that take place in the first year including the "Development of listening skills" subject, hinders the rapid acquisition of the language of study, which upon the conclusion of the bachelor's degree, brings around the outcome that students do not reach a satisfactory level of the language they have studied for.

Based on recommendations provided by the literature, it is concluded that the listening materials of subjects aimed at language acquisition should be integrated with video or multimedia materials. Before acting in this direction, collecting information about the perceptions of the students who have developed these subjects by working only with listening, was viewed as helpful for the process.

5. Procedures

The data obtained from the study sample was collected and analyzed using the *Remark* Software for frequency, percentage and mean values. The questionnaires were distributed to n=159 students and were completed in the presence of lecturer. At the beginning, the first part of the questionnaire was

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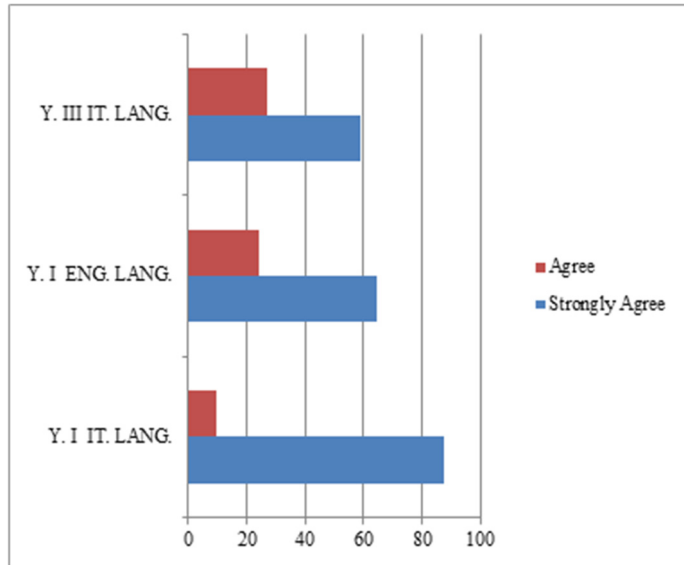completed, whereby the students express their satisfaction in learning the Italian language:

Figure 1. Likability of Italian Language in percentage

In Figure 1, only the maximum values are quoted, since the percentages of other values were negligible. The highest percentage is expressed through first year students studying Italian whereby 87.80% of them prefer this language. This is a very important argument, as it is a sound bases for the teacher's work in order for the student's to be continuously as well as highly motivated and keen on the language. Keeping a high motivation is the focus of teaching, which is as well achieved through the use of video materials. As pointed out earlier on, video materials in the foreign language classes is quite attractive, motivating and effective, since the inclusion of different channels of information access supports the understanding of new inputs and each and every student thus uses his type of multiple intelligence. (Gardener 1995), cognitive style (Mariani 2002: 25) and his specific learning style (Mariani 2002: 36).

The second operational part consisted in developing a lesson using video and multimedia materials and finally the remaining part of the questionnaire was completed to see the real-time perception of the students following the lesson during which they watched short videos and developed related exercises: the video text "La sveglia" (02:00) taken from the movie "Fantozzi"; video text "Citta' italiane" (05:58) the didactic materials of Loescher Editore, Italian for Foreigners; video text "Il quiz" (01:47) the didactic materials of Apriti Sesamo Lingua Italiana. The texts were taught with the relevant exercises as per the phases of the didactic unit.

6. Findings and Discussion

Considering there were many questions regarding more general information, the most interesting results will be presented. SPSS was used to analyze quantitative data. With regards to the questionnaire questions, the means and standard deviation were calculated. The reliability of the nine items was measured using Cronbach's Alpha. The result indicates a good reliability coefficient (0.87344).
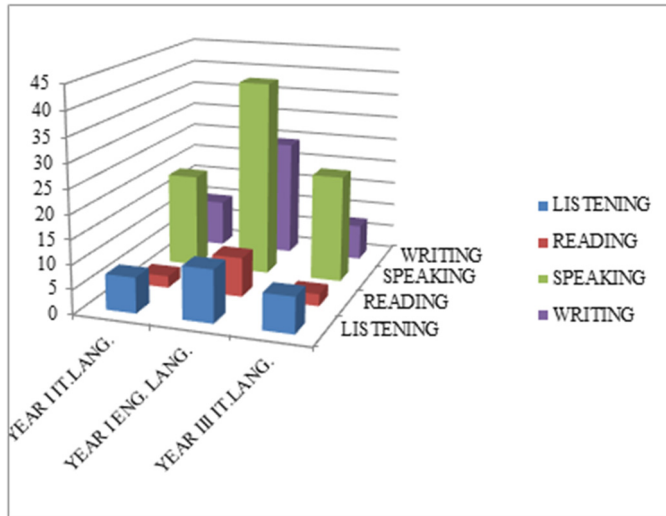
Figure 2: Reflects the answer to the question regarding the skill which is most difficult to acquire

If we analyze the groups, English language students year I have a slightly higher difficulty in the listening texts with 10.81%, while first and third year Italian language students gave a similar answer: about 7% think they have a lot of difficulty with listening. If we compare the results of the 4 skills in the three groups, the highest percentage in difficulty is the ability to speak, especially among English language students. Listening and writing skills are almost at the same level of difficulty. Statistical results for possible listening difficulties: Italian Language Group Year I (*M=7.6, SD=5.08*), English language group year I (*M=6.4, SD=2.77*), Italian language group year III (*M=15.4, SD=15.86*).

The students' attitudes regarding the difficulties they encountered in understanding the listening materials are as follows. The results of the data are in percentage:

Table 1. Year I, Italian language students:

Items	SD	DA	U	A	SA	Mean	St.D	ME
Distiguishing sounds	36.59	24.39	9.76	19.51	2.44	7.6	4.84148	2.165
Distinction of words one from the other	34.15	31.71	12.20	4.88	14.63	8	4.69041	2.098
Understanding of words	21.95	34.15	19.51	19.51	0.00	7.8	4.48998	2.008
Understanding sentences	29.27	31.71	12.20	19.51	4.88	8	4.14728	1.855
Differentiation of context	29.27	31.71	19.51	12.20	4.88	8	4.14728	1.855
Implied words	34.51	26.83	17.07	7.32	9.76	7.8	4.16653	1.863
Accent	31.71	26.83	17.07	19.51	2.44	2.44	4.09878	1.833
Pace of transmission	31.71	34.15	17.07	9.76	4.88	8	4.77493	2.135
Background noise	17.07	36.59	17.07	14.63	12.02	8	3.57770	1.6

Table 1 indicates that the highest percentage of students in the first year of Italian language is focused on the Strongly Disagree and Disagree values. This shows that a major percentage of students think that they do not experience a lot of difficulties in the elements that affect the meaning of listening texts. While concerning the question on "implied words" and especially "Background noise", the percentage of students who strongly agree has increased significantly. The element "background noise" is characteristic of the listening texts, which increases with the language level of difficulty since the student must be able to understand even in such contexts. If more work were done with video materials, the visual element would enhance understanding and reduce the difficulties in listening

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caused by background noise.

Based on the above data, it is necessary to work on exactly what has been identified, in order to avoid potential problems which might be encountered.

Regarding background noises, it should be clarified that in everyday life communication is affected by many factors, including the noise that accompanies it, so the use of listening techniques to develop active listening and the development of reading-comprehension and language skills non-verbal communication would be necessary to avoid this kind of difficulty in understanding the message being conveyed.

Concerning words and their connotative meaning, it would be necessary to perform specific lexical exercises such as crosswords, word pairing, gap filling etc. with the aim of mitigating the difficulties encountered in this linguistic aspect as well as the continuous exposure of students to materials that enable understanding at an increasingly higher linguistic level.

Table 2. Year I English language students

Items	SD	DA	U	A	SA	Mean	St.D	ME
Distiguishing sounds	27.03	24.32	5.41	27.03	5.41	6.6	3.77359	1.668
Distinction of words one from the other	13.51	24.32	13.51	29.73	13.51	7	2.52982	1.131
Understanding of words	13.51	10.81	24.32	32.43	10.81	6.8	3.18747	1.425
Understanding sentences	5.41	21.62	27.03	32.43	10.81	7.2	3.70944	1.659
Differentiation of context	18.92	21.62	24.32	16.22	2.70	6.2	2.78567	1.246
Implied words	2.70	21.62	16.22	18.92	32.43	6.8	3.54400	1.585
Accent	5.41	21.62	16.22	32.43	13.51	6.6	3.32264	1.486
Pace of transmission	5.41	16.22	16.22	37.84	18.92	7	3.89871	1.744
Background noise	24.32	10.81	10.81	35.14	10.81	6.8	3.65513	1.635

Based on the answers of the English language students, we notice that the highest percentages in almost all questions are concentrated in the "agree" column, showing that they encounter greater difficulties in listening comprehension compared to the Italian language students of year I. This is also shown in the "Strongly agree" column, whereby the percentages are much higher than those of the Italian language students. A very sharp difference is noticeable there, respectively 9.76% < 32.43% concerning the question on "implied words". Following that, the items "transmission pace" and "background noise" indicate a result with a big difference 9.76% < 37.84% and 14.63% < 35.14% between both groups for the value "agree". These data reinforce the finding that English language students encounter more difficulties in terms of listening comprehension compared to Italian language students.

Actually, the data related to this category of students confirmed what had been assumed, as the students are much less exposed to the Italian language, so it was expected that they would have these results with higher percentages related to different difficulties that they can encounter listening to audio materials.

A new piece of evidence that stands out is the one related to the transmission speed. In fact, what is perceived as transmission speed is nothing but the normal speed of human communication, which of course for a foreigner becomes problematic and disturbing as the information is disconnected, the logical thread of communication is interrupted until it is interrupted or completely misunderstood.

In this case the linguistic exposure that we have mentioned above is key as it enables the student to become familiar with the language, the speed, the rhythm, the variety of vowels, the different intonations, offering the student a wide range of materials of contexts and different topics that enable the student to develop the required listening skills to listen and understand a foreign language.

What can be suggested is full immersion for short periods in the country of the target language

since such immersion significantly increases the absorptive capacity strongly influenced by the communicative need and the presence of that language at any moment.

Should this not be possible, language classes need to be transformed into linguistic and cultural islands (Porcelli 1991) such that they enable the student to overcome what is called "estrangement", i.e. the cultural, linguistic and physical psychological distances of the student. related to the foreign language.

Table 3. Year III Italian Language Students

Items	SD	DS	U	A	SA	Mean	St.D	ME
Distiguishing sounds	48.15	20.99	13.58	7.41	1.94	15.4	12.62695	5.647
Distinction of words one from the other	40.74	24.69	14.81	12.35	3.70	15.6	8.45221	3.78
Understanding of words	29.63	32.10	14.81	16.05	3.70	15.6	8.45221	3.78
Understanding sentences	30.86	20.99	22.22	16.05	4.94	15.4	6.88767	3.08
Differentiation of context	29.63	23.46	19.75	13.58	7.41	15.2	6.24179	2.791
Implied words	23.46	23.46	19.75	19.75	11.11	15.8	3.65513	1.635
Accent	35.80	25.93	13.58	9.88	8.64	15.2	8.49470	3.799
Pace of transmission	28.40	22.22	18.52	17.28	11.11	15.8	4.62168	2.067
Background noise	30.86	18.50	12.35	23.46	9.88	15.4	6.15142	2.751

The questionnaire data show that the third-year Italian language students show confidence with regards to listening materials. The highest percentage for all items results in the "strongly disagree" column, so they majorly do not encounter difficulties in distinguishing sounds, words, context, etc. This percentage is lower in relation to implied words and transmission pace, and it is applicable for other groups too.

Concerning the question of whether they encounter difficulties with listening due to the absence of image, the results were collected according to the below Table 4:

Table 4. Difficulties inherent to the absence of image, mimics, gestures etc.

Item	Group	N	Mean	Std. Deviation	M.error
Effects of absence of image	Year I, Italian language	39	7.8	4.70744	2.10523
	Year I, English language	32	6.4	2.65329	1.18659
Effects of lack of mimics and gestures, etc.	Year I, Italian language	40	8	4.93963	2.20907
	Year I, English language	35	7	2.60768	1.16619
	Year III, Italian language	77	15.4	6.37495	2.85096

For both questions, there is a close distribution for all three groups, while there is a slight differentiation among third year students. Although the results are not very high in favor of these items, some of the students have understood in advance from the first part of the video which is complemented by the appearance and other elements of communication such as the gestures of the characters, their facial expressions, etc. helping for a faster understanding of words, sounds, emphasis, context, etc.

Furthermore, following a learning process with video aids and after the completion of the second part of the questionnaire, the results changed completely in favor of the video. In fact, as shown in (Table 5), SD for all three groups has increased, expressed as a percentage = 73.25% of students agree that video and multimedia materials should be part of language lessons to improve their listening skills. The comparative statistical analysis of the three groups for the item in Table (5) has brought the following results: F-statistic value = 0.4575. P-value = 0.64346

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Table 5. Results of three groups after the completion of the second part of questionnaire

Group	N	Mean	Std.Deviation	Std.error
Year I, Italian language	38	7.6	10.3344	4.6217
Year I, English language	34	6.8	7.5961	3.3971
Year III, Italian language	72	14.4	20.1817	9.0255

Based on the analysis of the above streams, most data indicate the students' perception of the necessity of using video materials during the practice of listening skills. Although before the students were exposed to listening to video materials, they did not seem very convinced about the additional elements that the video materials offer, such as the image, but also other non-linguistic elements: gestures, facial expressions, body posture, accessories, etc., which help in understanding information. As earlier mentioned, the students, after watching and working with some video and multimedia materials, expressed their perception regarding the importance of video materials in the improvement of their listening skills. (Fig. 3, 4, 5).
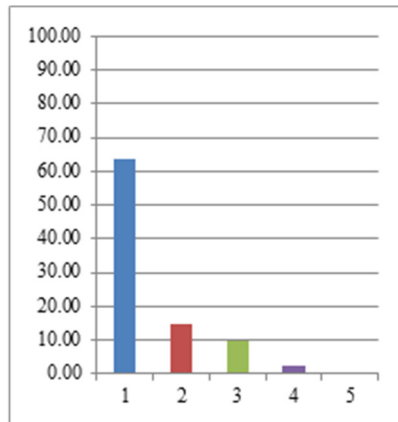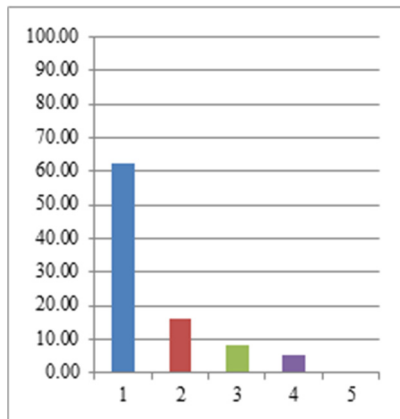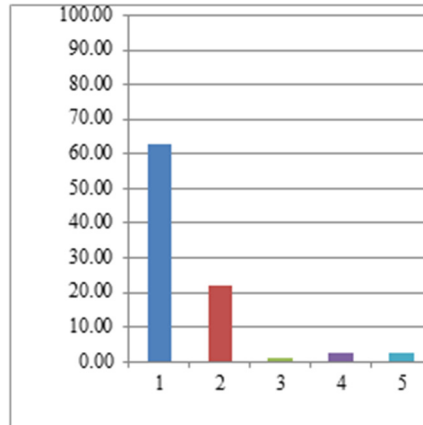

Figure 3:

Figure 4

Figure 5:

Results inherent to the response about the student's perception regarding the importance of video materials in the improvement of their listening skills

As the graphs show, the majority of the three groups have a very close percentage: Year I Italian language students with 63.41%, Year I English language students with 62.16%, Year III Italian language students with 62.96%, stated that they "very much agree" on the usage of video aids in the acquisition of listening skills. Most of the other percentages are also included in the "agree" value columns. In total, 3.1% of students "agree partially" and only 1.3% "do not agree" at all with the fact that the video can help them improve their listening skills. Thus, 62,84 % of the students "fully agree" to work with video and multimedia materials to improve their listening skills. Indeed, the students appeared to be very enthusiastic in using authentic video and multimedia materials. The lesson was more interesting, and the related exercises were developed with more interest and interactively.

This result is in line with Kamilah (2013) that the usage of video aids in listening tasks gives students "some interesting and useful listening practice" which stimulates the emotional involvement of the student and favors his participation in learning, since it requires an active participation in understanding (Moni&Rapacciuolo, 2007).

7. Conclusion, Limitations and Recommendations

In conclusion, this study demonstrated that initially students' expectations regarding the use of video and multimedia materials were not very high, as they were convinced that some characteristic elements of listening did not constitute a big problem for them, as much as the lack of visuals, gestures, mimics and other complementary elements of communication. But after conducting lessons with video materials, their attitude changed their interest and motivation increased interaction too. This is evident as a result of the analysis of the results of the questionnaire. The findings of this study revealed that the perception of first-year Italian language, English language students as well as third-year Italian language students, is that the use of video and multimedia materials in the language class will help them improve their listening skills as it is compatible with other previous studies too (Kamilah, 2013; Wottipong, 2014; Sarani et al., 2014; Sulaiman et al., 2017).

In fact, there are many strengths in favor of video materials compared to audio ones: firstly, according to (Moni & Rapacciuolo, 2007), through the use of video aids, a complementary virtual experience occurs, and the content to be learned becomes more realistic, more tangible. The student becomes an active part of the intercultural process and it can stimulate him to use the video for self-learning. This fact, as the study shows, also coincides with the students' interests in the selection of

authentic materials, most of them preferring to work with what they listen by watching movies, songs, dialogues from everyday life, documentaries, etc. About 70% of the students chose film materials as their favorite. In fact, the film encourages psychological and emotional involvement, therefore it should be considered as very important for the didactic process and even irreplaceable in many cases. Many students prefer the form of imagination it offers, the film is more involving and it is considered less tiring than reading a text. (Piri & Petro, 2016). Likewise, watching films helps to observe the culture of the target language and guarantees the development of socio-cultural and intercultural competence (Torresan 2000, p.267). It also favors the association of ideas because it facilitates the memorization of words when they are related to facts (Ballarin, 2007, p.13). Through film materials, extra-linguistic elements can be easily observed and analyzed, whilst audio materials do not enable elements such as gestures, facial expressions, affirmation, the distance between the interlocutors, the social meaning of the objects and the outfits of the characters, etc. (Diadori, 1994; Torresan, 2000; Celentin, 2007).

However, the study may have been affected by certain limitations, since in order to obtain more complete results, the perceptions of the teachers of the subject should have been taken on board, in order to point out possible problems and their solution in the future, obtaining thus results from two different perspectives. We also suggest that in further studies, a variety of authentic materials are used to obtain more information about their efficiency in the acquisition of listening skills. The study can also be developed by dividing the students into groups according to their language levels, as this can give way to new and different findings.

On the other hand, it is recommended that teachers should be careful when applying videos in class and the relevant methodology. If we want to enable students to improve their listening skills through film materials or movies, according to the didactic objectives presented in the subject program, then we can choose a material that suits the tastes and interests of the students, that evokes pleasure and that represents the culture of the language, object of the study. (Piri & Petro, 2016). The teacher must bear in mind that in the language class you cannot watch a movie, as something different, since this method does not encourage language learning (Piri & Gjinali, 2017), the materials must be carefully selected and chosen according to the language level of the students so that they are taught to realize a complete educational process based on the suggestions of the latest glottodidactic approaches.

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