

Students' and teachers' perception on using video streaming platform to enhance listening skills

ABSTRACT

This study investigated the influence of video streaming platforms on listening proficiency at a public school in Sabah, Malaysia. The research utilized a qualitative approach, interviewing five English teachers and five students from Form 3 to Form 5. The research focuses on the theories of cognitivism and content-based learning (CBL) to explore cognitive and instructional merits of using video streaming platforms. Based on the findings, the content of video streaming platforms significantly sustains students' engagement and motivation. At the same time, teachers commented on the content being interesting, relevant, and in multimedia format. It combines visual and auditory sense for their engagement. Among the challenges for the students was that they rely on subtitles on the video. The teachers suggested that the platform content is authentic similar to that on social media, and students can receive other messages beside the expected ones. For effective teaching, the use of some features could be of help considering that buffering poses a major challenge, and some students rely on subtitles. Nevertheless, they could make the process simpler and with motivation by their utilization on the students' part. The medium is significantly used in distance learning where it is effective since students rely on the authentic content and are engaged. Thus, the platform should be used for effective proficiency in listening with assistance from its video features.