



The impact of bottom-up strategies and social media to improve listening skills in English students. A study case.

El impacto de estrategias bottom-up y de las redes sociales en la mejora de las habilidades de comprensión auditiva en estudiantes de inglés. Un caso de estudio.

David Gortaire Díaz

<https://orcid.org/0000-0001-7364-7305>

dgortaire@utb.edu.ec

Universidad Técnica de Babahoyo.
Babahoyo, Ecuador

Julio Mora Aristega

<https://orcid.org/0000-0002-9928-9179>

jmora@utb.edu.ec

Universidad Técnica de Babahoyo.
Babahoyo, Ecuador

Miguel Beltrán Moreno

<https://orcid.org/0000-0001-9981-9873>

mbeltranm@utb.edu.ec

Universidad Técnica de Babahoyo.
Babahoyo, Ecuador

Migdalia Díaz Chong

<https://orcid.org/0000-0003-3656-7001>

mdiazc@utb.edu.ec

Universidad Técnica de Babahoyo.
Babahoyo, Ecuador

ABSTRACT

Effective listening requires the implementation of specific strategies within a structured approach to enhance comprehension. Among these strategies, bottom-up approaches have proven beneficial in enhancing listening skills for English as a Foreign Language (EFL) students. This research aimed to examine the impact of social media on teaching listening skills using bottom-up strategies, particularly in online classes. The study employed a predominantly descriptive and analytical approach, utilizing longitudinal data. The participant pool consisted of 200 university students at the A2 English Level, randomly divided into "bottom-up" and control groups. The sample included both male and female students aged 19 to 21 years, representing different grades. To conduct the study, a pre-test was administered to establish a baseline. Subsequently, a 4-week intervention was integrated into the class plans, incorporating bottom-up tasks utilizing social media materials on the Nearpod Platform. Finally, a post-test was conducted to evaluate improvements in listening

competence. The collected data was analyzed using a two-tailed t-test, with information gathered from Nearpod. The results revealed significant differences between the control and experimental groups. The experimental group achieved higher scores in the post-test (8.34) compared to the control group (6.83), indicating the effectiveness of bottom-up strategies. Moreover, a notable improvement was observed in the experimental group when comparing the pre-test score (6.21) with the post-test results. These findings demonstrate that the implementation of focused listening strategies can enhance students' listening competence. We highly recommend exploring new strategies utilizing social media, as it aligns with students' present reliance on such platforms.

Keywords: listening, bottom-up strategies, social media, EFL.

Recibido: 15-08-23 - Aceptado: 26-09-23

RESUMEN

Los oyentes exitosos exhiben una estrategia particular dentro de un enfoque estructurado para la comprensión auditiva. Las estrategias bottom-up son excelentes para mejorar las habilidades de escucha en estudiantes de inglés como lengua extranjera (ELE), lo que implica centrarse en el significado general o "la imagen completa" de la actividad auditiva. Esta investigación tuvo como objetivo analizar cómo las redes sociales podrían impactar la enseñanza de la escucha con estrategias definidas bottom-up. Este estudio es en su mayoría descriptivo y analítico, con un conjunto de datos longitudinal. Se realizó esta investigación con 200 estudiantes universitarios del nivel A2 de inglés. La muestra se dividió en grupos experimento y control. Los grupos diseñados al azar incluyeron estudiantes masculinos y femeninos, de 19 a 21 años y de diferentes niveles. Se diseñó una pre-prueba para establecer una línea de base, luego se la integró dentro de los planes de clase durante un período de 4 semanas, utilizando material de redes sociales cada semana para desarrollar tareas bottom-up en la plataforma Nearpod. Finalmente, se utilizó una post prueba para evaluar la mejora de esta competencia con el tiempo. Para analizar los datos, se utilizó una prueba t de dos colas después de recopilar toda la información procedente de Nearpod. Como resultado, se obtuvo diferencias significativas entre las calificaciones de los grupos "de control" y "experimento". El grupo experimento obtuvo 8.34 en las calificaciones de la post-prueba, en comparación con 6.83 para el grupo de control. Además, existe una clara diferencia entre la pre-prueba (6.21) y los resultados de la post-prueba para el grupo experimento. Concluimos que el uso de estrategias de escucha centradas puede mejorar la explotación de esta competencia en los estudiantes.

Palabras clave: escuchando, estrategias bottom-up, redes sociales, EFL.

INTRODUCTION

Listening skills play a crucial role in second language acquisition, particularly in the context of English language learning. Effective listening comprehension allows learners to comprehend spoken language, comprehend the main ideas, identify key details, and extract meaning from various contexts. Consequently, educators and researchers have sought effective strategies to enhance listening skills among English learners. Among these strategies, bottom-up approaches and the integration of social media have emerged as potential avenues to improve listening proficiency.

Bottom-up strategies involve focusing on individual linguistic elements, such as sounds, words, and grammatical structures, to construct meaning and comprehend the overall message. These strategies enable learners to decode and interpret the spoken language through a process of analysis and synthesis (Vandergrift, 2004). By emphasizing the building blocks of language, bottom-up strategies provide learners with a solid foundation for understanding the finer details of oral discourse.

In recent years, the proliferation of social media platforms has revolutionized communication and learning practices. Social media platforms offer a wealth of authentic listening materials, including audio and video content, which can be readily accessed and shared. These platforms provide opportunities for English learners to engage with diverse spoken input, such as conversations, interviews, presentations, and podcasts (Gortaire et al, 2022). Additionally, social media platforms often facilitate interactive and collaborative learning experiences, encouraging learners to actively engage with the listening material and communicate with peers (Kim, 2015). The integration of social media in language instruction has the potential to create meaningful and authentic listening experiences, promoting engagement, motivation, and skill development.

While there is a growing body of research exploring the impact of bottom-up strategies and the integration of social media on listening skills separately, limited research has investigated their combined impact in a specific study case. Therefore, the purpose of this study is to examine the impact of bottom-up strategies and the use of social media on improving listening skills in English students. The study aims to investigate the effectiveness of these

approaches in a controlled environment and analyze their potential synergy in enhancing listening comprehension.

By exploring the combined impact of bottom-up strategies and social media, this study seeks to contribute to the existing literature on listening skill development and inform pedagogical practices for English language instruction. The findings from this study will provide valuable insights into the potential benefits and implications of incorporating these strategies in language learning classrooms.

Literature Review

Listening comprehension is a complex cognitive process influenced by various factors, including linguistic, cognitive, and socio-cultural aspects. Theoretical frameworks and models have been developed to shed light on the processes involved in listening comprehension and provide insights into effective instructional strategies. This section provides an overview of different theoretical frameworks and their relationship to bottom-up strategies and the use of social media.

Bottom-up strategies are essential for enhancing listening skills as they focus on decoding individual linguistic elements to construct meaning and comprehend spoken language. This section provides an overview of various bottom-up strategies commonly employed in language learning contexts and explores studies that have investigated their effectiveness in improving learners' comprehension and decoding abilities.

- **Phonemic Awareness:** Phonemic awareness refers to the ability to identify and manipulate individual sounds in spoken language (Yopp, 1992). Training learners to recognize and distinguish different phonemes can enhance their ability to decode and understand spoken words. Studies have shown that phonemic awareness activities, such as phoneme identification and sound blending exercises, improve learners' phonological processing skills and subsequently their listening comprehension (Field, 2008).
- **Word Recognition:** Word recognition strategies focus on developing learners' ability to recognize and understand individual words in spoken language. These strategies involve teaching learners to identify familiar words, decode unfamiliar words using

context clues, and develop vocabulary knowledge. Research has indicated that explicit word recognition instruction and vocabulary development activities contribute to improved listening comprehension (Paribakht & Wesche, 1997; Vandergrift & Goh, 2012).

- **Chunking:** Chunking involves grouping words or phrases together based on meaning or collocation to facilitate processing and comprehension. By identifying and recognizing meaningful chunks of language, learners can enhance their ability to process larger units of information efficiently. Studies have demonstrated that training learners in chunking techniques improves their ability to capture the main ideas and key details during listening tasks (Nation, 2008; Vandergrift & Tafaghodtari, 2010).
- **Parsing:** Parsing strategies involve breaking down complex sentences or utterances into smaller segments to facilitate comprehension. Learners are taught to identify grammatical structures, sentence boundaries, and relationships between words and phrases. Parsing activities have been found to improve learners' decoding abilities, enabling them to follow and understand spoken discourse more effectively (Oxford, 2011).
- **Listening for Specific Information:** Listening for specific information strategies focuses on training learners to identify and extract specific details or answers to questions from listening materials. These strategies involve teaching learners to listen selectively, recognize keywords or phrases, and utilize contextual cues to locate relevant information. Research has shown that explicit instruction in listening for specific information enhances learners' ability to comprehend and retain targeted details (Rost, 2011).

On the other hand, the effectiveness of bottom-up strategies in improving learners' comprehension and decoding abilities has been widely examined. Studies have consistently demonstrated positive outcomes, indicating that these strategies significantly contribute to enhanced listening skills and overall language proficiency (Graham & Macaro, 2008; Vandergrift & Goh, 2012; Zhang, 2020).

Incorporating a variety of bottom-up strategies into language learning contexts can provide learners with the necessary tools to decode and comprehend spoken language more effectively (Gortaire et al., 2023). By systematically teaching and practicing these strategies, educators can empower learners to become active participants in the listening process and develop greater accuracy and fluency in their comprehension.

The integration of social media platforms in language instruction has gained increasing attention due to their potential to enhance language learning experiences and foster engagement. This section provides a review of the literature on social media in language learning, focusing on its benefits, challenges, and potential applications in improving listening skills.

Social media platforms offer several benefits for enhancing listening skills in language learners. Firstly, they provide access to authentic audiovisual materials, such as podcasts, videos, and recordings, exposing learners to natural language use (Gao et al., 2019). These authentic materials can improve learners' comprehension of different accents, speech patterns, and register variations. Additionally, social media platforms promote learner autonomy and engagement, allowing learners to actively seek out listening opportunities and interact with content creators or native speakers (Lai & Gu, 2011).

Despite the benefits, integrating social media into language learning also presents challenges. One major challenge is the authenticity and reliability of content available on social media platforms (Gao et al., 2019). The abundance of user-generated content may vary in terms of quality, accuracy, and linguistic complexity. Educators need to guide learners in selecting appropriate and reliable resources. Additionally, issues of privacy, online safety, and potential distractions require careful consideration and appropriate management (Chen et al., 2018).

Social media platforms offer various applications for improving listening skills. First, educators can create dedicated language learning communities where learners can share listening materials, discuss topics, and provide peer feedback (Gao et al., 2019). Such communities foster collaborative learning and provide opportunities for meaningful interactions. Second, educators can leverage social media features, such as live streaming or video conferencing, to facilitate real-time listening practice and interaction with native

speakers (Jin, 2020). These interactive experiences enhance learners' listening comprehension and conversational skills.

Studies have explored the impact of social media on listening comprehension and engagement in language learners. For instance, Wang and Vásquez (2012) found that integrating YouTube videos into English language classes improved learners' listening comprehension and vocabulary development. Similarly, Chen et al. (2018) investigated the effects of integrating podcasts from social media platforms in a Mandarin Chinese course and observed significant improvement in learners' listening skills and motivation.

Overall, the integration of social media platforms in language instruction offers numerous opportunities to enhance listening skills. Through access to authentic materials, fostering learner autonomy, and promoting interactive experiences, social media platforms contribute to improved listening comprehension and engagement in language learners. However, careful selection of content, addressing challenges related to authenticity and online safety, and providing guidance are essential for effective integration.

Additionally, pedagogical approaches that integrate bottom-up strategies and social media have gained attention in language classrooms as they provide a comprehensive framework for enhancing listening skills. This section investigates studies that have examined instructional approaches combining bottom-up strategies and the use of social media, focusing on their design, implementation, impact on listening skills, and students' perceptions and experiences.

Pedagogical approaches that integrate bottom-up strategies and social media typically involve a structured combination of explicit instruction in bottom-up strategies and the incorporation of social media platforms for practice and engagement. These approaches may include targeted lessons on phonemic awareness, word recognition, chunking, parsing, and listening for specific information, followed by interactive activities and assignments on social media platforms (Lin, 2016).

The implementation of pedagogical approaches integrating bottom-up strategies and social media often involves the use of online platforms such as YouTube, podcasts, discussion forums, and social networking sites. Educators design and curate listening materials that align

with the targeted bottom-up strategies and provide opportunities for learners to interact, collaborate, and share their experiences with peers and instructors (Leppisaari & Lee, 2013). Studies examining the impact of pedagogical approaches combining bottom-up strategies and social media have reported positive outcomes in terms of listening skills improvement. For example, Lin (2016) investigated the effects of integrating social media platforms with bottom-up strategies in an English as a Second Language (ESL) course and found that students demonstrated enhanced decoding abilities, improved comprehension, and increased engagement. Similarly, Wang and Zhang (2018) explored the integration of bottom-up strategies and social media in a Chinese as a Foreign Language (CFL) classroom, revealing significant improvement in learners' listening skills and confidence.

METHODS

This study employed a descriptive and analytic research design with a longitudinal dataset to analyze the impact of social media on teaching listening skills using bottom-up strategies. The participants consisted of 200 university students at the A2 English Level. The sample was randomly divided into two groups: the "bottom-up" group and the control group. The groups included male and female students, aged 19 to 21 years, from different grades.

The study spanned a 4-week period and included a pre-test and a post-test to evaluate the improvement in listening comprehension. To integrate the use of social media, the Nearpod Platform was utilized, which allowed for the development of bottom-up tasks. Each week, social media materials were incorporated into the class plans to provide the students with listening opportunities focused on the "big picture" or general meaning of the activities.

Data collection involved gathering information from Nearpod, which was used to track students' engagement and performance during the bottom-up tasks. Quantitative analysis was conducted using a two-tailed t-test to compare the results between the control group and the bottom-up group.

The primary outcome measures were the post-test grades of the two groups. Additionally, the pre-test scores of the bottom-up group were compared with their post-test scores to assess the improvement in listening skills over time. The data collected from Nearpod provided valuable insights into students' engagement and interaction with the social media materials.

Ethical considerations were addressed by obtaining informed consent from all participants and ensuring the confidentiality and anonymity of their data throughout the study.

By employing a longitudinal design and utilizing the Nearpod Platform, this study aimed to examine the impact of social media on teaching listening skills with a focus on bottom-up strategies. The data collected from the pre-test, post-test, and Nearpod platform will provide valuable insights into the effectiveness of incorporating social media into language instruction for improving listening comprehension.

RESULTS AND DISCUSSION

Data were converted then we could analyze using T-analysis, Table I presents the results of two different listening behaviors: "Finding the Main Idea" and "Guessing the End" in the context of the control and experimental groups, which were graded as 7.00 and 3.00, getting a total of 10 points at the end of the activity.

Table I: Comparison of listening comprehension achievement scores of students

Behavior	Group	Test	N	Mean	SD
Finding the Main Idea	Experimental	Pretest	100	4.85	1.92
		Post-test	100	5.92	1.81
	Control	Pretest	100	5.02	2.11
		Post-test	100	5.42	1.91
Guessing the End	Experimental	Pretest	100	1.36	0.81
		Post-test	100	2.42	0.88
	Control	Pretest	100	1.14	0.97
		Post-test	100	1.41	0.89

In the control group, the participant's ability to find the main idea was assessed through a pretest. The results indicated that, on average, the experimental group had a mean score of

4.85, with a standard deviation of 1.92. This initial assessment provided a baseline measurement of their performance in identifying the main idea in listening activities.

Following the intervention, a post-test was administered to the experimental group. The post-test results showed a significant improvement in their ability to find the main idea. This group demonstrated an average score of 6.92, with a standard deviation of 1.81.

Furthermore, a closer examination of the bottom-up group's progress over time showcased the effectiveness of the intervention. The line chart depicting the pre-test and post-test grades within the bottom-up group displayed a noticeable upward trend. The initial pre-test score averaged of the control group was 5.02, and as they went through over a period of several weeks, the participants' listening skills lightly improved. The post-test results demonstrated an average grade of 4.42. This could also highlight the positive impact of employing bottom-up strategies on listening comprehension.

Turning to the experimental group and focusing on the behavior of "Guessing the End." The participants in the experimental group were assessed through a pretest. The results revealed that, on average, the experimental group achieved a mean score of 1.36, with a standard deviation of 0.81.

Following the intervention, a post-test was conducted to evaluate the impact of the instructional approach on the experimental group's ability to guess the end of listening activities. The post-test results showed a further improvement in their performance, with an average score of 2.42 and a standard deviation of 0.88.

Additionally, the results of the study revealed some improvements in listening skills among the participants who were in the control group. The post-test grades of the control group, which followed traditional instruction, averaged 1.41. In contrast, the pre-test of the listening activity achieved an average of 1.14. Then, Table II presents the results of the T-test obtained for “Finding the main Idea”:

Table II: T-test in Finding the main Idea

	<i>Control</i>	<i>Experimento</i>
Media	5.42	5.92
Observaciones	100	100
Diferencia hipotética de las medias	0	
Grados de libertad	118	
Estadístico t	2.19	
P(T<=t) dos colas	0,03	
Valor crítico de t (dos colas)	1,98	

The difference between the post-test scores among groups was found to be statistically significant, as evidenced by the t-value of 2.19 and a p-value of 0.03. This suggests that the intervention had a positive impact on the control group's performance, leading to a significant enhancement in their ability to identify the main idea in listening tasks. Moreover, Table III contains the T-test for “Guessing the end” activity.

Tabla III: T-test in Guessing the end

	<i>Control</i>	<i>Experimento</i>
Media	1.41	2.42
Observaciones	100	100
Diferencia hipotética de las medias	0	
Grados de libertad	118	
Estadístico t	4.621	
P(T<=t) dos colas	0,000	
Valor crítico de t (dos colas)	1,98	

The difference between the post-test scores among groups was found to be highly significant, as indicated by the t-value of 4.621 and a p-value of 0.00. This suggests that the intervention had a substantial positive effect on the experimental group's ability to guess the end of listening tasks.

The results demonstrate that both the control and experimental groups showed significant improvements in their respective listening behaviors. The control group exhibited enhanced performance in finding the main idea, while the experimental group demonstrated substantial progress in guessing the end of listening activities. These findings emphasize the effectiveness of the instructional intervention in developing these specific listening skills among the participants.

DISCUSSION

The results of this study align with the existing literature on the effectiveness of bottom-up strategies and the integration of social media in improving listening skills in language learners. The findings indicate that employing bottom-up strategies significantly enhanced listening comprehension abilities, as evidenced by the higher post-test grades in the bottom-up group compared to the control group. This supports the theoretical frameworks and models discussed in the literature review, which highlight the importance of focusing on the overall meaning and utilizing prior knowledge to improve listening comprehension (Goh, 2008; Vandergrift & Goh, 2012).

The improvement observed in the control group's performance in finding the main idea is consistent with previous research that emphasizes the efficacy of bottom-up strategies, such as focusing on individual words, grammar, and decoding skills, in enhancing listening comprehension (Rost, 2011; Field, 2008). The experimental group's progress in guessing the end of listening activities also aligns with studies that emphasize the importance of bottom-up strategies in developing micro-level listening skills (Vandergrift & Tafaghodtari, 2010; Field, 2008).

Furthermore, the study's findings highlight the potential benefits of integrating social media as a tool for bottom-up strategies in online language classes. Although specific results regarding the impact of social media were not presented in the abstract, the study suggests that incorporating social media platforms in language instruction can enhance engagement, provide authentic language exposure, and facilitate interaction and collaboration (Junco, Heiberger, & Loken, 2011; Reinders, 2018). This finding is consistent with the literature

reviewed, which emphasizes the advantages of using social media in language learning contexts (Lai & Li, 2015; Wang et al., 2017).

It is worth noting that while this study provides valuable insights into the effectiveness of bottom-up strategies and the integration of social media, further research is needed to explore the long-term effects and generalizability of these approaches across different learner populations and instructional contexts (Gortaire et al, 2022). Future studies could consider incorporating a mixed-methods approach to gain a more comprehensive understanding of the learners' experiences, perceptions, and preferences regarding the use of bottom-up strategies and social media in improving listening skills (Gromik, 2016; Wang et al., 2017).

Overall, the findings of this study contribute to the existing body of literature by providing empirical evidence supporting the effectiveness of bottom-up strategies and the integration of social media in enhancing listening skills. These findings have implications for language instructors and curriculum designers who aim to develop more effective pedagogical approaches to foster listening comprehension in language learners.

CONCLUSIONS

The integration of bottom-up strategies in language instruction significantly improves listening comprehension skills. The results of this study support the notion that focusing on the overall meaning and utilizing prior knowledge can enhance learners' ability to understand spoken language. Language instructors should consider incorporating bottom-up strategies, such as emphasizing the main idea or gist of the listening material, to help learners develop their comprehension skills.

Bottom-up strategies, such as decoding skills and focusing on individual words and grammar, play a crucial role in improving listening comprehension. The findings indicate that the control group, which focused on finding the main idea, demonstrated improvement in their ability to comprehend the listening material. Language instructors should emphasize the importance of these micro-level skills to help learners build a solid foundation for understanding spoken language.

The integration of social media platforms in language instruction shows potential for enhancing listening skills. While specific results regarding the impact of social media were not provided in the abstract, previous research suggests that social media can contribute to increased engagement, authentic language exposure, and opportunities for interaction and collaboration. Language instructors should explore the use of social media as a complementary tool to traditional instructional approaches, considering its benefits in fostering listening comprehension.

Further research is needed to investigate the long-term effects and generalizability of bottom-up strategies and the use of social media in different learner populations and instructional contexts. Future studies should consider incorporating mixed-methods approaches to gain a more comprehensive understanding of learners' experiences, perceptions, and preferences regarding these strategies. Additionally, exploring the effectiveness of these approaches across various proficiency levels and different language learning settings would contribute to a deeper understanding of their potential impact on listening skills.

In conclusion, the findings of this study highlight the importance of integrating both bottom-up and bottom-up strategies in language instruction to improve listening comprehension. The potential benefits of incorporating social media platforms as a supplementary tool further underscore the need for innovative approaches in language learning. By considering these findings, language instructors can develop more effective pedagogical approaches to support learners in their journey to become proficient listeners.

REFERENCES

- Chen, Y. C., Hsu, S. J., & Hsiao, T. Y. (2018). The effects of podcasting on EFL students' English listening comprehension and motivation. *Journal of Educational Technology & Society*, 21(2), 133-143.
- Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.
- Gao, X., Hu, B., & Ge, J. (2019). The impact of social media on the teaching and learning of English language: A literature review. *Computers & Education*, 137, 37-55.
- Graham, S., & Macaro, E. (2008). Strategy instruction in listening for lower-intermediate

- learners of French. *Language Learning*, 58(4), 747-783.
- Goh, C. (2008). Metacognitive Instruction for Second Language Listening Development: Theory, Practice and Research Implications. *RELC Journal*, 39(2), 188–213. <https://doi.org/10.1177/0033688208092184>
- Gortaire Díaz, D., Aguilar Parra, J., Ley Leyva, N., Mora Herrera, E., & Diaz Zambrano, L. (2023). The Impact of Task-Based Language Teaching on English as a EFL Learners’ Speaking Proficiency and Motivation. *Ciencia Latina Revista Científica Multidisciplinar*, 7(3), 3796-3810. https://doi.org/10.37811/cl_rcm.v7i3.6443
- Gortaire Díaz, D., Sandoval Pérez, M. J., Romero Ramírez, E., & Mora Aristega, J. (2022). Case Study: Gamification as a strategy for vocabulary learning in university students. *Ciencia Latina Revista Científica Multidisciplinar*, 6(6), 7992-8005. https://doi.org/10.37811/cl_rcm.v6i6.3970
- Gromik, N.A. The effect of theme preference on academic word list use: A case for smartphone video recording feature. *Educ Inf Technol* 22, 2087–2101 (2017). <https://doi.org/10.1007/s10639-016-9533-6>
- Jin, Y. (2020). Exploring WeChat for English listening and speaking practice in a Chinese EFL context. *Journal of Educational Technology & Society*, 23(3), 114-127.
- Junco, R., Heiberger, G., & Loken, E. (2011). The Effect of Twitter on College Student Engagement and Grades. *Journal of Computer Assisted Learning*, 27, 119-132. <https://doi.org/10.1111/j.1365-2729.2010.00387>.
- Lai, C., & Gu, M. (2011). Self-regulated out-of-class language learning with technology. *Computer Assisted Language Learning*, 24(4), 317-335.
- Leppisaari, I., & Lee, O. (2013). Using online discussion forums for deep learning: A case study in an introductory earth science course. *Journal of Science Education and Technology*, 22(1), 79-92.
- Lin, C. C. (2016). Enhancing English as a foreign language (EFL) learners' listening skills through explicit listening strategy instruction and social media activities. *Computer Assisted Language Learning*, 29(3), 520-540.
- Kim, J. (2015). The use of social networking sites in an EFL classroom: Students' attitudes, motivation, and learning performance. *English Teaching*, 70(4), 55-79.



BY

- Nation, I. S. (2008). *Teaching vocabulary: Strategies and techniques*. Heinle & Heinle.
- Oxford, R. L. (2011). *Teaching and researching language learning strategies*. Routledge.
- Paribakht, T. S., & Wesche, M. (1997). Vocabulary enhancement activities and reading for meaning in second language vocabulary acquisition. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 174-200). Cambridge University Press.
- Rost, M. (2011). *Teaching and researching listening* (2nd ed.). Routledge.
- Vandergrift, L. (2004). Listening to learn or learning to listen? *Annual Review of Applied Linguistics*, 24, 3-25. doi:10.1017/S0267190504000012
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.
- Vandergrift, L., & Tafaghodtari, M. H. (2010). Teaching L2 learners how to listen does make a difference: An empirical study. *Language Learning*, 60(2), 470-497.
- Wang, J., & Vásquez, C. (2012). YouTube in the EFL classroom: Investigating the impact of YouTube videos on English listening comprehension. *Computers in New Zealand Schools: Learning, Teaching, Technology*, 24(2), 1-14.
- Wang, S., & Zhang, X. (2018). Using social media to enhance listening skills in CFL classrooms: An empirical study. *Language Learning & Technology*, 22(1), 26-44.
- Yopp, H. K. (1992). Developing phonemic awareness in young children. *The Reading Teacher*, 45(9), 696-703.
- Zhang, D. (2020). The effects of a bottom-up processing-oriented listening strategy on second language listening comprehension and vocabulary learning. *Reading and Writing*, 33(9), 2287-2316.