Using Authentic Video Snippets for Developing Non-Major Students' EFL Listening Skills and Growth Language Mindset

by

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Abstract

The current study aimed to investigate the effect of using authentic video snippets on developing some listening skills for fourth-year non-major kindergarten students, Faculty of Education, Damietta University. A one group pre-posttest design was employed. Some listening skills were determined using a checklist that was approved by a jury of EFL specialists. The researcher prepared and administered a listening skills test. Participants were randomly selected, forming a single group (n = 50) in the academic year 2021-2022. The group received instructions through authentic video snippets that are collected on the *Google Groups platform.* A mindset growth scale was used to assess the participants' Growth Language Mindset, with dimensions rated on a 4-point Likert scale. A pre-posttest was administered to the group to assess certain listening skills. Post-administration of the pre-posttest and Growth Language Mindset was administered at the end of the intervention. Results demonstrated the effectiveness of using authentic video snippets in enhancing the listening skills of the participants. However, results do not give the expected results concerning Growth Language Mindset.

  Key words: Authentic Video Snippets**;** Non-Major Students; Listening Skills, Growth Language Mindset.

استخدام قصاصات الفيديو الأصلية لتطوير مهارات الاستماع لدى الطلاب غير المتخصصين في اللغة الإنجليزية كلغة أجنبية وتنمية العقلية النمائية اللغوية

اعداد

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الملخص

هدفت الدراسة الحالية إلى معرفة أثر استخدام قصاصات الفيديو الأصلية في تنمية بعض مهارات الاستماع لدى طالبات الفرقة الرابعة ، رياض الأطفال غير المتخصصات بكلية التربية جامعة دمياط. تم استخدام التصميم القبلي للمجموعة الواحدة. تم تحديد بعض مهارات الاستماع المهمة لديهن وفقا لأراء المحكمين. قامت الباحثة بإعداد واختبار مهارات الاستماع. تم اختيار المشاركات عشوائياً في مجموعة واحدة (العدد = ٥٠) في العام الدراسي ٢٠٢١–٢٠٢٢. تلقت المجموعة المعالجة من خلال استخدام قصاصات الفيديو الأصلية. والتي تم تجميعها في منصة جوجل جروب. تم استخدام مقياس نمو العقلية لتقييم عقلية لغة النمو لدى المشاركات، مع تصنيف الأبعاد على مقياس ليكرت. تم إجراء اختبار قبلي للمجموعة لتقييم مهارات استماع معينة. وتم إجراء تطبيق قبلي بعدي لمقياس وتنمية العقلية النمائية اللغوية في نهاية المعالجة. وأظهرت النتائج فعالية استخدام مقتطفات فيديو أصلية في تعزيز مهارات الاستماع لدى المشاركين. غير أنها لم تكن فعالة بشكل ملحوظ في تنمية العقلية النمائية اللغوية لديهن.

الكلمات المفتاحية: قصاصات الفيديو الأصلية، مهارة الاستماع، العقلية النمائية اللغوية، الطلاب غير المتخصصين.

Introduction

Among all language skills, listening is often the most neglected, both in daily life and in classrooms. It is a challenging skill to master, requiring focused attention and proper teaching methods. Listening is crucial not only for learning English but also for understanding other subjects across various disciplines. Given its importance to both personal and academic success, it deserves greater emphasis and care in education. Gonulal (2020) assumes that people generally spend more time listening than reading, speaking, or writing, placing listening at the core of the language learning process. Alabsi (2020) mentions that listening comprehension is a challenging task for EFL learners, as translating word-for-word is not a workable option. Instead, it requires a deep comprehension of the meaning and context. Therefore, teachers should guide students to understand actual speech, which will help them deal with real-life listening situations.

Hence, listening skills hold a prominent role with the increasing demand for English fluency. This central role of English has led to a strong emphasis on finding more effective methods of teaching it. Listening is a pivotal skill for language learners as it serves as a foundation for other skills like speaking and reading (Bakhsh & Gilakjani, 2021). Fachriza (2020) points out that proficiency in listening is a vital aspect of language learning process that requires mastery during language acquisition. Listening is the process of perceiving and understanding spoken language, involving the analysis and synthesis of various linguistic units like phonemes, morphemes, words, and sentences. This process converts sound signals into meaningful information, requiring a strong command of the language to achieve semantic comprehension (Kurbanova, Allakuliyev, Davkanov, & Mirzaolimov, 2022).

Asyifah and Indriani (2021) note that listening is necessary in acquiring information and language skills, which is why it is considered as one of the significant skills. Students can listen directly or use audio-based intermediaries like podcasts to enhance their listening abilities, and this offers flexibility in their learning process. It is important for teachers to have effective principles and strategies when teaching students as they play a significant role in the students' understanding. Teachers should choose proper teaching materials and use them effectively to achieve their learning objectives. Listening is a vital skill

in learning English language. However, traditional teaching methods have presented challenges in developing listening comprehension skills (Hamouda, 2013); Al-Rawashdeh & Al-Zayed (2017).

Dung (2021) affirms that listening is fundamental for developing other skills and is the main way students interact with their target language and culture. It is often the most challenging skill for language learners. Similarly, Bedaiwy (2022) asserts that since it is recognised as one of the previous conditions of oral output in the language learning process, listening skills have been a major concern for language instruction. Listening is a sine qua non in language learning because it is the primary tool that learners use to create their understandings in target language and acquire the input. Further emphasizing the importance of active listening skills, El-Sayed (2022) underscores the importance of developing active listening skills and reveals that preparatory school students struggle to improve these skills due to insufficient practice opportunities both inside and outside the classroom. He highlights the negative consequences of neglecting listening skills within the educational system.

Literature Review

The study by Pratama, Arifin, and Widianingsih (2020) explores theoretical frameworks that advocate for using technology, particularly multimedia and video clips, to enhance teaching and learning. They validate the effectiveness of using technology in education. The researchers created a questionnaire for third-semester students at university level. The study examines the use of computers in classrooms while addressing the challenges teachers meet. The findings highlight YouTube as a vital tool that engages students and fosters creativity, making learning more enjoyable and aligned with their interests. They suggest that using YouTube and similar technologies can significantly enhance the learning experience, helping students appreciate the educational content and the effort involved in teaching.

Hence, Zhao and Lee (2022) investigated the impact of teaching micro and macro subskills using a speaking-listening model to enhance listening competence. The study involved 112 Chinese university students with intermediate English proficiency, who were split into an experimental group and a control group. The results showed that practicing listening subskills through verbal activities significantly improved listening competence. They concluded that integrating

speaking exercises before listening in a computer-mediated communication environment had a varied effect on the development of listening skills.

In alignment with this focus on effective listening instruction, Pham (2021) highlights listening as the most critical and challenging language skill. According to Pham, the main goal in developing listening skills is to equip learners to handle real-life situations effectively. To achieve this, language learners should be exposed to a wide range of texts and engage with diverse listening materials. This exposure helps them become more adept at understanding spoken language in across different situations.

Additionally, Nushi and Orouji (2020) examine the specific listening challenges faced by Iranian EFL students, focusing on teacher perspectives. The study identifies top listening difficulties, including practical issues such as low-quality audio and content-based problems like unfamiliar topics. While statistical tests showed no link between teachers' backgrounds and the severity of reported difficulties, the study suggests that targeted listening strategies can significantly ease these challenges. Nushi and Orouji conclude that spending time teaching listening strategies can make overcoming these difficulties less time-consuming, which complements Pham's findings by showing how structured support in listening can further enhance students' comprehension abilities.

Types of listening

Throughout the history of language teaching, researchers have approached listening types from a variety of perspectives. Kline (1996) identifies five types of listening, each with unique purposes and skills:

1. **Informative Listening**: Focused on accurate understanding of the speaker's message, crucial in learning and professional settings. Effective informative listening relies on the following elements:
   - *Vocabulary*: A strong vocabulary aids comprehension.
   - *Concentration*: Requires disciplined focus to avoid distractions.
   - *Memory*: Enhances understanding by recalling prior knowledge.
2. **Relationship Listening**: Aims to support individuals and strengthen relationships, common in both therapeutic and everyday situations. Key behaviors include the following factors:

- *Attending*: Nonverbal cues, like eye contact and body language, show engagement.
- *Supporting*: Avoids interruptions and negative feedback, fostering a supportive atmosphere.
- *Empathizing*: Understanding and sharing the speaker's emotions to build connection.

3. **Appreciative Listening**: Done for enjoyment, such as with music or speeches. Its quality depends on the following components:
   - *Presentation*: Setting, style, and delivery enhance enjoyment.
   - *Perception*: Expectations and attitudes shape listening pleasure.
   - *Previous Experience*: Personal memories associated with sounds influence appreciation.

4. **Critical Listening**: Essential for evaluating the credibility of information, especially in social frameworks. It involves the following points:
   - *Ethos (Speaker Credibility)*: Trustworthiness and expertise of the speaker.
   - *Logos (Logical Arguments)*: Validity and accuracy of arguments and data.
   - *Pathos (Emotional Appeals)*: Analyzes emotional influence to avoid manipulation.

5. **Discriminative Listening**: The foundational listening type, focused on vocal nuances like tone and emphasis, which enhances all other listening types by detecting subtle differences in meaning. It depends on the following factors:
   - *Hearing Ability*: Physical ability to hear various pitches and sounds.
   - *Awareness of Sound Structure*: Understanding language patterns to interpret meaning.
   - *Integration of Nonverbal Cues*: Nonverbal signals complement verbal communication for full understanding.

However, according to Gu (2018), listening in language learning involves two main types: *Psycholinguistic processes* and *listening functions*. First, psycholinguistic processes include bottom-up listening,

where listeners focus on decoding spoken words and sounds to build meaning from individual components; top-down listening, which involves using prior knowledge, context, and expectations to interpret and understand spoken language; and interactive listening, which combines both bottom-up and top-down processes. Second, listening functions are divided into transactional listening, which aims at exchanging information and achieving specific goals, such as getting directions or completing a task, and interactional listening, which focuses on maintaining social relationships and engaging in conversation, such as making small talk or expressing emotions.

Listening difficulties

Despite being an essential skill, listening is often regarded as one of the greatest challenges in the process of learning a foreign language (Yaacob, Amir, Asraf, Yaakob, & Zain, 2021). Kurbanova, Allakuliyev, Davkanov, and Mirzaolimov (2022) further categorize the difficulties of listening into three main categories: communication conditions, linguistic characteristics, and semantic understanding. These challenges highlight the complexities involved in listening processing language as follows:

1. **Communication Conditions**:

   - Single submission of information and irreversibility of speech limit retrospective analysis, requiring quick identification of sound signals.

   - The pace set by the speaker forces high-speed processing.

   - Adapting to different voices and pronunciations is necessary.

   - Paralinguistic discrepancies across cultures can hinder communication.

   - Lack of visual cues and feedback complicates understanding.

2. **Linguistic Characteristics**:

   - Phonemic challenges arise from discrepancies between graphic and acoustic word representations.

   - Rhythmic and intonational features add complexity.

- Lexical issues include recognizing homonyms, distinguishing paronyms, and understanding proper names.
- Expressive and stylistic speech adds further difficulty.

3. **Semantic Understanding**:

- Challenges include grasping the subject matter, logical flow, overall message, and the speaker's intentions.
- Learners may struggle with speech rate and accents. Variations in pronunciation, intonation, and pacing can make it difficult to follow the content, especially when the listener is not accustomed to the speaker's particular way of speaking.

Kline (1996) asserts that a significant but frequently neglected part of communication is listening. For him, there are two primary reasons for this carelessness. First, everything else, speaking and writing are evaluated more frequently than listening and reading because they are more obvious and direct. Readings are often used alongside listening assessments. Second, a lot of people are reluctant to improve their skills in listening, mostly because they do not fully comprehend the process. Furthermore, Bakhsh and Gilakjani (2021) observed that many teachers tend to neglect teaching listening skills. One reason for this is that listening is not assessed in university entrance exams or final exams. Additionally, some teachers perceive listening as a passive skill, leading them to not prioritize it in their instruction. Additionally, Krivosheyeva, Zuparova, Shodiyeva(2020) assert that in foreign language classrooms, listening is often the most neglected and devalued of the four basic language skills.

Ciğerci and Gultekin (2017) provide evidence of digitalization's positive impact on educational outcomes. Therefore, their study aims to examine the impact of digital stories on the listening skills of fourth-grade students in Turkish (their native language). The lessons incorporated digital stories, with related activities designed around them. The findings revealed that using digital stories, along with engaging listening activities, created a more motivating classroom environment and significantly improved students' listening comprehension skills.

Listening and implementing audio-visual tools

There is an increasing amount of academic research that highlights the potential benefits of using technology in teaching and learning practices. Video podcasts, videos, video snippets are among the many genuine teaching resources offered by educational channels on YouTube. These resources are universally accessible and provide valuable information to learners free of charge, making them highly effective and engaging tools to facilitate interactive learning (Yaacob, Amir, Asraf, Yaakob, & Zain, 2021).

Simply providing exact transcripts cannot effectively enhance listening comprehension. This approach fails to offer a deeper understanding of the meaning, pronunciation, and spelling of spoken words. Therefore, it is crucial for teachers to provide students with authentic videos that simulate real-life listening situations to enrich the learning experience (Alabsi, 2020). So, she asserts that many educational institutions and universities have widely adopted modern technology to elevate education from a good to an innovative level.

Today, language teaching and learning have shifted from traditional literacy practices to a greater emphasis on language acquisition. Abdullaeva and Matyazova (2020) emphasize several benefits of using videos to improve listening skills. Videos combine visual and auditory elements, enhancing memory retention and aiding comprehension of real-life situations. Subtitles in videos can bridge reading and listening skills, offering flexible learning options. Additionally, control features like pause and rewind allow teachers to break down content, making learning more adaptable and effective.

Huang and Li (2015) assert that selecting appropriate cloud computing learning environments should offer a user-friendly interface with a well-structured design. It should have clear navigation and avoid complicating content links that hinder student learning. Consequently, Pham (2021) found that English students showed a significant increase in understanding after learning with videos and developed a positive attitude toward using videos to improve their listening skills. Additionally, podcasts are a valuable tool for language learning, helping both teachers and students. Their use is rapidly increasing in educational institutions, partly because podcasts allow users to easily download content (Bakhsh and Gilakjani, 2021).

Rahayuningsih, Rosalinah, and Subroto (2021) investigate the effectiveness of podcasts as a learning tool for eighth-grade students in Jakarta. Their findings show that podcasts significantly enhance the learning process, particularly by improving students' listening skills. Moreover, teachers find it easier to integrate podcasts into their lesson plans or school syllabi, specifically focusing on how to utilize podcasts effectively. In a related study, Fachriza (2020) asserts that audio podcasts provide authentic listening materials that motivate students to engage in listening activities. This encourages them to use podcasts during their free time to review and practice content. His study examined the effectiveness of audio podcast applications as a teaching tool for listening comprehension. Results revealed that students who used audio English podcast applications outperformed those who relied on conventional teaching methods in understanding listening passages. The findings confirm that implementing audio podcast applications is beneficial for improving students' listening skills.

Consistent with the earlier studies, Yaacob, Amir, Asraf, Yaakob and Zain, (2021) investigate the effectiveness of using youtube and video-podcast to enhance the listening comprehension skills of among primary pupils. The data analysis showed that the use of YouTube and video-podcast had a positive impact on listening comprehension skills, resulting in a significant increase in learners' participation, understanding and motivation. In her research, Alabsi (2020) confirms that videos are widely regarded as authentic resources that significantly enhance listening comprehension. The selection of appropriate learning materials is crucial for effectively improving listening skills. Educational video resources are particularly helpful for practical listening, as they incorporate a rich array of vocabulary and expressions commonly used in genuine conversations by native speakers. To explore this further, she examined the effects of incorporating subtitles into videos through applications on EFL students' listening comprehension. The findings indicate that subtitling videos constitutes an effective strategy for facilitating students' listening practice.

Growth mindset

Learning a foreign language is a long journey, often marked by setbacks and moments of discouragement (Khajavy, MacIntyre, & Hariri, 2020). This journey highlights the importance of non-cognitive factors, such as beliefs, attitudes, and values, which assume a vital role

in academic success. Just as students' mindsets about intelligence development shape their thoughts, behaviors, and outcomes in learning their attitudes toward language learning can significantly influence their persistence and ultimate achievement (Limeri, Carter, Choe, Harper, Martin, Benton, & Dolan, 2020). The term was originally coined by Stanford psychology professor Carol Dweck in her 2006 book, *Mindset: The New Psychology of Success*. Lou and Noels (2017) explain that learners frequently face challenges that test their abilities, both in formal settings like classrooms and in daily social interactions For them, these challenges can lead to dissatisfying outcomes, whether due to objective criteria, such as failing a test, or subjective feelings, such as awkward social interactions. Such "failures" are an integral part of language learning. However, for many, these setbacks can damage their confidence and passion, leading to disengagement and withdrawal from the learning process.

Dweck (2006) believes that although some contemporary philosophers claim that a person's intelligence is a constant, unchangeable trait, educators must challenge and oppose this harsh notion. "As our attention, memory, and judgment can be sharpened, we can become more intelligent than we were before. This can be carried out by training, practice, and—most importantly—effort" (p.5). Sadoughi, Hejazi, and Lou (2023) found that having a growth mindset towards language learning greatly enhances academic engagement. According to their research results, students who have a stronger growth mindset are more actively involved in their learning processes.

Growth Language Mindset

Dweck (2006) argues that ability can be understood in two distinct ways: as a fixed trait that must be demonstrated or as a flexible trait that can be developed through learning. From her perspective, a fixed mindset assumes that intelligence and moral character are inherent qualities that need to be proven, while a growth mindset is grounded in the belief that basic traits can be cultivated through personal effort, strategies, and support from others. Building on Dweck's (1999) mindsets framework and her later work in 2006, which distinguishes between fixed and growth mindsets, Lou and Noels (2017) apply these concepts specifically to language learning by identifying three aspects of language mindsets. The first, *General Language Intelligence Beliefs* (GLB), relates to whether general language intelligence is perceived as

fixed or changeable. The second, *Second Language Aptitude Beliefs* (L2B), addresses whether the ability to learn a second language is seen as fixed or capable of improvement through effort. The third, *Age Sensitivity Beliefs* (ASB), examines how beliefs about age influence language learning. In this way, Lou and Noels extend Dweck's growth mindset framework to the realm of language learning, suggesting that beliefs about language abilities can be shaped by a mindset focused on growth and development.

Yılmaz (2022) builds on this framework by emphasizing the importance of fostering a *Growth Mindset* for lifelong learning. He identifies the *Growth Mindset* as the belief that intelligence and skills can be developed over time, in contrast to the Fixed Mindset, which views abilities as static and unchangeable. Yılmaz argues that promoting a *Growth Mindset* is crucial for helping individuals see challenges as opportunities for growth, thereby enhancing their capacity for continuous learning and personal development.

   Therefore, Carlson and Tannyhill (2020) manipulate this notion by comparing the qualities, beliefs, and attributes of fixed versus growth mindsets, including those related to challenges, obstacles, effort, criticism, and the success of others, as presented in the following table:

Table 1

Qualities, Beliefs, and Attributes of Fixed Versus Growth Mindsets.

Fixed Mindset	Growth Mindset
Belief that ability and talent are fixed or limited and that improvement in an area is not possible if one does not exhibit natural talent in that area	Belief that success is a direct result of effort put forth, rather than one's natural ability or talent
Tendency to avoid challenges to avoid failure or appearing incompetent	Tendency to approach challenges without fear of failure
Tendency to give up after encountering an obstacle	Willingness to try a new strategy when encountering an obstacle
Tendency to blame others or underlying circumstances for failure	Tendency to view failures and mistakes as steppingstones to more successful outcomes
Rarely identifies lack of effort as	Ability to readily identify the link

the cause of failure	between effort and achievement
Tendency to shut down in the face of mistakes	Tendency to be energized by failure as an opportunity to grow and overcome a problem
Views mistakes as an embarrassment, not a learning opportunity	Demonstrates understanding that mistakes are a part of the learning process
Tendency to view feedback as criticism and/or a personal attack	Tendency to seek feedback as productive criticism and as a necessary ingredient for growth
Threatened and envious by the success of others	Cognizant of the ability to learn from the success of others
Entity theory (implicit) of intelligence: intellect is unchangeable	Incremental theory (implicit) of intelligence: intellect can be grown or developed over time
Avoid conflict management	Meet adversity directly without fear for conflict

As Carlson and Tannyhill (2020) explained, the contrast between a fixed mindset and a growth mindset revolves around how individuals perceive their abilities, respond to challenges, and view success and failure. So, according to them, a fixed mindset views abilities as static, avoids challenges, and sees failures as personal shortcomings. In contrast, a growth mindset believes in developing abilities through effort, accepts challenges, and treats failures as learning opportunities. Thus, people with a growth mindset are more resilient, open to feedback, and inspired by others' success. In this respect, Sadoughi, Hejazi, and Lou (2023) found that having a growth mindset towards language learning greatly enhances academic engagement. According to their research results, students who possess a stronger growth mindset are more actively involved in their learning processes.

Additionally, Dweck, Walton, and Cohen (2014), noted that students with a fixed mindset believe their intellectual abilities are limited and are more focused on proving their intelligence than on improving it. This mindset often leads to self-doubt, and hence, negative thoughts (e.g., "I failed because I'm not smart enough"), feelings (such as humiliation), and behaviors (giving up). In contrast, students with a growth mindset view the same challenges and setbacks as opportunities to learn and grow. As a result, they respond with constructive thoughts (e.g., "Maybe

I need to change my strategy or try harder"), positive emotions (such as excitement at a challenge), and persistent behaviors
(such as continued effort).

With respect to this, Khajavy, MacIntyre, and Hariri (2020) explored the link between language mindsets and grit, which encompasses perseverance and consistent interest. Their findings revealed that both perseverance and consistency were negatively correlated with fixed language mindsets but positively related to growth language mindsets. Consequently, in-person growth mindset interventions have shown potential for improving students' academic performance (Dweck & Yeager, 2019). Expanding on this framework, Yılmaz (2022) conducted a study to develop a reliable instrument to measure *Mindset Theories* in students aged 14-22. With 1,145 participants, the study used exploratory and confirmatory factors analyses to create a scale with nineteen items across four sub-dimensions: Procrastination, immutability of belief, belief in improvement, and effort. The scale showed strong internal consistency, with coefficients ranging from 0.701 to 0.805, making it a reliable tool for assessing students' mindset theories and supporting the development of lifelong learning skills.

Bai and Wang (2023) point out that having a growth mindset is a key factor in doing well in learning a second language, as shown by better final grades. This is especially relevant for EFL students, since they often face many challenges. A growth mindset can help them overcome these difficulties. To improve student success in language learning, Bai and Wang suggest that schools and universities should focus on the importance of motivation and fostering a growth mindset. They believe this is one of the best ways to encourage students to use effective strategies in learning English. Therefore, educational programs should include practical ways to promote a growth mindset, build self-confidence, and highlight the value of learning. Therefore, they suggest some ways to foster a growth mindset:

Ways to foster a growth mindset
1. Priming incremental beliefs:
   - Use scientific evidence on growth mindset.
   - As shown in prior studies, growth mindset was primed through sessions teaching students that learning changes the brain by forming new and stronger connections between nerve cells.

2. Teacher and parent involvement:
   - Focus on the learning process.
   - Interpret outcomes in terms of improvement.
   - Help students set self-referenced evaluation standards.
   - Attribute academic success to efforts to avoid highlighting ability differences.

3. Handling mistakes and setbacks:
   - Inform students that mistakes and setbacks are inevitable.
   - Emphasize the positive role of failures as learning opportunities.
   - Explain that setbacks can reveal areas for improvement, which helps in skill development.

4. Promoting self-efficacy:
   - Recognize efforts and improvements.
   - Minimize social comparison.
   - Guide students to develop their own internal standards for evaluating outcomes.

5. Fostering intrinsic value:

   - Provide challenging, meaningful, and interesting tasks (e.g., presentations, dubbing films, singing competitions, drama).
   - Offer multiple interesting tasks for students to choose based on their personal interests to enhance engagement and enjoyment in learning.

   Lou and Noels (2016) explain that language learners' beliefs about language ability—whether it is fixed (entity theory) or can be developed (incremental theory)—significantly shape their learning goals and reactions to failure. Their investigation of 150 university students in language courses revealed that students with an incremental mindset, who believe language skills can be improved through effort, were more focused on learning goals and demonstrated greater resilience when faced with challenges. Learners with a growth mindset were more likely to keep studying even when they faced challenges. In contrast, students with a fixed mindset, who believe language ability cannot change, were

more focused on performance and more negatively impacted by failure, often fearing it more. The study highlights that encouraging a growth mindset can improve motivation and persistence in language learning, offering helpful insights for educators to support students by promoting a growth-focused approach. According to Barber (2023), researchers have recently attempted to integrate findings from mindset research to second language learning research.

Within the Arab setting, research has highlighted various challenges and solutions related to English listening skills. Al-Otaibi and Mohasseb (2019) observed that intermediate students often struggle with listening skills, likely due to the use of inappropriate listening materials that lack visual aids. Their study examined the effectiveness of using multimedia, specifically animations with subtitles, to improve the English listening skills of Saudi intermediate female students. The results showed that multimedia was significantly more effective in developing listening skills compared to traditional audio recordings. In Sudan, Hussein and Abdul Hafeez (2020) emphasized the need for high schools to integrate audio players and video recordings into English language teaching to enhance students' understanding of spoken texts. The study found that pre-recorded materials effectively improved listening skills and recommended that teachers adopt these methods to help senior students improve their English listening abilities.

Similarly, Al-Khaza'aleh (2021) further stressed the significance of digital resources in improving students' English listening skills. So, he investigated the impact of digitalization on improving the listening comprehension skills of sixth-grade students in Jordan. By using digital tools such as the internet, computers, and interactive TV, the study revealed significant improvements in students' listening comprehension. In a related study, Alzamil (2021) examined the listening challenges faced by 87 Saudi female university students. The study identified difficulties related to speech rate, pronunciation, nervousness, and limited vocabulary. Despite these challenges, the students expressed a positive attitude toward improving their listening skills. Alzamil asserted that understanding these obstacles can help educators refine their teaching methods to enhance listening comprehension.

In the Egyptian context, Ahmed (2018) highlights that English teaching often prioritizes reading and writing while neglecting listening skills, a common issue in EFL settings. This challenge is compounded by

students' limited exposure to authentic spoken English, which hinders their ability to understand native speakers. Similarly, building on Ahmed's observations, Ghamry, Zaza, and El-Sweedy (2020) also found that listening skills are frequently overlooked in secondary education, with teachers focusing more on preparing students for written exams. Their study went further by using podcasts as a tool to improve listening skills in first-year secondary students. This approach led to major improvements in listening comprehension. The results support the need for new methods to strengthen listening skills.

Extending this focus to younger students, Ghoneim and Elghotmy (2021) addressed weaknesses in EFL listening skills among sixth-grade primary pupils. They explored the effectiveness of an artificial intelligence (AI)-based program, which demonstrated that technology-driven tools could enhance listening skills, much like how podcasting had a positive impact in secondary education. This connection between AI-based tools and podcasting underscores the potential of incorporating modern digital resources in EFL classrooms to address listening comprehension gaps at various levels of education. In his study at the preparatory level in Sohag, El-Sayed (2022) specifically explored the impact of these electronic non-curricular activities on enhancing EFL active listening skills. Involving sixty third-year preparatory students, the research demonstrated that the use of electronic non-curricular activities significantly improved the students' active listening skills. This finding supports El-Sayed's broader argument that integrating non-traditional methods, such as electronic tools, can effectively supplement classroom learning and address the deficiencies in listening practice.

Lastly, reinforcing the common challenge of insufficient listening skills, Mohammed, Awad, and Edries (2022) discovered similar difficulties among secondary school students in Sharkya Governorate. , showing that weak listening comprehension is a common issue in different educational levels in Egypt. This highlights the need for better, more creative teaching methods to support listening skill development at all stages of education.

At the university level, Hashem (2020) identified a pressing need for students enrolled in the *General Diploma in Education* at the Faculty of Graduate Studies for Education, Cairo University, to improve their listening comprehension and listening self-efficacy. In response, she conducted a study investigating the effectiveness of a task-based

program designed to develop these skills among EFL *General Diploma* students. The results revealed a significant positive impact of the well-structured listening tasks, which enhance both their comprehension and self-efficacy. Hashem emphasized the importance of integrating these tasks into the curriculum to support the continuous development of these essential skills.

Diyyab (2020) highlighted the low proficiency of Faculty of Education students in EFL critical listening skills. In response, the study explored whether incorporating Student Response System (SRS) tools into the listening triangle strategy would improve these skills. The findings indicated that this integration was successful in developing EFL critical listening skills among Faculty of Education students.

In 2021, Helwa observed that university students struggled with EFL critical listening skills and willingness to communicate. These students found it challenging to understand the main ideas in listening passages, infer the meanings of unfamiliar words from context, and form opinions, evaluate, and make judgments about spoken content. To tackle these problems, Helwa investigated the effectiveness of a program based on embodied learning and online task activities. The study involved fifty third-year English students from the Faculty of Education at Benha University in Egypt. It found that this approach greatly improved the students' critical listening skills and their willingness to communicate. The success was attributed to the interactive and engaging nature of the embodied learning techniques and online tasks.

Building on the insights from Helwa's research, Diab (2022) further explored challenges faced by EFL students at Benha Faculty of Education. Diab noted similar difficulties with English language listening skills and digital literacy. Students frequently forgot what they heard, struggled to recognize familiar words, and had trouble understanding the intended message. They also found it hard to form mental images of words, understand phonetic variations like reduction, assimilation, and elision, and manage speech speed, particularly with different accents. To address these issues, Diab studied how well everyday learning tools, like podcasts and TED Talks, could improve listening comprehension and digital skills for future EFL teachers. Her study concluded that these tools significantly enhanced both skills.

In the same year, Bedaiwy (2022) found that students at Sadat Academy faced difficulties with critical listening skills. To handle these

difficulties, he explored the effect of an interactive approach on enhancing EFL critical listening skills among students in the College of Management Sciences (English section). A sample of sixty-six second-year students participated in the study, which included a critical listening skills test designed by the researcher. The results proved a significant positive impact on the experimental group's critical listening skills, affirming the effectiveness of the interactive approach.

These studies together give useful insights that help guide my research on improving EFL listening skills. Al-Otaibi and Mohasseb (2019) emphasize the effectiveness of multimedia, like animations with subtitles, in enhancing listening skills, suggesting that visual aids can improve comprehension, which I can apply in my own methods. Al-Khaza'aleh (2021) and Alzamil (2021) also stress the importance of digital tools and address challenges such as speech rate and pronunciation, helping me shape my interventions.

In the Egyptian setting, Ahmed (2018) and Ghamry et al. (2020) highlight the neglect of listening skills in favor of reading and writing. It asserts exploring modern tools like podcasting. Ghoneim and Elghotmy (2021) and El-Sayed (2022) support also using AI-based programs and electronic activities that provide innovative digital approaches to enhance listening comprehension. Their findings support integrating of non-traditional methods, such as electronic tools that can effectively enhance classroom learning and address gaps in EFL listening practice. Additionally, Mohammed, Awad, and Edries (2022) focus on weak listening skills, aligning with the focus of my research. Diab (2022) highlights the benefits of using podcasts and TED Talks, which can also enhance digital literacy alongside listening skills. Thus, all these studies reinforce the importance of integrating digital tools to address and improve common listening challenges.

Context of the problem

The problem investigated in this study was identified through the following sources:

1. Based on the researcher's experience teaching at the university level, particularly in the Faculty of Education, it has been observed that fourth-year EFL Kindergarten pre-service students face significant challenges with their EFL listening skills and growth mindset. These students struggle with various aspects of EFL listening. For example, they cannot capture the overall message of a spoken passage and

understand the meaning of specific words within sentences or situations. Additionally, they have difficulty recognizing and interpreting information that is not explicitly stated by the speaker. They also struggle to analyze what has been said in conversations or speeches. These difficulties are closely tied to their belief in their abilities, often resulting in a mindset of "I cannot do it," which negatively affects their reactions to failure when they do not fully understand the ideas expressed.

2. Reviewing previous research within the Egyptian educational landscape highlights persistent challenges in developing EFL listening comprehension skills. This is apparent particularly due to the limitations of traditional teaching methods and a lack of modern tools in English language programs. Many studies highlight the limitations of traditional teaching methods in enhancing listening skills. For example, Hussein, Hassan, and Abdel-Kareem (2020) found that listening skills are often neglected in classrooms and that current methods are insufficient for effective skill development.

    Other studies highlighted the importance of utilizing modern tools and methods, rather than traditional approaches, to improve listening skills. Diyyab (2020) confirmed the importance of integrating technology-based tools in EFL listening classes. In the same year, Ghamry, Zaza, and El-Sweedy (2020) recommended incorporating podcasts at the university level to enhance listening comprehension. El-Sayed (2022) further suggested using targeted listening activities to encourage communication and reduce students' fear of speaking. Other researchers emphasize the importance of improving listening skills among university students. Hashem (2020), Helwa (2021), and Diab (2022) advocate for integrating diverse tools into listening instruction programs, an approach also supported by Bedaiwy (2022).

3. To address this problem, the current researcher conducted a pilot study over the academic year 2021-2022 with a sample group of (n = 30) participants of kindergarten students. The test aimed to evaluate the fourth-year non-major EFL students' listening skills. The test concentrated on the skills of listening for gist, understanding implied information, identifying reasons for stressed words, understanding vocabulary-in-context, and drawing sound conclusions. The test comprised four listening texts with multiple-choice questions. Upon

analyzing the pilot study results, the researcher found that the majority of the participants demonstrated low proficiency in various listening skills. Specifically, 80% of the students struggled with listening for gist, 85% were weak in understanding implied information, 83% had difficulty identifying reasons for stressed words, 79% had challenges understanding vocabulary-in-context, and 87% were weak in drawing sound conclusions. Additionally, a mindset growth scale was used to assess the participants' mindset growth, with dimensions rated on a 4-point Likert scale, ranging from strongly disagree (1) to strongly agree (4). After analyzing the students' responses, the researcher found that 85% of the participants exhibited low mindset growth. As a result, this study aims to use video snippet tools to improve fourth-year Kindergarten non-major students' listening comprehension and foster growth mindset.

Statement of the Problem

Based on previous studies and the results of the pilot study, it is evident that the present study addresses the issue of poor listening skills among fourth-year kindergarten non-major students at the Faculty of Education, Damietta University. This problem may stem from the challenges these students face in comprehending authentic listening videos. This lack of comprehension, in turn, prevents them from correctly answering related questions. This difficulty impacts their growth mindset negatively. Therefore, the present study aims to investigate the effect of authentic video snippets on enhancing both the listening skills and growth mindset of fourth-year kindergarten non-major students.

Questions of the study

The current study sought to address the following question:

1. What are the EFL listening skills required for fourth year-kindergarten students?
2. What is the level of listening skills among fourth-year kindergarten students?
3. What is the effect of using authentic video snippets on developing the fourth year-kindergarten students' EFL listening skills?
4. What is the effect of using authentic video snippets on developing the fourth-year kindergarten students' growth mindset?

Hypotheses of the Study

1. There is a significant difference between the pretest and the posttest mean scores on listening for gist at the (0.01) level of significance.

2. There is a significant difference between the pretest and the posttest mean scores on understanding implied information at the (0.01) level of significance.

3. There is a significant difference between the pretest and the posttest mean scores on identifying reasons behind stressed words at the (0.01) level of significance.

4. There is a significant difference between the pretest and the posttest mean scores on understanding vocabulary-in-context at the (0.01) level of significance.

5. There is a significant difference between the pretest and the posttest mean scores on drawing sound conclusions at the (0.01) level of significance.

6.There is a significant difference between the mean scores of sample group students in the pre- administration of the Mindsets Language Learning Scale (MLLS) and their scores in the post- administration, in favor of the latter.

Significance of the study

The present study significance lies in several key areas:

- It sought to bridge the gap in current literature and research about listening skills and growth mindset development using authentic video snippets.

- It offered fourth-year kindergarten EFL non-major students a chance to improve their listening skills and growth mindset by using authentic video snippets in their learning process.

- It provided valuable insights for EFL instructors and curriculum planners on both theoretical and practical levels. It demonstrated how authentic video snippets can be used to enhance listening skills and foster a growth mindset.

- It might also help future researchers in exploring new ways for investigating the role of authentic video snippets in EFL learning and teaching.

Definitions of terms

Video Snippets: A Procedural definition

In the current study, operationally, video snippets are a series of short, authentic educational videos presented by native speakers aimed at developing listening skills of fourth-year kindergarten non- major students. These video snippets are designed to be downloaded and played on mobile devices, or computers allowing learners to improve their listening skills on the go. Video snippets are delivered from other audio content via a website. Unlike traditional audio resources, video snippets provide a vivid speaker presence that allows learners to listen and watch simultaneously. This combination enables clear and engaging presentation of sounds, chunks, phrases, as well as short and long conversations.

Growth Language Mindset

Dweck and Yeager (2019) define a growth mindset as the belief that human capacities are not fixed but can be developed over time. The growth-mindset message was this: people's behaviors often come from thoughts and feelings, which live in the brain, and can be changed.

Operationally, a growth language mindset is defined as the belief, thoughts, and feelings of fourth-year kindergarten non-major students that their ability to comprehend authentic video snippets can be improved. As a result, their overall listening comprehension and ability to answer related questions are enhanced. This improvement is expected to create a more positive view of learning English, despite not being English majors. Therefore, this may positively influence their performance in other language skills as well.

Fourth-year kindergarten non-major students

Operationally, fourth-year kindergarten non-major students refer to students who are in their fourth and final year of study in the kindergarten program, specializing in at the Faculty of Education, Damietta University.

Steps for using video snippets

1. **Selecting the most appropriate audio snippets**: Choosing audio snippets that focus on specific listening skills. Ensuring the suitability for the students' proficiency levels.
2. **Listening multiple times**: Playing the audio snippet more than once to help students become familiar with the content. This is done for helping students catch details they might have missed.
3. **Distributing listening comprehension questions**: Providing students with questions related to the audio content before listening to prepare them to focus on key information.
4. **Encouraging predictions**: Asking students to predict the content or main ideas of the audio snippet based on the questions and their first impressions.
5. **Providing transcripts**: Offering transcripts of the audio snippet, either through using the board or the WhatsApp application, to help the comprehend easily.
6. **Listening with focused transcripts**: Having students listen to the audio snippet again while concentrating on the transcripts provided to help them grab . the meaning.
7. **Writing down key points**: Asking students to write down important parts of the transcript. They should also note key phrases in their notebooks to help them learn.
8. **Answering comprehension questions**: Having students respond to the comprehension questions based on the audio snippet to assess their understanding.
9. **Explaining content**: Asking students to explain the content of the audio snippet based on their understanding to demonstrate their understanding of the material.
10. **Shadowing the audio**: Encouraging students to repeat the audio snippet in real time to improve pronunciation, intonation, and fluency.
11. **Evaluating the listening process**: Evaluating the authentic video snippets activity by checking students' listening skills, overall understanding, and gathering feedback to improve future lessons.

Rationale for selecting video snippets to enhance EFL kindergarten students' listening skills

a. Video snippets, being short, focused, and concise, to-the-point authentic materials, students could concentrate on the message being delivered. By focusing on specific aspects of listening skills, such as identifying stressed syllables, these snippets enable students to understand the key message more effectively.

b. Prior studies suggest that some kindergarten teachers lack interest in engaging young children. They instead rely on traditional methods like rote memorization. This approach often results in lower performance levels, which is attributed to the teachers' limited proficiency, as noted by Galal (2021).

c. The Ministry of Education and Technical Education (MOETE) in Egypt emphasizes the importance of listening skills for kindergarten pupils in its *Kindergarten Teacher's Guide*. The guide outlines that the primary aim of the course is to develop oral and listening skills in English through various activities, as well as to introduce the alphabet and basic phonetic sounds (Teacher's Guide, Connect, KG1, 2019, p. vii).

d. "Communicating in a foreign language" is one of the general educational objectives of the Bachelor's program in Science and Education, specializing in Childhood and Education. This goal cannot be fully achieved without first enhancing listening skills.

e. Video snippets are short, focused videos that concentrate on specific aspects of pronunciation for particular phrases or words. These clips often highlight key features such as intonation, and stress patterns. Actually, this allows students to practice and master these elements in a targeted manner. By focusing on precise aspects of language, these videos help learners improve their listening comprehension more effectively.

f. **Video snippets and short videos** are highly accessible learning tools that do not require advanced technology. These videos can be viewed on a range of devices, from basic smartphones to tablets and computers, making them convenient for most students regardless of their access to high-end technology. Their simplicity and ease of use ensure that a broad range of learners can benefit from these resources without the need for specialized equipment.

g. **Video snippets and short videos** have been proven to be easy-to-use and effective tools for learning English. According to Krivosheyeva, Zuparova, and Shodiyeva (2020), video segments, such as short sketches, documentaries, dramas, comedies, news, and interviews, are effective for teaching listening skills. Teachers can select and adjust these segments based on students' skill levels.

Method

Design of the study

The one group pre-posttest design was used in this study which involved only one
group of participants. Those participants are exposed to the intervention.

Participants of the study

Participants included in this study are a sample of 50 fourth-year, non-major kindergarten students at the Faculty of Education, Damietta University in the academic year 2021-2022.
Variables

-Independent Variable
The use of authentic video snippets to enhance some listening skills and promote growth language mindset.
- Dependent Variable
Enhancing some listening skills and growth language mindset of fourth-year kindergarten non-major students.
Instruments of the study

For addressing the study questions in the present study, the researcher developed the following instruments: A sub-skills listening list, a listening skill scoring rubric, Mindsets Language Learning Scale (MLLS) and a pre-post-test to assess students' listening performance before and after the intervention.

a. **The EFL listening skills checklist**

   Purpose of the EFL listening skills checklist

The researcher prepared a listening skills list to determine the most required listening skills for fourth-year non-major kindergarten students.

Sources and content of the EFL listening skills checklist

In its initial form, the listening skills in the checklist were initially determined by reviewing several studies. These studies focused on developing listening skills, their importance, types, challenges, and the use of audio-visual tools. Additionally, the review considered listening problems in both the Arab and Egyptian contexts at the primary and university levels. The studies reviewed include Al-Otaibi and Mohasseb (2019), Hussein and Abdul Hafeez (2020), Al-Khaza'aleh (2021), Alzamil (2021), Ahmed (2018), Ghamry, Zaza, and El-Sweedy (2020), El-Sayed (2022), Helwa (2021), and Diab (2022). The checklist in its initial version included nine listening skills (see Appendix A).

Validity of listening skills checklist

The list of listening skills was categorized into four levels: highly required, required, less required, and not required. A panel of experts in curriculum and EFL instruction evaluated the skills to assess their importance, appropriateness for the study participants, representativeness of the sub-skills, and any necessary modifications. Based on their feedback, the following adjustments were made: the skill "Guessing Hidden Meanings" was omitted, as it requires advanced cognitive and language abilities, such as interpreting implied or abstract ideas. "Understanding idiomatic expressions and figurative language" was removed, as figurative language can be confusing for these students. Additionally, "identifying the speaker's attitude through tone and inflection" was excluded, as it may be too advanced for the students, who should focus on more straightforward and clear listening sub-skills.

a. **The EFL listening comprehension skills test :(pre-posttest)**

- **Test Construction**

The present study utilized the listening section of the *Test of English as a Foreign Language* (TOEFL). Each item in this section consisted of a brief conversation between two speakers, followed by a third voice asking a question. Students heard the conversations and questions only once, with no written text provided. After listening to each conversation and question, students were required to read four answer choices—(A), (B), (C), or (D)—and select the correct answer. They then filled in the

corresponding letter on their answer sheet. The test included 10 questions, with every two questions focusing on a specific listening skill. For the test (see Appendix B). The test consists of ten questions, with each question worth five points, making the total score for the test 50 points.

- **Test objective**

The objective of the test was to assess fourth-year non-major kindergarten students' listening skills through their responses to ten listening comprehension questions.

- **Piloting the test**

The pre- and post-listening comprehension tests were piloted with 30 students from the fourth-year non-major kindergarten students' program, excluding those involved in the main intervention. The purpose of this pilot was to evaluate the test's feasibility in several key areas. Firstly, it aimed to determine the difficulty level of the test items to ensure they were appropriately challenging. Secondly, the pilot measured the time required to complete the test. Additionally, it assessed whether the test instructions were clear and comprehensive. Finally, it was used to evaluate the test's validity, ensuring it accurately measures what it intends to, and reliability, ensuring consistent results. Thus, the time of the test was measured by as 60 minutes.

Listening comprehension test validity

For measuring the listening comprehension test validity, its initial version was given to a jury of specialists in teaching English as a foreign language and EFL professors. They were asked to read and examine the listening test then to evaluate each item and to determine representativeness of the items for each main skill and for the listening comprehension test as a whole. They were asked also to check the appropriateness of the achievement test items for the targeted fourth-year non-major kindergarten students. Therefore, their opinions, suggestions and modifications were considered. The achievement test proved to be a valid one. For the final version of the achievement test, (see appendix I).

Internal consistency validity

The internal consistency validity was computed by examining the relationships between the subscale scores using Pearson correlation coefficients, as shown in Table 1. The correlations between the subscales range from moderate to high, with significant positive relationships, which mean that is the Internal consistency was confirmed.

Table 1

Internal Consistency Validity

	listening for gist	understanding implied information	identifying reasons behind stressed words	understanding vocabulary-in-context	drawing sound conclusions
LFG	--				
UII	.449**	--			
ISW	.533***	.260*	--		
UVC	.741***	.511***	.951***	--	
DSC	.577***	.477**	.840***	.352*	--

Notes. * P < .05, ** P < .01, *** P < .001

LFG= listening for gist, UII= understanding implied information, ISW = identifying reasons behind stressed words, UVC= understanding vocabulary-in-context, DSC= drawing sound conclusions.

These results suggest that the subscales are related to each other in meaningful ways. Actually, this confirms that the internal consistency of the measurement is strong, and the overall scale is reliable.

Listening comprehension test

A test-retest method was employed to assess the reliability of the test, as well as to estimate the required test duration. Using Pearson's correlation coefficient, a significant correlation (r = 0.83) was found at the 0.01 level. This suggests a strong level of agreement. Information gathered from the pilot, often referred to as field testing or trialing, was used to revise and improve test items.

Mindsets Language Learning Scale (MLLS)
Mindsets Language Learning Scale (MLLS) description

The current Mindsets Language Learning Scale was measured using a 4-point Likert scale, ranging from Strongly Agree to Strongly Disagree, and consists of four dimensions. The first dimension is about the Beliefs about Mindset Assessment Tool for Learning English, based on Dweck's (2006) book *Mindset: The New Psychology of Success*, and includes four items, such as, "I try my best to improve my language skills because I enjoy learning English." The other three dimensions are adapted from Lou and Noel's (2017) Language Mindset Inventory. These dimensions are as follows: Second dimension is about Beliefs about General Language Intelligence (GLB) (e.g., "No matter how much language intelligence you have, you can always change it quite a bit."). Third dimension is about Beliefs about Foreign Language Learning (L2B) (e.g., "In learning a foreign language, if you work hard at it, you will always get better."). Additionally, the fourth dimension is about Beliefs about Age Sensitivity and Language Learning (ASB) (e.g., "Regardless of the age at which they start, people can learn another language well."). Each of these subscales contains three items, resulting in a total of 16 items for the full scale.

Purpose of Mindsets Language Learning Scale (MLLS)

The Mindsets Language Learning Scale (MLLS) was developed to help fourth-year non-major kindergarten students discover their mindset regarding learning English, particularly in relation to listening skills. It enables them to identify the type of mindset they possess—whether it's a fixed or growth mindset—and make informed decisions about their approach to learning English. By understanding their beliefs about language learning, students gain insights into their perceived potential for language improvement. This is, in turn, assist them in fostering a positive learning mindset.

Piloting the Mindsets Language Learning Scale (MLLS)

The researcher piloted the Mindsets Language Learning Scale (MLLS) with a group of 30 fourth-year non-major kindergarten students. This pilot aimed to ensure the appropriateness, validity, timing, and item quality of the scale. The results from piloting the MLLS are as follows:

Validity of Mindsets Language Learning Scale (MLLS)

In its initial form, the MLLS comprised 28 items: 10 items for the first dimension, the Mindset Assessment Tool for Learning English, and 6 items for each of the other three dimensions. To assess the validity of the scale, the initial version was reviewed by a panel of specialists in teaching English as a foreign language and psychology. The experts were asked to evaluate the scale, focusing on the representativeness of each item for its respective dimension and for the overall scale. Based on their feedback, some items were removed due to redundancy. The panel recommended that each dimension should consist of only four representative items, resulting in a revised scale with a total of 16 items (see appendix H). Additionally, scale timing was measured at 25 minutes.

Reliability of Mindsets Language Learning Scale (MLLS)

To insure the reliability of the MLLS scale

Table 2

Reliability of the MLLS Scale

	MATLE	GLB	L2B	ASB
MATLE	--			
GLB	.469***	--		
L2B	.592***	.369***	--	
ASB	.392*	.870***	.380***	--

Note: Mindset Assessment Tool for Learning English   MATLE
Beliefs about General Language Intelligence (GLB)
Beliefs about Second/Foreign Language Learning (L2B)
Beliefs about Age Sensitivity and Language Learning (ASB)

The table shows Pearson correlation coefficients between the subscales of the Mindsets Language Learning Scale (MLLS). The correlations range from moderate to high, indicating that the subscales are related. For example, the correlation between "Mindset assessment tool for learning English" and "General language intelligence (GLB)" is .469, which is significant. Higher correlations, such as .870 between "GLB" and "Age sensitivity and language learning," suggest a strong relationship. This confirms internal consistency, meaning the subscales measure related aspects, supporting the scale's reliability.

Procedures of the study

The current study followed three main stages:

a. Preparation Stage

- Reviewed relevant studies and literature on listening comprehension skills and growth mindset.

- Selected the intended sample and provided justifications for their selection.

- Identified the specific listening comprehension skills to be studied.

- Constructed the growth mindset scale.

- Determined the objectives, duration, and platform for presenting the intervention.

- Computed the reliability and validity of the tools mentioned above.

- Administered a pre-test of the listening skills test and the growth mindset scale.

- Created a *Google Group Platform* for the participants. Google Groups is an online platform developed by Google that allows users to create and participate in online forums and email-based groups.
- **b. Intervention**

- Selected appropriate authentic video snippets that aligned with the identified listening skills for the sample.

- Held weekly face-to-face sessions, each lasting 90 minutes. The first session was an orientation where participants were introduced to listening comprehension skills and growth mindset concepts.

- Developed the online platform Google *Groups.* It serves as a platform for communication and collaboration, where users can share messages, files, and other resources with members of the group. So, *Google Groups* can be considered both a platform and

an application for facilitating online discussions and group interactions.

- Asked students to join the platform using their email addresses.

Uploaded the authentic video snippets to the group, keeping all resources in one place. Some of the authentic video snippets are in the following links: How to Improve Speaking Skills in English #Shorts (youtube.com), About Lisa Mojsin and American Accent Training (youtube.com), BRITISH vs AMERICAN ENGLISH | Pronunciation Comparison! (youtube.com), SMART American Accent Training: SpeechModification.com (youtube.com),Mind your language - YouTube, POC English - YouTube, English With Kris Amerikos - YouTube

- Conducted weekly face-to-face sessions where the listening tracks were presented. The instructor/ researcher played the tracks through amplifiers, pausing to highlight stressed words or key points. Students were then asked to listen to the tracks on their phones.

- In each session, the instructor/ researcher emphasized growth mindset principles, encouraging students by reinforcing the belief that they could succeed ("you can do it").

c. Evaluation
- Students had the opportunity to listen to the video snippets multiple times at home, as all videos were accessible in one place.

- In subsequent sessions, formative assessments were conducted, which included peer, self-assessment, and teacher feedback.

- Activities included group discussions, responding to either multiple-choice or open-ended questions, and engaging in follow-up classroom discussions about what was heard, as well as speaking exercises related to the listening material.

- Occasionally, students were asked to create videos using expressions from the snippets. This was an effective method for

evaluating listening skills, as it assessed not only their ability to comprehend and recall the material but also how well they could apply what they had learned in meaningful ways.

- The instructor/ researcher promotes discussion and encourages students to discuss and talk in order to understand the new vocabulary. Here, the teacher may answer questions give comments to highlight the target vocabulary

- Over time, students' reflections on their performance indicated a shift from a fixed mindset to a growth mindset, as they developed new beliefs about their abilities.

- The intervention lasted twelve weeks.

- Post-tests were conducted for both the comprehension skills and the growth mindset scale.

Results and discussion

To verify the research hypotheses, SPSS/PC) was used for statistical analysis. To assess the impact of the intervention on students' performance in the *Pre-Post Test*, a multi-method statistical analysis was employed. This included both inferential and visual approaches to ensure a thorough evaluation of the data. First, a Paired Sample t-Test was conducted to determine whether there was a statistically significant difference in the mean scores before and after the intervention. Additionally, a Comparison of Box Plots and Means Plots with Confidence Intervals was performed to provide a visual representation of the score distribution, central tendency, and variability between the pre- and post-test results.

Therefore, from a statistical perspective, the Paired Sample t-Test was the proper method for analyzing the data, considering the nature of the study design. For verifying first hypothesis that states that: "There is no significant difference between the pretest and the posttest mean scores on listening for gist at the (0.01) level of significance." For analyzing it, the Paired Sample t-Test formula was applied based on the data provided by the pre- and post-tests. The table below summarizes the obtained results:

Table 3
Paired Sample T-Test of the Listening for Gist

Components	Measures	N	Mean	Std	t-value	df	P-value	Effect size
Listening for gist	Pre	50	4.68	1.94	7.80	49	.000	1.10
	Post	50	6.30	1.94			Sig.	High

A paired-samples t-test was conducted to compare "Listening for gist" skill in the pre and posttest as detailed in the table 3. There was a significant difference in the scores for the pre and posttest for "Listening for gist" skill in the pretest (*M*=4.68, *SD*=1.94) and in the (*M*=6.30, *SD*=1.94); *t*(49)=, p = 7.80." The effect size was high=1.10. So, these results suggest that there is a significant difference occurred in the students' level concerning "Listening for gist" skill that may be attributed to using authentic video sippets.

For verifying second hypothesis that states that: "There is no significant difference between the pretest and the posttest mean scores on understanding implied information at the (0.01) level of significance", the Paired Sample t-Test was conducted using data from the pre- and post-tests. The results are summarized in the table below:

Table 4
Paired Sample T-Test of the Understanding Implied Information

Components	Measures	N	Mean	Std	t-value	df	P-value	Effect size
Understanding implied information	Pre	50	5.30	1.49	7.87	49	.000	1.11
	Post	50	7.26	1.29			Sig.	High

As explained in table 4, a paired-samples t-test was conducted to compare "Understanding implied information " skill in the pre and post-test. There was a significant difference in the scores for the pre and posttest for " Understanding implied information " skill in the pretest (*M*=5.30, *SD*=1.49) and in the posttest (*M*=7.26, *SD*=1.29); *t*(49)=, p = 7.87." The effect size was high=1.11. So, these results suggest that there is a significant difference occurred in the students' level concerning "Understanding implied information " skill that may be attributed to using authentic video sippets.

For verifying third hypothesis that states that: There is no significant difference between the pretest and the posttest mean scores on identifying reasons behind stressed words at the (0.01) level of significance," the Paired Sample t-Test was performed using the pre- and post-test data, with the results presented in the table below:

Table 5

Paired Sample T-Test of the Identifying Reasons Behind Stressed Words

Components	Measures	N	Mean	Std	t-value	df	P-value	Effect size
Identifying reasons behind stressed words	Pre	50	5.44	1.62	7.23	49	.000	1.02
	Post	50	7.04	1.51			Sig.	High

As illustrated in table 5 a paired-samples t-test was conducted to compare "Identifying reasons behind stressed words " skill in the pre and post test. There was a significant difference in the scores for the pre and posttest for " Identifying reasons behind stressed words " skill in the pretest (*M*=5.44, *SD*=1.62) and in the posttest (*M*=7.04, *SD*=1.51); $t(\_49\_)=$, p = 7.23." The effect size was high=1.02. So, These results suggest that there is a significant difference occurred in the students level concerning "Identifying reasons behind stressed words " skill that may be attributed to using authentic video sippets.

To verify the fourth hypothesis which states that "There is no significant difference between the pretest and the posttest mean scores on understanding vocabulary-in-context at the (0.01) level of significance." a the Paired Sample t-Test was performed using the pre- and post-test data, with the results presented in the table 6:

Table 6

Paired Sample T-Test of Understanding Vocabulary-in-Context

Components	Measures	N	Mean	Std	t-value	df	P-value	Effect size
UVC Understanding vocabulary-in-context	Pre	50	5.30	1.68	10.23	49	.000	1.45
	Post	50	7.20	1.51			Sig.	High

In table 6, a paired-samples t-test was conducted to compare "Understanding vocabulary-in-context " skill in the pre and post-test. There was a significant difference in the scores for the pre and posttest for " Understanding vocabulary-in-context " skill in the pretest (*M*=5.30, *SD*=1.68) and in the posttest (*M*=7.20, *SD*=1.51); *t*(49)=, p = 10.23." The effect size was high=1.45. So, these results suggest that there is a significant difference occurred in the students' level concerning "Understanding vocabulary-in-context " skill that may be attributed to using authentic video sippets

To validate the fourth hypothesis, which asserts that "There is no significant difference between the pretest and the posttest mean scores on drawing sound conclusions at the (0.01) level of significance", a the Paired Sample t-Test was performed using the pre- and post-test data, with the results presented in the table

Table 7

Paired Sample T-Test of the Drawing Sound Conclusions

Components	Measures	N	Mean	Std	t-value	df	P-value	Effect size
Drawing sound conclusions	Pre	50	5.52	1.28	9.76	49	.000	1.38
	Post	50	7.24	1.36			Sig.	High

As it clear in table 7, a paired-samples t-test was conducted to compare "*Drawing Sound Conclusions* " skill in the pre and post-test. There was a significant difference in the scores for the pre and posttest for " *Drawing Sound Conclusions* " skill in the pretest (*M*=5.52, *SD*=1.28) and in the posttest (*M*=7.24, *SD*=1.36); *t*(49)=, p = 9.76." The effect size was high=1.38. So, these results suggest that there is a significant difference occurred in the students' level concerning "*Drawing Sound Conclusions* " skill that may be attributed to using authentic video sippets.

Additionally, a Comparison of Box Plots and Means Plots with Confidence Intervals was performed to provide a visual representation of the score distribution, central tendency, and variability between the pre- and post-test results.

The following statistics were used to plot the point estimates of the mean scores for listening for gist (LFG) skills from pre-test to post-test, along with the 95% confidence intervals around the means.
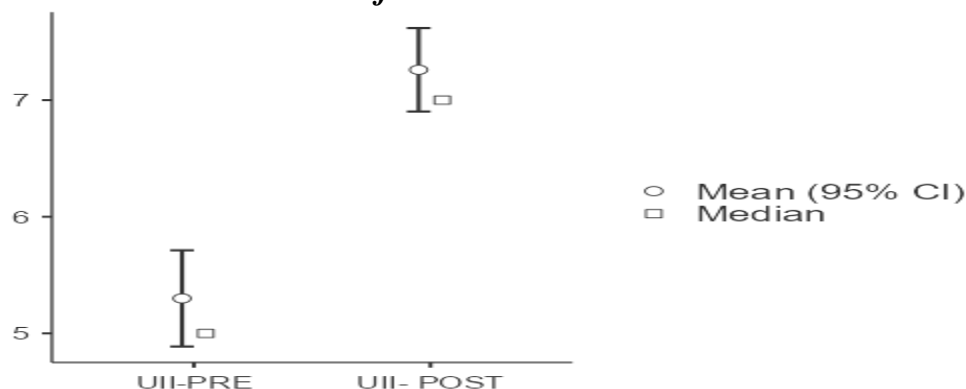
Figure 1
Means Plot with Confidence Intervals for Listening for Gist Pre-Post Test
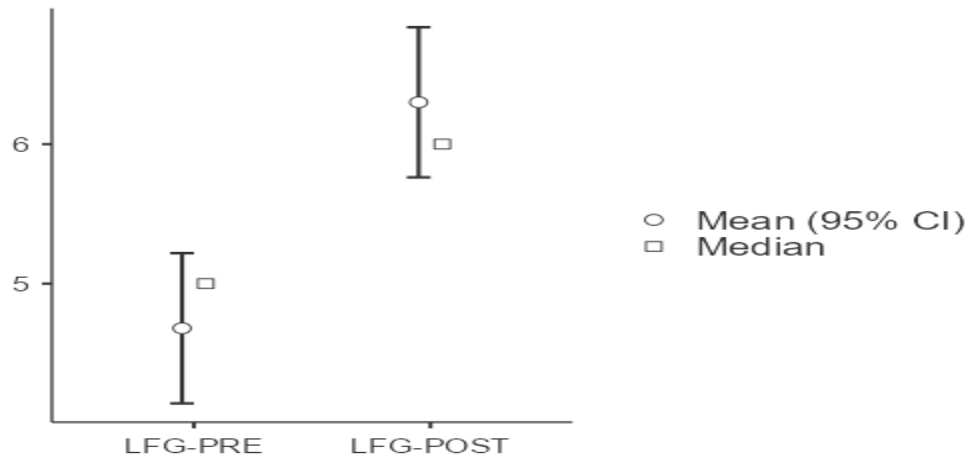
The graph shows that the mean post-test scores are higher than the pre-test scores, with non-overlapping confidence intervals, indicating a statistically significant difference between the two. Additionally, the median of the post-test scores is closer to the lower end of the post-test range, reflecting a balanced distribution. This suggests a noticeable improvement in *Listening For Gist* (LFG) skills from pre-test to post-test.

The following statistics were used to plot the point estimates of the mean scores for understanding implied information (UII) skills from pre-test to post-test, along with the 95% confidence intervals around the means.

Figure 2
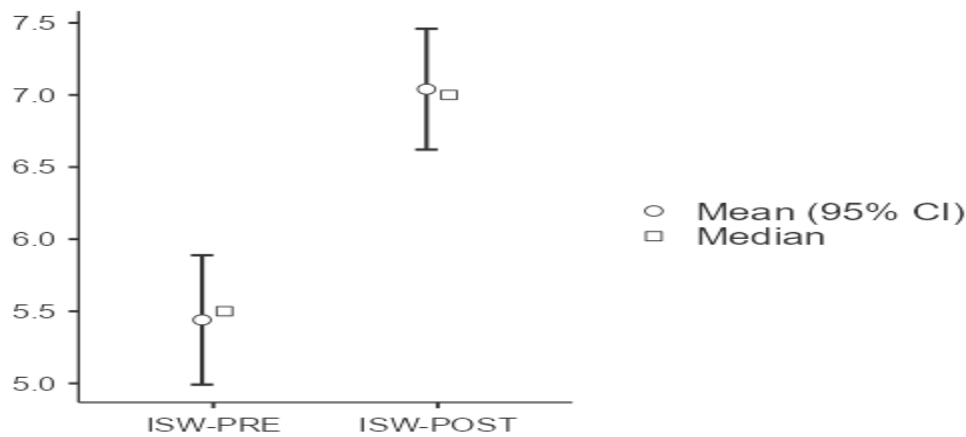*Means Plot with Confidence Intervals for Understanding Implied Information Pre-Post Test*

The graph shows that the mean post-test scores are higher than the pre-test scores, with non-overlapping confidence intervals indicating a

significant difference between the two. Additionally, the median value of the post-test scores is closer to the lower end of the post-test score range, reflecting a balanced distribution. This demonstrates a significant and noticeable improvement in *Understanding Implied Information* skills from pre-test to post-test.
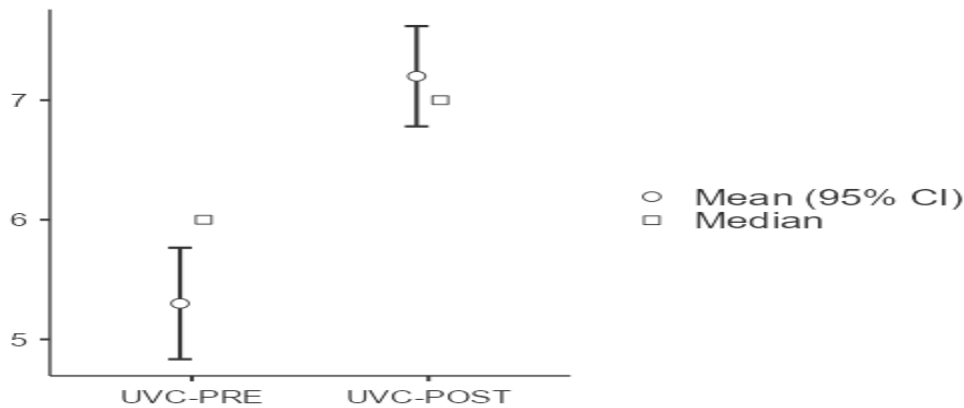
Figure 3

Means Plot with Confidence Intervals for Identifying Reasons Behind Stressed Words (ISW) Pre-Post Test

The graph shows that the mean post-test scores are higher than the pre-test scores, with non-overlapping confidence intervals, indicating a significant difference between the two. Additionally, the median value of the post-test scores is in the middle range of the post-test score range, reflecting a balanced distribution of the *Identifying Reasons Behind Stressed Words* skill improvement.
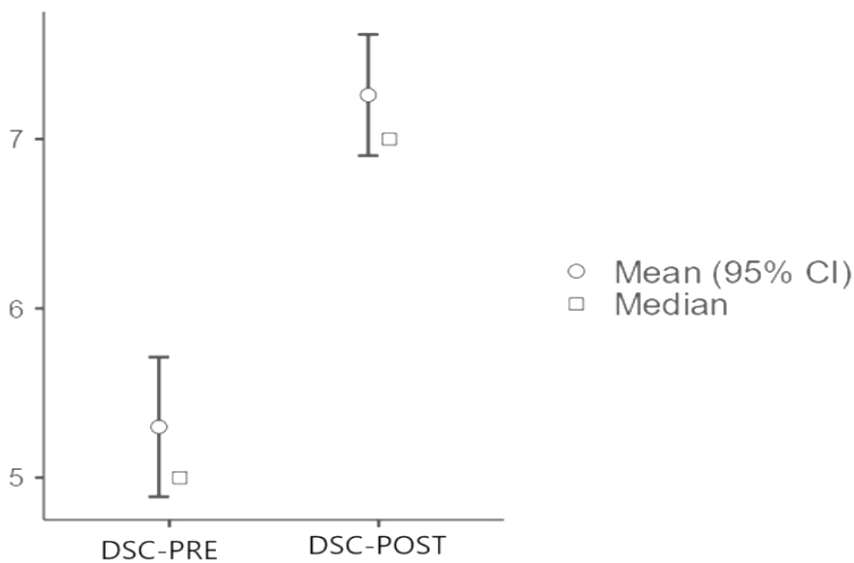
Figure 4

Means Plot with Confidence Intervals for Understanding Vocabulary-in-Context

(UVC) Pre-Post Test

The graph shows that the mean post-test scores are higher than the pre-test scores, and the confidence intervals for the pre- and post-test scores do not overlap, indicating a significant improvement. Additionally, the median value of the post-test scores is closer to the lower end of the post-test score range, demonstrating a balanced improvement in *Understanding Vocabulary-in-Context* skills among the participants.

Figure 4

Means Plot with Confidence Intervals for Drawing Sound Conclusions (DSC)

The graph shows that the mean post-test scores are higher than the pre-test scores, with non-overlapping confidence intervals indicating a significant difference between the two. Additionally, the median value of the post-test scores is closer to the lower end of the post-test score range, reflecting a balanced distribution. This demonstrates a significant and noticeable improvement in Drawing Sound Conclusion skills from pre-test to post-test.

Growth Language Mindset

To verify the research hypotheses related to students' Growth Language Mindset, the SPSS/PC software was utilized for statistical analysis. A combination of methods was used to fully understand the data from the Mindset Assessment Tool for Learning English. Both statistical and visual methods were applied to see how the intervention affected students' growth mindset.

A Paired Sample t-Test was used to find out if there was a significant difference between the pre- and post-test scores, helping to show if the intervention changed students' attitudes toward learning English. This test was suitable because the pre- and post-tests were connected.

Statistically, the Paired Sample t-Test was the most fitting approach for analyzing the data, based on the design of the study. There is significant difference between the mean scores sample group students in the pre- application of the *Mindset Assessment Tool for Learning English*) and their scores in the post-application, in favor of the latter.

Table 8

Paired Sample Statistics of the Beliefs about Mindset Assessment Tool for Learning English

Components	Measures	N	Mean	Std	t-value	df	P-value	Effect size
Beliefs about Mindset assessment tool for learning English	Post	50	14.5	1.84	2.62	49	.012 Sig.	.370 Moderate
	Pre	50	13.5	1.90				

In table 8, a paired-samples statistics was conducted to compare "*Mindset Assessment Tool for Learning English* " in the pre and post application. There was a significant difference in the scores for the pre

and post application for " *Mindset Assessment Tool for Learning English*" in the pre application (*M*=13.5, *SD*=1.90) and in the post application (*M*=14.5, *SD*=1.84); *t*(49)=, p = 2.62." The effect size was moderate =.370 So, these results suggest that there is a considerable difference occurred in the students level concerning *"Mindset Assessment Tool for Learning English* " that may be attributed to using authentic video sippets.

Table 9

Paired Sample Statistics of the Beliefs about General Language Intelligence (GLB)

Components	Measures	N	Mean	Std	t-value	df	P-value	Effect size
Beliefs about General Language Intelligence (GLB)	Post	50	12.1	1.76	6.19	49	.000 Sig.	.876 High
	Pre	50	10.2	1.51				

As illustrated in table 9, a paired-samples statistics was conducted to compare "Beliefs about General Language Intelligence (GLB)" in the pre and post application. There was a significant difference in the scores for the pre and post application for "Beliefs about General Language Intelligence" in the pre application (*M*=10.2, *SD*=1.51) and in the post application (*M*=12.1, *SD*=1.76); *t*(49)=, p = 6.19." The effect size was high =.876 So, these results suggest that there is a significant difference occurred in the students' level concerning "Beliefs about General Language Intelligence" that may be attributed to using authentic video sippets.

Table 10

Paired Sample Statistics of the Beliefs about Foreign Language Learning

Components	Measures	N	Mean	Std	t-value	df	P-value	Effect size
Beliefs about Foreign Language Learning	Post	50	13.4	1.55	.00	49	1.000 No Sig.	--
	Pre	50	13.4	1.69				

In table 10, a paired-samples statistics was conducted to compare "Beliefs about Foreign Language Learning" in the pre and post application. There was no significant difference in the scores for the pre and post application for " Beliefs about Foreign Language Learning " in the pre application (*M*=13.4, *SD*=1.69) and in the post application

(*M*=13.4, *SD*=1.55); *t*(49)=, p = .00" The effect size was very small =(--). So, these results suggest that there is no significant difference between the pre- and post-test scores, as shown by the p-value and the identical means, occurred in the students level concerning "Beliefs about General Language Intelligence" the t-value and p-value indicate no statistically significant difference, and the effect size was too small to be considered meaningful. So, using video snippets makes no difference concerning.

Table 11

Paired Sample Statistics of Beliefs about Age Sensitivity and Language Learning

Components	Measures	N	Mean	Std	t-value	Df	P-value	Effect size
Beliefs About Age Sensitivity and Language Learning	Post	50	13.5	1.57	1.07	49	.291	--
	Pre	50	13.7	1.33			No sig.	

As it clear in table 11, a paired-samples statistics was conducted to compare "Beliefs About Age Sensitivity and Language Learning" in the pre and post application. There was no significant difference in the scores for the pre and post application for " Beliefs About Age Sensitivity and Language Learning " in the pre application (*M*=13.7, *SD*=1.33) and in the post application (*M*=13.5, *SD*=1.57); *t*(49)=, p = 1.07" The effect size was very small = --, indicating a minor difference between the pre- and post-test groups. This is supported by the minimal change in the mean scores (13.7 to 13.5), and the t-value of 1.07, which points to the difference not being substantial. Som there is no difference between the pre- and post-test scores, as shown by the p-value and the identical means, occurred in the students level concerning "Beliefs About Age Sensitivity and Language Learning" the t-value and p-value indicate no statistically significant difference, and the effect size if it had been calculated, would likely fall into the small category.

Consequently, visual methods were used to make the results clearer. A Comparison of Box Plots and Means Plots with Confidence Intervals helped show the score distribution and changes in students' beliefs before and after the intervention. These visual aids supported statistical results, giving a clearer picture of any shifts in mindsets.
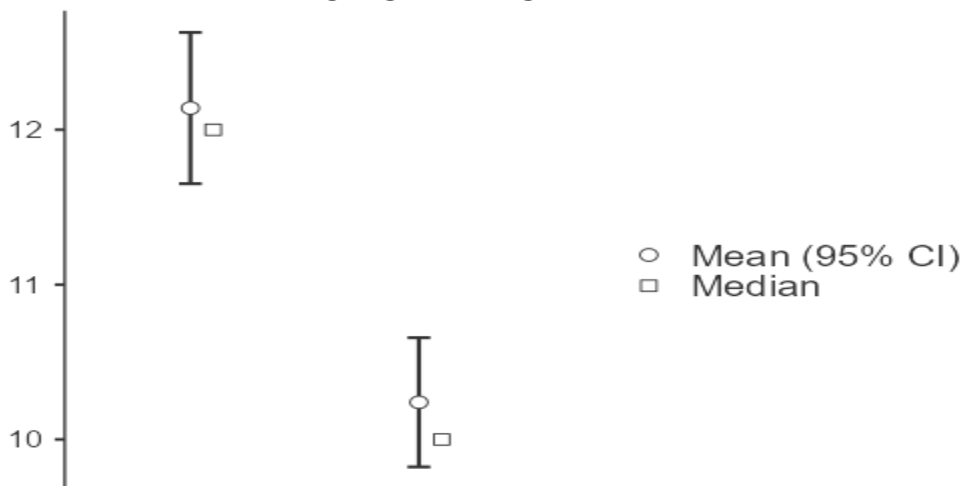
Means Plot with Confidence Intervals for the Beliefs about Mindset Assessment Tool for Learning English
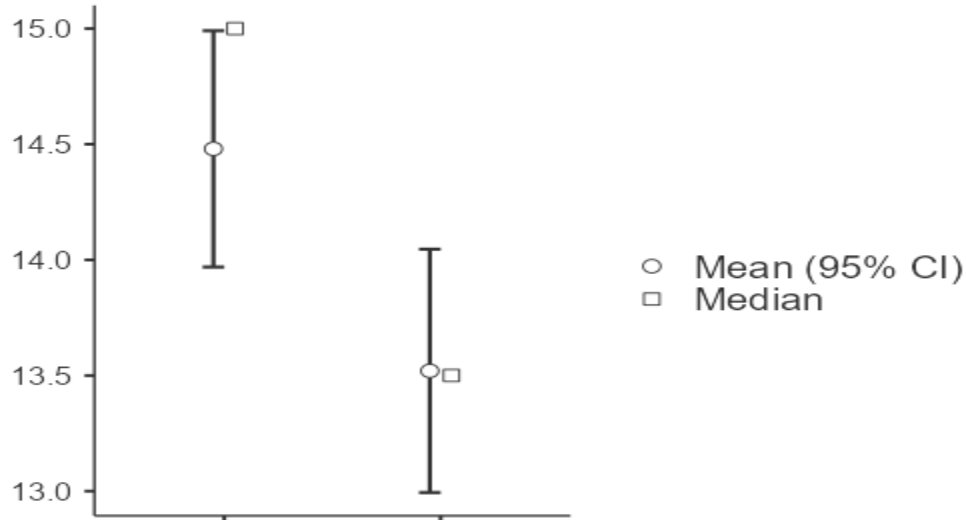
The graph shows that the confidence intervals for the post-test scores are higher than those for the pre-test scores. Additionally, the median value of the post-test scores is at the maximum value of the post-test score range, indicating that the post-test scores are clustered toward the higher limit of the score distribution for the Beliefs about Mindset Assessment Tool for Learning English.
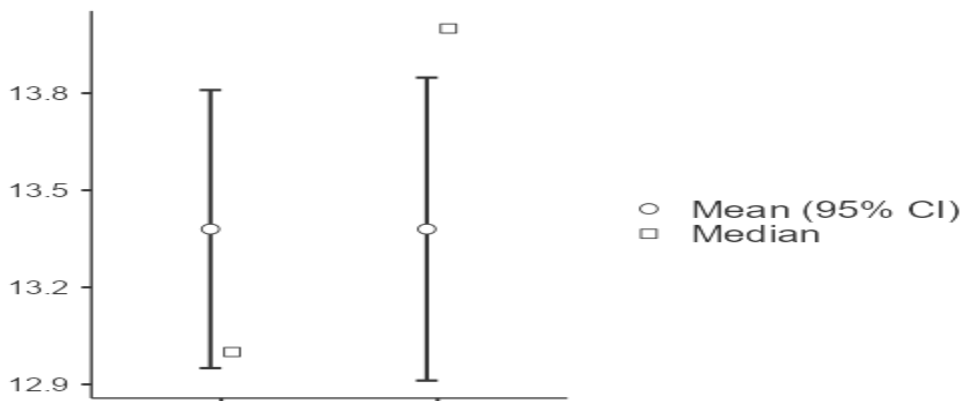
Figure 5

Means Plot with Confidence Intervals for the Beliefs about General Language Intelligence (GLB)

The graph shows that the confidence intervals for the post-application scores are higher than those for the pre- application scores. Additionally, the median value of the post- application scores is close to the middle range, indicating that the distribution of scores for general language intelligence is approximately normal.

Figure 6

Means Plot with Confidence Intervals for the Beliefs about Foreign Language Learning

The plot shows that the means of the pre- application and post-application scores are equal, with similar standard deviations. This indicates that individual differences between pre- application and post-application scores are nearly identical, suggesting no significant change in beliefs about foreign language learning over time.

Table 7

Means Plot with Confidence Intervals for Beliefs about Age Sensitivity and Language Learning
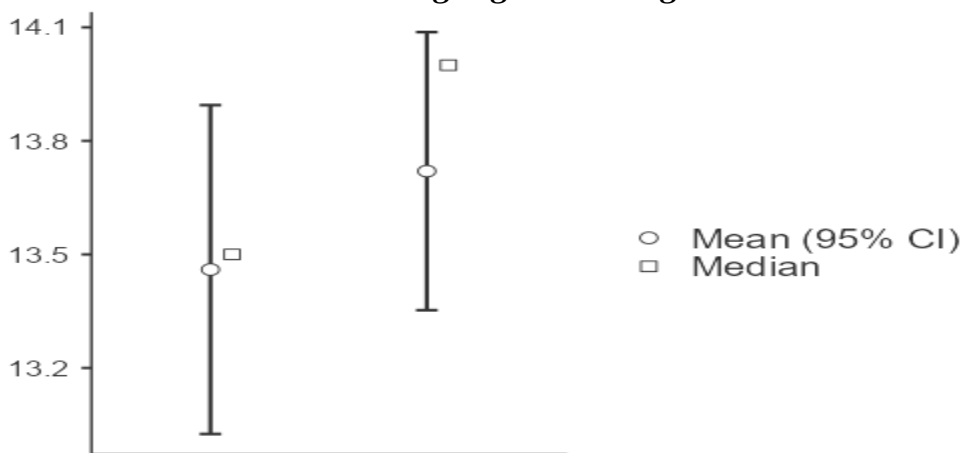
The graph shows that the mean for the pre-test is slightly higher than for the post-test, but the standard deviations differ. This suggests that the variation in the data is not the same for both tests, yet the overall similarity in the means indicates there are no significant differences between the pre- application and post- application results.

Hence, this combination of methods enabled a thorough exploration of both the statistical and practical significance of the findings. By integrating these complementary methods, the analysis not only provides statistical significance but also offers a clear visual understanding of the changes in performance, making it easier to interpret the data's behavior and trends. This combined approach of statistical testing and visual representation provided a thorough evaluation of the data, ensuring that both statistical significance and practical implications were considered.

Discussion

Notably, most listening skills showed significant improvement. Regarding "listening for gist" skills, the paired-samples t-test results indicate a significant improvement in students' performance. Actually, this suggests that authentic video snippets had a considerable impact. These authentic video snippets offered students realistic listening practice that boost their listening skills through exposing them to natural spoken language in various contexts. This aligns with the findings of Pham (2021). Furthermore, the means plot for the "listening for gist" (LFG) pre-posttest reinforces these results. It demonstrates a significant score improvement. Overall, these findings emphasize the effectiveness of authentic video snippets in enhancing students' listening-for-gist skills and match the results of Rahayuningsih, Rosalinah, and Subroto (2021).

"Understanding implied information" is another essential skill addressed in the current study. Using paired-samples *t*-test results prove a significant improvement in students' abilities after the intervention. The analysis revealed a considerable increase in post-test scores compared to pre-test scores, along with a large effect size. Hence, this confirms that using authentic video snippets had an appreciable development on students' comprehension of implied information. This may be due to the use of authentic video snippets. This is maybe they provided students with rich material. In addition, they help students understand hidden clues. Students also get deeper meanings in spoken language. These findings harmonize with those of Abdullaeva and Matyazova (2020). Additionally, the means plot further supports these results, highlighting

the effectiveness of the authentic video snippets. That is to say, the findings underscore the success of the intervention in improving students' ability to understand implied information.

As for "identifying reasons behind stressed words" skill, the results from the paired-samples t-test reveal a remarkable improvement in students' skills after the current intervention. The analysis showed a significant increase in post-test scores compared to pre-test scores. Besides, high effect size was proved. Therefore, this result suggests a significant improvement in students' understanding of how stress can convey different meanings in spoken language. This result is aligned with Syunina, Yarmakeev, Shechter, Pimenova, and Abdrafikova, (2017) study who emphasize role of authentic video materials in developing speech fluency in EFL classrooms, and enhancing students' listening, reading, writing, and speaking skills.

The use of authentic video snippets provided many focused examples that helped students to recognize the reasons behind stress patterns. This result matches the findings of Rahayuningsih, Rosalinah, and Subroto (2021). Thus, this reinforces the students listening skill as a whole. The means plot further supports these findings. It reflects the effectiveness of using authentic video snippets in improving students' skills in identifying reasons behind stressed words. Additionally, the balanced distribution of post-test scores, with the median falling within the middle range, indicates that most students made noticeable progress in this skill. So, these results highlights the success of the intervention. Thus, it proves the importance of incorporating authentic materials in fostering a deeper understanding of subtle language features. This result is in line with the findings of Rahayuningsih, Rosalinah, and Subroto (2021).

Concerning "understanding vocabulary-in-context, the results of the paired-samples t-test indicate a remarkable improvement in students' skill following using authentic video snippets. The analysis revealed an apparent difference between the pretest and posttest scores. So, the mean score in the posttest significantly exceeding that of the pretest. This significant change may be attributed to using authentic video snippets. It may be effective in developing students' skills in applying vocabulary within contextual frameworks. This result matches the findings of Fachriza (2020) . Furthermore, the high effect size shows the meaningful impact of the current intervention. In other words, the improvements seen were both statistically significant and practically important. The use

of authentic video snippets provided students with more vivid linguistic settings. This in turn facilitates their ability to grasp and utilize vocabulary effectively. Moreover, the graphical representation of the results supports these findings which confirm a significant enhancement in understanding vocabulary-in-context skills. So, these results emphasize the effectiveness of authentic video snippets as a teaching tool for improving students' vocabulary-in-context skills.

"Drawing sound conclusions" is another focus of the current study. The results of the paired-samples t-test reveal a significant improvement in students' skills. The analysis indicates a noteworthy difference between the pretest and posttest scores. The mean score in the posttest is significantly higher than that in the pretest. This meaningful change suggests that the authentic video snippets enhanced students' skills in making logical and reasonable conclusions. The high effect size reinforces the idea that the intervention had a meaningful impact. This could be due to the use of authentic video snippets that provided students with opportunities to engage with real live speech. It may help them to analyze information and draw conclusions based on evidence presented in various contexts. These results are aligned with the findings of Yaacob, Amir, Asraf, Yaakob and Zain, (2021). Generally, these findings emphasize the effectiveness of authentic video snippets as a innovative tool for improving students' listening skills. This is matching with Gonulal (2020) study who declares that podcasts and vodcasts are MP3 files available online for digital devices, automatically delivered to subscribers for anytime, anywhere listening. They cover diverse themes and topics, providing authentic, modern, culturally rich, and easily accessible content, making them valuable resources for language learning.

As for the *Growth Language Mindset*, the analysis of the *Beliefs about Mindset Assessment Tool for Learning English* reveals a significant improvement in students' beliefs following the intervention application. Supported by a Paired Sample t-Test, a meaningful difference between pre-and post-application scores was indicated. Statistical findings not only highlight higher levels of positive beliefs after the intervention but also suggest that the use of authentic video snippets help in fostering a more positive learning mindset among students. This result corresponds with the findings of Sadoughi, Hejazi, and Lou (2023). In this regard, analysis of the Means Plot with Confidence Intervals further illustrates

this improvement, showing that the confidence intervals for post-test scores are significantly higher than those for pre-test scores. This result asserts that the notion that many participants experienced an important positive shift in their beliefs. This statistical finding is emphasizing the effectiveness of the authentic video snippets in enhancing students' attitudes towards learning English. Additionally, the visual data representation affirms the importance of utilizing effective educational tools and strategies. This proves how the targeted interventions, authentic video snippets, can lead to meaningful improvements in students' beliefs about their learning abilities. This result aligns with the findings of (Dweck & Yeager, 2019).

In analysis for *Beliefs about General Language Intelligence (GLB)*, the paired-samples t-test revealed a significant increase in mean scores from pre- to post-application for students' beliefs about their general language intelligence. This improvement shows that the intervention had a positive impact on students' confidence in their language abilities. The effect size of the change further highlights the meaningful influence of the intervention. This result is matching the findings of (Bai, & Wang, 2023). In addition to this, the Means Plot with Confidence Intervals supports these findings, showing that the confidence intervals for post-application scores are significantly higher than those for pre-application scores. The post-application suggested that most students experienced similar positive changes in their beliefs rather than the results being skewed by outliers. Hence, both the statistical and graphical analyses demonstrate the effectiveness of the intervention in enhancing students' self-perception of their language abilities, which is key to increasing motivation and engagement in their language learning journey. This result is aligned with the findings of Barber (2023).

Concerning *Beliefs about Foreign Language Learning*，the paired-samples t-test showed no significant change after the intervention. Both pre- and post-application scores were essentially the same, indicating that the intervention did not impact students' perceptions of learning a foreign language. Additionally, the Means Plot with Confidence Intervals further supports this result, as the confidence intervals for pre- and post-scores overlapped, confirming the absence of a meaningful change. Additionally, the consistency in the spread of scores before and after the intervention suggests that students' attitudes remained stable throughout the study.

These findings suggest that while authentic video snippets may have engaged students, they did not significantly change their beliefs about learning a foreign language. This shows that more time is needed to apply these studies. Beliefs about learning a foreign language and a growth mindset are mental factors that need time to develop. Additionally, According to Dweck (2006), students with a fixed mindset may believe that their abilities, particularly language intelligence, are static and unchangeable. Even with the use of authentic video snippets, students with a fixed mindset may not have changed their strong beliefs about their abilities. This fits with the idea that these learners tend to avoid challenges and see failures as personal shortcomings, which could have made them less open to intervention. Learning a foreign language often requires overcoming challenges and dealing with tough material. (Khajavy, MacIntyre, & Hariri, 2020).

The analyses of the paired-samples statistics and the Means Plot with Confidence Intervals collectively highlight a lack of significant change in students' beliefs about age sensitivity in language learning following the intervention. Both analyses point to the similarity in mean scores for pre-application and post-application assessments, indicating that the intervention did not effectively alter participants' perceptions.

The paired-samples statistics emphasize the absence of a statistically significant difference, reinforced by a small effect size. Meanwhile, the Means Plot provides a visual representation of the slight decline in mean scores. Together, these analyses suggest that the authentic video snippets used in the intervention had significant impact on listening skills but does not give the expected results concerning *Growth Language Mindset*. The absence of significant changes put consideration for using alternative methods or materials that might better engage students and influence their beliefs. Factors such as exposure duration, instructional design, and students' intrinsic motivations are acknowledged as potential areas for further exploration. Engagement is key factor for learning and belief formation. Sadoughi, Hejazi, and Lou (2023) found that students with a strong growth mindset are more actively involved in their learning. If the intervention did not actively engage students, their opportunity for cognitive and emotional investment was reduced, stifling potential belief changes.

Students may have firm beliefs about age sensitivity in language learning before the intervention. If these beliefs were deeply rooted, they

might have resisted change, regardless of authentic video snippets impact. This aligns with Lou and Noels' (2017) findings that beliefs about language abilities can be fixed. If students see their beliefs as static, they may not be open to new information, limiting the effectiveness of the intervention. The duration of the intervention may not have been long enough for students to reconsider their beliefs. Longer exposure to new concepts often allows potential changes in perspective. As Yılmaz (2022) suggests, promoting a growth mindset is essential for overcoming challenges. Without sufficient time to process new ideas and experiences, students might struggle to adjust their beliefs regarding age sensitivity. The review of related studies highlights a positive association between the use of multimedia, audio, video, podcasts, and similar tools and the improvement of listening skills.

Recommendations

- Use gamified learning experiences to make the learning process more enjoyable and to encourage active participation, which can foster a growth mindset.

- Allow for longer intervention periods to give students sufficient time to process new information and reflect deeply on their beliefs.

- Implement reflective practices through one of the following methods: Journaling: Encourage students to maintain reflective journals to articulate their beliefs and feelings about language learning, promoting self-awareness and critical thinking. Second: peer feedback by facilitating peer feedback sessions where students can share their experiences and insights, fostering a supportive learning community. Third: Thinking aloud technique through verbalizing thoughts as they occur, allowing individuals to express their reasoning and problem-solving processes.

 Suggestions for further research

Further research could be directed into the following fields:
- Conducting longitudinal studies to track changes in students' beliefs about age sensitivity in language learning over an extended period. This would provide insights into how beliefs evolve and the long-term impact of interventions.

- Conducting comparative studies for investigating the effectiveness of several types of instructional materials (e.g., videos, podcasts, interactive apps) on shaping beliefs about age sensitivity. Comparing these materials can help identify which approaches are most effective in fostering positive attitudes.
- Exploring teachers' perceptions of age sensitivity in language learning and how these perceptions impact their instructional choices and interactions with students. Understanding the educator's perspective could provide valuable insights into potential biases or beliefs that influence teaching practices.

Conclusion

In conclusion, this study emphasizes the crucial need for students to improve their English as a Foreign Language listening skills, especially in the setting of university level. The findings assert that using innovative tools as authentic video snippets can dramatically increase listening comprehension and address growth mindset. This tool provides more engaging and effective learning environments that promote better listening skills. Additionally, it may contribute to some extent in developing their growth mindset. However, not all growth mindset factors have developed. Further research is needed to discover the reasons behind this discriminatory growth. Finally, combining these current tools can result in an improvement in such essential skill and therefore lead to development in growth language mindset.

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