UNIVERSIDAD NACIONAL DE CHIMBORAZO

Integrating Technology through Educational Videos as a Teaching Tool to Improve English Listening Comprehension

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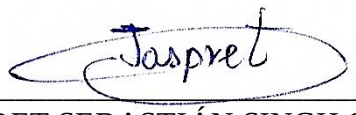
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DEDICATORY

With great affection to my parents and siblings, who gave me their unconditional support, but above all to God, who has always been present in my life.

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RESUMEN

El objetivo del estudio fue analizar cómo la incorporación de la tecnología, mediante videos educativos de acceso público disponibles en plataformas y otras herramientas de inteligencia artificial, puede contribuir a mejorar la comprensión auditiva en inglés. Para ello, se planteó evaluar el aporte que estos recursos tecnológicos pueden realizar al proceso de enseñanza-aprendizaje. Asimismo, se propuso valorar las ventajas y desventajas de estos recursos para el desarrollo de las habilidades de comprensión auditiva y formular orientaciones pedagógicas para su aplicación. La investigación adoptó un enfoque cualitativo, con un diseño documental. Fundamentalmente, se basó en la revisión y el análisis reflexivo de literatura científica, estudios de investigación relevantes y contextos educativos específicos relacionados con el uso de videos educativos y la inteligencia artificial en la enseñanza. Para la recolección de información, se utilizaron diversas fichas de análisis documental y matrices de revisión bibliográfica, que permitieron organizar y sistematizar los datos, así como el uso del cuestionario. Los resultados mostraron que el uso de videos educativos mejoró la comprensión auditiva de los estudiantes, debido a que estos proporcionan un contexto comunicativo cercano a situaciones de la vida real. Además, las herramientas de inteligencia artificial favorecen el aprendizaje al ofrecer funciones como subtitulado automático, traducción y personalización, entre otras, así como retroalimentación en tiempo real. En conclusión, se determinó que la estrategia de integrar videos educativos e inteligencia artificial constituye un enfoque eficaz e innovador que fortalece las habilidades de comprensión auditiva de los estudiantes que aprenden inglés como lengua extranjera.

Palabras clave: Videos Educativos, Inteligencia Artificial, Comprensión Auditiva.

ABSTRACT

The aim of the study was to analyse how the incorporation of technology through publicly available educational videos on platforms and other artificial intelligence tools can help improve listening comprehension in English. To this end, it is suggested that the contribution these technological resources can make to the teaching and learning process be assessed. It is also suggested that the advantages and disadvantages of these resources for the development of listening skills be assessed, and that pedagogical guidelines for their application be proposed. The research adopted a qualitative, documentary design approach. Fundamentally, it was based on a review and reflective analysis of scientific literature, relevant research studies and specific educational contexts concerning the use of educational videos and artificial intelligence in teaching. To collect information, various document analysis sheets and literature review matrices were used to organize and systematize the data as well as the use of the questionnaire. The results showed that the use of educational videos enhanced students' listening comprehension, as videos provide a real-life communicative context. Furthermore, artificial intelligence tools support learning by offering features such as automatic subtitling, translation and personalization, amongst others, as well as real-time feedback. In conclusion, it was found that the strategy of integrating educational videos and artificial intelligence is an effective and innovative approach that strengthens the listening skills of students learning English as a foreign language.

Keywords: Educational Videos**,** Artificial Intelligence, Listening Comprehension.

INTRODUCTION

Over recent decades, learning English has taken on great importance in academic, scientific, technological and professional spheres, having established itself as the lingua franca of international communication. It is essential to emphasise that, today, English has become a core skill that contributes to students' professional development, academic progress and personal growth. As part of the process of learning English, it is essential to develop the four core skills: listening, speaking, reading and writing.

However, listening comprehension is one of the most challenging skills for learners of English as a foreign language. This ability is not limited to identifying a series of sounds or words, but goes further to involve understanding the meaning of a message within a specific context. In other words, when a child speaks, complex cognitive processes such as inference, prediction and the interpretation of spoken language are activated.

The teaching of writing in English has not been very effective in many educational contexts, particularly in countries where English is a foreign language. In other words, it has focused on teaching written structures and activities, whilst failing to prioritise exposure to authentic material. Consequently, students find it difficult to identify accents, select relevant information from dialogues and grasp the meaning of a text in English in a real-life communicative situation.

Against this backdrop, the integration of technological resources into educational processes has opened up new possibilities for promoting English language learning. Today, the use of educational videos has become a highly useful teaching tool for developing listening comprehension. Audiovisual material offers students the opportunity to engage with content that combines visual and auditory elements alongside contextual clues, all of which aid in understanding the message.

Educational videos expose learners to different accents, communication styles and cultural contexts, which helps them develop more realistic and meaningful listening skills. When using digital platforms, teachers can select material appropriate to their learners' level and choose an educational video with interactive activities to encourage more active participation in the learning process.

Consequently, we can see how educational videos have come to incorporate AI tools for language learning. These tools enable the videos to offer features such as automatic subtitling, real-time translation, analysis of student progress, and adaptation of content to the student's level, amongst others.

In this regard, the aim of this research is to analyse how the integration of technology through educational videos available on various digital platforms (YouTube, TedEd, EdPuzzle, amongst others), supported by artificial intelligence tools, can contribute to strengthening listening comprehension in the learning of spoken English.

Through a critical review of the scientific literature and an analysis of documented educational experiences, the aim is to develop a theoretical framework that will shed light on the pedagogical potential of these technological resources in the teaching and learning of English as a foreign language.

OBJETIVES

General Objective

To analyze how the integration of technology through the usege of educational videos available on digital platforms, supported by artificial intelligence tools contribute to strengthening listening comprehension in the learning of the English language.

Specific Objectives

- To examine the role of educational videos available on digital platforms, supported by artificial intelligence tools as an innovative technological resource in the teaching and learning processes of the English language.
- To apply the effective implementation of educational videos supported by artificial intelligence as a didactic resource in formal educational contexts to improve listening comprehension.
- To evaluate the benefits and limitations of using educational videos with artificial intelligence features to strengthen listening comprehension, based on evidence from previous research and relevant educational experiences.

CHAPTER I

REFERENTIAL FRAMEWORK

1.1 Problem Statement

Nowadays, proficiency in English is one of the skills that students must develop so that it can benefit them in their academic, professional and social lives. Despite this, the problem of effectively learning the language persists in many educational settings. In this regard, the development of communication skills must be emphasised. It is recognised that the main problem or difficulty faced by learners of English as a foreign language is listening comprehension.

Proficiency in English in Ecuador has fallen short of the international standards set by educational studies and assessments. This is linked to the quality of the education and IT systems. This situation is related to the fact that teaching methodologies continue to place the emphasis on aspects such as grammar and written work, whilst communication skills – specifically listening comprehension – play a lesser role in the teaching and learning process.

In the context of the city of Riobamba, this problem is evident in several educational institutions, where, although the curriculum guidelines stipulate a communicative approach to the teaching of English, teaching practices are observed that do not promote the development of listening comprehension; in many cases, listening-related activities are limited to repetitive or decontextualised exercises that do not correspond to real communicative situations.

At the 'Isabel de Godín' School in Riobamba, it has become apparent that pupils are struggling to develop their listening comprehension in English. Although the school has access to technological resources such as the internet, digital devices and, in some cases, multimedia devices, these are not being utilised in the classroom teaching and learning process to develop listening comprehension in English.

In particular, it is hoped that in a new culture that continues to embrace technology, this will be achieved through a more meaningful approach to learning. Furthermore, although many educational institutions now have technological resources, such as language laboratories, the internet and devices, these are not always used systematically or integrated into innovative teaching strategies. As a result, opportunities to access authentic audio

material to practise understanding different accents, identifying relevant information or data, and processing spoken English messages are quite limited.

In this regard, educational videos available on digital platforms constitute an important teaching tool for improving pupils' listening comprehension. These resources not only make it easier to interpret the message thanks to visual and auditory elements, but also provide access to many other authentic resources that replicate real-life communication situations in English.

Similarly, the development of technological tools based on artificial intelligence has expanded the range of possible uses for these educational resources. These include automatic subtitles, translations, content personalization at student level and learning progress tracking, amongst others. However, despite their pedagogical potential, their use in English classrooms is often limited to sporadic or recreational purposes, rather than forming part of a teaching plan that makes the most of their potential.

It is recognised that research is needed into how the integration of technology into English language learning – through the planned use of videos created by artificial intelligence – can help to strengthen listening comprehension. This will contribute to the development of more dynamic, contextualized and meaningful learning experiences for students.

1.2 Research Question

How can the integration of technology through the usege of educational videos available on digital platforms, supported by artificial intelligence tools contribute to strengthening listening comprehension in the learning of the English language?

1.3 Justification

The present study is motivated by an existing problem in the educational context, where students appear to face difficulties in developing their listening comprehension of the English language, as this is a skill that is essential for communicating effectively in a foreign language.

This situation adversely affects their academic performance and limits their ability to interact in globalised contexts where English is essential.

One of the main causes of this phenomenon is the use of traditional teaching methods that prioritise the learning of grammatical structures and written activities, unless deliberate attention is paid to developing listening skills. Furthermore, although technological resources such as the internet, tablets, computers and virtual platforms, amongst others, are available, these resources are not used appropriately, nor have programmes been implemented to utilise them in innovative teaching strategies. This means that students do not frequently listen to authentic audio material.

In light of this, the research proposes, as a solution, the implementation of technology through the use of educational videos available online, supported in turn by artificial intelligence. These resources will enable learners to interact with authentic audiovisual content and facilitate their understanding of different accents, contexts and ways of interacting. Similarly, the use of tools that enable automatic subtitling, simultaneous translation or interactive platforms would promote more dynamic, personalised and effective learning.

From an educational perspective, this research will improve teaching practices in English language instruction through the use of innovative strategies involving technology. In the academic sphere, it relates to the field of English as a Foreign Language (EFL) teaching and analyses the use of instructional videos and digital tools to improve listening comprehension.

Finally, this study has practical significance as the results may serve as a reference for teachers wishing to incorporate technology into the classroom in order to promote methods that strengthen listening skills and improve students' communicative competence in English.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

In recent years, the study of learning English as a foreign language has attracted growing interest in the field of educational research, particularly with regard to communicative skills. Among these skills, listening competence has been studied by numerous authors. This is due to the difficulties learners face when trying to understand spoken messages in real-life communication situations.

Various recent studies on the role of listening comprehension in English language learning reveal that this skill contributes to communicative effectiveness. Learners can recognise linguistic structures in audio material and, in turn, interpret the auditory information and construct meaning (Vandergrift and Goh, 2021). These authors point out that listening is not a passive skill, as was initially thought, but rather an active ability that involves the use of complex cognitive processes. Furthermore, continuous exposure to the language is required.

With regard to video-based learning, several studies have shown that the use of audiovisual resources can contribute significantly to improving language expression and comprehension. Zhang and Zou (2022) state that the use of educational videos provides learners with a better understanding of the language by combining visual and auditory information that helps them interpret the message. These authors note that audiovisual materials help learners pick up on elements of language, refine their pronunciation and understand the different accents of English.

Similarly, several studies have focused on the use of technology in the teaching of English as a foreign language (ELT). The adoption of technological tools in the classroom can transform teachers' pedagogical practices, as it offers new possibilities for interaction and independent learning (Reinders and White, 2020). The authors argue that digital technologies enable students to access authentic language resources and, consequently, to develop communicative skills in real-life situations.

More recently, new possibilities have opened up in the development of artificial intelligence-based tools for language learning and education. Holmes and Tuomi (2022) note

that artificial intelligence enables the creation of a variety of personalised learning environments in which systems analyse students' progress and adapt content to their needs. These tools also provide immediate feedback, which contributes to the development of language skills.

Similarly, Luckin et al. (2022) indicate that educational platforms using artificial intelligence can enhance language learning through features such as speech recognition, automatic subtitling and intelligent translation. These features allow students to interact with the language in a more dynamic and flexible way.

2.2 Theoretical Foundations

The theoretical framework of this research is based on different theoretical perspectives related to English language learning, the development of listening comprehension, and the use of technological resources in foreign language teaching. In this context, key concepts are analyzed in order to understand how the integration of educational technology can contribute to strengthening listening skills in English learning.

2.2.1 Listening Comprehension in English Learning

2.2.1.1 Definition of Listening Comprehension

Listening comprehension is one of the fundamental skills in learning a foreign language. This skill refers to the learner's ability to understand and interpret spoken messages in different communicative contexts.

According to Nation and Newton (2020), listening comprehension involves recognising sounds, identifying words, interpreting grammatical structures and constructing meaning from spoken discourse. This process requires students to draw on both linguistic and contextual knowledge to understand the message conveyed by the speaker.

Similarly, Richards (2022) points out that listening is not merely about hearing sounds, but about interpreting the meaning of the message within a specific context. The author emphasizes that listening comprehension is an active skill that requires students to

2.2.1.2 Cognitive Processes of Listening

Listening comprehension involves a series of cognitive processes that enable students to interpret spoken language. These processes include the perception of sounds, word recognition, the interpretation of meaning, and the construction of ideas based on the communicative context.

Vandergrift and Goh (2021) explain that during the listening process, students use various cognitive and metacognitive strategies to understand the message. These strategies include anticipating content, inferring the meaning of unfamiliar words and checking their understanding whilst listening.

Furthermore, the authors point out that students use two types of processing during listening comprehension: bottom-up processing and top-down processing. The former focuses on identifying sounds and words, whilst the latter relies on the use of context and prior knowledge to interpret the message.

2.2.1.3 Factors Affecting Listening Comprehension

The development of listening comprehension can be influenced by various factors that affect students' ability to interpret spoken messages. Among the most significant factors are speaking rate, a variety of accents, the complexity of vocabulary, and the student's level of familiarity with the topic of the discourse.

Field (2020) points out that one of the main challenges students face when listening to English is the rate of speech, as many native speakers use a pace that can be difficult for language learners to keep up with. Furthermore, the diversity of English accents can create additional difficulties for students who are not used to hearing different forms of pronunciation.

Another important factor is vocabulary. When students encounter unfamiliar words in spoken discourse, their ability to understand the message may be limited. According to Goh and Burns (2021), students with a broader vocabulary tend to find it easier to interpret the meaning of the messages they hear.

2.2.1.4 Importance of Listening in EFL

In the context of learning English as a foreign language (EFL), listening comprehension plays a fundamental role in the development of communicative competence. This skill enables students to understand spoken messages, take part in conversations and respond appropriately in real-life communication situations.

According to Richards and Rodgers (2021), listening forms an essential foundation for the development of other language skills, as exposure to the language enables students to acquire new vocabulary, improve their pronunciation and become familiar with grammatical structures used in real-life contexts.

Furthermore, various studies have shown that students who have more opportunities to listen to the language tend to develop better communication skills. According to Vandergrift and Goh (2021), constant exposure to authentic audio material enables students to develop a greater ability to interpret spoken messages and actively participate in communicative interactions.

2.2.2 Educational Technology in Language Learning

2.2.2.1 Concept of Educational Technology

Educational technology refers to the use of digital tools, multimedia resources and technological platforms with the aim of improving teaching and learning processes. In today's educational landscape, technology has become a key element in facilitating access to information, promoting interaction between students and teachers, and enriching learning experiences.

According to Cabero and Llorente (2020), educational technology is not limited solely to the use of digital devices, but also includes pedagogical strategies that enable these resources to be integrated effectively into the educational process. The authors emphasise that technology can facilitate learning by offering interactive resources that encourage active student participation.

2.2.2.2 Technology in English Language Teaching

The use of technology in English language teaching has enabled the development of new methodologies that promote language learning in a more dynamic and interactive way. Digital tools allow students to access authentic language resources, such as videos, podcasts, interactive platforms and educational apps.

Reinders (2020) points out that technology can significantly improve language teaching by offering opportunities for independent practice and interaction with the language in real-life contexts. The author also highlights that digital tools allow students to learn at their own pace and access materials tailored to their level of language proficiency.

2.2.2.3 ICT in Education

Information and communication technologies (ICT) have transformed educational environments by facilitating access to digital resources and promoting new ways of learning. ICT enables the integration of different types of educational content, such as text, images, audio and video, which helps to create more comprehensive learning experiences.

According to Kukulska-Hulme (2021), ICT offers numerous benefits for language learning, as it enables the creation of interactive educational environments where students can practice the language through multimedia activities. These technologies also encourage independent learning, as students can access educational resources at any time and from anywhere.

Furthermore, ICT enables teachers to design more innovative learning activities that support the development of language skills. The integration of technological resources into the classroom can help to improve student motivation and facilitate the development of communicative skills in English language learning.

2.2.3 Educational Videos as a Teaching Tool

2.2.3.1 Concept of Educational Video

Educational videos have become an important tool in teaching and learning processes at various levels of education. These audiovisual resources combine visual and auditory

elements with the aim of facilitating the understanding of academic content and supporting the development of cognitive and communication skills.

According to Mayer (2021), multimedia learning suggests that people learn best when using material that combines images, sound and text. Following this logic, educational videos form part of multimedia learning. The combination of stimuli enables learners to process the information they receive more effectively by engaging different channels simultaneously.

Furthermore, Snelson and Perkins (2021) point out that educational videos facilitate the clear and comprehensible presentation of complex content, given the inclusion of visual examples, demonstrations and explanations that aid learning. In the case of language learning, educational videos are particularly useful as they allow learners to observe the use of the language in real-life communication situations.

2.2.3.2 Advantages of Video in Learning

The use of educational videos in the classroom offers numerous benefits for the learning process. One of the main advantages is that these resources enable information to be presented in a dynamic way, which helps to maintain students' attention and motivation.

According to Zhang and Zou (2022), audiovisual materials enhance learning because they enable students to better understand the content by combining visual and auditory information. This combination makes it easier to interpret the message and improves information retention.

Another important advantage is that videos help to contextualize educational content. When students observe real or simulated situations through videos, they can better understand the meaning of the language used. Furthermore, videos can showcase gestures, facial expressions and cultural elements that enrich the learning experience.

According to Kukulska-Hulme (2021), the use of videos also promotes independent learning, as students can access these resources at any time and watch them as many times as necessary to improve their understanding.

2.2.3.3 Video-Based Learning

The term ‘video-based learning’ refers to an educational approach that uses videos as the primary resource to facilitate learning. This approach has gained popularity in recent years due to the growth of digital platforms and widespread access to the internet.

According to Fiorella and Mayer (2021), video-based learning enables students to observe processes, listen to explanations and understand concepts through visual representations that facilitate knowledge construction. In the case of language teaching, this approach is particularly useful as it allows the language to be presented in real-life communication contexts.

Various studies have shown that video-based learning can enhance the development of language skills. According to Zhang and Zou (2022), students who use educational videos as part of their learning process develop a greater ability to understand spoken messages, recognise linguistic patterns and improve their pronunciation.

2.2.3.4 Educational Video Platforms

The development of digital platforms has significantly expanded access to educational videos. There are now a variety of platforms that enable teachers and students to access audiovisual materials designed to support learning.

Among the most widely used platforms is YouTube, which offers a wide variety of educational videos covering different subject areas. According to Snelson and Perkins (2021), YouTube has become one of the main sources of online educational content, as it provides access to explanations, lectures, tutorials and authentic material in different languages.

Another important platform is TED-Ed, which provides educational videos designed specifically for teaching purposes. These videos typically include clear explanations, visual examples and interactive activities that facilitate understanding of the content.

Furthermore, platforms such as EdPuzzle enable teachers to transform videos into interactive resources by incorporating questions, comments and assessment activities. According to

Dooly and Sadler (2020), these types of tools allow students to engage more actively with the audiovisual content.

2.2.4 Educational Videos for Listening Comprehension

2.2.4.1 Benefits of Video for Listening

The use of educational videos can contribute significantly to the development of listening comprehension in language learning. Unlike traditional audio recordings, videos provide visual information that helps students interpret the meaning of spoken language.

According to Vandergrift and Goh (2021), learners can better understand spoken messages when they have access to visual cues that accompany the speech, such as gestures, facial expressions or images related to the content.

Furthermore, videos allow learners to hear the language in different contexts and communicative situations, which promotes the development of more authentic listening skills.

2.2.4.2 Video as Authentic Input

In language learning, the concept of authentic input refers to the use of materials that reflect the real language used by native speakers in everyday contexts.

According to Nation and Newton (2020), exposure to authentic input is essential for the development of language skills, as it enables students to become familiar with different communication styles, accents and idiomatic expressions.

Educational videos can provide this type of authentic input, as they feature real conversations, interviews, documentaries and other formats that reflect the natural use of the language.

2.2.4.3 Activities with Videos

The use of videos in the classroom can be complemented by a range of activities that promote the development of listening comprehension. These activities can be carried out before, during and after watching the video.

According to Richards (2022), pre-video activities may include activating prior knowledge or predicting the content of the video. Whilst watching the video, pupils can undertake activities to identify specific information or assess their general understanding of the message. Finally, post-video activities may include discussions, summaries or reflection exercises that help to consolidate learning.

2.2.4.4 Teaching Strategies with Video

For educational videos to be effective in language learning, teachers need to implement appropriate teaching strategies.

According to Harmer (2021), a common strategy is to divide the video into short clips, allowing students to focus on specific parts of the content. It is also recommended to repeat sections of the video to aid understanding of the more complex parts. Furthermore, the teacher can use subtitles, strategic pauses and comprehension questions to guide the learning process.

2.2.5 Artificial Intelligence in Language Learning

2.2.5.1 Concept of Artificial Intelligence

Artificial intelligence (AI) refers to the development of technological systems capable of performing tasks that normally require human intelligence, such as speech recognition, naturally processed language and decision-making.

According to Holmes and Tuomi (2022), the application of artificial intelligence to education enables the development of systems that analyse pupils' behaviour and adapt educational content to their individual needs.

2.2.5.2 AI in Education

The use of artificial intelligence in education has grown considerably in recent years. These technologies enable the design of personalised learning environments that adapt to each student's pace and learning style.

Luckin et al. (2022) point out that artificial intelligence tools can enhance the educational experience by providing immediate feedback, analyzing students' progress and recommending appropriate educational resources.

2.2.5.3 AI for Language Teaching

In the field of language teaching, artificial intelligence has enabled the development of various tools that facilitate the learning of English.

According to Godwin-Jones (2020), AI-based applications can analyse students' pronunciation, offer automatic corrections and provide personalised exercises tailored to the user's level. These tools enable students to practice the language independently and receive immediate feedback.

2.2.5.4 AI Tools for Listening

There are currently various artificial intelligence-based tools that can support the development of listening comprehension.

These tools include speech recognition systems, automatic subtitle generators and adaptive platforms that analyse students' progress. According to Holmes and Tuomi (2022), these technologies can enhance listening skills by enabling students to interact with the language in more dynamic and personalised contexts.

2.2.6 Educational Videos and AI for Listening Development

2.2.6.1 Educational Use of YouTube

YouTube has become one of the most widely used platforms for language learning due to the vast amount of educational content available. According to Snelson and Perkins (2021), this platform allows students to access videos that present the language in authentic contexts, which helps to develop listening comprehension skills.

2.2.6.2 Videos with Automatic Subtitles

Automatic subtitles generated using artificial intelligence can facilitate the comprehension of audiovisual content. According to Zhang and Zou (2022), subtitles help

students make the connection between spoken language and its written form, thereby improving word recognition and discourse comprehension.

2.2.6.3 Interactive Platforms

Platforms such as EdPuzzle allow videos to be integrated with interactive activities that encourage active student participation. According to Dooly and Sadler (2020), these platforms enable videos to be transformed into more dynamic learning experiences through the incorporation of questions, comments and assessment activities.

2.2.6.4 AI-Adaptive Videos

Artificial intelligence-based technologies also enable the creation of adaptive videos that are tailored to students' levels. Luckin et al. (2022) explain that these systems can analyse a student's progress and modify the video content to suit their learning needs.

2.2.6.5 Impact on Listening Comprehension

Several recent studies have shown that combining educational videos with artificial intelligence tools can significantly improve listening comprehension in language learning.

According to Holmes and Tuomi (2022), these technologies enable the creation of more personalised learning experiences, which facilitates the acquisition of language skills and improves students' ability to understand spoken messages.

CHAPTER III

METHODOLOGY

3.1 Research Approach

This research is conducted using a mixed-methods approach, combining qualitative and quantitative methods, as its main aim is to analyse and gain an in-depth understanding of how the integration of technology—through the use of educational videos supported by artificial intelligence tools—can help to strengthen listening comprehension in English language learning. This approach allows the phenomenon to be studied from an interpretative perspective, focusing on the analysis of ideas, theories and experiences documented in previous research.

From a qualitative perspective, the aim of this research is not to measure numerical results within a specific population, but rather to understand how various studies and pedagogical initiatives have presented the use of technological resources in English language teaching. Consequently, the study will be based on an analysis of the scientific literature offering relevant insights into the use of educational videos in the development of listening skills.

From a quantitative perspective, the research will enable numerical data to be obtained by conducting a survey amongst teachers at the Isabel de Godín Educational Centre. The data collected will be organised and analysed descriptively to identify the frequency of use, the benefits and the perceived limitations of using educational videos incorporating artificial intelligence tools to enhance listening comprehension in English.

This article also allows for the analysis of other theories on technology, multimedia learning and language teaching using artificial intelligence. The aim of interpreting these perspectives is to understand the pedagogical potential of audiovisual resources in the process of teaching and learning English.

3.2 Type of Research

This study is of a documentary nature, as it analyses, consults and reviews information from various scientific and academic sources relating to the topic. It includes

scientific articles, books, research studies, theses and institutional documents relating to the use of educational technology and its relationship with learning English.

This literature review will help us analyse all the existing knowledge and research carried out by other authors, which will in turn facilitate the construction of a theoretical framework. This type of research enables us to gather information regarding the use of educational videos, digital platforms and artificial intelligence tools for language learning.

Consequently, the study is analytical in nature, as it is not limited to merely compiling information but also aims to examine it critically in order to identify conceptual relationships, research trends and significant contributions within the field of English language teaching. This analysis enables us to understand how different approaches have viewed technology in the development of listening comprehension skills.

From a quantitative perspective, this is a descriptive study, as it will enable the collection and analysis of information obtained through a survey conducted amongst teachers at the Isabel de Godín Educational Centre. The data obtained will be used to describe their perceptions of the benefits and limitations of using educational videos incorporating artificial intelligence tools to enhance listening comprehension in English.

3.3 Research Design

The research design is based on a theoretical review and documentary analysis of the scientific literature on the use of educational technology in English language teaching. This design enables a systematic investigation of various documented studies and educational experiences that assess the relationship between audiovisual resources and the development of language skills.

The theoretical review identifies the concepts, theories and pedagogical approaches that explain how listening comprehension occurs in English language learning. Through this review, various educational models are analysed in which technology, educational videos and digital tools are implemented.

On another note, the analysis focuses on the content of the selected sources. This makes it possible, on the one hand, to summarise the key ideas found in the chosen sources, grouping them into thematic categories. Furthermore, it highlights contributions from the

sources that will be relevant to the research. In practice, the integrative analysis allows the theoretical framework to be logically organised whilst, at the same time, establishing a solid conceptual foundation for the study.From a quantitative perspective, this is a descriptive study, as it will enable the collection and analysis of information obtained through a survey conducted amongst teachers at the Isabel de Godín Educational Centre. The data collected will be used to describe their perceptions of the benefits and limitations of using educational videos incorporating artificial intelligence tools to enhance listening comprehension in English.

3.4 Research Methods

For the purposes of this research, the documentary method will be employed, as it enables an examination that takes account of information drawn from books, websites, documents and interviews – in short, the use of literature relevant to the known phenomenon that we wish to recognise and highlight. Through this method, the latest research on the use of videos, educational technology and artificial intelligence tools for learning English will be analysed.

Document analysis enables us to identify the main theoretical and methodological contributions presented in the scientific literature. Furthermore, it provides elements for the development of a critical and well-founded perspective. This technique also allows us to compare different research methodologies and examine how various studies have analysed the development of listening comprehension through the use of technological resources.

Furthermore, the use of the documentary method enables the information gathered to be organised systematically, which helps to identify the conceptual categories that will serve to develop the research's theoretical framework.

From a quantitative perspective, the descriptive statistical method will be used, which will enable the information obtained from the survey of teachers to be organised, tabulated and interpreted. This method will facilitate the presentation of the data in tables and graphs to describe perceptions of the benefits and limitations of using educational videos incorporating artificial intelligence tools in the process of teaching the English language.

3.5 Research Techniques

Various techniques were used to collect and analyse the information, which organised the scientific literature from the perspective of the research question. One of the most relevant techniques was a systematic literature review, which involves conducting a systematic search for academic research in scientific databases.

During this process, various academic databases were consulted, including Scopus, ERIC, ScienceDirect, Redalyc, Scielo and Google Scholar. To this end, keywords related to the research topic were used, such as 'listening comprehension', 'educational videos', 'technology in ELT', 'video-based learning' and 'English as a foreign language (EFL)'. This procedure enabled the identification of recent studies relevant to the theoretical framework that provide important information.

Another widely used technique is content analysis, as it involves reading through the selected documents with the aim of identifying meaningful categories relating to the topic under study. The fundamentals of listening comprehension, the use of educational videos and technology-based teaching strategies are some of these categories.

Finally, the use of the comparative synthesis technique was reported; this involves comparing findings from different studies to identify similarities, differences and trends in the use of educational videos for the development of listening skills. This technique helped to incorporate multiple sources and reinforced the interpretation of the results obtained in the study.

As a method of data collection, a survey will be used, administered via a questionnaire aimed at teachers at the Isabel de Godín Educational Centre. This instrument will enable us to ascertain their perceptions of the benefits and limitations of using educational videos incorporating artificial intelligence tools to enhance listening comprehension in English language teaching.

3.6 Population and sample

Population

The population for this research will consist of teachers at the Isabel de Godín Educational Centre who are involved in the teaching of English. This group was selected on

the basis of their experience and knowledge in the use of technological resources within the classroom.

The population comprises:

- 12 teachers at the Isabel de Godín Educational Centre.
- Teachers involved in the teaching of English.
- Teachers who will provide information on the use of educational videos incorporating artificial intelligence tools.

Sample

As the population consists of a small number of participants, a census sampling method will be used; therefore, it will not be necessary to select a partial sample. Consequently, the study will include all teachers.

The sample will consist of:

- 12 teachers from the Isabel de Godín Educational Centre.
- Type of sampling: census.
- Coverage: 100 per cent of the study population.

3.7. Research Procedure

The research was carried out in stages, which initially enabled an analysis of the information relating to the topic under study. Firstly, an exhaustive literature search was conducted, utilising academic databases and digital repositories to gather a significant body of research on… listening comprehension, educational technology and language learning.

The articles and documents most relevant to the research were selected. Throughout the process, the criteria taken into account included the recency of the publications, the academic quality of the sources and their relevance to the study.

In this third stage, an analysis of the information gathered was carried out through critical reading. This process enabled the identification of key theoretical concepts and pedagogical approaches, as well as the scientific evidence regarding the use of educational videos and technical tools such as computers and the internet.

Finally, the information was organised theoretically, with the findings structured into conceptual categories that enabled the development of the research's theoretical framework. This process facilitated the integration of contributions from various studies, thereby helping to build the theoretical foundation underpinning this work.

The information obtained through the survey will be organised and tabulated for descriptive analysis. The results will then be presented in tables and graphs, enabling an interpretation of teachers' perceptions regarding the use of educational videos incorporating artificial intelligence tools in the teaching of English.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Examining the Role of Educational Videos Available on Digital Platforms, Supported by Artificial Intelligence Tools, as an Innovative Technological Resource in English Language Teaching and Learning Processes

An analysis of the scientific literature has confirmed that the educational videos available on digital platforms are currently one of the most important technological resources within the teaching and learning processes of the English language. Their relevance lies in their ability to integrate visual, auditory and contextual elements that promote language comprehension in a more dynamic and meaningful way than traditional teaching methods.

Various authors point out that the use of audiovisual resources exposes learners to real-life communication situations, enabling them to listen to one another and recognise different accents, identify expressions and understand messages, amongst other things, in authentic contexts. This feature is particularly relevant for the development of listening comprehension, as it allows learners to engage with real-life examples of the language rather than merely exercises designed for purely academic purposes.

In this regard, educational videos have become a teaching resource that encourages active student participation, promotes independent learning and helps to strengthen the communication skills needed to function effectively in academic and professional settings where English is a key tool for communication.

Tabla 1

Main Contributions of Educational Videos to English Language Learning

Identified Contribution	Contribution to Learning
Exposure to authentic language	Allows students to hear language used in real contexts.
Audiovisual integration	Facilitates comprehension through images, sound, and context.
Diversity of accents	Promotes adaptation to different pronunciation patterns.
Autonomous learning	Enables practice outside the classroom and at an individual pace.
Increased motivation	Generates greater student interest and participation.
Contextualization of content	Facilitates message interpretation within real-life situations.

The findings show that combining visual and auditory information significantly enhances comprehension. Whilst the student listens to the message, they also receive visual support through images, gestures, facial expressions and scenarios that facilitate the interpretation of the content. This integration of multiple stimuli helps to reduce the difficulties associated with listening comprehension and strengthens the construction of meaning during the learning process.

Furthermore, it was observed that educational videos promote the development of skills related to listening comprehension, as they expose students to different speaking rates, linguistic variations and communicative situations typically encountered in real-life contexts. This experience helps students develop greater confidence when interacting with native speakers or engaging with content in English.

4.1.1. Digital Platforms as a Means for the Distribution of Educational Videos

Advances in digital technology have made educational videos available via a range of online platforms, facilitating access to learning resources from anywhere and at any time. These platforms have transformed traditional teaching models by offering interactive materials that promote more flexible learning experiences tailored to students' individual needs.

Among the most widely used platforms for teaching English are YouTube, TED-Ed, Edpuzzle and BBC Learning English. These tools offer specialised content that helps learners develop different language skills, particularly listening comprehension.

Tabla 2

Digital Platforms Used for English Language Learning

Platform	Main Characteristics	Application in Listening
YouTube	Wide variety of educational and authentic content	Exposure to real conversations and different accents
TED-Ed	Lectures and academic content	Vocabulary development and advanced comprehension
Edpuzzle	Interactive videos with embedded questions	Continuous assessment of comprehension
BBC Learning English	Resources designed for English learners	Structured listening skills practice
British Council LearnEnglish	Multimedia activities and guided exercises	Progressive strengthening of listening skills

Analysis of these platforms revealed that one of their main advantages is the ability to offer authentic and up-to-date content. Unlike traditional printed materials, audiovisual resources can be constantly updated and adapted to different levels of language proficiency.

Furthermore, these platforms encourage independent learning, as students can revisit content, control the playback speed and select materials in line with their interests and academic needs. This flexibility fosters more active participation in the learning process and strengthens individual responsibility for knowledge construction.

4.1.2. Artificial Intelligence as a Learning Enhancement Element

Recent advances in artificial intelligence have significantly expanded the potential uses of educational videos in English language teaching. Today, numerous platforms incorporate intelligent tools that facilitate understanding of the content and enable the learning experience to be personalised.

The analysis carried out showed that artificial intelligence provides features that improve the accessibility, comprehension and adaptability of audiovisual materials. These tools make it possible to cater for different learning styles and paces, promoting more inclusive and efficient educational processes.

Tabla 3

Artificial Intelligence Functions Applied to Educational Videos

AI-Based Function	Educational Application
Automatic subtitles	Facilitate comprehension of spoken content.
Automatic translation	Supports understanding of unfamiliar vocabulary.
Speech recognition	Promotes pronunciation and speaking development.
Content recommendation	Suggests materials appropriate to the learner's level.
Personalized adaptation	Adjusts activities according to individual progress.
Learning analytics and tracking	Monitors progress and identifies difficulties.

The introduction of automatic subtitles represents one of the most significant contributions of artificial intelligence to the development of listening comprehension. This tool enables students to simultaneously link sound with the written representation of words, thereby promoting vocabulary acquisition and the recognition of linguistic structures.

Furthermore, machine translation features offer additional support for students with basic language skills, reducing the frustration that can arise when content is particularly

challenging. Although these tools do not replace the learning process, they do act as a complementary resource that facilitates an initial understanding of the messages.

Similarly, intelligent learning monitoring and analysis systems help to identify students' strengths and weaknesses, providing useful information for pedagogical decision-making. This helps to create more personalised educational experiences tailored to the individual needs of each student.

4.1.3. Impact of Educational Videos Supported by Artificial Intelligence on English Language Teaching and Learning

The results obtained suggest that the integration of educational videos and artificial intelligence tools brings significant benefits to the teaching and learning of English. The combination of audiovisual resources and artificial intelligence enhances listening comprehension by providing multiple forms of support that facilitate the interpretation of the message and encourage active student participation.

Among the main effects identified are:

- Greater exposure to the language in real-life contexts.
- Increased student motivation and participation.
- Progressive development of listening comprehension.
- Flexible access to educational materials.
- Personalized learning through artificial intelligence.
- Strengthening of autonomous learning.

Tabla 4

Summary of Findings

Analyzed Aspect	Identified Result
Educational videos	Innovative tool for English language learning
Digital platforms	Facilitate continuous access to authentic content
Artificial intelligence	Improves learning personalization
Listening comprehension	Progressive strengthening of listening skills
Student motivation	Increased interest and participation
Autonomous learning	Greater independence in language study

4.2. Evaluation of the Benefits and Limitations of Using Educational Videos with Artificial Intelligence Features to Strengthen Listening Comprehension, Based on Evidence from Previous Research and Relevant Educational Experiences

4.2.1. Questionnaire Results

1. How often do you consider that the use of educational videos improves students' listening comprehension in English classes?

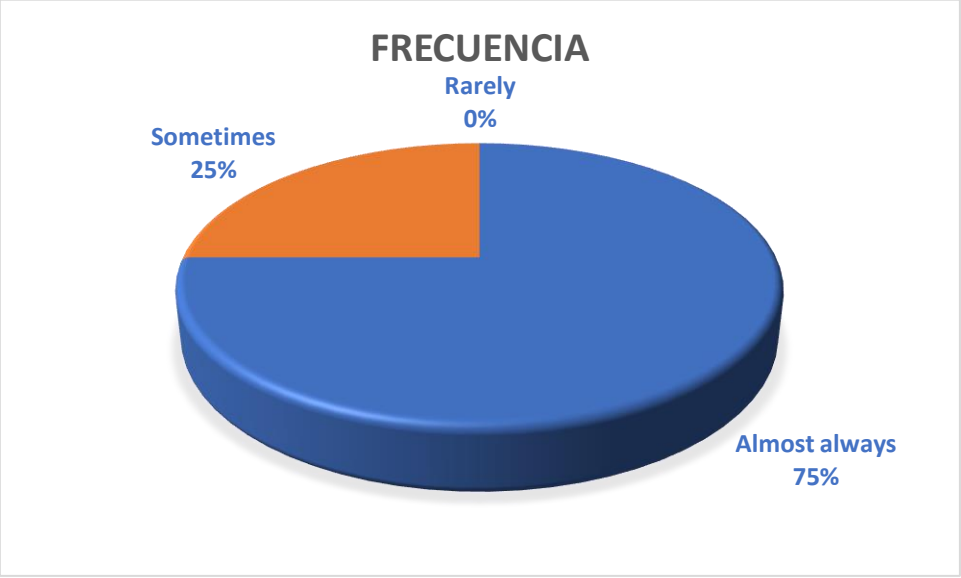
Tabla 5

Teachers' Perceptions of the Contribution of Educational Videos

Frequency Scale	Frequency	Percentage
Almost always	9	75.0%
Sometimes	3	25.0%
Rarely	0	0.0%
Total	**12**	**100%**

Figura 1

Teachers' Perceptions of the Contribution of Educational Videos



The results show that most teachers believe that educational videos frequently promote the development of students' listening comprehension, demonstrating their usefulness as a supporting resource in English language teaching.

2. How often do the artificial intelligence features integrated into educational videos facilitate students' understanding of English content?

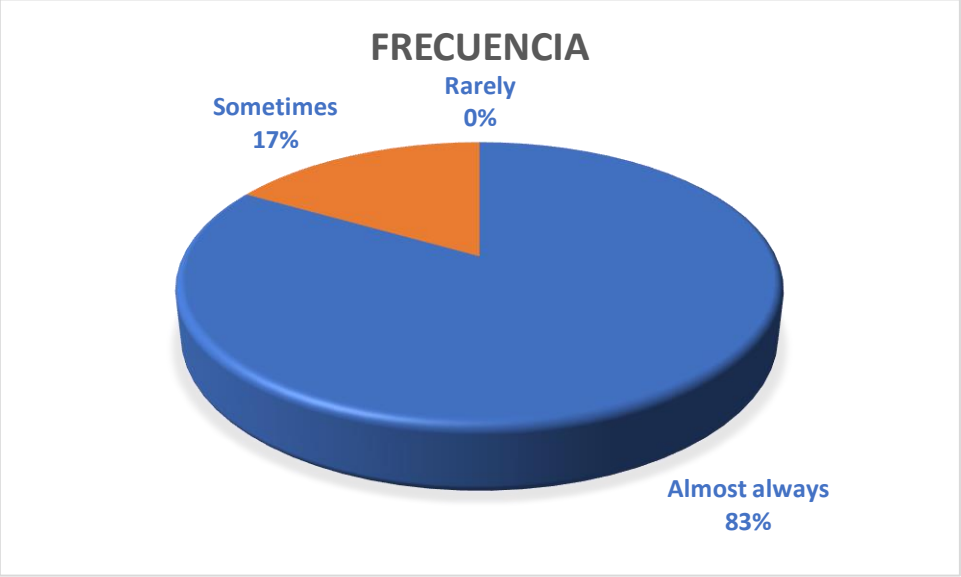
Tabla 6

Teachers' Perceptions of the Contribution of Artificial Intelligence

Frequency Scale	Frequency	Percentage
Almost always	10	83.3%
Sometimes	2	16.7%
Rarely	0	0.0%
Total	**12**	**100%**

Figura 2

Teachers' Perceptions of the Contribution of Artificial Intelligence



Most participants indicate that artificial intelligence features frequently facilitate the understanding of English-language content, particularly through tools that support the learning process.

3. How often do students show greater interest when educational videos are used during listening comprehension activities?

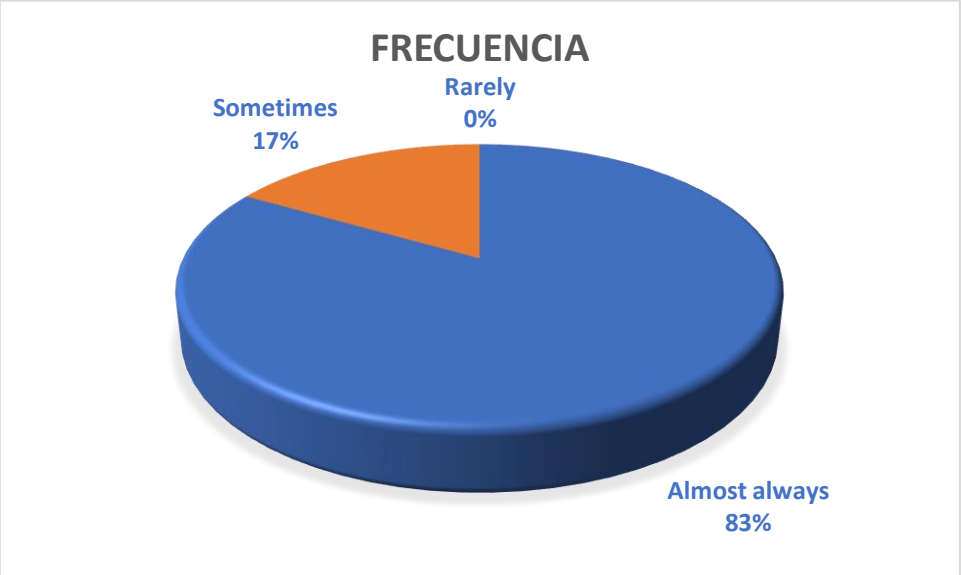
Tabla 7

Teachers' Perceptions of Students' Interest When Educational Videos Are Used

Frequency Scale	Frequency	Percentage
Almost always	10	83.3%
Sometimes	2	16.7%
Rarely	0	0.0%
Total	**12**	**100%**

Figura 3

Teachers' Perceptions of Students' Interest When Educational Videos Are Used



Teachers perceive that the use of educational videos increases students' interest and participation in most listening comprehension activities.

4. How often do you use educational videos with artificial intelligence features in your English classes?

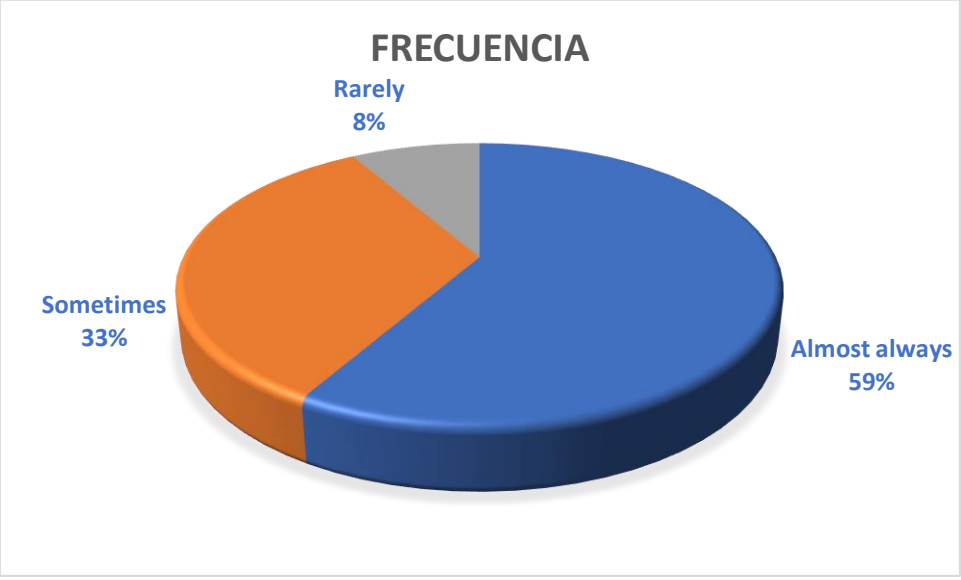
Tabla 8

Frequency of Using Educational Videos with Artificial Intelligence in the Teaching Process

Frequency Scale	Frequency	Percentage
Almost always	7	58.3%
Sometimes	4	33.3%
Rarely	1	8.4%
Total	**12**	**100%**

Figura 4

Frequency of Using Educational Videos with Artificial Intelligence in the Teaching Process



Although most teachers use these resources regularly, some still use them only occasionally, reflecting opportunities to strengthen their integration into classroom practice.

5. How often do you consider that a lack of training limits the use of educational videos with artificial intelligence tools?

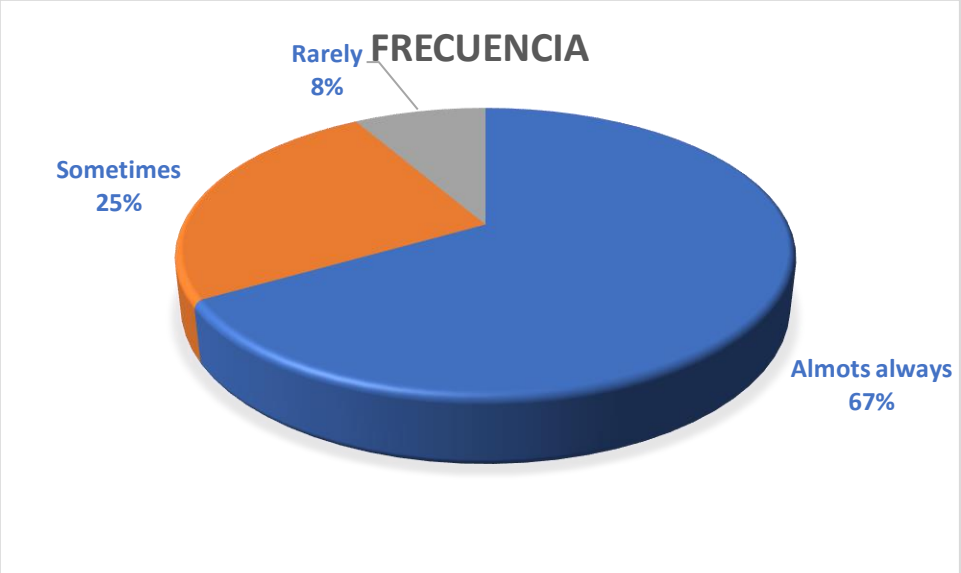
Tabla 9

Teachers' Perceptions of Training as a Limitation to the Use of Educational Videos with Artificial Intelligence

Frequency Scale	Frequency	Percentage
Almost always	8	66.7%
Sometimes	3	25.0%
Rarely	1	8.3%
Total	**12**	**100%**

Figura 5

Teachers' Perceptions of Training as a Limitation to the Use of Educational Videos with Artificial Intelligence



The results indicate that teacher training continues to be one of the main limitations to the consistent use of the available technological tools.

6. How often does the availability of technological resources in the institution facilitate the use of educational videos with artificial intelligence?

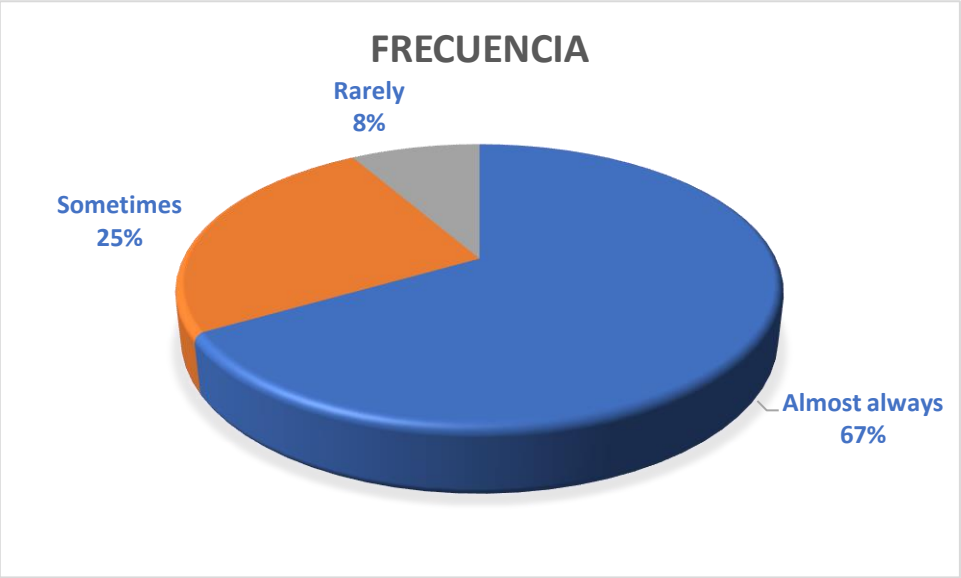
Tabla 10

Teachers' Perceptions of the Availability of Technological Resources in the Institution

Frequency Scale	Frequency	Percentage
Almost always	8	66.7%
Sometimes	3	25.0%
Rarely	1	8.3%
Total	**12**	**100%**

Figura 6

Teachers' Perceptions of the Availability of Technological Resources in the Institution



Most teachers believe that the institution has technological resources that facilitate the use of these materials, although some limitations still affect their continuous implementation.

7. How often do you consider that educational videos expose students to authentic English communication contexts?

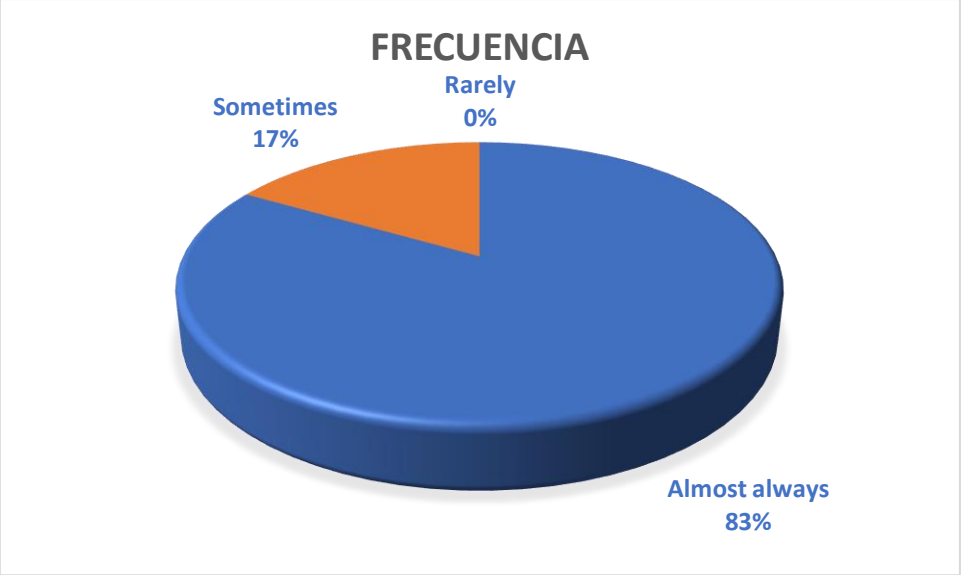
Tabla 11

Teachers' Perceptions of the Use of Educational Videos in Authentic Communication Contexts

Frequency Scale	Frequency	Percentage
Almost always	10	83.3%
Sometimes	2	16.7%
Rarely	0	0.0%
Total	**12**	**100%**

Figura 7

Teachers' Perceptions of the Use of Educational Videos in Authentic Communication Contexts



Most teachers believe that these resources expose students to real-life communication situations, promoting more meaningful English language learning.

8. How often do you consider that the benefits of using educational videos with artificial intelligence features outweigh their limitations in strengthening listening comprehension?

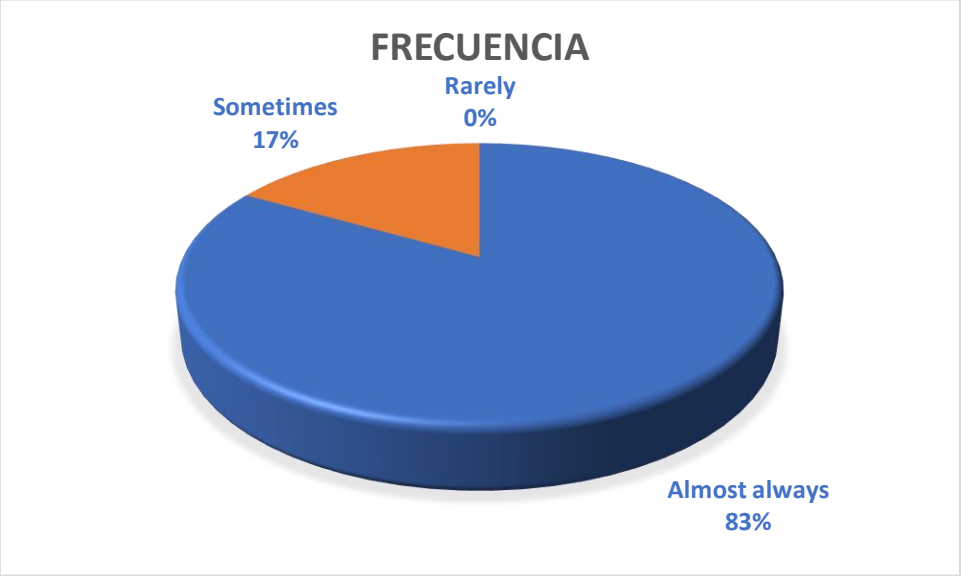
Tabla 12

Teachers' Perceptions of the Relationship Between the Benefits and Limitations of Using Educational Videos with Artificial Intelligence

Frequency Scale	Frequency	Percentage
Almost always	10	83.3%
Sometimes	2	16.7%
Rarely	0	0.0%
Total	**12**	**100%**

Figura 8

Teachers' Perceptions of the Relationship Between the Benefits and Limitations of Using Educational Videos with Artificial Intelligence



Overall, teachers believe that the benefits of using educational videos supported by artificial intelligence tools outweigh their limitations, supporting their incorporation as an effective resource for strengthening listening comprehension in English language teaching.

Questionnaire Results

The survey results reveal a favorable perception among teachers regarding the use of educational videos with artificial intelligence features in English language teaching. In most of the questions, the response "Almost always" predominates, followed by "Sometimes," while "Almost never" shows minimal or no responses. These findings indicate that teachers believe these resources frequently contribute to strengthening students' listening comprehension, increasing their interest, and exposing them to authentic communication contexts.

However, some aspects still require attention to encourage a more consistent implementation of these tools. Although teachers widely recognize their benefits, they point out that factors such as professional training and the availability of technological resources continue to influence their integration into the teaching process. The main findings are summarized as follows:

- A favorable perception predominates regarding the contribution of educational videos to the development of listening comprehension, with the highest concentration of responses in the "Almost always" category.
- Artificial intelligence tools are valued as supportive resources that facilitate the understanding of English-language content and strengthen the learning process.
- Teachers consider that the use of educational videos increases students' interest and participation during listening comprehension activities.
- These resources are recognized for exposing students to authentic communication situations, thereby contributing to the development of their language skills.
- Teacher training and the availability of technological resources remain factors that influence how frequently these tools are integrated into classroom instruction.
- Overall, teachers believe that the benefits of using educational videos with artificial intelligence features outweigh their existing limitations, supporting their incorporation as an effective strategy for strengthening listening comprehension in English language teaching.

Qualitative analysis

An analysis of recent research has shown that the integration of educational videos with artificial intelligence-based features represents an innovative strategy offering significant benefits that help improve listening comprehension for English language learning. However, the specialist literature also highlights limitations that should be taken into account to ensure appropriate implementation in educational contexts.

The findings show that these technologies have changed the way in which students engage with the language, offering them resources that are more dynamic, accessible and tailored to their learning needs. At the same time, several studies caution that the success of these tools will depend on various pedagogical, technological and contextual factors that influence their effectiveness.

In light of this, the present evaluation takes into account both the advantages and disadvantages identified in the cited studies, thereby providing a more comprehensive view of the true potential of these resources in terms of developing listening comprehension.

4.2.2. Benefits of Using Educational Videos with Artificial Intelligence

The studies reviewed agree that AI-supported educational videos offer numerous benefits for learning English. These benefits relate primarily to improved listening comprehension, personalised learning and increased student motivation.

One of the most significant benefits is the opportunity to expose students to authentic English-language content through audiovisual materials that reflect real-life communication situations. This exposure helps develop listening skills that are more closely aligned with the contexts they will encounter outside the academic setting.

Furthermore, the artificial intelligence features incorporated into various educational platforms facilitate understanding of the content through support tools that reduce language barriers and promote a more accessible learning experience.

Tabla 13

Benefits Identified in the Use of Educational Videos with Artificial Intelligence

Benefit	Contribution to Learning
Exposure to authentic language	Enables familiarity with English used in real contexts.
Automatic subtitles	Facilitate understanding of spoken discourse.
Instant translation	Supports interpretation of unfamiliar vocabulary.
Personalized learning	Adapts content to each student's proficiency level.
Immediate feedback	Helps identify errors and opportunities for improvement.
Autonomous learning	Encourages independent practice outside the classroom.
Increased motivation	Enhances participation and interest in learning.
Permanent access to content	Facilitates learning anytime and anywhere.

The studies analysed show that the combination of audiovisual resources and artificial intelligence significantly enhances listening comprehension, as students can access various forms of support whilst listening. The ability to activate subtitles, slow down the playback speed or consult machine translations enables students to process information more easily and reduces the anxiety that often accompanies understanding a foreign language.

Furthermore, smart tools help to reinforce independent learning. Students can repeat content as many times as they wish, track their progress, and choose materials that suit their particular interests and needs. This flexibility also promotes greater engagement and fosters more independent learning habits.

An increase in student motivation is another notable finding in the literature. Audiovisual resources are often more engaging than traditional methodologies that rely solely on texts or grammar exercises. The use of images, activities and technology in the classroom makes learning more active and mirrors the digital environments in which students operate.

Main Benefits Identified

- Facilitate comprehension of complex spoken messages.
- Promote personalized learning.
- Increase motivation and student participation.
- Improve vocabulary recognition and pronunciation.

- Encourage autonomous learning.
- Provide access to authentic and updated content.
- Contribute to the progressive development of listening comprehension.

4.2.3. Limitations Identified in Research and Educational Experiences

Despite the benefits observed, the studies reviewed also report various limitations associated with the use of educational videos incorporating artificial intelligence. These limitations may affect the effectiveness of the strategy if they are not adequately taken into account in pedagogical planning.

One of the main difficulties identified relates to technological dependency. The effective use of these tools requires stable internet access, suitable devices and up-to-date digital platforms. In contexts where these resources are limited, implementation may be restricted and lead to inequalities in learning opportunities.

Tabla 14

Limitations Identified in the Use of Educational Videos with Artificial Intelligence

Limitation	Potential Impact
Dependence on internet connectivity	Restricts continuous access to resources.
Digital divide	Creates inequality among students.
Errors in automatic subtitles	May lead to incorrect interpretations.
Technological distractions	Reduces concentration during learning activities.
Excessive dependence on support tools	Limits the development of independent comprehension strategies.
Need for teacher training	Requires continuous technological updating.
Costs of some platforms	Restricts access to advanced features.

The findings also indicate that AI-powered tools do not always provide accurate answers. On certain occasions, automatic subtitles present transcription or interpretation issues, particularly due to variations in pronunciation, background noise, vocabulary, etc. Students who have not yet attained a high level of language proficiency may become confused in such situations.

Similarly, it was found that over-reliance on support features such as automated translation or continuous subtitling can lead to a dependence on technology. When pupils

become accustomed to using these tools frequently, it may limit their efforts to develop their own listening comprehension strategies.

The need to train teachers was also identified. The implementation of these technologies requires teachers to possess sufficient digital skills so that they can select resources, design meaningful activities and guide the pedagogical use of technological tools.

Main Limitations Identified

- Unequal access to technological resources.
- Dependence on digital connectivity.
- Possible inaccuracies in artificial intelligence tools.
- Need for teacher technological training.
- Risk of distraction while using digital platforms.
- Excessive reliance on subtitles and automatic translation tools.

4.2.4. Comparative Analysis of Benefits and Limitations

The analysis of the collected evidence shows that the identified benefits considerably outweigh the limitations reported in the reviewed studies. Nevertheless, the findings suggest that the success of these tools depends on appropriate pedagogical implementation and a balanced use of the available technological features.

Tabla 15

Comparison of Benefits and Limitations

Benefits	Limitations
Personalized learning	Technological dependence
Increased motivation	Digital distractions
Access to authentic content	Digital divide
Immediate feedback	AI inaccuracies
Autonomous learning	Need for teacher training
Improved listening comprehension	Dependence on technological support

The evidence shows that the constraints identified are not insurmountable obstacles, but rather issues that need to be managed with… In this regard, it has been observed that teachers continue to play a fundamental role in the use of technology. Clearly, the aim is not for all learning to be virtual and remote, but rather for it to complement learning.

They point out that artificial intelligence should serve as a complementary resource within English language teaching, rather than as a stand-alone solution in the classroom. Participation, reflection and the progressive development of communicative skills are enhanced when applied within active methodologies (collaborative work and project-based tasks).

4.2.5. Summary of Results for Specific Objective 2

According to the evaluation, it was found that educational videos incorporating artificial intelligence offer significant benefits in enhancing listening comprehension in English language learning. Some of the most notable benefits include access to authentic content, personalised learning, immediate feedback and increased student motivation.

However, there were limitations relating to technological dependency, the digital divide, a lack of teacher training and the potential for error in some artificial intelligence tools. Despite these complications, the evidence analysed indicates that the benefits outweigh the limitations observed, particularly if these resources are used as part of lesson planning.

Consequently, educational videos utilising artificial intelligence can be considered a viable alternative for improving the listening comprehension of students learning English as a foreign language, provided their implementation is goal-oriented and accompanied by teacher guidance.

4.3. Proposal of Pedagogical Guidelines for the Effective Implementation of Educational Videos Supported by Artificial Intelligence as a Didactic Resource to Strengthen Listening Comprehension in Formal Educational Contexts

Based on an analysis of the use of educational videos and artificial intelligence tools in English language teaching, this paper proposes a set of pedagogical guidelines designed to facilitate the incorporation of these resources into the formal educational context. The proposal aims to provide teachers with practical guidance on how to strengthen listening skills through innovative strategies, utilising digital technologies in the teaching and learning process.

The proposed guidelines are based, amongst other factors, on findings reviewed in the literature and on educational experiences reported in recent research. Their aim is to facilitate the progressive acquisition of listening comprehension skills through carefully structured activities that promote active student participation, the appropriate use of technological resources, and the pedagogical utilisation of the functions provided by artificial intelligence.

The proposal will be implemented in four phases: planning, implementation, monitoring and evaluation. Each of these stages involves specific actions designed to maximise the use of educational videos as a teaching strategy.

4.3.1. Objective of the Proposal

To guide teachers in the planned use of educational videos supported by artificial intelligence tools to strengthen English listening comprehension, promoting meaningful, interactive, and learner-centered educational experiences adapted to students' needs.

4.3.2. Pedagogical Principles of the Proposal

The implementation of the proposed guidelines should be based on the following principles:

- Student-centered learning.
- Active participation during the listening process.
- Pedagogical use of technology.
- Contextualized learning through authentic materials.
- Progressive development of listening comprehension.
- Continuous feedback.
- Personalized learning through artificial intelligence.
- Balanced integration of technology and teacher guidance.

These principles seek to ensure that technology is used as a means to enhance learning rather than merely as a complementary classroom resource.

4.3.3. Pedagogical Guidelines for Implementing Educational Videos with Artificial Intelligence

Tabla 16

Proposed Pedagogical Guidelines

No.	Pedagogical Guideline	Purpose
1	Select videos appropriate to students' language proficiency level	Avoid cognitive overload and frustration
2	Use authentic and contextualized content	Promote understanding of real-life situations
3	Incorporate AI tools as learning support	Facilitate listening comprehension
4	Design activities before, during, and after viewing	Promote active learning
5	Encourage participation and critical reflection	Develop communicative competencies
6	Monitor student progress	Identify strengths and difficulties
7	Periodically assess listening development	Measure progress in listening comprehension

4.3.4. Phase 1: Activity Planning

Planning is a fundamental stage for ensuring the success of the pedagogical strategy. Before using any audiovisual resource, teachers should analyze the characteristics of their students and select materials aligned with their needs, interests, and language proficiency levels.

Tabla 17

Planning Actions

Action	Description
Initial diagnosis	Identify students' listening comprehension level
Video selection	Choose content appropriate to learning objectives
Competency definition	Determine the skills to be developed
Technological preparation	Verify internet access and digital tools
AI tool configuration	Enable subtitles, translation tools, or interactive platforms

During this phase, it is advisable to select short videos featuring clear language and topics related to students' interests. This approach enhances motivation and facilitates content comprehension.

4.3.5. Phase 2: Activity Implementation

Implementation corresponds to the stage in which students directly interact with the audiovisual material. To maximize learning outcomes, activities should be organized into three pedagogical moments.

Tabla 18

Recommended Activities During Implementation

Stage	Activity
Before the video	Activation of prior knowledge
Before the video	Presentation of key vocabulary
During the video	Guided listening through questions
During the video	Use of intelligent subtitles
During the video	Identification of main ideas
After the video	Group discussion
After the video	Completion of comprehension activities
After the video	Reflection on the content heard

The use of artificial intelligence tools at this stage can significantly aid students' understanding. Features such as automatic subtitles, contextual translation and speed adjustment make it possible to adapt the content to different levels of language proficiency.

It is also important for the teacher to create opportunities for interaction and analysis that allow students to express their opinions, ask questions and relate the information they have heard to their personal or academic experiences.

4.3.6. Phase 3: Learning Monitoring

The purpose of monitoring is to track student progress and verify the impact of the activities carried out.

Tabla 19

Monitoring Strategies

Strategy	Purpose
Performance records	Monitor individual progress
Periodic listening activities	Assess skill development
Teacher feedback	Address identified difficulties
AI analytical tools	Identify learning patterns
Student self-assessment	Encourage reflection on learning

The use of platforms incorporating artificial intelligence provides valuable information regarding student performance, including interaction time, correct responses, and recurring difficulties. This information can be used to adjust future activities and provide personalized support.

4.3.7. Phase 4: Evaluation of Results

Evaluation should focus on determining the level of listening comprehension achieved by students.

Tabla 20

Proposed Evaluation Indicators

Indicator	Evaluation Criterion
Global comprehension	Identifies the main idea of the message
Specific comprehension	Recognizes relevant information
Contextual interpretation	Understands meaning according to context
Vocabulary recognition	Identifies common words and expressions
Active participation	Contributes during listening activities
Use of comprehension strategies	Applies techniques to interpret messages

Evaluation should be conducted continuously and should consider both individual performance and active participation throughout the learning activities.

4.3.8. Expected Benefits of the Proposal

The application of the proposed pedagogical guidelines is expected to generate several benefits within the English language teaching-learning process.

Tabla 21

Expected Benefits

Benefit	Expected Outcome
Improved listening comprehension	Greater ability to interpret spoken messages
Increased motivation	More active student participation
Personalized learning	Adaptation to individual needs
Greater autonomy	Development of independent learning habits
Efficient use of technology	Meaningful integration of digital resources
Strengthened communication skills	Better performance in real-life communication situations

4.3.9. Summary of the Proposal

AI-supported educational videos for English language teaching. The guidelines set out enable the learning process to be organised in a structured manner, fostering the progressive development of listening comprehension through innovative technological resources.

The implementation of these guidelines can contribute significantly to improving students' learning experiences, promoting greater participation, autonomy and the ability to understand spoken messages in English. Furthermore, the incorporation of artificial intelligence tools enhances the personalisation of learning and broadens opportunities for access to authentic materials, thereby providing valuable support for contemporary educational processes.

4.4.Discussion of Results

The conclusions drawn from the literature review indicate that educational videos supported by artificial intelligence tools represent an innovative alternative for enhancing listening comprehension in the learning process. The information analysed revealed that these resources promote exposure to the language in real-life communication situations and that students are able to listen in a more dynamic and meaningful way.

With regard to the first specific objective, it is evident that educational videos play an important role in the process of teaching and learning English. The combination of images, audio and context does more than simply enable the interpretation of the message; it also helps students to understand a variety of communicative situations. These findings are consistent with those of several authors who highlight the value of multimedia learning in facilitating comprehension and retention.

The main contributions identified include:

- Exposure to authentic English-language materials.
- Contact with different accents and pronunciation patterns.
- Development of contextual comprehension strategies.
- Increased student motivation and participation.
- Strengthening of autonomous learning.

It was also observed that digital platforms have significantly expanded opportunities for access to educational resources. Unlike traditional methods, students can engage with audiovisual content at any time and via different devices, which encourages regular practice of listening comprehension.

Furthermore, the findings relating to the second specific objective enabled an assessment of both the benefits and limitations of using AI-supported educational videos. A review of previous research showed that these technologies provide tools that facilitate learning and enhance students' educational experience.

Among the most significant benefits identified were:

- Personalization of learning processes.
- Availability of automatic subtitles.
- Immediate translation of unfamiliar words or expressions.
- Rapid feedback on student performance.
- Adaptation of content according to language proficiency levels.
- Greater accessibility to digital educational resources.

These benefits demonstrate that artificial intelligence can become a significant aid to the development of listening comprehension, particularly when used to complement carefully planned teaching strategies.

However, the literature review also highlighted some limitations that must be taken into account when implementing these tools. Although the technology offers numerous advantages, its effectiveness depends on various factors relating to the educational context and students' access to it.

The main limitations identified were:

- Dependence on a stable internet connection.
- Inequality in access to technological devices.
- Possible errors in automatic captioning systems.
- Risk of distraction while using digital platforms.
- Need for technological training for teachers.
- Excessive dependence on support tools such as automatic translations.

These findings demonstrate that the incorporation of technology alone does not guarantee better learning outcomes. For these tools to be truly effective, they must form part of a structured teaching plan that is aligned with clearly defined educational objectives.

With regard to the third specific objective, the results obtained enabled the design of a set of pedagogical guidelines aimed at the effective implementation of AI-supported educational videos in formal educational contexts. This proposal arises in response to the need to guide teachers in the appropriate use of these resources within the classroom.

The proposed guidelines are based on four essential components:

- Adequate planning of learning activities.
- Appropriate selection of audiovisual materials.
- Pedagogical integration of artificial intelligence tools.
- Continuous monitoring and evaluation of learning.

The proposal suggests that technology is not an end in itself, but a means to be used to aid learning. Consequently, the teacher plays a key role in guiding the educational process, selecting the most relevant resources and supporting pupils in developing their listening comprehension.

Overall, the evidence gathered concluded that the inclusion of educational videos and artificial intelligence offers educational opportunities for improved English language teaching. The combination of audiovisual resources, digital platforms and smart tools promotes more flexible and interactive learning experiences, tailored to learners' current needs.

In summary, the discussion highlights the following key findings:

- Educational videos strengthen listening comprehension through exposure to authentic communication contexts.
- Digital platforms facilitate continuous access to authentic language resources.
- Artificial intelligence contributes to the personalization and optimization of learning.
- The benefits identified outweigh the limitations reported in the reviewed literature.
- Teacher pedagogical guidance remains an essential factor for the success of these strategies.
- The appropriate implementation of these tools can contribute to the development of stronger communicative competencies among students.

Thus, the results obtained lead to conclusions suggesting that educational videos based on artificial intelligence constitute a relevant and viable pedagogical strategy for strengthening listening comprehension in English language teaching, provided that their use is supported by appropriate lesson planning and ongoing teacher support.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1.Conclusions

This research enabled an analysis of how educational videos on digital platforms, enhanced by artificial intelligence, could aid auditory comprehension in English language learning. Based on a review of the literature and an analysis of previous studies, it was found that.

Educational videos constitute an innovative technological tool that significantly enhances the teaching and learning processes of the English language. The fact that students have access to and can use visual, auditory and tactile elements, amongst others, during oral sessions helps them to understand spoken messages and enables them to engage with real-life communicative situations. Furthermore, access to authentic and up-to-date resources and materials is expanded, and opportunities for practice both inside and outside the classroom are enhanced.

A review of research and educational experiences has shown that the usage of AI-powered educational videos offers significant benefits for strengthening listening comprehension skills. Personalised learning, automatic subtitles, intelligent translation, immediate feedback and increased learner motivation are just some of the benefits. The implementation of a tutoring system supported by information and communication technologies for education helped us to teach the content.

Based on these findings, a set of pedagogical guidelines was drawn up, aimed at the effective implementation of AI-supported educational videos in formal educational contexts. These guidelines establish criteria for the planning, delivery, monitoring and evaluation of activities focused on the development of listening comprehension, providing practical guidance for teachers interested in integrating technological resources into teaching strategies.

Broadly speaking, the research led to the conclusion that the integration of educational videos and artificial intelligence tools represents a relevant pedagogical approach for enhancing listening comprehension among students learning English as a foreign language. The combination of audiovisual resources, digital platforms and smart

technologies fosters learning experiences that are more dynamic, participatory and tailored to students' needs. However, to achieve effective results, it is essential that these tools are used as part of appropriate lesson planning and supported by ongoing teacher guidance.

5.2. Recommendations

Based on the conclusions reached in this study, the following recommendations are proposed for teachers, educational institutions, and future researchers interested in the use of technology in English language teaching.

- The systematic use of educational videos and artificial intelligence should be incorporated into English teaching activities, especially to strengthen listening comprehension.
- It must be best to designed activities pre-viewing, while-viewing, and post-viewing activities to encourage active participation and strengthen the development of listening comprehension strategies
- It is recommended to strengthen institutional technological infrastructure to ensure adequate access to the internet, digital devices, and educational platforms.
- It should be analyzing the influence of specific artificial intelligence tools on other language skills, such as speaking, reading, and writing.
- The effects of emerging technologies on language learning and their contribution to the development of communicative competencies must be evaluated.

It is recommended that the incorporation of educational videos and artificial intelligence tools be considered part of a comprehensive pedagogical strategy aimed at strengthening English communicative skills. Their implementation should be guided by clearly defined educational objectives and accompanied by continuous monitoring and evaluation processes to ensure meaningful and sustainable learning outcomes over time.

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Anexos

Anexos 1. Informed Consent

INFORMED CONSENT FOR PARTICIPATION IN THE INTERVIEW

Sociodemographic Information of the Interviewee

Full Name: _____

Position/Profession: _____

Years of Professional Experience: _____

Area of Practice: _____

Informed Consent:

I, _____, confirm that I have read and understood the purpose of the interview conducted by the researcher. I understand that my participation is entirely voluntary and that I have the right to withdraw from the study at any time without any negative consequences. I also understand that the information I provide will be used exclusively for research purposes and will be treated with strict confidentiality.

I authorize the researcher to use the information collected during the interview, including the sociodemographic data provided, solely for the purpose of conducting research entitled **"Integrating Technology through Educational Videos as a Teaching Tool to Improve English Listening Comprehension."** I understand that my name and any personally identifiable information will not be disclosed in any publication or presentation resulting from this study, and that my identity will remain confidential at all times.

I am willing to share my experiences, opinions, and professional knowledge regarding the use of educational videos as a teaching tool for improving English listening comprehension, with the understanding that my contribution will support the advancement of educational research and promote a better understanding of effective teaching practices.

Interviewee's Signature: _____

Date: _____

INFORMED CONSENT FOR PARTICIPATION IN THE INTERVIEW

Sociodemographic Information of the Interviewee

Full Name: Maria Alexandra Burey Mayorga

Position/Profession: Teacher

Years of Professional Experience: 15

Area of Practice: _____

Informed Consent:

I, Maria Burey M., confirm that I have read and understood the purpose of the interview conducted by the researcher. I understand that my participation is entirely voluntary and that I have the right to withdraw from the study at any time without any negative consequences. I also understand that the information I provide will be used exclusively for research purposes and will be treated with strict confidentiality.

I authorize the researcher to use the information collected during the interview, including the sociodemographic data provided, solely for the purpose of conducting research entitled **"Integrating Technology through Educational Videos as a Teaching Tool to Improve English Listening Comprehension."** I understand that my name and any personally identifiable information will not be disclosed in any publication or presentation resulting from this study, and that my identity will remain confidential at all times.

I am willing to share my experiences, opinions, and professional knowledge regarding the use of educational videos as a teaching tool for improving English listening comprehension, with the understanding that my contribution will support the advancement of educational research and promote a better understanding of effective teaching practices.

Interviewee's Signature: _____

Date: July 6th, 2026

INFORMED CONSENT FOR PARTICIPATION IN THE INTERVIEW

Sociodemographic Information of the Interviewee

Full Name: María Fernanda Garnica Heredia

Position/Profession: English Teacher

Years of Professional Experience: 27 años

Area of Practice: English elementary and basic level

Informed Consent:

I, María Fernanda Garnica Heredia, confirm that I have read and understood the purpose of the interview conducted by the researcher. I understand that my participation is entirely voluntary and that I have the right to withdraw from the study at any time without any negative consequences. I also understand that the information I provide will be used exclusively for research purposes and will be treated with strict confidentiality.

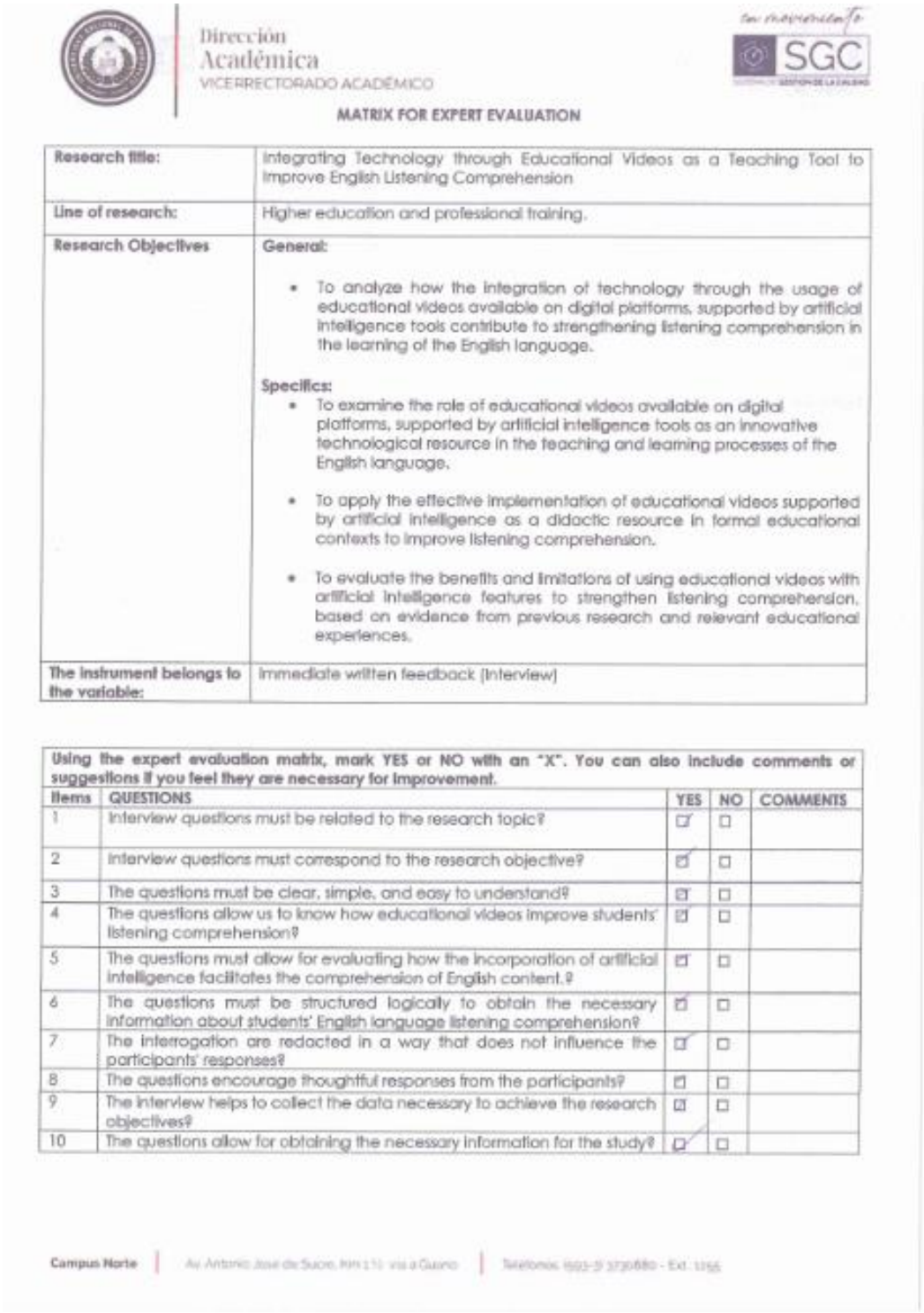
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I am willing to share my experiences, opinions, and professional knowledge regarding the use of educational videos as a teaching tool for improving English listening comprehension, with the understanding that my contribution will support the advancement of educational research and promote a better understanding of effective teaching practices.

Interviewee's Signature: [signature]

Date: 06/ July /2026

Anexos 2. Matrix for expert evaluation



Dirección Académica
VICERRECTORADO ACADÉMICO

SGC

MATRIX FOR EXPERT EVALUATION

Research title:	Integrating Technology through Educational Videos as a Teaching Tool to Improve English Listening Comprehension
Line of research:	Higher education and professional training.
Research Objectives	**General:** • To analyze how the integration of technology through the usage of educational videos available on digital platforms, supported by artificial intelligence tools contribute to strengthening listening comprehension in the learning of the English language. **Specifics:** • To examine the role of educational videos available on digital platforms, supported by artificial intelligence tools as an innovative technological resource in the teaching and learning processes of the English language. • To apply the effective implementation of educational videos supported by artificial intelligence as a didactic resource in formal educational contexts to improve listening comprehension. • To evaluate the benefits and limitations of using educational videos with artificial intelligence features to strengthen listening comprehension, based on evidence from previous research and relevant educational experiences.
The instrument belongs to the variable:	Immediate written feedback (Interview)

Using the expert evaluation matrix, mark YES or NO with an "X". You can also include comments or suggestions if you feel they are necessary for improvement.

Items	QUESTIONS	YES	NO	COMMENTS
1	Interview questions must be related to the research topic?	☑	☐	
2	Interview questions must correspond to the research objective?	☑	☐	
3	The questions must be clear, simple, and easy to understand?	☑	☐	
4	The questions allow us to know how educational videos improve students' listening comprehension?	☑	☐	
5	The questions must allow for evaluating how the incorporation of artificial intelligence facilitates the comprehension of English content.?	☑	☐	
6	The questions must be structured logically to obtain the necessary information about students' English language listening comprehension?	☑	☐	
7	The interrogation are redacted in a way that does not influence the participants' responses?	☑	☐	
8	The questions encourage thoughtful responses from the participants?	☑	☐	
9	The interview helps to collect the data necessary to achieve the research objectives?	☑	☐	
10	The questions allow for obtaining the necessary information for the study?	☑	☐	

Dirección
Académica
VICERRECTORADO ACADÉMICO

Suggestions: _____

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Full Name: Adriana Carolina Leon Velasco

ID: 0603964206

Signature: _____

MATRIX FOR EXPERT EVALUATION

Research title:	Integrating Technology through Educational Videos as a Teaching Tool to Improve English Listening Comprehension
Line of research:	Higher education and professional training.
Research Objectives	**General:** • To analyze how the integration of technology through the usage of educational videos available on digital platforms, supported by artificial intelligence tools contribute to strengthening listening comprehension in the learning of the English language. **Specifics:** • To examine the role of educational videos available on digital platforms, supported by artificial intelligence tools as an innovative technological resource in the teaching and learning processes of the English language. • To apply the effective implementation of educational videos supported by artificial intelligence as a didactic resource in formal educational contexts to improve listening comprehension. • To evaluate the benefits and limitations of using educational videos with artificial intelligence features to strengthen listening comprehension, based on evidence from previous research and relevant educational experiences.
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Using the expert evaluation matrix, mark YES or NO with an "X". You can also include comments or suggestions if you feel they are necessary for improvement.

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1	Interview questions must be related to the research topic?	☑	☐	
2	Interview questions must correspond to the research objective?	☑	☐	
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6	The questions must be structured logically to obtain the necessary information about students' English language listening comprehension?	☑	☐	
7	The interrogation are redacted in a way that does not influence the participants' responses?	☑	☐	
8	The questions encourage thoughtful responses from the participants?	☑	☐	
9	The interview helps to collect the data necessary to achieve the research objectives?	☑	☐	
10	The questions allow for obtaining the necessary information for the study?	☑	☐	

Dirección
Académica
VICERRECTORADO ACADÉMICO

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Suggestions: _____

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Full Name: Mónica Noemí Cadena Figueroa

ID: 0602935926

Signature: _____

MATRIX FOR EXPERT EVALUATION

Research title:	Integrating Technology through Educational Videos as a Teaching Tool to Improve English Listening Comprehension
Line of research:	Higher education and professional training.
Research Objectives	**General:** • To analyze how the integration of technology through the usage of educational videos available on digital platforms, supported by artificial intelligence tools contribute to strengthening listening comprehension in the learning of the English language. **Specifics:** • To examine the role of educational videos available on digital platforms, supported by artificial intelligence tools as an innovative technological resource in the teaching and learning processes of the English language. • To apply the effective implementation of educational videos supported by artificial intelligence as a didactic resource in formal educational contexts to improve listening comprehension. • To evaluate the benefits and limitations of using educational videos with artificial intelligence features to strengthen listening comprehension, based on evidence from previous research and relevant educational experiences.
The instrument belongs to the variable:	Immediate written feedback (interview)

Using the expert evaluation matrix, mark YES or NO with an "X". You can also include comments or suggestions if you feel they are necessary for improvement.

Items	QUESTIONS	YES	NO	COMMENTS
1	Interview questions must be related to the research topic?	☒	☐	
2	Interview questions must correspond to the research objective?	☒	☐	
3	The questions must be clear, simple, and easy to understand?	☒	☐	
4	The questions allow us to know how educational videos improve students' listening comprehension?	☒	☐	
5	The questions must allow for evaluating how the incorporation of artificial intelligence facilitates the comprehension of English content.?	☒	☐	
6	The questions must be structured logically to obtain the necessary information about students' English language listening comprehension?	☒	☐	
7	The interrogation are redacted in a way that does not influence the participants' responses?	☒	☐	
8	The questions encourage thoughtful responses from the participants?	☒	☐	
9	The interview helps to collect the data necessary to achieve the research objectives?	☒	☐	
10	The questions allow for obtaining the necessary information for the study?	☒	☐	

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Suggestions: _____

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Full Name: Daysi Valeria Ferro López

ID: 0604026542

Signature: _____

MATRIX FOR EXPERT EVALUATION

Research title:	Integrating Technology through Educational Videos as a Teaching Tool to Improve English Listening Comprehension
Line of research:	Higher education and professional training.
Research Objectives	**General:** • To analyze how the integration of technology through the usage of educational videos available on digital platforms, supported by artificial intelligence tools contribute to strengthening listening comprehension in the learning of the English language. **Specifics:** • To examine the role of educational videos available on digital platforms, supported by artificial intelligence tools as an innovative technological resource in the teaching and learning processes of the English language. • To apply the effective implementation of educational videos supported by artificial intelligence as a didactic resource in formal educational contexts to improve listening comprehension. • To evaluate the benefits and limitations of using educational videos with artificial intelligence features to strengthen listening comprehension, based on evidence from previous research and relevant educational experiences.
The instrument belongs to the variable:	Immediate written feedback (interview)

Using the expert evaluation matrix, mark YES or NO with an "X". You can also include comments or suggestions if you feel they are necessary for improvement.

Items	QUESTIONS	YES	NO	COMMENTS
1	Interview questions must be related to the research topic?	☒	☐	
2	Interview questions must correspond to the research objective?	☒	☐	
3	The questions must be clear, simple, and easy to understand?	☒	☐	
4	The questions allow us to know how educational videos improve students' listening comprehension?	☒	☐	
5	The questions must allow for evaluating how the incorporation of artificial intelligence facilitates the comprehension of English content.?	☒	☐	
6	The questions must be structured logically to obtain the necessary information about students' English language listening comprehension?	☒	☐	
7	The interrogation are redacted in a way that does not influence the participants' responses?	☒	☐	
8	The questions encourage thoughtful responses from the participants?	☒	☐	
9	The interview helps to collect the data necessary to achieve the research objectives?	☒	☐	
10	The questions allow for obtaining the necessary information for the study?	☒	☐	

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VICERRECTORADO ACADÉMICO

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Suggestions: _____

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_____

Full Name: Edgar Eduardo Heredia Arboleda

ID: 060371881-8

Signature: _____

Anexos 3. Teacher questionnaire

TEACHER QUESTIONNAIRE

Research Topic

Integrating Technology through Educational Videos as a Teaching Tool to Improve English Listening Comprehension

Objective of the Questionnaire

The purpose of this questionnaire is to collect information about teachers' perceptions regarding the benefits and difficulties of using educational videos with artificial intelligence features to strengthen listening comprehension in English language teaching. The information provided will be used exclusively for academic and research purposes, and all responses will be treated confidentially.

Instructions

Please read each question carefully and mark (✓) the option that best reflects your opinion or experience.

Frequency Scale

Option	Description
☐ Almost Always	The situation occurs frequently.
☐ Sometimes	The situation occurs occasionally.
☐ Rarely	The situation occurs infrequently.

Questionnaire

1. How often does the use of educational videos improves students' listening comprehension in English classes?

☐ Almost Always

☐ Sometimes

☐ Rarely

2. How often do the artificial intelligence feature integrated into educational videos facilitate students' understanding of English content?

☐ Almost Always

☐ Sometimes

☐ Rarely

3. How often do students show interest when educational videos are used during listening comprehension activities?

☐ Almost Always

☐ Sometimes

☐ Rarely

4. How often do you use educational videos with artificial intelligence features in your English classes?

☐ Almost Always

☐ Sometimes

☐ Rarely

5. How often do you consider that a lack of training limits the usage of educational videos with artificial intelligence tools?

☐ Almost Always

☐ Sometimes

☐ Rarely

6. How often does the availability of technological resources in your institution facilitate the usage of educational videos with artificial intelligence?

☐ Almost Always

☐ Sometimes

☐ Rarely

7. How often do you consider that educational videos expose students to authentic English communication contexts?

☐ Almost Always

☐ Sometimes

☐ Rarely

8. How often do you consider that the benefits of using educational videos with artificial intelligence features outweigh their limitations in strengthening students' listening comprehension?

☐ Almost Always

☐ Sometimes

☐ Rarely

Acknowledgment

Thank you for taking time to complete this questionnaire. Your participation is greatly appreciated and represents a valuable contribution to this research. The information

will help strengthen the understanding of how educational videos supported by artificial intelligence can enhance English listening comprehension in educational settings.

Anexos 4. Photographic evidence

















