# Article information:

The Use of Online and Offline Video in English Listening Comprehension Assessment: Students' Perception | IEEE Conference Publication | IEEE Xplore
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# Article summary:

1. The use of online and offline videos in assessing English listening comprehension is positively perceived by university students, as it offers authentic materials with good visualization that motivates them to do the assessments.

2. Online video assessment is more efficient and flexible than offline video assessment, providing real-time feedback and scores after finishing the assessments.

3. Students prefer movie, songs, and news as assessment materials because they present various models of English native speakers' communication interaction and help them learn communicative English covering vocabularies and expressions used in real-life situations.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled The Use of Online and Offline Video in English Listening Comprehension Assessment: Students' Perception presents a qualitative study on the perception of university students regarding the use of online and offline videos in assessing their English listening comprehension. The study involved 35 students as respondents, who were given a questionnaire and an interview to gather data on their experiences with learning and assessment media.

The article provides valuable insights into the benefits of using OOV for assessing listening comprehension, including the ability to learn communicative English from native speakers, enriching vocabulary and expressions, learning ESL culture, providing setting visualization, offering interesting assessment materials such as movies, songs, and news. The study also highlights differences between online and offline videos in terms of efficiency, flexibility, real-time feedback, and technical issues.

However, the article has some potential biases that need to be considered. Firstly, the study only involved one university in Indonesia which limits its generalizability to other contexts. Secondly, the sample size is relatively small which may affect the representativeness of the findings. Thirdly, there is no discussion on how the participants were selected or recruited which raises questions about sampling bias.

Moreover, some claims made in the article are unsupported by evidence or missing points of consideration. For example, while it is claimed that authentic materials present English culture and enhance listening skills more effectively than teacher-made materials without any evidence to support this claim. Additionally, there is no discussion on how OOV can be used to assess higher-order listening skills such as inference-making or critical thinking.

Furthermore, there are unexplored counterarguments that could challenge some of the claims made in the article. For instance, while it is claimed that OOV can provide real-time feedback and scores after finishing assessments without discussing potential risks associated with relying solely on technology for assessment purposes.

In conclusion, while The Use of Online and Offline Video in English Listening Comprehension Assessment: Students' Perception provides valuable insights into the benefits of using OOV for assessing listening comprehension, it has some potential biases and unsupported claims that need to be considered. Future research should address these limitations and explore the effectiveness of OOV in assessing higher-order listening skills.

# Topics for further research:

* Strategies for assessing higher-order listening skills in English language learners
* The impact of authentic materials on English language learning and comprehension
* The role of technology in language assessment and potential risks associated with relying solely on it
* Cross-cultural differences in English language learning and comprehension
* The effectiveness of using movies
* songs
* and news as assessment materials in language learning
* Best practices for selecting and recruiting participants in qualitative research studies.

# Report location:

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