

## Exploring Students' Motivation Using Audio-Visual Materials in Learning Japanese

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i8/22267>

DOI:10.6007/IJARBSS/v14-i8/22267

*Published Date:* 22 August 2024

### Abstract

Listening skills are crucial for second language acquisitions, as they significantly contribute to the development of both linguistic and communication abilities. Choosing audio-visual materials which are meaningful, engaging, and entertaining can motivate language learners to improve their listening and communication skills. With the development of information and communications technology (ICT), language learning nowadays has become more creative and dynamic. Classroom is not the only platform for learners to learn, the internet, games, video, and variety of applications provide more options for language learning. This study explores the motivation factors of Japanese language learners by using audio-visual materials for the listening activities as there is a lack of study on learning Japanese language focusing on audio-visual listening skill. A purposive sample of 201 participants from a public university in Malaysia was carried out to explore the student's motivation using audio-visual materials in learning Japanese language. The data was collected using a five-point Likert scale survey as a research instrument which the questionnaire is divided into 3 sections which section 1 include demographic profile, section 2 is learning profile and 26 questions of section 3 focus on motivational factors, adapted from Motivated Strategies for Learning Questionnaire (Pintrich & de Groot, 1990). The finding has shown students are motivated using audio-visual materials in learning Japanese. This study concludes that although the mean of extrinsic motivation is slightly higher than the mean of intrinsic motivation, audio visual materials are still very much preferred by non-native learners.

**Keywords:** Motivation, Audio-visual materials, Marugoto, Japanese Language.

### Introduction

#### *Background of Study*

Motivation is a key concept in both psychology and language learning theories because it is significantly influencing human behavior and actions. According to Emda (2018), motivation is a driving force in a person or a person's psychological condition to do something to achieve a goal. It is process of inducing and stimulating an individual to act in a certain manner.

This shows that motivation is very essential in the learning process. Scholars have offered diverse perspectives on motivation within language learning theories, influencing the understanding of its role in the learning process. Theories such as behaviorism and communicative language teaching offer differing perspectives on motivation. Previous studies on language acquisition revealed that student success is not solely dependent only on high language aptitude and motivation. Rather, it also involves their active and creative engagement in the learning process through personalized strategies. Therefore, teachers can provide a learning task and language activities that match individual learners' preferences and ability to enhance learning outcomes (Cohen & Henry, 2019).

Dornyei (1998), states that motivation is a complex phenomenon rather than a single, consistent factor that includes the importance of exercising extra caution while defining and evaluating motivation factors. One should be fully aware that the motivation measure or notion being studied is probably only a small portion of a larger, more complex psychological construct. Motivation is a key factor determining the rate and success of foreign language acquisition. Dornyei (2001), revealed three emerging motivational themes which are teacher motivation, learning strategy and motivation, and demotivation. Firstly, teacher motivation is contagious, and a positive correlation has been suggested between the motivation, and the motivation of their students. Secondly, Dornyei addresses students as being most motivated when they make their own choices about the strategy used. Students who are choosing to study vocabulary through flash cards rather than being forced to write sentences with vocabulary words. Lastly, the demotivation theme which is not widely discovered among language researchers.

### **Statement of Problem**

The effectiveness of language learning is profoundly influenced by the materials used, which should be based on research-driven approaches and the development of language teaching and learning materials. However, the mismatch between second language acquisition theory and the economically driven development of coursebooks often misaligns with learners' needs. Traditional textbooks remain fundamental in language education for their systematic coverage of grammar, vocabulary, and language skills. Workbooks serve as valuable supplements to textbooks, offering exercises and activities to consolidate learned concepts. In recent years, extensive research has investigated different types of Japanese language learning materials, assessing their effects on learner involvement and language proficiency enhancement. Recent studies by researchers explore the primary types of learning materials and their functions in facilitating language acquisition. Indrowaty et al (2024), explored the aspects of implementing the pragmatic approach in Japanese language learning speaking skills in the *Minna No Nihongo* textbook. Employing qualitative descriptive methodology, the study demonstrates the effectiveness of this approach in promoting active learning and improving speaking skills. Additionally, the listening and reading skills need to be utilized because they can effectively replicate practical speaking situations, both verbally and in writing. The study by Salmawan & Ramadhani (2024), investigated the perception of reading using Marugoto A1 Starter Coursebook among Japanese language learners. The findings indicate that students reacted positively to incorporating romanized letters, creating understandable links between sentences, and utilizing illustrations to aid comprehension while using the coursebook. However, students also noted certain drawbacks, such as the lack of Kanji characters in the reading materials, from their perspective.

However, besides reading and speaking components, listening skills also play an important role in language acquisition, particularly for second languages. Effective listening is crucial for language acquisition as it aids in the development of both linguistic and communication abilities. The listening process involves top-down mechanisms, such as leveraging prior knowledge and linguistic context, and bottom-up mechanisms, including decoding sounds on a word-by-word basis (Shariyevna & Israilova, 2020). Selecting suitable audio-visual materials and employing effective listening exercises can enhance students' language acquisition. According to Yurko & Styfanyshyn (2020), listening skills are essential for effective communication and language proficiency, because they can provide natural and meaningful interactions. Thus, incorporating a listening-first approach in language teaching can significantly strengthen learners' overall language proficiency and communication skills. In a study conducted by Fitria et al (2022), on EFL students' perceptions of using audio-visual materials in listening classes found that these materials significantly enhance learners' listening skills. Furthermore, the students reported that the audio-visual resources were engaging, motivating, and entertaining. Consequently, learners have a positive perception of audio-visual materials as effective tools for improving listening skills.

As stated in the literature review, most studies about learning material for Japanese language lack focus on audiovisual materials, instead focus on speaking and reading skill. While studies focusing on the importance of audio-visual material in learning foreign languages are mostly related to English language learning. Hence, this current study focuses on audiovisual materials emphasizing listening skills for Japanese language learning.

As the institution to promote Japanese Language Education, the Japan Foundation has invented many learning materials and resources for the Japanese language all over the world. One of the significant learning materials is Marugoto. It includes textbooks from beginner to advanced level of Japanese language learning, exercise, videos of introduction to Japanese cultures, interactive quizzes, and games and many more. Aside from videos, audio recordings are also provided by Marugoto website. This shows that audio video is part of learning materials, and it plays an important role in Japanese language learning today. Using Marugoto audio-visual materials as part of their study, this research explores the students' motivation on their Japanese language studies.

### **Objective of the study and Research Questions**

This study is specifically done to answer the following questions.

- How do non-native learners perceive motivational components in the learning of a Japanese language course?
- Are audio-visual materials affecting their motivational factors in learning the Japanese language?

### **Literature Review**

#### *Motivation and language learning*

People often have pragmatic motivations for learning a foreign language, such as career prospects or the desire to communicate with native speakers. Additionally, they are commonly motivated by broader interests, like gaining insight into foreign cultures through language acquisition. External and internal motivations factors, self-belief, and the learning process itself all play significant roles in driving learners to enhance their learning a foreign

language.

A quantitative study conducted by Nor et al (2019), which aims to investigate the relationship between motivation and attitude among university students studying a German, Spanish and Japanese language. The study revealed that students' motivations are shaped by internal elements like preferences, interests, and enjoyment, while their attitudes are influenced by integrative and instrumental factors. Additionally, students are also motivated by intrinsic factors, including the opportunity to communicate with native speakers, a fascination with European and Asian cultures, and the desire to gain new experiences through foreign language learning. Meanwhile, extrinsic motivators such as career advancement, further education opportunities, and travel also play significant roles in motivating students. The study also showed a significant positive relationship between motivation and students' attitude toward foreign language courses.

The study conducted by Amali et al (2024), observed that motivation has the potential to alleviate anxiety and prevent burnout in language learning. This study focusing on university students who take French language as an elective subject found that extrinsic motivation and self-beliefs are more influential motivational factors compared to intrinsic components. However, the finding Peng & Fu (2021), which explored students' learning motivation and outcomes in a blended learning showed the intrinsic in language and culture more impactful than extrinsic in language learning motivation.

#### *Motivation and audio-visual learning material*

Listening skills are a basic component in every language learning at all levels of study. Today's world sophistication in learning technology also affects the acquisition of listening skills where there are various audio-visual materials that can be used as aids to improve second language teaching and learning. The use of audio-visual has directly influenced student motivation as a facilitator in language learning. The study by Azizan et al (2021), found that there is a significant relationship between motivation and the achievement of listening skills in Arabic Language learning. The analysis showed the level of motivation for learning listening skills was at a high level and the student's achievement in the listening test was at a moderate level. Additionally, internal motivation needs to be supported from time to time to ensure the students' achievement in Arabic listening skills can be further improved. Panjaitan et al (2021), also found that the use of audio-visual in language learning has a significant effect on student motivation where it directly affects student achievement in listening skills. The findings of this study conclude that teaching through audio-visual media has had an impact on learning motivation and subsequently has a good impact on the achievement of students' listening comprehension. The interaction between audio, video and learning motivation on the achievement of students in listening comprehension.

The extensive use of audio-visual materials allows students to learn the language more easily both verbally and non-verbally. Therefore, audio-visual is a very useful learning tool for teachers and students in the process of mastering a language more effectively. In a study conducted by Yamaguchi (2020), investigated the influence of audio-visual materials outside the classroom, 12 participants were asked to take a listening comprehension quiz and answer a questionnaire. The finding about the habits of watching audio-visual materials and their feelings about learning a foreign language showed extensive listening using audio-visual

materials has had a significant effect on students to master the Japanese language. Games are an example of audio-visual materials other than common audio-visual material such videotapes, DVDs, audio tapes, audio CDs and microforms. Putri et al (2021), conducted a study to prove that a visual novel game is an audio-visual media that motivated Japanese language learning. The study used “Act! Addict! Actors” (A3!), a visual novel game, has an acting-themed world that focuses more on the story of friendship, with examples of game appearance. The qualitative finding from interviews and questionnaires to respondents showed that novel games can improve understanding vocabulary and expressions. The success of teaching and the learning process are influenced by student learning motivation. To stay motivated in Japanese learning, teaching and learning activities play an important role. Therefore, the use of a variety of learning activities are indispensable to make language learning more fun and engaging. Utilizing the audio-visual media can be an effective language learning. Research conducted by Wisniawati et al (2022), analyzed the level of motivation and listening ability of students after using anime learning media. The results of data showed that the use of anime in listening comprehension was able to increase learning motivation and listening skills. This is evidenced by the activities carried out by students when learning takes place and the value of assignments obtained by students has increased.

### Conceptual Framework

The framework of this study is rooted from motivational strategies constructed by Pintrich & de Groot (1990). The conceptual framework is presented in figure 1 below. Among three motivational components presented by Pintrich & de Groot (1990), the two motivational components used in this study are value components and expectancy components. An expectancy component (intrinsic and extrinsic goal orientation and task value) involves students' beliefs about their ability to perform a task, while a value component (self-efficacy and performance and learning belief) involves students' goals and beliefs about the importance and interest of the task.



Figure 1- Conceptual Framework of the Study- Learning motivational factors

### Methodology

This quantitative study investigates learners' motivation using audiovisual materials in learning the Japanese language at a local university in Malaysia. The study involved 201 non native Japanese learners. Section A of the questionnaire gathered demographic information, while Section B focused on motivational factors, The research instrument was a questionnaire adapted on the Motivated Strategies for Learning Questionnaire (Pintrich & de Groot, 1990). It included 26 items assessing motivational factors, rated on a 5-point Likert scale (1-Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree, 5-Strongly Agree). as detailed in Table 1.

Table 1

*Distribution of Items in the Survey*

SECTION	FACTORS	SUB-FACTORS	NO. OF ITEMS
A	Demographic	Demographic profile	2
		Learning profile	2
		Total Questions	4
B	Motivation	Intrinsic Goal orientation	4
		Extrinsic Goal orientation	4
		Task Value	6
		Learning Belief	4
		Self-Efficacy & Performance	8
		Total Questions	26

Data was collected online using Google Forms and analyzed with Statistical Package for the Social Sciences (SPSS). The data analysis included calculating percentages and mean scores to address the research questions. Table 2 presents the reliability statistics for the instrument, with the SPSS analysis revealing a Cronbach's alpha of .936, indicating high internal reliability.

Table 2

*Reliability of Survey*

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.936	26

**Findings***Introduction*

This section analyzes the demographic and learning profiles using percentages, which are displayed in pie charts. The subsequent section presents the findings for five motivational factors using 5-point Likert scale (1-Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree, 5-Strongly Agree). The data for these factors is analyzed using mean scores.

Findings for Demographic Profile

Q1. Gender

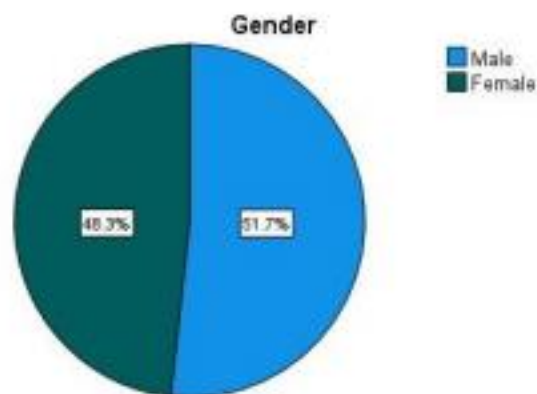


Figure 2 - Percentage for Gender

Figure 2 above presents the distributions of respondents in percentage. Of the 201 responses obtained, most of the respondents were 51.7% are male and 48.3% female.

Q2. Discipline

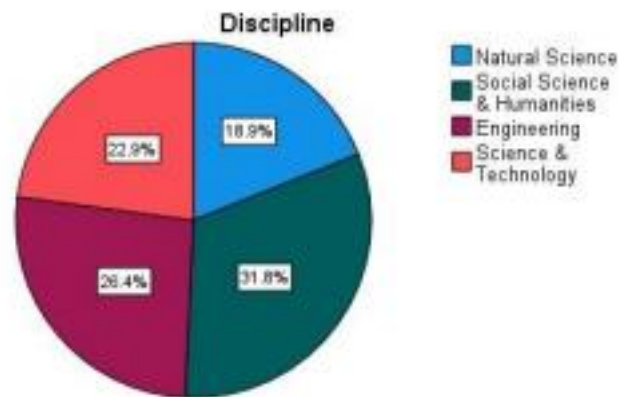


Figure 3 - Percentage of Discipline

Figure 3 shows the percentage of respondents' discipline, indicating that 31.8% of the respondents are from Social Science and Humanities followed by Engineering students (26.4%) and Science and Technology students (22.9%). The least respondents are from Natural Science students (18.9%).

Findings for Learning Profile

Q3. Reason for taking Japanese Language course.

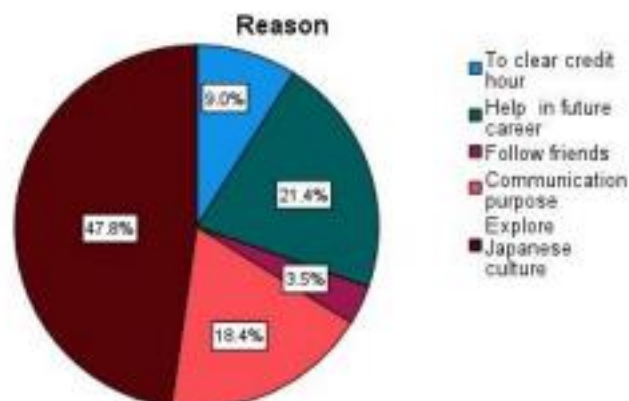


Figure 4 - Percentage of Reason for Taking Japanese Language Course

Figure 4 presents the percentage of respondents' reasons for taking a Japanese language course. The highest percentage, 47.8% is to explore Japanese culture followed by 21.4% is to help in future careers and 18.4% is for communication purposes. The least percentage reasons are to clear credit hour (9.0%) and follow friends (3.5%).

Q4. The most confident skill in learning Japanese language.



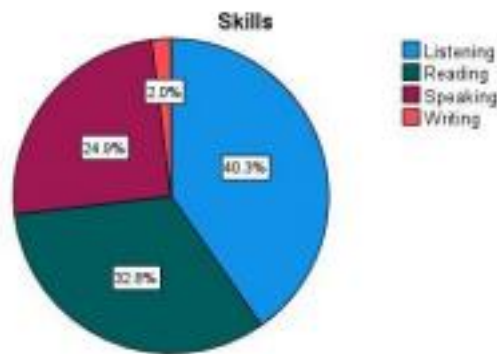


Figure 5 - Percentage of the most confidence skill in learning Japanese language

Figure 5 shows 40.3% of the respondents are confident in their listening skill and 32.8% are good in their reading skill. 24.9% of the respondents believe that they are good at speaking skills. However, only 2.0% of the respondents choose writing skill as they're the most confident skill in learning the Japanese language.

Findings for Motivational Factors

Table 3 illustrates the mean scores for each motivational factor. The highest mean 4.26 is extrinsic goal orientation followed by task value (mean=4.13) and learning belief (mean=4.05). The least mean scores are intrinsic goal orientation (mean=3.87), students' self efficacy and performance (mean=3.81).

Table 3 – Mean for each Motivational Factors

Descriptive Statistics						
	Intrinsic Goal	Extrinsic Goal	Task Value	Learning Belief	Self-efficacy & Performance	Valid N (listwise)
N	201	201	201	201	201	201
Mean	3.87	4.26	4.13	4.05	3.81	

(i) Intrinsic Goal Orientation

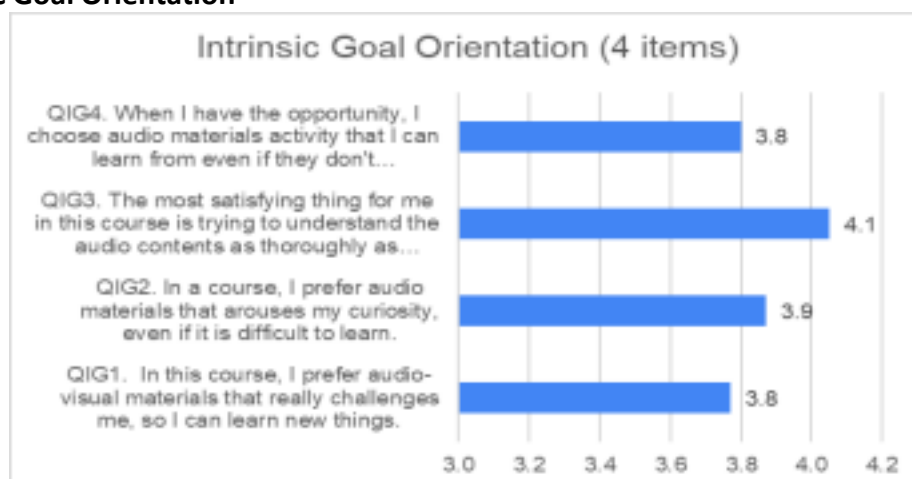


Figure 6 - Mean for intrinsic goal orientation

Figure 6 illustrates the mean scores for intrinsic goal motivation among respondents. The highest mean value of 4.1, indicates that students are most motivated by the desire to thoroughly understand audio content. This is followed by a mean of 3.9, showing a preference for audio materials that arouse their curiosity. The lowest mean (3.8) is shared by items reflecting students' choice of audio activities that challenge their listening skills.

### (ii) Extrinsic Goal Orientation

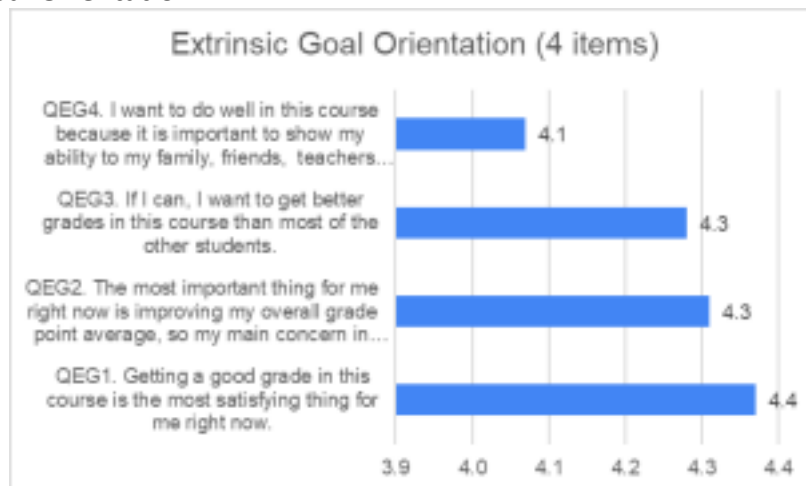


Figure 7 - Mean for extrinsic goal orientation

Figure 7 illustrates the mean scores for extrinsic goal motivation. All four items have mean scores above 4.0. The highest mean (4.4) corresponds to the motivation to achieve a good grade in Japanese language. Both the motivation to improve and to get better grades share a mean of 4.3. The lowest mean (4.1) is associated with the motivation to demonstrate Japanese language ability to others.

### (iii) Task Values

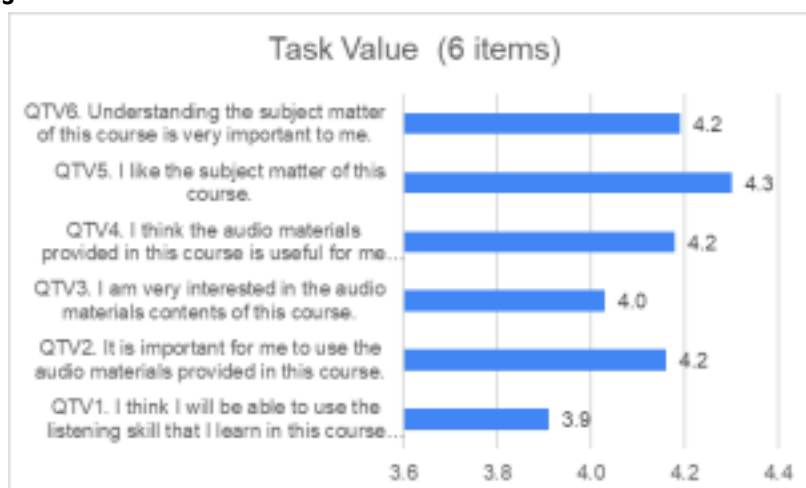


Figure 8 - Mean for task value

Figure 8 shows the respondents' motivations for learning Japanese. The highest mean (4.3) indicates that students are primarily motivated by their enjoyment of the course. This is followed by the perceived importance of understanding the subject matter and using the provided audio materials, both with a mean of 4.2. The mean score for interest in the audio

material content is 4.0. The lowest mean (3.9) pertains to the likelihood of using listening skills in other courses.

#### (iv) Learning Belief

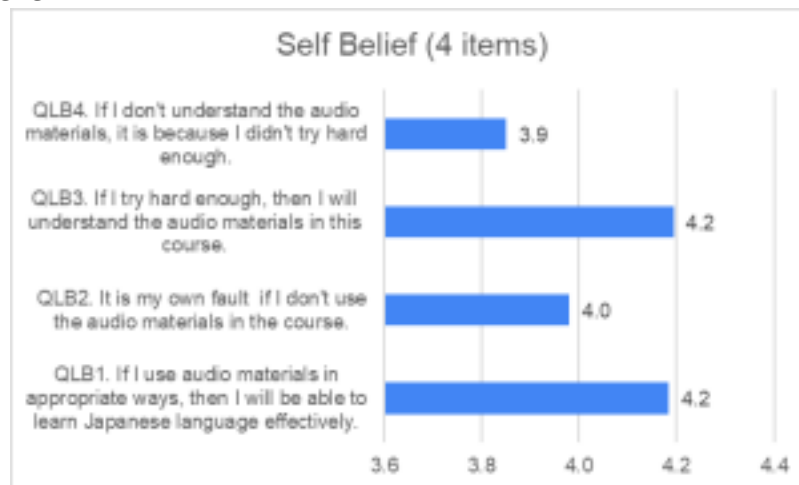


Figure 9 - Mean for self belief

Figure 9 highlights the mean scores for control beliefs among respondents. The highest mean (4.2) indicates that students strive to understand and appropriately use audio materials to learn Japanese effectively. This is followed by a mean of 4.0, reflecting that students feel bad if they do not utilize the audio materials. The lowest mean (3.9) shows that students believe they will not understand listening comprehension well unless they make a significant effort to use the audio materials.

#### (v) Self-Efficacy and performance

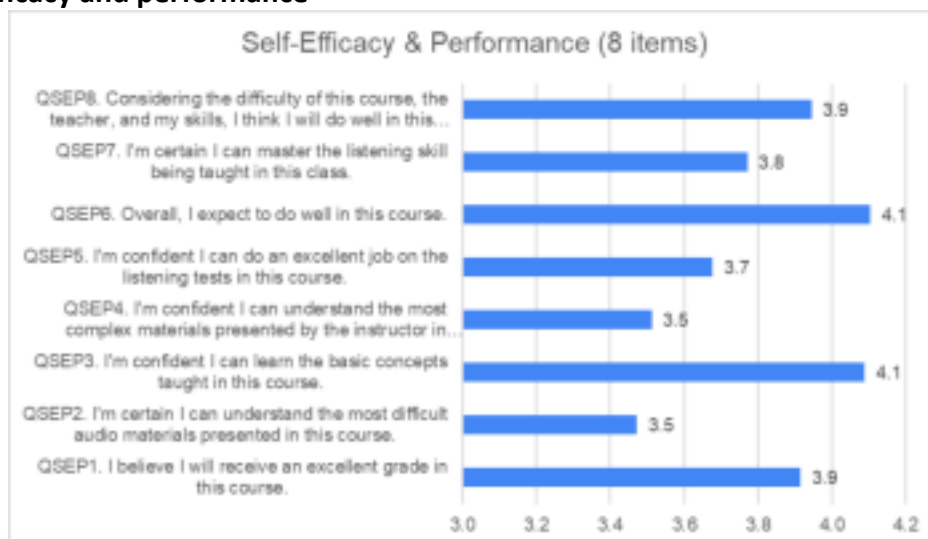


Figure 10 - Mean for self-efficacy and performance

Figure 10 indicates that respondents are confident in their ability to learn the basic concepts of Japanese and perform well in the course, with a mean of 4.1. They also believe they can achieve excellent grades despite the course's difficulty (mean of 3.9). However, respondents feel less confident about performing well on listening tests (mean of 3.7). The lowest mean (3.5) reflects respondents' difficulty in understanding complex materials, whether from

teachers' instructions or challenging audio materials.

## **Conclusion**

### *Summary of Findings and Discussion*

This study is specifically done to answer the following questions;

This study explores how students perceive motivational components using audio-visual materials in learning Japanese. Majority of the respondents (47.8%) choose [To explore Japanese culture] as the reason for taking a Japanese course in the university. Similar findings are found in the study by Nor et al (2019), where the motivation of the students to attend foreign languages courses was influenced by the internal factors like preferences, interests and enjoyment in learning foreign languages. Overall, the results show that respondents have a positive response towards all the motivational components in learning Japanese. The findings show that mean scores from extrinsic goal orientation, task value and learning belief are higher than mean scores of intrinsic goal motivation and self-efficacy. It is revealed that extrinsic motivation drives non-native learners remarkably more than intrinsic motivation to learn Japanese language. These findings are aligned with Amali et al (2024), which demonstrated the superiority of extrinsic motivation over intrinsic motivation. Even though the reason for taking foreign language courses are influenced by internal factors, extrinsic motivation is shown to be a better motivator. Although overall skills are important compared to just one certain skill when learning Japanese language, audio-visual materials are still very much preferred for non-native learners. In addition, the findings also show the highest percentage of 40.3% respondents choose listening skill as their most confident skill for learning Japanese. Among all the motivational factors, task value and learning belief are related to listening activities and these two factors have given a higher mean score. Consequently, it is clearly shown that audio-visual material is supportive and effective in Japanese language learning.

### *Pedagogical Implications and Suggestions for Future Research*

This study focused only on MSLQs' five motivation factors suggested by Pintrich & de Groot (1990). The future studies are encouraged to examine test anxiety factors. The test anxiety also emerged as one of the predictors of performance. Therefore, further study is needed to explore correlation between anxiety and other motivational factors. In addition, researchers shall look into topics regarding learning strategies which can enhance our understanding of how to develop effective learning for acquiring foreign languages.

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