

An Investigation of BBC Learning English for Listening Tasks in a Computerized Academic

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Highlights

BBC Learning English Application give impactful and meaningful messages to enhance listening skills and uses actual English spoken by native speakers, which could aid students in learning listening skills. Students may be inspired to use the BBC Learning English app to learn English at any time and in any setting with a laid-back environment.

ABSTRACT: This research aimed to investigate the impact of the BBC Learning English application on listening skills among 10th-grade students in a computerized academic setting. The study involved 46 students from MAS TPI Sawit Seberang, divided into two groups of 23 students each. The experimental group utilized the BBC Learning English application, while the control group received traditional instruction. Employing a quasi-experimental design with pre-tests and post-tests, the experimental group also completed a questionnaire. Statistical analysis revealed significant differences ($\alpha = 0.05$) in post-test listening scores, favoring the experimental group. Additionally, "strongly agree" and "agree" were the most common responses regarding the application's usability, indicating a positive effect on students' attitudes. The findings suggest practical applications for integrating technology into English language instruction, highlighting the potential of digital tools like the BBC Learning English application to enhance listening skills. This study contributes to the theoretical framework of English Language Teaching by demonstrating the effectiveness of technology-mediated learning and its impact on student engagement and skill development. Therefore, incorporating the BBC Learning English application into listening skills instruction is recommended.

Keywords: BBC Learning English Application, English Language Learning, Listening Skills.

Introduction

In the realm of language learning, the utilization of educational applications and programs has proven to be instrumental for educators aiming to achieve specific pedagogical goals, particularly in the context of foreign language education. The increasing recognition of the importance of technological tools has transformed the landscape of language instruction, enabling students to engage with language skills in innovative ways. The BBC Learning English application serves as a prime example of this trend, offering a wide array of multimedia resources that cater to diverse learning preferences. Research indicates that the application significantly enhances listening skills, which are crucial for effective communication and language acquisition (Konotop, 2024). This application not only improves listening abilities but also fosters reading and grammar skills, thereby contributing to a comprehensive language learning experience (Konotop, 2024).

The integration of technology in language education is not without its challenges. While tools like the BBC Learning English application provide access to authentic materials, the effectiveness of these resources can be compromised by factors such as accessibility and the potential for over-reliance on technology (Atmowardoyo et al., 2021). This is particularly relevant in the context of Indonesian high schools, where students may face barriers related to internet access and digital literacy. Furthermore, the strategies employed by educators play a crucial role in facilitating language learning, suggesting that a thoughtful approach to integrating technology is essential for maximizing its benefits (Atmowardoyo et al., 2021). The current study aims to investigate the impact of the BBC Learning English application on enhancing listening skills among EFL students in Indonesian high schools, specifically targeting 10th-grade learners. This focus is particularly pertinent given the observable deficiencies in listening skills among EFL students in Indonesia, which have been linked to traditional teaching methods that often overlook the importance of listening practice (Bozorgian, 2012). By explicitly connecting these deficiencies to the specific context of Indonesian high schools, this research seeks to fill a gap in the literature regarding the application of technology in improving language skills in non-Western educational settings.

Moreover, previous studies have demonstrated the effectiveness of technology-enhanced listening activities in improving learners' listening comprehension and engagement (Uzun, 2023). The BBC Learning English application, with its diverse range of authentic materials, offers a unique opportunity for students to practice listening in a supportive environment. This aligns with the findings of research that underscore the importance of listening as a foundational skill in language learning (Yurko & Styfanyshyn, 2021). By exploring the specific context of Indonesian high schools, this research aims to provide insights into how the BBC Learning English application can be leveraged to address the pressing issue of listening skill deficiencies among EFL students. The integration of the BBC Learning English application presents a promising avenue for enhancing listening skills among EFL students in Indonesian high schools. However, it is essential to critically engage with the literature to understand both the advantages and limitations of such technological tools in language education. By doing so, educators can create a more dynamic and effective learning environment that not only addresses existing deficiencies but also prepares students for the demands of modern language acquisition.

Method

The present study employed a quasi-experimental method to investigate the research question: "What is the effect of the English BBC Learning application on enhancing students' listening skills?" The study was conducted at MAS TPI Sawit Seberang, where 46 students participated as research subjects. The students were divided into two equal groups: Group A, consisting of 23 students, served as the control group, while Group B, also comprising 23 students, was designated as the experimental group. Prior to the intervention, both groups underwent a pre-test to assess their listening comprehension levels.

The independent variable in this study was the instructional method employed. The experimental group utilized the BBC Learning English application, which offers a variety of

instructional materials designed to enhance listening skills. Specific features of the application included audio and video resources, interactive listening exercises, and quizzes that provide immediate feedback. These resources are designed to expose learners to diverse accents and real-life conversational contexts, which are crucial for developing listening proficiency. The control group, on the other hand, received conventional instruction focused on English listening skills without the aid of the application. To ensure the reliability of the findings, the researchers took several steps to control for potential extraneous variables. Such as, students were screened to confirm that they had not previously used similar applications for English language learning, thereby minimizing any prior exposure that could influence the results. Additionally, both groups were taught by the same instructor to maintain consistency in teaching methods and classroom management. The researchers also monitored the learning environment to ensure that external factors, such as classroom noise or interruptions, did not affect the students' performance during the testing phases.

Data collection involved pre- and post-test assessments, along with a questionnaire to gather students' feedback on their experiences with the BBC Learning English application. The pre-test established a baseline for listening comprehension, while the post-test evaluated the effectiveness of the intervention. The data were analyzed to identify significant differences in listening skills between the experimental and control groups, providing insights into the impact of the BBC Learning English application on enhancing students' listening abilities. This research aims to contribute to the existing literature on mobile-assisted language learning by providing empirical evidence regarding the effectiveness of the BBC Learning English application in improving listening skills among EFL students. By detailing the instructional materials and controlling for extraneous variables, the study enhances the replicability of the research and offers valuable insights for educators seeking to integrate technology into language instruction.

Finding and Discussion

Finding

The listening pre-tests were administered to both groups prior to the experiment to ascertain the students' actual competence levels. Means, standard deviations, and the t-test were used to assess whether there were significant variations between the study's two groups, as shown in the table below. The pre-test results are displayed in Table 1 below.

Table 1
The Result of Listening Skills Pre-Tests on the Experimental and Control Group

	Group	N	Std.		T	df	Sig. (2-Tailed)
			Mean	Deviation			
Listening	Experimental	23	7.74	1.389	.408	44	.685
	Control	23	7.57	1.502			

Table 1 shows that before the experiment, the test results for the two groups of students were remarkably similar. This proved that the two groups' speaking and listening skills were

equivalent before the experiment. This showed that there was no statistically significant variance in the mean listening pre-test scores between the two groups. The study's first question cantered on whether there were any statistically significant variations in the mean scores of the experimental and control groups as a result of the teaching strategy (BBC Learning English Application vs Regular Instruction) on students' listening skills. The independent sample T-test was utilized to compare the means of the two groups (control and experimental) on the listening skills post-test in order to provide an answer to this topic.

The means and standard deviations of experimental and students' listening achievement as a result of the teaching strategy (BBC Learning English Application vs. the Regular Instruction) were used to assess whether there were any appreciable differences between the two groups, as shown in the table below. The post-test findings are displayed in Table 2 below.

Table 2
The Result of Listening Skills Post-Tests on the Experimental and Control Group

	Group	N	Mean	Std. Deviation	t	df	Sig. (2-Tailed)
Listening	Experimental	23	12.74	1.936	5.200	44	.000
	Control	23	9.70	2.032			

Table 2 shows a statistically significant difference ($p \leq 0.05$) in the post-test performance on listening skills between the experimental and control groups (BBC Learning English Application method). Therefore, the main result of the study contradicts the hypothesis: "There was no statistically significant difference between the mean scores of the experimental and control groups due to the teaching method (BBC Learning English Application vs. Regular Instruction) on EFL students' listening skills in the post-test."

The results from the post-test indicate that the BBC Learning English Application contributed significantly to the improvement of students' listening skills. The significant difference in post-test scores between the experimental and control groups suggests that the application was effective in enhancing listening skills. Moreover, the positive attitude of the students toward the application, as revealed through the questionnaire, indicates that they found the method engaging and effective.

Several key factors help explain why this application was effective in improving students' listening skills:

1. **Authentic Content:** The application provides authentic content, such as real-life conversations, news, and everyday topics, which helps students practice listening in realistic contexts. This makes listening practice more applicable to real-world situations. As seen in Table 3, the item "It is easy to understand topics and listening materials using BBC Learning English" had a mean score of 4.61, indicating that students found the content engaging and easy to understand due to its relevance to real-life situations.
2. **Multimedia and Interactive Approach:** The BBC Learning English app incorporates a multimedia approach, combining audio, video, and text to support listening

comprehension. This approach enables students to engage with listening materials in different ways, helping them understand various accents, intonations, and speaking speeds. The item "It's easy to understand intonation effectively using BBC Learning English" (mean score of 4.22) highlights that students appreciated how the app helped them with more complex aspects of listening, such as understanding different intonations.

3. **Flexible and Independent Learning:** The application allows for self-directed, flexible learning, enabling students to practice listening at their own pace, whenever and wherever they want. This flexibility contributes to increased engagement and motivation. As reflected in the item "It's easy to learn to listen to English anytime and anywhere" (mean score of 4.65), students appreciated the ability to learn on their own terms, which likely enhanced their motivation and practice frequency.
4. **Practice with Varying Speeds of Speech:** The application also provides opportunities for students to practice listening at different speech speeds, which is essential for developing real-world listening skills. The item "It can train me to listen at different speeds using BBC Learning English" (mean score of 3.96) suggests that this feature helped students adapt to the varying speeds of natural conversations.
5. **Authentic Learning Experience:** The app offers an authentic learning experience by exposing students to real-life English, which allows them to develop listening skills that are more relevant to everyday communication. The item "It helps me learn English in an authentic and real-life way using BBC Learning English" (mean score of 3.96) demonstrates that students valued this feature, as it prepared them to understand real-world English in diverse contexts.

The second research question in this study was: "What is the attitude of the students in the experimental group towards using the BBC Learning English application as a method in learning listening skills?" To answer this question, a 12-item questionnaire was used. Students in the experimental group expressed a positive attitude toward the BBC Learning English method after analyzing the questionnaire results. As shown in the table below, the influence of using the BBC Learning English app as an engaging and motivating tool likely contributed to these positive attitudes.

Table 3
The Results of Students' Attitude Toward Using BBC Learning English

Rank	Item	Mean	SD	Degree
1	Learning is interesting while using BBC Learning English	4.87	.344	High
2	Easy learn to listen to English easily anytime and anywhere	4.65	.647	High
3	Easy to understand topics and listening learning materials using BBC Learning English	4.61	.583	High
4	Easy to understand pronunciation effectively using BBC learning English	4.35	.714	High
5	Easy understand vocabulary in English using BBC Learning English	4.30	.703	High

6	Easily understand Word structure in English using BBC Learning English	4..26	.964	High
7	It's easy to understand intonation effectively using BBC Learning English	4.22	.600	High
8	It's easy to understand the proper English pronunciation by using BBC Learning English	4.09	.793	High
9	Provides experience in understanding the figurative meaning of words using BBC Learning English	4.04	.976	High
10	Can train me to learn to listen at different speeds using BBC Learning English	3.96	.767	High
11	Help me learn English in an authentic and real-life way effectively using BBC Learning English	3.96	.878	High
12	It's easy to understand idiomatic expressions using BBC Learning English	3.96	.706	Medium

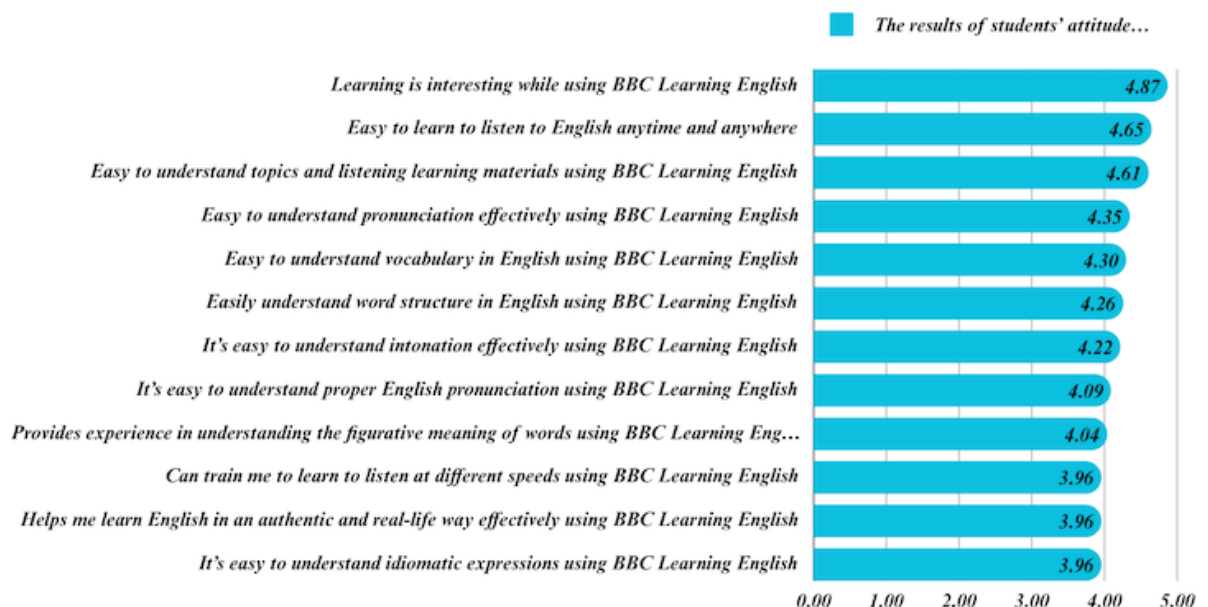


Fig. 1. Bar Chart Results of Students' Attitude Toward Using BBC Learning English

The findings of this study were obtained using a Likert scale, which was employed to measure participants' perceptions and attitudes toward the use of the BBC Learning English application in developing listening skills. Respondents were asked to express their level of agreement with each statement in the questionnaire, using a five-point scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree). Then, the scoring tabulation was done by calculating the mean score of the respondents' answers for each statement. These mean scores were then categorized into three levels (degrees) based on the following criteria: 1. Mean score between **4.20 – 5.00** is categorized as **High**, indicating a very high level of agreement from the respondents. 2. mean score between **3.40 – 4.19** is categorized as **Medium**, indicating a moderate level of agreement. 3. Mean score between **2.60 – 3.39** is categorized as **Low**, indicating disagreement or uncertainty from the respondents. From the

results, most items achieved a mean score above 4.00, indicating that respondents generally had a positive attitude toward the use of the BBC Learning English application.

According to table 3 and bar chart, item 12, "Using the BBC Learning English application makes lessons interesting" received the highest average score (4.87) and the highest score. After analysing and interpreting students' responses to the BBC Learning English Application method and its impact on their attitudes, the researcher found that most of the students' responses strongly agreed and agreed. This shows that the use of the BBC Learning English Application method has a positive impact on student attitudes. Student responses in the experimental group indicated that this method was very interesting and effective. As a result, in terms of developing students' attitudes, the BBC Learning English Application method is considered better than the conventional method.

Discussion

The research results show that the BBC Learning English Application approach is very effective in improving listening skills. This shows that the score interpretation between the experimental and control groups is very different. Although the experimental group did not receive a high score, this indicates that they were successful in identification. In addition, the study showed post-test results for both groups. The experimental group has an average of 12.74, while the control group has 9.70. The results showed that there was a statistically significant difference at $\alpha = 0.05$ between the means of the two groups in the listening post-test, which supports the experimental group. BBC Learning English Application uses actual English spoken by native speakers, which could aid students in developing their listening skills. Students may be inspired to use the BBC Learning English app to study English at any time and in any setting with a laid-back environment. The findings of the question are consistent with the findings of other studies that looked at the impact of using the BBC Learning English Application approach and how it affected listening skills.

The dependent variables assessed in this study were obtained from the pre-test, post-test, and questionnaire data. The dependent variables are the achievement of students' listening skills and their attitudes towards utilizing the BBC Learning English program. Then, hypothesis tested: Hypothesis 1 (H_1): The utilization of the BBC Learning English application significantly enhances students' listening skills in comparison to conventional teaching techniques. Null Hypothesis (H_0): There exists no substantial disparity in the enhancement of listening skills between the experimental group utilizing the BBC Learning English application and the control group receiving regular instruction.

Hypothesis 2 (H_1): Students utilizing the BBC Learning English app have a positive attitude towards this approach for developing listening skills. Null Hypothesis (H_0): There exists no substantial disparity in students' opinions towards utilizing the BBC Learning English program in comparison to the conventional method.

The process of answering these hypotheses commences with the aggregation of data from pre-test and post-test scores, as well as the students' responses to the questionnaire. H_1 : The pre-test results confirmed no significant difference in listening skills between the experimental and control groups prior to the intervention. After treatment, post-test results

indicated a considerable disparity between the two groups, with the experimental group utilizing the BBC Learning English program attaining a superior average score of 12.74, in contrast to the control group's score of 9.70. The statistically significant difference at $\alpha = 0.05$ indicates that the BBC Learning English application enhanced students' listening abilities more effectively than conventional education. The mechanism for addressing this hypothesis is found in the comparison of pre-test and post-test findings, which directly quantify the enhancement in listening skills. The disparity in scores indicates the influence of the application on listening comprehension, hence supporting the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1).

H₂: The second hypothesis regarding student attitudes was evaluated using a questionnaire administered to the experimental group. The questionnaire results indicated predominantly favorable responses, especially for item number 12 ("Using the BBC Learning English application makes lessons interesting"), which obtained the highest average score of 4.87. This indicates that most students concurred that the application enhanced the engagement and efficacy of their learning experience. The methodology for addressing this hypothesis involves the direct examination of student comments, collecting qualitative data regarding their attitudes. The consistently favorable responses demonstrate a distinct preference for the BBC Learning English application, so supporting the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1).

The hypothesis was examined by a systematic analysis of the data obtained from both the pre-test/post-test and the questionnaire. The procedure commences with an initial condition in which both groups receive testing to create a baseline (pre-test), thus determining group equivalence. Then, following the exposure of the experimental group to the BBC Learning English application, both groups receive a post-test, facilitating a direct comparison of the results. The significant enhancement in the experimental group's post-test scores indicates the application significantly influenced their listening skills. The questionnaire for the second hypothesis functions as a mechanism to collect students' perceptions and attitudes, with consistently high positive replies indicating the application's effectiveness in engaging students. This procedure, when combined with the statistical analysis, guarantees that the hypotheses are addressed rigorously and grounded in empirical evidence.

In addition, researchers have found that the BBC Learning English app can help students improve their listening skills (Bradcha and Djendi, 2019; Luu, Vo, and Nguyen, 2021). They also find that the app is the best way to learn listening. In research conducted by Purpa (2018) concerning the effect of audio-visual teaching media on students' listening abilities, the experimental group was better than the control group. This finding is also in line with this finding. This suggests that BBC Learning English might help students listen better. The findings of this question are also in line with the findings of Riftiningsih's research (2018), which found that the use of video media is very important in teaching listening. This study supports Setiadi's assertion (2021) that using the BBC Learning English app leads to significantly higher success rates and better quality. Researchers have also discovered that the BBC Learning English app can make it easier for students to be heard. This result is consistent with the findings of Luu, Vo, and Nguyen's (2021) research on the advantages of using the BBC Learning English app.

This research has important implications for teachers, curriculum designers, and policymakers in the field of language education. For teachers, the use of the BBC Learning English app can be a powerful supplement to traditional teaching methods, especially in fostering autonomous learning. The app allows students to practice listening skills both in and outside of class, making it easier for teachers to integrate technology into their classrooms. It also provides a means to diversify listening materials, offering students exposure to various accents, speech patterns, and real-life language use, which are crucial for developing comprehensive listening skills. For curriculum designers, the results of this study suggest that mobile learning applications like the BBC Learning English app should be incorporated into the language curriculum as a complementary tool. By combining digital resources with traditional instructional methods, curriculum developers can create more dynamic, engaging, and flexible learning experiences. This approach is particularly important in regions with limited educational resources, where access to diverse listening materials might otherwise be restricted. Furthermore, curriculum designers can focus on creating blended learning models that incorporate both classroom-based instruction and mobile app usage to enhance overall learning outcomes. For policymakers, the results highlight the need for policies that support the integration of mobile learning applications into educational systems. This may include funding for mobile technology, providing free or affordable access to educational apps like BBC Learning English, and ensuring that schools have the necessary infrastructure to implement digital learning tools. Additionally, policymakers should work to ensure equal access to technology for students in underserved or rural areas, potentially through government initiatives to provide affordable smartphones or internet access.

Improving the Application for Broader Educational Contexts:

While the BBC Learning English app has proven effective, there are opportunities for enhancing its accessibility and applicability in diverse educational contexts, particularly in schools with limited resources. For example, incorporating offline functionality would make the app more accessible to students in areas with unreliable internet connections. By allowing students to download content for offline use, the app could serve a wider range of learners, particularly in remote or underprivileged areas. Furthermore, the app could be improved by providing localized content tailored to specific linguistic and cultural needs, such as including regional dialects or contextualizing the content to reflect local cultures. This could make the app more relatable and useful for students in different regions. Additionally, the app could be optimized for use on low-cost smartphones, ensuring that it runs efficiently on devices with lower processing power, which is crucial for schools with limited technological resources. The addition of adaptive learning features, such as personalized lesson plans based on student performance, could further enhance the app's effectiveness. By adjusting the difficulty of content in real-time, the app would ensure that students are continuously challenged at an appropriate level. Another potential improvement could be the incorporation of peer collaboration features, such as group activities or discussion forums, which would encourage social interaction and help students practice listening and speaking in realistic settings.

This research also contributes to the development of Computer-Assisted Language Learning (CALL) theory, particularly in the context of mobile-assisted language learning

(MALL). The BBC Learning English app supports key CALL principles, such as the use of authentic materials and the promotion of learner autonomy. The app exposes students to real-world English spoken by native speakers, providing valuable context-rich input that is crucial for developing listening skills. This aligns with CALL's emphasis on exposing learners to authentic language use in meaningful contexts. The research supports the integration of blended learning models, where digital tools complement face-to-face instruction. The BBC Learning English app facilitates this integration by providing students with opportunities for independent practice outside the classroom. Moreover, the study highlights the importance of learner autonomy, as students can control when and how they engage with the learning materials, a feature that is central to modern CALL approaches. So, the research reinforces the importance of multimedia learning in CALL, demonstrating how audio, video, and text combined can create a rich, multimodal learning environment. The variety of learning modes in the app caters to different learning preferences, making it a versatile tool for developing listening skills.

The results of the research show that the BBC Learning English Application approach is a very effective method for improving listening skills. On the interpretation side, this shows a statistically significant difference in scores between the experimental and control groups, although the control group's score was low, indicating that the attempt to identify the experimental group was successful. The BBC English Learning app speaks native English, helping students learn to listen. To learn English anytime and anywhere, students can be inspired to use the BBC Learning English app. Another study investigating how the BBC Learning English Application method affects listening ability is correlated with answers to the first question. The survey results show that students in the experimental group have a good understanding of how using the BBC Learning English application method impacts their listening skills.

It is known that students' attitudes toward using the BBC Learning English application are "strongly agree" and "agree." This shows that students' attitudes toward using the BBC Learning English application have an effect. The responses of students in the experimental group indicated that the application was interesting and fun for them to use. As a result, the BBC Learning English approach is considered more effective in cultivating student attitudes than conventional teaching approaches.

Conclusion

Thus, it can be concluded that the BBC Learning English application is highly effective in enhancing the listening skills of EFL learners. The statistically significant difference in post-test scores between the experimental and control groups demonstrates that the app provides superior learning outcomes compared to traditional methods. The use of authentic English spoken by native speakers, along with the app's flexible and engaging learning environment, contributes significantly to the improvement of students' listening abilities. The research also highlights the positive attitudes of students towards using the app, with most reporting that it made learning more interesting and accessible. This aligns with the growing body of research in Mobile-Assisted Language Learning (MALL), where mobile apps like BBC Learning English provide authentic content and allow for learner autonomy, key factors that enhance

language acquisition. From a practical standpoint, the BBC Learning English app can be an invaluable tool for teachers, curriculum designers, and policymakers. Teachers can incorporate the app as a supplementary tool, offering students more opportunities for independent practice. Curriculum designers can integrate such mobile apps into language programs to create more dynamic and flexible learning experiences. Additionally, policymakers can advocate for the inclusion of mobile learning technologies in educational systems, particularly in resource-limited contexts, to ensure wider access to quality language learning materials. So, the BBC Learning English app is an effective and flexible tool for improving listening skills, enhancing student engagement, and supporting language learning in diverse educational settings. This research contributes to the field of CALL by demonstrating the benefits of using mobile applications to support listening skill development and fostering more interactive and accessible learning environments for EFL students

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