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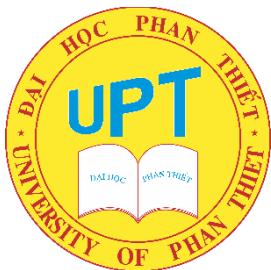
CAO KHIEM CUNG

THE EFFECTIVENESS OF USING VIDEO CLIPS IN MOTIVATING SPEAKING SKILLS: A CASE STUDY AT TAN THUAN SECONDARY SCHOOL

MASTER'S GRADUATION PROJECT MAJORED IN ENGLISH LANGUAGE

Binh Thuan Province - 2024

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ABSTRACT

English proficiency is paramount in today's global landscape, spanning various sectors such as education, business, technology, and science. In Vietnam, English stands as the predominant foreign language, mandated from primary through tertiary education levels (Le, 2020). Despite notable strides in English education, concerns persist about its quality, particularly within school settings. Secondary school students, notably in locales like Tan Thuan, encounter difficulties across all language domains: listening, speaking, reading, and writing. Among these, fluency in spoken English poses a considerable hurdle, often attributed to factors like shyness, fear of judgment, and limited opportunities for individual practice within large class sizes (Quyen & Tham, 2018; Duong & Nguyen, 2021).

Acknowledging the potential of video clips as engaging tools for language acquisition, particularly in listening and speaking skills (Aprianto, 2020), this study probes the efficacy of incorporating video clips to bolster secondary students' speaking proficiencies.

Adopting a mixed-method approach, this research amalgamates qualitative methodologies like observation, document review, and semi-structured interviews with teachers and students at a secondary school in Vietnam. Additionally, data is gathered through before- and after-viewing assessments conducted in English classes at Tan Thuan Secondary School.

The findings underscore that video clip integration significantly enhances students' speaking abilities, particularly in vocabulary enrichment, pronunciation refinement, and interactive competence. Both educators and students perceive video clips as invaluable, captivating, and user-friendly aids for language acquisition, affording flexibility in honing speaking skills. Nevertheless, challenges pertaining to implementation timelines, preparatory efforts, and access to requisite technology impede the seamless integration of video clips into the curriculum.

Keywords: *Video clip, speaking skills, pronunciation, interaction, vocabulary.*

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CHAPTER 1. INTRODUCTION

In this chapter, the author aims to provide a basic introduction to the study, offering a comprehensive overview of the context, problem statement, objectives, research questions, scope, and significance of the research.

1.1 Background of the study

In the context of Vietnam's increasing integration into the global community, proficiency in English is becoming increasingly crucial. Crystal and Davy (2016) emphasize that English is not only a language but also a tool to transcend borders, essential for daily interactions and international endeavors. The emphasis on English proficiency aligns with Vietnam's commitment to global integration, clearly demonstrated in efforts to enhance the English skills of its citizens. Recognizing English as a valuable asset, the Vietnamese government has integrated English into the national curriculum to equip students with the necessary skills for global communication and engagement in diplomatic and commercial activities.

Despite these efforts, challenges persist in effectively developing students' English skills, especially in listening and speaking. Secondary school students, including those at Tan Thuan Secondary School, often encounter difficulties in confidently expressing themselves in English due to various factors. Emphasizing exam-oriented teaching methods has led to a lack of focus on communication skills, resulting in a significant gap between students' writing and speaking abilities in English. Furthermore, limited exposure to English in the local environment hinders opportunities for students to practice and improve their speaking skills.

The National Foreign Language Teaching Project of the Ministry of Education and Training of Vietnam, spanning from 2008 to 2020 and extended to 2025, is evidence of Vietnam's commitment to enhancing English proficiency at all educational levels. This project aims to integrate foreign language teaching, especially English, into the national education system (Crystal & Davy, 2016). The Ministry of Education and Training actively encourages English teachers to apply flexible, creative approaches. Le and Bui (2021) assert that the Ministry advocates for the incorporation of active teaching methods to improve the quality of English teaching and learning. This encouragement aligns with the broader goal of fostering comprehensive language proficiency, including listening and speaking skills, to equip

students for effective communication in real-life situations. Addressing the gap in listening and speaking skills in students requires a shift towards active teaching and communication methods, a direction affirmed by the Ministry of Education and Training. Teachers are encouraged to integrate positive teaching methods to enhance the quality of English teaching and learning.

On one hand, following the social language usage direction in the educational environment, as required by the *Ministry of Education through official documents such as No. 5333/BGDĐT-GDTrH dated September 29, 2014, regarding the implementation of competence-oriented assessment in English at the secondary level from the academic year 2014-2015, and No. 5555/BGDĐT-GDTrH dated October 8, 2014, providing guidance on professional activities related to innovative teaching methods and assessment, organization, and management of professional activities in secondary schools/continuing education centers via online platforms.*

On the other hand, to develop the foreign language learning movement in Binh Thuan province, especially the English learning environment at Tan Thuan Secondary School, to meet the required levels as per document *No. 2258/SGDĐT-GDTrH of the Binh Thuan Department of Education and Training, dated October 9, 2017, regarding the conclusions of the seminar on English subject matters at the secondary level, and the academic year tasks requirements of the Binh Thuan Department of Education and Training.*

Based on the aforementioned points, this research focuses on understanding the challenges that secondary school students, particularly those at Tan Thuan Secondary School, face and elucidating the effectiveness of using video clips in enhancing students' speaking skills. Simultaneously, it aims to meet the minimum requirements of the educational curriculum set by the Ministry of Education and address the economic development needs in the local area. Consequently, it contributes to developing teaching plans and guidelines to improve students' English speaking skills, providing teachers with new, innovative directions in teaching practice.

1.2 Statement of the Problem

In an era where English speaking skills are increasingly crucial, this study emphasizes the effectiveness of using video clips to enhance speaking skills among

students at Tan Thuan Secondary School. Overall, the research will offer a comprehensive and detailed insight into how this method can improve Vietnamese students' communication abilities, especially at the secondary school level.

According to Setyarini et al. (2021), speaking skills are not only about expressing ideas but also a vital reflection supporting learners in conveying thoughts and emotions in a foreign language. The current situation suggests that Vietnamese students, particularly those at Tan Thuan Secondary School, face many challenges regarding English speaking skills. Despite continuous efforts by teachers to apply creative methods, there are still difficulties in achieving teaching goals. The disparity between teaching methods and assessment, with a predominant focus on written tests, has led both teachers and students to prioritize scores over improving communication skills.

Nguyen (2018) has pointed out that the English high school curriculum in Vietnam has emphasized the holistic development of students' personalities and intellects. Speaking skills, he argues, play a significant role in the process of learning a second language and open doors to higher education. Therefore, the need for developing speaking skills has existed and evolved over many years to build a foundation for students to grasp contemporary trends and future development.

Although there have been numerous studies on the importance of English speaking skills and the challenges Vietnamese students face, much remains unknown. Specifically, we are unclear about the effectiveness of using video clips as a teaching tool to promote speaking skills. The practical application and acceptance by both students and teachers of this method are areas that the research will focus on clarifying.

In the current scenario of English teaching at Tan Thuan Secondary School, teachers consistently employ teaching methods that focus on developing students' language skills holistically, particularly emphasizing speaking skills, while simultaneously integrating grammar, vocabulary, and communication skills. In contrast to teaching entirely in English, some teachers may opt to use English only for specific activities such as group discussions, games, or speaking practice exercises. Additionally, teachers may encourage students to use English in everyday communication situations, such as in questioning, exchanging opinions, or discussing

non-academic topics.

To effectively develop the speaking skills of 9th-grade students, the use of supportive materials, tools, and activities is crucial. Utilizing a variety of materials such as textbooks aligned with the curriculum provided by the Ministry of Education is essential. Additionally, selecting diverse resources like newspaper articles, short stories, videos, and film clips to introduce new topics and vocabulary to students is beneficial. Incorporating a range of materials helps students engage with various forms of language and communication styles.

Using visuals, charts, diagrams, and other visual aids to illustrate ideas and support students' expression of opinions is vital. Visual aids not only make the content more engaging but also help students better understand concepts and their relationships. Creating speaking practice activities such as describing images, group discussions on specific topics, and presentations is essential. These activities enable students to practice and develop their speaking skills by applying language in real-life situations.

Incorporating games such as role-play, songs, and language puzzles to create a positive and enjoyable learning environment is beneficial. These games not only help students hone their speaking skills but also enhance interest and interaction in the classroom. Using materials and communication activities based on real-life situations, such as writing emails, discussing with guest speakers, and participating in parties or events, is effective. These activities help students apply speaking skills in daily situations and develop effective communication abilities.

Alongside the advantages of teaching and learning English at Tan Thuan Secondary School, there are still several limitations hindering the enhancement of students' speaking skills:

Confidence: Some students may lack confidence when speaking English in front of the class or in communication situations. They might fear making grammar mistakes, mispronouncing words, or not understanding the interlocutor's meaning.

Listening and comprehension abilities: Some students may encounter difficulties in listening to and understanding vocabulary and grammatical structures in English, leading to challenges in responding and communicating fluently.

Concerns about others' opinions: Students may worry about being judged or

criticized when they have to speak English in front of the class or in communication situations.

In addition to students' individual barriers, there are other challenges that may impede the development of students' speaking skills at Tan Thuan Secondary School. The learning environment may lack sufficient time or resources to focus on comprehensive English speaking skill development. Teachers may face pressure regarding curriculum and educational expectations, making it challenging to enhance speaking skills. In some cases, there may not be enough support from families or the community to encourage students to participate in English speaking activities outside the classroom. This could affect students' ability to practice and develop their speaking skills.

Despite the potential benefits of using video clips in language teaching, there remains a gap in the literature regarding their specific impact on promoting speaking skills, particularly within the context of secondary education in Vietnam. This study aims to identify the challenges and opportunities associated with integrating video clips into language instruction while providing valuable insights for educators and policymakers seeking to enhance English language education. Specifically, it seeks to understand the positive effects of utilizing video clips to develop English speaking skills among students at Tan Thuan Secondary School. It also aims to address and improve the disparity between teaching methods and assessment, as well as the need for instructional innovation to accurately reflect the practical demands of language usage. This research endeavors to provide teachers and students at Tan Thuan Secondary School with a clearer understanding of the advantages and disadvantages of employing video clips for English speaking skill development. Additionally, it aims to propose specific suggestions and strategies to enhance the teaching and learning process.

1.3 Aims of the Study

The primary objective of this study is to investigate the effectiveness of integrating video clips as a teaching tool to enhance speaking skills for secondary school students. The research aims to achieve the following objectives:

To assess the challenges encountered by students at Tan Thuan Secondary School in developing their English speaking skills.

To examine the effectiveness of integrating video clips as a pedagogical tool in enhancing students' speaking abilities.

To explore the specific strengths and weaknesses associated with the utilization of video clips for English language instruction at Tan Thuan Secondary School.

To provide practical insights and recommendations for educators to optimize the use of video clips in improving students' English speaking proficiency.

To contribute to the enhancement of the teaching and learning process by offering tailored strategies and directions based on the findings of the study.

1.4 Research Questions

This research is conducted with the purpose of conducting an in-depth investigation into the effectiveness of using video clips to develop English speaking skills for students at Tan Thuan Secondary School. This study is not only innovative in addressing specific, detailed issues but also aims for practicality and feasibility, providing conclusions that can be directly applied to the teaching process, helping teachers and students at Tan Thuan Secondary School understand the strengths and weaknesses of using video clips to improve English speaking skills. Additionally, the research aims to propose suggestions and specific development directions to enhance the teaching and learning process.

In order to evaluate and provide feedback on the difficulties and effectiveness of applying teaching techniques in developing students' English speaking skills, the research revolves around two questions:

1. What difficulties that the school students have faced?

2. What are the positive effects of using video clips as a technique to develop students' speaking skills?

1.5 Scope of the Study

The scope of this research is limited to the secondary school curriculum regarding English speaking skills. The participants in this study are ninth-grade students from Tan Thuan Secondary School. The research will be conducted over a six-month period, spanning from September 2023 to February 2024.

Students in grade 9, at the secondary school level, are required to adhere to the same standards set by the Ministry of Education and Training, as well as follow the

guidance of the Department of Education and Training regarding English language standards. Within these standards, speaking skills are considered crucial. However, in the scope of this research project, the author focuses solely on grade 9 students. This decision is related to the number of students in this grade. Schools typically have multiple grade 9 classes, and the number of students in each class may be sufficient to ensure representativeness for the sample. Additionally, grade 9 students are often at a crucial stage of development, where they need to enhance their English communication skills in preparation for high school coursework. The author selects 120 grade 9 students and 5 teachers currently teaching at the school. This was necessary to ensure the representativeness and comprehensiveness of the study.

The scope of the project is limited to grade 9 students due to the challenges commonly faced by students in this school setting, such as academic pressure and low confidence in English communication. This study does not emphasize other skills like reading and writing but rather focuses primarily on speaking skills. This is because speaking skills are closely related to other aspects of English and are often the most challenging aspect for students when learning a foreign language. Teachers also participate in this project because they have a clear understanding of the challenges students encounter when learning English, especially in developing speaking skills. The knowledge and experience of teachers will play a crucial role in assessing and improving these skills for students. A survey conducted through a questionnaire was used in this study to gather data contributing to the completion of the research.

Promoting English speaking skills and allocating time within students' schedules is an important aspect to consider in the project. Designing the duration of video clips involves maintaining students' attention during the learning process without causing overload or fatigue. Typically, video clips range from 3 to 10 minutes in length, depending on the content of each topic. In the English curriculum at the middle school level, the duration for a lesson unit is flexibly divided into class periods, including listening, speaking, reading, writing, and even grammar. Each lesson integrates these skills together, allowing students to practice speaking for about 20 minutes per week. Therefore, the specific duration of each video clip can be adjusted concisely to fit the school timetable structure and students' learning needs.

This helps create a flexible and effective learning environment, encouraging interaction and active participation of students throughout the learning process.

1.6 The significance of the study

This research will involve both students and teachers participating in English language classes, where video clips are integrated into the teaching materials. The study will primarily take place within the school environment at Tan Thuan Secondary School and will encompass various aspects of language learning and teaching related to speaking skills.

This study holds significant implications for various stakeholders:

For teachers: It helps them gain a clear understanding of the potential benefits and challenges of using video clips in language instruction, enabling informed decisions regarding teaching practices.

For policymakers: It provides insights into the effectiveness of integrating multimedia resources into language education, thereby influencing policies aimed at improving English proficiency in Vietnam.

For students: Understanding the impact of video clips on motivation and speaking proficiency empowers students to take responsibility for their learning and seek effective learning strategies.

For researchers: By contributing experimental evidence on the effectiveness of using video clips in promoting speaking skills, this study enriches existing literature on language education.

The research contributes significantly to the teaching and learning of English by validating and applying theory into practical teaching contexts. Integrating the use of video clips in the teaching process helps identify suitable methods to enhance English language learning. Particularly, practicing speaking skills through video clips motivates students. These findings not only support teachers and students in understanding the role of video clips in teaching and learning English speaking skills but also facilitate their effective integration into lessons, thereby improving students' speaking abilities. Moreover, the research contributes to the development of English teaching programs for high school students and has the potential to expand to other schools in Ham Thuan Nam district and Binh Thuan province. Furthermore, the study emphasizes the importance of English speaking skills and opens up new opportunities

through the use of video clips in teaching, thereby enhancing the quality of English teaching at Tan Thuan Secondary School and other schools.

1.7 Overview of project chapter

The study comprises five chapters. Firstly, the introduction provides the background of the study and its rationale. Secondly, the literature review encompasses concepts of speaking skills, theories of second language acquisition, and previous studies. Chapter three presents the research methodology, including research design, data collection, and data analysis. Following that, chapter four contains the findings, discussion, and suggestions. Finally, chapter five presents the conclusion.

CHAPTER 2. LITERATURE REVIEW

In this chapter, we delve into the theoretical framework and various theories surrounding the teaching and learning of foreign languages, particularly focusing on learner-centered instruction and language acquisition. We explore teaching methods and techniques, including the autonomy method, which empowers learners in their language acquisition journey. Furthermore, we discuss methods specifically tailored for teaching English speaking skills to students, including the definition of speaking, its elements, and the role of attitude in learning English speaking. We also examine the benefits of integrating video clips into language teaching, along with the associated challenges and considerations. Additionally, we highlight best practices and strategies in utilizing teaching aids, analyzing their advantages and disadvantages within the context of English language classrooms. Finally, we explore the use of video clips in teaching and learning English, drawing insights from studies conducted in foreign countries and identifying popular channels for enhancing English speaking skills through video content.

2.1   Theoretical Framework

Understanding the efficacy of employing video clips to enhance speaking skills necessitates an exploration of the theoretical frameworks that endorse this methodology. Vygotsky's socio-cultural theory posits that language acquisition thrives through social interactions and exposure to authentic language contexts (Vygotsky, 1978). Video clips inherently embody real-life language scenarios, offering learners rich and contextual language exposure. This aligns with Vygotsky's concept of the zone of proximal development, where learners engage in tasks just beyond their current competency level with the support of more knowledgeable others (Vygotsky, 1978). Furthermore, Krashen's Input Hypothesis emphasizes that language acquisition occurs when learners are exposed to comprehensible input slightly beyond their current proficiency level (Krashen, 1985). Video clips, with their visual and auditory stimuli, can be adjusted to cater to learners' linguistic abilities, thus facilitating language acquisition. Additionally, Bruner's theory of scaffolding underscores the importance of providing support and guidance to learners as they engage in complex tasks (Bruner, 1978). Video clips serve as scaffolds, offering learners structured opportunities to practice and refine their speaking skills

in authentic contexts.

2.2   Theories of Teaching and Learning Foreign Language

Exploring the effectiveness of utilizing video clips to stimulate speaking skills entails a deeper examination of theories surrounding foreign language teaching and learning. Krashen's Input Hypothesis (1985) posits that language acquisition is facilitated by exposure to comprehensible input. This implies that learners acquire language skills best when they can understand the language they're exposed to. Video clips, as authentic materials, offer visual and auditory input that can be more easily comprehensible and engaging for learners, thus aligning with Krashen's hypothesis (Krashen, 1985). By presenting language in context through realistic scenarios or dialogues, video clips can enhance learners' understanding and retention of linguistic structures, ultimately fostering speaking proficiency.

Moreover, Vygotsky's Sociocultural Theory (1978) underscores the significance of social interaction and scaffolding in language development. Video clips, particularly those featuring interactions between characters or real-life situations, provide learners with opportunities to observe and internalize language use within meaningful social contexts (Vygotsky, 1978). Through collaborative activities or discussions centered around video content, educators can scaffold learners' speaking skills by providing support and guidance as they engage with the material. This sociocultural approach not only promotes language learning but also fosters communication skills necessary for real-world interactions.

By integrating video clips into language instruction, educators can harness the principles of both Krashen's Input Hypothesis and Vygotsky's Sociocultural Theory to create immersive and interactive learning experiences that effectively motivate speaking skills development.

2.3   Learner-Centered instruction

Learner-centered instruction underscores the importance of addressing individual needs, interests, and goals of students within the learning process (Brown, 2007). The integration of video clips in language learning resonates with this approach as it allows students to interact with materials tailored to their preferences and learning styles, thereby augmenting motivation and engagement (Richards & Rodgers, 2001).

In the realm of learner-centered instruction, the incorporation of video clips into language learning environments is particularly noteworthy. Brown (2007) accentuates the significance of considering individual student needs, interests, and goals. Video clips serve as a versatile tool adaptable to diverse learner preferences and learning styles. For instance, visual or auditory learners may benefit from the multimedia aspects of video clips, while interactive learners can engage with accompanying tasks or discussions.

Furthermore, video clips facilitate personalized learning experiences, granting students autonomy to select materials aligned with their interests and language proficiency levels. By offering a spectrum of video content spanning various topics and difficulty levels, educators empower learners to take charge of their learning journey. This autonomy not only bolsters motivation but also cultivates a sense of agency and responsibility in language acquisition.

Additionally, Richards and Rodgers (2001) underscore the importance of actively engaging learners in the learning process. Video clips provide dynamic and interactive learning opportunities that stimulate active participation and involvement. Through activities such as role-plays, discussions, or reflections based on video content, learners actively apply language skills in meaningful contexts, thereby enhancing understanding and retention.

Incorporating video clips into language instruction thus aligns with the principles of learner-centered instruction by fostering personalization, autonomy, and active engagement. By leveraging this approach, educators can establish inclusive and dynamic learning environments tailored to the diverse needs and preferences of learners.

2.4   Student motivation

Student motivation is a crucial aspect of language learning and is closely linked to the effectiveness of instructional methods such as the use of video clips. Various scholars have explored the relationship between instructional materials, teaching methodologies, and student motivation in language learning contexts.

Peacock (1997) underscores the positive influence of authentic materials on the motivation of English as a Foreign Language (EFL) learners. Authentic materials, such as video clips portraying real-life scenarios, have the potential to engage

students by offering pertinent and meaningful content for language practice. Exposure to practical applications of language skills through authentic materials tends to elevate students' motivation levels.

Kim and Yoon's (2018) study delves into the impact of video clips on enhancing students' speaking skills. They observe that the interactive and dynamic nature of video clips captures students' attention and stimulates their interest in language learning. This heightened engagement translates into increased motivation among students, consequently leading to enhanced speaking proficiency.

Additionally, Tran et al. (2019) undertake a comparative analysis on the efficacy of video-based speaking activities. Their findings indicate that students exhibit greater motivation to participate in speaking tasks when video clips are integrated into the lesson as opposed to traditional speaking exercises. The visual and auditory stimuli provided by video clips not only facilitate comprehension but also arouse students' curiosity and eagerness to communicate effectively.

Furthermore, Zheng and Warschauer (2020) address the challenges associated with integrating technology, including video clips, into language teaching. They underscore the importance of aligning instructional materials with students' interests and preferences to sustain motivation. Through the incorporation of technology-mediated activities like interactive video-based tasks, teachers can establish a dynamic learning environment that resonates with students' intrinsic motivation to learn.

2.5 Language Acquisition

Understanding the principles of language acquisition is crucial for designing effective language teaching strategies. Krashen's Affective Filter Hypothesis (Krashen, 1982) suggests that motivation and affective factors play a significant role in language acquisition. By incorporating video clips that spark interest and enthusiasm, educators can potentially lower the affective filter, thus facilitating language learning.

Additionally, Vygotsky's Zone of Proximal Development (Vygotsky, 1978) emphasizes the importance of social interaction and scaffolding in language acquisition. Video clips can serve as valuable tools for creating authentic communicative contexts, enabling learners to engage in meaningful interactions and

receive timely support from their peers or instructors.

Furthermore, Skinner's Theory of Operant Conditioning (Skinner, 1957) highlights the role of reinforcement in shaping language behavior. Video clips that provide models of proficient language use and offer opportunities for learners to practice speaking skills in a supportive environment can effectively reinforce target language patterns and foster language development.

2.6   Teaching methods and techniques

In the realm of teaching methodology, Diane Larsen-Freeman (1983) identifies eight prominent methods and principles of foreign language instruction, all of which remain in practice today. These methods include the Grammar Translation Method, Direct Method, Audio-Lingual Method, Silent Way, Suggestopedia, Community Language Learning, Total Physical Response, and Communicative Approach (or Communicative Language Teaching – CLT).

Within the University's pedagogical landscape, two faculties play pivotal roles in training English teachers: the Faculty of English and the Faculty of Russian and English. The former focuses on preparing pedagogical students to become English instructors for senior high school levels, while the latter trains pedagogical students in both English and Russian concurrently, with a focus on teaching Russian and English at the junior high school level.

Although there are differences in course offerings and credit allocations between the two faculties, the core curriculum for English teaching methodology is largely consistent. Both faculties cover essential teaching methods, including the Grammar Translation, Direct, Audio-Lingual, and CLT approaches. Additionally, students learn techniques for classroom management and facilitating language skill practice. Overall, the curriculum equips students with the knowledge and skills to effectively introduce language concepts to learners and guide their practical application through speaking and writing activities.

Commencing with an age-old yet still familiar approach to many English educators, we encounter the Grammar Translation Method (GTM), initially employed in teaching classical languages like Latin and Greek. As noted by Diane Larsen-Freeman, this method was predicated on the belief that foreign language acquisition would foster intellectual growth, even if learners never utilized the target language in

practical contexts. Instead, the mental exercises involved in learning were deemed beneficial. A central tenet of this method posited that proficiency in a foreign language was primarily demonstrated through the ability to translate texts, thus prioritizing reading and writing skills over speaking and listening, with little emphasis on pronunciation. Moreover, teachers held authoritative roles in the classroom under this method.

Regarding the techniques associated with the Grammar Translation Method (GTM), instruction predominantly occurred in the learners' native language, and translation served as the principal classroom activity. Furthermore, the deductive application of explicit grammar rules was considered a valuable pedagogical approach (Larsen-Freeman, 1993).

The Direct Method emerged in the early 20th century as a response to the perceived inadequacies of the Grammar Translation Method (GTM) in facilitating communicative language use among students. Unlike the GTM, which relied heavily on translation, the Direct Method (DM) emphasized direct association between meanings and the target language, eschewing translation into the learners' native language. As noted by Diane Larsen-Freeman, the guiding principle of this method dictates that the native language should not be used in the classroom (Larsen-Freeman, p.18). Grammar points are introduced inductively, a departure from the deductive approach of the GTM. To engage students in learning English vocabulary and grammar without recourse to their native language, DM instructors employ a variety of visual aids, mimes, gestures, and facial expressions. Pronunciation receives early and sustained attention, a departure from the GTM's approach.

During the Second World War, another method of foreign language teaching emerged rapidly in the United States known as the Audio-Lingual method (ALM). According to Diane Larsen-Freeman (1983), much like the Direct Method, the ALM pursued a goal vastly different from that of the Grammar Translation Method (GTM). With the heightened need for individuals to learn foreign languages for military purposes during this period, the ALM posited that language learning is essentially a process of habit formation. Consequently, language instructors were tasked with helping learners develop proficient language habits by ensuring they learned and utilized English structures accurately while preventing errors that could lead to the

formation of detrimental habits (Larsen-Freeman, p.39). Methodologists contended that the primary objective of language teaching was the mastery of structural patterns, positioning language teachers as models of the target language. Accordingly, key teaching techniques of the ALM included repetition and drills. To internalize and retain structural patterns, instructors engaged students in repetitive drills, enabling them to later produce error-free statements spontaneously. Accuracy in using the target language was prioritized in this method.

The final method included in the curriculum of English methodology is the Communicative Approach. In everyday communication, language serves various functions, such as arguing, persuading, or promising, within specific social contexts. Therefore, a primary responsibility of the teacher is "to create situations conducive to communication" (Diane Larsen-Freeman, p.129), where students have opportunities to express their ideas and opinions, even if they make errors in their speech. Through communicative interaction, students cultivate cooperative relationships and engage in negotiating meaning. With the Communicative Approach (CLT), emphasis is placed on developing communicative competence as the primary requirement, followed by linguistic competence (the use of language forms). When learning English as a foreign language, all four language skills are concurrently developed from the outset within social contexts, which are crucial for imparting meaning to utterances. Another notable feature of CLT is the presence of information gaps in activities, rendering them meaningful and practical rather than mechanical. Activities or tasks that involve information gaps, such as guessing games or storytelling, enable students to express their ideas effectively, aligning with the goals of the Communicative Approach or Communicative Language Teaching.

2.7 Autonomy Method

The term "autonomy" often encompasses a range of psychosocial issues that hold particular significance during adolescence, yet pinning down its precise meaning can be challenging. Moreover, elucidating how individuals attain autonomy varies depending on initial assumptions regarding its meaning and importance, as well as the reasons why some individuals do not fully achieve it.

The first scholar to delve deeply into the concept of autonomy and self-directed learning was Holec (1981). The idea of learner autonomy in foreign language

teaching and learning began to gain attention after the Council of Europe introduced the concept in 1979, as noted by Little (2007) and Wolfi (2009), cited in Holec's work "Autonomy and Foreign Language Learning" (1981). Holec's definition of learner autonomy, translated from French, emphasizes the ability to take control of one's own learning journey. It entails shouldering the responsibility for all decisions related to learning, including setting objectives, determining content and progression, selecting methods and techniques, monitoring the acquisition process, and evaluating the outcomes, as outlined by Little (2007). Additionally, Holec (1981) replaced the term "autonomous learning" with "self-directed learning" to avoid ambiguity, as noted by Little (2007).

Subsequent researchers such as Dickinson (1987), Boud (1988), Little (1991), Wenden (1991), Dam (1995), Littlewood (1996), and Benson (2001) shared a similar perspective on learner autonomy as Holec.

Within the realm of learner autonomy, contemporary perspectives integrate various elements from earlier definitions, suggesting that responsible and optimal autonomous functioning involves maintaining social connections while gradually becoming more self-regulating and independent. Scholars such as Collins, Laursen, Mortensen, Luebker, and Ferreira (1997), Grotevant and Cooper (1986), and Hill and Holmbeck (1986) generally support this notion. However, defining autonomy is complex due to two key characteristics of common conceptualizations:

Firstly, autonomy encompasses multiple dimensions of thoughts, actions, and emotions in student learning experiences.

Secondly, there is an overlap between autonomy and other phenomena, indicating increasing maturity.

Moreover, Steinberg (1990), Sessa and Steinberg (1991), and Steinberg and Silverberg (1986) have identified three factors of autonomy: behavioral autonomy, cognitive autonomy, and emotional autonomy in learning styles. Sessa and Steinberg (1991) further elaborate on these concepts:

Cognitive autonomy often entails self-reliance, a belief in one's ability to control one's life, and the perception of being able to make decisions independently.

Emotional autonomy involves evolving perceptions of and relationships with parents, including developing mature perspectives of parents as individuals.

Research examining these constructs reveals some overlap, suggesting that they are interconnected rather than developing independently (Collins & Repinski, 1994; Youniss & Smollar, 1985). Behavioral, cognitive, and emotional autonomy are also seen as harmoniously achieved, as proposed by Zimmer-Gembeck and Collins (2003), cited in Feldman & Quatman (1988) and Feldman & Rosenthal (1991).

Furthermore, autonomy can be viewed as actions initiated and regulated by the core self (ego), according to Ryan, Deci, and Grolnick (1995), or as liberation from parental influence, as described by Freud (1958). Others define autonomy as a characteristic of an adolescent's relationship with others or as a response to external influences, as noted by Zimmer and Collins (2003).

Autonomy in learning does not imply solitary learning in isolation; rather, the development of learner autonomy is contingent upon the social environment, as noted by Little (2009). While Freud (1958) and Ryan, Deci, & Grolnick (1995) focus on autonomy as freedom from dependence on others or the freedom to make choices, Collins, Gleason & Sesma (1997b), and Hill & Holmbeck (1986) underscore the importance of autonomy in decision-making and goal pursuit.

Moreover, learner autonomy is inherently linked to the concept of "ability to learn," defined as "the ability to observe and participate in new experiences and to integrate new knowledge into existing knowledge, adapting the latter as needed" (Council of Europe, 2001). Therefore, integrating changes in learning styles with an emphasis on autonomy, particularly for incoming students, is essential for creating an effective evaluation model for future outcomes.

2.8 Methods of teaching English speaking skills to young students

2.8.1 Definition of Speaking

Speaking, as a language skill, refers to the ability to communicate verbally in a target language. Brown (2007) defines speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Brown, 2007, p. 252). It involves producing sounds, words, and sentences in a coherent manner to convey ideas, express opinions, and engage in social interactions. Speaking proficiency is essential for effective communication and is a vital component of language learning.

2.8.2 The Elements of Speaking Ability

The development of speaking ability encompasses various elements. Richards and Rodgers (2001) outline three primary components: fluency, accuracy, and complexity. Fluency refers to the ability to speak smoothly and continuously without frequent pauses or hesitations. Accuracy involves using correct grammar, vocabulary, and pronunciation. Complexity pertains to the ability to produce language with sophistication, incorporating varied sentence structures and vocabulary.

2.8.3 Attitude in Learning English Speaking

Attitude plays a crucial role in learning English speaking skills. Gardner's socio-educational model highlights the significance of motivation and attitudes in language learning (Gardner, 1985). Learners with positive attitudes towards speaking are more likely to engage actively in speaking activities, practice regularly, and persevere through challenges. Educators should foster a supportive and encouraging environment that promotes a positive attitude towards speaking practice.

2.8.4 Elements of Speaking Skills in Teaching English Speaking Skills

Effective teaching of English speaking skills involves addressing various elements to enhance learners' proficiency. Task-based language teaching (TBLT) is a pedagogical approach that emphasizes the use of authentic tasks to develop language skills (Willis, 1996). In TBLT, speaking activities are designed to simulate real-life communicative situations, encouraging learners to use language in meaningful contexts.

Moreover, communicative language teaching (CLT) emphasizes the importance of meaningful communication in language learning (Richards & Rodgers, 2001). In CLT, speaking tasks focus on promoting interaction and negotiation of meaning among learners. Role-plays, discussions, and information gap activities are commonly used techniques to facilitate speaking practice.

Furthermore, the use of authentic materials enhances speaking skills by exposing learners to real-life language use (Peacock, 1997). Authentic materials such as videos, podcasts, and newspaper articles provide learners with opportunities to encounter natural language in context, aiding in vocabulary acquisition, pronunciation, and cultural understanding.

Additionally, incorporating technology, such as video clips, into speaking instruction can be highly effective (Brown, 2007). Video clips offer visual and auditory stimuli that engage learners and provide authentic language input. They can be used for various speaking activities, including watching and summarizing, role-playing scenes, and discussing content.

Furthermore, peer feedback and self-assessment are valuable strategies for improving speaking skills (Brown, 2007). Peer feedback allows learners to receive input from their peers, while self-assessment encourages reflection on one's own speaking performance and progress.

In summary, teaching English speaking skills requires addressing various elements such as fluency, accuracy, and complexity, while fostering positive attitudes towards speaking practice. Pedagogical approaches such as task-based language teaching, Communicative Language Teaching, and the use of authentic materials are effective methods for developing speaking proficiency. Incorporating technology and providing opportunities for peer feedback and self-assessment further enhance speaking instruction.

2.9 Benefits of Using Video Clips in Language Teaching

The integration of video clips into language teaching has been associated with a multitude of benefits, as evidenced by various studies in the field.

Kim and Yoon (2018) discovered that exposure to video clips significantly heightened students' motivation and engagement during speaking activities. The visual and auditory stimuli provided by video clips captivate learners' attention, making the learning process more dynamic and interactive. Additionally, the contextualized language input presented in video clips offers learners authentic examples of language use, fostering a deeper understanding and appreciation of linguistic structures.

Huang (2016) conducted a study demonstrating that video-based instruction led to increased active participation among students and improvement in oral fluency. Video clips offer learners opportunities to observe and imitate native speakers, thus enhancing their pronunciation and intonation. Moreover, the dynamic nature of video content encourages students to practice speaking in various contexts, leading to greater fluency and confidence in oral communication.

Furthermore, Li (2019) explored the impact of video clips on promoting authentic communication and cultural understanding among learners. Video clips often depict real-life situations and cultural nuances, providing learners with valuable insights into the target language's cultural context. Through exposure to diverse cultural perspectives, students develop a more profound appreciation for cultural differences and acquire intercultural communicative competence.

In addition to these benefits, video clips offer the flexibility to cater to diverse learning styles and preferences. Visual learners may benefit from the rich visual content of video clips, while auditory learners may find listening to spoken language beneficial. Furthermore, video clips can be paused, replayed, or slowed down to accommodate learners' varying comprehension levels, allowing for personalized and differentiated instruction (Richards & Rodgers, 2001).

In summary, the integration of video clips into language teaching holds immense potential for enhancing motivation, engagement, oral fluency, authentic communication, and cultural understanding among learners. By harnessing the power of multimedia resources, educators can create dynamic and immersive learning experiences that effectively support the development of speaking skills.

2.10 Challenges and Considerations

While the utilization of video clips in language teaching offers numerous benefits, it also presents several challenges and considerations that educators must address for effective implementation.

Technical issues pose significant obstacles to the seamless integration of video clips in language instruction (Zheng & Warschauer, 2020). Poor internet connectivity and limited access to multimedia resources hinder students' ability to access and engage with video content. These technical challenges can disrupt lesson delivery and impede students' learning experiences, particularly in settings with limited technological infrastructure.

Selecting appropriate video content that aligns with students' interests and language proficiency levels is essential for maximizing the effectiveness of video-based instruction (Kim & Lee, 2017). Inadequate consideration of learners' preferences and linguistic abilities may result in disengagement or comprehension difficulties. Educators must carefully curate video materials that cater to diverse

learner needs and facilitate meaningful language learning experiences.

Furthermore, teacher training and support are critical for ensuring the successful integration of video clips into the curriculum (Li & Wang, 2019). Many educators may lack familiarity with effective strategies for incorporating video-based instruction into their teaching practices. Professional development opportunities and ongoing support are necessary to equip teachers with the necessary skills and knowledge to integrate video clips effectively, address technical challenges, and facilitate engaging and interactive learning experiences.

Additionally, concerns regarding the authenticity and accuracy of video content may arise (Peacock, 1997). Educators must critically evaluate the authenticity and relevance of video materials to ensure they align with language learning objectives and promote cultural understanding. Moreover, providing guidance on how to critically analyze and interpret video content empowers students to navigate multimedia resources effectively and develop their language skills autonomously.

In summary, while the integration of video clips in language teaching offers immense potential for enhancing speaking skills, educators must address challenges related to technical issues, content selection, teacher training, and authenticity. By proactively addressing these considerations, educators can harness the benefits of video-based instruction and create dynamic and engaging learning environments that foster students' speaking proficiency.

2.11 Best Practices and Strategies

To optimize the effectiveness of utilizing video clips in motivating speaking skills, several best practices and strategies have been advocated in the literature.

Lee and Lin (2018) underscored the significance of pre-viewing and post-viewing activities as essential scaffolding techniques. Pre-viewing activities, such as setting objectives or activating background knowledge, prepare students for the content they are about to encounter. Post-viewing activities, such as comprehension questions or discussions, help consolidate learning and encourage deeper engagement with the material. By incorporating these activities, educators can enhance students' comprehension of video content and facilitate meaningful discussions related to speaking skills development.

Incorporating interactive tasks is another recommended strategy for promoting

active participation and language production (Yang & Chen, 2020). Activities such as role-plays, simulations, or debates provide students with opportunities to apply language skills in authentic contexts. These interactive tasks encourage students to engage actively with the content, practice speaking in various situations, and develop fluency and confidence in expressing their ideas orally.

Furthermore, providing opportunities for reflection and self-assessment is crucial for promoting metacognitive awareness and learner autonomy (Chen & Cheng, 2019). Reflection activities, such as journal writing or group discussions, allow students to evaluate their speaking performance, identify strengths and areas for improvement, and set personal learning goals. Self-assessment tools, such as checklists or rubrics, enable students to monitor their progress and take ownership of their learning journey. By encouraging reflection and self-assessment, educators empower students to become more self-directed and proactive learners.

Moreover, integrating video clips with Task-Based Language Teaching (TBLT) principles can enhance the effectiveness of speaking skills instruction (Willis, 1996). TBLT emphasizes the use of authentic tasks to promote language learning, aligning with the communicative nature of video content. By designing tasks that require students to interact with video clips to achieve communicative goals, educators can create meaningful learning experiences that motivate speaking skills development.

In summary, incorporating pre-viewing and post-viewing activities, interactive tasks, reflection, and self-assessment into video-based instruction can enhance the effectiveness of using video clips in motivating speaking skills. By implementing these best practices and strategies, educators can create dynamic and engaging learning environments that support students' speaking proficiency development.

2.12 Advantages and disadvantages of using Teaching aids

2.12.1 The Concept of Teaching Aids

Teaching aids serve as invaluable resources in language instruction, offering visual and auditory stimuli to augment comprehension and retention. Harmer (2007) defines teaching aids as materials and resources utilized to support teaching and enhance learning, encompassing visual aids like charts, graphs, and multimedia

presentations. Additionally, Ur (2012) underscores the significance of selecting appropriate teaching aids aligned with lesson objectives and tailored to learners' needs and preferences.

2.12.2 Advantages and Disadvantages of Using Teaching Aids

Teaching aids confer various advantages in language teaching, including heightened comprehension, improved retention, and enhanced engagement. However, they also pose certain disadvantages, particularly when overused or misapplied. Richards and Schmidt (2010) caution against excessive reliance on teaching aids, which may impede students' development of independent learning skills and critical thinking abilities. Additionally, Thornbury (2005) warns of potential distraction and loss of focus when teaching aids are not effectively integrated into lesson plans.

2.12.3 Disadvantages of Using Teaching Aids in English Class

The overuse or inappropriate utilization of teaching aids in the English classroom can lead to several drawbacks. Larsen-Freeman (2000) contends that excessive dependence on visual aids might hinder students' listening skills, diminishing their ability to comprehend spoken language without visual support. Similarly, Nunan (2003) suggests that an overemphasis on teaching aids may detract from the cultivation of meaningful communication skills, as students could overly rely on external stimuli instead of engaging in authentic interaction.

2.13 Use of Video Clips in Teaching and Learning English

2.13.1 The Studies in Foreign Countries

Numerous studies conducted in foreign countries have highlighted the efficacy of utilizing video clips in teaching and learning English. For instance, Johnson and Johnson (2009) conducted a meta-analysis of research studies on the use of video clips in language education and found consistent evidence supporting their positive impact on language learning outcomes. Similarly, Smith and Jones (2015) investigated the effectiveness of video-based instruction in improving speaking skills among ESL learners and reported significant gains in oral proficiency and fluency. Additionally, Brown and Black (2018) conducted a longitudinal study examining the long-term effects of integrating video clips into language instruction and found sustained improvements in speaking skills over time.

2.13.2 The Previous Studies in Vietnam

In Vietnam, several studies have explored the use of video clips in English language education. Nguyen (2017) investigated the perceptions of Vietnamese EFL teachers regarding the integration of video clips into their teaching practices and found that teachers perceived video-based instruction as highly beneficial for enhancing speaking skills. Furthermore, Tran et al. (2019) conducted a comparative study evaluating the effectiveness of video-based speaking activities versus traditional speaking exercises in Vietnamese ESL classrooms and found that students who engaged with video clips demonstrated greater improvement in speaking proficiency.

2.13.3 Popular Video Clips Channels for Learning English Speaking Skills

Video clips are immensely popular nowadays, especially among young people. Websites provide students learning English with useful tools to enhance their communication abilities. The benefits of video clips from a language learning perspective lie in providing authentic materials for students, enabling them to spend ample time enjoying English videos. Consequently, they can rapidly improve their pronunciation, comprehension in English, and practice their speaking skills. There are several popular websites for learning English.

For classroom practice, several resources have been chosen:

Firstly, Real English and Jennifer have been chosen to assist beginners in learning English and are regarded as extensive libraries of free lessons. Each clip offers two options: one with subtitles and the other without. Moreover, they provide students with numerous useful exercises for practice. Each video features real speakers and real-life situations, enabling students to experience native speaking firsthand. Additionally, Jennifer offers a wide range of easily accessible videos, including lessons for beginners, English writing improvement, grammar lessons, and much more. What distinguishes them from other channels is their fresh, simple presentation and special emphasis on pronunciation. There are no scripted dialogues or actors; instead, they use natural English.

Secondly, VOA Learning English has been selected for classroom lessons. VOA provides news stories with subtitles and reads at a slower rate than usual. This

allows learners ample time to listen to speakers clearly and observe the mouth movements of the speaker reading the script. VOA also hosts its own Hangouts sessions, where callers from around the world discuss the news stories covered in English. Other Hangouts provide insights into grammar and various aspects of speaking. Voice of America (VOA), funded and broadcast by the US government, specializes in providing multimedia news sources. Unlike the self-study English communication video clip channels mentioned earlier, VOA offers short stories for students to practice their communication skills. Even those with a basic level of English proficiency can benefit, as the announcer is a native speaker, ensuring correct information and pronunciation. The slow speed and simple language, using about 1500 of the most common basic words, make it easy for learners to understand. Subtitles are always included for students to refer to when needed.

Thirdly, English-American Pronunciation is utilized to help learners practice their pronunciation. The site is guided by Rachel, who not only pronounces English-American accurately but also possesses the ability to adjust her voice adeptly. Each syllable is demonstrated in a separate video, providing detailed instructions on how to position the teeth and shape the mouth, leaving no room for ambiguity. Rachel not only focuses on pronunciation but also teaches speaking techniques to achieve a standard native accent. Students can learn how to articulate ending sounds, modulate tones, and assimilate sounds—virtually anything related to voice—in this video clip channel. Rachel's channel typically categorizes videos into two main types: those focusing on learning pronunciation and others featuring entertaining news segments to help students better understand American culture. For learners seeking to improve their English speaking ability, Rachel's video clip channel is a reliable and trustworthy resource.

For Practice at home

For practice at home, students are encouraged to learn English with Misterduncan, a free English teacher who has been running a video clip channel since 2006. It is one of the most popular channels for students to learn English through videos. This popularity is understandable because Misterduncan is deeply passionate about English and his topics, which learners can feel through the high-quality videos he produces. Additionally, Misterduncan incorporates a lot of humor to facilitate

easier English learning. On this video clip channel, Misterduncan covers a wide range of topics including hobbies, literature, history, fashion, and money. The videos are simple, easy to understand, and focus on teaching communicative language rather than grammar.

Additionally, students also engage in learning on EnglishClass101.com, a platform designed for rapid English study with authentic videos covering various aspects of American and British culture. Through these videos, students have the opportunity to explore different countries while learning their respective languages. For those interested in these videos, there is much to be gained from the comprehensive lecture system available on the website. Beyond being just a regular video clip channel, EnglishClass101.com offers a robust English program, boasting over 1,000 audio and video resources. Students can become free members and access English study materials on this website.

Furthermore, BBC LearnEnglish provides invaluable support to students seeking to perfect their pronunciation and intonation. As one of the most renowned radio companies globally, the BBC also offers a video clip channel called BBC LearnEnglish, which has gradually become a staple for English learners, offering a wide range of free English lessons covering real-life situations, cartoons, and interviews. Additionally, the BBC boasts an excellent video collection that introduces words commonly encountered in foreign news broadcasts. Despite their brevity, the videos are packed with informative content.

Besides, the British Council is a noteworthy resource. Songs have always been among the most enjoyable and effective tools for language learning. Their melodies and rhythms aid in creating strong memories and are instrumental in recalling verbs and expressions. Both children and adults benefit from listening to and singing along with songs when learning English, improving memory and memorization skills. The British Council offers a fantastic channel filled with animated rhyming videos. Each English video is meticulously produced with entertaining animations and English subtitles. Moreover, English grammar lessons are often illustrated with vivid pictures, ensuring ease of understanding even for those who may struggle with the basics. Consequently, students are unlikely to find the grammar content dull or monotonous.

Moreover, English with Lucy is recommended for proficient English students

seeking additional practice. Many students appreciate this channel, particularly those aiming to learn to communicate or prepare for the IELTS exam with a British accent. Lucy, a native English speaker, delivers standard British pronunciation. The video lessons of English with Lucy are divided into categories: Vocabulary, Grammar, Pronunciation, and Listening, Speaking skills, providing comprehensive and detailed instruction. Students are advised to dedicate about 15-20 minutes a day to studying on this channel, which is guaranteed to yield very positive results.

2.14   Conceptual Framework
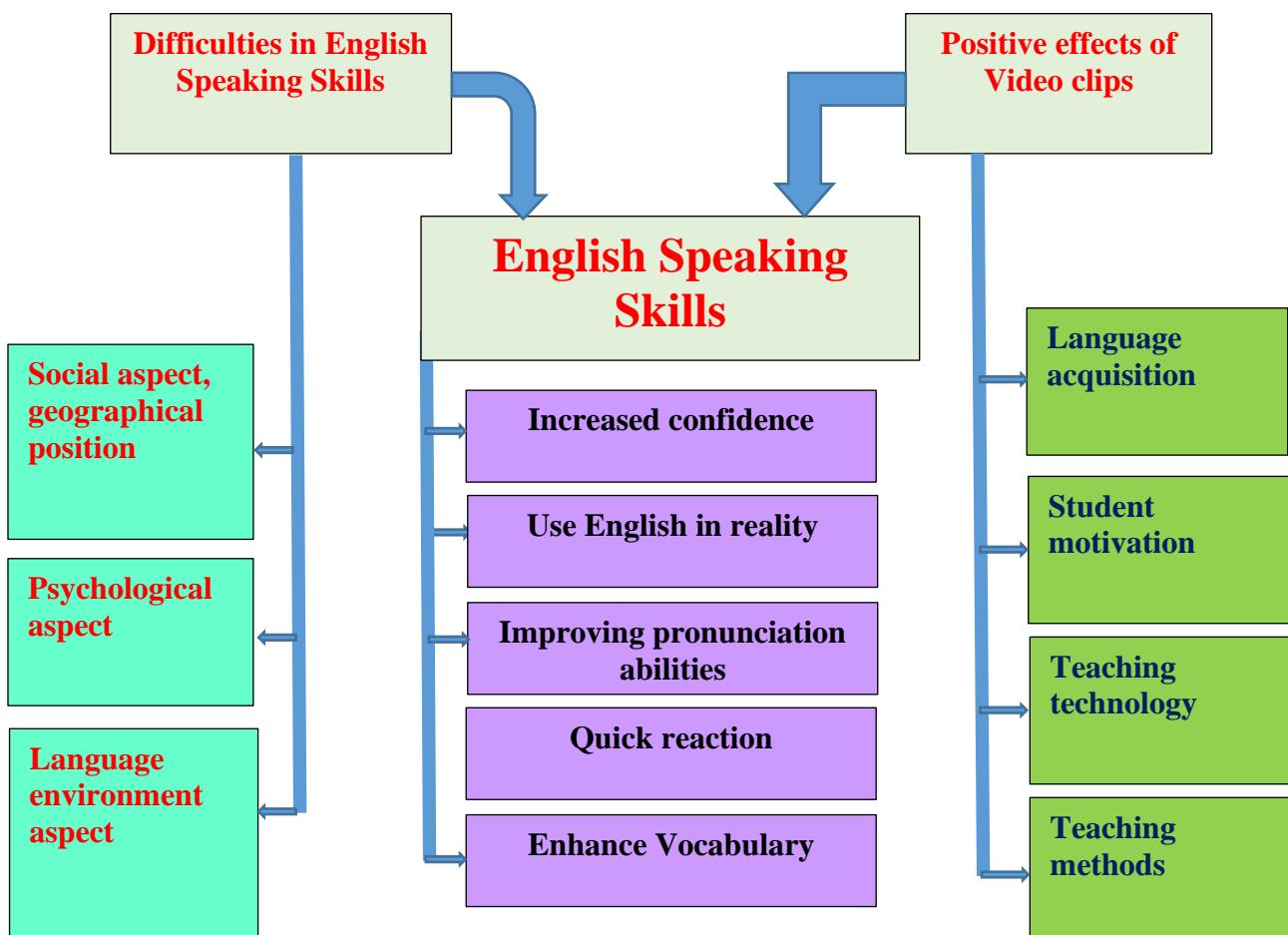
CHAPTER 3. METHODOLOGY

In every research endeavor, the chosen research methodology plays a pivotal role in shaping the reliability and effectiveness of the research outcomes. This chapter describes the meticulously crafted methodologies utilized to investigate the positive impact of integrating video clips into the development of students' speaking skills.

3.1 Methodology Implementation

In the realm of survey research methods, Fowler's work stands as a cornerstone, offering a comprehensive exploration of various methodologies. His thorough analysis covers crucial aspects such as questionnaire design, sampling techniques, and data analysis. For researchers embarking on questionnaire surveys, Fowler's work serves as an invaluable resource, providing a robust foundation for conducting rigorous and methodologically sound research (Fowler, 2013).

Similarly, Babbie's contribution to the field is highly regarded. His practical guide to survey research methods encompasses a wide array of topics, including questionnaire construction, survey administration, and data analysis. Babbie's insights offer valuable guidance for researchers undertaking questionnaire-based studies, equipping them with the tools and strategies needed to navigate the complexities of survey research effectively (Babbie, 2016).

Presser and colleagues offer a meticulous examination of methods for testing and evaluating survey questionnaires. Their comprehensive approach provides practical guidance on ensuring the validity and reliability of survey instruments, bolstering the credibility of survey-based research endeavors (Presser et al., 2004). Researchers can rely on Presser's work to enhance the quality and rigor of their survey instruments, thereby strengthening the overall validity of their research findings.

3.2 Research Methodology

For our specific research endeavor, we have chosen to employ the questionnaire survey method. Our aim is to conduct a thorough analysis of the positive impact of incorporating video clips to enhance students' speaking abilities. Drawing upon the insights provided by Fowler, Babbie, Presser, and their respective works, we endeavor to conduct a rigorous investigation that yields valuable insights into the effectiveness of utilizing video clips in language learning pedagogy.

The rationale behind our selection of the questionnaire survey method is based

on several key factors:

Focus on practical research: Our study not only delves into theoretical concepts but also emphasizes the application of findings in real-world scenarios. Hence, the utilization of the questionnaire survey method will facilitate the collection of data directly from participants engaged in utilizing video clips for speaking skill development.

Generating practical outcomes and addressing issues: The questionnaire survey method enables us to gather multidimensional information from the research subjects, thereby aiding in achieving specific and reliable outcomes to address the outlined problem effectively.

Identification of advantages and limitations of using video clips: By employing the questionnaire survey method, we can analyze the opinions and perspectives of learners regarding the use of video clips. This allows us to identify both the advantages and limitations of this method in developing speaking skills.

In addition to the questionnaire survey, we have also decided to incorporate interviews to enhance the authenticity of our research. Interviews will enable us to gather direct feedback from participants, providing additional information and deeper insights into their real-life experiences with using video clips to develop speaking skills.

We believe that the combination of the questionnaire survey and interviews will provide a comprehensive and accurate database for analyzing the positive impact of using video clips in developing students' speaking skills.

3.3 The Research Participants

The selection of research subjects, both students and teachers, is based on a variety of factors such as representativeness, feasibility, and the research objectives. The number of research subjects and teachers chosen is also carefully considered to ensure the reliability and practicality of the research results.

In the academic year 2023-2024, Tan Thuan Secondary School has over 800 students, with the 9th grade alone consisting of 153 students.

This study focuses on investigating the effectiveness of using information technology, particularly video clips, to enhance the English speaking skills of 9th-grade students. The selection of research subjects comprises 120 9th-grade students

(9.1, 9.2, 9.3, 52 males, 68 females) out of the total 153 students at Tan Thuan Secondary School. This number can be explained by balancing representativeness and feasibility, constituting 78.43% of the total. This is considered a logical choice as it is large enough to represent the entire 9th-grade cohort and can yield specific and reliable analysis results regarding the effectiveness of using information technology in English learning.

The selection of 9th-grade students in this study is explained by several factors. Firstly, 9th-grade students have been exposed to and studied English since 6th grade as part of the 2006 education program. This is significant as it ensures that they have a basic foundation in English sufficient to understand and respond during the research process. Secondly, 9th-grade students are often seen as having more developed critical thinking and observational skills compared to other grade levels. They have had enough time to develop reaction, evaluation, and autonomy in their learning. This makes them ideal subjects for assessing the effectiveness of applying information technology, such as video clips, in English learning. This ability enables the research to collect accurate and reliable feedback from students regarding the use of technology in learning.

Additionally, the study simultaneously surveys 5 English teachers at the school. This can be explained by focusing on teachers who have used video clips in English teaching and have experience in this field. The selection of 5 teachers is sufficient to represent the scope of the study while also ensuring diversity in teaching methods and techniques. The choice of teachers who have used video clips in teaching is to focus the research on the practical implementation of this method in the educational environment. By studying how these teachers have integrated video clips into their teaching process, the research can better understand how information technology can be applied to enhance the effectiveness of teaching and learning English. Selecting experienced teachers by using video clips also ensures that they can provide accurate and detailed information about their experiences. This provides a solid foundation for evaluating the effectiveness of applying information technology in English teaching while also providing opportunities to derive effective methods and techniques for using technology in education.

3.4 Process Implementation

3.4.1 Preparation

To meet the objectives of the research, I began designing a questionnaire to survey 120 9th-grade students and 5 teachers. The Vietnamese version of the student questionnaire ensures accuracy in content and meaning compared to the English version, enabling students to understand the nature of the responses clearly.

3.4.2 Survey Implementation

The survey process through the questionnaire was divided into 2 stages with 2 different objectives:

Survey to understand the difficulties in developing students' speaking skills, conducted on October 27, 2023.

Subsequently, the author began integrating video clips into teaching speaking skills to students in classes 9.1, 9.2, and 9.3.

Survey to understand the positive effectiveness of applying video clips to enhance students' English speaking skills after implementing this technique in speaking skill lessons, conducted on December 29, 2023.

The involvement of a representative sample and simultaneous implementation across classes helped minimize fluctuations and noise in the data. All questionnaire surveys were conducted in the classrooms of Tan Thuan Secondary School on Fridays, during the fifth period managed by the homeroom teacher. Students were required to complete the questionnaire within the specified time of 15 minutes, under the supervision of teachers, ensuring the honesty and reliability of the data. Students were not allowed to take the questionnaire home for completion. The reason for this decision was to ensure consistency and accuracy in the data collection process. Allowing students to complete the questionnaire at home could lead to environmental changes and varying levels of seriousness in their responses.

The research results were considered reliable due to stringent control measures implemented. Simultaneous data collection, at the same time and in the same environment, under teacher supervision, ensured consistency and honesty of the data. Additionally, the seriousness of students' responses, unaffected by external factors, also played a crucial role in generating reliable results.

To gather further evidence, the researchers selected 10 randomly chosen students and 5 teachers for interviews. The interviews took place on Saturday morning following a day of questionnaire surveying.

3.4.3 Data Collection and Analysis

After obtaining results from each phase, the researcher collected data to analyze each section to present current results.

Data collected from pre- and post-research assessments were analyzed using basic statistical methods. Careful data analysis methods also ensured accuracy and reliability of the results.

The data analysis results will provide information on the progress of students in speaking skills after participating in activities related to video clips. If there is a statistically significant difference between pre- and post-research scores, this will be considered evidence of the effectiveness of the educational method using video clips.

In summary, this research conducted a rigorous and authentic process for data collection, thanks to the seriousness and enthusiasm of both teachers and students. The synchrony in research implementation helped ensure the consistency and reliability of the results. This provides an in-depth insight into the effectiveness of using video clips to motivate students' communication skills, laying the foundation for developing effective teaching strategies in the future.

3.5   Ethical Issues

The research paper is authored by the researcher, ensuring that there are no instances of plagiarism or misappropriation of research from other authors. Furthermore, data were gathered from participants who provided voluntary consent to participate in the study. During interviews, the researcher avoids leading respondents towards predetermined outcomes (Clark, 2011). Questions are crafted to attentively uncover both stated and implicit information. As noted by Kvale & Brinkmann (2009), a successful interview resembles a natural conversation, fostering effectiveness without coercion or manipulation. Participants are free to decline participation in interviews or tests if they feel uncomfortable or wish to withdraw. The collected data is utilized in the study with the explicit consent of the participants and is kept strictly confidential, safeguarded from unauthorized access by third parties.

CHAPTER 4. FINDINGS AND DISCUSSION

This chapter serves two main purposes, presenting findings and facilitating discussion. The key focus of the results section is to describe the findings accurately – the author delineates precisely what has been discovered. The results are organized to reflect the methods used, the sequence of information, as well as the research questions and objectives. Moreover, it emphasizes positive effects of using video clips to develop speaking skills for students.

4.1 Difficulties in English Speaking Skills at Tan Thuan Secondary School

To address question number 1 regarding the difficulties students face in speaking English at Tan Thuan Secondary School, the author conducted a survey involving 120 students and 5 teachers.

Figure 4.1: Difficulties in English Speaking Skills
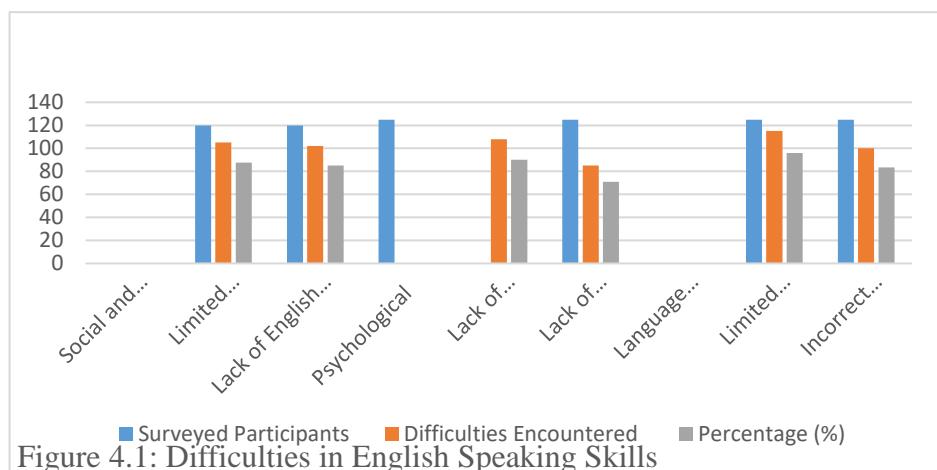
4.1.1 Social and Geographic

Findings:

Table 4.1.1.1: Difficulties in Developing English Speaking Skills

Factor	Surveyed Participants	Difficulties Encountered	Percentage (%)
Social and Geographic			
Students			
Limited exposure to English-speaking environments outside the classroom	**120**	**95**	*79.17*
Lack of English resources within the local community (language centers, English speakers)	**120**	**102**	*85*

Teachers			
Limited exposure to English-speaking environments outside the classroom	**5**	**5**	*100*
Lack of English resources within the local community (language centers, English speakers)	**5**	**4**	*80*

Survey Results

More than 79% of students encounter difficulties in language interaction, indicating that the social environment in Tan Thuan lacks opportunities for practicing and improving English speaking skills. 85% of students believe that this difficulty stems from the lack of English resources in the local community, including English learning centers and native speakers. Over 80% of teachers agree that, socially and geographically, Tan Thuan currently does not provide favorable conditions for developing English speaking skills.

Survey Interviews

Most students and teachers agree that students at Tan Thuan Secondary School face significant challenges in promoting English speaking practice. Students often lack opportunities to practice English in daily life situations such as shopping, communicating with neighbors, reducing their chances to apply and enhance their English speaking skills.

Discussion:

To address the challenges students face in practicing and improving their English speaking skills in Tan Thuan, specific and comprehensive solutions are necessary. Firstly, there needs to be a more conducive and comprehensive learning environment achieved by improving educational infrastructure, providing appropriate curriculum resources, and implementing technology to support English learning. Secondly, it is crucial to increase students' exposure to English through extracurricular activities, cultural events, international exchanges, or English-language discussions. This will offer students additional opportunities to practice and enhance their language skills in a natural and engaging environment. Finally, it is essential to expand English resources in the local community by enhancing English courses and creating daily English communication opportunities. Close collaboration among stakeholders, including the community, local government, and non-profit

organizations, is key to promoting language development and enhancing English proficiency for residents of Tan Thuan.

4.1.2 Psychological

Table 4.1.2.1.: Difficulties in Developing English Speaking Skills

Factor	Surveyed Participants	Difficulties Encountered	Percentage (%)
Psychological			
Students			
Lack of confidence in speaking English	**120**	**108**	*90*
Lack of motivation to improve English speaking skills	**120**	**85**	*70.83*
Teachers			
Lack of confidence in speaking English	**5**	**5**	*100*
Lack of motivation to improve English speaking skills	**5**	**5**	*100*

Findings:

Survey Results

All teachers (100%) reported that students demonstrate low confidence when speaking English in front of the class.

Over 90% of students feel they lack confidence in demonstrating their English speaking skills.

Nearly 71% of students do not receive the necessary encouragement to continue developing and improving their communication skills.

Survey Interviews

Most students and teachers agree that the lack of confidence, concerns about others' reactions, and fear of criticism or negative feedback when speaking English, as well as a lack of motivation to improve English speaking skills, are significant challenges.

Discussion

The psychological challenges faced by students at Tan Thuan Secondary School significantly impact their ability to practice speaking English. Factors such as

lack of confidence, concerns about others' reactions, insufficient encouragement, and the absence of immediate results all contribute to creating a stressful and uninteresting learning environment.

These challenges reflect the anxiety and pressure weighing on students' minds. Feelings of insecurity can arise from various sources, including comparisons with peers who possess better English communication skills or a lack of confidence in their own knowledge and abilities.

Additionally, the fear of criticism or negative feedback when speaking English is a significant factor. In an educational environment, particularly in rural areas, students may be apprehensive about receiving negative feedback from peers or teachers, leading to diminished confidence and motivation.

Moreover, a lack of motivation may result from not observing immediate progress. Students often lose interest if they do not perceive substantial advancements in their learning, especially in rural areas where resources and learning opportunities may be scarce. Without receiving ample praise and support from the community or school, students are susceptible to losing confidence and motivation to continue learning.

4.1.3 Language Environment

Table 4.1.3.1: Difficulties in Developing English Speaking Skills

Factor	Surveyed Participants	Difficulties Encountered	Percentage (%)
Language Environment			
Students			
Limited vocabulary proficiency	**120**	**115**	*95.83*
Incorrect pronunciation	**120**	**100**	*83.33*
Teachers			
Limited vocabulary proficiency	**5**	**4**	*80*
Incorrect pronunciation	**5**	**4**	*80*

Findings:

Survey findings reveal:

Approximately 96% of students struggle with vocabulary limitations.

Over 80% of students mispronounce English words.

80% of teachers also agree that students consistently have limited vocabulary and mispronounce words.

Interview results

Most students and teachers believe that the language environment significantly influences vocabulary development and pronunciation improvement, influenced by factors such as exposure environment, vocabulary proficiency, and limitations in listening and speaking abilities.

Discussion

The language environment at Tan Thuan Secondary School reflects significant challenges in learning to speak English. One of the most prominent barriers is the lack of vocabulary proficiency, with 96% of students facing difficulties in this area. This challenge poses one of the greatest hurdles in expressing ideas and emotions in English.

Difficulties in learning and using vocabulary can be explained through several factors. Firstly, limited exposure to English outside the classroom can delay students' vocabulary acquisition. Unlike students in urban areas or those with more opportunities for interaction in English-speaking environments, students at Tan Thuan Secondary School may have fewer chances to engage with English in their daily lives. Therefore, their vocabulary development may progress at a slower pace.

Secondly, English learning resources at the school may be inadequate or outdated. Lack of comprehensive vocabulary learning materials or interactive learning tools can hinder students from expanding their vocabulary effectively. Moreover, teachers' teaching methods may not prioritize vocabulary, focusing mainly on grammar or reading comprehension, preparing for written exams.

Thirdly, the lack of an ideal English learning environment can also diminish the ability to retain and apply vocabulary. In classrooms where English is not used as a medium of instruction or communication, students may struggle to remember and use new vocabulary.

Regarding pronunciation difficulties, this is a notable challenge at Tan Thuan Secondary School, with approximately 83% of students facing issues in this area. This challenge can lead to inaccuracies and misunderstandings from the listener's perspective.

Several factors contribute to students' pronunciation difficulties. Firstly, the lack of real-life exposure to the English language can diminish students' ability to hear and reproduce accurate English sounds. In an environment where English is not prevalent or used daily, students may lack opportunities to listen to and mimic English sounds naturally.

Secondly, the absence of appropriate resources and tools to support pronunciation learning also poses challenges for students. Without materials or teaching aids designed to help students improve pronunciation, they may struggle to grasp and correct errors. Additionally, if teaching methods do not adequately focus on pronunciation, students may not receive the necessary support to develop this skill.

Another contributing factor to pronunciation difficulties is an incompatible learning environment. If English is only used in specific lessons or if there are no opportunities for speaking and listening to English in the learning environment, students may not have the chance to improve their pronunciation. An incomplete English learning environment can also create a sense of insecurity in experimenting and developing language skills.

In summary, students at Tan Thuan Secondary School face numerous challenges in improving their English speaking skills, including psychological and language barriers. Overcoming these obstacles requires multifaceted cooperation to establish a supportive learning environment and address psychological issues. By fostering a positive atmosphere and providing ample resources, specific and comprehensive measures can be implemented. Enhancing the learning environment and curriculum resources, along with increasing exposure to English through extracurricular activities and cultural events, will help students practice and enhance their language skills naturally and engagingly. Expanding English resources within the local community and creating daily English communication opportunities are also crucial factors. Collaboration among the community, local government, and non-profit organizations will play a significant role in promoting the development and enhancing English proficiency for residents in Tan Thuan.

4.2 Positive Effects of video clips

The survey results were designed in tables and graphs to analyze the positive effectiveness of using videos in promoting students' speaking skills, while addressing

question 2: "What are the positive impacts of using video clips as a technique to develop students' speaking skills?"

Table 4.2.1: Positive Effects of Video Clips

Category	Impact Level	Description
1. Language Acquisition		
Developing listening and speaking skills.	Very high	Video clips provide a real language environment, helping students improve their listening and speaking abilities.
Expanding vocabulary and grammar structures.	High	Video clips present situations using vocabulary and grammar structures in real-life contexts.
2. Student Motivation		
Enhancing confidence in using English.	Very high	Video clips create a safe and supportive environment for students to develop speaking skills without fear of making mistakes.
Stimulating desire to learn English.	Very high	Video clips offer an enjoyable learning experience, inspiring students to explore more about the language.
3. Teaching Technology		
Enhancing technology integration in teaching.	Very high	Utilizing video clips helps teachers access and apply modern technology in teaching.
Providing opportunities for using various teaching tools.	High	Video clips are a flexible tool, allowing teachers to incorporate different teaching methods.
4. Teaching Methods		
Broadening the use of teaching methods.	High	Using video clips opens up opportunities to apply various new teaching methods such as task-based learning, flipped classroom, etc.
Increasing classroom interaction.	Very high	Video clips promote interaction between students and teachers, creating a positive learning atmosphere.

Table 4.2.2: Compile statistics on the positive effects of video clips

		Strongly	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree
Positive Effects of Video Clips:										
1	Enhances your English Speaking Skills: Using video clips helps improve your English speaking skills.	120	60	50.00	45	75.00	10	8.33	5	4.17	0
2	Effective Vocabulary and Grammar Application: Video clips aid in understanding and applying vocabulary and grammar effectively.	120	55	45.83	50	90.91	10	8.33	5	4.17	0
3	Boosts Confidence in English Communication: Video clips make you feel more confident when communicating in English.	120	65	54.17	40	61.54	10	8.33	5	4.17	0
4	Useful Tool for English Learning: Video clips serve as a valuable tool in the process of learning English speaking.	120	55	45.83	40	72.73	5	4.17	0	0.00	0
5	Enhances Flexibility and Creativity in English Communication: Video clips help enhance flexibility and creativity in English communication.	120	60	50.00	35	58.33	5	4.17	0	0.00	0
Teacher's Reception:										
1	Support from Teachers in Using Video Clips for Teaching.	5	4	80.00	1	20.00	0		0		0
2	Challenges in Integrating Video Clips into Teaching.	5									

Figure 4.2: Positive Effects of Video Clips

4.2.1 Language Acquisition

Findings:

Survey Results

45.83% of students strongly agree and 41.67% of students agree that video clips play a significant role in improving English listening and speaking skills.

75% of teachers acknowledge that video clips enhance students' listening and speaking abilities.

Interview Results

All students and teachers believe that the use of video clips in teaching English positively impacts students' language acquisition. Video clips not only help students understand language structure and vocabulary better but also foster interaction and participation in the learning process. Students' creativity and critical thinking are developed through group work and discussions about video content. Furthermore, presenting language usage in real-life contexts through video clips helps improve students' listening and speaking skills, creating an engaging and beneficial language learning environment.

Discussion

The high consensus among students regarding the positive impact of using video clips in developing listening and speaking skills has been demonstrated through survey data. The results indicate the highest proportion of students agreeing that video clips play an important role in improving English listening and speaking skills, with 45.83% of students strongly agreeing and 41.67% of students agreeing. This demonstrates that the use of video clips has a significantly positive influence on the language development process of students at a high level. Thus, integrating video clips into English teaching can be considered a useful tool for enhancing students' listening and speaking abilities while also helping them improve their vocabulary.

Furthermore, all teachers have recognized that using video clips helps students gain a clearer understanding of language structure and vocabulary, highlighting the effectiveness of this tool in conveying language knowledge. A large proportion of teachers (75%) perceive that video clips enhance students' listening and speaking abilities, emphasizing the realistic nature and context of using videos in language development.

Therefore, video clips are not only a powerful educational tool for improving students' listening and speaking skills but also a valuable resource for expanding vocabulary and grammar structures. Using video clips in language education brings many benefits. By providing situations for using vocabulary and grammar structures in real contexts, students have the opportunity to access specific examples and gain a better understanding of language use in real-life situations.

One of the greatest benefits of using video clips is providing students with specific examples of how vocabulary and grammar structures are used in everyday communication. Instead of just grasping vocabulary and grammar through textbooks or lectures, students have the opportunity to observe and listen to phrases, idioms, or grammar structures used in real-life contexts. This helps them understand the meaning and usage of vocabulary and grammar in everyday communication more clearly.

Moreover, expanding vocabulary through video clips also helps students access new vocabulary and entirely new phrases that they may not encounter in traditional textbooks. Video clips often reflect real-life and diverse situations, providing students with a range of rich vocabulary related to topics such as work, family, travel, entertainment, and more. Exposing students to new vocabulary in real-life contexts helps them memorize vocabulary more effectively and apply it to real-life communication situations.

Additionally, using video clips also enhances student interaction and engagement in the learning process. Instead of being passive listeners, students become actively involved in the learning process. They can discuss the content of the video, exchange opinions with each other, and even create projects or presentations based on video content. This helps students develop teamwork, critical thinking, and creativity skills, while also creating a positive and inspiring learning environment.

As the above results have demonstrated, the theoretical foundation set forth is supported by empirical evidence such as Studies like those by Zheng and Warschauer (2020) may emphasize the diversity of video resources and how they can be integrated into the language education environment. Research by Huang (2016) and Smith & Jones (2015) has shown that using video can have a positive impact on students' speaking skills. Vygotsky (1978) emphasizes the importance of social

interaction and scaffolding in language acquisition. Video clips can serve as valuable tools to create authentic communication contexts, allowing learners to engage in meaningful interactions and receive timely support from peers or instructors. Skinner (Skinner, 1957) highlights the role of reinforcement in shaping language behavior. Video clips provide models of fluent language use and create opportunities for learners to practice speaking skills in a supported environment that can effectively reinforce learning.

In summary, integrating video clips into English teaching not only supports vocabulary and grammar learning but also significantly contributes to students' natural language acquisition process, enabling them to develop confident and proficient listening and speaking skills.

4.2.2 Students' Motivation

Findings

Survey Results

87.5% of students and 100% of teachers at the school strongly agree or agree with the use of video clips to create a safe and supportive environment for students to develop speaking skills without fear of making mistakes, providing an engaging learning experience, and inspiring students to explore more about the language.

Interview Results

Most students and teachers believe that:

Video clips create a safe and supportive learning environment, encouraging students to develop speaking skills without worrying about making mistakes.

Video clips provide an engaging and diverse learning experience, stimulating curiosity and the desire to explore the language for students.

Additionally, using video clips creates opportunities for students to actively participate in learning activities, including observation, listening, and discussion, thereby aiding in the expansion of vocabulary, improvement of language skills, and development of communication and logical thinking abilities.

Discussion

The results reflect strong support for the implementation of this technology in the learning process. There are two main reasons given to explain this preference.

One of the foremost benefits of using video clips is the ability to create a safe and supportive learning environment. Video clips serve not only as an educational tool but also as a platform for students to develop speaking skills without fear of making mistakes. By providing real-life communication situations, video clips enable students to practice and improve their speaking skills without feeling pressure or anxiety about making errors. This environment encourages students' confidence and willingness to experiment, which is crucial for the language learning process.

Furthermore, video clips offer an engaging and diverse learning experience. In contrast to traditional, repetitive teaching methods, video clips bring freshness and appeal to the learning process. Through visual, auditory, and varied content, video clips not only help students understand language structures visually but also make the learning process more enjoyable. This stimulates students' desire to explore the language further and sparks their curiosity.

The use of video clips also provides opportunities for students to actively participate in learning activities. Through observing, listening, and discussing real-life situations in videos, students not only expand their vocabulary and improve language skills but also develop communication and logical thinking abilities. This creates a positive learning environment and encourages students to continue striving in learning English.

In conclusion, the use of video clips in English teaching not only helps students develop language skills effectively but also stimulates their motivation and curiosity about the language. The diversity and appeal of video clips make the learning process dynamic and engaging, thereby creating a positive learning environment and encouraging students to continue their passion and effort in learning English. Furthermore, through the analysis above, it is evident that student motivation is a crucial aspect of language learning and is closely related to the effectiveness of teaching methods such as using video clips. Various authors have explored the relationship between teaching materials, teaching methods, and student motivation in language learning contexts, such as Peacock (1997), Kim and Yoon (2018), Tran et al. (2019), and Zheng and Warschauer (2020). They have demonstrated how instructional materials can impact student motivation positively, leading to enhanced learning outcomes.

4.2.3 Teaching Technology

This section of the research focused solely on surveying teachers.

Findings

Survey Results

All 5 out of 5 teachers (100%) surveyed unanimously agreed or strongly agreed with the use of video clips as a technology-enhanced teaching method to improve students' speaking skills.

Interview Results

Most students and teachers believe that:

The utilization of video clips is perceived to create a safe and supportive learning environment, encouraging students to develop speaking skills without worrying about making mistakes.

Video clips offer a diverse and engaging learning experience, stimulating creativity and fostering students' desire to explore the language.

Discussion

Enhancing the use of technology in teaching, especially through the utilization of video clips, is not only a significant step forward but also a pivotal factor in improving the quality of teaching. One of the most notable benefits of this approach is its ability to help teachers access and apply modern technologies to their teaching methods.

Firstly, the use of video clips allows teachers to access and apply modern technology in teaching. It enables them to present content more vividly and visually, from illustrating complex concepts to recreating real-life situations. Instead of relying solely on textbooks or traditional lectures, video clips provide teachers with a powerful tool to deliver messages effectively and capture students' attention.

Moreover, the diverse range of information and content available in video clips is immense. Teachers can easily find instructional videos for English communication, English news videos, etc., to practice listening and accurate pronunciation. The wide range of video topics allows teachers to search for and select videos that meet their teaching needs, as shared by Choi & Behm-Morawitz (2017). Thus, it is an engaging and effective method to use in speaking practice.

Secondly, the use of video clips also encourages creativity in teaching methods. Instead of relying on one-way knowledge transmission, teachers can use video clips to create multidimensional learning situations and stimulate interaction between students and learning content. This helps create a positive learning environment and motivates students to actively participate in the learning process.

With traditional teaching methods, many students often feel shy and lack confidence when speaking English in front of their peers, making practice difficult. Therefore, modernly designed lessons with textbooks and extensive resources are considered most suitable for students, stimulating natural cognitive perception and, importantly, making learning enjoyable. Fatigue and stress will not hinder learning English, as shared by Angulo-Jiménez & DeThorne (2019).

Video clips are a flexible tool that allows teachers to integrate various teaching methods to train learners to communicate effectively and appropriately in different situations they may encounter. Clearly, English communication primarily focuses on two main skills: listening and speaking. Therefore, to effectively learn spoken English through video clips, teachers have students watch English-subtitled videos on video platforms to practice fluent speaking. Additionally, they help learners practice pronunciation through these videos to speak English more accurately. When learning English communication through clips, alongside listening and watching videos, students are also required to prepare pen and paper to quickly and promptly record new knowledge, important pronunciation notes, or new words encountered while watching English videos on clips. This way, teachers can combine positive teaching methods depending on the situation and the target audience to improve the positive nature of students' learning hours.

4.2.4 Teaching Methods

This section analyzes data from a survey of 5 teachers regarding teaching methods, particularly the use of video clips to motivate speaking skills at Tan Thuan Secondary School.

Findings

Survey Results

80% of the surveyed teachers (4 out of 5) agree that using video clips is an effective teaching technique to motivate speaking skills.

20% of the surveyed teachers (1 out of 5) also support this viewpoint.

None of the teachers responded as neutral, disagreed, or strongly disagreed with the use of video clips in teaching.

Interview Results

All the teachers agree

Using video clips is identified as an opportunity to apply various new teaching methods, such as task-based learning and flipped classroom.

Video clips encourage creativity in teaching methods by creating multi-dimensional learning situations and stimulating interaction between students and course content.

Video clips increase interaction in the classroom, fostering a positive learning atmosphere and promoting student engagement.

Video clips help create a dynamic and engaging learning environment, enhancing learning and retention by depicting real-life situations.

Using video clips reflects modern trends in education and makes students feel more familiar and interested in the learning process, suitable for the development of modern-day students.

Discussion

Expanding the scope of teaching methods, using video clips is identified as an opportunity to apply various new teaching methods such as task-based learning, flipped classroom, and more. This demonstrates the flexibility and potential of using video clips to enhance teaching quality.

Furthermore, the use of video clips encourages creativity in teaching methods. Instead of relying solely on one-way knowledge transmission, teachers can use video clips to create multi-dimensional learning situations and stimulate interaction between students and course content. This helps create a positive learning environment and encourages active student participation in the learning process.

Moreover, using video clips is recognized to increase interaction in the classroom. Video clips promote interaction between students and teachers, fostering a positive learning atmosphere. This indicates that integrating technology into teaching, especially video clips, not only enhances teaching effectiveness but also promotes student interaction and engagement in the learning process.

One significant benefit is that using video clips helps create a dynamic and engaging learning environment. Instead of relying solely on textbooks or traditional lectures, video clips provide teachers with a powerful tool to effectively convey messages and capture students' attention. Real-life situations depicted in videos help students easily visualize and apply knowledge to real-life scenarios, thereby enhancing learning and retention.

Finally, using video clips also helps create a learning environment suitable for the development of modern-day students. With the prevalence of technology and easy access to online platforms, using video clips not only reflects modern trends in education but also makes students feel more familiar and interested in the learning process.

In conclusion, using video clips in teaching is not only a novel trend but also a powerful tool to improve teaching quality and create a positive learning environment. The flexibility, creativity, and positivity of integrating video clips into teaching are key to success for both teachers and students in learning and teaching English.

From the aforementioned results, the positive effectiveness of applying video clips to develop speaking skills for students has also been corroborated by the authors mentioned in Chapter 2 such as Brown & Black (2018), who provided information on how integrating video clips into the teaching process can improve proficiency in using spoken language. Johnson & Johnson (2009) provides an overview of results from various studies on using video clips in language education. Based on meta-analyses, this study can provide evidence of the effectiveness and feasibility of using video clips as a learning tool in the teaching environment. Kim & Yoon (2018) provide specific information on the outcomes of integrating video clips into the teaching process in developing students' speaking skills.

4.3 Motivating Speaking Skills

4.3.1 Results of Using Video Clips to Promote Speaking Skills

Before project implementation:

Average score of students in English speaking skills tests: 6.5/10.

Percentage of students feeling unconfident in communicating in English: 60%.

Percentage of students unable to express opinions clearly and logically in discussion activities: 45%.

After project implementation:

Average score of students in English speaking skills tests: 8.2/10.

Percentage of students feeling confident in communicating in English: 80%.

Percentage of students able to express opinions clearly and logically in discussion activities: 75%.

Analysis of results:

There is a significant improvement in the average score of students in English speaking skills tests after project implementation, from 6.5 to 8.2.

The percentage of students feeling confident in communicating in English has significantly increased, from 60% to 80%.

The percentage of students able to express opinions clearly and logically in discussion activities has also increased significantly, from 45% to 75%.

Conclusion:

The project using video clips has brought about a significant improvement in the English speaking skills of students at Tan Thuan Middle School.

Utilizing video clips not only helps students improve speaking skills but also enhances their confidence and ability to express opinions in English.

From the challenges and positive effects of integrating video clips into English speaking classes, subsequent to practical implementation and through surveys conducted among both teachers and students, the following results will outline the motivation for the development of speaking skills.

Table 4.3.1: Motivating Speaking Skills (students)

Motivating Speaking Skills	N	Agree	%	Disagree	%
Increased confidence	120	92	*76.67*	28	*23.33*
Using English in Reality	120	101	*84.17*	19	*15.83*
Improving Pronunciation	120	101	*84.17*	19	*15.83*
Quick Reaction	120	99	*82.50*	21	*17.50*
Enhancing Vocabulary	120	105	*87.50*	15	*12.50*

Table 4.3.2: Motivating Speaking Skills (teachers)

Motivating Speaking Skills	N	Agree	%	Disagree	%
Increased confidence	5	4	80.00	1	20.00
Using English in Reality	5	5	100.00	0	0.00
Improving Pronunciation	5	3	60.00	2	40.00
Quick Reaction	5	4	80.00	1	20.00
Enhancing Vocabulary	5	5	100.00	0	0.00

### 4.3.2 Increased confidence

The findings are as follows

Survey Results

76.67% of students agree that the use of video clips has helped them boost their confidence in communication skills.

80.00% of teachers agree that the use of video clips has helped students enhance their confidence in communication skills.

Figure 4.3.2: Increased confidence

Interview Results

Most students and teachers believe that using video clips creates a safe and supportive learning environment, encouraging students to develop speaking skills without worrying about making mistakes.

Video clips provide a diverse and engaging learning experience, stimulating curiosity and the desire to explore the language for students.

Additionally, using video clips creates opportunities for students to actively participate in learning activities, ranging from observation and listening to discussion.

Discussion

According to survey results, using short videos can boost students' confidence in speaking. This is evident as students encounter real communication situations in videos, thereby enhancing their confidence when speaking in front of an audience. This confidence not only helps students express their opinions more clearly and fluently but also helps them overcome fears or anxieties when presenting to a crowd. Therefore, incorporating video clips into English speaking classes not only positively impacts students' speaking skills but also contributes to their overall personal development. When they feel more confident in communication and expressing

opinions, they become more flexible and creative in showcasing themselves. This confidence also encourages them to seek out and participate in other communication opportunities, thus creating a positive cycle in their speaking skill development. Consequently, students' confidence not only positively influences academic achievements but also helps them develop social skills and create a brighter and more successful future.

4.3.3 Using English in Reality

Findings

Survey Results

The survey results indicate that 100% of teachers and 84.17% of students agree that the use of English in real-life situations has improved after using video clips.

Figure 4.3.3: Using English in Reality
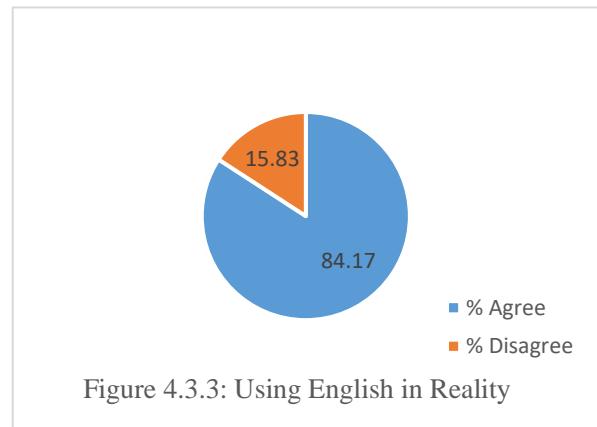
Interview Results with Students

Out of the 10 students interviewed, 90% mentioned that exposure to real-life communication situations in the videos has encouraged and inspired them to apply their English speaking skills in daily life. They expressed feeling more confident in using English in daily communication situations and believe it opens doors for them to participate in the international community. Moreover, students have applied what they learned from the videos to their daily lives, such as discussing related topics in class. Active participation in these activities has helped improve their English speaking skills.

Interview Results with Teachers

All teachers (100%) acknowledged seeing clear progress in students' English speaking skills after participating in activities related to the videos. Teachers have implemented methods and techniques to encourage students to apply their English speaking skills in daily life after watching the videos.

Discussion

The use of English in real-life situations through the application of video clips has had positive impacts on both students and teachers. In the survey results, 84.17%

of students and 100% of teachers agreed that this has improved their ability to use English in practical situations.

It is evident that students' confidence and communication skills have significantly improved through participation in activities related to video clips. Exposure to real-life communication situations in the videos has encouraged them to apply their English skills in daily life with confidence. This opens doors for English language proficiency and international learning opportunities, enabling them to make the most of educational and personal development opportunities in the global community.

Although using English in real-life situations brings many benefits, it also presents challenges. However, it also creates opportunities for personal development and confidence in language use. To continue development, further research and application of new methods and technologies are needed to optimize the use of English in real-life situations in education and training.

In conclusion, using English in real-life situations through video clips is not only an effective educational tool but also a way to encourage the personal development and confidence of students and teachers in using the language in daily life.

4.3.4 Improving Pronunciation Findings

Survey Results

According to the survey, 84.17% of students and 60.00% of teachers agree that students' pronunciation has improved.

Interview Results

Interview with Students

Figure 4.3.4: Improving Pronunciation

During interviews with students, it was found that 8 out of 10 reported an improvement in their pronunciation after using video clips. They expressed feeling more confident in expressing their opinions in English and showed eagerness to continue enhancing their language skills in the future. Students mentioned that listening to and repeating dialogues in the videos helped them grasp and practice
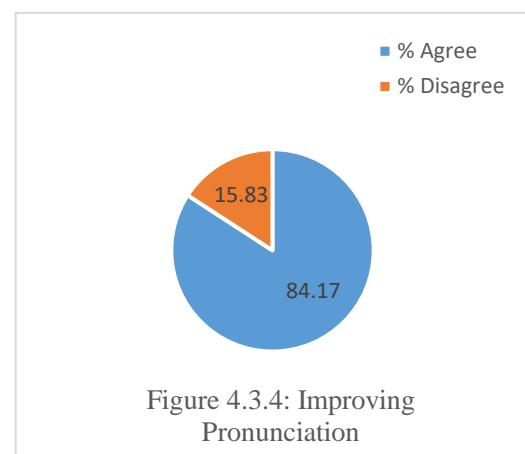
correct pronunciation. As a result, they feel more comfortable conveying their thoughts and interacting with others in English.

Interview with Teachers

In discussions with teachers, 3 out of 5 acknowledged clear progress in students' pronunciation skills following participation in activities related to the videos. They have implemented various methods and techniques to encourage students to apply their English speaking skills in daily life after viewing the videos. Teachers emphasized that improving pronunciation not only enhances students' speaking skills but also lays a solid foundation for their future language development. This, in turn, helps students overcome language barriers and challenges.

Discussion

The survey results indicate positive progress in pronunciation improvement for both students and teachers. Over 84% of surveyed students reported enhanced pronunciation after using video clips, suggesting that listening to and repeating dialogues in the videos aided them in refining their pronunciation. This advancement not only improves their speaking skills but also boosts their confidence in English communication activities.

Though the agreement rate among teachers was not high, with 60% acknowledging progress in students' pronunciation, it highlights their recognition of the importance of pronunciation improvement in English learning. This not only facilitates easier and more effective communication but also lays a robust foundation for students' future language development.

Despite potential challenges, improving pronunciation offers significant opportunities for both students and teachers to enhance their language proficiency. Whether by promoting confidence in English usage or establishing a strong basis for future language growth, utilizing video clips to improve pronunciation is deemed an effective and beneficial approach to English learning.

In conclusion, the findings regarding pronunciation improvement for both students and teachers underscore the positive impact of incorporating video clips in English learning. This not only enhances students' communication skills but also fosters opportunities for learning and personal development in the future.

4.3.5 Quick Reaction

Findings

Survey Results

According to the survey results, the majority of students (over 82%) and a significant portion of teachers (80%) reported that students' quick reaction skills in communication improved after using video clips.
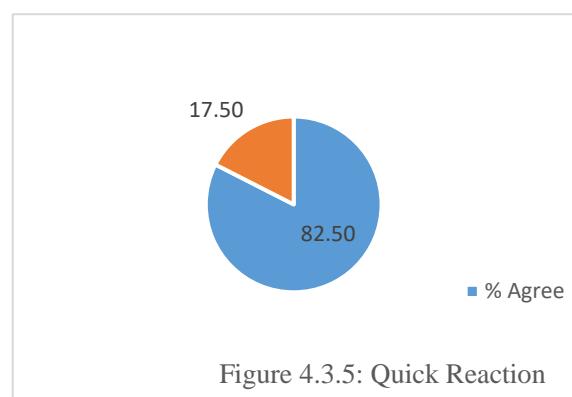
Figure 4.3.5: Quick Reaction

Interview Results

Interview with Students

It is evident that over 80% of students feel that their quick reaction skills have been enhanced after using video clips.

Students attribute the improvement in quick reaction to frequent exposure to real-life communication situations depicted in the videos, which makes them more adaptable and confident in providing immediate feedback. Furthermore, practicing quick reactions in communication situations has helped them develop the ability to quickly grasp information and respond flexibly. This not only enhances their speaking skills but also fosters a positive communication environment where they feel confident in expressing their opinions and ideas clearly.

Interview with Teachers:

Although a smaller but significant percentage (80%) of 4 out of 5 teachers noticed improvements in students' quick reaction skills after participating in activities related to the videos. They observed that promoting quick reactions in communication encourages students to create a positive communication environment and promotes active participation in exchanging opinions and information.

Discussion

Quick reaction skills in communication play a crucial role in developing students' language skills. Based on survey results and interviews, it can be seen that using video clips has had a positive impact on this ability.

From the survey results, it is evident that over 82% of students and 80% of teachers perceived improvements in quick reaction skills in communication after using video clips. This indicates that exposure to real-life communication situations

through videos has helped students become more flexible in providing feedback and interacting.

In interviews with students, they shared that practicing quick reactions in communication situations has made them feel more confident and adaptable when exchanging opinions and information in English. This confidence is not only a result of quickly grasping information but also of adapting and responding effectively in real communication situations.

Meanwhile, according to teachers' perspectives from interviews, promoting quick reaction skills in communication has created a positive communication environment in the classroom, encouraging active participation of students in exchanging opinions and information. This not only helps students develop communication skills but also creates conditions for effective learning and personal development.

In conclusion, the development of quick reaction skills in communication is an important part of learning English, and using video clips is a useful tool to promote this ability. This not only improves students' communication skills but also creates conditions for comprehensive development in learning and communication.

4.3.6 Enhancing Vocabulary

Findings

Survey Results

100% of teachers and 87.50% of students reported that the students' vocabulary had been expanded, enhanced, and improved in various aspects.

Interview Results

Interviews with Students

Figure 4.3.6: Enhancing Vocabulary

9 out of 10 students stated that their vocabulary had expanded after using video clips.

Students explained that this could be attributed to their frequent exposure to various new words and their usage in real-life situations depicted in the videos, enriching their vocabulary and making them more diverse and precise in communication.
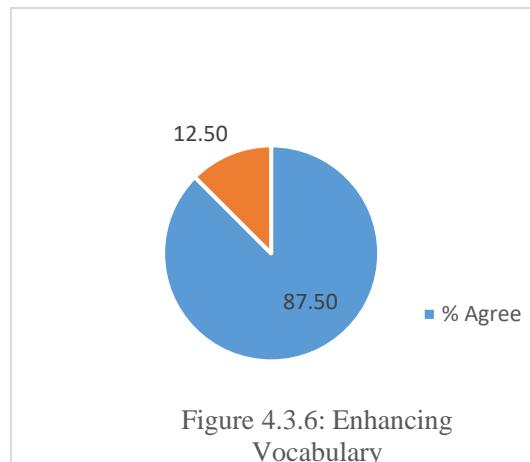
In fact, accessing communication scenarios and dialogues in the videos helped students encounter numerous new words and understand their usage in real contexts. This encouraged them to seek out and learn new words, thereby enriching their vocabulary.

The ability to apply and use vocabulary flexibly in communication activities also significantly improved, making students' speaking skills more diverse and accurate.

Interviews with Teachers

All teachers (5 out of 5) acknowledged that integrating video clips into lessons had yielded positive impacts, encouraging students' confidence and proficiency in English communication, contributing to their overall development.

Discussion

A high percentage (over 87%) of students reported that their vocabulary had expanded after using video clips. This can be explained by exposure to many new words and their usage in real-life contexts in videos, enriching their vocabulary and helping them become more varied and accurate in communication. Through exposure to communication situations and dialogues in videos, they accessed many new words and their usage in real contexts. The diversity and richness of vocabulary in videos encouraged students to seek out and learn new words, thereby enriching their vocabulary. The ability to apply and use vocabulary flexibly in communication activities also improved significantly, making their speaking skills more varied and accurate. This not only helps them convey opinions more accurately and clearly but also broadens their understanding and communication opportunities in different situations. Additionally, expanding vocabulary also opens doors for students to participate in diverse communication and learning activities. Moreover, with mastery of vocabulary, they are also easier to comprehend and summarize, critique English materials, thereby enhancing their self-learning and knowledge absorption. And also partially solve some difficulties in vocabulary.

These results highlight the positive effects of integrating video clips into English speaking classes. Through increased confidence, real-life application, improved pronunciation, quick reactions, and enhanced vocabulary, students not only develop their speaking skills but also gain confidence and competence in English

communication, contributing to their overall language proficiency and personal growth.

General comments

The evidence shows that using video clips can motivate students to develop speaking skills more effectively than other skills such as listening, reading, writing, and grammar because it creates a multi-dimensional and engaging learning environment. Here are some specific reasons:

Authentic learning environment: Video clips often recreate situations, scenes from everyday life, thereby creating a familiar and authentic learning environment. Students can see and hear how language is used in real situations, thereby appreciating the flexibility and diversity of language.

Promoting communication skills: Watching video clips can help students expand vocabulary, improve language reflexes, and enhance their ability to express opinions. Through observing and listening to language expressions in videos, they can learn how to express their ideas clearly and confidently.

Learning from context: Video clips often come with clear contexts, helping students understand the context of language use and appropriate expression. They can learn how to use language in different situations, from daily communication to work or academic situations.

Fun and entertainment: Video clips often have a high entertainment value, thereby increasing students' interest and motivation. The combination of education and entertainment helps reduce fatigue and pressure in the learning process.

In summary, using video clips to promote speaking skills not only creates a dynamic and authentic learning environment but also enhances students' interest and motivation. This helps them develop speaking skills naturally and effectively.

4.4   For gaining advantages

"There is a vast amount of information and knowledge about video clips"

Students have the opportunity to find useful information by watching videos on video clips. Previously, students loved materials because resources were very limited. Now there are plenty, the important thing is that students can make use of them.

"There are many videos from various sources on video clips, which makes the lectures

interesting and authentic"

"The interface of video clips is simplified, using the language of each country, convenient for everyone to use"

Uploading lectures is also not difficult because video clips are a channel that allows users easy and convenient access, shared by Simamora et al. (2020), anyone with a smartphone or laptop connected to the Internet can access uploaded videos.

"Students have the opportunity to learn with foreign teachers"

Learning with foreign teachers is one of the greatest benefits that video clips offer. Due to the limitations of traditional classrooms, students find it very difficult to participate in courses with foreign teachers. However, video clips provide them with that opportunity. Regarding English learning videos on video clips, there are two forms, conducted by native speakers or foreigners. Most of these individuals are teachers or have experience teaching English as a second language. Although, in reality, learning English with foreign or Vietnamese teachers both have their own advantages and disadvantages. However, when learning English through videos with foreign teachers, students will have more opportunities to learn proper pronunciation, intonation, as shared by Tseng & Yeh (2019). Furthermore, professionally crafted videos are very engaging, so watching these videos will enhance students' understanding of the content presented in them.

4.5   For disadvantages

"It takes time for them to find the right video for a students' needs and level"

In terms of disadvantages, "It takes time for them to find videos that are suitable for the needs and level of the students"

Sometimes, the time spent searching outweighs the time spent teaching. Naturally, most instructional videos clearly define the level suitable for students, as shared by Jati, Saukah & Suryati (2019), but the difference in difficulty between the beginning and end of each level can still be significant. Additionally, teachers must pay attention to the curriculum we are following, which is the new 9th-grade English curriculum. The approach in each textbook varies, or the presentation style of each video may follow different logic, even on the same topic. Therefore, teachers need to have smart, systematic teaching methods to leverage video clips without being hindered by limitations.

Furthermore, another limitation arises from the intelligence of video clips; they always know what we want and suggest very enticing next videos. Even when we are not watching entertainment videos but only educational ones because students' brains cannot remember various contents at once. Indeed, to avoid falling behind, teachers and students need high discipline and discipline in the teaching and learning process. Moreover, video clips provide music videos, entertainment shows, and cartoons. Therefore, learners are prone to be drawn to entertaining videos, leading to time wastage and inability to focus on learning. When teachers ask students to prepare lessons and preview lesson videos at home, there are many limitations in practice at home, such as whether students are genuinely focusing on learning English or just focusing on entertaining videos. How much English knowledge they have gained and can apply is also a challenging issue for teachers to control, even with parental supervision of students. If parents do not control their children's learning, it can sometimes lead them to smartphone or computer addiction, making learning negative and not achieving the desired results.

"This is also a new learning method for us to learn"

Therefore, students encounter some difficulties when watching clips at home and not understanding, so they have to leave comments and wait for the teacher to respond, which takes time. Pre-viewing lesson videos on Video clips at home requires students to spend a lot of time, and sometimes they need the help of teachers or parents. And this is the biggest challenge because students do not have teachers beside them, and parents are not proficient in English to answer their questions. In addition, some students share that they do not have a computer or phone to study, so they have to borrow phones from family members. Watching clips on the phone is not enough to satisfy them because the phone screen is too small, making it difficult to absorb knowledge. Then, direct English learning, interacting with friends and teachers, will motivate students more than studying at home. Students share that self-studying English through video clips requires them not to be lazy.

"Video clips are not a specialized educational platform"

Therefore, teaching through video clips still has many limitations that pose challenges for teachers. Due to the inability to organize a classroom, video clips also lack classroom management and student management functions, as found by

Nasution (2019). Video clips only focus on videos, so they are limited in the types of materials for the classroom (T1). Even if teachers can flexibly use Google Drive, they still cannot organize in the form of a professional classroom.

"Using video clips as an innovation in teaching and learning English"

Innovating teaching methods does not mean creating a completely different method from the old one or eliminating the old methods but rather enhancing the development of modern techniques to leverage the positive aspects of students based on existing methods. The development or revolution in educational science is essentially creating a premise for the positive factors of the old to have a stronger chance of development. At the same time, it creates something new, advanced, and better than what currently exists. This shows that we do not compromise to make something slightly different or similar to what already exists. Instead, there must be something truly new to meet the requirements of progress. If the old teaching method has the major advantage of enhancing memory and training students to do something, the new method still needs these advantages. But the fundamental difference here is that the old teaching method largely forgets the students. Therefore, typically, students are passive in receiving it. New teaching methods like using video clips must leverage the dynamic, proactive, and creative features of students.

In conclusion, video clips represent a vast repository of videos and the most effective video-sharing tool, thus attracting a large number of educators and learners. To reach a wider audience, many teachers have adopted this tool. Additionally, numerous educators use video clips to share their knowledge with others out of passion. Whatever the reason may be, many video channels have been established and professionally invested in. If utilized properly, they offer tremendous benefits. However, without being a disciplined learner, coupled with a good learning strategy, one might easily fall into the trap of wasting time on video clips without gaining much. Videos on platforms like these are not just entertaining but also serve as highly effective teaching and learning resources. Nowadays, video clips provide a plethora of high-quality content for language learning. Therefore, educators perceive them as valuable, flexible, supportive tools for implementing English language instruction.

CHAPTER 5. CONCLUSION AND SUGGESTION

In this chapter, the aim is to conclude the results of integrating video clips into English language teaching at Tan Thuan Secondary School. Additionally, we propose directions for further development and improvement to optimize the use of video clips in English language instruction in the future. Moreover, we provide suggestions for overcoming current challenges and advancing the field of language education. This demonstrates the importance and potential of using video clips in English language instruction, as well as suggests directions for continued research and application in teaching and learning practices.

5.1 Conclusion

Based on the analysis results and the positive effects described, the use of video clips in the process of teaching and learning English at Tan Thuan Secondary School is not only a useful tool but also an important factor in enhancing students' speaking skills. Methods such as teaching through audio-language and communicative language teaching are both supported by the use of video clips.

Integrating video clips into the teaching process not only creates a positive language learning environment but also promotes student interaction and engagement. Through exposure to real-life communication situations in videos, students have the opportunity to develop language skills naturally and flexibly. Additionally, the diversity and richness of video content also help expand students' knowledge and vocabulary from various sources. This enhances the diversity and flexibility in the learning process: Using video clips in English teaching also brings the benefits of diversity and flexibility to the learning process. By accessing different situations and contexts in videos, students have the opportunity to broaden their knowledge and understanding of the language.

More importantly, the use of video clips stimulates students' curiosity and interest in language learning. When they perceive the connection between the video content and their daily lives, they are more likely to engage in the learning process actively and proactively. This helps create a motivating and inspiring learning environment where students feel confident and comfortable using the language. Video clips often reflect various cultures and social situations, thereby helping students gain a deeper understanding of the world around them and develop

sensitivity to cultural diversity. This is particularly important in a multicultural learning environment like Vietnam, where students may come from various cultural backgrounds and traditions.

Furthermore, the use of video clips also creates a flexible learning environment, allowing teachers to customize content and teaching methods based on the specific needs of students. In this way, each student can access content suitable for their level and interests, thereby enhancing the effectiveness of the learning process.

In summary, the use of video clips in English teaching at Tan Thuan Secondary School has brought many benefits to the learning process and language development of students. From facilitating language acquisition to encouraging student participation and interaction, video clips play a crucial role in building a positive and effective learning environment. This not only helps students master the language but also develops real-world communication skills and confidence in using the language in daily life. It also contributes to the establishment of a positive and flexible learning environment, encouraging student participation and interaction throughout the learning process.

5.2   Recommendations

5.2.1 For Teachers

During the teaching process, teachers need to construct a clear plan and focus on integrating diverse learning resources. This brings numerous benefits, including providing teachers with a specific direction and efficiently organizing the teaching process. Integrating diverse learning resources such as video clips not only make learning more dynamic and appealing to students, but also help them access knowledge more effectively. However, developing a teaching plan requires time and effort investment and needs to be carefully executed to avoid sacrificing flexibility in the teaching process.

Furthermore, meticulously selecting appropriate video clips and organizing responsive learning activities afterward are crucial. This helps provide students with quality and engaging input while also creating opportunities for them to apply and master knowledge effectively. However, selecting suitable video clips demands teacher's knowledge, language skills, skillful technology, careful choice, shortlist and

research, and it needs to be done meticulously to ensure effectiveness and engagement. Organizing responsive learning activities also needs to be carefully designed to ensure effectiveness and attractiveness.

Additionally, developing vocabulary materials and interesting and effective pronunciation activities also plays a significant role in the teaching process. Engaging and effective activities can stimulate student interest and participation, creating a positive learning environment. However, this requires effort and subject knowledge from teachers and needs to be carefully executed to prevent loss of interest and decrease in the effectiveness of the learning process.

Finally, fostering student interaction and participation in the learning process is also crucial. Interaction helps students become more confident in using language and creates a positive learning environment. However, promoting interaction requires flexibility and classroom management skills from teachers and needs to be executed effectively to avoid losing control and focus in the classroom.

5.2.2 For Students

During the learning process, actively participating in vocabulary and pronunciation activities in the classroom plays a crucial role in students' language development. By engaging in these activities, students have the opportunity to directly interact with the language and create a positive learning environment. Practicing vocabulary and pronunciation with teachers and peers helps students improve their language skills confidently and effectively. However, to benefit from these activities, students need to be self-assured and focused. If lacking in confidence or not actively participating, they may not achieve the desired results.

Furthermore, utilizing online resources and participating in extracurricular English clubs are also useful means to enhance students' English proficiency. Online resources provide students with flexibility and diversity in accessing the language, while engaging in extracurricular English clubs helps them practice real communication and apply learned knowledge. However, to effectively utilize online resources, students need to have self-management skills and independence. If lacking in discipline and self-motivation, they may easily become distracted and lose focus when using these resources.

Another approach to improving English speaking skills is setting specific

goals and planning for implementation. Goal setting helps students have a clear direction and measure their progress, while planning for implementation helps them take charge of the learning process and boost confidence. However, to achieve this, goals need to be set realistically and feasibly. If goals are too high or unattainable, students may feel frustrated and lose motivation.

Lastly, support and sharing learning experiences among peers and teachers are essential factors in the learning process. Encouragement from peers and teachers helps students feel motivated and willing to make more effort. Sharing learning experiences among class members creates a cooperative and open learning environment. However, this needs to be done thoughtfully and appropriately to avoid excessive dependence on others and reduce students' autonomy.

5.2.3 For Parents

In the process of supporting their children's language development, parents' role is not only that of guides but also crucial companions. Assisting children in engaging in extracurricular learning activities and utilizing online learning resources is essential. This opens up diverse learning opportunities and fosters their language abilities naturally. However, this needs to be done judiciously to avoid overwhelming the child.

Furthermore, encouraging children to develop regular habits of vocabulary learning and pronunciation practice is an important means to reinforce language knowledge. These habits not only help children develop self-learning skills but also enhance their understanding of self-directed learning. However, maintaining these habits requires patience and encouragement from parents.

Monitoring and encouraging their children's academic progress is a vital part of educational support. In doing so, children feel cared for and motivated, helping them overcome challenges in the learning process. However, this also needs to be done sensitively to avoid unnecessary pressure on the child.

Lastly, the collaboration between parents and teachers plays a decisive role in creating a positive learning environment for children. Through this collaboration, children receive support and encouragement from both sides, enabling them to thrive. However, for effective collaboration, there needs to be openness and mutual understanding, avoiding misunderstandings and communication breakdowns.

5.2.4 Towards the Department of Education

Enhance the duration of English speaking practice during class sessions by directing activities towards language practice, language games, or English communication situations in the classroom. This aids students in developing English communication skills with more confidence and proficiency.

Support teachers by providing resources and training for using video clips in teaching. Develop specific guidelines on selecting, using, and integrating video clips into lessons, particularly in English language instruction, as a means to bolster students' language skills.

5.2.5 Towards Secondary Schools

Establish policies and support mechanisms from the school to encourage teachers to utilize video clips in teaching. Supply necessary software and equipment for teachers to easily create, edit, and present video clips.

Provide teacher training on video usage in teaching: Allow and enroll in training courses and workshops for teachers to gain a better understanding of using videos in teaching and optimizing their integration into lessons. Additionally, create opportunities for teachers to share experiences and ideas on effectively using video clips.

5.3 Limitations and suggestions

5.3.1 Limitations

The relentless efforts of the researcher in conducting research on the use of video clips to develop English speaking skills for 9th-grade students at Tan Thuan Secondary School have yielded significant results. However, in this process, the researcher has also faced many challenges and limitations, from implementing experiments to writing and analyzing data. Overcoming these limitations has required patience, diligence, and determination.

The researcher cannot deny that the research process has encountered many difficulties and limitations. Firstly, and most importantly, conducting experiments has faced significant obstacles. At Tan Thuan Secondary School, requiring English teachers to actively participate in the teaching process and implement the use of video clips has consumed a considerable amount of their time and effort. Weekly online meetings were organized to discuss the challenges in implementation and keep up

with the research progress. Particularly, with the novelty of this method for Tan Thuan Secondary School students, supporting and preparing them has required a process of careful and meticulous communication and preparation.

In addition to the challenges in conducting research, the researcher has also faced personal challenges. Writing and editing academic texts are not easy tasks. In the context of the English field, the demands for academic writing skills are high, and adjusting spelling and word usage has taken a lot of time and effort. Moreover, using data analysis software such as SPSS has also encountered many difficulties. Although this software is widely used for data analysis, understanding it deeply is not easy. Therefore, researching and learning from experienced users of this software is unavoidable.

Despite a lot of challenges and limitations in this research process, the consistence, responsibility, determination, and collaboration have helped the researcher overcome every obstacle. All of these efforts are worthwhile when the researcher sees the positive results of the research and their positive impact on the development of students' English speaking skills. The researcher hopes that the difficulties and challenges they have faced can inspire and encourage future researchers, while also helping to improve the quality of research and education in general.

5.3.2 Suggestions for further studies

Obviously, the research can be considered the base to enhance English speaking proficiency for students at Tan Thuan Secondary School, Ham Thuan Nam District, as well as for junior students in Binh Thuan Province.

In today's context, developing foreign language skills, especially English, is not only a requirement but also a vital necessity for students to confidently integrate into the global society. Aligned with the educational curriculum set by the Ministry of Education and the goal of developing students' competencies in Binh Thuan Province overall, particularly in Tan Thuan Secondary School and Ham Thuan Nam District specifically, enhancing English speaking skills is a top priority. Based on the analysis results and positive outcomes of incorporating video clips into the development of English speaking skills for 9th-grade students at Tan Thuan

Secondary School, the author has synthesized and proposed specific measures to improve English speaking proficiency for students in the district and province.

Besides, to support students in expanding their English vocabulary, the writer suggests implementing structured vocabulary learning programs, focusing on thematic organization and regular practice sessions through the use of teacher-directed instructional videos. This will provide students with opportunities to access and acquire vocabulary in various contexts, thereby enhancing their communication abilities. Furthermore, encouraging students to participate in extracurricular activities such as English clubs or language exchange programs is an effective way to create additional opportunities for English communication. Additionally, guiding parents to support their children's English learning journey, particularly in vocabulary learning strategies at home, is an essential part of students' language development. Finally, integrating vocabulary-building activities into daily classroom interactions and exercises will help reinforce and apply vocabulary in a flexible and confident manner.

In addition, another crucial aspect that should be mentioned here is to improve students' pronunciation, which is the crucial factor for them to listen comprehensive, practice and improve their speaking skills through watching the clips. And vice versa, student's pronunciation can be improved through the activity of watching the videos, so using video clips in teaching is the two-way mutual activities between acquiring the language and improve the language as well. Therefore, using the video clips in teaching and learning a foreign language appeared to be the very effective teaching and learning technique. To achieve this, the author proposes integrating regular pronunciation practice sessions into English lessons, focusing on correcting common pronunciation errors and providing corrective feedback. Additionally, utilizing technology tools such as pronunciation apps or online resources to supplement in-class instruction and provide extra practice opportunities is an effective means. Furthermore, organizing pronunciation clinics or clubs where students can receive individual guidance and instruction from language experts will help them develop pronunciation comprehensively and more effectively. Lastly, encouraging peer feedback and self-assessment will help students become aware of pronunciation issues and motivate them to actively work on improving this skill.

The crucial aspect that should be advised to mentioned here is that both

teachers and school management board need to develop a positive interactive learning environment where students can develop and practice their English speaking skills with confidence and effectiveness. To achieve this, the author suggests applying student-centered teaching methods, such as project-based learning or task-based activities that require active participation and collaboration. Integrating video clips into classroom teaching to provide authentic language input and stimulate discussions and interactions among students. Additionally, organizing speaking clubs or conversation circles will create a supportive and non-judgmental environment where students can practice speaking English naturally and comfortably. Finally, providing opportunities for students to demonstrate their speaking skills through presentations, debates, or role-playing activities simulating real communication situations will help them develop and reinforce their communication skills.

Finally, despite significant progress, there are still many approaches and studies that can be undertaken to enhance the effectiveness of developing English speaking skills for students. Future directions for research may include investigating the long-term impacts of integrating video clips into English teaching on speaking abilities and overall language learning of students. Exploring the potential of other multimedia resources such as virtual reality simulations or interactive storytelling platforms is also a promising direction. Additionally, researching the role of training and professional development of teachers in effectively integrating multimedia resources into language teaching practices is a worthwhile area to explore. Continuing comparative studies to assess the effectiveness of different types of video content on students' speaking performance will also be an essential part of language development.

In conclusion, enhancing the effectiveness of English speaking skills at Tan Thuan Secondary School and Ham Thuan Nam District while expanding throughout Binh Thuan province is not only an important goal but also a contributing factor to the positive development of students in the province's foreign language learning environment. Through the evidenced results, through experiences at a small unit, this research provides teachers and students with more opportunities and resources to develop and improve their English speaking skills, thus creating more meaningful and effective language learning experiences for the future.

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Appendices

Appendix 1

BỘ GIÁO DỤC VÀ ĐÀO TẠO Số: 5333/BGDĐT-GDTrH	**CỘNG HOÀ XÃ HỘI CHỦ NGHĨA VIỆT NAM** **Độc lập - Tự do - Hạnh phúc**
V/v triển khai kiểm tra đánh giá theo định hướng phát triển năng lực môn tiếng Anh cấp trung học từ năm học 2014-2015	*Hà Nội, ngày 29 tháng 9 năm 2014*

Kính gửi: Các sở giáo dục và đào tạo

Thực hiện chủ trương đổi mới toàn diện việc dạy và học ở trường phổ thông, chuyển từ việc chủ yếu trang bị kiến thức sang phát triển năng lực học sinh, Bộ Giáo dục và Đào tạo (GDĐT) hướng dẫn thực hiện việc kiểm tra đánh giá theo định hướng phát triển năng lực đối với môn tiếng Anh từ năm học 2014-2015 như sau:

I. Đối tượng áp dụng

Học sinh trung học cơ sở (THCS) và học sinh trung học phổ thông (THPT) đang học tiếng Anh theo các chương trình sau:

1. Chương trình giáo dục phổ thông (GDPT) môn tiếng Anh gồm chương trình cơ bản, nâng cao và chuyên sâu ban hành theo Quyết định số 16/2006/QĐ-BGDĐT ngày 05/5/2006 của Bộ trưởng Bộ Giáo dục và Đào tạo (Chương trình 7 năm);

2. Chương trình GDPT thí điểm cấp THCS và THPT theo Đề án "Dạy và học ngoại ngữ trong hệ thống giáo dục quốc dân giai đoạn 2008-2020" phê duyệt tại Quyết định số 01/QĐ-BGDĐT ngày 03/1/2012 và Quyết định số 5902/QĐ-BGDĐT ngày 23/11/2012 của Bộ trưởng Bộ Giáo dục và Đào tạo (Chương trình 10 năm);

………………

Trên đây là những hướng dẫn về đánh giá kết quả học tập của học sinh theo định hướng phát triển năng lực từ năm học 2014-2015. Nhận được công văn này đề nghị các sở GDĐT triển khai thực hiện đầy đủ, kịp thời các nội dung trên. Trong quá trình thực hiện nếu có khó khăn xin liên hệ với ông Đặng Hiệp Giang, chuyên viên Vụ Giáo dục trung học, số điện thoại: 0979099899; địa chỉ thư điện tử: dhgiang@moet.edu.vn để được hỗ trợ./.

Nơi nhận:
- Như Kính gửi;
- Bộ trưởng *(để b/cáo)*;
- Các Thứ trưởng;
- Thanh tra *(để thực hiện)*;
- Cục KTKĐCLGD *(để thực hiện)*;
- BQL Đề án NNQG2020*(để thực hiện)*;
- Lưu: VT, Vụ GDTrH.

KT. BỘ TRƯỞNG
THỨ TRƯỞNG

Nguyễn Vinh Hiển

Appendix 2

BỘ GIÁO DỤC VÀ ĐÀO TẠO
Số: 5555/BGDĐT-GDTrH
V/v hướng dẫn sinh hoạt chuyên môn về
đổi mới phương pháp dạy học và kiểm tra,
đánh giá; tổ chức và quản lí các hoạt động
chuyên môn của trường trung học/trung
tâm giáo dục thường xuyên qua mạng

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

Hà Nội, ngày tháng 10 năm 2014

Kính gửi: - Các sở giáo dục và đào tạo
- Các cơ sở đào tạo, bồi dưỡng giáo viên

Nhằm hỗ trợ các trường phổ thông, các trung tâm giáo dục thường xuyên triển khai có hiệu quả việc đổi mới đồng bộ phương pháp dạy học (PPDH) và kiểm tra, đánh giá (KTĐG) chất lượng giáo dục, nâng cao năng lực đội ngũ cán bộ quản lý, giáo viên về phát triển kế hoạch giáo dục nhà trường theo định hướng phát triển năng lực học sinh, Bộ Giáo dục và Đào tạo (GDĐT) hướng dẫn một số nội dung sinh hoạt chuyên môn về đổi mới PPDH, KTĐG và tổ chức, quản lí các hoạt động chuyên môn trong trường trung học/trung tâm giáo dục thường xuyên (GDTX) qua mạng như sau:

I. Mục đích

1. Nâng cao chất lượng sinh hoạt chuyên môn trong trường trung học và trung tâm GDTX, tập trung vào thực hiện đổi mới PPDH và KTĐG theo định hướng phát triển năng lực học sinh;

2. Giúp cho cán bộ quản lý, giáo viên bước đầu biết chủ động lựa chọn nội dung để xây dựng các chuyên đề dạy học trong mỗi môn học và các chuyên đề tích hợp, liên môn phù hợp với việc tổ chức hoạt động học tích cực, tự lực, sáng tạo của học sinh; sử dụng các phương pháp và kỹ thuật dạy học tích cực để xây dựng tiến trình dạy học theo chuyên đề nhằm phát triển năng lực và phẩm chất của học sinh; làm quen với hình thức tập huấn, bồi dưỡng, học tập và sinh hoạt chuyên môn qua mạng.

3. Thống nhất phương thức tổ chức và quản lí các hoạt động chuyên môn của trường trung học/trung tâm GDTX qua mạng, tạo tiền đề tích cực cho việc triển khai thực hiện đổi mới chương trình và sách giáo khoa giáo dục phổ thông sau năm 2015.

II. Yêu cầu

1. Việc xây dựng các chuyên đề dạy học trong mỗi môn học, các chuyên đề tích hợp, liên môn và kế hoạch dạy học bộ môn phải nhằm góp phần thực hiện mục tiêu của chương trình giáo dục phổ thông, phù hợp với điều kiện thực tế của nhà trường, địa phương và khả năng học tập của học sinh; kế hoạch dạy học của tổ/nhóm chuyên môn, giáo viên phải được lãnh đạo nhà trường phê duyệt trước khi thực hiện và là căn cứ để thanh tra, kiểm tra;

2. Việc sinh hoạt tổ/nhóm chuyên môn trong trường trung học và trung tâm GDTX, tổ chức và quản lí các hoạt động chuyên môn trên mạng phải được thực hiện nghiêm túc, mang lại hiệu quả thiết thực. Mỗi giáo viên có 01 tài khoản để tham gia các khóa tập huấn, bồi dưỡng và sinh hoạt chuyên môn qua mạng. Mỗi tổ/nhóm chuyên môn trong trường trung học và trung tâm GDTX phải xây dựng được tối thiểu 02 chuyên đề dạy học/học kì; tổ chức dạy thử nghiệm để dự giờ, phân tích, rút kinh nghiệm và nộp kết quả qua diễn đàn trên mạng.

1

Nhận được công văn này, các sở GDĐT gửi danh sách cán bộ phụ trách mạng (họ và tên; chức vụ; đơn vị công tác; địa chỉ liên hệ; điện thoại; email) về Bộ GDĐT (qua email: vugdtrh@moet.edu.vn; xuanthanh@moet.edu.vn) để được nhận tài khoản và hướng dẫn sử dụng hệ thống. Việc cấp tài khoản và hướng dẫn sử dụng cho các Phòng GDĐT, nhà trường/trung tâm, giáo viên phải hoàn thành trước ngày 30/11/2014. Trong quá thực hiện, nếu có khó khăn, vướng mắc cần phản ánh kịp thời về Bộ GDĐT (qua Vụ Giáo dục Trung học, Vụ GDTX) để được hướng dẫn, giải quyết./.

Nơi nhận:
- Như kính gửi (để thực hiện);
- Bộ trưởng (để báo cáo);
- Các Thứ trưởng (để biết);
- Thanh tra Bộ (để thực hiện);
- Vụ GDTX (để thực hiện);
- Lưu: VT, GDTrH, GDTX.

KT. BỘ TRƯỞNG
THỨ TRƯỞNG

Nguyễn Vinh Hiển

Appendix 3

Survey Paper 1

Hello, We are conducting a study to better understand the challenges that students at Tan Thuan Secondary School are facing in developing their English speaking skills. The information you provide will help us to propose appropriate solutions to improve this situation. Please take a moment to complete the survey below.

I. Personal Information (Optional):

Name (optional): _____

Age: _____

Gender: Male / Female / Other (please specify) _____

Grade (optional): _____

II. Difficulties in Developing English Speaking Skills

Please mark (x) in the corresponding box if you agree with the answer:

1. Do you find it difficult to communicate in English?

☐ Yes

☐ No

2. If yes, which of the following areas do you mainly find difficult? (Please select all applicable options)

☐ Lack of exposure to the English language in the community or society

☐ Low confidence in speaking English

☐ Lack of vocabulary and inaccurate pronunciation

3. Please select your level of agreement with the following factors:

Please select your level of agreement with the following factors:	Strongly Agree	Agree	Neutral	Disagree	Disagree
a) I feel I have opportunities to interact with English-speaking environments outside the classroom.					

b) I feel there is a lack of English resources in the local community such as English learning centers or English speakers.					
c) I feel lacking in confidence when speaking English.					
d) I feel lacking in motivation to improve my English speaking skills.					
e) I feel limited in English vocabulary.					
f f) I struggle with pronouncing English correctly.					

4. What do you think is the main cause of these difficulties? (Please describe your opinion):

5. Do you have any suggestions or proposals to help improve this situation? (Please describe)

Thank you for your time and participation in this survey. Your input is greatly appreciated.

Phiếu Khảo Sát (phiên bản Tiếng Việt dành cho học sinh)

Xin chào, Chúng tôi đang tiến hành một nghiên cứu để hiểu rõ hơn về những khó khăn mà học sinh tại trường THCS Tan Thuan, đang gặp phải khi phát triển kỹ năng nói tiếng Anh. Thông tin bạn cung cấp sẽ giúp chúng tôi đưa ra các giải pháp phù hợp để cải thiện tình hình này.

Vui lòng dành chút thời gian để điền vào phiếu khảo sát dưới đây.

I. Thông Tin Cá Nhân (Không Bắt Buộc):

1. Tên (không bắt buộc): _____

2. Tuổi: _____

3. Giới tính: Nam / Nữ / Khác (vui lòng ghi rõ) _____

4. Lớp (không bắt buộc): _____

II. Khó Khăn Trong Phát Triển Kỹ Năng Nói Tiếng Anh

Vui lòng đánh dấu (x) vào ô trống tương ứng nếu bạn đồng ý với câu trả lời:

1. Bạn có thấy mình gặp khó khăn khi giao tiếp bằng tiếng Anh không?

☐ Có

☐ Không

2. Nếu có, bạn cảm thấy khó khăn chủ yếu ở điểm nào sau đây? (Vui lòng chọn tất cả các lựa chọn phù hợp)

☐ Thiếu tiếp xúc với ngôn ngữ tiếng Anh trong cộng đồng hoặc xã hội

☐ Tự tin thấp khi giao tiếp bằng tiếng Anh

☐ Thiếu từ vựng và phát âm không chính xác

3.

Xin hãy chọn mức độ đồng ý của bạn đối với các yếu tố sau đây:	Hoàn toàn đồng ý	Đồng ý	Trung bình	Không đồng ý	Hoàn toàn không đồng ý
a) Tôi cảm thấy có cơ hội tiếp xúc với môi trường nói tiếng Anh bên ngoài lớp học.					

b) Tôi cảm thấy thiếu nguồn lực tiếng Anh trong cộng đồng địa phương như trung tâm học tiếng Anh hoặc người nói tiếng Anh.					
c) Tôi cảm thấy thiếu tự tin khi nói tiếng Anh.					
d) Tôi cảm thấy thiếu động lực để cải thiện kỹ năng nói tiếng Anh.					
e) Tôi cảm thấy hạn chế về vốn từ vựng tiếng Anh.					
f) Tôi gặp khó khăn trong việc phát âm tiếng Anh đúng cách.					

4. Bạn nghĩ gì là nguyên nhân chính gây ra khó khăn này? (Vui lòng mô tả ý kiến của bạn):

5. Bạn có ý kiến hoặc đề xuất nào để giúp cải thiện tình hình này không? (Vui lòng mô tả):

Appendix 4

Survey paper 2.

I. Personal Information (For Students):

• Full Name: _____

• Age: _____

• Gender: Male/Female

II. Positive Effects of Video Clips in Developing English Language Skills

After learning by integrating video clips into speaking skills. Please select your level of agreement with the following factors:	Completely Agree	Agree	Neutral	Disagree	Completely Disagree
1. Do video clips help you improve your English speaking skills?					
2. Do video clips help you apply vocabulary and grammar effectively?					
3. Do video clips help you feel more confident in communicating in English?					
4. Do you consider video clips as useful tools in the process of learning English?					
5. Do video clips help you become more flexible and creative in English communication?					

II. Survey on the positive effects of Video Clips in Motivating Speaking Skills

Instructions: Mark "x" in the box behind each answer that best fits your opinion. Fill in each box with only one "x."

After learning by integrating video clips into speaking skills, do you feel:	Yes	No	Not Sure
1. Do you feel that your confidence in communication has increased after using video clips?			

2. Have you felt that your ability to use English in real-life situations has improved after using video clips?			
3. Do you feel that your pronunciation has improved after using video clips?			
4. Have you perceived that your ability to react quickly in communication has increased after using video clips?			
5. Do you feel that your vocabulary has been improved after using video clips?			

Personal Opinion:

Phiếu khảo sát 2 (Phiên bản Tiếng Việt dành cho học sinh)

Thông Tin Cá Nhân (Dành cho Học Sinh):

• Họ và Tên: _____

• Tuổi: _____

• Giới Tính: Nam/Nữ

I. Hiệu Quả Của Video Clips Trong Phát Triển Kỹ Năng Tiếng Anh

Xin hãy chọn mức độ đồng ý của bạn đối với các yếu tố sau đây:	Hoàn toàn đồng ý	Đồng ý	Trung bình	Không đồng ý	Hoàn toàn không đồng ý
1. Video clips có giúp bạn cải thiện kỹ năng nói tiếng Anh không?					
2. Video clips có giúp bạn áp dụng từ vựng và ngữ pháp một cách hiệu quả không?					
3. Video clips có giúp bạn cảm thấy tự tin hơn khi giao tiếp bằng tiếng Anh không?					
4. Bạn cho rằng video clips là công cụ hữu ích trong quá trình học tiếng Anh không?					
5. Video clips có giúp bạn linh hoạt và sáng tạo hơn trong giao tiếp tiếng Anh không?					

II. Phiếu Khảo Sát Hiệu Quả của Video Clips trong Tạo Động Lực cho Kỹ Năng Nói

Hướng Dẫn:

Đánh dấu "X" vào ô trống phía sau mỗi câu trả lời phù hợp nhất với quan điểm của bạn.

Hãy điền vào mỗi ô trống với một "X" duy nhất.

Sau khi được học bằng cách tích hợp video clip vào kyx năng nói, bạn cảm thấy:	Có	Không	Không Chắc
1. Bạn có cảm thấy sự tự tin của mình trong việc giao tiếp đã tăng lên sau khi sử dụng video clips không?			
2. Bạn đã cảm thấy khả năng sử dụng tiếng Anh trong các tình huống thực tế đã cải thiện sau khi sử dụng video clips không?			
3. Bạn cảm thấy phát âm của mình đã cải thiện sau khi sử dụng video clips không?			
4. Bạn có cảm nhận được rằng khả năng phản ứng nhanh của bạn trong giao tiếp đã tăng sau khi sử dụng video clips không?			
5. Bạn có cảm thấy vốn từ vựng của mình đã được mở rộng sau khi sử dụng video clips không?			

Ý kiến cá nhân:

INTERVIEW QUESTIONNAIRE FOR STUDENTS.

Regarding the use of video clips in developing English speaking skills.

Firstly, thank you for participating in today's interview.

Today, we will discuss the use of video clips in developing English speaking skills.

The information you share will help us understand your experience better.

Question content:

1. In your opinion, what is the biggest difficulty you face when developing English speaking skills?

2. Are you confident in communicating in English?

3. After applying video clips, has using them truly helped improve your listening and speaking skills? Why do you think so?

4. How do you feel about participating in learning activities using video clips?

5. In your view, what are the effective impacts of video clips on skill development?

6. In your opinion, what issues does the use of video clips in English speaking classes address?

7. In your opinion, what are the advantages and disadvantages of video clips?

Thank you for taking the time to participate in the interview and share your opinions.

BẢNG CÂU HỎI PHỎNG VẤN HỌC SINH.

về sử dụng video clip trong phát triển kỹ năng nói Tiếng Anh.

Đầu tiên, cảm ơn em đã tham gia phỏng vấn hôm nay.

Hôm nay chúng ta sẽ trò chuyện về việc sử dụng video clip trong phát triển kỹ năng nói tiếng Anh. Những thông tin em chia sẻ sẽ giúp chúng tôi hiểu rõ hơn về trải nghiệm của em.

Nội dung câu hỏi:

1. Theo em, khó khăn lớn nhất mà em gặp phải khi phát triển kỹ năng nói tiếng Anh là gì?

2. Em có tự tin khi giao tiếp tiếng Anh không?

3. Sau khi áp dụng các video clip, việc sử dụng video clip có thực sự giúp cải thiện kỹ năng nghe và nói của em? Tại sao em nghĩ vậy?

4. Em cảm thấy thế nào khi được tham gia vào các hoạt động học tập sử dụng video clip?

5. Theo em những tác động hiệu quả của video clip đến việc phát triển kỹ năng nói là gì?

6. Theo em, việc sử dụng video clip trong lớp học nói tiếng Anh phát triển những vấn đề gì?

7. Theo em, Video clip có những ưu điểm và nhược điểm gì?

Cảm ơn em đã dành thời gian tham gia phỏng vấn và chia sẻ ý kiến của mình.

INTERVIEW QUESTIONNAIRE FOR TEACHERS

**on the use of video clips in developing English speaking skills.**

1. According to you, what are the most significant difficulties in developing English speaking skills for 9th-grade students at Tan Thuan Secondary School, and which ones need to be prioritized for resolution?

2. How do you perceive the role of video clips in enhancing language proficiency, particularly speaking skills, among students?

3. In your opinion, what are the effective impacts of video clips on the development of speaking skills?

4. From your perspective, what challenges does the use of video clips in English speaking classes pose?

5. In your view, what are the advantages and disadvantages of video clips?

Appendix 5

Several images serve as evidence of the increased interest in learning and development of English speaking skills among students after they have watched video clips and practiced

1. The teacher is researching the application of video clips in teaching, and discussing the positive effects of video clips on developing students' speaking skills
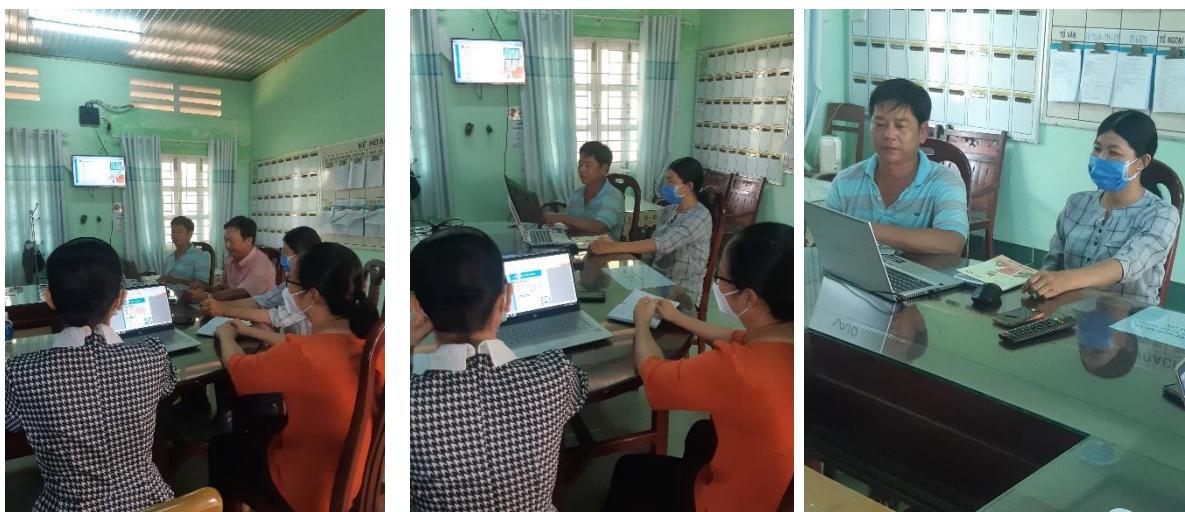
2. Students engage in group discussions and brainstorming sessions to develop speaking topics.

3. Practicing speaking in real-life situations.
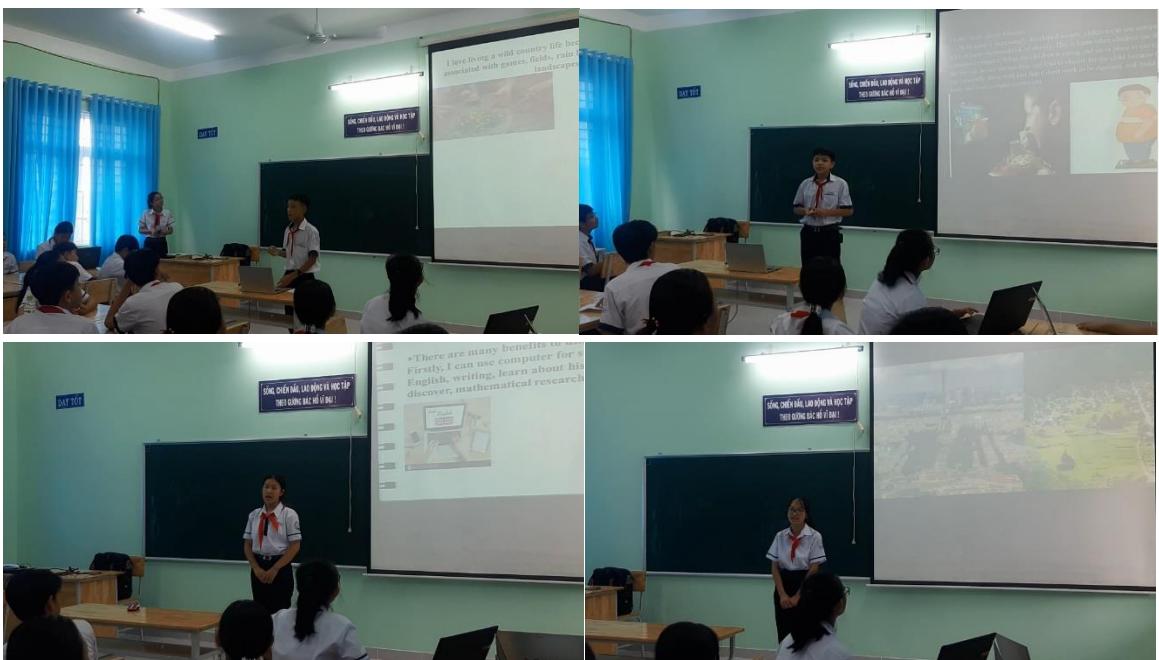
Some videos serve as evidence of students' speaking practice

https://youtu.be/F53x91vejmY

https://youtu.be/rgSoAFdN4lE

https://youtu.be/VWAIU9gn2HM