

MINISTRY OF EDUCATION & TRAINING

UNIVERSITY OF PHAN THIET



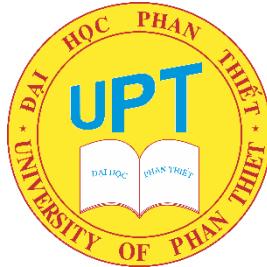
ĐẶNG THỊ LOAN

THE IMPACT OF USING VIDEO CLIPS
ON LISTENING COMPREHENSION SKILLS
OF THE 5TH GRADE STUDENTS
AT THUAN NAM 2 PRIMARY SCHOOL

MASTER'S GRADUATION PROJECT
MAJORED IN ENGLISH LANGUAGE

Bình Thuận Province - 2024

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TRAINING CODE: 8220201

MASTER'S GRADUATION PROJECT

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Bình Thuận Province – 2024

CERTIFICATE OF ORIGINALITY

I confirm that the work presented in this master graduation project “**The impact of using video clips on listening comprehension skills of the 5th grade students at Thuan Nam 2 Primary School**” has been performed and interpreted solely by myself.

I confirm that this work is submitted in partial fulfillment the Master’s degree in English Language at University of Phan Thiet and has not been submitted elsewhere in other form for the fulfillment of any other degree or diploma in any tertiary institution.

Binh Thuan, September, 2024

Đặng Thị Loan

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Lastly, I would like to thank my parents and my friends for their encouragement and valuable advice.

ABSTRACT

This Master's Graduation Project attempted to identify difficulties of young learners in listening in English and capture the positive effects of using video clips on listening comprehension skills of the fifth grade students at Thuan Nam 2 primary school in Viet Nam. The study employed a mixed-methods design involving a questionnaire and an interview. The participants included 68 students who were studying grade 5 at Thuan Nam 2 Primary School and 5 teacher. The data from the questionnaire and interview indicated some difficulties of students in listening comprehension such as lack of vocabulary, poor pronunciation, fast rate of speed and psychological factors. Besides, positive effects of using video clips on listening comprehension skills of the fifth grade students were explored that video clips provided students with standard language environment in which students could improve pronunciation, vocabulary, grammar and listening strategies as wells as raise students' learning motivation such as enhanced engagement and more concentration. Findings offer valuable insights for English language teachers at primary schools in Viet Nam using a effective audio visual materials in teaching to improve young learners' English proficiency as well as recommendation for teachers, students and parents in improving English language skills in general and listening comprehension skills in particular.

Keywords: *video clips, listening comprehension skills, English language learning, primary education, audiovisual materials*

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LIST OF ABBREVIATIONS

L1: First Language

L2: Second Language

M: Mean

Max: Maximum

Min: Minimum

S: Student

SD: Standard Deviation

SPSS: Statistical Package for the Social Sciences

T: Teacher

TPR: Total Physical Response

CHAPTER 1: INTRODUCTION

1.1 Background of study

English is an important lingua franca in globalization. It is used commonly in many sectors, such as medicine, engineering, education, business, technology, banking, tourism, politics, science, etc. The use of English in various field makes it a language studied throughout the world, both as the second language and as the foreign language.

In the process of learning English, listening is one of the most important skills for foreign language learners. Listening comprehension, a fundamental aspect of language acquisition, plays a crucial role in effective communication and overall language proficiency. Like a baby, he listens to the conversations of others around him. After paying close attention to what they are saying, He mimics what people are saying by babbling. After that, he could speak well. Then he could read and write something.

Listening skill is difficult to be mastered, because this skill needs more concentration to realize the meaning of the sound in the listening section (Jannah et al., 2018). Especially, in Viet Nam, the expected outcomes for listening skill after completing foreign language training in primary school include the abilities to understand the main content of a short conversation on a familiar topic, recognize the sound of familiar words and phrases; and understand the general meaning of short stories while reading loud clearly (General education program, 2018). Therefore, teachers are required to find solutions to improve student's listening comprehension skills.

There are many teaching methods to improve students' ability in listening skill. One of them is using video clips. It becomes an effective way for teaching and learning process. Various studies have found that listening comprehension can be fostered with the addition of images (Bowen, 1982; Guichon & McLornan, 2008; Hanley, Herron & Cole, 1995; Lonergan, 1984; Markham, Peter & McCarthy, 2001; Stempleski, 2003; Tomalin, 1986). Watching carefully video clips can help students

receive the information through picture and sound effectively. It also provide students with the opportunity to become engaged in both a visual and audio representation of real life situations with the natural vocabulary, phrases, slang, and intonation used by native speakers. When learners become interested in the plot and characters of videos that they are watching, they have motivation to learn.

In Vietnam, within the latest trend of the immense use of information and communications technology in language teaching, video clips have been introduced into the English teaching programs at elementary levels for several years. The use of video clips for teaching purposes appears more prevalent in cities rather than in rural areas where teaching facilities are often inadequate and teachers are less technologically knowledgeable. To fill the gap, the present study aims to provide insights into the use of different audiovisual tools as authentic input for young learners of English. More specifically, the study will provide empirical evidence on the effect of video clips on the English language proficiency of primary school students in Vietnam.

1.2 Problem statement

The development of strong listening comprehension skills is crucial for students' academic success and overall language proficiency, particularly for primary school students who are developing their language abilities. Teachers have observed that many 5th grade students struggle with understanding spoken language, which can hinder their overall learning and engagement in the classroom. Traditional methods of teaching listening skills might adequately address the diverse learning styles of students, leading to a gap in comprehension levels. Therefore, teachers face challenges in finding effective methods to enhance these skills, particularly among young learners.

Due to recent technological breakthroughs in education, multimedia resources including video clips, have been proposed as potential methods for improving listening comprehension. Despite there have been numerous studies on potential benefits of using video clips in language teaching, there is a lack of empirical

evidence regarding the specific impact of video clips on the listening comprehension skills of primary school students, particularly in the context of Thuan Nam 2 Primary School. This study aims to investigate difficulties of young learners in listening in English and positive effects of using video clips on the listening comprehension skills of 5th grade students at Thuan Nam 2 Primary School. The outcomes of this research could provide valuable insights for curriculum development and teaching practices, ultimately contributing to improved educational experiences for students.

1.3 Purpose of the study

This study aims to identify difficulties in listening comprehension of young learners and positive effects of using video clips on listening comprehension skills of the 5th grade students at Thuan Nam 2 Primary School.

1.4 Research questions

Within the scope of this main objective, the following research questions were investigated:

What are difficulties in listening in English of young learners at Thuan Nam 2 Primary school?

What are positive effects of using video clips as an audio-visual means on listening comprehension skills of the 5th grade students at Thuan Nam 2 Primary school ?

1.5 Scope of the study

The purposes of this study were to examine the difficulties in listening in English of young learners and positive effects of using video clips as an audio-visual means on listening comprehension skills of the 5th grade students at Thuan Nam 2 Primary school where the researcher is working. The participants were grade 5 students at Thuan Nam 2 primary school and 5 English language teachers. The study emphasized on listening comprehension skills rather than other language skills - speaking, reading and writing. Listening is regarded as one of the most fundamental language skill which is consistently interrelated and intervened with the other

language skills, without listening skill, communication is impossible. Unlike the other language abilities, listening is perceived by learners as being more challenging because it involves so many interconnected subskills, including receiving, interpreting, remembering, assessing, and reacting. Video clips were used in this study ranged from 2 to 4 minutes minutes in length depending on each topic to ensure English curriculum and student's concentration. To collect data for the study, the researcher employed questionnaires and interviews to the participants.

1.6 Significance of the study

Effective listening comprehension is a crucial skill for language acquisition and overall language proficiency. It serves as a foundation for successful communication, academic achievement, and social interaction. However, many students face challenges in developing listening comprehension skills, which can hinder their language learning progress. Video clips have the potential to capture students' attention and interest. By examining the impact of using video clips on listening comprehension, this study also explores how such engaging and enjoyable learning materials can influence students' motivation and engagement in the language learning process. Exploring the effectiveness of this method can contribute to the field of language education and expand the range of instructional techniques available to teachers. The findings of this study have implications for educational policy and practice, particularly in primary school settings. The results can inform curriculum development and instructional strategies aimed at improving listening comprehension skills, not only at Thuan Nam 2 Primary School but also in other similar educational contexts. The research outcomes can contribute to the existing body of knowledge on effective listening instruction and benefit educators and researchers working in the field of language education.

1.7 Structure of the project

The project consists of five chapters as below:

Chapter 1. Introduction. This chapter concludes background of the study, problem statement, purpose of the study, research questions, scope of the study, the significance of the study, structure of the project.

Chapter 2. Literature review. This chapter reviews theories and the previous study related to the project.

Chapter 3. Methodology. This chapter presents the research methodology, participants, data collection, data analysis.

Chapter 4. Findings and Discussion. This chapter presents the results of questionnaires and interviews to answer two research questions and discuss about the results.

Chapter 5. Conclusion and Recommendation. This chapter summarizes the main content of the project and suggests feasible solutions to overcome difficulties in listening in English and use video clips to improve listening comprehension skills of students at Thuan Nam 2 Primary School as well as point out the limitations of the research.

CHAPTER 2: LITTERATURE REVIEW

2.1 Definition of listening

Howatt & Dakin (1974) listening is the ability to identify and understand what others are saying. This procedure includes understanding the speaker's pronunciation or accent, the speaker's grammar and lexicon, and understanding the meaning. A skilled listener can perform these four things at the same time. However, the act of listening is a complex process. According to Lynch and Mendelsohn (2010), the process of listening involves the realization of the sounds articulated by the speaker, awareness of intonation patterns that indicate information concentration, comprehension of what is being stated in relation to the current subject, and so on."

Rost (1991) categorizes the act of listening into two components. Initially, listeners combine skills like distinguishing between sounds, identifying words, recognizing grammatical word groups, linking intonation and stress to gestures, employing prior knowledge, and recalling key words and ideas. Second listeners need to decide on how to approach the listening process by identifying the context, creating a listening strategy, recognizing key words and main ideas, and checking for understanding (Rost, 1994). Furthermore, Rost outlines four guidelines to enhance English language learners' listening skills, including the importance of engaging in face-to-face communication, concentrating on understanding and acquiring new key information, practicing comprehension exercises, and recognizing that listening is a personal process not always visible (Rost, 1991).

2.2 Concept of listening comprehension

Listening comprehension has been defined by various researchers. Vandergrift (1999) listening comprehension is "a complex active process in which listeners must be able to discriminate between sounds, understand vocabulary and grammatical structure, interpret stress and intonation, retain what was gathered and then interpret it within the immediate as well as the larger socio cultural context of utterance." According to Buck, G. (2001), "listening comprehension is an active

process of constructing meaning and this is done by applying knowledge to the incoming sound” in which “number of different types of knowledge are involved: both linguistic and non –linguistic knowledge”. Buck, G.(2001) also mentioned that a wide range of variables affect comprehension, and potentially any characteristic of the speaker, the situation, or the listener can affect the comprehension of the message . Brown and Yule (1983) stated that listening comprehension is the capacity of an individual to comprehend what they have heard after the information has been provided to them. Both Rost (2002) and Hamouda (2013) demonstrate that interpreting what one has heard through listening is a participatory process. The act of building meaning is a collaborative process that involves the participants, who are the listeners. Listeners can comprehend verbal information through sound discrimination, existing knowledge, grammatical structures, stress, intonation, and other language or contextual cues. According to Nadig (2013), listening comprehension involves different tasks, such as understanding spoken words and making sense of what has been heard. Understanding what has been heard can be seen as part of this. An example for this is to understand the structure of sentences, the meaning of particular words, and focus on the sounds that people make when speaking. In summary, listening comprehension an active process since the listeners have to have background knowledge about sound, vocabulary, grammar, and then utilize all of these to interpret meaning which is appropriate with the context.

2.3 Listening process

Although hearing and listening are sometimes used interchangeably, listening is more than just hearing. Hearing is just one facet of listening that is crucial. Hearing is the brain's passive, usually involuntary function of taking in and processing sounds from the outside world. On the other hand, listening is an intentional, voluntary process in which the listener pays attention to, deciphers the meaning of, and replies to a message from the commit to user. The five steps of the listening process include hearing, comprehending, recalling, assessing, and responding (Tyagi, 2013). There are five stages to the listening process, which are as Figure 2.1.

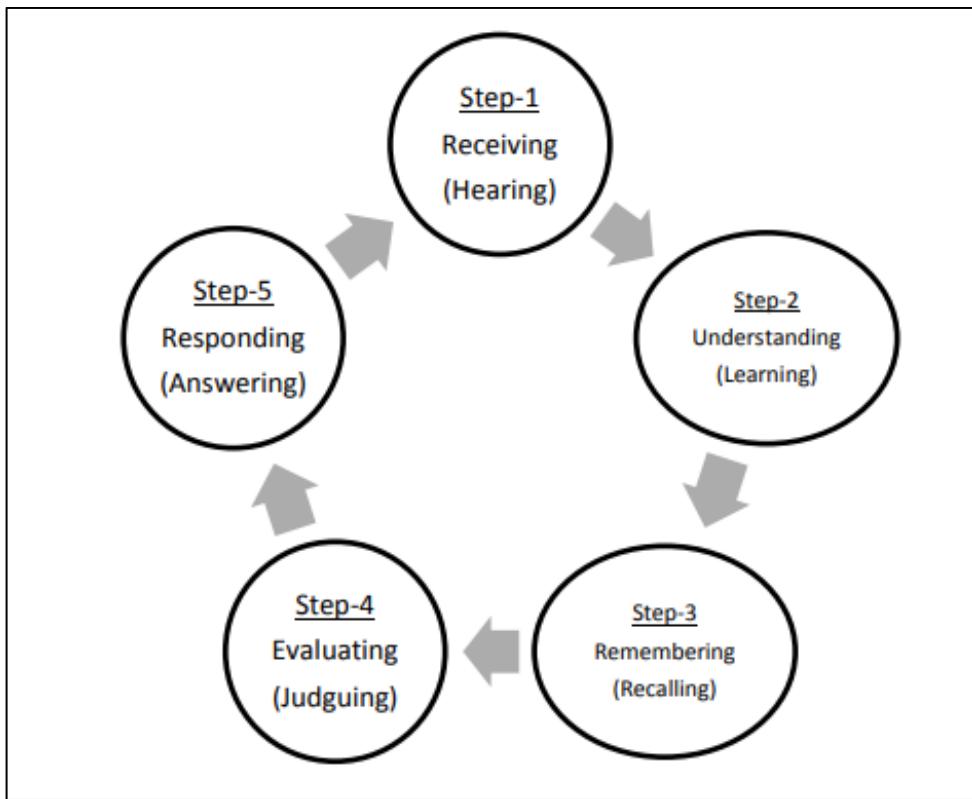


Figure 2.1. The Listening Process. Reprinted from “Listening: An Important Skill and Its Various Aspects,” by B. Tyagi, 2013, The Criterion, 12, 2.

Tyagi (2013) states that *hearing* is the perception of sound waves; you must initially hear to listen, but you don't need to listen in order to hear, *understanding* means the comprehension of symbols we have seen and heard, we must examine the meaning of the stimuli we have perceived, *remembering* means that a person has not only received and clarified a message but has also added it to the brain's stockpile, *evaluating* necessitates the active listener to weigh evidence or sort fact from opinion, and specify the presence or absence of bias in a message, *responding* requires that the receiver completes the process by means of verbal or nonverbal feedback.

Listening process is classified into two types: bottom up process and top down process. Bottom – up process is the text based process. The listeners concentrate on various elements such as vocabulary, grammar or functional phrases, sounds, in an

attempt to make sense of what they hear (Nunan, D. 1999). In contrast, in top-down process, the listeners listeners use textual schema or background knowledge make sense of what they hear. The knowledge could be general knowledge based on life experience and previous learning, or the knowledge of language and content used in a particular situation. In this model of listening process, meaning is decoded via interpretative and inference process. In fact, listening comprehension cannot be divided into the two stages. In other word, listening comprehension is an interactive process where listeners employ both linguistic and prior knowledge to understand the intended message of spoken language.

2.4 Listening strategies

Listening strategies are defined as behaviors and thoughts that are committed by a listener during the process in order to decode the spoken message (Weisstein & Mayer, 1986). Teng (1997) stated that these listening strategies refer to the actions or techniques that are activated by listeners to understand or to learn new information from the utterances. According to Dimassi (2016), there is a direct correlation between the application of listening strategies and the development of listening abilities since the former promotes learners' increased autonomy and self-direction while addressing problems and making learning decisions.

Listening strategies can be categorize into four main types: cognitive, metacognitive, affective, and social strategies. Cognitive listening strategies refer to all mental abilities and processes related to knowledge(Von Eckardt, 1995), such as applying linguistic and sociocultural knowledge to address the issues. Inference, predicting, interpreting, storing, and retrieving knowledge, summarizing, translating, repeating, elaborating, sourcing, grouping, taking notes, substituting, and creating pictures are a few instances of cognitive performance. Cognitive techniques play a crucial role in listening comprehension because they enable students to monitor and control their mental processes, recognize comprehension breakdowns, and relate listening content to prior knowledge.

Metacognitive strategies refer to the ability to understand one's own method for learning and assimilating information, that is, thinking about one's own mental processes in a learning context (Goh & Taib, 2006). These abilities are crucial for controlling and monitoring learners' use of strategies, for organizing, observing, and assessing mental processes, and for handling listening-related challenges. These manipulation functions support students in defining goals and propose strategies for handling them. They draw students' attention on specific aspects of language input, such as discourse markers, content phrases, and main ideas. The process of using metacognitive strategies includes the acts of planning, monitoring, and evaluating the listening text. Planning refers to listeners' effort to build up an awareness of undertaking required steps to accomplish a listening task or developing a proper action plan and/or appropriate contingency plans to overcome challenges possibly interfering the successful completion of the task. Monitoring is concerned with checking, verifying, modifying comprehension or performance during a course of a listening task. Evaluation refers to the process of comparing outcomes of student's listening comprehension or strategies used in reflection to internal measures of completeness and accuracy. Problem identification indicates learner's capacity to recognize the main obstacles or issues that need to be resolved in a task or the parts of the activity that are impeding its successful completion.

Cognitive strategies and metacognitive strategies closely related to one another. Learners who are listening to a text have the ability to form mental images (cognition) and then connect those images to prior knowledge (metacognition). Such prior knowledge, though, can aid in comprehension if the former and the latter are similar. In contrast, knowledge can be a potential hindrance to comprehension if the former and the latter are too different. The contemporary discourse has acknowledged this influence (Bruziano, 2021; Goh and Vandergrift, 2018).

Affective strategies focus on managing emotions, both positive and negative. While positive feelings like contentment, happiness, and a strong sense of community can promote focus and peer collaboration, negative emotions like worry

may make students feel upset and hinder their ability to listen. Meanwhile, social techniques refer to learning by interaction with others, such as appealing for help and asking for confirmation. These two kinds of listening techniques can be combined to form social-affective listening techniques, which are used to elicit understanding from interlocutors and help pupils get over uncomfortable emotions like nervousness. This method, commonly referred to as the cooperative listening technique, is frequently chosen when instructing a group of students.

2.5 Listening in language learning

2.5.1 The Importance of Listening in Language Learning

Krashen (1985) and Hamouda (2013) claimed that listening is essential in language learning because it provides input for learners and it plays an important role in the development of learners' language. If there is no input, learning cannot happen. According to Hasan (2000) and Hamouda (2013), listening comprehension creates the appropriate conditions for the language acquisition and development of other language skills. According to Rost (2002), the development of listening skills is correlated with the attainment of proficiency in speaking. He added that listening is the most important skill in language learning because it is the most widely used language skill in normal daily life. Moreover, listening comprehension plays a key role in teaching and learning English since it is a means of communication for students to acquire and communicate with the target language input and assist the acquisition of speaking, reading, and writing language skills (Vandergrift & Goh, 2012). It is the English teachers' duty to help students develop their listening skills so that they can "enhance overall L2 learning success" (Vandergrift, 2011). Besides, in the progress of listening comprehension and language acquisition, the role of "comprehensible input" is vital (Krashen, 1982; as cited in Michael Rost, 2001). Wilson (2008) described that the target grammar, vocabulary, and discourse markers are included in the aural input. Goh (2014) also believed that learners' knowledge of the language, discourse, and language use have significant roles in supporting learners to process information so that learners can comprehend the aural input.

Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. Thus language acquisition is achieved mainly through receiving comprehensible input and listening ability is the critical component in achieving understandable language input. Given the importance of listening in language learning and teaching, it is essential for language teachers to help students become effective listeners.

2.5.2 Difficulties in listening a foreign language

Underwood (1989) asserts that there are a few difficulties to a successful listening comprehension process. First of all, listeners cannot control the speed of speech. Secondly, listeners face difficulties in listening if words are not repeated for them. Thirdly, the listeners have limited vocabulary. When listeners encounter an unknown word, they may stop to think about its meaning for a while and miss the next part of the speech. Fourthly, listeners may lack contextual knowledge. Sometimes, listeners can comprehend the surface meaning of a passage, but they can find it difficult to understand the whole meaning of a passage unless they are familiar with it. Finally, listeners find it difficult to focus on the listening text.

According to Seferoglu and Uzakgoren (2004), some other listening comprehension problems are classified into eight main factors: pronunciation and accent of speaker, rate of delivery, the effect of tape recorder, lack of vocabulary, lack of proficiency, lack of concentration, lack of practice, and situational factors.

According to the study on Vietnamese students' abilities to be self-directed in learning English listening skills and proposed methods for enhancing listening skills of H. Y. Vu and Shah (2016), students faced with the difficulties in listening such as the 'new words in the listening scripts', 'speed of speakers', and 'lack of practice'.

Thu and Tung (2017) found out that learners' anxieties about the listening tasks, lack of listening strategies, insufficiency of knowledge of the language and background knowledge, and teachers' instruction which is mainly product-oriented

rather than listening process are the notable drawbacks in teaching and learning L2 listening in Vietnam.

Recently, Nguyen and Luu (2022) implemented the research about the English-majored second-year students' difficulties in listening, the findings stated that the difficulties in listening related to the students' vocabulary, pronunciation, background knowledge, and psychological factors.

2.6 Factors affect listening comprehension

There are many research on factors that may affect listening comprehension. Brown and Yule (1983) mentioned that there are four main factors that affect foreign listening comprehension: the listener, the speaker, the content of the message, and visual support. Rubin (1994) identified five factors including text characteristics, interlocutor characteristics, task characteristics, and process characteristics. Yagang (1994) also identified four sources of listening comprehension difficulty: the message, the speaker, the listener, and the physical setting.

2.7 Using video clips in language teaching

2.7.1 Concept of video

Video is a medium that connects audio signals that can be combined with images move sequentially. According to Gitamarsita (2012), the video was a kind of audiovisual. Mayer (2001, as cited in Cruse, n.d) described video as a form of multimedia that communicates information through two simultaneous sensory channels, they are visual and aural. In summary, video is a type of electronic media that combines audio and visual technology to create an appealing presentation.

Gass & Selinker (2008) stated some requirements to select video to teach in the classroom. First, watch-ability (students should find the video's content engaging). Second, completeness (the content of the video is well-developed and obvious, students will find it entertaining and inspiring). Third, length (depending on the learning objectives and objects, the duration should be long enough; maybe 30 seconds to 10 minutes). Fourth, appropriateness of content (the movie should be

suitable for students). Fifth, level of maturity (videos are selected based on the age and level of students). Six, availability of related materials (the video's content should be appropriate for their level and requirements). Seventh, the degree of visual support (if the video has a lot of visuals, that's helpful for the students as long as the images clarify the content). Eighth, clarity of picture and sound (the video which copied from television, the sound and picture have to be clear). Ninth, the density of language (the amount language should not too intense so students can easily learn and understand). The tenth component is speech delivery, which can affect students' comprehension due to several aspects such as accent, speech rate, and clarity of speech. Eleventh, language content (the content of the video should be related to the curriculum or the coursebook thus providing a way to integrate video work into the course as a whole). The last, language level (the level language that shows in the video should suitable for the students' level, so the teacher not explain too much about the video). According to the theories above, teaching using video in the classroom should appropriate to the students. The teachers also had to consider all the essentials preparation in teaching using video.

2.7.2 Benefits of using video clips in listening comprehension skills of students

Videos possess many potentials to be used in teaching listening to improve the acquisition of listening skills. Harmer (2001) indicated many benefits of using video in teaching. Firstly, students can see language-in-use because students not only hear but also see the facial expression, gesture and also see the clues from the video. Second, students can improve their cross-cultural awareness when they learn about other countries, such as their body language, attitude, accent, dressed code, food, and others. Thirdly, students can develop their the power of creation and create something memorable and enjoyable when they use a video camera on their own. They can produce imaginative and expressive videos. The last, students can be motivated when they see and hear the content of the video.

The listener can learn more from a speaker's body language, facial expressions, and gestures of a speaker(Buck, 2001; Coniam, 2014; Ockey, 2007). Gruba (2001) added a listener can recognize the speaker's role and the context of conversation more easily when they have visual input. A listeners' background can be activated by visual elements (Ockey, 2007).

King (2002) and Berk (2009) found utilizing authentic video clips may attract students' attention, concentration, generate ideas, create a sense of anticipation, energize, and draw on imagination, increase the memory of content, increase understanding, create creativity, stimulate ideas, engage in the learning process, provide a rich opportunity, environment, free expression, create collaboration, motivate to learn, bring fun, decrease anxiety, and create memorable visual images during the learning process. Three stages of cognitive processing occur while listening: perception, parsing, and utilization. By connecting auditory and visual material through video clips with captions or important words, educators can help students with comprehension. Research has shown that a limited of captions provided in the video clips could scaffold the listening process and help the learners develop skills and strategies to deal with unfamiliar content (King, 2002).

Cakir (2006) also added that audiovisual (video) for instruction had many advantages. First, video offers real linguistic input. Second, it is simple to use; the teacher can interrupt the procedure whenever he wants to, and he can pause, resume, and fast-forward to repeat it as needed. Third, the student can focus on the language in detail and do tasks like repeating, interpreting, and predicting responses. Additionally, the student can focus intently on aspects of the surroundings as well as visual cues including posture, gesture, clothing, and facial expressions. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology. Fourth, it gives students experience in interpreting attitude because the listener can concentrate on both the verbal message and the visual clues to meaning. Fifth, it gives the students a general idea of the culture of the target

language. Sixth, it may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening.

To sum up, video plays roles as an effective educational tool for all students and gives positive impact of special population of students in gaining greater attention all the time.

2.7.3 Popular Video Clips Channels for Learning English Listening Skills

Firstly, Easy English offers lots of conversations on various topics that will help you improve your English vocabulary and spoken English.

Secondly, VOA Learning English covers a wide range of subjects, helping learners become familiar with different vocabulary and contexts.

Third, English with Lucy offers diverse English lessons with a focus on listening practice through everyday conversations and practical tips. It consists of vocabulary lessons and listening exercises.

Fourth, English singing offers videos on vocabulary, phrases, and basic grammar rules with fun animated characters.

Fifth, Super Simple Songs offers catchy tunes that help kids remember new English words and phrases.

2.8 Language learning motivation

In the context of education, motivation is a psychological concept that refers to commitments and efforts made toward objectives. Motivation is something such as needs or desires that will drive the action of an individual (Merriam-Webster, 1997). Gardner (1985) defined motivation as ‘referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.’.

Some researchers believe that motivation is the only factor that directly affects the academic success of students, and all other factors that affect success affect motivation (Tucker & Zayco, 2002). Specifically, Nguyen Dinh Tho (2013)

mentioned that student's learning motivation reflects the level of orientation, concentration and effort of students in the process of learning the contents of the subject. Kroll (1988) also contended that intrinsic motivation would lead learners to seek out or accept clear and complex learning experience, which gave them the chance to challenge outside world. Additionally, Valerio (2012) said that lecturers who set enthusiastic and well-defined learning objectives can foster a positive learning atmosphere and encourage students to enjoy and be excited about studying. Highly motivated individuals will want to learn the language, enjoy learning the language, and strive to learn the language. They will also do better than the learners with lower level of motivation, because they will expend more effort, will be more persistent, will be more attentive, will enjoy the experience more, will be goal directed and will want to learn the material. Teachers have a powerful effect on how or even whether students remain motivated. Teachers have the ability, as well, to gradually create motivation in learners where initially they have none. In summary, motivation is a key component to consider student's learning. Teachers can help students increasing and developing learning motivation so that they can perform at their best in the classroom.

2.9 Language acquisition

Language acquisition refers to the process of acquiring a language, usually due to immersion (i.e. hearing the language often and in everyday contexts). Wilson (2000) states that; "language acquisition is a subconscious process to acquire a language. In this process, language acquirers are not consciously aware of the grammatical rules of the language, but rather developing a "feel" for correctness". Krashen mentions that language acquisition is determined as the process of 'picking-up' a language (Krashen, 2000). In other words, language acquisition can be defined as the way people learn about a language and only focus on the way of using it for communication purposes rather than the grammar in the language.

2.9.1 Second language acquisition

A second language is a language that plays important social and institutional functions in a country although it may not be the native language of the dominant population, for example, English in India and Singapore. The term ‘second language acquisition’ in a broad sense refers to the learning of a nonnative language after the first language (i.e., the native language) has been learned, either in a naturalistic setting or in a formal classroom setting. In general, SLA refers to the process of learning another language after the native language has been learned. The important aspect is that SLA refers to the learning of a nonnative language after the learning of one’s native or primary language. The second language is commonly referred to as the L2. As with the phrase “second language,” L2 can refer to any language learned after the L1 has been learned, regardless of whether it is the second, third, fourth, or fifth language. By this term, we mean the acquisition of a second language both in a classroom situation, as well as in more “natural” exposure situations. In addition to referring to the discipline, as noted above, the term second language acquisition can also refer to the process of learning another language.

2.9.2 Foreign language acquisition

A foreign language is a language that is not the native language of the majority of the population, nor is it widely used as a medium of communication in the country. Instead, it is only used for speaking to foreigners or for reading written materials. It is usually learned as a subject in school. A typical example is the learning of English by a Vietnamese speaker in Viet Nam. According to Krashen and Terrell (1988, p. 26) language acquisition is the "natural way to develop linguistic ability, and is a subconscious process; children, for example are not necessarily aware that they are acquiring language, they are only aware that they are communicating". While the process of language learning is different, it can be described a "formal knowledge" of a language. According to Krashen and Terrell, acquisition can only take place when input is comprehensible to the learner and the affective filter is low.

The Foreign Language Acquisition (onwards, FLA) refers to the study of a language different from the mother tongue. The range of FLA includes informal

learning that takes place in naturalistic contexts and formal learning that takes place in classrooms. It is not easy to explain points such as what learners of a FL learn, how they acquire the knowledge of why there are individual differences according to the learning of a FL. This is explained because FLA has a complex nature due to new findings are appearing every day in this field. (Saville-Troike & Barto, 2017)

2.10 Teaching methods & techniques

Direct method

According to Diane Larsen-Freeman (1983), Direct Method has been used by language teachers for a long time. It is an effective method to prepare students to use the target language to communicate. There is only one very basic requirement for the Direct Method: Translation is not permitted. The meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, without using students' native language (Diller 1978).

In this method, teacher and students are more like partners, teachers instruct students to think in target language. Students must learn how to communicate in target language. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime; he never translates it into the students' native language. Students must be in communicate in target language as if they are native speakers. Grammar points are introduced inductively. In other words, learners discover language rules through usage and examples. The students are asked to use the language, not the knowledge about the language. Getting students to self-correct is a common review technique. For instance a teacher might just repeat what a pupil just said while indicating to them that there was a problem with it by asking a questioning tone of voice.

An another option would be for the instructor to reiterate the student's words, pausing right before the mistake. The pupil is aware that the next word was wrong.

Audio-Lingual method

According to Diane Larsen-Freeman (1983), the Audio-Lingual Method, like

the Direct Method is also an oral-based approach. Speaking and listening are prioritized in the early stages of language learning. Teachers use the Audio-Lingual Method to drill students in the use of grammatical sentence patterns. According to behavioral psychology (Skinner, 1957), the way to acquire the sentence patterns of the target language was through conditioning - helping learners to respond correctly to stimuli through shaping and reinforcement. In other words, in Audio-Lingual Method, new vocabulary and structural patterns are presented through dialogues and dialogues are learned through imitation and repetition. The teacher is in charge of directing and controlling the language use of her students. She is also account for giving her students a good example for imitation. Students imitates of the teacher's model as well as the speakers on the tapes she provides. They follow the teacher's directions and respond as accurately and as rapidly as possible. New vocabulary and structural patterns are presented through dialogues. The dialogues are learned through imitation and repetition. This practice helps learners internalize grammatical structures and vocabulary. Grammar is induced from the examples given.

Total Physical Response (TPR)

TPR is one of the English teaching approaches and methods developed by Dr. James J Asher. TPR is based on the idea that language learning is enhanced when students respond physically to commands or instructions. This mimics the natural way children learn their first language. In other words, TPR is a language teaching method that revolves around integrating speech and action, aiming to teach language through physical activity.

Asher's Total Physical Response is a "natural method" since Asher views first and second language learning as parallel processes. He contends that teaching and learning a second language should mirror the natural processes of acquiring a first language. As a result, three key processes are involved:

Prior to children gaining the ability to speak, they first develop listening skills. In the early stages of acquiring their first language, they are capable of understanding complex speech, which they struggle to spontaneously produce or mimic. Asher

suggests that a learner may be forming a mental framework of the language during this listening period, enabling them to later speak the language;

Children's listening comprehension skills develop because they need to physically respond to spoken language in the form of parental commands; and

Establishing a foundation in listening comprehension leads to natural and effortless development of speech.

Asher emphasizes the importance of building foreign language learning on the same principles as children learning their native language. In other words, TPR is designed based upon the way that children acquire their mother tongue. In this respect, TPR considers that one learns best when he is actively involved and grasp what he hears (Haynes, 2004; Larsen-Freeman, 1986; Linse, 2005).

2.11 The Characteristics of Young Learners

According to Scott & Ytreberg (1993), young learners have the traits of active learners—they are interested in genuine activities that promote thinking, they learn through sensory experiences, they respond to language through tangible objects, and they are physically active. They will be enthusiastic if taught through enjoyable activities, and learn best when they are enjoying themselves. Below are some characteristics of young learners:

Being active/learning by doing.

More interested and curious with something.

Having the capacity for indirect learning.

Unable to think abstract but good at imitating.

Talking a lot and being creative with limited vocabulary and grammar.

Having capacity to grasp meaning and own world of imagination.

Having short concentration, like playing and learning best when having fun activities. (Slattery & Willis, 2001, Scott & Ytreberg, 2004)

Base on the explanation above, the teachers are expected to understand about student's character so that they can condition effective classroom activities and efficient according to the needs of children at their age.

2.12 Conceptual Framework

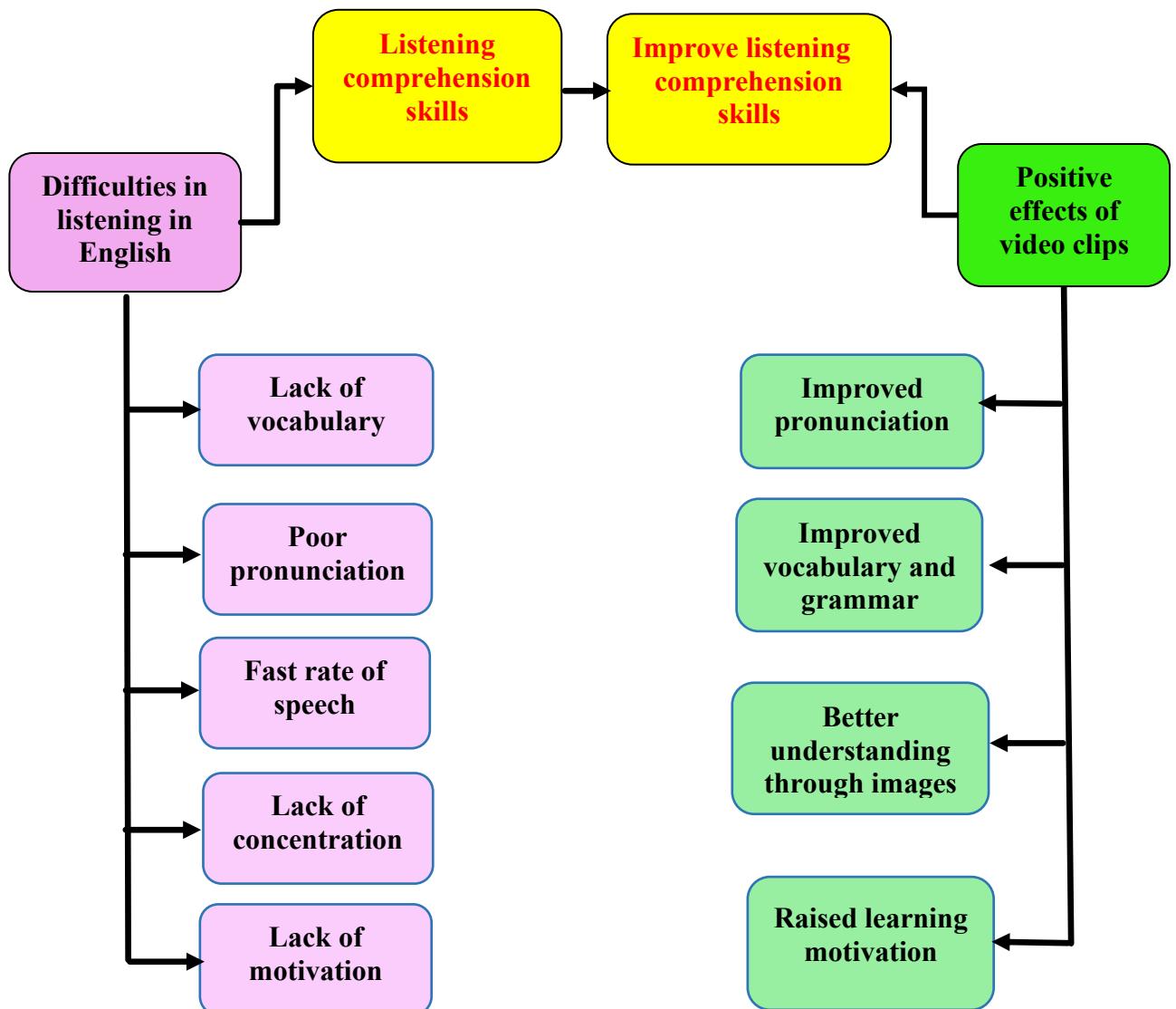


Figure 2.2 Conceptual Framework

CHAPTER 3: METHODOLOGY

3.1 Participants

The population of this study consisted of 68 grade 5 students of two classes (5A and 5B) at Thuan Nam 2 Primary School. Fifth-graders were chosen as study participants because they were more mentally and linguistically mature to understand the content of video clips better than younger students.

Besides, the researchers interviewed 5 English teachers at the school.

3.2 Data collection tools

Questionnaire

The researcher intended to use questionnaire as the main data-gathering instrument because it is believed that relevant data could be collected from a large number of respondents, i.e. student Grade 5 in this case. The questionnaire was designed on a Likert-type scale with five options. The respondents were requested to put a tick under each statement using a 5-point Likert Scale rating system as follows: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Questionnaires were delivered to all participants and the researcher herself administered the questionnaires. All participants completed the questionnaire.

To avoid difficulty, the questionnaires were translated into Vietnamese to ensure clarity and accuracy in students' comprehension of the content. Due to a shortage of time, convenience of analysis, and reduce confusion the researcher decided to use only close ended questions in the questionnaire.

Interview

The second data-gathering tool is an interview. Due to the fact that interviews are interactive and help the researcher explore issues that are not noticeable in other modes of data collection (Mackey & Gass, 2015), a semi-structured interview was conducted at the end of the course to collect qualitative data. The subjects of the study in this tool were 5 English language teachers and selected students. There were two interviews: one for students and one for teachers. In each interview, there were four questions in the interview that aimed to investigate students' opinions about difficulties that students faced in listening English and positive the effects of video

clips on their listening comprehension skills. The questions in the interview were designed in line with the questionnaire so that the researcher could be more certain about the participant's thoughts and attitudes in accordance with the answers in the questionnaire and the data would also be triangulated.

3.3 Data collection procedures

The survey procedures consisted of two phases with two different questionnaire surveys to answer two research questions of the study.

The first questionnaires were delivered to students to survey the difficulties in listening in English of young learners at Thuan Nam 2 primary school. Next, the researcher began integrating video clips into teaching listening skills to students in both classes 5A and 5B. At the beginning of the cartoon watching session, the researcher introduced the topic of the video clips to the students and characters using pictures. The teachers pre-taught students some vocabulary and phrases which they would hear from the video clips. After that, the students watched the three times and completed the listening comprehension tasks such as short answer questions, matching, true or false.

After the six weeks, the second questionnaires were delivered to students to identify positive effects of using video clips as an audio-visual means on listening comprehension skills of the 5th grade students at Thuan Nam 2 Primary school. All questionnaire surveys were conducted in the classrooms of Thuan Nam 2 primary school to ensure validity and reliability.

Each of questionnaires were required to complete within the specified time of 20 minutes, under the supervision of the researcher, ensuring the honesty and reliability of the data. The researcher himself collected the entire questionnaire.

After questionnaires were completed, the researcher interviewed 10 students and 5 teachers to get further information.

3.4 Data analysis

The data obtained from this method of teaching in the study was analyzed and interpreted through quantitative analysis. Quantitative data includes the data obtained from the questionnaire. The data presented and to be analyzed in this section of the study are difficulties in listening in English of young learners and positive effects of using video clips as an audio-visual means on listening comprehension skills of the 5th grade students at Thuan Nam 2 Primary school. The data from the Likert's scale were analyzed through SPSS latest version to find out the outcomes of this study. In order to have an overview and the trends of the data collected from questionnaire, a descriptive statistics test was computed. The researcher displayed the summary of the data in terms of the maximum score (Max), minimum score (Min), the average score (Mean), the range of the score, the distributions of the score around the mean (Variance), and the standard deviation (SD), which is the square root of the variance. The value of mean scores for opinion level was interpreted according to the Table 3.1.

Table 3.1 Meanings of Value of mean scores

Value of mean scores	Meaning
1-1.80	Strongly disagree
1.81-2.60	Disagree
2.61-3.40	Neutral
3.41-4.20	Agree
4.21-5.0	Strongly agree

Moreover, the date were presented in the form of percentages, and graphs to have an clearer view on the data.

The reliability of the of survey questionnaire was determined by the Cronbach's Alpha value. George and Mallery (2003) provided the rule of thumb for

assessing the Cronbach's Alpha value for a dichotomous or Likert scale instrument. This is presented in the Table 3.2.

Table 3.2 Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha < 0.90$	Good
$0.70 \leq \alpha < 0.80$	Acceptable
$0.60 \leq \alpha < 0.70$	Questionable
$0.50 \leq \alpha < 0.60$	Poor
$\alpha < 0.50$	Unacceptable

The Cronbach's Alpha has a value between 0 and 1. The closer the Cronbach's Alpha value to 1, the greater the internal consistency of the item within the scale. According to George and Mallery (2003), Cronbach's Alpha value above 0.90 indicates excellent internal consistency, above 0.80 is good, above 0.70 is acceptable, above 0.60 is questionable, above 0.50 is poor, and below 0.50 is unacceptable.

The data from the interview was transcribed verbatim, coded and categorized into themes, and represented by the researcher. The results of the interview were sorted in two main groups: difficulties of students in listening in English and effects of video clips on improve students' listening comprehensions skills. Each theme was described and interpreted in relation to the research questions, providing a deeper understanding of the participants' experiences. After that, the data from the interviews were compared with the assumptions from the questionnaires to come to the conclusion. To validate of findings, the researchers had colleagues review the analysis to provide feedback and enhance credibility. The findings were presented in

a clear and organized manner, incorporating direct quotes from participants to illustrate the identified themes. The researcher discussed how these findings relate to the research questions and their implications for enhancing listening comprehension skills.

3.5 Validity and Reliability

Fraenkel&Wallen (2009) defined “validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes” and the notion of reliability “refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another.” When the researcher decides which instrument to be used, the researcher needs to consider these two concepts.

To ensure the validity and reliability of the study and the instruments, the researcher had the supervisor and 5 English teachers of the school evaluate of the relevance and clarity of questionnaires and interview questions. Next, the researcher collected feedback and revised the questionnaire based on their suggestions. Then, the researcher translated the questionnaire into Vietnamese, tested on the questionnaire on ten students and revised the questions where necessary. After that, further adjustments to the questionnaire were made based on the feedback from students and teachers Cronbach's Alpha was used to check the reliability of the questionnaire. After the questionnaire was refined and finalized, the official survey was conducted. The official questionnaires were translated into Vietnamese to make sure that the questionnaire and interview questions are unambiguous. All students were required to complete the questionnaires in the same classroom under the supervision of the researchers to ensure consistency and reliability of the data. The researcher also gave detailed and clear instructions on the questionnaire, and interview to the participants before the application. The researcher interviewed selected students and teachers.

The reliability of the questionnaire was also checked using Cronbach's Alpha method and described in Table 3.3 and Table 3.4 below.

Table 3.3 Difficulties in listening in English of young learners

Reliability Statistics

Cronbach's Alpha	N of Items
.803	10

Table 3.4 Effects of using video clips on listening comprehension skills

Reliability Statistics

Cronbach's Alpha	N of Items
.815	10

Due to the Cronbach's Alpha values of each questionnaire greater than 0.7, the questionnaire of this study had a high reliability value and was considered to be a good data collection instrument for the study.

CHAPTER 4: FINDINGS AND DISCUSSION

4.1 Difficulties in listening in English of young learners

Table 4.1 and Figure 4.1 show the students' responses to the 10 questions related to difficulties in listening in English. These difficulties included lack of vocabulary, pronunciation, fast rate of speech, psychological factors.

Table 4.1 Descriptive Statistics of Difficulties in listening in English of young learners

Descriptive Statistics

	N	Min	Max	M	SD
I find it difficult to grasp the meaning of all words when the topic of the dialogue is unfamiliar	68	1	5	3.65	.989
I often do not know the meanings of words when I listen to the recordings	68	1	5	3.57	.997
I stop listening and start thinking about the meaning of word when encountering an unknown word	68	1	5	4.24	.948
I find it difficult to understand the meaning of words which are not pronounced clearly	68	1	5	3.75	.968
I find that my pronunciation on English words and sentences is not the same as the speakers in the recording	68	1	5	3.60	.900
The speed of people talking in audio is too fast for me	68	1	5	3.69	.981
I find it difficult to follow the sequence of the dialogue when the sentences are too long and complex	68	1	5	3.57	.967

I struggle to identify the main ideas in conversations in the recordings	68	1	5	3.74	.971
I find it difficult to concentrate with noise around	68	1	5	3.66	.924
Listening to English recording makes me feel tired in class	68	1	5	3.50	.970
Valid N (listwise)	68				

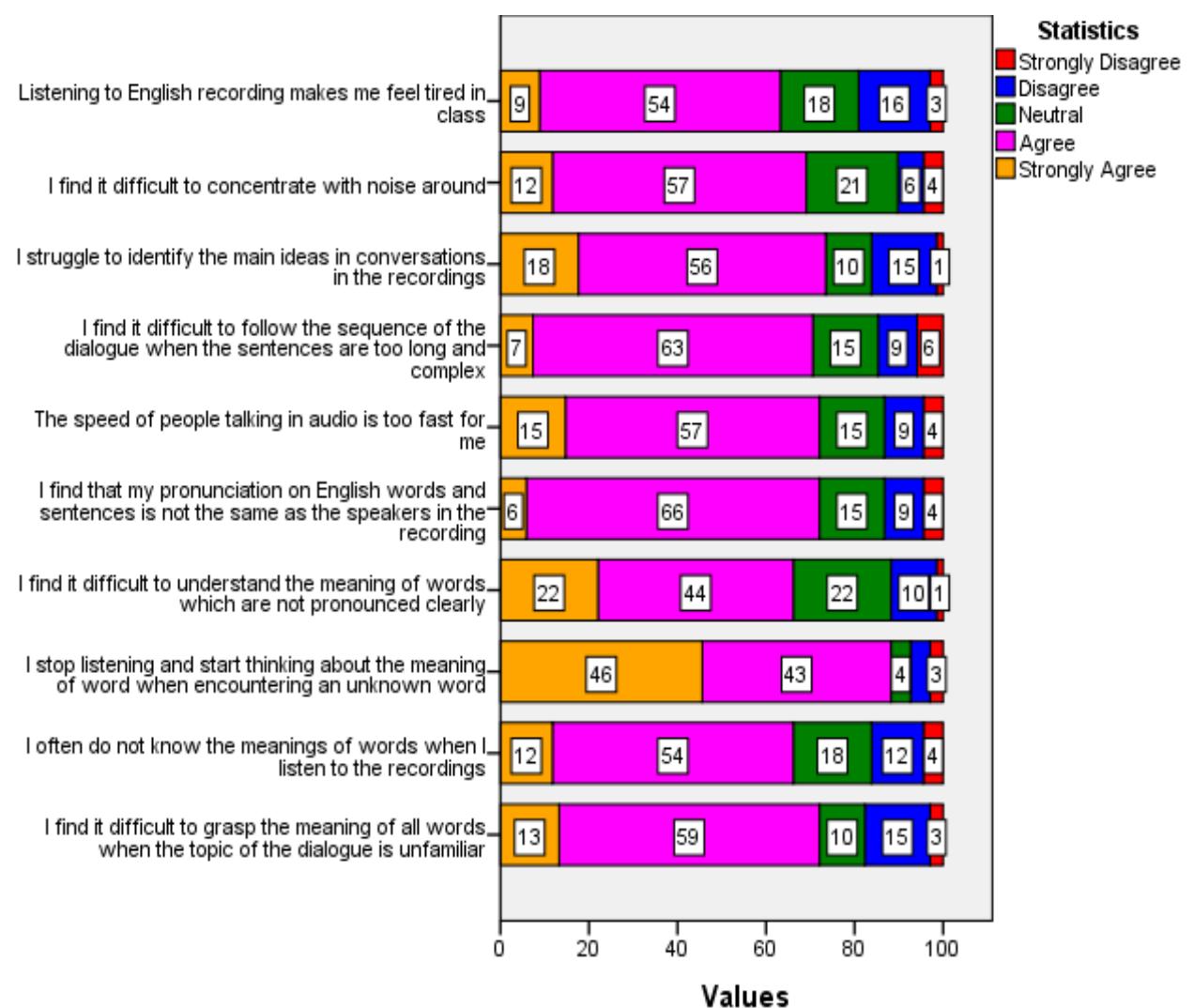


Figure 4.1 Difficulties in listening in English of young learners at Thuan Nam 2 Primary school

4.1.1 Lack of vocabulary

Questionnaire results

The percentage of those who found it difficult to grasp the meaning of all words when the topic of the dialogue was unfamiliar accounted for the majority ($M=3.65$, $SD=0.989$, 13% strongly agree, 59% agree). There were 12% of agreed students and 54% of strongly agreed ones who shared they often did not know the meanings of words when I listened to the recordings ($M=3.57$, $SD=0.997$) while the number of respondents who strongly disagreed and disagreed occupied only 4% and 12% respectively. The respondents mostly believed they stopped listening and started thinking about the meaning of word when encountering an unknown ($M=4.24$, $SD=0.948$, 46% strongly agree, 43% agree). This suggests that unknown words disrupted their listening comprehension because they prioritized understanding over continuous listening when faced with unknown vocabulary.

Interview results

A common view shared by the majority of respondents (8 out of 10) was that limited vocabulary hinders their listening comprehensions. S6 said “*I can't guess the meaning of new words in the recordings. Once, I tried to ask my classmates the word meaning. When I knew the meaning, the listening recording was ended*”. S9 added “*I lose concentration when I think about the meaning of new words*”. S10 shared: “*Sometimes I found the words in the recording very familiar but I can't remember its meaning, so I can't understand what the speaker is talking about*”. All of teachers expressed that the most common challenges young learners encountered when listening to English was lack of vocabulary. T1 shared: “*There are some words which students have learned, but they forget. So, they can't understand the content of listening texts.*” T4 added “*....Encountering new words without prior knowledge can lead to confusion and hinder comprehension..*”. T5 added “*Students usually ask teachers or their classmates about the meaning of unknown words while listening the recording. They usually ask to repeat while listening because they don't understand.*”

T3 also clarified: “Many students don’t learn by heart new words from the previous lesson or they don’t review regularly those words, so they have limited vocabulary. It affects on their listening comprehension skills.”

In summary, many students found difficulties in listening because of limited vocabulary knowledge. It emphasized the important of mastering vocabulary in improving listening skills.

4.1.2 Pronunciation

Questionnaire results

The result indicate that the largest number of respondents found it difficult to understand the meaning of words which were not pronounced clearly ($M=3.75$ $SD=0.968$, 22% strongly agree, 44% agree). 72% of respondents strongly agreed and agreed that their pronunciation on English words and sentences was not the same as the speakers in the recording ($M=3.60$, $SD=0.900$, 6% strongly agree, 66% agree). This suggests that clarity in pronunciation is crucial for comprehension and that unclear pronunciation presents a barrier to understanding.

Interview results

Interviewees clarified that their teachers as well as their classmates usually pronounced words separately and clearly and their intonation seemed to be flat. That was the reason why when they listen to natural spoken English in which people frequently used reduced forms as well as colloquial words and expressions, they find it difficult to understand. S2 shared “... *I found the speakers don’t pronounced clearly, so I couldn’t recognize some words*”. Many interviewees stated that they were familiar neither with the accents nor with the pronunciation of the speakers in the recording because they are quite different from what they know and learn from their teachers. Their teachers did not use intonation or stress on words or sentences much. Some students even blamed their teachers at high school for their incorrect pronunciation. S7 added “*I get confused between the sounds. For example, fifteen and fifty.*”

4 of 5 teachers said many students had difficulties when trying to replicate the pronunciation they hear. Some students might feel self-conscious about their pronunciation, particularly if they lack practice. This fear could deter them from speaking up or participating in listening activities, creating a cycle of limited practice and reinforcement of incorrect pronunciation. “*Exposure to different accents or unclear pronunciation can make it hard for students to grasp the spoken language*” - T3 said.

In summary, a lot of students faced with challenges in listening comprehension skills because of having poor pronunciation. They could not recognize words and phrases or misunderstood the content of the recording.

4.1.3 Fast rate of speech

Questionnaire result

Many students found the speed of people talking in audio was too fast for them ($M=3.69$, $SD=0.981$, 15% strongly agree, 57% agree). This suggests that the pacing of the dialogues may exceed their comprehension abilities, making it challenging to follow along. Besides, there was 70% of students found it difficult to follow the sequence of the dialogue when the sentences were too long and complex ($M=3.57$, $SD=0.967$). Long, convoluted sentences could hinder the ability to track the conversation. 74% of students keep an agreement that they struggled to identify the main ideas in conversations in the recordings. This suggests that both speed and complexity of the language used in the recordings were barriers to comprehension, preventing students from grasping key points.

Interview result

A considerable number of the interviewees confess that sometimes the rate of speech was too fast for them to catch up with. Some of them shared that they were familiar with their teacher's speed which was often slower than the recording; therefore, they even felt shocked when the speakers in the recording spoke too fast. S1 expressed “*I find the speakers speak too fast. I can't understand what they said*”.

S2 shared “*Sometimes, I can hear some sentences, but I don't know the main ideas of the conservation.*” S10 told “*Sometimes I struggle with fill-in-blank tasks. The speakers talk too fast. They pause just for a while. I have to stop listening to write the answers.*”

4 of 5 teachers agree that students struggled to keep up with the pace of native speakers, making it difficult to understand the content. They can't imagine what the speakers are talking about. T2 expressed: “*I think students find it difficult to follow speaking rate of the speakers. They often ask me to replay the audio after each questions*”. T4 shared: “*Sometimes students of the class can't follow the speakers, even they talk with the normal speed. I think the reason maybe that they are lack of listening practice at home*”. Besides, lengthy or complicated sentence structures could overwhelm learners, making it hard to follow the main ideas. Some of them did not know to determine "keywords" in the recordings. This is also the reason why they find difficult to predict the content and find answers. T1 expressed “*There are some recordings that the speakers talk faster than others. I have to stop the audio player after each question in order that students can find the answer for that question*”.

In a word, many students were not familiar with the native speaker's accent and speed of speech and the complexity of the language used in the recordings hindered student's ability to follow and grasp the overall message.

4.1.4 Psychological factors

The majority of students found it difficult to concentrate with noise around ($M=3.66$ $SD=0.924$, 12% strongly agree, 57% agree). This suggests that external distractions significantly hindered their ability to focus on audio materials, potentially affecting their comprehension and learning outcomes. Moreover, (63%, combining 9% strongly agree and 54% agree) reported that listening to English recordings made them feel tired in class, with a mean score of 3.50.

Interview result

A considerable number of the interviewees confessed that they did not like listening and they found some of the listening texts boring and they feel tired; therefore, they did not pay attention to listening in classrooms. 8 out of 10 respondents admitted that they did not often practise listening outside classrooms. In fact for some students the only time they practised listening is in class. Some other interviewees shared that they were aware of the important role of listening skills but their listening proficiency was so low that they usually felt nervous and lost confidence when they could not catch the words or understand the recordings. 90% interviewed students acknowledged that whenever they met new word or phrase in the recording, they would try to find out its meaning; hence, they lost their focus on the content of the recording. In addition, a significant number of interviewees stated that they could not concentrate on the listening text if they had to listen and searched for the answer at the same time especially when the spoken text is too long. S9 revealed "*I lose concentration when I think about the meaning of new words*". S10 added "*I am unable to concentrate because I search for the answers and listen to the listening text at the same time*". Besides, 7 out of 10 interviewees agreed that they cannot focus on listening when their beside friends tried to talk to them something. S8 said "Sometimes I can't focus on listening the recordings because I feel sleepy". T2 shared "*young learners may have difficulty understanding context, especially if they lack background knowledge about the topic being discussed. If the listening material is not engaging, students may lose interest, further impacting their comprehension*".

Overall, a significant number of students tend to be most distracted by the new words, surrounding noise or the listening materials. Overall, these findings highlight the importance of a conducive learning environment and motivation for effective listening comprehension.

4.2. Effects of using video clips as an audio-visual means on listening comprehension skills of the 5th grade students at Thuan Nam 2 Primary school

The Table 4.2 and Figure 4.2 shows positive effects of using video clips on listening comprehension skills of the fifth graders at Thuan Nam 2 Primary school. Overall, the majority of respondents of questionnaires (79%, combining 16% strongly agree and 63% agree) shared that using video clips in class enhanced your overall listening comprehension skills ($M=3.78$, $SD=0.975$)

Table 4.2 Descriptive Statistics of effects of using video clips as an audio-visual means on listening comprehension skills of the 5th grade students at Thuan Nam 2 Primary school

Descriptive Statistics

	N	Min	Max	M	SD
Do you think video clips help you improve your pronunciation ?	68	1	5	3.68	.969
Can you become familiar with different accents after watching video clips?	68	1	5	3.74	.908
Do you believe that video clips help you learn vocabulary and sentence patterns better?	68	1	5	3.72	.960
Can you remember better the content after watching video clips.	68	1	5	3.96	.953
Do you think that video clips help you understand spoken language better guessing meaning from context, voice and sound track?	68	1	5	3.63	.929
Do you think subtitles in video clips enhance your listening skills?	68	1	5	3.59	.981

Do you think video clips make listening exercises more enjoyable and engaging?	68	1	5	3.59	.981
Do you think that you can concentrate better when listening to content with the live pictures in the video clips?	68	1	5	3.84	.956
Do you believe that video clips often depict real-life situations that you can relate to, which motivates you to improve your listening skills.	68	1	5	3.74	.987
Do you believe that using video clips in class enhance your overall listening comprehension skills?	68	1	5	3.78	.975
Valid N (listwise)	68				

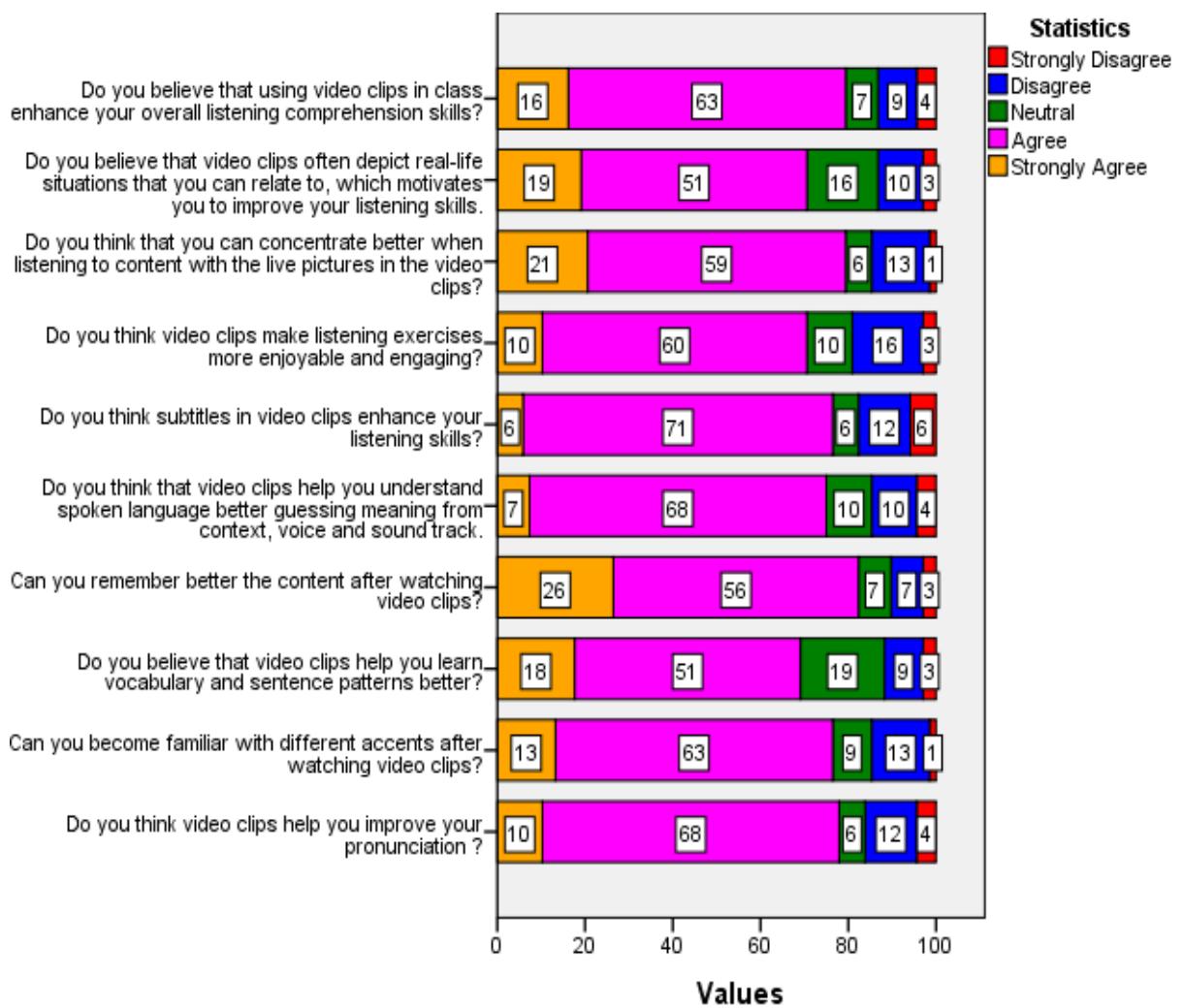


Figure 4.2 Positive effects of using video clips as an audio-visual means on listening comprehension skills of the 5th grade students at Thuan Nam 2 Primary school

4.2.1 Improved pronunciation

Questionnaire result

As can be seen in Table 4.2 and Figure 4.2, a significant majority of participants (78%) claimed that clips video clips helped them improve their pronunciation ($M=3.68$, $SD=0.969$, 10% strongly agree, 68% agree). This suggests a strong consensus on the effectiveness of these resources in language learning. Additionally, participants reported they became familiar with different accents after watching video clips ($M=3.74$, $SD =0.908$, 13% strongly agree, 63% agree). The data

highlights the positive impact of video materials in enhancing both pronunciation skills and awareness of various accents, contributing to a more comprehensive language learning experience.

Interview result

Both teachers and students shared that video clips helped students improve their pronunciation. Students reported that watching and mimicking the speech in the videos improved their understanding and practice of proper pronunciation. Therefore, they could more easily recognize different sound when listening. Teachers indicated that students could enhance their English pronunciation by demonstrating and mimicking how to pronounce words emphasizing words, employing proper intonation, and spelling words correctly based on what native speakers said or what they had learned from videos.

Overall, the data underscores the beneficial role of video clips as a teaching tool, fostering both pronunciation skills and listening comprehension through exposure to authentic speech patterns and accents. This approach not only aids in pronunciation but also enhances overall language proficiency.

4.2.2 Improved vocabulary and grammar

Questionnaire result

The results indicate that largest proportion of respondents found video clips shared that video clips helped them learn vocabulary and sentence patterns better, as reflected in the mean score of 3.72 with total agreement of 69% (combining 18% strongly agreed and 51% agree). This suggests that video clip was an effective tool for reinforcing vocabulary acquisition and familiarizing students with various sentence constructions. Furthermore, the low percentage of disagreement (only around 12%) indicates a strong overall approval of the effect of video clips in the learning process. This consensus highlights the potential of multimedia resources in language education, suggesting that they not only engage students but also facilitate deeper comprehension of vocabulary and grammar.

Interview result

To begin with, the researcher asked the students to share about habits of watching video clips in English at home. Six of ten students reported they only watched video clips in English in the classroom, the rest of four students said that they watched video clips in English at home twice a week at home. 8 of ten students expressed that they liked short video because it was easy to follow. S1 clarified: “*I like to listen to short videos. I usually listen video songs on Youtube. I often listen, sing along and do action along with the performer on the video clips*”. ” Besides, S2 reported “*I prefer short video clips because they are easier to follow. I often watch short video clips about learning English among people and cartoons. I can learn some new words, expressions or commands.*” S6 shared “*I like watching short videos. I like watching the channel that the person introduces the toys.*” S8 made a point “*I like watching short videos because long videos make me feel bored. I like watching video clips about teaching English pronunciations to improve my pronunciation. Sometimes, I watch video songs.*”

When students are asked about the effect of using video clips on listening comprehension skills, most of them (9 out of 10) expressed that they could remember new words and sentence patterns more easily after they watched video clips. Besides, they could review some vocabulary and sentence patterns that they had learned. Moreover, they could expand their vocabulary on the same topic that they studied in the class. Sometimes, they could guess the meaning of the unknown words based on the context of the video. S1 said “*I can guess what they are talking about, even if I don't know some new words*”. S9 expressed “*I can learn by heart some words and expressions more easily*”.

All of 5 teachers have utilized video clips in English language teaching. They usually used English songs or educational videos to teach students. Mostly, video clips were integrated in stages of warm up or consolidation. They shared that using video clips had a positive impact on language knowledge of students for many reasons. First of all, video clips provided the opportunity for vocabulary practice. By

seeing the movements in the video clips, students stated that watching them was the simplest and most enjoyable way to study English and pick up new vocabulary. Students often asked teachers to repeat some video clips for many times, this repetition offers greater exposure to the words and can help to improve vocabulary acquisition. However, the students could learn about cultural issues of English speaking countries through video clips. Moreover, video clips could help the learners to improve listening skills because they provided learners with practice listening to different forms of intonation and pronunciation. T4 shared: “*...using video clips help students enhance their vocabulary acquisition. They can learn new vocabulary in context, so they can remember better, and makes it easier to understand usage in real situations...*” In summary, students enjoyed watching short English video clips for entertaining and learning. They could help students expand their vocabulary and sentence patterns.

Overall, the findings emphasize the value of integrating video clips into language learning curricula to support vocabulary and sentence pattern mastery.

4.2.3 Better understanding through images

Questionnaire result

The findings from the questionnaire showed that the majority of respondents asserted that they could remember better the content after watching video clips ($M=3.96$, $SD = 0.953$, 26% strongly agree, 56% agree). This suggests that the visual and auditory elements of video resources aid memory retention effectively. Besides, the participants believed that video clips helped them understand spoken language better guessing meaning from context, voice and sound track accounted for 75% ($M=3.63$, $SD=0.929$, 7% strongly agree, 68% agree). Moreover, the majority of respondents (77%) strongly agreed and agreed that video clips subtitles in video clips enhance your listening skills ($M=3.59$, $SD=0.981$). (See at Table 4.2 and Figure 4.2). It refers that elements of video clips could facilitate comprehension by providing contextual clues.

Interview result

80% of interviewed students shared that they could predict content and identify main ideas by using images on video clips. Video clips provided exposure to native speakers and real-life language usage, helping learners grasp pronunciation, intonation, and colloquial expressions. Content such as interviews, and everyday conversations allowed learners to see language in context. Visual elements helped learners understand the context, reducing reliance on translations. S7 said “*Video clip contain sounds and the pictures. So, sometimes I can guess what they are talking about, even if there are some new words.*”

All teachers mentioned that video clips provided exposure to native speakers and real-life language usage, helping learners grasp pronunciation, intonation, and colloquial expressions. Content such as interviews, and everyday conversations allows learners to see language in context. Visual elements helped learners understand the context, reducing reliance on translations. Besides subtitles in English could aid comprehension without disrupting immersion. By this way, teachers implement direct method effectively. Students heard the sound and saw the images at the same time which encouraged them to understand the meaning without translation. Moreover, using video clips primarily to develop listening skills, followed by speaking activities based on the content. Teachers encouraged learners to mimic dialogues, which helped with pronunciation and fluency.

Overall, thanks to effective images and clues, students could improve their content retention, comprehension of spoken language, listening strategies and inferring strategies.

4.2.4 Raised learning motivation

Questionnaire result

A significant proportion of participants believed that video clips made listening exercises more enjoyable and engaging ($M=3.59$, $SD=0.981$, 10% strongly agree, 60% agree) and that they could concentrate better when listening to content with the live pictures in the video clips ($M=3.84$, $SD=0.956$, 21% strongly agree, 59%

agree). Furthermore, the large percentage of respondents agreed video clips often depict real-life situations that they can relate to, which motivated them to improve my listening skills ($M=3.74$, $SD=0.987$, 19% strongly agree, 51% agree). (See at Table 4.2 and Figure 4.2)

Interview result

From the interview, the majority of students and teachers believed that watching video clips was a fun and engaging way to learning foreign language and practice listening comprehension. S8 said "*I feel more excited in watching video clips in English*". The combination of visuals and audio captured attention, making learning enjoyable. Engaging content, such as relatable stories or real-life scenarios, resonated with students, making learning enjoyable and relevant. Visuals serve as powerful aids, providing context that enhances comprehension and allows students to infer meanings even when they encountered unfamiliar vocabulary. Moreover, videos encourage active participation. S1 said "*Video clip contain sounds and the pictures. So, sometimes I can guess what they are talking about, even if there are some new words.*" When students saw and heard others using English, they became inspired to practice their own listening and speaking skills. Additionally, using video clips created 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.

Overall, these findings emphasized the effects of video clips in making listening exercises more engaging, improving concentration, and enhancing listening skills through the use of subtitles. Integrating multimedia resources into language learning can significantly benefit students' educational experiences. In other word, video clips can increase student's learning motivation.

4.3 Discussion

Based on the collected data from the questionnaire and the interviews, it can be concluded that most young learners at Thuan Nam 2 primary school faced with

several difficulties in listening in English. The major obstacles were lack of vocabulary, poor pronunciation, fast rate of speech, psychological factors. However, these challenges can be effectively addressed through the use of video clips in teaching listening comprehension skills.

Regarding the first issue as lack of vocabulary, the findings indicates that a significant portion of students struggle with understanding vocabulary in unfamiliar contexts, which affects their listening comprehension. Additionally, many students diverted their attention to deciphering unknown words, suggesting that strategies to enhance vocabulary comprehension could be beneficial in improving overall listening skills. This finding is consistent with the findings of previous studies (Chao, 2013; Tuan & Duong, 2020). The data also supports Underwood's theory (1989) that limited vocabulary is a big obstacle to most students in listening comprehension. In this aspect, 69% of respondents from questionnaire strongly agreed and agreed that video clips could help them learn vocabulary and sentence patterns better. Besides, interviewees shared that video clips were useful educational tool which could help students reinforce as well as expand their vocabulary and grammar structures. They highlighted that video clips facilitated vocabulary practice in a fun and engaging manner, allowing for repetition and greater exposure to new words. Moreover, learning vocabulary in context emphasizes the practical benefits of video clips, making it easier for students to remember and apply new language skills in real-world situations. Lastly, teachers pointed out that video clips introduce cultural elements of English-speaking countries, enriching students' understanding of the language in its cultural context. In summary, the findings clearly demonstrate the effects of video clips as resources not only make learning more enjoyable and engaging but also support vocabulary mastery and comprehension of sentence structures. By leveraging the dynamic nature of video content, educators can create a more effective and enriching language learning environment. The positive feedback from both students and teachers reinforces the idea that video clips are valuable tools that enhance

language education, fostering deeper comprehension and greater enthusiasm for learning.

Regarding poor pronunciation, the result from questionnaire revealed that a large number of respondents (66%) struggled with understanding words that were not pronounced clearly, as indicated by a mean score of 3.75. Additionally, 72% of respondents acknowledged that their pronunciation differed from that of speakers in the recordings, with a mean score of 3.60. This suggests that clarity in pronunciation is essential for effective comprehension. The findings highlight the disconnect between learned pronunciation and authentic speech patterns. From the interview, it found that students expressed frustration with their inability to understand reduced forms and colloquial expressions, which are commonly used in everyday conversation. Students often felt self-conscious about their pronunciation. This anxiety can inhibit participation in listening activities, perpetuating a cycle of limited practice and reinforcement of incorrect pronunciation. This lack of exposure, combined with limited practice in replicating authentic pronunciation, creates barriers to effective listening comprehension. In summary, the findings indicate that students struggle with listening comprehension primarily due to poor pronunciation skills and a lack of exposure to natural speech patterns. This supports Rosa (2012) who argues that poor pronunciation is the main problem leading to the students' difficulty in listening comprehension. Therefore, teachers should make it a priority in the classroom. By using video clips, a substantial 78% of participants reported that video clips significantly improved their pronunciation, as reflected in the mean score of 3.68. This strong agreement suggests that video resources are a valuable tool in language education, effectively aiding students in developing their pronunciation abilities. Additionally, the mean score of 3.74 indicates that participants became more familiar with different accents after watching these clips, with 76% acknowledging this benefit. The data suggests that exposure to varied accents not only enhances pronunciation skills but also enriches students' overall language learning experience by broadening their understanding of diverse speech patterns. Both teachers and

students echoed these findings during interviews. Video clips featuring native speakers provide students with models of correct pronunciation. They emphasized that watching and mimicking the speech in videos helped them grasp proper pronunciation. By demonstrating correct pronunciation and emphasizing key intonation patterns, teachers can guide students in replicating these sounds accurately. This process not only reinforces pronunciation skills but also aids in recognizing different sounds intonation, and rhythm, which are crucial for effective communication, particularly listening comprehension. In summary, the findings underscore the positive impact of video clips on pronunciation improvement and accent familiarity. These resources serve as an effective means for engaging students in active learning, allowing them to practice and refine their pronunciation skills in a supportive environment. The combination of visual and auditory elements in video clips provides a comprehensive approach to language learning, fostering both pronunciation and listening skills. Moving forward, integrating more multimedia resources into language curricula can further enhance students' language acquisition and communicative competence.

Fast rate of speech was a problem in young learners' listening in English. The findings indicate significant challenges faced by students in comprehending audio recordings, primarily due to the speed of speech and the complexity of sentence structures. With a mean score of 3.69, 72% of respondents expressed that the pace at which people spoke in the recordings was too fast for their comprehension. This suggests that the rapid delivery of dialogues exceeds their listening abilities, making it difficult for them to follow along effectively. Data collected from interviews indicated that students were not familiar with the speed of native speakers as well as they might be distracted by new words or listening tasks. Besides, familiarity with their teachers' slower speaking rates may contribute to this shock, as students are not accustomed to the natural speed of conversational English. This disconnect illustrates a gap between classroom instruction and real-world listening experiences, where speed and fluency are often prioritized. Additionally, 70% of students indicated

difficulty following the sequence of dialogues, particularly when sentences were lengthy or complex, reflected in a mean score of 3.57. Long, convoluted sentences can hinder comprehension, making it challenging for students to track conversations and identify key points. Interviewees shared lack of listening practice at home might contribute to students' difficulties in following recordings, suggesting that additional practice opportunities could help bridge this gap. In summary, the findings underscore the significant barriers posed by the speed and complexity of spoken English in audio recordings. Both students and teachers acknowledge these challenges, highlighting the need for instructional adjustments to support students' listening comprehension. By implementing targeted strategies that address these issues, educators can help students develop the skills necessary to navigate the nuances of spoken language, ultimately enhancing their overall language proficiency. In this case, video clips could help students in using listening strategies thanks to audio and effective images. The findings from the study highlight the significant impact that video clips have on enhancing language learning, particularly in terms of memory retention, comprehension, and listening skills. When students watched a video clip, they could hear the sound and see character's movements, facial expressions, body languages at the same time. Therefore, they could guess the meaning of listening text more easily in case of not keeping pace with the speed of the speakers. With a mean score of 3.96, a substantial majority of respondents indicated that they could remember content better after watching video clips, suggesting that the combination of visual and auditory elements plays a crucial role in aiding memory. The high mean scores reflect students' belief that video clips effectively support their learning processes. The ability to remember content is crucial in language acquisition, as it allows students to build on prior knowledge and reinforce new vocabulary and concepts. Additionally, the finding that 75% of participants felt they could better understand spoken language through context, voice, and sound underscores the importance of multimedia resources in providing contextual clues. This aligns with cognitive theories of learning, which emphasize the

role of context in enhancing comprehension and retention. The interviews further support the quantitative findings, revealing that 80% of students reported being able to predict content and identify main ideas through effective imagery in video clips. This suggests that the visual components not only aid comprehension but also foster engagement by making the learning experience more interactive and relatable. Teachers echoed these sentiments, emphasizing that video clips provide exposure to native speakers and real-life language usage, which are essential for grasping pronunciation, intonation, and colloquial expressions. The use of authentic content, such as interviews and everyday conversations, allows students to see language in its natural context, reducing their reliance on translations. This approach aligns with the direct method of language teaching, which focuses on immersion rather than translation, fostering a deeper understanding of the language. Furthermore, the inclusion of subtitles was highlighted as a beneficial feature, aiding comprehension without disrupting immersion in the language. Subtitles help reinforce the connection between spoken and written language, making it easier for students to follow along and understand dialogues. Teachers' strategies of using video clips to develop listening skills followed by speaking activities encourage active participation and practice, which are crucial for language fluency. In summary, the findings illustrate that video clips are powerful tools in language education, significantly enhancing content retention, comprehension, and listening strategies. The combination of audio, visual elements, and subtitles creates a rich learning environment that supports diverse learning styles and fosters engagement.

For the psychological factors, 12% students strongly agreed and 57% agreed that they found it difficult to concentrate with noise around. Besides, 9% strongly agreed and 54% agreed that listening to English recording makes them feel tired in class. The data suggests that a significant majority of students experience challenges with concentration due to noise and feel fatigued during English listening activities. Psychological barriers, such as lack of motivation or concentration, can be mitigated through engaging video content. This highlights the importance of creating a

conducive learning environment and considering students' needs when incorporating audio materials in the classroom. When students find the material enjoyable and relevant, their motivation increases, leading to enhanced focus and participation. The visual elements of video can also reduce anxiety by providing a more relaxed learning environment compared to traditional listening exercises. The findings from the second research questions underscore the positive impact of video clips on language learning, particularly in enhancing the enjoyment and effectiveness of listening exercises. With a mean score of over 3.59, a significant majority of participants reported that video clips made listening exercises more enjoyable and engaging, better concentration when listening to content accompanied by visuals. This indicated that incorporating multimedia resources can transform traditional language learning experiences into more dynamic and appealing activities. Video clips could provide students with a standard language environment which motivated students in learning English in general, particularly listening comprehension skills. According to Mayer multimedia elements that address various senses, such as videos used in learning environments, contribute to increases in student interest and motivation. The interviews also highlight the active participation encouraged by video clips. Students feel inspired to practice their listening and speaking skills when they observe and hear others using English in various contexts. This active engagement fosters an environment conducive to learning, where students can participate in discussions, observations, and listening activities. As a result, video clips not only aid in language skill development but also promote critical thinking and communication abilities. In summary, the findings emphasize that video clips are highly effective tools for making listening exercises more engaging, improving concentration, and enhancing listening skills through the use of subtitles. Integrating multimedia resources into language learning significantly benefits students' educational experiences, increasing their motivation and fostering a more immersive learning environment. By leveraging the power of audio-visual materials, educators can create more effective and

enjoyable language learning experiences that resonate with students and facilitate deeper comprehension and skill acquisition.

CHAPTER 5: CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The study was designed to explore the impact of using video clips on listening comprehension skills of the 5th grade students at Thuan Nam 2 primary school. Specifically, the researcher investigated the difficulties of young learners in listening in English and positive effects of using video clips as an audio-visual means on listening comprehension skills of the 5th grade students at Thuan Nam 2 Primary school. The participants were 68 fifth graders and 5 teachers.

In order to meet the purposes of study, the questionnaire, and interview were used. First, the difficulties of young learners in listening in English were explored via the first questionnaire. Next, treatment were carried out. Then, the second questionnaire were implemented to investigate positive effects of using video clips as an audio-visual means on listening comprehension skills. Lastly, students' deeper and more sufficient perceptions about difficulties of young learners in listening in English and positive effects of using video clips as an audio-visual means on listening comprehension skills, the interview was carried out. The findings, which were discussed according to the objectives of the two research questions previously raised in Chapter I, were briefly concluded as follows:

Research question 1: What are difficulties in listening in English of young learners at Thuan Nam 2 Primary school?

The results of the first research question indicate that the difficulties in listening to English among young learners at Thuan Nam 2 Primary School reveals several key challenges that hinder their comprehension and engagement.

First, a lack of vocabulary significantly impacted students' ability to understand spoken English. Many learners struggled to follow conversations due to unfamiliar words, which can lead to frustration and disengagement. This lack of vocabulary prevented them from fully grasping the context and meaning of what they hear.

Secondly, poor pronunciation posed another barrier. Students often found it difficult to recognize words and phrases when they were pronounced differently than what they have learned in the classroom. This disconnect between classroom instruction and authentic spoken language can create confusion and hinder their ability to communicate effectively.

Additionally, the fast rate of speech was a substantial challenge. Many participants reported that native speakers talked too quickly for them to keep up, making it hard to catch key points and follow the flow of dialogue. This rapid pace could lead to missed information and a lack of confidence in their listening skills.

Finally, psychological factors such as well-being, concentration, motivation affected student's listening comprehension. In summary, the difficulties in listening to English among young learners at Thuan Nam 2 Primary School were multifaceted, encompassing a lack of vocabulary, poor pronunciation, fast speech rates, and psychological barriers.

Research question 2: What are positive effects of using video clips as an audio-visual means on listening comprehension skills of the 5th grade students at Thuan Nam 2 Primary school ?

The second research questions on the positive effects of using video clips as an audio-visual tool on listening comprehension skills of 5th grade students at Thuan Nam 2 Primary School explored several significant benefits that enhanced language learning in general and listening comprehension skills in particular.

Firstly, video clips helped students improved pronunciation, grammar and vocabulary. By engaging with authentic audio-visual content, students could hear correct pronunciations, observe grammatical structures in context, and acquire new vocabulary in a meaningful way. Besides, this exposure not only aided in reinforcing student's understanding but also helped them internalize language patterns that were essential for effective communication.

Moreover, the use of video clips also increased language learning motivation among students. The engaging nature of multimedia content captivated their attention and made the learning process more enjoyable. When students found the material entertaining and relatable, they were more likely to participate actively, leading to improved listening skills and a greater enthusiasm for language learning. The results suggested that when students are actively involved in their learning, they are more likely to develop confidence in their listening and speaking abilities.

In summary, the incorporation of video clips into the curriculum at Thuan Nam 2 Primary School significantly enhanced students' listening comprehension skills by providing exposure to standard language use and fostering an engaging learning environment.

5.2. Recommendation

For teachers

During teaching process, teachers should address difficulties of students in listening in English. Teachers should use varied audio materials including recordings with different accents and speaking speeds, to familiarize students with diverse language use. Besides, vocabulary development should be focused. Teachers should implement vocabulary-building activities that introduce new words in context or using visual aids, such as flashcards and picture dictionaries, to support understanding. Moreover, pronunciation practices should be implemented regularly by encouraging students to practice mimicking native speakers from audio and video materials. Creating a supportive environment is essential for student. Last but not least, integrating video clips and other multimedia elements should be considered to engage students and provide contextual clues that aid comprehension.

Video clips should be chosen carefully for educational purposes. The quality of the video clips should be carefully considered to make sure that they fit in well with the text book's or language learning programs' content. The length of video clips should be short because young learners have short concentration span. The interest and language proficiency of the learners should be considered when choosing video

clips. Teachers might use a variety of video formats to cater to different learning styles and interests. Last but not least, language teachers should be trained both technologically and pedagogically in order to optimize the benefits of this source of authentic language input in language education. After watching video clips, teachers should assess students' comprehension through various methods. This could include quizzes, reflective journals, group discussions, or creative projects that require students to apply what they learned from the video. Assessment should focus on both listening comprehension and the ability to articulate their understanding.

For students

In the process of learning English, students should practice active listening by trying to find out the main ideas of listening recordings and discuss with peers after listening activities. Besides, students should make a habit of learning new words and review vocabulary from previous lesson daily. Label common items around the house with their English names to reinforce vocabulary in daily life. Moreover, watching English-language shows, movies, or YouTube videos at home could help them become accustomed to different accents and speeds. They could listen and mimic native speakers to improve pronunciation, intonation and rhythm. They also can use websites that offer exercises focused on listening skills, vocabulary, and pronunciation under supervision of parents. These often include games and quizzes to make learning fun.

When choosing video clips, students should consider on various subjects to expand vocabulary and knowledge. This exposure will enhance their ability to understand different contexts and language uses. They can try using subtitles in English initially, then challenge yourself by turning them off to test your listening skills. After watching a video, summarize the main ideas. This reinforces retention and helps practice speaking skills.

For parents

Parents should encourage your child to watch English-language videos and discuss the content together. This not only reinforces comprehension but also strengthens your child's interest in learning. In case, parents do not know English, they can provide children with some video clips channels and sit with them to make sure they are not distracted. Besides, set up a suitable learning environment at home is important to be free from distractions. Last but not least, parents should collaborate with teachers to understand how video clips are being used in class. This collaboration can provide insights into how parents can further support their child's learning at home.

5.3 Limitation of the study

Despite the fact that video clips had positive impacts on students' listening comprehension skills, it still has several limitations which can be solved in further research.

Firstly, the limitation of the sample size in this current research is considered not large enough. As a result, it is insufficient to fulfill the demand of generalizing the research findings of integrating video clips on listening comprehension skills.

Secondly, the time frame of the study is considered to be relatively short to capture long-term impacts of using video clips on students' listening comprehension skills.

Thirdly, factors outside the classroom, such as students' home environments, prior exposure to English, and access to technology, may also impact their listening comprehension. The study may not have controlled for these external variables, which could skew the results.

Fourthly, while the study concentrated on listening comprehension, the effects of video clips on other language skills, such as speaking, reading, and writing, were not explored. This narrow focus may limit the understanding of the overall impact of video resources on language acquisition.

Lastly, main aim of the study is to find out young learners difficulties in listening in English and positive effects of using video clips as audio visual media on

students' listening comprehension skills. Therefore, challenges in using video clips in teaching listening comprehension skills were not studied deeply.

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APPENDICES

APPENDIX A QUESTIONNAIRE 1 (ENGLISH VERSION)

Dear students,

Thank you for your contribution!

SECTION A: PERSONAL INFORMATION I am conducting a study on the impact of using video clips on listening comprehension skills of the 5th grade students at Thuan Nam 2 primary school. I will be grateful for your filling in the questionnaire below about your difficulties in listening in English. It serves research purposes and is anonymous.

N

Full name: _____

Class : _____

SECTION B: DIFFICULTIES IN LISTENING IN ENGLISH OF YOUNG LEARNERS AT THUAN NAM 2 PRIMARY SCHOOL

Please indicate your level of agreement or disagreement with each of these statements regarding to difficulties in listening in English of young learners

Please put a tick (✓) in the box of your answer.

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I find it difficult to grasp the meaning of all words when the topic of the dialogue is unfamiliar					
2	I often do not know the meanings of words when I listen to the recordings					
3	I stop listening and start thinking about the meaning of word when					

	encountering an unknown word				
4	I find it difficult to understand the meaning of words which are not pronounced clearly				
5	I find that my pronunciation on English words and sentences is not the same as the speakers in the recording				
6	The speed of people talking in audio is too fast for me				
7	I find it difficult to follow the sequence of the dialogue when the sentences are too long and complex				
8	I struggle to identify the main ideas in conversations in the recordings				
9	I find it difficult to concentrate with noise around				
10	Listening to English recording makes me feel tired in class				

Thank you for your cooperation

APPENDIX B
QUESTIONNAIRE 1 (VIETNAMESE VERSION)
BẢNG CÂU HỎI KHẢO SÁT

Các bạn học sinh thân mến,

Cô đang thực hiện một nghiên cứu khoa học về tác động của việc sử dụng video clip lên kỹ năng nghe hiểu của học sinh lớp 5 tại trường tiểu học Thuận Nam 2. Các bạn hãy giúp Cô hoàn thành bảng câu hỏi khảo sát dưới đây bảng câu hỏi dưới đây về những khó khăn của các em khi nghe tiếng Anh. Bảng câu hỏi này phục vụ cho mục đích nghiên cứu và thông tin các nhân người tham gia sẽ được giữ kín.

Chân thành cảm ơn sự đóng góp của các bạn!

PHẦN A: THÔNG TIN CÁ NHÂN

Họ và tên: _____

Lớp: _____

Vui lòng đánh dấu (✓) vào ô trả lời của bạn.

PHẦN B: NHỮNG KHÓ KHĂN TRONG VIỆC NGHE TIẾNG ANH CỦA HỌC SINH Ở TRƯỜNG TIỂU HỌC THUẬN NAM 2

Vui lòng cho biết mức độ đồng ý hoặc không đồng ý của bạn với từng câu sau đây liên quan đến những khó khăn trong việc nghe tiếng Anh của học sinh nhỏ tuổi

Vui lòng đánh dấu (✓) vào ô trả lời của bạn.

STT	Câu hỏi	Hoàn toàn không đồng ý	Không đồng ý	Bình thường	Đồng ý	Hoàn toàn đồng ý
1	Tôi thấy khó nắm bắt nghĩa của tất cả các từ khi chủ đề của đoạn hội thoại không quen thuộc					
2	Tôi thường không biết nghĩa của các từ khi nghe bản ghi âm					

3	Tôi dùng nghe và bắt đầu nghĩ về nghĩa của từ khi gặp một từ không biết				
4	Tôi thấy khó hiểu nghĩa của các từ không được phát âm rõ ràng				
5	Tôi thấy cách phát âm các từ và câu tiếng Anh của tôi không giống với người nói trong bản ghi âm				
6	Tốc độ nói của mọi người trong bản ghi âm quá nhanh đối với tôi				
7	Tôi thấy khó theo dõi trình tự của đoạn hội thoại khi các câu quá dài và phức tạp				
8	Tôi gặp khó khăn trong việc xác định các ý chính trong các cuộc hội thoại trong bản ghi âm				
9	Tôi thấy khó tập trung khi có tiếng ồn xung quanh				
10	Nghe bản ghi âm tiếng Anh khiến tôi cảm thấy mệt mỏi trong lớp học				

Cảm ơn bạn sự hợp tác của bạn!

APPENDIX C

QUESTIONNAIRE 1 (ENGLISH VERSION)

Dear students,

I am conducting a study on the impact of using video clips on listening comprehension skills of the 5th grade students at Thuan Nam 2 primary school. I will be grateful for your filling in the questionnaire below about effects of using video clips on listening comprehension skills of students. It serves research purposes and is anonymous.

Thank you for your contribution!

SECTION A: PERSONAL INFORMATION

Full name: _____

Class : _____

SECTION B: EFFECTS OF USING VIDEO CLIPS ON LISTENING COMPREHENSION SKILLS OF THE 5TH GRADE STUDENTS AT THUAN NAM 2 PRIMARY SCHOOL

Please indicate your level of agreement or disagreement with each of these statements regarding to effects of using video clips in listening comprehension skills for the students.

Please put a tick (✓) in the box of your answer

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Do you think video clips help you improve your pronunciation ?					
2	Can you become familiar with different accents after watching video clips?					

3	Do you believe that video clips help you learn vocabulary and sentence patterns better?				
4	Can you remember better the content after watching video clips.				
5	Do you think that video clips help you understand spoken language better guessing meaning from context, voice and sound track?				
6	Do you think subtitles in video clips enhance your listening skills?				
7	Do you think video clips make listening exercises more enjoyable and engaging?				
8	Do you think that you can concentrate better when listening to content with the live pictures in the video clips?				
9	Do you believe that video clips often depict real-life situations that you can relate to, which motivates you to improve your listening skills.				
10	Do you believe that using video clips in class enhance your overall listening comprehension skills?				

Thank you for your cooperation

APPENDIX D

QUESTIONNAIRE 1 (VIETNAMESE VERSION)

Các em học sinh thân mến,

Cô đang tiến hành một nghiên cứu khoa học về tác động của việc sử dụng video clip đến kỹ năng nghe hiểu của học sinh lớp 5 tại trường tiểu học Thuận Nam 2. Các bạn hãy giúp Cô hoàn thành bảng câu hỏi dưới đây về hiệu quả của việc sử dụng video clip đến kỹ năng nghe hiểu của học sinh. Bảng câu hỏi này phục vụ cho mục đích nghiên cứu và thông tin các nhân người tham gia sẽ được giữ kín.

Chân thành cảm ơn sự đóng góp của các bạn!

PHẦN A: THÔNG TIN CÁ NHÂN

Họ và tên: _____

Lớp: _____

PHẦN B: HIỆU QUẢ CỦA VIỆC SỬ DỤNG VIDEO CLIP ĐẾN KỸ NĂNG NGHE HIỂU CỦA HỌC SINH LỚP 5 TRƯỜNG TIỂU HỌC THUẬN NAM 2

Vui lòng cho biết mức độ đồng ý hoặc không đồng ý của bạn với từng câu sau đây liên quan đến ảnh hưởng của việc sử dụng video clip đến kỹ năng nghe hiểu của học sinh

Vui lòng đánh dấu (✓) vào ô trả lời của bạn

STT	Câu hỏi	Hoàn toàn không đồng ý	Không đồng ý	Bình thường	Đồng ý	Hoàn toàn đồng ý
1	Bạn có nghĩ rằng các clip video giúp bạn cải thiện cách phát âm của mình không?					
2	Bạn có thể làm quen với các giọng khác nhau sau khi xem các clip video không?					

3	Bạn có tin rằng các clip video giúp bạn học từ vựng và mẫu câu tốt hơn không?					
4	Bạn có thể nhớ nội dung tốt hơn sau khi xem các clip video không?					
5	Bạn có nghĩ rằng các clip video giúp bạn hiểu ngôn ngữ nói tốt hơn bằng cách đoán nghĩa từ ngữ cảnh, giọng nói và bản nhạc không?					
6	Bạn có nghĩ rằng phụ đề trong các clip video giúp nâng cao kỹ năng nghe của bạn không?					
7	Bạn có nghĩ rằng các clip video giúp các bài tập nghe thú vị và hấp dẫn hơn không?					
8	Bạn có nghĩ rằng bạn có thể tập trung tốt hơn khi nghe nội dung có hình ảnh sinh động trong các clip video không?					
9	Bạn có tin rằng các clip video thường mô tả các tình huống thực tế mà bạn có thể liên hệ đến, điều này thúc đẩy bạn cải thiện kỹ năng nghe của mình không?					
10	Bạn có tin rằng việc sử dụng các clip video trong lớp học giúp nâng cao tổng thể kỹ năng nghe hiểu của bạn không?					

Cảm ơn bạn sự hợp tác của bạn!

APPENDIX E
INTERVIEW QUESTIONS FOR STUDENTS
(ENGLISH VERSION)

1. Can you always understand any the listening recordings or sometimes? Why?
2. Do you often listen or watch video clips in English on computer, TV or mobile phone? What kind of video clips do you like to listen to, long or short?
3. Does watching the video clips make the listening practice more engaging and enjoyable for you? Why?
4. Do you think that using video clips help you improve your listening comprehension skills? Why?

APPENDIX F
INTERVIEW QUESTIONS FOR STUDENTS
(VIETNAMESE VERSION)

CÂU HỎI PHỎNG VẤN (DÀNH CHO HỌC SINH)

1. Bạn có thể luôn hiểu bất kỳ bản ghi âm nào không hoặc chỉ đôi khi bạn mới hiểu? Tại sao?
2. Bạn có thường xuyên nghe hoặc xem các video clip bằng tiếng Anh trên máy tính, TV hoặc điện thoại di động không? Bạn thích nghe loại video clip nào, dài hay ngắn?
3. Việc xem các clip video có khiến việc luyện nghe trở nên hấp dẫn và thú vị hơn đối với bạn không? Tại sao?
4. Bạn có nghĩ rằng sử dụng các clip video giúp bạn cải thiện kỹ năng nghe hiểu không? Tại sao?

APPENDIX G

INTERVIEW QUESTIONS FOR TEACHERS

(ENGLISH VERSION)

1. In your experience, what are some of the most common challenges your young learners encounter when listening to English?
2. Can you share your ideas about why they have those difficulties?
3. Have you used video clips as part of your English language listening instruction? If yes, can you describe the types of video clips you typically incorporate?
4. Do you think that video clips help students enhance their listening comprehension skills? What are some of the key benefits you have observed in using video clips to develop your students' English listening skills?

APPENDIX H
INTERVIEW QUESTIONS FOR TEACHERS
(VIETNAMESE VERSION)

CÂU HỎI PHỎNG VÂN (DÀNH CHO GIÁO VIÊN)

1. Theo kinh nghiệm của bạn, một số khó khăn phổ biến nhất mà học sinh của bạn gặp phải khi nghe tiếng Anh là gì?
2. Bạn có thể chia sẻ ý kiến của mình về lý do tại sao học sinh gặp những khó khăn đó không?
3. Bạn đã sử dụng các đoạn video clip như một phần trong dạy nghe tiếng Anh của mình chưa? Nếu có, bạn có thể mô tả các loại video clip mà bạn thường kết hợp không?
4. Bạn có nghĩ rằng các đoạn video clip giúp học sinh nâng cao kỹ năng nghe hiểu của mình không? Một số lợi ích chính mà bạn đã quan sát thấy khi sử dụng các đoạn video clip để phát triển kỹ năng nghe tiếng Anh của học sinh là gì?