

Using Video Clips To Enhance First Year Non-English Major Students' Participation In Pre-Listening Stage

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Abstract – Listening is considered to be the most difficult and necessary skill in the language learning to communicate in the real life and how to improve this skill is a big question to students who learn a foreign language. The research entitled “Using Video Clips To Enhance First Year Non - English Major Students’ Participation In Pre-Listening Stage” was conducted in an attempt to provide teachers with a deep, comprehensible attitude towards listening skills. This research aims at investigating and applying language knowledge to motivate students to learn listening. In this research, I discuss the background information about students using video clips to learn listening, especially at pre-listening stage. Their application of language learning listening skill is performed. The definition of listening stages, their background information and video clips for pre-listening are also dealt with. According to the results of data analysis of the survey questionnaire and interview, I found that using video clips in the pre-listening motivates students to learn easily listening better. Besides, the background information is also activated in all stages of listening process. Basing on the documentary, the literature review and the results of data analysis of the survey questionnaire and interviews, I present some suggestions on improvements of teaching and learning the pre-listening stage in listening skill.

Keywords – *Video Clips, Pre-Listening, Dong Nai Technology University.*

I. INTRODUCTION

Facing the trend of integration and globalization, English is considered the most popular language in the world when there are nearly 60 countries using English as the main language, besides their mother tongue and nearly 100 countries use English as a second language. Therefore, this foreign language plays a very important role in the current era of globalization integration. Human relationships as well as cooperation and investment in many fields from business, commerce, transportation, technology, media, tourism ... to opportunities in learning and working, the expansion of relationships for cooperation is not only confined to Vietnam but also to other countries in the world. English is one of the effective tools, playing a big role in helping foreigners understand Vietnamese in the period of international integration. Today, Vietnam integrates deeper and deeper into the world, the need for English communication is essential for everyone, thus English learning and teaching gains more and more attention.

1. Rationale of the study

Listening skill is important among the four skills in English for language acquisition. The review of early theories and research revealed that listening instruction and listening strategy training has received partial attention. The English subject was conducted in 45 periods in a course. Students must study in 3 courses; they have to develop four skills: listening, speaking, reading and writing. If you do not understand when you listen, you cannot speak. So being a teacher of English, I realize that pre - listening is very important. It helps students to understand and analyze easily general situations with video clips.

The things mentioned above are the reason why “using video clips to enhance the first year non-English majored students’ participation in pre - listening stage” is chosen.

2. Research Questions

To achieve the aims which are mentioned above, the following research questions is raised for réarch:

Does using video clips at pre-listening stage to improve students listening comprehension?

How are video clips used in listening teaching assessed by non -majored English at Dong Nai Technology University?

3. Scope of the Study

In spite of the fact that there are many different techniques to improve the students’ listening skill but it is impossible to cover all of them in this thesis. Therefore, this study only focuses on applying video clips in pre - listening stage to improve listening skill for non - English major students at DNTU. Due to time constraints, the study cannot cover all the topics to stimulate students’ listening ability in class. Therefore, it mainly focuses on some daily topics of *Learning To Listen 1* Book such as free time, at home and let’s eat which may close to students. The data of the research was collected via questionnaires, interview and class observations.

II. LITERATURE REVIEW

Use of video clips in teaching listening

“Videos, like other theme-based materials, are effective springboards for other content based classroom activities. They provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities” Stoller, (1993).

Using audio player CDs with conversations between people is a common practice in schools, but it seems unnatural to students, because they cannot see the speaker and the lips. school. The video provides this environment and this helps to use multimedia visual aids among English language learners to understand a specific speech and improve their long-term listening comprehension, as well as the their “confidence in speech” Shros (2008).

A study by Canning-Wilson (2000) notes that in order to make the listening input easily comprehensible the scenes with utterances should be back up by body language. It is important too that the students who were in sound-only conditions were less successful maintaining the interest and concentration in listening. For Canning what is more important is that video provides visual stimuli that can help students generate predictions and speculations activating their background schemata. A great advantage of the digital video technology is the chance that teachers have to produce their own videos or search for those which match in the best way with the students’ needs and interests. The best way to use videos in class, as it has been said when talking about media in classroom, is to totally integrate the video in the lesson, and not using it as an extra activity or break for fun. Hobbs (2006) has described some wrong outcomes of particular uses of the video in language classroom. Most teachers seem to use the video as a reward or to control students’ behavior. One of the major concerns of language teachers is the limited academic time to non-instructional pursuits, so the use of video should be integrated in the instructional time by making it effective. As Stoller (1993) points out, video can introduce or provide different issues of a thematic unit in progress or a different closure to one, but to maximize its effect, teachers should integrate pre-viewing, viewing and post-viewing activities into the lesson plan. These activities are proposed to encourage the use of the language and develop several other language skills. The purpose of the pre-viewing activities should be focus on the comprehension of the video and the idea of enhancing the thematic unit. With the

viewing activities, the teachers should help students to focus on important features, and avoid passive attitude that students usually take when watching a video. The post-viewing activities, the use of new knowledge should be stimulated Stoller (1993). Another important point to highlight when selecting the video for the lesson is that it should be motivating and between 30 seconds and 4 minutes, with complete Usage of Multimedia Visual Aids in the English Language Classroom information, telling a whole story (a trailer) or a section of a story (scene). Tomalin (1991). One of the most common worries among teachers when using technology is the cost of it, economically speaking, and the amount of time and skills that it requires (Brinton, 2001). But YouTube has offered a new way of accessing to a rank of information and video resources in a simple way, which does not require any special skills and is free Snelson and Perkins (2009). As it is a global online delivery system, current events, new and cultures can be brought to the classroom with a simple click. Teachers navigate directly to a short focused video segment and in this way the attributes of the video can be exploited without losing students attention, a problem that rises during long-playing presentations

Snelson and Perkins (2009). Thanks to YouTube special features, teachers can collect several related videos together in a playlist in order to illustrate the concepts of a lesson or spark discussions about a topic Snelson and Perkins (2009). In YouTube the possibilities are almost infinite; teachers can find from videos of real life to trailers or movie scenes.

A great advantage of digital video technology is the opportunity for teachers to produce videos themselves or to find videos that best match the needs and interests of students. The best way to use video in class is to integrate video into the lesson.

III. METHODOLOGY

3.1 Research Design

With the aim to improve the students when they do their listening tasks by using video clips in pre-listening activities, we have to study some theoretical methodologies; and outstandingly, there are three research methods on which data, figures and information are based and collected: questionnaires, interview and observation. The first step which is used to collect the data is questionnaires. There were 60 the first year non – majored English students at DNTU participated in the questionnaire. Besides, there are eight English teachers at DNTU taken part in an interview to get information about learning English listening and students' use video clips to improve listening skill. Listing, analyzing and synthesizing the data collected, giving some application and suggestions to teachers and learners about teaching and learning listening. After that, with a view to recognizing the way of applying and the effect, as well as difficulties of this method in classes, the author observed a certain amount of lessons in classes.

3.2 Participants

The subjects of this are 8 English teachers and 60 first-year non majored English students at Dong Nai Technology University. Most of them are not good at using language skills and they learn English at high school. They do not have a good English learning environment. Only in classroom they can learn and use the English language. They do not have other places to practice the knowledge they have learnt from school and have no chance to expose to target language. In addition, their lack of awareness on the importance of English as well as motivation makes them not interested in learning English. Although most of them have already learnt English for four to seven years at high school (Students can study at this school from grade 9 to grade 12). Their knowledge of English is still poor and limited.

3.3 Data collection instruments

3.3.1 Interviews

The method to collect information is interviewing both teachers and students

Concerning the interviews, they were conducted to gain a more in depth understanding of the factors shaping the learners' motivation. And using video clips in teaching listening for sixty students and 8 teachers in my school were chosen according to their rate in English. Of the 60 interviewers, one by one was invited to answer for researcher's prepared interviewing questions in 15 minutes.

3.3.2 Class room observations

Almost all students came with the idea that use of video clips makes the class interesting and enjoyable. They claimed that a length class of 5 periods in a day (one period is 45 minutes) becomes really shorter for them if the teacher can make it interesting. They lose their attention soon from the lesson. The different types of interesting videos can take away the monotony of the students. Also they claim that they can pay more attention to the lesson as it becomes more attractive and attention grabber. It brings variation in class.

3.3.3 Data collection procedures

The questionnaire was administered during the class time. Before questionnaire was given to respondents, the researcher took time to explain the purpose of the questionnaire, the requirement for the respondents and answer any questions asked by the respondents. The respondents were also encouraged to ask if there was anything in the questionnaire they did not understand. Then they were instructed to take as much time as they needed to complete the questionnaire. The researcher must be sure the setting makes the students feel comfortable and provide accurate, honest answer. After they had finished the first part, the research asked them to go on the second part about pre-listening stage with video clips.

3.4 Analysis of questionnaires

Questionnaires for student

The students' attitude toward learning English listening skill

Table 4.1: Students' attitudes towards learning English listening skill

Items	Strongly agree	Agree	Disagree	Strongly disagree
1. I am more aware of the perceived importance of English listening skill.	70%	28%	2%	0%
2. I find that listening comprehension is difficult.	63%	32%	5%	0%
3. I find that listening comprehension is boring and not interesting.	25%	37%	38%	0%
4. I find it difficult to understand listening texts when the topic is unfamiliar.	18%	62%	15%	5%

As we can see from the table, most of the students were aware of the importance of listening comprehension (70% SA “strong agree” & 28% A “agree”). However, there were still a number (2% disagree) of students who did not highly evaluate the role of listening skill. None of them chose the strongly disagree) answer. This could result from the fact that the participants needed to be able to listen to English related to other skills.

When asked about the difficulty of the listening comprehension, 95% of the students (63% Strongly Agree; 32% Agree) remark that listening comprehension is difficult. Only 5% students find that listening comprehension is not difficult. This is in line with a common problem that most students are unable to comprehend spoken English required at their beginning level.

When being asked about their opinions of the listening skill, a large number of students think that it is boring and not interesting (25% strongly agree and 37% agree) while 38% of them disagreed with this question. None of them chose “strongly disagree”, in other words English listening seems not be interesting to them.

When asked about the difficulty of understanding listening texts when the topic is unfamiliar, 18% of the students strongly agree, 62% students agree, only 20% students (15% disagreeing, 5% strongly disagreeing) remark that it is not difficult to understand listening text when the topic is unfamiliar.

The results show that students have different attitudes towards English listening. There might have been several reasons to explain the students' responses. Firstly, although most of the students had studied English from 4 to 7 years at secondary or high school, many of them have not had enough knowledge of general English and their average marks on general English were not good. This might had a bad influence on their English listening learning, which explained why they lost interest in learning listening. Moreover, through the discussions between the researcher and the students, some of the students explained that there was no evaluation standard or examination on this skill, so they thought it was unnecessary for them to pay much attention to this skill.

It is obvious that most of the students at Dong Nai Technology University had high awareness of learning this skill. English listening seems a difficult skill for students to learn.

The objective factors affecting to learning listening skill

Table 4.2: The objective factors affecting to learning listening skill

Teaching method	Noises around	Equipment	Curriculum	Number of learners in each class
Good (57%)	Formal (30%)	Poor quality (20%)	Suitable (82%)	Too crowded (23%)
Ok (40%)	Noisy (62%)	Ok (67%)	Not suitable (18%)	Ok (72%)

Bad (3%)	Too noisy (8%)	Modern (13%)		Too few (5%)
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The most important factor which interests students is the method. As it can be seen in the table, 57% of the student assessed that the teaching method of the teachers in Dong Nai Technology University was rather good, 40% of them supposed it was accepted and there was a small number of the students (3%) thought it was bad. The second factor is the noises around. Noise is another environmental barrier to comprehension. Interior as well as exterior class noise is an obstacle to comprehension. Noise including either background noises or the recording and environmental noises, can take the listeners' mind off the content of the listening passage. Because of the noise in classroom and the poor preparation of lab, 70% of students (62% noisy and 8% too noisy) claimed that they could not be concentrated on listening to the recording material. Moreover, the sound equipment such as CD players and CDs have direct effect on listening such as the CD players and computers has poor quality, which are not very convenient for learning the listening skill. 20% of the students find the equipment is poor quality. In fact, some equipment was equipped many years ago like cassette players. CDs were too old and did not work well. On the other hand, they were used but not cared for regularly. Besides, the quality of the CDs was poor. 80% of students (67% Ok and 13% modern) accepted the equipment all right. Another factor which determines the quality of the teaching and learning this skill is the curriculum. 82% of the students remarked the current curriculum was appropriate. Only 18% of them thought that the curriculum was not appropriate. Now, the curriculum of school is based on "Learning to Listen - Student Book 1" composed by Lin Lougheed (2003). Each student book consists of 16 units and 4 reviews in terms of 16 topics. Most of themes in the text book are familiar with the daily life in the countries. The last objective factor mentioned is the number of the students in each class. As the students' feedback, 23% asserted it was too crowded. And 5% complained it was too few.

The students' motivation and goals in learning English

Table 4.3: Students' developing listening skill

Choices	Quantity of the chosen items	
	Number	%
English is the most popular language nowadays.	41	68%
You want to listen to English to communicate (see foreign movie on; to listen and sing English song; chat on the internet; etc.)	25	42%
To enhance my future prospects	32	53%
You want to pass the exam	60	100%

The big proportion "You want to pass the exam" show that 100% of the respondents choose this as one of the main reasons for learning English hard in the class. English is their major. And 68% they know "English is the most popular language nowadays. Besides they want to enjoy entertainments such listening to music or chat foreign friends on the world on internet.

In short, students try to learn English because they become more conscious that English is more and more important in their job. They try to study hard in the class to have good marks. If their English is perfect and their study result is high, they can find a good job easily and they are well paid.

How do you feel when you listen to the tape after doing pre-listening activities?

Table 4.4: Feeling when students listen to the tape after doing pre-listening activities.

Choices	
A. Self- confident	20%
B. Interested	10%
C. Normal	23%
D. Both (A) and (B)	47%

Generally, this table indicates that It is commonly recognized that pre-listening is a preparation of the listening class. In this stage, teachers tend to arouse learners' expectation and interest of the language text they are going to listen. They can also motivate learners by providing background knowledge of the text; organizing learners to discuss a picture or a related topic which involves in the text; asking some related questions to the text, and etc. Pre-listening plays a role of warming-up and the main aim of this stage is to make learners focus their attention on the following while - listening stage and decrease the difficulties of the text. After doing pre-activities will help students' interested in and self- confident in the listening stage.

What do you think about the lessons using video clips in pre-listening?

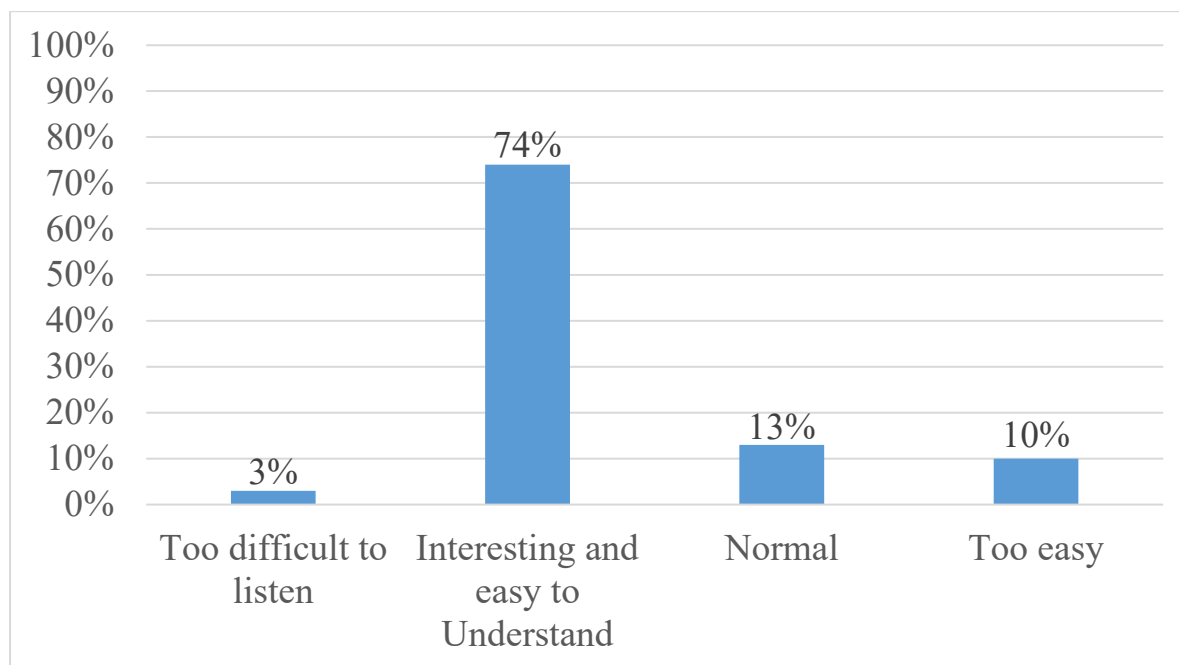


Chart 4.1: Students' thinking about the lessons using video clips in pre-listening.

As can be seen from this table, 74% of the students found using video clips in the pre-listening lessons interesting and easy to understand because video clips explain background knowledge about the topic such students have known before. However, 3 % of the students had difficulty to understand task listening. There were only a small number of the students (13%) who stated that is normal. A few students (10%) said that listening is too easy. These facts demonstrate that using video clips had certain good influence on the students' learning attitude so that they could achieve their goals and gain confidence in English listening skill.

Which activities do you enjoy in listening lessons? (More than one answers are possible)

Table 4.5: Students' activities enjoy listening lesson

Listening activities	Your teacher often uses	You enjoy
Role-play	22%	17%
Interviews	15%	20%
Games/ Shows	45%	48%
Pair-work/Group-work and problem solving	58%	67%
Picture description	62%	72%
Video clips	68%	75%

From this table, the activities preferred by most students were video clips (75%) ,next, picture description were enjoyed by many students (72% respectively) and pair work and group work and problem solving (67%), Interviews were 20% and 48% were belong

to games/ shows. They said that these kinds of activities were not difficult to prepare, reasonable for their English proficiency level, quite interesting and provided them with opportunities to express their own opinion. Role-play was rarely preferred 17% by the teachers. This activity was rarely enjoyed by the students because most of them lacked vocabulary of English and social knowledge. Students answered that they really enjoyed video clips in listening lessons (75%) because video clips helped them understanding and get involved in the tasks. In short, there were some listening activities that were preferred by most teachers and students such as question and answer exchange, picture description. However, there was a quite big gap between the ways the teachers had done to motivate the students and how the students enjoyed as mentioned above. Teachers, thus, should realize and analyze students' needs in order to guide and teach them in the suitable way.

Which problems do you often face to when you do listening tasks (More than one answers are possible)

Table 4.6: Students' problems often face in listening

Choices	Percentage
A. You do not know what type of information you are listening tasks	73%
B. You have limited vocabulary.	78%
C. You do not know what you have to do with your listening to.	58%
D. You cannot read the instruction carefully in given time.	48%
E. linking sound	55%

It is not surprising that all of these are the difficulties that the students encounter when they are listening. However, we can see in the table that vocabulary seems to be the biggest encounter to them because most of the students (78%) said that they lack of vocabulary and sometimes they even do not know what words the speaker is saying. Amazingly, the factors which make the least percentages are unread the instruction carefully in given time and students do not know what they have to do with task listening. It is not easy to recognize linking sound (55%) if the students are not used to listening to native speaker. They may get confused as liking sounds create new sounds. Additionally, students do not know what type of information in listening tasks. It is also a cause of students to face in listening.

What do you often do before listening to an exercise or a test? (More than one answers are possible)

Table 4.7: Students' doing activities before listening

Choices	Percentage
A. Read the instruction carefully	77%
B. Underline key words	57%
C. Predict the answer	42%
D. Look at the questions for the answer	62%

Students plenty of time to read and understand the main listening comprehension tasks (77%), teachers allow them to get some idea of the content of the listening. They may even try to predict answers before listening. Students to bring their own knowledge and their skills of prediction to their listening work can only help them when listening to the language outside the classroom. These skills are as much a part of listening as understanding pronunciation or listening for details.

How often do you want using video clips technique in the pre - listening activities are used in teaching listening process

Table 4.8: Using video clips technique in the pre-listening activities in listening process

Choices	Percentage
A. always	17%
B. usually	23%
C. sometimes	55%
D. rarely	5%
E. never	0%

Cassettes and tape recordings continue to be the main tool for teaching listening skill throughout the country and at Dong Nai Technology University in particular. 95% of students (17% always, 23% usually, 55% sometimes) want teachers use video clips in listening lesson. Despite of the popularity of videos and its acknowledged power in language instruction, the use of videos in listening classes is rare.

Questionnaires for teacher

Question 1: According to you, how important is the use video clip in pre-listening stage in teaching listening?

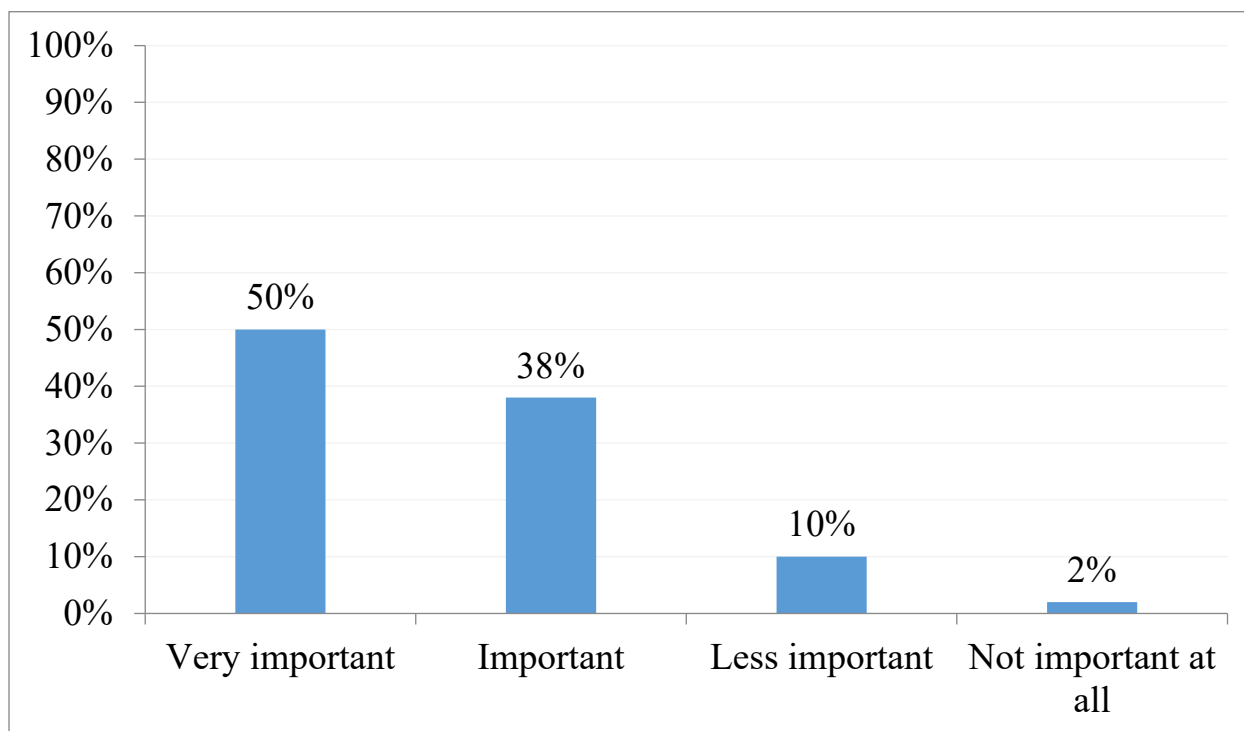


Chart 4.2: Important of video clips in the pre-listening activities in listening process

88% teachers state that using video clips is important in pre-listening stage in teaching listening. Pre-listening helps students to prepare situation and background knowledge that they will listen (50% very important; 38% important) with video clips. Teachers can guide and give some words or phrases, learners will listen easily.

Question 2: Which pre-listening tasks do you often use?

Table 4.9: Frequency task in pre-listening

Choices	Percentage
A. True/False statement prediction	72%
B. Open prediction	80%
C. Ordering	50%
D. Pre-questions	30%
E. Other	26%

Prediction based on previous knowledge contributes enormously to listening comprehension. Being aware of it, teachers tend to deliberately engage students in prediction oriented exercises at the pre-listening stage. Consequently, the teachers 70% and 80% respectively most often adopted true/ false statement prediction and open prediction. Compared with other activities like ordering, they are easier for teachers to conduct, and also they appear to tangibly serve the purpose of the first listening stage: getting the

main ideas of the listening. An added benefit is that in these prediction exercises, teachers give way to students' pair/ group talking involvement.

Question 3: Do you think using video clips can develop students' listening skill?

Table 4.10: Using visual aids can develop students' listening skill

Using video clips can develop students' listening skill	
A. Yes, very much	50%
B. Yes, but not much	30%
C. Not really	20%
D. Not at all	0%

Students use video clips on TV, internet to develop listening skill. For example, the title of the video clips and ask them to predict words and phrases that they expect to hear and give students the words of a video clip with an "either/or" choice for certain words in each line. Students choose which word is more likely in each case and then listen and check if they were correct. Dictate a list of words which appear in the video clips - in a random order and add one extra word which doesn't appear. Students write the words then listen to the video clips, ticking off the words as they hear them. They should end up with one word. In short, students can use video clips to develop listening skill

Question 4: What do you think of video clips in listening skill?

Table 4.11: Thinking of video clips help developing listening skill

What do you think of video clips in listening skill?	
A. Help students enjoys learning English	54%
B. Improve students' listening skill.	61%
C. Motivate students' interesting listening skill.	82%
D. Enhance students' self-confidence in listening lesson	63%

Using video clips can give a great help to the teacher in the class. The students will not always be successful in learning English just by listening to the explanation from the teacher or by enhance students' self confidence in listening lesson. Video clips made motivation's students and interested the lesson. Using video clips in vocabulary class encourage the students to give their opinions about the presented pictures. The teacher can make them more active during the teaching-learning process. Moreover, flashing video clips for a short time is very useful for the students to speak and memorize the words automatically.

Analysis of classroom observation

Table 4.12: Result of class observations (Note: A: Agree; NA: not agree)

Categories Criteria	Results (%)	
	A (agree)	NA (not agree)
Preparation		
1. Well-prepared and well-organized in class	75%	25%
2. Apparently and appropriately prepared objectives of the lesson	62.5%	37.5%
Presentation		
3. Language of instructions is clear and concise and the students are able to carry them on	62.5%	37.5%
4. The lesson is smooth, sequenced and logical	75%	25%
5. Authentic materials are added	87,5%	12.5%
6. Materials are presented at the students' level of comprehension	75%	25%

7. The teacher shows an interest in, enthusiasm for the subject taught	87,5%	12.5%
Implementation/ methods		
8. The teacher move around the class and be ready to help more for the students	75%	25%
9. There are balance and variety of activities during the lesson	75%	25%
10. Examples and illustrations are used effectively	87,5%	12.5%
11. Instructional aids or resource materials are used effectively	62.5%	37.5%
12. Drills are used and presented effectively	75%	25%
13. Teachers explores genuine situations in the class	87,5%	12.5%
14. Structures and vocabulary are taken out of students' presentation and applied to the real contexts of students' culture and personal experience	62.5%	37.5%
Student's presentation		
15. Students listen and complete task well	75%	25%
16. 25 Students are encouraged to listening frequency	62.5%	37.5%
17. The students are able to draw the attention with their presentation and give out comments	75%	25%
Teacher/Student interaction		
18. Teacher is a facilitator	75%	25%
19. The students are receivers	87,5%	12.5%
20. Teacher encourages and assures full student participation	75%	25%
21. The students are attentive and involved	75%	25%
22. Teacher organizes effectively individual, pair work, and group work to do the project		
23. Teacher controls and directs the class		
Teacher's feedback		
24. Teacher gives out a clearly typescript	87,5%	12.5%
25. Teacher's feedback helps students improve their listening skills	75%	25%

- **Teacher's preparation:** The class observation results reflect the reality in which the teachers adopted visual aids in teaching listening after the treatment. Many activities and techniques of visual aids were suggested applying in English listening teaching in class. As shown in the table 4.13, in preparation, most of the teachers (75%) prepared the lessons very carefully. They had clear objectives of the lessons and tried to reach those objectives through the lessons.

- **Teachers' presentations:** In general, the lessons went smoothly and logically because the great majority of the teachers (87.5%) were very interested in the subject taught. Most of the teachers, after giving instructions in English, guiding to take or do these tasks, they show video clips for students to listen. The students seemed very fond of that way of teaching rather than being given instructions in English or Vietnamese only. A minority of the teachers (12.5%) gave instructions in English only and the students could not understand the instructions clearly. Besides, some teachers used authentic materials in the class. Only a few teachers took the advantages of the course book.

- **Teachers' methods:** The researcher found that most of the teachers (87.5%) moved around the class during the activities taking place in the class. Only 1 out of 2 teachers often kept standing in front of the class waiting for students' answers. During the lessons, most of the teachers (75%) used video clips effectively. They seemed to be very successful in taking structures out of the artificial drill contexts to apply them in real ones. The same number was very patient in eliciting students' responses except for when the time is limited at the end of the lessons. 25% of the teachers only considered the importance of key words but not the intonation of the sentences. Native speakers' voice is clear, but English fluency of some speakers is still not appropriate.

- **Teachers-students' interaction:** Teachers/students interaction was aimed to increase students' proficiency in English. The majority of the classes applied 'teacher is a facilitator, students are listeners'. The teachers then did not talk too much; they should explained things about the tasks and guided the students to take part in the listening. When being asked to answer some questions

or doing some tasks, the students became more self-confident, more willing and highly interested in participating in the activities pre-listening.

Analysis of interviews

Question 5: What problems are you facing when adopting using video clips in teaching listening English?

There are some video clips used in those classes. Most of video clips were used in the speaking and listening classes. These video clips were mostly used at the beginning of any task. Also, the video clips were used to provide the learners with the correct pronunciation and to check the understanding of the learners. Besides, video clips were used to test the listening skills of the students with follow up activities. But there are some problems teachers to face with some difficulties when a few common video clips are lack of clarity of the sound. As a result, they face difficulties to get the meaning. Also, most of video clips are prepared by the native speakers, it is sometimes challenging for them to grasp their pronunciation. As a result, if there is any follow-up activity, they cannot do it. The teacher needs to shoe video clips again and again. Also there are technical problems which create unexpected situation with natural sounds for example the “splash” of water or the pitter of rain, the clip-clop of a trotting horse, the hum of a bee, the bark of a dog, the yelp of a puppy etc. video clips are used in the pre-listening stage made the listeners not to attend the content because they understood content. Therefore, the participants came with both the advantages and disadvantages of using video clips in language classrooms.

Question 6: Do you face any challenges while using video clips? If yes, what are those?

All the teachers agreed that they sometimes face some challenges while using video clips in their classes. Sometimes it happens that the speakers do not work in the classroom or the video player does not support. As a result, they have to face embarrassing situation in front of their students.

The selection of the appropriate video clips is very challenging. As we do not have the facilities to design our own video clips suitable for our classes, we have to depend on the already made resources from different websites. However, those are mainly designed by the natives considering their own culture. As a result, it is very challenging for the teachers to find out suitable video clips that match with the suitable level learners.

Question 7: How do you overcome those problems?

In response to the question, teachers came up with different ideas. All the teachers agreed that every teacher should have contingency plan while using video clips. Before using video clips, sound system should be checked. And, teachers should watch video clips beforehand to have complete idea about video clips so that they can think about other alternatives if there are any problems. Following these ways, the possible problems can be easily dealt with.

3.5 Discussion

3.5.1 Factors making students unwilling to listening English in class

The findings showed that some factors that affected the students' attitudes toward pre-listening in learning listening English were learner's factors, teachers' factors, teaching and learning condition.

Firstly, we found out some factors coming from learners such as learners' proficiency in English, their interest, personalities and learning style in learning listening. The students with lower proficiency were often afraid of misunderstanding and answering in front of their teacher and classmates. As the result, they often felt unenthusiastic and sleepily to listen in class.

Secondly, the teacher should set specific purposes for task listening, students will be able to concentrate better on it in order to listen more carefully. Obviously, different listening tasks have different purposes: if the students listen to get main ideas of a text, they may ignore some specific information and just try to catch some key words so that they can have an overview on the listening text with the gist ideas. If they are to listen for comprehending the whole text, they may fail to catch the main ideas. This will make them find easier to understanding other people' voices not only their teachers.

Thirdly, teaching and learning condition also plays an important role in increasing students' motivation. Many teachers said about school's poor facilities such as not enough cassettes, projectors or overhead for student's presentation. Besides, class atmosphere was one of the main factors so all teachers complained about difficulties in controlling when they have the students conduct the projects in large classes. The majority of the students enjoyed the co-operative and pleasant atmosphere in class. A

pleasant and supportive atmosphere would create students' motivation and encourage their participation in listening. On the contrary, a tense classroom climate would increase the students' anxiety, shyness and un-self-confidence.

3.5.2 Difficulties teachers have encountered in teaching listening

Although of teachers have strong awareness of the necessity of listening of cassette recording, listening to a cassette recording is much more difficult than listening to the teachers. Voices in cassette recording may be too fast or not clear enough because of assimilation, so students cannot catch the content of the listening text clearly. There are many video clips which help them in listening. Such video clips do not exist in a cassette recording. They did not seem to have done much to create students' interest in listening due to students' lack of motivation for communicative competence, students' low proficiency of English, shortage of time for listening, large class size and lack of conducive facilities.

3.5.3 Video clips used by teachers

From the result of the study, we can see that most video clips used by teachers in teaching pre-listening in listening could increase and improve their students' motivation, activeness, lively, attention and creation in real communicative environment, getting background knowledge. Some of the students revealed that this method made them interested to follow the subject actively. Furthermore, they were also able to explore themselves about other life skills such as co-operation, critical thinking, self-presentation, ect. The others stated that video clips applied by the teachers could help them to study in active learning and motivate them to study by themselves. At last, more students became more self-confident, interested and willing to get information spoken English at class.

IV. CONCLUSION

The main purpose of this research was to find how the use video clips facilities language teaching and learning. After the data analyses it has been found that both the teachers and the students use favorable attitude toward the use video clips in the pre-listening stage agreeing that they facilitate language teaching and learning in diverse ways. Both parts are benefited by the use of video clips. By using video clips in the classroom, teachers can teach languages making the class interesting and lively. Different videos bring variation in the classroom teaching which are helpful to draw the attention of the students towards the lessons. For example, if the language teachers use different video clips related to the lesson of the class, the classes become lively as well as learners get some information of the topic. Therefore, having video clips on the lesson are always helpful for learners. Moreover, different related videos provide the learners opportunities to be engaged more with the lessons. They can predict the topic of the lesson by having some related video clips beforehand. Also, teachers can ask questions about the video clips to elicit ideas from the learners about the topic. This creates an opportunity for good class discussion which is very important for language learning.

It has been found that the participants think that a great advantage of using video clips is the contextualization of the lesson. Teachers can make the lessons effective and create contexts using video clips. Learners can easily make a correlation with videos and the lessons. Moreover, it creates a long-term impact on learners' mind if there are video clips with the lessons. Student felt that information can be retained for longer duration due to the use of video clips.

4.1 Implications

The study has shown that the mastery of listening skill was a problem for many students in Dong Nai Technology University. Listening skill is difficult so we find suggestions to learn easily understanding such as using video clips in pre-listening for students. We have found from the questionnaire and from the small talks with the students, listening lessons turned out to be boring. This is because the lessons contain long texts with too many new words and about unfamiliar professional topics. Therefore, it is necessary for the teachers to make the materials interesting enough to draw the students' attention.

4.2 Limitations

Teaching the listening skill in English is always considered as a controversial topic for many English teachers because of its importance and difficulties. According to my experiences in English in University, I found that listening is important (especially pre-listening with using video clips) helping the students to understand easily and interesting, and teaching the listening skill to students is really necessary in teaching language. Additionally, learning the listening skill is a big problem due to various reasons.

In this thesis, I have tried and done my best to offered finding, time limit, also the subjective and objective reasons, the limitation of this research are unavoidable.

The first limitation is the data taken for the research are not fully informative. The participants were shorted in 60 students in Dong Nai Technology University. If there were more time and conditions, the investigation could be more persuasive and better in quality.

The second limitation is the data in the study might be limited to some extent by the participants' enthusiasm to give the honest responses, their individual ability to reflect accurate information concerning my research.

Finally, the last limitation is the lack of experience in doing a research, also the lack of reference in the studied issue. During the progress of the study, I had to seek all references related to the topic of the studies including reference books, textbooks, articles, thesis, etc. However, the sources and materials have not mostly fulfilled because of the time limit and novice experience. So I might have some mistakes in carrying out the research. It got many supporting ideas and recommendations from the readers, teachers, and colleagues for doing the research, also warm contribution from the students. The research hopes that the findings and suggestions in the thesis could be useful and practical for the teaching and learning English listening in Dong Nai Technology University in particular and some schools in general.

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