

FOREIGN LANGUAGES AND VIETNAMESE

USING AUTHENTIC VIDEOS TO IMPROVE LISTENING SKILLS FOR ENGLISH MAJOR STUDENTS

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ABSTRACT: This paper is devoted to examining the effectiveness of using authentic English video for extra listening practice among the first-year students from Hanoi University of Industry (HAUI) and Hung Yen University of Technology and Education (UTEHY). 300 English-majored students chosen randomly from both schools were invited to take part in this experiment. A half of those students were assigned to select from a list of authentic English videos (selected by the researchers) to practice at home on a weekly basis. The data from the interview, survey questionnaire and weekly reflections of what students self-practiced were collected to be analysed and then be presented in this paper. From that, the pedagogical implications are discussed to help the instructors and students implement English video effectively outside the classroom.

KEY WORDS: authentic English videos; English-majored students; self-practiced; effectiveness; and listening comprehension.

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1. Introduction

Listening comprehension is considered a complex cognitive process that extends beyond simple word-for-word translation. It requires a deeper understanding of the speaker's intended meaning and the nuances of spoken language. For foreign language students, learning listening has always been among the most challenging experience. In addition to the difficulty, when listening to the boring recorded tape, many of learners may felt asleep or simply put their attention away during the practice. To improve the quality of teaching and learning listening, it is crucial to select appropriate learning materials for English listening courses.

Authentic videos offer a valuable alternative to audio methods which surpasses traditional lecture-based instruction. Linking oral and written forms proves to be an effective approach, enabling students to simultaneously read and listen. In essence, videos offer second language learners contextual, visual, and non-verbal input, mitigating any comprehension gaps that might arise from listening alone. That was the reason why the researcher would like to carry out the research of using video as a means of practicing listening in order to reduce students' prejudice about this skill, draw their interest to this communicative skill and help them to improve their listening ability through authentic videos. Additionally, these videos expose learners to a wider range of vocabulary and expressions used in everyday English by native speakers. Studies have shown that employing videos can be preferable to audio-only instruction in English language teaching due to the benefits of multiple input modalities. Videos can facilitate learning and contribute to a more comprehensive language acquisition process.. However, many students have found difficulties during practicing listening process. As a result, there has been a growing interest in utilizing authentic English videos as a potential solution to these challenges. The purpose of this research paper is to find the answer for the following questions: 1/What are the most frequent difficulties faced by learners when using authentic videos for self-directed listening practice outside the classroom?; 2/To what extent does the use of authentic videos for self-directed listening practice outside the classroom improve learners' listening comprehension skills?

2. Literature review

2.1. The role of listening in language teaching and learning

In the book "Teach English - A Training Course for Teachers", Adrian Doff (1996) emphasizes the significance of listening to spoken English as a crucial means of absorbing language structures

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and vocabulary. It is undeniable that listening aids learners in developing their understanding of grammar and vocabulary. This is evident in individuals residing in English-speaking countries who, due to constant exposure, tend to acquire the language more effortlessly than those with limited exposure. Drawing from second language acquisition theory, language input is identified as a vital condition for language acquisition. Listening, being an input skill, holds a pivotal role in the linguistic development of students, as articulated by Krashen (1985). Krashen asserts that language acquisition occurs when individuals comprehend the linguistic information they hear, underscoring the importance of receiving understandable input. In alignment with this view, Harmer (1999) highlights that listening is taught not only for its specific features but also because it aids students in subconsciously acquiring language. Exposure to the language is fundamental in language learning, and listening to appropriate tapes provides crucial exposure, offering students valuable insights into grammar, vocabulary, pronunciation, rhythm, intonation, pitch, and stress.

2.2. The effectiveness of using authentic English videos in listening comprehension enhancement

According to Heron (1995), video has the potential to enhance learners' comprehension and facilitate information retention. The study posits that the educational impact of video is greater when it is more meaningful, leading to improved comprehension and retention. Their research findings suggest that video provides contextual support, aiding learners in visualizing both words and meanings. It can be argued that the language presented in videos may assist non-native speakers in understanding stress patterns, enabling learners to observe body and speech rhythms in second language discourse through authentic language use and varied speech speeds in different situations.

Fostering student motivation is crucial for effective learning. To achieve this, students require not only ample opportunities and consistent encouragement but also support for their learning endeavors. Motivation is unlikely to develop in a chaotic classroom, underscoring the importance of teachers organizing and managing the classroom to create an effective learning environment. They further stress that learning should take place in a relaxed and supportive atmosphere to prevent the development of anxiety or alienation, which can hinder motivation to learn.

As stated by Arthur (1999), the utilization of video can alleviate anxiety during listening skill practice. To diminish classroom anxiety, it is essential to create a learning environment that is less stressful. Specifically, video is deemed highly effective in addressing body language, aiding students in interpreting it through silent observation before engaging in active listening. Encouraging students to focus on these aspects contributes to heightened awareness of upcoming listening tasks. By doing so, students can develop a conceptual framework for what to expect and build expectations for the auditory content. Consequently, video serves to facilitate and enhance listening comprehension, making the process more accessible and enjoyable for learners.

2.3. The effectiveness of using authentic English videos in generating interest, motivation and concentration in listening

According to Sherman, J. (2003), the captivating impact of video in the classroom is heightened when focusing on brief sequences. Short segments draw the viewer's attention, sparking interest in understanding the conveyed meaning of the words. Video is instrumental in sustaining interest and concentration during listening activities. Baltova (1994) suggests that, compared to purely auditory conditions, students exposed to both videos and sounds demonstrate more consistent perception of a narrative. Notably, scenes incorporating action and body language to reinforce speech are deemed easier for students to comprehend, while less dynamic scenes with extended verbal exchanges are perceived as more challenging. In summary, visual cues are inherently intriguing and appealing, given the widespread familiarity of people with watching television and video compared to listening to audio material. Optimal learner motivation is achieved in a secure classroom climate where students can freely express their opinions without fear of ridicule.

Additionally, Susan Stempleski and Barry Tomalin (1990) assert that video films possess the remarkable ability to capture viewers' interest and stimulate motivation in listening comprehension. Video brings language to life in a dynamic manner, fostering rapid student engagement. The

combination of moving images and sound enables a more comprehensive and realistic presentation of language than any other teaching medium.

Similarly, Baltova (1994) contends that video maintains learners' interest and concentration more effectively than a learning environment reliant solely on sound. Consequently, incorporating video into listening practice outside the classroom is considered highly beneficial for replicating real-life listening scenarios.

Moreover, video has the capacity to immerse students in the lives and experiences of others. Lonergan, J. (1984) suggests that, at its best, video presentations are inherently interesting to language learners, prompting them to watch even if their comprehension is limited. This interest encourages students to seek more, pose questions, and explore ideas, ultimately creating a conducive atmosphere for successful listening comprehension.

2.4. Authentic English videos in providing learners context and non-verbal cues while listening

Practical experience indicates that authentic English videos offer a powerful tool for second language learners to develop their listening skills by providing learners with visual context that clarifies the situation and speaker's intent. Compared to traditional audio-based materials, videos incorporate both verbal and non-verbal communication. As a result, learners can grasp the gestures, facial expressions, postures, and body language to carry more significance in inferring meaning, especially when dealing with unfamiliar vocabulary or complex structures.

For learners lacking background knowledge and language skills, the availability of video can positively impact their listening skill development. Burt (1999) agrees, stating that video is accessible to those with limited reading and writing skills, providing a contextual basis for learning.

Furthermore, video aids learners in understanding vocabulary in specific situations (Lonergan, J., 1984). Visual cues in videos, as highlighted by Canning and Wilson (2000), are informative and improve students' vocabulary recognition. Recognizing that vocabulary gaps can impede tasks, video clarifies meaning by illustrating relationships beyond what words alone convey.

It is estimated that up to 80% of communication is non-verbal, reinforcing the importance of visual and auditory clues in language learning (Lonergan, J., 1984). Video provides learners with a comprehensive view of speakers, participants, ages, gender, relationships, dress, social status, activities, and emotions.

Moreover, video clarifies the setting of communication, allowing learners to see where the action takes place and discern the formality of the situation (Lonergan, J., 1984). This visual information is unique to video, offering learner language assessments to diverse content regardless of language.

Canning and Wilson (2000) emphasize that video stimulates predictions and activates background knowledge. Video enables students to predict information, infer ideas, and analyze the world presented in the classroom.

In conclusion, authentic videos provide foreign and second language learners with an opportunity to enhance their comprehension of input. Teachers can use videos to pose display and referential questions, but multi-layered tasks should be designed to fully exploit the aural and visual elements. It is crucial for students to comprehend aural input for video-based learning of listening comprehension to be most beneficial.

2.5. Considerations in selecting videos and designing tasks

2.5.1. Matching Video to learning objectives

A primary consideration for teachers is aligning video content with both learners' level and targeted listening skills. That is why Vandergrift (2003) emphasizes the importance of selecting videos with difficulty levels that match learners' proficiency. Similarly, the videos should be suitable with the targeted specific listening skills, such as comprehension of main ideas, understanding of details, or particular vocabulary sets. Learners' interest is also an important consideration. Research conducted by Pechenkina & Aeschliman (2017) suggests that videos aligning with student preferences can foster increased motivation and engagement.

2.5.2. Video characteristics

The length, speech rate, and audio-visual quality of the video also influence its effectiveness. Sherman (2003) suggests that shorter video segments (3-5 minutes) might be more beneficial, particularly for lower-level learners. Speech rate is another factor; Baltova (1994) proposes that slower speech, especially when initially introducing the video, can improve comprehension. Additionally, clear audio and visuals are essential. Background noise, unclear accents, or blurry visuals can hinder understanding. Finally, opting for authentic videos showcasing real-world language use, as advocated by Burt (1999), is preferable to staged or scripted content.

2.5.3. Additional considerations

While subtitles in the target language or the learners' native language can be helpful, Rost (2002) emphasizes the importance of strategic use to avoid overreliance. Pre-listening activities are also crucial. Quecan (2021) suggests preparing students for the video content by introducing vocabulary, activating background knowledge, or setting specific listening tasks. Finally, follow-up activities, such as discussions, summarizing, answering questions, or creating presentations based on the video, can solidify learning and promote active engagement.

3. Methodology

The purpose of the study is to investigate the effectiveness of using authentic English videos in listening practice among the first-year English majors at HAU and UTEHY. 300 participants including 150 major students from HAU and another 150 counterparts from UTEHY took part in the experiment. The students under investigation have at least one term learning English at Foreign Language Faculty. Thus, students have enough knowledge of listening as well as using English video in listening practice to answer the questions given and the data collected from the survey would surely be reliable.

Among 300 attendants, the researchers assigned randomly 150 students to group 1- the experimental group. The rest were assigned to group 2 – the control group.

The researchers intended to investigate the process of using English video in learning listening skill outside classroom, so questionnaire, interview, along with the pre- tests and post-test were used as the main sources to collect data. As a result, the reliability and validity of the research are better ensured. Interview section is particularly suitable for the research as what the researchers wanted to gain was deep understanding of students' reaction to authentic English videos and the effectiveness that videos can bring into practising listening skills. Meanwhile, by using questionnaire and tests, the researchers could obtain data quantitatively, which later on would assist in this study with persuasive figures concerning issues investigated.

3.1. Survey questionnaire

In order to obtain the objectives, the questionnaire was designed with eight questions, which focused on 6 main aspects that the researcher would like to investigate as follows: question 1, 3, 7 and 8 worked out the students' attitudes towards video practice, question 2 investigated the students' difficulties in listening practice, question 4 and 5 worked out the students' while-listening activities and question 6 clarified the application of effective techniques for using English video in English listening practice. The allocated time for each interview was no more than 10 minutes.

3.2. Interview

20 volunteer students from experimental group were gathered and took part in a 1-on-1 interview with the researchers. They were instructed carefully by the researchers before answering the question. Importantly, they were reminded that the result of the experiment was to serve the research and it has no influence on their study results. Hence, they made their great efforts to answer the question without hesitation or anxiety.

3.3. Pre-test and post-test analysis

Along with the interview and questionnaire, two listening tests (a pre-test in week 1 and a post-test in week 8) were designed by the researchers in the model of achievement test that is used to access students' listening skill improvement. Then, the collected data were analyzed to measure and compare the improvement in listening comprehension of both groups.

4. Findings and discussion

4.1. Students' difficulties in listening practice

The primary challenge reported by the majority of students (31%) was the speaking speed of the speakers. A slightly smaller percentage (27%) identified limited vocabulary as a hindrance to comprehensive listening. Stress and intonation posed difficulties for 19% of the students, while 16% struggled with understanding accents. A minority of students (4%) noted grammatical structures as causing fewer challenges in their listening practice. Only 3% of the students attributed their difficulties in practicing listening to other factors. The figures underscore the importance of teachers considering these challenges when incorporating English videos into listening practice. This analysis aims to determine whether utilizing videos can effectively assist students in overcoming these specific issues and ultimately enhance their listening skills.

4.2. Students' attitudes towards listening practice through videos

A significant majority of students exhibited a keen interest in video practice. A considerable proportion (39%) expressed a high level of attention and enthusiasm for English video content. In contrast, a small minority (14%) indicated a lesser degree of concern about utilizing English videos, while a mere 5% acknowledged their lack of interest in practicing listening through this medium. The latter group attributed their disinterest to the perceived difficulty of listening in general, asserting that engaging with English video content was inherently challenging and fatiguing. Nevertheless, it can be inferred that students at the Foreign Language Faculty from Hanoi University of Industry and Hung Yen University of Technology and Education generally maintain a strong interest in video-based language practice. They appear willing to actively participate in English listening exercises facilitated by English videos.

4.3. Students' attitudes towards the effectiveness of using videos in English listening practice

Table 1. Students' attitudes towards the effectiveness of using videos in English listening practice

Options	Agreement	Strongly disagree	Disagree	Don't know	Agree	Strongly Agree
Making practising listening more enjoyable and relaxing.		0%	4%	12%	36%	48%
Helping me listen to English better.		4%	12%	12%	52%	20%
Making me concentrate more on the listening lesson.		8%	16%	8%	40%	28%
Helping me develop my confidence in listening.		12%	20%	16%	28%	24%
Helping me study verbal and non-verbal aspects of communication.		0%	12%	12%	28%	48%
Helping me generate predictions and develop my guessing skill.		16%	16%	20%	28%	20%
Helping me clarify the context of listening.		12%	8%	12%	32%	32%
Helping me infer ideas before listening.		0%	20%	28%	28%	12%
Helping me recognize key words better.		16%	8%	32%	44%	16%
Helping me discriminate English sounds better.		20%	20%	32%	20%	12%
Helping me paying much attention to stress patterns and intonation.		12%	20%	24%	28%	16%

**Note: 1- the least interest and 5- the most interest*

When queried about the effectiveness of using videos in English listening practice, the report clearly indicates that almost all students concurred that videos contribute significantly to making their

listening exercises more enjoyable and relaxing. A substantial 84% of the students expressed their agreement, signifying a noteworthy shift away from the previously prevalent sentiments of anxiety and reluctance associated with listening practice. Instead, the incorporation of videos has rendered the listening exercises more joyful and interesting. Consequently, this has led to an increased concentration on video lessons by 68% of the students, suggesting a heightened motivation to engage with the skill. The more enjoyable students find video-based listening activities, the more inclined they are to practice, resulting in an improvement in their listening skills.

Interestingly, a majority of students reported increased confidence in handling listening tasks, a phenomenon rarely observed before. A significant 52% of them strongly asserted that they no longer experienced nervousness or tension during listening tasks; instead, they remained calm and confident throughout the lessons. This positive outcome supports the notion that videos can substantially boost the students' motivation to learn listening. However, 16% of respondents did not express concern about this aspect, attributing their motivation solely to video-based listening tasks, with nervousness resurfacing during real listening exercises.

Furthermore, videos were found to enhance input comprehension by providing contextual information, a sentiment echoed by 72% of respondents who claimed an improvement in their listening skills. This observation aligns with the analysis of specific sub-skills in the table. Notably, 76% of students regarded videos as an effective tool for studying verbal and non-verbal communication. This is crucial for understanding speakers, as observing their feelings, facial expressions, and gestures adds valuable information to listening activities. Regarding the contextual aspect, a significant number (64%) stated that videos made the context of listening clearer by visualizing the location and time of the conversation, contributing to the overall success of the listening exercise.

The analysis then delves into the impact of videos on top-down skills, revealing that nearly half of the students (48%) agreed that their prediction and guessing skills improved through video. While 40% acknowledged that video aids in inferring ideas about listening, a considerable number found this sub-skill challenging. These positive findings affirm the conclusion that videos can assist students in refining top-down skills such as clarifying context, inferring ideas, and identifying topics.

Examining bottom-up skills, the report highlights the efficacy of authentic videos in enhancing word recognition, with 60% of students stating an improvement in vocabulary recognition. Stress and intonation also demonstrated progress, with 44% reporting enhanced ability. Notably, students identified videos as valuable tools in overcoming difficulties in practicing listening, especially concerning challenging sub-skills like awareness of sound discrimination, which garnered only 32% agreement. In conclusion, the report suggests that videos effectively contribute to enhancing bottom-up listening skills, encompassing vocabulary recognition, stress pattern and intonation identification, concentration maintenance during listening, and overall comprehension improvement.

Table 2. *Some negative attitudes towards using videos in listening practice*

Options	Yes	No
The visual distracts me from concentrating on the listening	20%	80%
Long video sequences make me tired	16%	84%
Some listening tasks are inappropriate	16%	84%

The last question in the survey is very important as it helps to find out the negative attitudes towards using videos in listening practice. According to the feedback from the students, there are many things that prevent the video from enhancing students' listening practice as follows:

The first thing is the visual elements of the video that distract the students from concentrating on following the listening. As much as 20% of the respondents said that they could not concentrate on the listening because the moving pictures are so appealing and they attract students' mind so that the students could not focus on the tasks. This state is common among the poor students.

In addition, in the above table is a number of 16% of students who agreed with the statement that long video sequences, especially the ones with difficult script, discourage them from getting involved

in the lesson. Inappropriate listening tasks accounted for the same number of 16%. When being asked for the reason, some of the students said that the tasks are quite simple whereas for the others they are too difficult to do. However, this difference will make clearer in the discussion.

4.4. Students' application of effective techniques of using video for outside classroom listening

A significant portion of students (40%) engaged in listening practice through the conventional viewing technique. Another 18% of students opted for the vision on/sound off method to enhance their listening skills with the help of videos. Furthermore, the utilization of the jumbled sequence and sound on/vision off methods in video-based listening practice was approximately equal, both accounting for 11% and 10%, respectively. Additionally, 13% of students at the university employed the split viewing method.

It is worth noting that a small percentage of students utilized alternative approaches when using videos for English listening practice. In conclusion, the diverse range of techniques employed by the students indicates their positive strategies for incorporating videos into their English listening practice.

4.5. Tests' result analysis

The aim of listening test was to answer the question what progress the video helps students to make in their listening. After the tests were collected and marked by the author, the test scores were then analyzed in terms of frequency distribution to find out the range of marks each group reach and measure of central tendency to clarify the progress tendency of each group. In the same way, the results of the post-test were interpreted and compared with those of pre-test. These data helped the author find out what effects the use of English video in learning listening has on students.

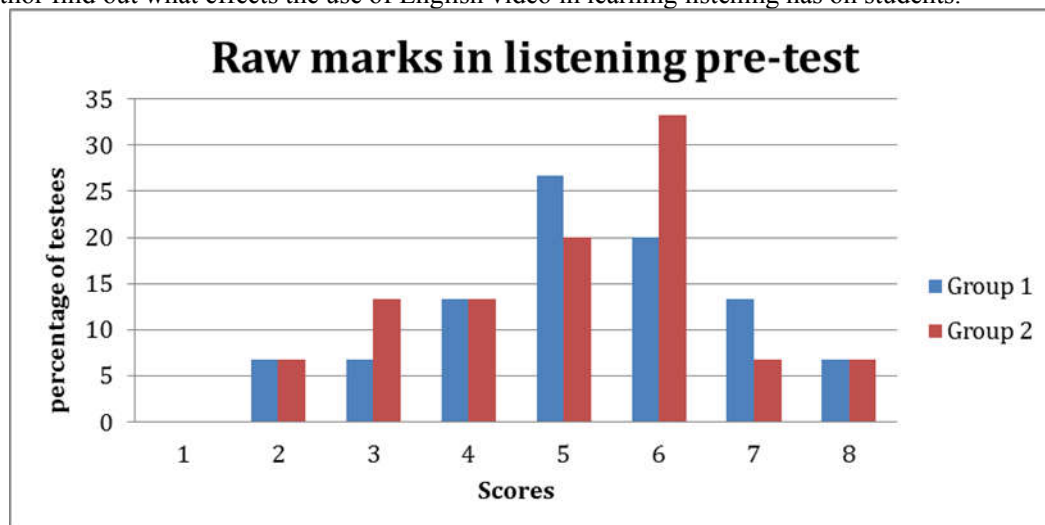


Chart 1. Raw marks in listening pre-test

The data above show that the marks are ranged from two to eight in pre- test listening, in which mark five and six are the most common and students in group 2 seem to be of more uniform level whereas group 1 has more excellent students. This is shown in the table where the column of marks six is higher in group 2 whereas the column of marks seven is higher in group 1. However, the comparison of the modes reveals that the group 2 seems to be better than group 1 as its modes of six is higher than that of group 1 which is five. It can be concluded that in general the students in both group 1 and 2 are only at an average level.

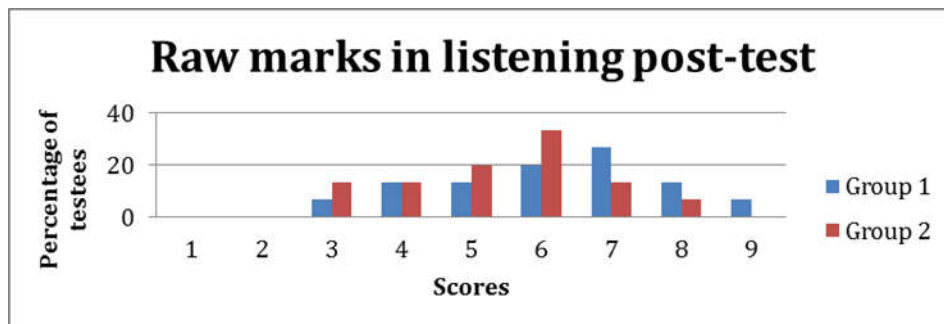


Chart 2. Raw marks in listening post-test

Looking through the data, we can see that there is a shift in the mark range of two groups, in which the lowest marks is not two anymore but three and the highest one in group 1 climbs to nine. The positive sign shows a rise in progress of the two groups in their listening skill. This argument is proved strongly by the max that is one point higher than the one of the pre-test. However, the full mark (mark 10) is still untouched, which indicates an average level of difficulty of the test. From the table, it can be seen that group 1 is out of performance to group 2 in the above average marks. In addition, if in the pre-test mode, group 1 is at the second position to group 2, with the mode of seven, it takes reserve place now. Therefore, it can be drawn out that group 1 seems to overtake group 2 on the way to improve their listening skill.

In summary, the better result of group 1 in the pre-test can lead to the conclusion that video brings number of advantages in listening practice.

4.6. Successes in terms of applying English videos in listening practice

By collecting data through the questionnaire, the tests, and the informal interview, it can be seen that the application of videos in practicing listening English has achieved great successes.

4.6.1. Developing confidence in listening

Based on the questionnaire and the tests, it can be shown that using English videos in learning listening helps listeners develop their confidence in listening. For that reason, listeners need to have a high sensibility and discerning ability in pronunciation and its connection with the meaning of words. Especially when listening a foreign language, it is not easy for learners to have an immediate response to the information and catch the meaning if linguistic and related knowledge of the language does not be processed enough. That is the reason why the 1st-year majors still feel anxious and confuse in listening practice. They also worry about how to avoid making mistakes in the listening tasks in order to save face. They even get nervous, which slows down their normal thinking speed and distracts their concentration. After 8 weeks of experiment of using English videos in listening practice, the students in the survey said that using English videos in listening practice reduced classroom anxiety, which makes the leaning context less stressful. Moreover, the use of English videos with body languages can help students interpret it before they listen through silent viewing and raise their awareness of what will come in the listening so that the confidence in listening is improved and the listening is made easier.

4.6.2. Motivating students' interest in listening

It cannot be denied that most of the participants in the survey like practicing listening through video. This can be explained by the fact that video proves to be an effective kind of materials which presents complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision. This fact makes video a magic motivator for students to learn the listening and then leads to their positive activities in the outside classroom listening practice. The students concentrate more on the lessons and most of them try to get involved in doing the listening tasks. For example, when watching video, they try to catch the words or grasp the meaning of the listening. This decisive factor adds to the success of using English video in listening.

Moreover, students are highly motivated through the English video. Nearly all the respondents have realized the importance and excitement of video in practicing listening skills. The listening practice proves to be more enjoyable and relaxing with the use of video. To this extent, videos play a role of an inspirer to appeal students to learn and then master the language.

4.6.3. Increasing comprehension

It is clear that English video benefits the learners in the way that it enables them to learn through both verbal and visual means, to view actual objects and realistic scenes. It is easy to find in the analysis that video is not only used for generating students' interest but also for increasing comprehension. The application of video recording enables listeners to use many visual clues in order to help them understand what they hear. With the use of videos outside classroom as an extra activity a relaxing learning environment is created. Students, therefore, regain their interest and enthusiasm in learning and they do the listening better. Moreover, video proves to be an effective means of enhancing listening skills in the way that it increases students' ability of clarifying the context of the listening, inferring ideas, and generating predictions about the listening as well as helps them recognize key words discriminate English sound better. Last but not least, with the development of modern technology, audio-video media included, people are getting used to sound and images, spending more time and interest in them rather than the print. Practicing listening with the help from audio-video aids proves to be a reasonable and contemporary approach for authentic listening.

4.7. Problems in applying videos in practicing listening

Although video yields a lot of good points to learners, there are some still some difficulties to be aware of when applying videos in practicing listening.

The significant issue lies in the varied proficiency levels of students. While the majorities are at an elementary level, a subset excels. This discrepancy arises from differences in language instruction across high schools. English is prioritized in urban high schools, with more extensive teaching hours, whereas in others, it receives limited attention or is omitted entirely. Consequently, crafting appropriate tasks for such a class poses a challenge. Tasks suitable for higher-achieving students prove overly complex for those struggling, while simpler tasks for the less proficient are unengaging for the more advanced learners.

An additional issue arises within the video component of listening exercises. When employing lengthy videos, students tend to lose focus, particularly when confronted with challenging scripts. Consequently, some students experience diminished motivation as they find it challenging to grasp the language content. This is particularly prevalent among lower-level students. Additionally, the multimedia elements of videos, such as images, motion, sound, and captions, can be so captivating that some students become more interested in the visual aspects than in actively listening to the lesson. Typically, these students, often struggling with the material, find themselves unable to engage with tasks and fall behind the rest of the class.

It is crucial to create tasks that align with the students' needs. Understanding video sequences is a complex process, and each learner's comprehension varies. No individual can realistically indicate the full extent of their understanding of all the information presented. Therefore, inappropriate listening tasks hinder learners from enhancing their listening skills. Consequently, when selecting video sequences, various factors must be considered. This includes ensuring that the video aligns with students' preferences, matches their language proficiency for an effective learning environment, and is of an appropriate length to prevent distractions. In summary, addressing the identified issues in using English videos for outside classroom listening practice requires finding effective solutions.

4.8. Suggested solutions

From the analysis of student survey data, the authors propose several recommendations to improve learners' listening comprehension skills as follows:

4.8.1. Selecting authentic videos

When selecting video materials for outside classroom use, it's essential to consider the difficulty level in relation to the participants' English proficiency. Key criteria include watchability, content

appropriateness, length, visual support, language density, language content, speech delivery, and overall language level.

Watchability ensures the video is engaging and motivating. Moreover, the content should be culturally appropriate and free of offensive language or stereotypes. Additionally, length is crucial to avoid information overload and fatigue. Furthermore, visual support aids comprehension, especially in highly visual scenes. Also, language density should be moderate to avoid overwhelming learners. It is no doubt that the language content should align with instructional goals, including relevant grammatical structures, functions, or colloquial expressions as well as speech delivery factors, such as clarity, rate, and accent, significantly impact comprehension. Lastly, the **language level** should be suitable for the students, not too challenging, and ideally requiring minimal teacher explanation.

4.8.2. *Some techniques for using authentic videos*

Several techniques can enhance the use of videos in language instruction. First of all, silent viewing (sound off/vision on) encourages students to engage with visual cues, predicting or inferring dialogue based on actions, emotions, or settings. This technique can involve creating screenplays or providing oral commentary through some activities including drawing scenes, responding to questions about the audio, or producing commentary based on the soundtrack. Also, normal viewing (sound on and vision on) involves pre-viewing activities where students list expected visual and auditory elements. Comprehension questions can guide viewing, followed by oral or written commentary or acting out transcripts. In contrast, split viewing divides students into viewers (who see the videos) and listeners (who hear the audio). This method supports information gap activities, where viewers describe scenes to listeners, who then reconstruct the sequence collaboratively.

4.8.3. *Varying tasks designed from videos*

Listening practice often involves attentive listening followed by recall tasks. The most significant tip that introducing pre-listening questions can guide students on what to focus on, enhancing their engagement and comprehension. Secondly, diagram labelling involves matching visual materials with video sequences. Matching tasks link pictures with dialogue, enhancing understanding. Moreover, dictation focuses on identifying sentence stress and vocabulary, while gist listening uses multiple-choice or true/false questions to grasp overall meaning. Additionally, note-taking helps students organize information and recreate sequences from notes. Techniques include short notes, guided, and free note-taking. Predicting language encourages students to guess the speaker's next words, while spotting activities involve identifying specific phrases during video segments. These methods aim to optimize video materials in language learning, making the process engaging and effective by aligning video content with learners' proficiency and instructional objectives.

5. Summary

As English listening skills play an important role in effective learning and communication, the practice of listening skills needs to be paid attention to and emphasized by both learners and educational institutions. Through this research, the authors have explored the use of English videos in listening practice for English major students. Accordingly, several solutions to improve listening comprehension skills have been proposed to enhance effectiveness and increase students' confidence in communicating in English. And with the experiment research on the effectiveness of using videos for listening comprehension enhancement, a new application of video in learning English is found out and some suggestions on how to use authentic English videos to enlighten the work of learning listening are offered.

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Sử dụng video nhằm cải thiện kỹ năng nghe cho sinh viên chuyên ngữ năm thứ nhất

Tóm tắt: Nghiên cứu này được thực hiện nhằm đánh giá hiệu quả của việc sử dụng video bằng tiếng Anh trong các hoạt động nghe ngoài giờ học cho sinh viên chuyên ngữ năm thứ nhất. 300 sinh viên chuyên ngữ của Trường Đại học Sư phạm kỹ thuật Hưng Yên và Trường Đại học Công nghiệp Hà Nội đã được lựa chọn ngẫu nhiên để tham gia vào thử nghiệm này. Ngoài việc học trên lớp, 150 trong số này được giao nhiệm vụ hàng tuần tự chọn 1 tài liệu nghe từ danh mục đề xuất để luyện nghe ngoài giờ học. Các kết quả thu được sau đó được phân tích chi tiết, đồng thời nghiên cứu đưa ra một số đề xuất cho việc sử dụng video bằng tiếng Anh trong việc giảng dạy và học kỹ năng nghe hiểu ngoài giờ học.

Từ khóa: video bằng tiếng Anh; sinh viên chuyên ngữ; tự học; hiệu quả; kỹ năng nghe.