

USING VIDEO-BASED LEARNING TO IMPROVE LISTENING SKILLS FOR FIRST-YEAR ENGLISH MAJORS AT HANOI OPEN UNIVERSITY

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Abstract: *The study aims at investigating the first-year English majored students' perceptions of using video based learning and their practices in learning English listening skills at Faculty of English, Hanoi Open University. A quantitative research has been employed in this study. The structured questionnaire for collecting data was administered to 116 participants from class K29X,Y,Z,Y. The results of the survey reveal that almost students are aware of the roles of video based learning. In addition, the results also indicate that the students really want to improve their autonomous learning by using video based learning. They also agree that blended learning, a way of learning that combines traditional classroom lessons with lessons that use computer technology should be applied. Therefore, teachers should create favorable learning environment and strategies to facilitate learner autonomy in learning English listening skills and motivate them to use listening sub-skills by using video based learning effectively.*

Keywords: *Video-based learning, Blended learning, favorable learning environment, learner autonomy*

I. Introduction

E-learning has been increasingly an important part of education in many universities around the world. This is a learning environment that creates favorable conditions for students to improve their learning process. Information technology has been usefully applied in schools, and many new technology-based models of teaching and learning have achieved good results. People approach technology and use it as a new model in teaching and learning foreign languages. Technology for

language teaching is not only understood as a tool but more broadly it is also a tool in social development. This article focuses on analyzing the contributions of technology application to improve foreign language teaching and learning. The findings also analyze the benefits of using video-based learning to develop a blended learning model and applying video-based learning (VBL) as an innovative method in teaching to develop listening skills for first year students in Faculty of English at Hanoi Open University and to promote their self-study ability.

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II. Literature Review

2.1. *An overview of Video based learning*

2.1.1. *Definition*

According to Easygenerator [19]: “Video-based learning literally refers to learning experiences facilitated through video. With its ability to combine camera footage, animation, graphics, text, and audio, videos create a multisensory learning experience, unlike any other e-learning format. Because of this, it’s no surprise that video-based learning is quickly becoming a dominant standard of online training”. Immanuel Vinikas [9], a tech industry writer with a passion for all things video and online marketing also mentions “Video-based learning is a remote training method that relies on live or prerecorded video to teach new skills and knowledge. Video-based learning uses images, graphics, on-screen text, and audio to deliver a multi-sensory learning experience that fosters engagement and knowledge retention”.

2.1.2. *The roles of video based learning in teaching and learning processes*

Obviously, innovating teaching methods is an essential requirement for the educational sector of all countries in the world. With the rapid development of information technology and the ability to disseminate information more and more diverse, simple, fast and very effective, teaching activities must have methodological innovations to adapt with new technology conditions and take advantage of the technology achievements. The application of VBL in teaching and learning foreign languages not only brings many benefits in the teaching and learning process, but also helps teachers and students access and apply new technologies. In recent years, the new forms and technologies of

VBL have had a remarkable impact on teaching and learning methodologies. A significant number of academic articles and researches have investigated and analyzed VBL environments from different aspects, including potential usage, effects on learning outcomes, satisfaction levels, and effectiveness. Kramer [11] points out that the combination of videos and simulations in digital learning environments is a promising educational technology tool for teacher. Nickl [13] also investigates the role of individual learner characteristics in situated learning experiences and the outcomes of video-based simulations as educational technology tools for initial teacher education. The results emphasize the role of individualization that depends on the individual learner characteristics, learners navigate differently through simulations, which in turn affects learning experiences and outcomes. Lemke [12] underlines that working with videos allows teachers to experience teaching from a different perspective, as they get ‘inside’ a learning event, thus having a rich tool for self-reflection.

2.1.3. *The benefits of video based learning to improve listening skills*

In Almadi’s point of view [1], listening comprehension skill is a vital English skill which becomes a key in the success of effective communication. According to Gary Buck [7], “listening comprehension is an active process of constructing meaning and this is done by applying knowledge to incoming sound. “Listening is also defined as an active process during which the listener constructs meaning from oral input “ (Bentley & Bacon [3]). In order to be successful listener, the first thing anyone must have is the ability to absorb the pieces of information from the speaker by listening. However, teaching listening

skills is rather difficult and students often feel challenging to acquire listening skills under the research of Putri [15]. Therefore, teachers need an innovative teaching method to encourage all students to understand what they heard. VBL plays an important role in innovating teaching methods to enhance the visualization and practice in teaching and learning process. Multimedia and information technology are both useful teaching tools with many applications. VBL is a teaching aid and also an open source for teachers and students to explore knowledge online in an oriented method. Thanajaro [17] conducted a study concerning the use of authentic materials to develop listening comprehension in the English as a Second Language (ESL) classroom through analysis of the class observation and interviews with students. The results revealed that the use of authentic materials in ESL classrooms provided a positive effect on ESL student's motivation to learn the language.

Based on this point of view, the researcher will design the questions in the survey and find out the recommendations to improve English listening skills.

2.2. An overview of blended learning

2.2.1 Definition

According to Oxford Dictionaries [20], blended learning is a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. a way of studying a subject that combines being taught in class with the use of different technologies, including learning over the internet Wikipedia [21] also offers the following definition: "Blended learning, also known as hybrid learning, is an approach to education that combines online educational materials and

opportunities for interaction online with traditional place-based classroom methods." Cambridge Dictionary [22] defines that blended learning is a way of learning that combines traditional classroom lessons with lessons that use computer technology and may be given over the Internet.

Buket [4] mentions: "Blended learning is defined simply as a learning environment that combines technology with face-to-face learning. In other words, blended learning means using a variety of delivery methods to best meet the course objectives by combining face-to-face teaching in a traditional classroom with teaching online." In addition, Osguthrope [14] describes blended learning is integrating traditional face-to-face classroom with a virtual classroom.

2.2.2. The roles of blended learning in teaching and learning process

Together with the developments in information and communication technologies, blended learning has gained considerable achievements and offered a favorable environment in teaching and learning processes in recent years.

Reading Horizons [23] points out "Blended learning provides an appropriate balance between online instruction, which offers the interactive, tech-based learning, individualized pacing, and privacy that keep students continuously engaged and motivated, and teacher-led instruction, which personalizes the learning experience and adds the human elements of encouragement, compassion, and caring guidance that only teachers can give."

Anthony [2] mentions: "Theoretical implications from this study contribute to enhance teaching quality by enriching course management, improving learning content, and facilitate management

policies towards effective BL adoption.” Anthony’s findings [2] also reveal that the impact of BL on learners’ effectiveness is positively predicted by achievement, engagement, involvement, retention, and cognitive outcome. Additionally, findings suggest that the impact BL on academic staffs’ effectiveness is significantly influenced by delivery, performance, evaluation, motivation.

E-learning Industry [24] suggests some key roles of an educator in blended classroom as planners, managers and experts. The real challenge lies in figuring out how to deliver relevant development opportunities for teachers in order to help them with continuous professional development and training for making best use of the blended learning environment and smoothing the transition process from traditional to blended classrooms.

2.2.3. The benefits of blended learning to improve listening skills

Nowadays, multimedia and information technology are both useful teaching tools and have many applications in teaching. VBL is a teaching aid and also an open source for teachers and students to explore in an oriented way. There has been a remarkable growth of interest in the theory and practice of blended learning in language teaching and learning in recent years. Many researchers had carried out several studies. Ibrahim mentions [8] in his research the effectiveness of using the blended learning strategy. According to the findings, the researcher recommends that the English language instructors need to activate the blended learning strategy in order to develop EFL listening comprehension skills among sophomores. In addition, Caruso [5] discusses the integration and effectiveness of blended learning for the development and assessment of listening skills in a second

language. He expresses: “The large amount of data collected reveals that the quizzes were a key element in the development of listening skills and the delivery mode did not only meet the students’ learning needs but it was clearly preferred to in class assessment.”

III. Methods of the study

3.1. Instruments

A quantitative research has been employed in this study. The survey was used for collecting data for the students’ perceptions of using VBL and their practices in learning listening skills. The researcher used electronic survey (Internet-based survey) “because of their speed and accessibility” Saris and Gallhofer [16]). The data were collected from the questionnaire survey being sent by google form link to 116 first-year students in classes K29X,Y,X,Y to identify the difficulties in learning and self-studying listening skills and the effective strategies to improve learner autonomy in learning listening skills.

3.2. The participants

The participants of the research were 116 first-year students in classes K29X,Y,Z,Y at Faculty of English, Hanoi Open University. They have never been given any training in using VBL and they have had some difficulties in English listening skills. By the time the researchers gathered the data for this study, they had finished the first term and have been studying the second term of the school year 2022-2023. With a duration of 12 weeks for listening skills (2.5 hours/ week), they do not have much time to practice listening skills in class.

3.3. Questionnaire design

In the study, based on the theory and best practices of questionnaire design from David [6] and to clarify the perceptions of

students toward the importance of listening skills and using video based learning, eleven multiple choice questions in google form were given to the first- year students in 4 classes, K29X,Y,Z,Y. These questions were designed in closed- ended ones, where respondents are restricted to choose among any of the given multiple choice answers. The closed format questions make it easier for the researchers to calculate the statistical data and percentages.

This questionnaire focuses on the importance and the frequency of using video based learning to improve listening skills for the first- year English majors at the English Faculty under research. A group of questions was designed to answer the research question related to the autonomous learning and the blended learning, a way of learning that combines traditional classroom lessons with lessons that use computer technology.

IV. Results and Discussions

4.1. The perceptions of the importance of using video based learning to improve listening skills.

As can be seen from figure 4.1, the percentage of students understood the importance of using video based learning to improve listening skills up to 75 %. Twenty-seven students (23.3 %) also thought that it was rather important.

The following graph gives an overview of the students' perception in their responsibility of using video based learning because almost students think that listening is a difficult skill. When being asked the frequency of using VBL, many students (49.1 %) revealed that they often used, meanwhile 31.9 % students usually employed to improve their listening skills.

2. What do you think about the importance of using video based learning in your listening skills?
116 câu trả lời

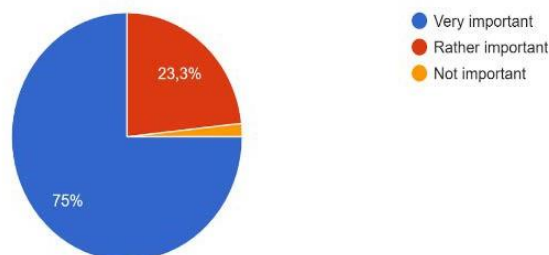


Figure 4.1a The perceptions of the importance of using video based learning to improve listening skills.

3. How often do you use video based learning to improve your listening skills?
116 câu trả lời

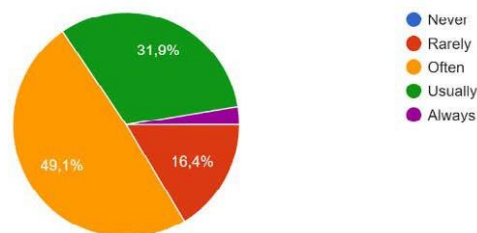


Figure 4.1 b The frequency of using video based learning to improve listening skills.

4.2. VBL helps to improve listening skills

In order to identify several factors that the videos help the students improve listening skills, the researchers found that VBL technologies played a very important role in the process of learning: Making their listening lessons more enjoyable and relaxing (56%), helping them concentrate on their listening lessons (21.6%), motivating them to practice their listening activities (13.8%), helping them improve their confidence (8.6%) respectively. They are actually remarkable figures, in deed. As the result, video based learning is really useful application in teaching and learning processes.

More specifically, the data in Figure 4.2 b show videos also enhance the pronunciation. Therefore, 46 students (39.7%) agreed that they could discriminate the sound better. Additionally, 39 students

(33.6%) understood stress patterns and 31 students (26.7%) chose intonation. Having good pronunciation will help the students hear and understand even more clearly. Meanwhile, 71.6% students admitted that they applied listening subskills well and 11.2% strongly agreed. There are many challenges an individual may face in understanding a talk, lecture or conversation in a second language, so if the students realize the importance of listening subskills, it will be the contributing factors to reduce the difficulties in language learning. The survey revealed that the common listening subskills: note taking, listening for main ideas, listening for details, predicting, making inferences, listening for total comprehension are often used. In which, the most favorite skills are listening for main ideas (52.6%), note taking and listening for details (13.8%).

4. In what ways do videos help you improve your listening skills? (You can choose more than one answer)
116 câu trả lời



Figure 4.2 a The benefits of video based learning in learning listening skills

5. How can videos help you to improve your pronunciation? (You can choose more than one answer)
116 câu trả lời

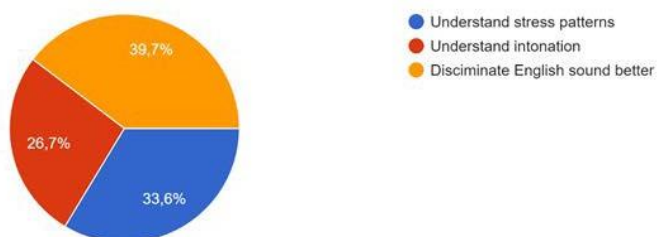


Figure 4.2 b Videos help to improve pronunciation

4.3. Using Video based learning as a blended learning method

11. Do you like blended learning? (a way of learning that combines traditional classroom lessons with lessons that use computer technology)

116 câu trả lời



Figure 4.3 Using Video based learning as a blended learning method

This pie chart showed nearly all students (98.3%) would like to employ blended learning, a way of learning that combines traditional classroom lessons with lessons that use computer technology.

Obviously, advances in technology and the growth of E-learning to provide teachers and students with unique opportunities to enhance learning and teaching. 84 out of 116 students (72.4%) agreed that VBL helped them self-study effectively and 100% of students thought that Video based learning is a diverse source of materials to improve listening skills. Furthermore, 110 students (94.8%) found easily to access video based learning on Internet.

V. Conclusions

Based on the theoretical background mentioned above and the findings on the results and discussions, the study is concluded with several strategies to improve English listening skills by using VBL for first year English majors at Hanoi Open University.

5.1. Using video based learning to improve pronunciation

In fact, there are many websites the teachers can employ or instruct their students to apply. According to <https://www.techlearning.com/features/youglish>, YouGlish [25] is a very valuable tool not only for individuals, but also for teachers. The tool also provides tips on how to improve English pronunciation – written below the video. This includes the phonetic pronunciation as well as suggestions of other words that help with pronunciation. Teachers can use the Restricted Mode to use these videos and guides in the classroom. With more than 100M tracks, YouGlish gives you fast, unbiased answers about how English is spoken by real people and in context. The students can strengthen their pronunciation by listening to videos with sound discrimination, sensing styles, intonation and stress.

5.2. Using video based learning to improve English listening sub-skills

Based on findings on the results and discussions, the students would like to use listening sub-skills in their learning,

especially listening for main ideas, details, note-taking, predicting, making inferences... Therefore, Learning Carton [26] is a useful address with some types of videos where the learners only need to register. Learning Carton suggests 6 Types of Videos for Learning follows the premise that all video fits into five genres: Educational, Promotional, Informational, Documentary, and Entertainment. Educational videos are also known as learning or instructional videos and it is easy for both teachers and students to access.

Specifically, the Educational genre can be broken down into six categories: Lecture, Screencast, Micro, Explainer, Scenarios/Simulations, and How-to.

+ Lecture: Lecture videos feature an instructor on screen or an instructor's voice heard narrating a visual slide deck presentation (such as PowerPoint). It is the most common type of video for learning because of its simplicity. It communicates the contents of a lesson for review by the learner at a convenient time.

+ Screencast: "A screencast is a digital video recording of your computer screen and usually includes audio narration." It shows someone how to use software and offer informal instruction.

+ Micro: A micro video is a short video (1 minute or less). It teaches a concept, demo a product, trains a soft or hard skill, motivates, communicates best practices or compliance information.

+ Explainer: An explainer does exactly what its name implies: it explains

a topic. It explains a topic using visual support, introduce a concept, define a solution, tell a story.

+ Scenarios & Simulations: A scenario video is where actors play roles to demonstrate correct behaviors in the workplace. These are some types of video for learning soft-skill training. In a simulation video, students also play out roles in a workplace, and the learner interacts with the video to make the proper choices.

+ How-to: The How-to video features step-by-step instructions that show exactly how to do something. The How-To video is incredibly popular.

of control over learning and be able to digest the information at the pace with which the learner is most comfortable. The videos teach "how-to" make, do, or handle just about anything.

5.3. Applying blended learning to improve English listening skills

In blended learning classroom, the teachers should choose online tools which are user-friendly to motivate the learners to use them easily. The teachers also select suitable online activities in line with the classroom lessons to provide more opportunities for the learners to practice particular listening activities. It will enable the learners to practice listening skills effectively.

Jayarathne [10] points out that improving learner autonomy and self-learning activities can be used in the virtual classroom. Homework activities can be assigned as formative assessments and summative assessments can be

conducted both face-to-face and online. Nguyễn Thị Kim Chi [18] discusses in her study that the teachers should provide the students autonomous learning strategies and the students should control and be self-centered in their learning process.

Practically, in blended classroom, the teachers should:

- Introduce the uses and benefits of video based learning
- Instruct how to get information from videos.
- Instruct how to practice under the video based learning
- Provide weekly videos for students (videos suitable for the content taught in class)
- Require the students to practice at home under the supervision of the teacher
- Access and give feedback on student's learning and practice.

To sum up, this study explores the first-year English majored students' perceptions of video based learning and their practices in learning English listening skills. In addition, it attempts to find out the effective suggestions on learning and self-studying listening skills and based on the findings of the study, blended learning classrooms are proposed as a model of learning that combines traditional classroom lessons with lessons that use computer technology are. The most significant findings are found related to technology application's perception. The data from the questionnaire survey are expectedly very valuable for both teachers and students. Remarkably, the recommendations will motivate the students to improve English listening skills.

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