

# Perceived effectiveness of short English movies in enhancing listening skills of first year students at a university in Vietnam.

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**Abstract-** This study focused on the use of short English movies as teaching approach in higher education in enhancing listening skills as perceived by university students. The participants of the study is a group of 92 non-English major students randomly selected from four different classes at a university in Vietnam during the first semester of the school year 2021 – 2022. The findings of the study showed a significant correlation between the the use of short English movies and students' listening skills. It was recommended that through the implementation of short stories in English, students will develop their listening comprehension skills, increase character-to-sound connection, and participate in culturally authentic discourse more effectively.

**Index Terms-** English movies, listening skills, language learning, higher education.

## I. INTRODUCTION

Listening plays a vital role in language acquisition for several reasons. First, listening provide comprehensible input for the learner which is essential for learning to occur. Second, listeners need to interact with speakers to achieve understanding. Third, listening exercises help learners to focus on new forms of vocabulary and grammar.

More often, teachers of English realized that if foreign language students were unable to communicate in the language they are trying to acquire, the whole process of learning would be actually worthless. If the learners do not listen effectively, they will be unable to communicate orally and successfully. Thus, effective listening is one of the most important language learning abilities and it is, therefore, hardly possible to exaggerate the role of listening skills in communication. In Thai Nguyen, it is quite difficult to teach listening comprehension as English language here is a foreign language which the students do not have many opportunities to practice their skill in an authentic setting.

In the teaching of listening at different level grades, teacher are particularly concerned with selecting the most effective method of communication. Instructors may switch on cassette players to their students or choose from a wide variety of media in order to help

the students focus their attention upon the context and thus reduce the effects of distracting influences.

This pre-experimental study attempted to establish relationship between effectiveness of short English movies and the students' ability in listening. It is now easier than before to use short English movies in schools in addition to interactive whiteboards, DVD players, digital video projectors as the media for relatively quicker and straightforward control in classroom management because of time-consuming. However, on the use of short English movies, it is more suitable for university students to meet three to four times per week. It was for this reason that make the researcher intended to do the research for the University students. If students are to become successful listeners, they have to establish a certain context for the words heard. In order to do this, the teacher must set a purpose for listening, selecting and designing appropriate language-learning materials and activities, taking into account the age of the students, their interests and language ability. Listening should not merely consisting of switching a tape recorder on and off, or reading a text aloud, and giving a set of True/False or multiple choice questions to the students. Such an approach may discourage students even if the sounds, words or phrases they hear seem familiar to them. Students can still be unable to understand the meaning as they lack certain knowledge about the topic, setting and the relationships between speakers

## II. METHODOLOGY

To find answers to the research questions, the researcher used a combination of qualitative and quantitative research approaches, which include document analysis and survey questionnaires.

The questionnaire in this survey designated for university students is divided into two parts: Teachers' current methods of teaching listening skills, and perceptions on the use of short English movies in teaching English listening lessons.

The data gathered were described statistically using mean, percentage, and test of correlation.

## III. DISCUSSIONS OF RESULTS AND FINDINGS

Now The followings are findings and interpretation of the data with supported research results and evidence.

### Teachers' attitudes toward the role of listening skill in English language teaching

To have more information about teachers' attitude toward the role of listening skill in English language teaching, the researcher handed out the questionnaire to six teachers of English and collected the result shown in the pie chart.

#### 1. Teachers' attitude towards the role of listening skills in English teaching

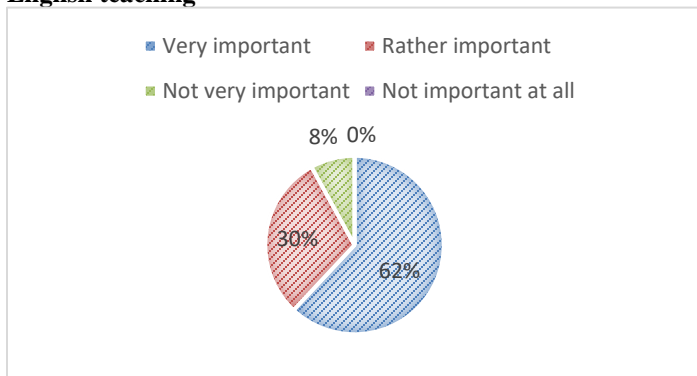


Figure 1. Teachers' attitudes toward the role of listening skill in English teaching

The data depicted in the pie chart reveal the result from the teachers' survey. It can be seen from the chart, 62% of the surveyed teachers appreciated the importance of teaching English listening skill in language teaching. They said that it was very important to teach listening skill to learners, but 30% of them have lessened the importance of teaching this skill to their students, while 8% of the teacher thought teaching listening skill was not very important.

#### 2. Teachers' current methods in teaching listening skill

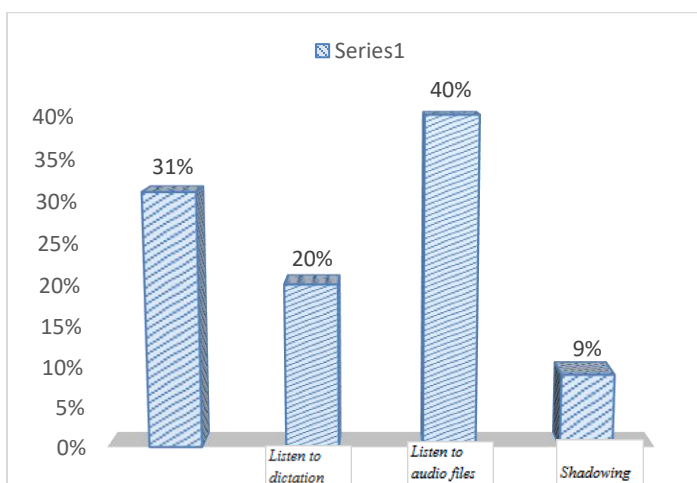


Figure 2: Teachers' current methods in teaching English listening skill

Figure 2 aims at showing out what technique teachers often use to teach English listening skill. As can be seen from Figure 2, it can be recognized that 40% of surveyed teachers always use audio files for the English listening teaching. They show that listen to audio files is a traditional way but it is an effective technique which is used in English classroom. It is the simplest and clearest

way to show the listening lesson. 31% of the asked teachers always use both listening and reading transcript at the same time for their listening teaching. They reveal that using transcript can convey the meaning clearly and help students understand the meaning better. Many teachers points out that using transcript is a good way to attract the students' attention. The numbers of the participants usually uses dictation accounts for 20%. Whereas, the number of the surveyed teachers that uses shadowing makes up only 9%. The reason can be that students find it difficult to listen English because of their limited vocabulary. It can be suggested that teachers should combine different techniques to enhance students' attention in English listening.

#### 3. Students' reflection about teachers' current techniques of teaching English listening skill

No	Students' attitude	WM	Rank	Inter-pretation
1	I have no interest in listening to English	3.50	4	Much
2	I meet difficulty in understanding when have listening lesson	2.78	11	Moderate
3	I usually make mistakes in English listening lessons	3.75	2	Much
4	I don't recognize the word stress and intonation	2.99	10	Moderate
5	I don't have the best concentration when having listening lesson in the class	4.12	1	Much
6	I pay much attention on grammar and vocabulary when listening in English classroom.	3.42	5	Much
7	I copy and rely on my English teacher during listening activities	3.56	3	Much
8	I can't understand and make conversation to foreigners in English outside the classroom	3.15	9	Moderate
9	I rarely practice listening to at home because I find it boring	3.41	6	Much
10	I often don't get good marks in English listening tests	3.35	7	Moderate
11	I can't concentrate for an entire English listening lesson with audio files	3.21	8	Moderate
12	I find listening skill is a challenge for me	2.37	12	Little
	<b>Average weighted mean</b>	<b>3.29</b>		<b>Moderate</b>

Table 1 Students' reflection about teachers' current techniques of teaching English listening skill.

The researcher rated the range of each factor based on a five-point rating skill as follows:

Rating	Range	Description
5	4.71 – 5.00	Very much/Always
4	3.41 – 4.70	Much/Often
3	2.61 – 3.40	Moderate/Sometimes
2	1.81 – 2.60	Little/Seldom

It could be seen in the above table that the attitude of listening was generally perceived by the first year student-respondents as Moderate with an average weighted mean of 3.29. The findings imply that students' attitude was moderate to be taught by the teachers' current methods in English listening lessons, and the inability of students to listen in English in and out of class. Such problem may be a reflection the teachers' ability and method of teaching English listening. It means that teaching listening via current methods is not too much effective. Students do not get high concentration in listening because it makes students feel boring and rely on others.

#### 4. Factors affect students' motivation in learning English listening skill

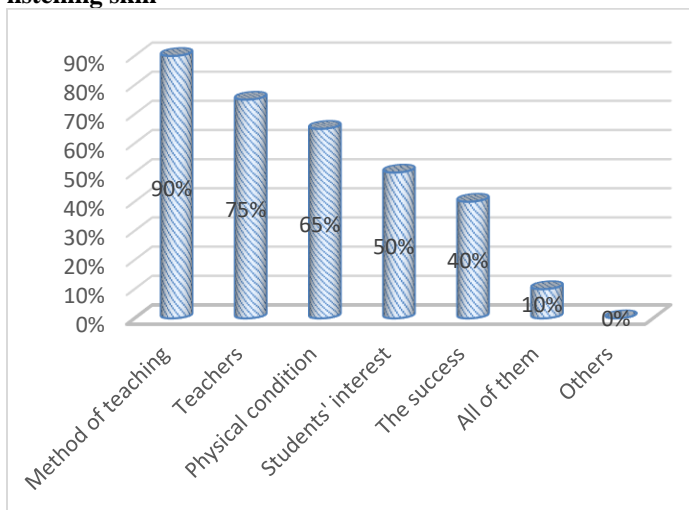


Figure 3: Factors affect students' motivation in the listening lesson

It can be seen from the table 10 that there is a high level of agreement about the method of teaching has strongly effect to students' motivation in learning English listening. Most of the teachers (90%) consider that students will feel excited to join the listening learning process if teacher use appropriate and interesting methods in each lesson. Moreover, the results indicates that teachers affect directly the motivation as well as success of learners. Teachers who are always pleased, friendly and willing to help students with their learning problems have positive influence on students' motivation.

65% of the surveyed teachers share that the physical condition such as classroom and the atmosphere of the class bring the motivation for the learners. Classroom using projectors, laptops... and connected with the Internet, the speakers and characters can enhance the effectiveness of listening learning. If students have to study in the bad lighting classroom, overcrowded with too many students they can lose their motivation in learning.

Beside that 50% of the teachers say that students' interest is an important factor stimulate students in learning process. It means that the learners find learning language interesting and they are willingly to learn it. 40% of the teachers think that the success also affects to students' motivation in listening. Success refers to appropriate level of work and activity designed by teachers. If the activity is not suitable, it can lead students to a demotivated situation in learning. And the teachers who suppose that all of these factors affect students' motivation account only 10%.

To sum up, there are some factors that affect to students' motivation in learning listening. Teachers with good emotion and suitable methods will certainly enhance students' motivation in vocabulary lessons.

#### 5. Teachers' current methods to increase students' motivation in the listening lesson

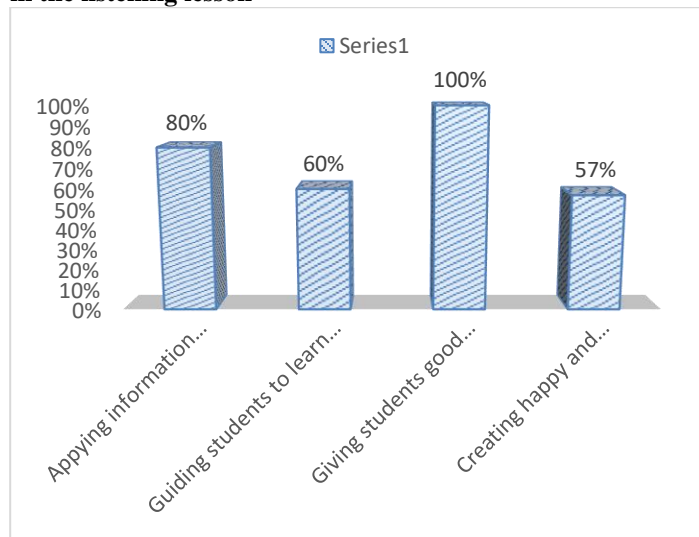
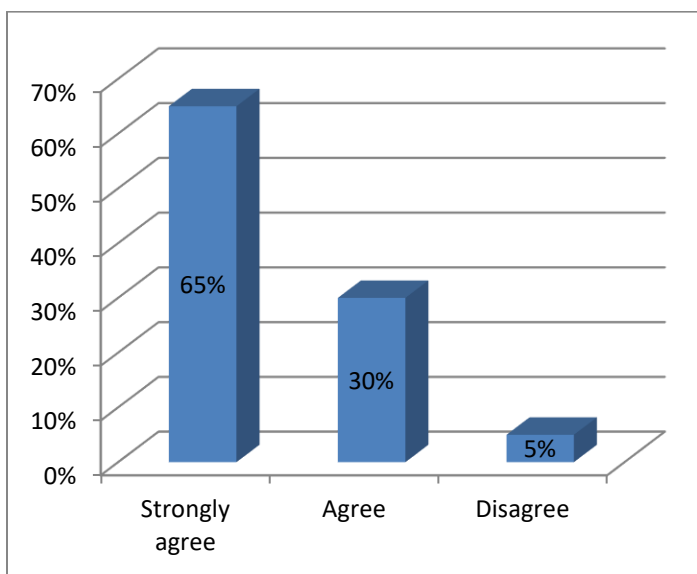


Figure 4. Teachers' current methods to increase students' motivation in the listening lesson

Figure 4 indicates the teachers' current methods in language teaching to increase students' motivation in listening lesson. All of the surveyed teachers often give students good marks, rewards and compliments to stimulate students' motivation. Getting good marks always makes students more enthusiastic in learning process. Giving students compliments make them more confident in language class. 80% of asked teachers often apply information technology such as projector, laptop, smart board in presenting vocabulary to attract students' attention. They share that when showing pictures or video clips on the projector, students take part in the lesson more enthusiastically. 60% of the teachers often guide students to learn positively and effectively to help students more confident in learning listening. In addition, 56% of the surveyed teachers state that they usually create the happy and friendly atmosphere in class to make their listening lessons more interesting. In short, All of the surveyed teachers always try their best to enhance students' motivation in learning listening lessons.

#### 6. Teachers' attitudes towards teaching listening through short English movies



**Figure 5 Teachers' attitudes towards teaching listening through short English movies**

As can be seen from Figure 5, most teachers (65%) claim that they strongly agree that teaching listening through showing short English movies can boost learning motivation and help students to understand the content of the listening lessons more easily. 30% of the participants agree with the issue given. They say that by showing short movies in English can encourage learners to have more positive attitude during listening lessons. The smallest percentage of the surveyed teachers (5%) disagree with the raised issue.

**Table 2 shows the extent of perception on the effectiveness of English movies in enhancing students' ability of listening.**

N <sup>o</sup>	The extent of perception on the effectiveness of English movies in enhancing students' ability of listening	WM	Rank	Interpretation
1	Watching movies in English has a beneficial effect on improving my ability in English listening skills	4.05	2	Much
2	Develop listening skills and help each other by exchanging listening strategies	2.80	12	Moderate
3	Provide many opportunities to listen to natural conversation and also spoken language	3.58	4	Much
4	I was interested in listening English and participating in classroom discussions when the teacher uses English movies teaching materials	2.90	11	Moderate

5	The integration of movies can help in improving my anxiety and tension in listening English	4.15	1	Much
6	Easier to guessing the meaning from context when listening and seeing at the same time	3.60	5	Much
7	Provide an opportunity of being exposed to different native speakers voices, slang, reduced speeches, stress, accents and dialects	3.47	8	Much
8	Watching English movies in the classroom makes it easier for me to learn English listening	3.20	10	Moderate
9	I was interested in listening English and participating in classroom discussions when the teacher uses English movies teaching materials	3.69	3	Much
10	Provide a wide range of vocabulary and explore cultural context	3.41	9	Much
11	Motivate students to make use of authentic English listening materials on their own	3.56	6	Much
12	Movies can help in improving my vocabulary acquisition	3.55	7	Much
<b>Average weighted mean</b>		<b>3.49</b>		<b>Much</b>

Nine (9) items were considered **Much** used with weighted mean ranging from 3.41 to 4.15 while three (3) Moderate used with weighted mean ranging from 2.80 to 3.20. The findings revealed the effect of English films in developing listening skill was generally perceived by students-respondents as much with an average weighted mean of 3.50. The English films affect to one's emotion and motivate students to focus on listening.

The result revealed in the above table showed the effectiveness of the use of short English movies in improving listening ability as expressed by students. Likewise, a reflection of their need about new and modern method in learning listening. TNUT's students found strength to cope with their problems by seeing and listening English at the same time.

In watching and listening the English movies, respondents find interesting, entertaining, reduce stress, easier to guessing meaning and master main ideas. It also indicates that students look forward to the best way to master listening skill in which advanced technology was applied.

**Table 3. Relationship between perceived effectiveness of short English movies and the ability in listening skills of students**

Variables	Mean	Std ev	r	R <sup>2</sup>	P-value	Decision	VI
Perceived effectiveness of English films vs Students' ability in listening	3.301	0.455	0.626	0.3918	0.029	Reject Ho	Sig
	3.488	0.404					

Table 3 showed the significance between perceived effectiveness of short English movies and the ability of listening. The findings revealed that significant correlation existed between the effectiveness of short English films and students' ability in listening P-value of 0.029, respectively, being less than the threshold P-value of 0.05. This mean that there are strong evidences against the null hypothesis which state that the perceived effectiveness of short English movies is not significant related to the students' ability in listening. Thus the foregoing null hypothesis was rejected.

#### IV. CONCLUSION

Base on the foregoing findings, the following conclusions were drawn:

The present study has shown that the traditional method of teaching English listening by listening to audio files is no longer appropriate and ineffective. Most of the students had a good perception toward the use of English movies in teaching English listening skill, and they gave many benefits that English movies bring about for them while learning English listening. Teaching English listening by showing English movies has encouraged students to be more interested in learning listening skills, thereby increasing the effectiveness of teaching and learning English listening. It is therefore concluded that there was significant correlation between the effectiveness of English movies showing and the students' ability in listening.

In term of the advantages, there are several aspects that seemed to have been improved by the use of English movies in teaching listening skill such as: Vocabulary and grammar used, pronunciation, stress, native speaker voice. It is not only help students improve listening skills but also speaking and writing. First, participants agreed that the English movies helped them more interested in English listening lessons. Secondly, the use of English movies helped students access natural conversation and also spoken language. Thirdly, English movies helped participants to improve their grammar knowledge, expanded a wide range of vocabulary and enhanced speaking skill.

As for disadvantages when applying English movies in teaching English listening, I found that students have faced some problems. The first, network connection is sometimes not very good. The second, some English movies use a lot of difficult words or speak too fast for students to keep up with.

#### Recommendations

In the light of the foregoing conclusions, it is recommended that

through the implementation of this study, students will develop their listening proficiency skills more, increase character-to-sound connection, and participate in culturally authentic discourse. By requiring them to participate in these English movies clip exercises, the students will hear many repetitions of the given English movies. By completing the concluding exercise, they will learn to analyze the sounds they listen to by associating these sounds directly with the characters. Finally, students are further encouraged to engage in cultural activities through reviewing and genuine analysis of English movies. Students will be able to converse about the movies and identify social issues presented in the movies with native English speaker, even at their novice or intermediate level of speaking.

It is also recommended the modern technology must supplement the teachers in general and teachers of English in particular in finding most best ways to teach and transmit knowledge to their students and by attaching an action plan towards the end of the lesson.

It is further recommended that parallel studies be undertaken to gain deeper insights on the effectiveness of English movies and students' listening improvement as well as to affirm the findings of this study.

Appendixes, if needed, appear before the acknowledgment.

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