

# Using Video in Teaching English Listening for Thai Student

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## Abstract

The purpose of this article is to present using video in teaching English listening for Thai student. It can be revealed that the implementation of video in teaching listening was success to improve students' listening skill. From the data findings of this study, the use video in teaching listening was success to improve students' achievement. Video materials can be a learning alternative because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. This study affirms that "A good idea is to choose scenes that are very visual. The more visual a video is, the easier it is to understand - as long as the pictures illustrate what is being said". Selected English TV series, movies, advertising, could increase student's motivation. The students listen to relevant and interesting things for them which keep their motivation and attention high. Consequently, we made a very good selection of video materials to expose learners to suitable materials that facilitate their learning. In addition, video materials adequately chosen, can promote the integration of language skills, and change the class routines.

**Keywords:** Using Video; Teaching English Listening

## Introduction

The word media comes from “medium” which is from Latin language that means carrier or escort, that is, a thing bringing the information from a source to a receiver. While media according to Gagne as quoted by Sadiman (1986) are physical means surrounding the learners that can stimulate students to study. Briggs in Sadiman (1986) gives his opinion that media are physical means bringing the information and stimulating students to learn. The purpose of using media is to facilitate communication and learning. In other words, media are such things that can be used to distribute the message from sender to the receiver to stimulate sense, mind, attention and the student’s interest to facilitate teaching and learning processes.

There are a lot of examples of teaching media such as video, television, diagram, printed material that are considered as instructional media since they provide messages with instructional purpose. In general teaching media can be divided into visual aids, audio aids and audio-visual aids. In this research, the writer focuses her study on video, a teaching medium that can be classified into audio visual media. In this case, audio visual media are the media that can be seen and heard.

### 1. Selecting Teaching Media

Media must be selected before they are used in the classroom. The knowledge about characteristics of media is needed and become the base of media selection. Dealing with the learning situation, Kemp in Sadiman (1986) states that the question of what media attributes are necessary for a given learning situation becomes the basic of media selection. Before going through the media selection, there are some factors that must be considered by the teacher. Morgan and Bowen (1982:3) give their opinion that teacher must consider the following points in deciding aids or media in his lesson plan.

- 1) The purpose of the lesson related to the scheme of work and the syllabus.
- 2) The specific objective of the lesson.
- 3) The characteristic of the class members (age, sex, educational background, and the reason of learning the language)
- 4) The design of the lesson.
- 5) Communication problems which may affect the lesson (hesitation for withdrawal caused by shyness, anxiety, or difficulty in relationship within the group).
- 6) Available resources.

In choosing video used in this research, the writer also considers those criteria above. Related to the teaching purpose and objectives, this video is appropriate to teach listening of oral narrative text because its language contents (particular grammatical structures and language functions) are suitable with the characteristics of oral narrative text. Besides, this video is suitable for young learners. Its length (around 3 minutes up to 5 minutes), educative contents, speech delivery and language level are appropriate for young learners. Moreover, this video



comes with ready made materials that can be used for teaching listening of oral narrative text directly. Teachers just need to download it through the internet.

By using video, students can get the benefit of audio and visual supports at the same time so that will be able to catch the whole message of spoken narrative text better. Furthermore, this video can help the teachers to avoid general problems in the classroom, like boredom, weariness, and falling to understand the relevance of the information. Thus, it is clear that video in this research is expected to give a lot of benefits in teaching listening of oral narrative text since it is chosen selectively.

## **2. Video as Teaching Media**

### **a. Definition of Video**

There are many definitions about video. Smaldino (2002) defines it as electronic storage of moving images. He adds that any electronic media format that employs “motion pictures” to present a message can be referred to as video. Sadiman (1986) explains that video is audio visual medium that can be used to distribute message from sender to receiver so that it can facilitate learners to study about certain material. While in <http://iteslj.org/Articles/Canning-Video.html>, video is at best defined as the selection and sequence of messages in an audiovisual context.

Furthermore McLuhan and Fiore in Lever (2003) explain that video is a highly regarded instructional method with its roots in the constructivist learning styles, and multiple intelligences theoretical camps. Using sight and sound, video is the perfect medium for students who are auditory, visual and kinesthetic-tactile learners. Besides, video as a listening tool can enhance students listening experience. Visual information in video is important in teaching and learning process especially in teaching second-language listening. Rubin in Buck (2001:47) suggests that visual support can aid language learners, especially less proficient learners and is particularly helpful with more difficult texts. The setting, action, emotions, gestures, etc., that the students can observe in a video clip; provide an important visual stimulus for language production and practice. In general, teaching listening by using video can help to avoid the general problems in the classroom, like the boredom, weariness, not understanding the relevance of the information, and incorrect modalities for learning.

The video used in this research is story telling videos focused for teaching listening of oral narrative text. These videos come with ready made materials that can be used directly. Teachers can get these videos by downloading them through the internet.

### **b. The Benefits of Using Video in The Classroom**

There are some benefits of using video especially in the classroom. Smaldino (2002) mentions the advantages of using video in general as follows.

**1. Motion.**

Moving images have an obvious advantage over still visuals in portraying concepts in which motion is essentials to mastery (such as psychomotor skills).

**2. Process.**

One operation, such as assembly line steps or science experiments, in which sequential movement is critical can be shown more effectively.

**3. Dramatization.**

Dramatic recreation can bring historical events and personalities to life. They allow students to observe and analyze human interactions.

**4. Skill learning.**

Research indicates that mastery of physical skills requires repeated observation and practice.

**5. Affective learning.**

Because of its great potential for emotional impact, video can be useful in shaping personal and social attitudes.

**6. Cultural understanding.**

People can develop a deep appreciation for other cultures by seeing depictions of everyday life in other society.

While in <http://www.teachingenglish.org.uk/talk>, it is stated that there are some benefits of using video in the classroom. These benefits of using video in classroom for young learners are as follows.

1. Video communicates meaning better than other media.
2. Video presents language in context in ways that a cassette can't. Learners can see who's (or what's!) speaking, where the speakers are, what they're doing, etc. All these visual clues can help comprehension.
3. Video represents a positive exploitation of technology.
4. Teenagers, in particular, have a positive attitude towards television and video. It is seen as being 'modern' compared to books.

Based on the explanation above, it is stated that there are some benefits of using video in the classroom that can facilitate learning process. As what have been stated before, video in this research is focused to teach listening of oral narrative text. Oral narrative text is categorized as monologue text. In this case, the listeners must process long stretches of speech without



interruption- the stream of speech will go on whether or not the hearer comprehends. The listeners cannot refer back to the text when they are listening to monologue texts. In narratives, there are also dialogues involving two or more speakers that can be subdivided into exchanges that promote social relationship (interpersonal) and exchanges for which the purpose is to convey propositional or factual information (transactional). Here, listeners must be able to identify the speakers, the topic of the conversation, transmission between the topics, and turn taking among the speakers. In this situation, listeners need to apply certain strategy that can facilitate them to comprehend the message of an oral narrative text.

Since video is a medium that combines both audio and visual supports, video presents language in context in ways that a cassette can't. In this case, listeners can use visual information in video in order to facilitate them in catching the whole message of the story. By listening to the auditory stimulus and paying attention to the visual stimulus such as settings, actions (human interaction), emotions, and gestures, students will be able to catch the whole message of spoken narrative text better. Visual information also provides listeners with focus for their attention as they are listening.

At last, especially for young learners, they will be more engaged because they have a positive attitude toward it. Video is a modern teaching medium that are very popular around them.

### **c. The role of video in teaching listening**

It is important to note that in many spoken interactions, the relevant linguistic information is conveyed not only by the sound. Kellerman as quoted by Buck (2001:46) has argued that looking at the speaker's mouth- the lips, jaw and tip of the tongue- provide information about what the speaker is saying, and listeners use that to help them understand. Abercrombie in Buck (2001:47) suggests that we speak with our vocal organs, but we converse with our bodies. Especially in teaching second-language listening, Rubin in Buck (2001:47) suggests that visual support can aid language learners, especially less proficient learners and is particularly helpful with more difficult texts. Moreover, Buck (2001:47) explains that non verbal communication can take a number of forms, and they may be deliberate, for the purpose of communication, or unintentional. Detail explanations are follows.

a. Firstly, there are actions or movements that are obligatory in certain types of social situations. For example: greeting such as bowing and handshaking are executed in a certain way.

b. Secondly, certain general body movements express the mood of the speaker: depression or happiness are often very apparent in the posture and movements of the speaker, and our assessment of the speaker's mood can have a considerable influence on how we interpret what they say.

c. Thirdly, there is kinesics, which might be defined as message- related body movements. Antes and Kellerman as quoted by Buck (2001:47) state that gesture or facial

expressions can substitute for a verbal message, as in the case of a shoulder shrug to indicate that the speaker does not know or doesn't care. Sometimes body movements might reinforce a message, as in the case of emphatic gestures expressing important points, or at other times they might be intended to completely modify the interpretation of the spoken message, as in the case of gestures or facial expressions to indicate disbelief or sarcasm.

Based on the explanation above, it is stated that the existence of visual information is an important variable in spoken language comprehension. Visual information does not only provide a supplement of the linguistic information, but it also helps to define the context in which the spoken message will be interpreted.

Thus, teaching listening of oral narrative text by using video is expected to give more effective result than teaching listening of oral narrative text without video. By listening to the auditory stimulus and paying attention on the visual stimulus, students will be able to catch the meaning of spoken narrative text better.

#### **d. Criteria for selecting video**

There are certain general criteria should be kept in mind when selecting an authentic video for use in the classroom. In <http://www.teachingenglish.org.uk/talk>, the criteria for selecting video are as follows.

##### **1. Watch-ability.**

Is the video interesting? Would a young native speaker want to watch this video?

##### **2. Completeness.**

The idea of completeness is important for young learners whose primary motivation for watching a video is enjoyment.

##### **3. Length.**

The length of the clip is important, it shouldn't be too long, perhaps between 30 seconds and 10 minutes depending on the learning objective.

##### **4. Appropriateness of Content.**

The content should be suitable for Young Learners. How has the video been rated; 'Universal', 'Parental Guidance', for ages '13' or '18'? Would the video be suitable for viewing in all cultures?

##### **5. Level of maturity.**

Children mature very quickly so a group of 7 year olds watching a video made for 5 year olds would probably regard it as 'too babyish'. On the other hand using a video intended for older children with a group of younger children might lead to the children not being able to understand the concepts in the video.

##### **6. Availability of Related Materials.**



Many authentic videos now come with ready made materials that can be used for language teaching. It is also stated in <http://www.teachingenglish.org.uk/talk> that there are further factors which should be considered in selecting a video used for presenting language or for comprehension tasks. Those factors are as follows.

1. Degree of visual support.

A good idea is to choose scenes that are very visual. The more visual a video is, the easier it is to understand - as long as the pictures illustrate what is being said.

2. Clarity of picture and sound.

If the video has been copied from the television, it is important to make sure both the picture and sound are clear.

3. Density of language

This refers to the amount of language spoken in a particular time. Videos where the language is dense are more difficult for learners to comprehend.

4. Speech delivery.

'Clarity of speech, speech rate and accents are all factors in determining how difficult a video excerpt will be for students to comprehend.

5. Language content.

'In using video to present language, an important factor to consider is the linguistic items (particular grammatical structures, language functions, or colloquial expressions) presented in the scene.

6. Language level.

The language level of the video should be appropriate for the level of the class without the teacher having to explain too much.

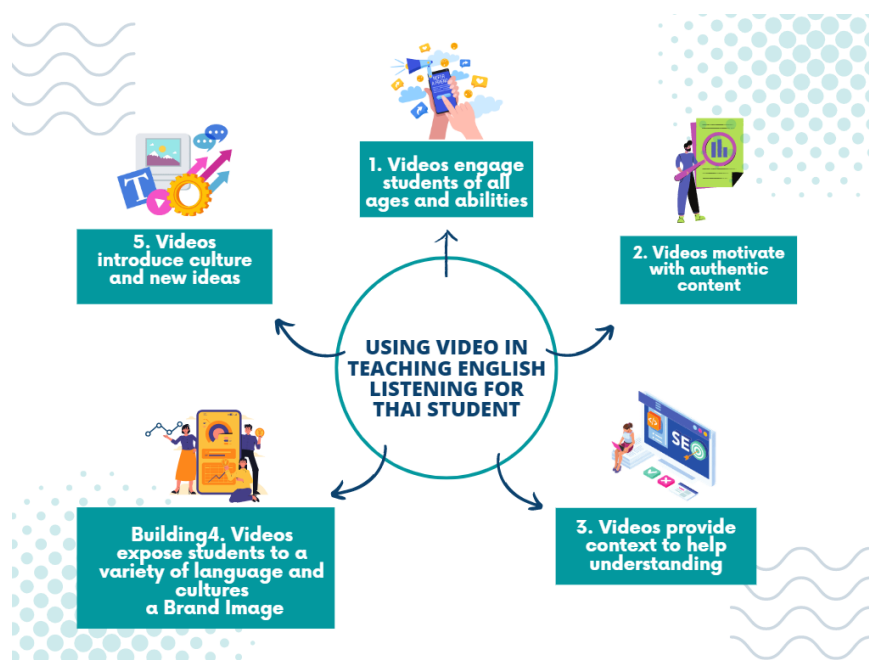
The video used in this research has those criteria above. This video has a good degree of visual support and sound. Besides, this video is suitable for young learners. Its length (around 3 minutes up to 5 minutes), educative contents, speech delivery and language level are appropriate for young learners. Its language contents (particular grammatical structures and language functions) are suitable with the characteristics of oral narrative text. Moreover, this video comes with ready made materials that can be used for teaching listening of oral narrative text directly. Teachers can get it easily that is by downloading through the internet.

Thus, this video is appropriate to be used in teaching English listening for Thai student.

## Knowledge from the Study

There's nothing quite like a video to grab a teenager's attention in the classroom. Well chosen videos can be fun, motivating and educational – and are often a welcome break from more traditional classroom activities.

Here we break down some of the key benefits of using video with your students, giving you some top ideas for your next class.



### 1. Videos engage students of all ages and abilities

Video has a huge advantage over reading texts, writing activities and listening exercises in that it's instantly engaging. Students young and old are attracted to video and many even see them as a treat when used in class.

Whether a video is authentic or made specifically for an ESL audience, it has been designed to catch and keep your students' attention. As all teachers know, this is a key part of a successful class. Once the students are interested in the content, they will be ready to learn and be receptive to the activities you have planned.

### 2. Videos motivate with authentic content

One of the biggest advantages of using video in class is its ability to motivate students. Knowing that they can understand a real person speaking English is a milestone for many students.

What's more, it shows the language points your students are learning in action, giving them even more reason to pay attention.

Video also demonstrates that English is not just a subject at school; it's a skill that has applications in the real world. And that can spark students' imaginations!

Make sure to highlight your students' success in understanding video content and ask them to reflect on how easy or difficult video activities are for them. It will help you plan subsequent classes and focus on student progress.

### 3. Videos provide context to help understanding

Unlike reading texts and listening activities, video provides strong visual cues. These help learners understand what's happening – even when the language is hard to follow.





In some cases, you can even play videos without sound at first and have students guess what's happening. This works in a similar way to a reading prediction activity – and helps prepare students.

Documentaries often also provide text overlays that share additional information with the audience. This, in turn, helps with general understanding authentic content which is key to students' language development.

#### **4. Videos expose students to a variety of language and cultures**

Video offers unlimited opportunities to expose your students to different accents and dialects of English.

When students travel, meet new people or start working they are likely to speak with people from all over the world – and that will probably be in English.

It's, therefore, a good idea to use video to expose students to a range of English accents. This will help them become aware that there is more than one variety of English and will help them get used to hearing English spoken in different ways.

What's more, globally, there are many more people who speak English as a second language than there are native speakers. So, it's a good idea to expose your students to a variety of non-native speakers in videos too.

#### **5. Videos introduce culture and new ideas**

Videos can bring the outside world to students, introducing different cultures, new places and ideas. They provide a great way to integrate new content and language learning at the same time – giving students the opportunity to learn about a whole range of subjects and ideas, at the same time as learning English.

You can read more about content and language integrated learning (CLIL) in our article: [The role of language teaching in the CLIL classroom.](#)

## **Conclusion**

While watching a video, the person is exposed to both audio and visual inputs; for that reason, this project is based on videos to develop listening skills. To define listening, it expresses that even though listening and hearing are related, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way. In the same way, it expresses that listening is a “receptive skill” where people obtain the main idea according to what they hear. Listening helps learner to be “flexible listeners”, to know how to listen in order to get the general idea or the specific information needed to understand videos.

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