

# EVALUATING THE IMPACT OF ONLINE VIDEOS ON TEACHING LISTENING AND SPEAKING SKILLS FOR FIRST YEAR NON-ENGLISH MAJOR STUDENTS AT THAI NGUYEN UNIVERSITY OF INFORMATION AND COMMUNICATION TECHNOLOGY

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**Abstract:** *Online videos created in English are available on the internet for free. This source of material is valuable for those who want to make their lessons more interesting and attract more students' attention. This study evaluates the impact of online videos when they are employed in teaching English to non - English major students at Thai Nguyen University of Information and Communication Technology. A quantitative method is used to collect and analyze the data. Two samples of 120 first year students participated in the study at ICTU. These two samples were equally divided into a control group and an experimental group. The findings showed that the application of online videos on teaching English has impacted students' results. Speaking and listening skills are the two most improved skills. Furthermore, a qualitative method was also used to collect and analyze data from an online questionnaire to reveal students' and teachers' perceptions towards the implementation of online videos into their learning and teaching processes. In addition, online videos engage and motivate students in classes. This finding proves that online videos should be exploited and implemented effectively in English classrooms.*

**Keywords:** *online videos, listening skills, speaking skills, engage, motivate, improve*

## 1. INTRODUCTION

### 1.1. Rationale

English language proficiency is a critical aspect of higher education and is increasingly essential for communication in a globalized world [3]. With the widespread use of technology in education, online videos have become a popular tool for language learning [8]. However, despite the growing trend of incorporating technology into language learning, there is limited research on the effectiveness of online videos in improving English language proficiency [7].

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Previous research studies have shown that technology can be an effective tool for language learning, with online videos being a popular form of technology-assisted language learning [5]. Studies have also shown that online videos can improve listening and speaking skills, as well as increase student engagement and motivation [4]. However, few studies have focused on the impact of online videos on English language proficiency, particularly among non-English major students [7].

English has been taught at ICTU for years. A large number of learners come from remote areas where there are fewer chances to approach the language. Therefore, their foreign language competence is low. Besides, listening and speaking are not received much attention at schools, which results in poor listening and speaking abilities. Aside from that, when lessons are delivered in the traditional manner without any virtual teaching assistance, students lose motivation to learn as well as engagement in classes.

The purpose of this study is to assess the efficacy of online videos in enhancing the listening and speaking skills of first-year non-English major students in a particular context. Subsequently, based on the results of this investigation, the study proposes an instructional approach that can effectively engage students in their English lessons and facilitate their improvement in speaking and listening skills.

#### Purpose and Objectives of the Study:

The purpose of this study is to evaluate the impact of online videos on the listening and speaking skills of the first year non-English major students at Thai Nguyen University of Information and Communication Technology. The objectives of the study are to:

1. Examine the effectiveness of online videos in improving listening and speaking skills among first year non-English major students.
2. Identify the challenges faced by non-English major students in using online videos for language learning.
3. Determine the factors that influence the effectiveness of online videos in improving English language proficiency.

## **1.2. Literature Review**

### *Technology in Language Learning:*

Technology has become an increasingly important tool for language learning, with a growing number of studies exploring its use in the classroom [8]. Research has shown that technology can provide opportunities for interactive and authentic language practice, as well as increase student motivation and engagement [5]. In addition, technology can

provide a means of scaffolding language learning by providing immediate feedback and support [7].

#### *Online Videos in Language Learning:*

Online videos have become a popular form of technology-assisted language learning, with a growing number of studies exploring their use in the classroom [4]. Research has shown that online videos can improve listening and speaking skills, as well as increase student engagement and motivation [4]. However, despite the growing trend of incorporating online videos into language learning, there is limited research on the effectiveness of online videos in improving language proficiency [7].

#### *Impact of Online Videos on English Language Proficiency:*

Previous studies have shown that online videos can be an effective tool for language learning. As a diverse source for students to practice their pronunciation, intonation, and fluency, online videos can be a useful tool for developing English speaking skills [6]. Other studies have proven the effectiveness of online videos on students' improvement in both listening and speaking skills [2] [4]. In addition, online videos can provide opportunities for interactive and authentic language practice, as well as increase student motivation and engagement [1] [5].

The literature review highlights the growing trend of incorporating technology, including online videos, into language learning. While previous research has shown that online videos can be an effective tool for language learning, there is limited research on their impact on English language proficiency, particularly among non-English major students. The present study aims to address this gap in the literature and provide valuable insights into the use of online videos in improving English language proficiency among non-English major students.

## **2. RESEARCH CONTENT**

### **2.1. Methodology**

The present study aims to evaluate the impact of online videos on first year non-English major students' listening and speaking skills at Thai Nguyen University of Information and Communication Technology. The study was conducted over a period of 12 weeks. One hundred and twenty first year students from 3 different classes that the researchers themselves were in charge were collected to join the research. These students were given a pretest as a basis to decide which group to put them in. After their listening and speaking test papers were collected and graded, these students were then divided into

two groups so that each group had the same number of students who had the same level of English competence. The control group, which is taught with the traditional method, and the experimental group, in which online videos are used to teach learners listening and speaking skills. Initially, learners are pretested to identify their listening and speaking competence. The assessments were administered using a standardized test. After a 12 - week period, learners take another test (the posttest) on listening and speaking skills. The data collected in the posttest is analyzed using the quantitative method, in which descriptive statistics is used to compute means scores and a z-test (two samples for means) is used to check the significant difference between the two approaches in teaching listening and speaking to students. A questionnaire was then given to the students and teachers who learned and taught with online videos to get their perceptions after using the videos. The questionnaire was translated into Vietnamese to make it easier for students to understand and designed on Google Forms. It was distributed to students via email. The questionnaire for students includes 10 questions, while that for the teachers has 5 questions.

## **2.2. Hypotheses**

The study design and methodology were chosen to provide a comprehensive evaluation of the impact of online videos on listening and speaking skills of first year non-English major students at Thai Nguyen University of Information and Communication Technology. The hypothesis was stated as null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ) as follows:

$H_0$  = There was no significant difference when online videos were applied to ICTU's learners' listening and speaking skills.

$H_a$  = There was a significant difference when online videos were applied to ICTU's learners' listening and speaking skills.

## **2.3. Results**

### **2.3.1. Presentation of Findings and Results:**

To analyze the data, the learners' listening and speaking test papers were collected and graded. The raw data was analyzed using descriptive statistics. A Z-test was conducted to compare two sets of scores. The results obtained were shown as follows:

Table 1 is a brief description of the two sets of scores for the pre-test of the control and experimental groups. Obviously, at the beginning of the semester, there was nearly no difference between the two groups. As for the control group, the mean value is 4.01;

and the standard deviation is 1.58. The same situation existed with the learners in the experimental group, with a mean value of 4.3 and a standard deviation of 1.46. This meant the learners' listening abilities in the two groups were relatively equal.

Control Group		Experimental Group	
Mean	4.01666667	Mean	4.31666667
Standard Error	0.205147965	Standard Error	0.189396405
Median	4	Median	4
Mode	4	Mode	4
Standard Deviation	1.589069301	Standard Deviation	1.467058243
Sample Variance	2.525141243	Sample Variance	2.152259887
Kurtosis	-0.237283841	Kurtosis	0.538511159
Skewness	0.52238937	Skewness	0.557859397
Range	6	Range	7
Minimum	2	Minimum	2
Maximum	8	Maximum	9
Sum	241	Sum	259
Count	60	Count	60
Confidence Level(95.0%)	0.410500129	Confidence Level(95.0%)	0.37898133

**Table 1:** Pre-test listening scores

As with the speaking skills, the mean scores (in table 2) showed nearly no difference between the two groups, of which the mean of the control group is 4.11 and that of the experimental group is 4.48. The standard deviations are 1.58 and 1.63, respectively.

Control Group		Experimental Group	
Mean	4.11666667	Mean	4.483333
Standard Error	0.204596429	Standard Error	0.210584
Median	4	Median	4
Mode	4	Mode	4
Standard Deviation	1.584797123	Standard Deviation	1.631176
Sample Variance	2.511581921	Sample Variance	2.660734
Kurtosis	-0.346392982	Kurtosis	0.621817
Skewness	0.409847715	Skewness	0.721521
Range	6	Range	7
Minimum	2	Minimum	2
Maximum	8	Maximum	9
Sum	247	Sum	269
Count	60	Count	60
Confidence Level(95.0%)	0.409396508	Confidence Level(95.0%)	0.421377

**Table 2:** Pre-test speaking scores

It can be concluded that at the beginning of the research, the two groups of learners are nearly equal in terms of listening and speaking skills.

Groups	Listening skills		Speaking skills	
	Mean	SD	Mean	SD
Control Group	4.1	1.5	4.6	1.6
Experimental Group	6.6	1.6	7	1.72

**Table 3:** Post-test listening and speaking Mean scores for the control group and experimental group

Table 3 shows the means of listening and speaking skills scores for the two groups in the post-test. Obviously, learners made progress after a 12-week period of being taught using online videos. As regard to listening skills, while the control group in which students were taught with the present methods showed only nearly no difference in mean score 4.1 in compared with 4.0 in the pre-test, the experimental group had a prominent rise of mean scores from 4.3 to 6.6, more than 2 grades higher than the pre-test result. The standard deviation of the two groups is 1.54 and 1.6 respectively, which meant there were positive differences between learners' listening ability. Hence, in this study the experimental group bettered the control group. The z-test below showed the significant difference between the two groups. The descriptive statistical result of z-test was displayed in the table below.

z-Test: Two Sample for Means		
	Control Group	Experimental Group
Mean	4.166666667	6.633333333
Known Variance	2.37	2.57
Observations	60	60
Hypothesized Mean Diff	0	
z	-8.596518769	
P(Z<=z) one-tail	0	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0	
z Critical two-tail	1.959963985	

**Table 4:** Z-Test Two Sample for Means of Listening scores

As shown in Table 4,  $|z| > |z_{\text{critical}}|$ , i.e.  $|-8| > |1.6|$  or  $|1.9|$ . It means that there was a significant difference when learners were taught with and without using online videos. Hence,  $H_0$  was rejected. Online videos had an impact on learners' listening skills.

As for the speaking skills results shown in table 3, the post test means scores indicated that learners' speaking skills have improved. On the one hand, the learners taught with the traditional method made a slight improvement in their speaking skills, which is moving from 4.1 to 4.6; 0.5 grades higher than those of the pretest results. The learners in the experimental group, on the other hand, got the mean of 7, which is 2.6 higher than the pre-test results (4.4).

z-Test: Two Sample for Means		
	Control Group	Experimental Group
Mean	4.6	7.016666667
Known Variance	2.85	2.96
Observations	60	60
Hypothesized Mean Difference	0	
z	-7.766123827	
P(Z<=z) one-tail	3.9968E-15	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	7.99361E-15	
z Critical two-tail	1.959963985	

**Table 5:** z-Test for Means of Speaking scores

Table 5 presents the z-Test for Means of Speaking scores. The paired z-tests revealed a statistically significant difference between the experimental group's pre- and post-test scores:  $|z| > |z_{\text{critical one tail}}|$  ( $z = -7.76$ ,  $z_{\text{critical one tail}} = 1.6$ , i.e.,  $|-7.76| > |1.6|$ ). This meant the hypothesis  $H_0$ , which stated "There was no significant difference when online videos were applied to ICTU's learners' listening and speaking skills," was rejected. As a result, the  $H_a$  (alternative hypothesis) was accepted. The online videos were proven to have an effective and positive impact on learners' listening and speaking achievements.

Moreover, the data collected from the questionnaire showed that 100% of the learners admitted that the vocabulary and speed of the videos affect their understanding. Sometimes, they do not have enough vocabulary to keep track of the video and understand what is on it. Aside from that, the intonation hinders their understanding. However, when asked if they were interested in the lessons using online videos as teaching tools, most of them agreed that lessons with online videos are more attractive, which engages them more in the lessons and motivates them more. 90% of the learners thought online videos helped them a lot in listening as they got acquainted with the pronunciation, intonation, and speaking speed. This familiarizes them with English and gradually forms a habit of

listening and speaking English. Online videos also enlarge students' vocabulary. As a consequence, learners improve their speaking and listening competence. On the teacher's side, they were asked if they have any problems when teaching with online videos. All of them agree that it is necessary to find videos with content suitable for the learners' level and fit for the course's content. Besides, teachers need to create exercises to exploit the content in the videos. Most of them admit that videos assist them a lot in the teaching process as they make their lessons more diversified.

#### *2.3.2. Discussion of Results:*

The results of the study showed a significant improvement in the English language proficiency of the experimental group, who received language instructions that incorporated the use of online videos. This supports the research objectives of the study and is in line with previous research studies that have found the use of technology, including online videos, to be effective in language learning. The results also indicate that online videos may be a useful tool for language instruction in higher education settings.

The results of the qualitative data collection methods provide additional insights into the experiences and perceptions of the students. The students reported that they found the use of online videos to be engaging and helpful for improving their English language skills. This highlights the importance of considering the engagement and motivation of students in language instruction and suggests that the use of online videos may be a useful strategy for promoting student engagement in language learning.

Overall, the findings of this study contribute to the growing body of research on the use of technology for language learning and highlight the potential benefits of incorporating online videos into language instruction for non-English major students. Further research is needed to explore the long-term impact of online videos on language learning and to determine the best ways to integrate online videos into language instruction.

### **3. CONCLUSION**

#### *Summary of Main Findings and Implications:*

The results of this study provide strong evidence that incorporating online videos into language instruction can be an effective tool for improving the English language proficiency of non-English major students in higher education settings. The significant improvement in the experimental group's posttest scores suggests that online videos can support language learning and promote student engagement in language learning.



*Future Research:*

Despite the positive results, there are limitations to this study that should be considered. The sample size is relatively small with only 120 participants, and the study was conducted at a single institution over a short period of 12 weeks, which limits the generalizability of the results.

Given the limitations of this study, there is a need for further research to explore the long-term impact of online videos on language learning and to determine the best ways to integrate online videos into language instruction. This could include larger, more diverse samples and a wider range of institutions to increase the generalizability of the results. Additionally, future research could examine the effects of online videos in combination with other forms of language instruction, such as classroom-based instruction or self-study.

In conclusion, this study provides evidence of the potential benefits of incorporating online videos into language instruction for non-English major students in higher education settings. The findings suggest that online videos may be an effective tool for enhancing language learning outcomes and promoting student engagement in language learning. Further research is needed to confirm these results and to explore the best ways to incorporate online videos into language instruction.

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## APPENDICE

### 1. Students' Questionnaires

1. Do the vocabulary and the speed of the video affect your understanding?

Yes

No

2. Do you have enough vocabulary to understand the content of the video?

Yes

No

3. Does the content of the video attract your attention?

Yes

No

4. Do you like the lessons with supporting videos?

Yes

No

5. Do you feel more engaged in the lessons with supporting videos?

Yes

No

6. Does the intonation of the speaker hinder you from understanding the content of the video?

Yes

No

7. Do you think your listening skills are more improved when you are taught with the lessons with supporting videos?

Yes

No

8. Which aspect of the video contributes to your betterment with listening skills? (You can choose more than one)

A. Pronunciation

B. intonation

C. speaking speed

9. Does video watching help you form a habit of listening and speaking English every day?

Yes

No

10. Do you think supporting videos can help you to enlarge your vocabulary?

Yes

No

## **2. Teachers' questionnaires**

1. Do you use the online videos as a support for your lessons?

Yes

No

2. Do you have any problems when using the online videos in your lessons?

Yes

No

If yes, what is it?

3. Do you find it's necessary to find the suitable content of the videos that is fit for your lessons?

Yes

No

4. Do you create the after-watching video activities to exploit the content and help your learners understand the videos more clearly?

Yes

No

5. Do you think online videos can make your lessons more interesting and help you a lot in your teaching process?

Yes

No

## ĐÁNH GIÁ HIỆU QUẢ SỬ DỤNG VIDEO ONLINE ĐỂ GIẢNG DẠY KỸ NĂNG NGHE, ĐỌC CHO SINH VIÊN NĂM NHẤT TRƯỜNG ĐẠI HỌC CÔNG NGHỆ THÔNG TIN VÀ TRUYỀN THÔNG

Ngô Phương Thùy, Nguyễn Thị Phương Hoa

**Tóm tắt:** Các video trực tuyến được tạo bằng tiếng Anh có sẵn và miễn phí trên internet. Nguồn tài liệu này rất có giá trị cho những ai muốn làm cho bài học của mình thú vị hơn và thu hút được nhiều sự chú ý của học sinh hơn. Nghiên cứu này đánh giá tác động của các video trực tuyến khi chúng được sử dụng trong việc giảng dạy tiếng Anh cho sinh viên không chuyên tiếng Anh tại trường Đại học Công nghệ Thông tin và Truyền thông Thái Nguyên. Phương pháp định lượng được sử dụng để thu thập và phân tích dữ liệu. Hai mẫu gồm 120 sinh viên năm thứ nhất tham gia vào nghiên cứu tại ICTU. Hai mẫu này được chia đều thành nhóm đối chứng và nhóm thực nghiệm. Kết quả nghiên cứu cho thấy việc áp dụng video trực tuyến vào giảng dạy tiếng Anh đã tác động đến kết quả học tập của học sinh. Kỹ năng nói và nghe là hai kỹ năng được cải thiện nhiều nhất. Hơn nữa, một phương pháp định tính cũng được sử dụng để thu thập và phân tích dữ liệu từ một bảng câu hỏi trực tuyến để hiểu được nhận thức của học sinh và giáo viên đối với việc triển khai các video trực tuyến vào quá trình học tập và giảng dạy của họ. Ngoài ra, các video trực tuyến thu hút và thúc đẩy học sinh trong các lớp học. Phát hiện này chứng minh rằng các video trực tuyến nên được khai thác và triển khai hiệu quả trong các lớp học tiếng Anh.

**Từ khóa:** video trực tuyến, kỹ năng nghe, kỹ năng nói, thu hút, động viên, cải thiện (Ngày Tòa soạn nhận được bài: 04-12-2022; ngày phản biện đánh giá: 18-12-2022; ngày chấp nhận đăng: 13-01-2023)