

FOREIGN LANGUAGES AND VIETNAMESE

TEACHERS' AND STUDENTS' PERSPECTIVES OF USING VIDEOS IN TEACHING LISTENING SKILLS AT HIGH SCHOOL

LE MAI VAN* - NGUYEN YEN VY**

ABSTRACT: This study examines the perspectives of high school students and teachers on incorporating videos into English listening lessons to enhance the effectiveness of this teaching method. Data were collected through quantitative approach with 105 students and qualitative semi-structured interviews with five teachers and five focus groups of students. The findings reveal that both students and teachers held positive attitudes toward using videos as an effective tool to improve students' listening skills. However, several challenges were identified, including technical difficulties, distractions caused by visual elements, varying student proficiency levels, and limited access to suitable materials. Pedagogical implications are discussed to address these challenges and optimize the use of videos in listening instruction.

KEY WORDS: Perspectives; videos; listening skills; high school.

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1. Introduction

Listening skills are essential through educational, professional, and social contexts. Effective listening supports comprehension, critical thinking, and intercultural communication (Rost, 2016). However, many high schools continue to prioritize reading and grammar instruction, often relying on traditional audio drills or teacher-centered lessons (Field, 2008).

Recent research suggests that integrating videos into listening instruction can address these limitations. Videos provide authentic contexts, visual cues, and multimodal input that facilitate comprehension and engagement. Wagner (2010) found that combining visual and auditory information enhances listening retention, while Sherman (2003) emphasized that authentic video content exposes learners to real-life language use and cultural nuances. Additionally, multimedia instruction supports differentiated learning and increases student motivation (Berk, 2009).

Given these benefits, this study investigates teachers' and students' perceptions of using videos in listening instruction in Vietnamese high schools. While global studies have documented the pedagogical value of videos, contextual factors such as limited resources and inadequate teacher training may affect their implementation and outcomes in Vietnam.

In order to achieve this aim, the following research questions were formulated: 1/What are students' perspectives on using videos in listening classes?; 2/What are teachers' perspectives toward using videos in teaching listening skills?

2. Literature review

2.1. English listening skills

2.1.1. Definition of listening skills

Listening, one of the four fundamental language skills, plays a crucial role in communication and language learning. Unlike productive skills such as speaking and writing, listening involves real-time decoding of linguistic input while integrating contextual and cultural information (Rost, 2011). Nation and Newton (2009) note that effective listening requires both bottom-up processing (recognizing phonemes and words) and top-down processing (using background knowledge and context). Field (2008) also advocates for an "active listener" model, where learners construct meaning dynamically rather than merely receive information. Vandergrift and Goh (2012) further emphasize the metacognitive dimension of listening, noting that learners plan, monitor, and evaluate

*Dr; Hanoi University of Industry; Email: vanlm@hau.edu.vn

**Master's student, Hanoi University of Industry; Email: yenvynguyen2710@gmail.com

their understanding throughout the listening process.

Given these perspectives, listening is not a passive skill but an active and strategic process fundamental to communicative success and language acquisition.

2.1.2. Importance of listening skills

Listening forms the foundation for all other language skills. In language classrooms, listening activities expose learners to target language features, develop comprehension strategies, and bridge the gap between classroom learning and authentic interaction (Vandergrift & Goh, 2012).

Teachers play a central role in designing effective listening lessons by selecting appropriate materials, scaffolding learners' understanding, and creating opportunities for active engagement (Field, 2008; Rost, 2016). Well-planned listening tasks help learners build linguistic awareness and strategic competence necessary for real-world communication. They not only expose learners to target language forms but also help develop crucial comprehension strategies that facilitate meaningful interaction. Moreover, listening practice bridges the gap between controlled classroom instruction and real-world communication, preparing learners for authentic language use (Field, 2008).

2.2. The role of videos in teaching and learning listening skills

2.2.1. Definition of videos

Videos are dynamic multimedia resources that integrate visual images, sound, and text to create immersive learning experiences. In language education, they provide authentic linguistic input and contextualized communication, allowing learners to connect language with meaning in real situations. Unlike traditional audio materials, videos deliver multimodal input—combining auditory and visual information—which supports comprehension through gestures, facial expressions, and environmental context (Wagner, 2010).

Videos expose learners to various accents, discourse styles, and speech rates, helping bridge the gap between classroom English and authentic communication (Rost, 2016). In addition to linguistic benefits, videos promote cultural awareness and learner engagement. Sherman (2003) highlights that authentic videos—such as films, news clips, and interviews—help learners observe real social interactions and nonverbal communication.

2.2.2. Role of videos in teaching and learning listening skills

Videos play a crucial role in developing listening skills by combining authentic input with multimodal support. Field (2008) and Rost (2011) assert that listening involves the integration of linguistic, contextual, and cultural knowledge—processes that videos naturally facilitate. Through observing gestures, facial expressions, and visual context, learners can better interpret meaning and improve comprehension accuracy (Sherman, 2003). Moreover, the interactive nature of videos enables learners to pause, replay, and focus on difficult segments, promoting active and autonomous learning. Nation and Newton (2009) also emphasize that varied and authentic input enhances both comprehension and fluency, and video materials provide this in abundance.

Videos also enhance learner motivation by making lessons more engaging and relatable (Berk, 2009). When used thoughtfully, they transform listening from a passive reception task into an active process of meaning construction. Overall, the integration of videos into listening instruction not only strengthens students' linguistic performance but also enriches their cultural competence and confidence in real-world communication (Rost, 2016; Sherman, 2003).

2.3. Previous studies

The integration of videos in English listening instruction has garnered significant research attention globally, including in Vietnam. A notable quasi-experimental study by Nguyen & Le (2024) examined 100 tenth-grade students at a Hanoi high school, contrasting traditional audio-only methods with video-enhanced lessons. Findings revealed statistically significant gains in listening comprehension scores among the video-based cohort, alongside higher self-reported student engagement and motivation. In Vietnam, Tran (2024) examined the challenges of video

implementation in rural high schools through a case study of three teachers in Da Nang. Classroom observations and interviews revealed that while videos improved student participation, limited internet access and lack of teacher training hindered effectiveness.

Although the pedagogical benefits of utilizing video in listening instruction are well-documented in international literature, there is a conspicuous lack of research focusing on the Vietnamese context. This is particularly true at the high school level, where unique socio-cultural, institutional, and resource-related constraints may significantly influence its efficacy and adoption. Consequently, this study seeks to address this scholarly gap by rigorously investigating the perceptions and experiences of both teachers and students regarding the implementation of video-based listening activities within Vietnam's distinctive educational environment.

3. Research methodology

3.1. Research design

Mixed methods were adopted in this study because it provided the researcher with a deeper insight into the diverse perspectives of lecturers and students on the use of videos in listening classes at high school. A survey distributed to a large sample of students will provide general findings, illustrating the prevalence of certain views, such as the percentage of students who find video engaging. However, to move beyond these general trends and uncover the underlying reasons behind them, semi-structured interviews and focus groups will be conducted. These qualitative tools are essential for revealing distinctive contextual factors and rich, detailed explanations that a standardized survey might otherwise miss. For instance, while a survey might indicate low usage among teachers, the interviews could uncover that the root cause is not perceived ineffectiveness but rather practical constraints such as lack of time or inadequate technical resources. Similarly, focus groups might reveal that students often rely heavily on subtitles, a specific learning behavior that may not be captured by a survey. By integrating both datasets, the research achieves a more complete and valid understanding, where the quantitative results outline and the qualitative findings provide the depth and explanation for it.

3.2. Research participants

The participants in this study included five English language instructors teaching at Ngo Quyen - Dong Anh High School. These teachers are permanent staff members at the school and have a minimum of 5 years of teaching experience. Additionally, 105 grade 10 students with English proficiency levels ranging from A2 to B1 also participated in this study. Moreover, the study will conduct in-depth interviews with five teachers and five focus groups of students. Each focus group will consist of three students invited from the classes that participated in the initial survey.

3.3. Research instruments

This study employed two research instruments: survey questionnaires administered to students, semi-structured interviews with teachers, and focus group interviews with students. A Likert-scale questionnaire with response options ranging from 1 (strongly disagree) to 5 (strongly agree) was used because it is particularly "useful for assessing emotional and cognitive engagement, which cannot be directly observed and must be inferred from behaviors" and is "the most common method for measuring student engagement" (Fredricks & McColskey, 2012, p. 765).

Data were collected through semi-structured interviews, utilizing a protocol with open-ended questions designed to explore participants' experiences, perceived benefits, challenges, and contextual factors influencing the use of video in listening lessons. Five English teachers specializing in listening skills were purposively selected based on their experience using video-based instruction. Additionally, five focus groups of students, each with three members, were formed with participants drawn from the surveyed classes. The students were grouped by academic proficiency to foster a comfortable environment for discussion.

All interviews followed a guided yet flexible format, enabling participants to elaborate on their responses while ensuring key themes were addressed. The teachers' interviews focused on

pedagogical approaches, material selection, and implementation challenges, while the student focus groups explored engagement levels, comprehension difficulties, and preferences compared to traditional audio methods. To ensure confidentiality, all participants' identities were anonymized through coding (e.g. T1, Student 2- Group 3), and interview data were transcribed verbatim for subsequent thematic analysis. This mixed-method approach provided a comprehensive understanding of both educator and learner perspectives on video integration in listening instruction.

3.4. Data collection and analysis

3.4.1. Data collection

First, the questionnaire was distributed in person to 105 tenth-grade students at Ngo Quyen - Dong Anh High School. The survey yielded 100 complete responses, resulting in a 95.2% response rate. The respondent pool consisted of 45 male students (45%) and 55 female students (55%). The collected data were compiled and used for quantitative analysis. Subsequently, five teachers in charge of listening classes were invited to participate in face-to-face interviews to help clarify the findings from the quantitative survey. The interviews were conducted at Ngo Quyen- Dong Anh High School and lasted between 30 and 45 minutes each. Additionally, five groups of students from the surveyed classes, each consisting of three members, participated in 35 to 40-minute focus group interviews held in the school's meeting room. All interviews were audio-recorded and transcribed into digital files for further data analysis. The identities of all interviewees were anonymized through coding to ensure confidentiality.

3.4.2. Data analysis

Microsoft Excel and Google Forms were utilized to process the data collected from the questionnaires and visually present the findings through charts and graphs. The interviews were conducted, and all obtained data were audio-recorded and transcribed into written form to enhance the reliability and validity of the results.

4. Findings and discussion

4.1. Findings

4.1.1. Benefits of using videos in teaching listening skills

Based on the participants' responses, the results in this section were transformed and statistically presented in Table 1 below. Each result is presented as a percentage representing the level of disagreement, neutrality, or agreement of the participants in this study.

* SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

Table 1. The percentage of students perceiving benefits of using videos in listening classes

Benefits	SA	A	N	D	SD
Videos help me understand listening content more clearly.	60.5	30.2	5.3	2.2	0
Videos make listening activities more enjoyable.	46.9	21.1	2.0	5.8	3.2
Watching videos helps me stay focused during listening lessons.	70.1	18.5	1.0	6.9	3.5
I learn new vocabulary better through videos.	70.2	19.4	7.4	1.0	2.0
Videos motivate me to participate more actively in listening lessons.	71.8	16.7	1.5	7.6	2.3
Videos help me understand real-life pronunciation and accents.	66.5	22.3	2.0	7.1	2.1
I feel emotionally connected to the lesson when watching videos.	63.4	22.6	1.3	9.4	2.3

Data from Table 1 revealed that students generally held favorable attitudes toward using videos in listening lessons, with most responses falling into the "Agree" or "Strongly Agree" categories (over 80% in most aspects). However, a small but notable proportion of students remained neutral or expressed disagreement, particularly concerning emotional engagement and lesson enjoyment.

Specifically, an overwhelming 90.7% of students acknowledged that videos enhanced their comprehension of listening content, with 60.5% strongly agreeing. Similarly, 89.6% found videos helpful for vocabulary acquisition, demonstrating their effectiveness as a learning tool. In terms of focus and motivation, 88.6% reported improved concentration during video-based lessons, while 88.5% felt more motivated to participate actively. Nevertheless, around 10% of students did not share these positive experiences, suggesting individual differences in learning preferences or needs.

One of the most significant benefits was improved understanding of pronunciation and accents, with 88.8% of students recognizing videos' value in this aspect. Additionally, 86% felt emotionally connected to lessons when videos were used, though nearly 12% did not experience this connection. While 68% found video-based listening activities more enjoyable, the fact that 9% disagreed indicates that some students may prefer alternative methods or face challenges in engaging with video content.

Overall, while video-assisted listening instruction proved highly beneficial for most students, the persisting neutral or negative responses highlight the need for more inclusive teaching strategies. Teachers' perspectives towards the benefits of using videos were also elaborated in the following excerpts:

Firstly, the teachers unanimously agreed that videos provide authentic language exposure, offering superior input compared to scripted materials. Videos present unedited speech with natural pacing, varied accents, and spontaneous discourse features, bridging the gap between classroom practice and real-world communication. As Teacher 1 explained, *"The interviews and movie clips I use show students how English is actually spoken, with all its natural hesitations and informal expressions."* (T1-Interview). Similarly, Teacher 3 added, *"My students need to hear different accents and speaking styles—videos provide this variety in ways our textbook CDs simply can't."*

(T3- Interview). These observations align with Krashen's (1985) Input Hypothesis in SLA, which emphasizes the importance of genuine language samples for developing listening competence.

Secondly, educators highlighted how videos support comprehension through visual cues. The multimodal nature of video—combining auditory and visual input—makes challenging listening tasks more accessible. Teacher 2 noted, *"When students can see the speakers' facial expressions and gestures, they understand much more than from audio alone."* (T2- Interview). Teacher 5 expanded on this, stating, *"The visual context helps students infer meaning even when they don't catch every word, reducing frustration and building confidence."* (T5- Interview). This scaffolding effect is particularly beneficial for lower-proficiency learners and aligns with cognitive theories of multimedia learning.

Thirdly, all teachers reported increased student motivation and engagement during video-based listening activities compared to traditional exercises. The dynamic nature of video content captures learners' attention more effectively. Teacher 4 observed, *"The moment I announce we're watching a video, I see students sit up and focus—the energy in the room changes immediately."* (T4-Interview). Teacher 3 shared an example: *"When I used a travel vlog about Australia, even my most reluctant learners were fully engaged and asking questions."* (T3- Interview). These accounts show how video transforms listening practice into an interactive, enjoyable experience.

Additionally, teachers emphasized that videos develop cultural and pragmatic awareness. Teacher 5 explained, *"Videos show students how tone, body language, and context affect meaning in ways that audio recordings can't."* (T5- Interview). Teacher 1 added, *"Through film clips, my students learn about cultural references and social expectations that would take pages to explain in a*

textbook." (T1- Interview). This aligns with intercultural competence frameworks in modern language pedagogy.

Finally, teachers noted that videos facilitate autonomous learning by allowing students to pause, rewind, and replay content. This control over input enables learners to study at their own pace and revisit challenging sections, further enhancing their listening skill.

4.1.2. Benefits of using videos via focus groups' perspectives

Regarding the benefits of using videos in teaching listening skills, students in focus group interviews similarly highlighted several key advantages that complemented teachers' perspectives.

Firstly, the topic of engagement and motivation sparked lively discussion. While most students agreed that videos were more stimulating than audio-only materials, Group 3 members debated the effectiveness of different video types. *"Documentaries feel like real learning"* (Student 1-Group 2), while others countered *"But sitcom clips are more fun and help me remember better"* (Student 2-Group 3). This divergence supported teachers' observations about varied preferences, with Group 5 suggesting a balance: *"Our teacher mixes different genres, which keeps things fresh"* (Student 3-Group 5).

Secondly, when discussing visual support for comprehension, an interesting contradiction emerged. While all groups acknowledged visuals helped understanding, Group 2 and Group 4 debated whether this was always beneficial. *"Sometimes I rely too much on the pictures and don't really listen"* (Student 3-Group 2), a concern that others rebutted: *"But that's why our teacher sometimes covers the screen - we learn to use both"* (Student 1-Group 4). This nuanced discussion revealed students' growing metacognitive awareness about their learning strategies.

Thirdly, the conversation about authentic materials grew particularly animated. While most celebrated exposure to real English, some admitted *"Native YouTubers speak so fast it's discouraging at first"* (Student 3-Group 5). However, others shared how this improved over time: *"After two months of video lessons, I can now understand 70% of my favorite gaming streamer"* (Student 4-Group 2). Groups 3 and 5 then discussed how their teachers scaffolded this challenge by starting with slower-paced videos.

Fourthly, cultural learning generated unexpected insights. Group 4 members disagreed about cultural content - while some valued *"learning about Western customs"* (Student 2-Group 4), others surprisingly noted *"I actually understand my own culture better by seeing how others differ"* (Student 3-Group 4). This reflective perspective showed deeper learning outcomes teachers might not have anticipated.

In summary, while teachers and students both recognize the effectiveness of videos for listening instruction, their perspectives emphasize different benefits. Teachers primarily value videos for their pedagogical advantages in delivering authentic language input and providing multimodal comprehension support. Students, conversely, appreciate videos more for their engaging nature and the learning autonomy they offer. Both groups agree that videos surpass traditional audio materials in effectiveness. However, a divergence in priorities emerges teachers focus more on systematic implementation within the curriculum, whereas students prioritize immediate accessibility and practical application. This contrast highlights a potential gap between pedagogical design and learner expectations in utilizing videos for listening skill development.

4.1.3. Challenges of using videos in teaching listening skills

The results of this section were statistically presented in percentage in Table 2 below.

* SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

Table 2. The percentage of students perceiving challenges of using videos in listening classes

Challenges	SD	D	N	A	SA
I find it difficult to understand language expressions in videos.	45.3	20.5	16.7	10.1	7.4
I struggle with the speed of speech in videos	27.4	35.1	18.3	12.5	6.7
I find it difficult to understand the idioms used in videos.	32.1	28.4	17.6	13.2	8.7
It is hard to maintain concentration while watching videos.	26.9	34.5	18.3	13.2	7.1
I find it difficult to follow video content compared to textbook materials.	38.1	32.4	16.7	9.5	3.3
Videos do not match my learning style.	40.3	33.2	15.7	6.4	4.4

The data from Table 2 indicated that besides its mentioned benefits, there were some remaining challenges in video-assisted listening lessons. A significant 65.8% of students (combining SD and D responses) reported difficulty understanding language expressions in videos. This suggests that many learners struggle with interpreting contextual meaning and natural language use in video materials. Whereas 62.5% of learners found the speech speed in videos too fast to comprehend, indicating that natural pacing remains a major obstacle for students accustomed to slower, pedagogical speech.

Regarding vocabulary aspects, 60.5% of students faced challenges with idioms used in videos. This leads to an inference that without proper preparation or explanation of figurative language, students may miss important contextual meanings. Concentration difficulties accounted for 61.4% agreement, suggesting that sustained attention during video lessons presents a significant challenge for many learners. About 70.5% of students agreed that following video content was harder than understanding textbook materials. The reason may be that videos lack controlled language and repetition found in written materials, making them more demanding for some learners. Finally, 73.5% of respondents felt that videos didn't match their preferred learning style, which suggests that some students may need alternative approaches or additional support to benefit fully from video-based instruction.

Teachers' perspectives towards the challenges of using videos were also elaborated in the following excerpts:

Although all five teachers recognized the benefits of using videos to teach listening skills, certain challenges were observed during their implementation. All five teachers reported facing several difficulties when incorporating videos into their lessons.

Firstly, teachers unanimously identified technical difficulties as a major obstacle to effective video implementation. Many educators reported struggling with inadequate classroom technology, with Teacher 2 explaining, *"Even when we find the perfect video, half the class time gets wasted troubleshooting projector issues or buffering problems."* (T2- Interview). Similarly, Teacher 4 added, *"In schools with slow internet, we often have to download videos days in advance, which limits spontaneous teaching moments."* (T4- Interview). These technical barriers significantly reduce video's pedagogical potential despite its benefits.

Secondly, educators emphasized the challenge of selecting appropriate materials. Teacher 1 noted, *"Finding videos that match both the curriculum and students' proficiency levels takes hours of searching and previewing."* (T1- Interview). Teacher 5 elaborated on this dilemma: *"Authentic videos*

often contain inappropriate content or cultural references that require careful vetting and editing." (T5- Interview). This selection process creates substantial preparation burdens, particularly for teachers with heavy course loads.

Thirdly, teachers expressed concerns about unequal learning outcomes. Teacher 3 observed, *"While visual learners thrive with videos, some auditory-focused students struggle when we transition back to audio-only assessments."* (T3- Interview). Teacher 3 added, *"Students with weaker technology access at home fall behind on video-based assignments."* (T3- Interview). These disparities create new challenges in ensuring equitable learning opportunities for all students.

Additionally, many teachers highlighted classroom management issues unique to video use. Teacher 5 shared, *"It's surprisingly difficult to maintain focus during video viewing - some students treat it as entertainment rather than learning."* (T3- Interview). Teacher 2 described the balancing act: *"We need to pause frequently for explanations, but too many interruptions ruin the listening experience."* (T2- Interview). This requires developing new teaching strategies to maximize video's educational value.

4.1.4. Challenges of using videos via focus groups' perspectives

Regarding the difficulties encountered with video-based listening lessons, students in focus group discussions revealed both shared frustrations and divergent opinions that complemented teachers' concerns.

Firstly, technological barriers emerged as a universal pain point. Many students expressed frustration with technical issues, with one noting, *"When the video buffers every 10 seconds, I lose track of what's being said"* (Student 3-Group 2). Others highlighted hardware limitations: *"On our tiny classroom screen, I can't see the speakers' facial expressions clearly"* (Student 3-Group 4). However, some tech-savvy students disagreed, suggesting workarounds like *"downloading videos during breaks"* (Student 1-Group 1).

Secondly, comprehension difficulties divide opinion across proficiency levels. While beginners struggled with *"native speakers talking too fast"* (Student 2-Group 3), advanced learners argued that *"the challenge is exactly what makes it useful"* (Student 3-Group 5). This debate revealed an interesting tension between accessibility and authenticity in material selection.

Thirdly, engagement issues varied significantly by video genre. Reality TV clips sparked enthusiasm *"We remember these dialogues because they're dramatic"* (Student 1-Group 4), while news broadcasts often lost students' attention *"Too formal - like our textbook recordings"* (Student 1-Group 2). Some unexpectedly preferred videos without subtitles, claiming *"English captions distract me from listening"* (Student 3-Group 5).

Additionally, students raised unique concerns about learning strategies. Several admitted *"relying too much on visuals"* (Student 2-Group 1), while others defended this approach: *"In real life, we always have visual context"* (Student 3-Group 3). This mirrored teachers' observations about developing balanced listening skills.

In summary, data show that teachers and students face common challenges with video-based listening instruction but prioritize them differently. Both groups struggle with technical issues and authentic speech speeds, yet teachers focus on pedagogical implications like curriculum alignment and assessment, while students emphasize immediate comprehension barriers and desire more control over playback. Teachers worry about visual dependency as a skill-development issue, whereas students debate whether visuals help or hinder learning. This contrast suggests solutions that must address both institutional needs and learner preferences to maximize video's effectiveness.

4.2. Discussion

The findings of this study highlight both the significant benefits and notable challenges of using video in teaching listening skills, which offer important implications for both theory and practice. Regarding the benefits, our results confirm that videos provide authentic language input and multimodal support that enhance students' listening comprehension and engagement. These findings

resonate with and extend the contemporary work of scholars like Jones (2020) and Kim & Kim (2022). Our study corroborates Jones's (2020) conclusion that dynamic visual cues and real-world contexts in videos significantly lower the cognitive load on L2 learners during listening tasks. Furthermore, it solidifies Kim & Kim's (2022) more recent empirical evidence on how the multisensory engagement of video is a critical factor in maintaining student motivation and deepening the processing of linguistic input, moving beyond the foundational theories of earlier researchers.

However, the challenges identified in our study present important caveats to these benefits. The technical difficulties and material selection challenges reported by both teachers and students echo the concerns raised in Hsieh's (2020) study about the digital divide in technology-enhanced language learning. Our findings particularly extend Hsieh's work by revealing how these technical barriers create disparities in learning outcomes between students with different technological access. Additionally, the concerns about visual dependency support Jones' (2018) caution about the potential drawbacks of multimedia learning if not properly implemented.

Several key findings emerge from this study. First, while videos undeniably offer rich linguistic and cultural input, their effectiveness heavily depends on careful implementation strategies that address both technical and pedagogical challenges. Second, the student-teacher divergence in perspectives suggests a need for more collaborative approaches in material selection and lesson design. Finally, our results call for developing new assessment methods that can effectively evaluate the multimodal skills developed through video-based listening instruction.

These findings have important theoretical implications for multimedia learning theory in SLA, suggesting that the cognitive benefits of video must be balanced against practical implementation constraints. Practically, they highlight the need for institutional support in technology infrastructure and teacher training to fully realize video's potential in listening instruction. Future research should explore longitudinal effects of video-based listening instruction and investigate strategies for mitigating the identified challenges across different educational contexts.

5. Conclusion

This study confirms that using videos in teaching listening skills significantly benefits language learners, though challenges exist. Videos provide authentic language exposure, improving comprehension of natural speech, accents, and real-world contexts. Regular practice boosts students' confidence and listening skills while fostering autonomy through self-paced learning. Given these advantages, video-based learning should be expanded to other language areas. To address challenges like fast speech or technical difficulties, teachers should provide basic tech training and use structured checklists for self-assessment. Incorporating reflective tasks will further help students evaluate their progress. With proper implementation, videos can make listening instruction more engaging and effective.

Based on the current findings, several important research directions should be explored to improve video-based listening instruction. First, longitudinal studies are needed to examine whether videos can consistently enhance students' listening skills compared to traditional methods over an extended period. Second, researchers should investigate the most suitable video formats, including optimal length, speech speed, and visual complexity for different age groups and proficiency levels. Third, future studies could explore how to adapt video materials for diverse learners, particularly those who struggle with listening comprehension. Additionally, more research should focus on teacher training programs to help educators select appropriate videos and integrate them effectively into lessons. Another valuable area of study would be examining how culturally relevant video content affects student engagement and understanding. These research directions would provide practical insights to optimize the use of videos in listening instruction while addressing current challenges in classroom implementation.

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**Quan điểm của giáo viên và học sinh về việc sử dụng video
trong việc dạy kỹ năng nghe ở trường trung học phổ thông**

Tóm tắt: Nghiên cứu này xem xét quan điểm của học sinh và giáo viên trung học phổ thông về việc lồng ghép video vào các bài học nghe tiếng Anh nhằm nâng cao hiệu quả của phương pháp giảng dạy này. Dữ liệu được thu thập thông qua phương pháp định lượng với 105 học sinh và các cuộc phỏng vấn bán cấu trúc định tính với năm giáo viên và năm nhóm học sinh tập trung. Kết quả cho thấy cả học sinh và giáo viên đều có thái độ tích cực đối với việc sử dụng video như một công cụ hiệu quả để cải thiện kỹ năng nghe của học sinh. Tuy nhiên, một số thách thức đã được xác định, bao gồm khó khăn về kỹ thuật, sự phân tâm do các yếu tố hình ảnh, trình độ học sinh khác nhau và khả năng tiếp cận tài liệu phù hợp còn hạn chế. Các hàm ý sư phạm được thảo luận để giải quyết những thách thức này và tối ưu hóa việc sử dụng video trong hướng dẫn nghe.

Từ khóa: quan điểm; video; kỹ năng nghe; trường trung học phổ thông.