

FOREIGN LANGUAGES AND VIETNAMESE

THE USE OF EDUCATIONAL VIDEO CLIPS TO IMPROVE GRADE 12 STUDENTS' STRESS AND INTONATION AT LAO CAI HIGH SCHOOL NUMBER 1

TRAN NGOC ĐUC* - PHAM VAN HUNG** -

NGUYEN THI THANH BANG***

ABSTRACT: In today's globalization era, English has become a universal language and has played an essential role in every field of life. Every student is hoped to be able to use English fluently and effectively in both written and spoken form. However, there is a fact that many teachers tend to put more emphasize on teaching grammar and reading than teaching speaking. Moreover, they also tend to use conventional methods or solely use textbook during their teaching but ignoring the appropriate the usage of media. Mostly, in these cases students just sit down and listen to the teacher's explanation without any competence achieved. Interactive media such as videos, movies, songs, etc. are not optimally used in the ESL teaching and learning process. In fact, the lack of media can easily cause boredom to students and demotivate their interest in learning English which may lead to students' low efficiency and performance. Thus, the study aims at investigating the effectiveness of using video in teaching English to improve K12 student's stress and intonation at Lao Cai High School Number 1.

KEY WORDS: educational video clips; stress; intonation; interactive media; teaching and learning English; speaking skill.

RECEIVED: AUGUST, 23rd, 2022.

EDITED: NOVEMBER, 14th, 2022.

1. Introduction

Among the four communicative sub-skills, speaking is one of the most essential skills as it is an effective means of communication. Despite that fact, speaking skill has remained a focus of English language teaching it is still considered to be one of the most difficult aspects of the language learning process (Gilakjani & Ahmadi, 2011). Many students still find it difficult to fully express their thoughts in English; even some may have the fear of communicating in English after years learning this language. In speaking skill, pronunciation plays an essential role in helping English learners develop the ability for the communication needs and gives them the communicative empowerment for being easier to be understood (Morley, 1991). However, many of English language learners (ELLs) confront difficulties in learning English pronunciation (Gilakjani & Ahmadi, 2011). Problems in pronunciation weaken their communicative competence (Kelly, G., 2000). For these reasons, a great number of researchers, authors and teachers have kept trying to inquire and applying different teaching methods with a view to the most effective learning environment for learners.

The study aims at investigating the effectiveness of using educational video clips in teaching English to improve K12 student's stress and intonation at Lao Cai High School Number 1 then examining students' perceptions toward the use of educational video clips in teaching speaking. To achieve the aims of the study, two research questions have been formulated:

1) *What are the effectiveness of educational video clips in improving K12 students' stress and intonation at Lao Cai High School Number 1?*

2) *What are the perceptions of K12 students at Lao Cai High School Number 1 towards the use of educational video clips in improving stress and intonation?*

Based on the research objectives, quantitative method is used combined with qualitative method

* Dr; Hanoi University of Industry; Email: hauitrannngocduc@gmail.com

** Hanoi University of Industry; Email: phamvanhung@thptlaocai1.edu.vn

*** Hanoi University of Industry; Email: ntbangbk@gmail.com

to collect data and give out conclusion. Descriptive Statistic (DS) in quantitative data analysis is also used to summarize a collection of data in a clear and understandable way.

2. Literature review

2.1. Speaking and the importance of speaking skill

2.1.1. Speaking and the components of speaking

Many definitions about speaking have been proposed by language. According to Brown, "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers' listening skill". In addition, Scott stated that speaking is so much a part of daily life that we take it or granted. The average person tens of thousands of words a day, although some people-like auctioneers-may produce even more than that. Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Cameron states that it is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

Brown (2001) outlines six sorts of oral activities that teachers might apply in the speaking classroom: Imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue) and extensive (monologue).

2.1.2. The importance of speaking skill

English has evolved into a worldwide language. It is used as a lingua franca among nations. Even in nations where it is not the national language, it is spoken, learned, and understood. English is important in many fields, including medical, engineering, education, advanced studies, business, technology, finance, computers, tourism, and so on. The ability to be directly and empirically observed indicates that the execution of speaking may be directly heard or seen and empirically measured in the speaking process by examining the speaker's accuracy and effectiveness (Harmer, 2007). According to Renandya et al. (2002), speaking has grown challenging for foreign language learners since it requires the capacity to utilize the language effectively in social contact. They also stated that speaking is one of the elements of communication.

2.2. Pronunciation and elements of pronunciation

Communication is considered as a crucial part in our daily life. For the better communication, people need to have correct pronunciation. In general, pronunciation refers to the way words are spoken and the proper pronunciation is a reproduction of language sounds in such a way that the intended message is passed easily. Pronunciation is the act of articulating words. It refers to the way in which we make the sound of words.

Pronunciation is the production of sounds that is produced to convey meaning. It includes 3 main elements, namely: intonation, stress and sound. For the limitation and scope of this study, the influence of the educational video clips video technique on improving K12 students' stress and intonation was primarily focused.

2.2.1. Intonation

Different authors hold different views on definition of English intonation. The common points among the authors come to the use of "melody" or "music" to describe intonation, i.e. speakers may use rising or falling tunes to change their voice as they are singing a song. These changes of voice are called "tune", or "intonation contour", or "intonation pattern" (Avery and Ehrlich, 1995), or "pitch" (Lujan, 2004). Besides, intonation is also considered as part of suprasegmental at a subconscious level (Underhill, 1998). Although there are various views on English intonation, many scientists commonly agreed that intonation helps to convey meanings of the conversation and it is a symbol one may prove to the success of his ESL process.

2.2.2. Stress

"Stress" is a necessary feature of word identity in English (Kenworthy, 1987, p.18). It is defined as the force of the breath with which a syllable is pronounced (Harmer, J., 2001). It is proved that not all syllables of a polysyllabic English word receive the same level of stress. There are two levels of

stress in connected speech: stressed and unstressed (Kenworthy, 1987). “Tone” refers to the phonetic pitch, but they do not completely determine the surface pitch. Stress of a word may vary from syllable to syllable. The syllable is stressed is pronounced stronger and louder than the other syllable in the words. Moreover, in many cases the same words are not always stressed in the same way. It depends mostly on the meaning of it in certain situation.

2.3. Teaching pronunciation

Although pronunciation has the important role in speaking activity. It seems to be neglected. This neglectation may be due to the fact that teacher are lack interest and motivation of teaching pronunciation or teacher are lack of facilities to teach pronunciation effectively. (Kelly, 2000). Thus, methods to teach pronunciation is more than ever crucially important. to improve learners’ English pronunciation.

There are many ways of teaching pronunciation, among those, teaching by game, teaching by drilling and teaching by media especially by using educational clips are the three most popular activities applied in ESL class (Boonkit, K., 2010).

Below is the suggested steps to apply educational clips in teaching pronunciation by Hamid (1987):

- 1) Short educational clips should be shown at the beginning of the lesson to draw attention of learners and provide them general background
- 2) After watching the clips, teacher should model and explains the lesson explicitly by showing the demonstration, listening selectively, and question answer activity.
- 3) Teacher should let students practice mimming and repeat the words for several times.
- 4) In the last steps, students are asked to make a short conversation using the words they have learnt or making a clip to talk reflect or immitate the cointent in the clips.

Thanks to the development of technology, educational videos are widely chosen as educational learner friendly learning aids. These teaching materials would bring a lot of benefit to improve students communication as well increase students’ learning motivation. Besides, Shih, R.-C. (2010) emphasized that well-chosen videos can also supply a fundamental basis and arise learners’ interest as well as boost students’ learning progress.

2.4. Educational video clips

Video clips in general and educational video clips in particular is the combination and mixtures of pictures, illustrations, sounds, graphics, and texts. This media source is a great tool to stimuli and engage students to teaching and learning activities. According to Hakim & Akbar (2016), by using educational video clips teachers can expose learners to the real life context and show them how to express themselves naturally and pronounce words correctly.

The use of videos has grown since decades and provided positive factors in improving the teaching and learning process. Teachers can easily access to a huge collection of educational clips online via Youtube or many learning websites. Also, there are many video clips online are available to download to use offline. Videos can be downloaded from such links as Real English, BBC Learning English, 5 Minutes Video.com, Learning Upgrade, Let’s Talk, School House Rock, Teacher Mario, Wildcatter Productions, Dr Binocs show, Aumsum, VOA special reports, etc for language teaching and learning.

The educational clips used in language class can be classified into three main groups, including:

- (1) off-air Programs: These are the broadcast programs that can be recorded off-air simultaneously for learning purposes. These off-air recordings may be used by teachers in the course of relevant teaching activities to utilized students’ cross-cultural understanding, pronunciation education...
- (2) Real-world Video: It includes clips like wildlife documentaries, comedy, films, etc. Base on their contents, videos are well chosen for the purpose of teaching and on how it may engage to learning activities.

(3) Language Learning Videos: are supplementary materials that go along with the course books. These videos are well designed to utilize students' learning process which are directly related to the content of the course.

3. Research methodology

Based on the research objectives, quantitative method is used combined with qualitative method to collect data and give out conclusion. Descriptive Statistic (DS) in quantitative data analysis is also used as DS gives numerical and graphic procedures to summarize a collection of data in a clear and understandable way. The data gathering technique came in two forms; pretest and posttest. Pretest was conducted in order to seek out the initial scores, or capability, of students who have similar level of speaking competence, it was given to both experimental and control group. Posttest was conducted in the end to both classes after the experimental group received several treatments beforehand. The result of the posttest was compared with the result of the pretest and was analyzed using SPSS 18 for Windows.

The results of students' survey responses were used to obtain information about students' idea about their learning interest and pronunciation improvement through educational video clips. The result of the pretest and post test were used to confirm the results of the quantitative study and conclusion was withdrawn due to these results.

The main participants of the research are 69 non- English majors from class 12D1 (35 students) and 12D2 (34 students) studying the new "Tieng Anh 12" textbook at Lao Cai high school number 1.

The instruments were based on two sources - the pre-test and the post-test results, and the survey questionnaire for the experimental group.

This research applies quantitative data use to analyze the score of the students. By applying this data, it will assume to get the satisfying result of the students speaking skills through the Educational video clips Project.

4. Finding and discussion

4.1. Participants' information

The research was conducted on 69 students of Lao Cai number 1 with two classes: 12D1 (35 students) and 12D2 (34 students). Below are descriptive statistics of the study sample:

- Gender

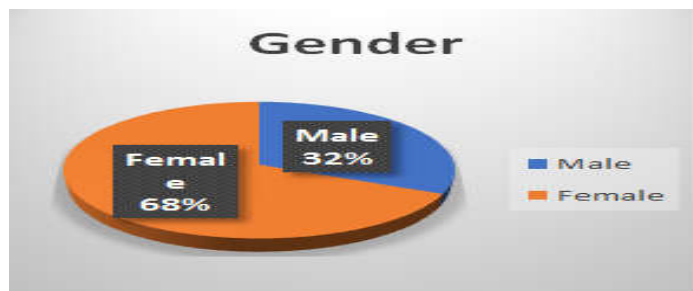


Figure 1. Gender structure of the research sample

The results show a large difference in the gender of the study sample. Specifically, among 69 students in 2 classes, 12D1 and 12D2, 68% are female students, and male students only account for 32% of the total number of students in the two classes.

- Number of years studying English

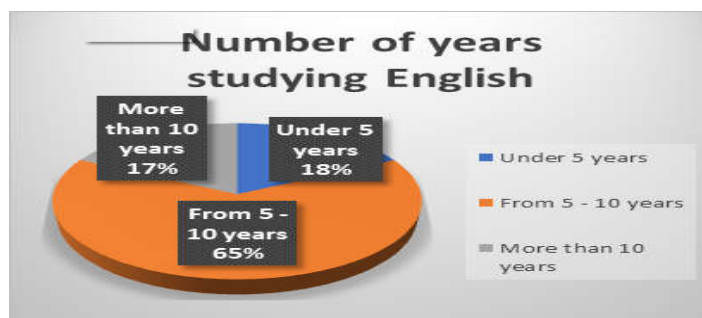


Figure 2. Number of years studying English

The survey results show that out of 69 students participating in the survey, most of them have studied English as a second language for 5 to 10 years (65%), with 17% of the students studying English as a second language. Survey participants said that they had studied English for more than ten years and 18% of them said that their time of learning English was less than five years.

4.2. The improvement students' pronunciation by educational video clips

The main participants of the research are 69 non- English majors from class 12D1 (35 students) and 12D2 (34 students) studying the new "Tieng Anh 12" textbook at Lao Cai high school number 1. They were divided in to 2 groups of experimental group (35 students) and control group (34 students). Students from the both groups took the pronunciation pre-test in week 1. In the next 8 weeks, while students in control group have lesson as usual, those in experimental group, received lessons intergrated with the educational video clips. After 8 weeks, the both groups took the pronunciation post-test in week 10 to analyse the influence of educational clips in improving students' stress and intonation.

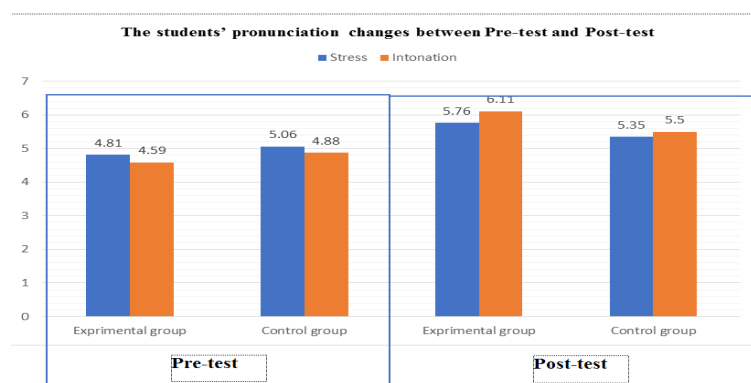
The table below illustrates the result of the the research.

Table 1. The students' pronunciation changes between Pre-test and Post-test

	Pre-Test					Post-Test			
	Experimental group		Control group			Experimental group		Control group	
	Pronunciation		Pronunciation			Pronunciation		Pronunciation	
	Stress	Intonation	Stress	Intonation		Stress	Intonation	Stress	Intonation
1	5	5	5.5	6	1	6	6.5	6	6.5
2	6.5	5.5	6	5.5	2	7	7	6.5	6.5
3	4	4	4.5	5	3	4.5	5	5	5.5
4	6	5.5	5	5	4	6.5	7	6	6
5	5.5	5	6	6	5	6.5	7	5.5	6
6	5	4.5	6.5	6	6	6	6.5	5	5.5
7	5	5	5.5	5	7	6	6.5	5.5	6
8	5	5	4.5	5	8	6	6.5	5	5.5
9	6	5.5	2	2	9	7	7	5.5	6
10	5	4.5	6	4.5	10	6	6.5	6	6.5
11	5	4.5	4.5	4.5	11	6.5	7	5	5
12	4.5	4	5	5	12	5.5	6	5.5	6
13	5.5	5	6	5.5	13	5.5	6	6	6.5
14	5.5	5	5.5	5	14	7	7	5.5	5.5
15	5.5	4.5	6.5	6.5	15	6.5	6.5	7	6.5
16	5.5	5	4.5	4.5	16	7	7.5	4.5	5
17	4	4	5.5	5	17	5	5.5	6	6
18	4.5	5.5	5.5	5.5	18	5	5	5.5	5
19	5	5	4.5	4.5	19	6	6.5	5	4.5
20	5.5	5.5	3	4	20	6	6	3	6.5
21	4	5	6	6	21	4.5	5	6	5.5
22	4.5	4.5	5.5	5	22	5.5	6	6	5
23	4	4	4.5	4.5	23	5	5.5	4.5	4.5
24	3.5	4	4.5	4	24	4.5	5	5	6
25	6	6	5.5	5.5	25	6.5	7	5.5	6
26	4.5	4	6.5	6.5	26	5.5	6	6	5
27	4.5	4.5	4.5	4.5	27	5	5.5	4.5	5
28	2	2	5	4.5	28	3.5	4	5	5.5
29	5.5	5	6	5	29	7.5	7.5	6.5	5.5
30	5	5	5.5	5	30	6	6.5	6	4.5
31	4.5	4	4.5	4	31	5	5.5	5	4.5
32	5.5	4	4	4	32	6.5	6.5	4.5	4
33	6	5.5	3.5	3.5	33	7	7	4	4.5
34	2	2	4.5	4	34	3	3.5	4.5	5
35	3.5	3.5			35	5	5		
MEAN	4.81	4.59	5.06	4.88	MEAN	5.76	6.11	5.35	5.56

Table 2. *The students' pronunciation changes between Pre-test and Post-test*

	Pre-test		Post-test	
	Experimen tal group	Con trol group	Experimen tal group	Control group
Stress	4.81	5.06	5.76	5.35
Intonati on	4.59	4.88	6.11	5.5

**Figure 3.** *The students' pronunciation changes between Pre-test and Post-test*

According to the statistic in the figure 3, it can be seen that, there was an increase in the mean score of the pre-test and post-test.

While in the pre-test the mean of experimental group were 4.81 and 4.59 for stress and intonation respectively, these scores of experimental group's post-test have improved significantly up to 5.76 and 6.11 for stress and intonation respectively. So the mean score for stress has improved 0.95 and that number of intonation is 1.52, which are the rather high result for just only 8 intensive learning weeks.

However, in the pre-test the mean of control group were 5.06 and 4.88 for stress and intonation respectively. The scores of control group's post-test does not change much which are 5.35 and 5.5 for stress and intonation respectively. Although there are still some changes in the result of the post test and pre test for control group: 0.29 for stress and 0.62 for intonation, those changes were not much in compared with the experimental group.

From the results in the table 2 and figure 3, it can be concluded that educational video play an essential role in improving students' pronunciation, especially intonation and stress. This result is similar to the work of Burston (2005). In his research, he also affirmed that video educational videos is a great source that can utilize many aspects in language learning and teaching areas in general and improve learners' speaking skill in particular. Besides, this result is also stated in study of Requena (2016), in which, the author emphasized that, thanks to the variety collection of activities designed by using educational videos did a great help in improving learners' accuracy and fluency.

4.3. Students' perception toward the use of educational video clips video in teaching pronunciation

4.3.1. Students' difficulties when learning pronunciation

To investigate the difficulties in learning phonics skills that students face. The author designed 06 questions measured by a 5-level Likert scale (1 - Totally disagree to level 5 - Totally agree). Below are descriptive statistics of the minimum, maximum, mean, and standard deviation for these 06 survey questions:

Table 3. Students' difficulties when learning pronunciation

	N	Min	Max	Mean	Std. Deviation
New sounds: In English, some sounds that Vietnamese do not have make it difficult for learners to pronounce correctly.	69	2.00	5.00	4.2319	0.98735
The pronunciation is Vietnameseized: Being familiar with the pronunciation in Vietnamese, the parts that make up sounds, especially the tongue, lips, and teeth, are difficult to adjust to pronounce correctly in English.	69	2.00	5.00	3.9710	0.93888
Word sounds: In English, words with two or more syllables are stressed. The word's stress will fall on one of the certain syllables, and that syllable will be more stressed than the rest. In our Vietnamese, there is no word stress because words in Vietnamese are 1-syllable words.	69	2.00	5.00	4.0435	0.93045
The intonation of sentences in English is very diverse and rich. Maybe the same sentence, but we can raise or lower the voice at the end of the sentence to convey different information to the listener.	69	2.00	5.00	4.1739	0.90678
The influence of Vietnamese on final pronunciation in English	69	2.00	5.00	4.1449	0.89567
Consonants in Vietnamese affect learners' receptivity	69	1.00	5.00	4.0435	1.09053

The survey results on the difficulties in learning pronunciation that students face show that the most significant difficulty is the problem of new sounds, with the highest average score of 4.23 points. This result shows that most of the participating students agree with the statement that in English, there are many syllables. In Vietnamese, there is no significant obstacle in their efforts to pronounce English correctly.

The second most significant difficulty is related to intonation, with an average score of 4.17/5 points. The vast majority of survey respondents agreed with the statement that the intonation of English sentences is very diverse and rich. Vietnamese too. However, because Vietnamese is the same, it makes learners feel difficult. They are familiar with the way sentences in Vietnamese go up and down, so when they switch to English, more or less, the intonation of sentences in Vietnamese will affect English, or else it will take much time to learn and fix.

The third most incredible difficulty comes from the influence of Vietnamese on the last pronunciation in English, with an average score of 4.14 points. This is a relatively high average score, which shows that most of the survey participants believe that being too familiar with their mother tongue has created specific barriers for them in learning English pronunciation, especially related to the last pronunciation in English.

The fourth-biggest difficulty is related to the sound of words, with an average score of 4.04. In Vietnamese, words have one syllable, so there is no stress. Meanwhile, English words with two or more syllables are stressed. The word's stress will fall on one of the certain syllables, and that syllable will be more stressed than the rest. Therefore, this is another difficulty for learners.

4.3.2. *Students' awareness toward the benefits of educational video clips in learning pronunciation*

Table 4. *Students' awareness toward the benefits of educational video clips in learning pronunciation*

	N	Min	Max	Mean	Std. Deviation
Using educational video clips in teaching helps me be aware of my current pronunciation ability.	69	1.00	5.00	3.9275	0.97496
Using educational video clips helps me be more aware of intonation and stress in English.	69	2.00	5.00	3.9855	0.84875
Using educational video clips helps me become aware of my intonation and stress mistakes when pronouncing English.	69	2.00	5.00	4.0290	0.76641
Using educational video clips helped me understand that intonation and stress play an essential role in correctly pronouncing English.	69	1.00	5.00	4.0290	0.90702
I am interested in pronunciation lessons that use educational video clips	69	1.00	5.00	3.8696	0.99872
I think using educational video clips is effective in my foreign language learning, especially in listening, speaking, and pronunciation skills.	69	1.00	5.00	3.7536	1.15562
I can practice my intonation and stress by watching educational video clips.	69	2.00	5.00	3.9130	0.70166
Using educational video clips motivates me to continue to practice, and strengthen intonation and stress to improve my pronunciation skills	69	2.00	5.00	4.0725	0.84573

The results of the survey on students' awareness of the benefits of using educational video clips in teaching pronunciation show that the most significant benefit is that through this method, students are more motivated to practice and reinforce intonation and stress attempts to improve pronunciation with the highest average score of 4.07 points and standard deviation of $0.85 < 1$. This means that there is not much difference in the respondents' answers survey participants. The second biggest benefit perceived by students is that using educational video clips makes them aware of their intonation and stress errors when pronouncing English, with the second-highest average score of 4.02 points. The average score of 4.02 points is the fact that students believe that using educational video clips in teaching pronunciation helps them understand the importance of intonation and stress in improving their pronunciation skills. The scale with the lowest average score of 3.75 points is that students perceive that the use of educational video clips is effective with my foreign language learning, especially listening, speaking, and pronunciation skills.

4.3.3. *Students' self-assessment of the improvement of stress and intonation*

Table 5. *Students' self-assessment of the improvement of stress and intonation*

	N	Min	Max	Mean	Std. Deviation
Using educational video clips makes me more confident when communicating in English.	69	2.00	5.00	3.8986	0.89352
I think my intonation and stress have improved since teachers used educational video clips in	69	2.00	5.00	3.7536	0.91404

teaching pronunciation.					
I make fewer mistakes in intonation and stress since teachers use educational video clips in teaching pronunciation	69	1.00	5.00	4.1449	0.79104

The survey results of students' assessment of the improvement of their stress and intonation through the use of educational video clips show that the most significant improvement is that students limit mistakes in intonation and stress accent with the highest average score of 4.14 points. The second most improved factor is related to the psychological factor. Students reported feeling more confident since teachers used educational video clips to teach pronunciation. This scale recorded an average score of 3.9 points/5 points. The scale with the lowest average score of 3.75 points is that students think that their intonation and stress have improved since teachers used educational video clips in teaching pronunciation.

4.4. Discussion

Berk (2009) listed twenty factors for adopting video as a teaching approach. Based on the study findings and expert ideas, it is possible to infer that video instructional video clip projects are an efficient approach to enhance learners' pronunciation and intonation in several ways: (1) Film educational video clips helps learners to reduce mispronunciation; (2) Learners improved in fluency by doing the projects; (3) It helps learners raise awareness of intonation, (4) Learners linked the pronunciation textbook with the actual use; (5) Film educational video clips meets learners' perceptions (Kayi R., 2006).

There were some procedures which conduct the educational clips in order to make improvement.

The first step is video watching session which has goal to give students example of grammatical sentences and train them from native pronunciation and fluency.

The second step was video discussion which the purposes are to make students analyze and develop the content and get various vocabularies. Video group presentation as the third step is aimed to train students' pronunciation and fluency.

The next step which is called as individual scenario composing has objective to let students develop the content from what they get from the previous activities (vocabulary and content from discussion). Video recording session (post test) is done after every student has the training session. The goal of this last step is to train students' pronunciation and fluency. The procedures involved some activities which were used to improve the students' interest towards English lesson.

The activities of video educational video clips could improve students' attitude. During the video discussion and video group presentation, students were expected to make the grammatical, comprehensible, and cohesive text by doing correction from one to the other group members. The innovative and interesting technique which is used in the class was welcomed well by students with their improvement of attitude from ignoring to paying attention.

During implementation, the use of video educational video clips has strengths and weaknesses related to the teaching and learning process. There are some strengths students had higher participation in the teaching and learning activity than before implementing the action, (2) students were very enthusiastic to the lesson since the use of such technology was new and innovative, (3) students could produce speech with grammatical sentence, various vocabularies, comprehensible content, stable speed, and right pronunciation, (4) all aspects of students' speaking skill had been improved, (5) students could easily catch important points of a material that was better than before implementing the action, and (6) students' achievement improved as stated in table 3.

Nevertheless, the use of video educational video clips also has several weaknesses related to the technical practice and the students' result. The first problem comes from the students' result. Although students had practiced their text a lot, some of them still produced some mispronunciations in several English words. However, the frequency was lower than the implementation in the cycle 1 moreover from the pre research. The second weakness comes from the technical practice. Some

students are still awkward in using VD as one of technology-based English learning technique. In short, teacher should give help and guidance more intensely to those students.

5. Conclusion

Pronunciation is essential in learning a foreign language because incorrect pronunciation often causes communication barriers. In English, pronunciation has three important contents; teachers need to pay attention in the teaching process: (i) students must learn to pronounce each sound separately; (ii) students must understand word stress; (iii) students need to use correct intonation.

We can hardly say that English pronunciation is more complicated than other languages. However, teaching English pronunciation can be more difficult because English sounds and English letters are not the same. The English alphabet has only 26 letters, but there are 39 familiar sounds in the phonetic table. Another difficulty is that a letter can be expressed with many different sounds; the same sound is written with two different letters.

Teachers should remember that the goal is clear pronunciation, not correct pronunciation. Teachers should not spend too much time teaching each student to pronounce individual sounds. A non-native English speaker will rarely speak exactly like a native speaker. Pronunciation must be clear so that listeners can understand and distinguish it from other similar sounds, not precisely like native speakers.

Students' pronunciation will improve with the learning process, although students do not consider pronunciation the focus of the learning process. During the learning process, the teacher's standard pronunciation makes the students themselves listen and imitate. So on, their pronunciation is improved even though they do not have to try their best.

Teachers do not need to teach the sounds students already know. For example, Vietnamese and English have many similar or even wholly similar sounds. Students can pronounce these sounds easily

If the teacher mispronounces it, the students will also mispronounce it. Teachers should be careful to pronounce individual words and sentences clearly because this is a model activity for students. If the teacher's pronunciation is not good, the most important thing is that the teacher must correct himself.

Teachers should not let students pronounce the same sound repeatedly. Repeating too many times, especially without understanding the meaning, will make the activity boring. Therefore, teachers should not let students repeat separate sounds for long. However, instead, teachers should let students practice sounds in the context of words (eg, cat, bat, sat, etc.) , then combine them with other words to form sentences with higher meaning "for example, The cat ate the bat and sat down".

Even if students have perfect vocabulary and grammar but lack intonation while speaking, their speaking skills will still be assessed as very limited. Because the sentence lacks intonation, it will lack naturalness, causing awkwardness and discomfort for the listener.

The common condition of many students is to speak in a monotone, not rising, not falling, and lacking empathy. This makes their English speaking unnatural and emotional.

Therefore, learning and improving on Intonation in English can help students improve their speaking skills to be as close to native speakers as possible. Having the proper intonation in their voice can give them the ability to convey thoughts and feelings more accurately. In addition to learning pronunciation in class, students must constantly practice intonation in English. Here are five simple steps to help students practice intonation

Currently, there are many reputable and quality English listening practice websites for learners of different levels, such as TED, VoiceTube, and Breaking News English,... These websites synthesize many listening lessons with Full transcripts. Students can refer and access to practice their daily listening with these quality listening resources.

Hopefully, this research can give awareness about the importance of English learning and facilitate students to improve their speaking, especially in pronunciation. This research can be a guidance for teachers who want to improve students' speaking especially in pronunciation by using

video educational video clips. In addition, other researchers can use this research as a reference to conduct further research in the same field.

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Sử dụng đoạn phim ngắn về giáo dục để cải thiện ngữ điệu và trọng âm của học sinh lớp 12 Trường THPT Số 1 Lào Cai

Tóm tắt: Trong thời đại toàn cầu hóa, tiếng Anh ngày càng phổ biến và đóng vai trò quan trọng trong mọi lĩnh vực của cuộc sống. Học sinh bậc phổ thông đều mong muốn có thể sử dụng tiếng Anh thành thạo và hiệu quả ở cả kỹ năng viết và nói. Tuy nhiên, thực tế cho thấy giáo viên bậc phổ thông có xu hướng chú trọng vào việc dạy ngữ pháp và đọc hơn là dạy nói. Hơn nữa, giáo viên cũng có xu hướng sử dụng các phương pháp truyền thống hoặc chỉ bám vào nội dung sách giáo khoa mà bỏ qua việc ứng dụng các phương tiện trong quá trình giảng dạy. Đa số học sinh chỉ ngồi và lắng nghe giáo viên giảng giải mà không đạt được mục tiêu bài học. Các phương tiện hỗ trợ như đoạn phim ngắn, phim điện ảnh, bài hát,... không được sử dụng tối ưu trong quá trình dạy và học tiếng Anh. Điều này dẫn đến sự nhàm chán, giảm hứng thú, giảm hiệu suất học tiếng Anh của học sinh. Vì vậy, nghiên cứu này nhằm mục đích khảo sát hiệu quả của việc sử dụng đoạn phim trong dạy học tiếng Anh để cải thiện trọng âm và ngữ điệu của học sinh khối 12 tại Trường THPT Số 1 Lào Cai.

Từ khóa: đoạn phim ngắn về giáo dục; trọng âm; ngữ điệu; phương tiện hỗ trợ; dạy và học tiếng Anh; kỹ năng nói.