

Teaching Listening Skill Using Video Technology in Language Classrooms

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ABSTRACT

The purpose of this study is to develop the listening skill of the students of the University of Computer Studies in Myanmar using video technology. Listening skill is a prerequisite for comprehending the speaker, and as a result it is underpinning effective communication. Authentic materials should be utilized as much as possible to provide real-life exposure. As the younger generation is familiar with new technology, it is advisable to use video clips in the language classroom. In this study, pre-listening, while-listening and post-listening tasks are advised. Finally, specific recommendations are provided to teach CU students the listening skill through the video technology.

Key words: listening skill, video technology, authentic materials, younger generation, recommendations, CU students.

1. INTRODUCTION

Listening is a necessary skill for communication with people. But for the learners of English, listening skill seems to be the most difficult skill. They think a lot of concentration is required to learn this skill. So they feel bored to learn it. As a result, teachers have to find ways to motivate them while learning this skill. As they are members of the digital generation, the teachers take advantage of a digital tool, which is video clips, to make learning listening skill entertaining and enjoyable.

2. LISTENING SKILL

Listening is a skill which is needed for understanding the speech that the speaker delivers and for the effective communication between the speaker and the listener. Lack of ability to listen effectively causes the messages delivered to be misunderstood and then the communication to be broken down. As a result, this skill is said to be essential to all communication. In the language classroom, learning listening skill also improves the speaking skill. Krashen (1989) ^[1] says that listening comprehension provides the right conditions for language acquisition and the development of other language skills. Although it has its value, listening is a skill which has been undervalued in English language classes in Myanmar Universities. It is because other language skills, reading, writing and speaking have been only focused on in the exams.

3. AUTHENTIC MATERIALS

Gardner and Miller (1999) ^[2] define it as material intended for some other use besides language learning. The content of authentic material is not aimed to be used for language instruction. Some benefits of using authentic material are –

- Being able to provide the learners with real-life communication which is needed for their studies and jobs.
- Being able to enhance the learners' language acquisition by motivating them to focus on not only meaning but also form or structure.

Authentic material can be many forms of communications such as written text, audio recordings and video clips of real conversation or dialogue.

4. WHY VIDEO CLIPS ARE USED FOR LEARNING LISTENING SKILL

In IT age, technology must also be considered as one aspect of teaching methodology. Nowadays, video clips as one technology are widely used for learning listening and speaking skills. It is because using integrated visual and auditory input is more advantageous than other forms of authentic material like visual-only or audio-only material. The main reason is that using video material in the class can enhance the learners' motivation which is one of the most important factors in learning language because these video clips expose them to a variety of situations to understand the same situation in real life.

5. HOW TO USE VIDEOS IN TEACHING LISTENING

When choosing a video material and planning a listening lesson for the learners, the teacher should consider their interest, their existing knowledge and their level of English proficiency.

While teaching listening skill using videos, the teacher needs to follow these stages.

5.1 Pre-listening

Before doing the lesson, the teacher writes down the topic of the material on the whiteboard which is going to be presented. The learners are asked their existing knowledge of the topic and vocabulary related to it. They are also asked leading questions to help them.

5.2 While-listening

In this stage, the learners are instructed to carefully watch and listen to the entire video clip, and to write down key words. Then they are given an exercise and asked again to watch the video clip to complete the exercise.

5.3 Post-listening

The learners complete the exercise and check their answers. For correcting their exercise, peer correction can be arranged for giving them a chance to discuss the topic presented in the video clip and to share their ideas about it. This can also improve their speaking skill. Finally, the answers are checked by the teacher.

6. THE BENEFITS OF USING VIDEOS

English language teachers at our university are free to use their own techniques in teaching lessons. We discussed the benefits of using video clips which are 15 minutes to half-hour long. The consensus is that videos are more engaging compared to audios, and they are more useful for visual type of learners. Videos provide the option to stop each clip and challenge each student to predict what follows. Non-verbal signals like gestures and facial expression help comprehension fuller. A teacher has found in her reading that the integration of visual and auditory input leads to more recall than visual-only or audio-only stimulus. Video is found to present communication more contextually.

7. RECOMMENDATIONS FOR TEACHING LISTENING SKILL USING VIDEO TECHNOLOGY TO COMPUTER UNIVERSITY STUDENTS

Using video clips as teaching materials in the classroom can improve listening comprehension skill more than other teaching materials because of the combination of images and sounds which increase the learners' interest. These materials also help their speaking skill and pronunciation develop because the language used in the real world is expressed in these materials. Every Computer University students has their own laptops or desktop computers. So they can practice this skill in anytime and anywhere with the help of video materials in their computers. Most of the Computer Universities also have multimedia devices like projectors, which can be utilized for teaching large classes.

8. CONCLUSION

Providing the learners with effective learning materials is one of the goals of language teachers. The video materials provide a source of real language and the variety of language which help the learners improve their listening skills. They can also easily remember and understand the vocabularies in the videos. Therefore, for learning listening skill the teachers should use video technology as a teaching tool.

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