



Using Video Clips to Improve English Listening and Speaking Abilities of Prathomsuksa 6 Students

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Abstract

The purposes of this research were to study and compare the English listening and speaking abilities before and after using video clips and to study students' attitude towards using video clips to improve English listening and speaking abilities of Prathomsuksa 6 students. The sample consisted of 28 Prathomsuksa 6 students in the first semester of the 2020 academic year at Bannonsawang School, Banphue, Udon Thani, under Udon Thani Primary Educational Service Area Office 4. The sample was selected through cluster random sampling. The research design was a one group pretest-posttest design. The research instruments consisted of 12 lesson plans, English listening and speaking tests, and a students' attitude questionnaire. The experiment lasted for 12 weeks, 2 hours per week, with 24 hours of teaching. The statistics employed for data analysis were mean, percentage, Standard Deviation, and one sample t-test and t-test for dependent samples.

The findings of the research were as follows:

1. The students' pretest mean scores of English listening ability was 15.32 or 51.07 percent, and posttest mean score was 23.64 or 78.81 percent and pretest mean score of English speaking ability was 147.06 or 40.85 percent and posttest score was 303.93 or 76.98 percent respectively. The students' posttest mean scores on English listening and speaking abilities were higher than the set criterion of 70 percent and higher than those of the pretest.

2. The students' attitude towards using video clips to improve English listening and speaking abilities was at a good level.

Keywords: video clips, teaching English listening and speaking

1. Background and Rationale

The English language is considered as a significant language, as it is used for worldwide communication. It is also the most common foreign language spoken as a second or foreign language. As Harmer (2015:1) notes, English has evolved and extended to many countries where it has become one of the world main languages of international communication and commerce. In addition, Eungsakul

(2002: 53) states that English has more influence on people in this century which enables the world to be concerned with the diversity of cultures and discover world communities. Moreover, most of the content produced on the Internet, 50% use English. Therefore, by learning English, learners will access a great wealth of opportunity and will be able to have a greater cultural understanding that allow

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them to access an incredible amount of information which may not be otherwise available in the globe.

Among the four skills of English, listening and speaking are the first two skills to be learned by students. According to Ur (1996: 112), there are four skills of language learning, including listening, speaking, reading and writing but the most essential skills that they need to learn first are how to communicate using listening and speaking skills. Similarly, Rubin (1994:199-221), states that listening skill is an important language skill and its development is a key factor for language learners. In addition, Harmer (2015:336) expresses that being able to listen effectively is vitally important. Without this skill, learners cannot take part in conversations. Besides developing listening skills, speaking skills are also important skills that must be developed continuously from listening skill. As Luoma (2009:1) states that the ability to speak English language becomes the essential of conversation to express people's thoughts, to speak to friends, colleagues, visitors and even strangers. Furthermore, Kwangsawad (2006: 39) claims that speaking is one of the most important part of transferring knowledge, feeling, and understanding of speakers. In the same way, Sripor (2007: 162) also argues that speaking is a conversation expression among the speakers and pairs. The speakers must be able to convey their feeling while they speak to their partners in order to understand the meaning of the language. Therefore, to become a fluent speaker in English, learners need to strongly develop both listening and speaking skills.

Because of the significance of listening and speaking skills mentioned above, being competent in listening and speaking skills is one of the goals of English instruction. However, the majority of learners still face many problems in listening skills because they lack listening ability in terms of understanding surface structure elements,

for example, phonemes, words, intonation, or a grammatical category. Moreover, they are not able to understand pragmatic context, determine the meaning of auditory input, and understand the gist of information. Similar to speaking ability, students lack speaking ability in terms of accent, grammar, vocabulary, fluency and comprehension. As Payne & Whitney (2002: 9) express that many second language learners around the world use English only in the classroom, after that they forget the content of the lessons because they do not communicate with the language out of the classroom, especially using listening and speaking skills. If the learners cannot understand what the pair is speaking, they absolutely cannot respond. In addition, Gilbert (2005:97) states that the skills of listening comprehension and speaking are interdependent. If speakers are not able to understand spoken English well, they are not able to give responses to the others.

The problems are also faced by Thai students because they lack language experience in their daily life and they are always worried while speaking. This problem also applies to students of Bannonsawang School. According to the English for Communication E16201 results of Prathomsuksa 6 students at Bannonsawang School, students' listening and speaking abilities were 54.75 percent: listening ability was 28.50 percent and speaking ability was 27.50 percent, showing that the average was lower than 70 percent, the school academic standard (Bannonsawang School Academic Department, 2019: 6). This report reveals that the students need more intensive English lessons through a modern teaching technique that can motivate and engage them to improve their listening and speaking skills. Therefore, there is an urgent need for English teachers to develop their teaching materials and teaching methods to improve the students' listening and speaking abilities.



In order to develop English listening and speaking abilities of students, there are several approaches, techniques, and activities to be implemented in the classroom. One of effective materials is the use of video clips, especially nowadays everyone uses the internet to access information in order to improve English listening and speaking abilities. As Walker & White (2013: 2) indicate that the use of technology is necessary in everyday life and teaching. Video clips are used as a technology tool to improve language learning. It is an innovative teaching approach that can enhance students' motivation and attitude towards language learning. Moreover, Canning & Wilson (2000: 5) argue that video is a very powerful resource to call to the attention of English language learners. Video offers foreign language learners a chance to improve their abilities to understand comprehension input. Besides, Davies (2012: 1-3) suggests that videos help learners to understand the intention of the speaker through facial expressions and gestures. The learners can always learn from the videos by replaying at their own time and pace, they can learn autonomously from videos, and they can play and pause the videos as many times as possible. Authentic videos will assist students to learn and practice the language. Moreover, video can encourage students to develop their learning autonomy levels as it encourages them to watch and explore English language videos continuously inside and outside the classroom.

In conclusion, developing English listening and speaking abilities for learners is very important with a growing need to use English around the world. The use of video clips can play an important role in developing students English listening and speaking abilities as supported by many theorists.

Purposes of the study

2.1) To study and compare the English listening and speaking abilities of Prathomsuksa 6 students before and after studying English listening and speaking using video clips.

2.2) To investigate students' attitude toward teaching English listening and speaking using video clips.

Hypotheses of the Study

1. Students' English listening and speaking abilities using the video clips were not less than the set criterion of 70 percent.

2. English listening and speaking abilities of Prathomsuksa 6 students after studying English listening and speaking using the video clips were higher than the prior.

The Concept and Theory

In this study, the researcher applied the concepts and steps of teaching English listening and speaking by Harmer (2015: 65-66) presentation, practice, production and the steps of teaching using video clips using pre-viewing, while-viewing, post-viewing by Davies (2012: 1-3) to construct a unique conceptual framework. The listening ability assessment based on Brown (2010: 156-181) including: Intensive (listening for perception of components of words, intonation, and discourse marker.) Responsive (listening to relatively short stretch of language, a greeting, question, command, and comprehension check and giving responses.), Selective (listening for names, number, a grammatical category and directions.) and Extensive (listening for the gist or the main idea.). The criteria implied in assessing students' English speaking ability were based on Hughes (2003: 131-133) accent, grammar, vocabulary, fluency and comprehension, measured through an English speaking ability test created by a researcher.

Methodology

1. Population

The population in this study was 80 students at Loomnammong School network, Banphue, Udon Thani Province, under the Primary Educational Service Area office 4, who were studying in the first semester of the academic year 2020.

2. Sample

The sample in this study was 28 students of Prathomsuksa 6 studying in the 1st semester of 2020 academic year at Ban Nonsawang School, Udon Thani province, under the Primary Education Service Area Office 4 selected by cluster random sampling.

3. Research Instruments

1) The lesson plans of teaching English listening and speaking abilities using video clips. The lesson plans consisted of 12 units, 2 hours a unit. The totals were 24 hours the index of item objective congruence (IOC) which was 1.00 for all lessons.

2) The English listening ability test was used as pretest and posttest. This test was a multiple-choice test, with 30 items based on the index of item objective congruence (IOC) was 1.00. The difficulty values of the selected items were from 0.23 to 0.80 and the discrimination values range from 0.28 to 0.71. The reliability of the test was 0.84.

3) The English speaking ability test was applied as pretest and posttest. This test was an oral test, with 12 items. The inter-rater reliability on scoring was 0.97.

4) The student attitude questionnaire towards teaching English listening and speaking using video clips. The attitude questionnaire was developed in Thai based on the five point of Likert's rating scales which consisted of 20 items. The index of item objective congruence (IOC) score which was 1.00.

4. Data Collection

The researcher conducted the research with the purposes of developing the teaching English listening and speaking abilities using video clips. The details were as follows:

4.1 The data collection stage was classified into 4 steps:

1) Conduct the pretest using English listening test with 30 Multiple-Choice items and speaking ability test with 12 oral items.

2) Conduct the teaching program of 12 lesson plans. The duration was 12 weeks for 24 total hours.

3) Conduct the posttest using the same English listening and speaking ability tests as the pretest.

4) Distribute an attitude questionnaire to students to examine the students' attitude towards teaching English listening and speaking using video clips.

5. Data Analysis

The data collected from all developed research instruments were analyzed by implementing the important statistics for each one as follows:

5.1 The Process of Data Analysis

The following three steps were implemented to analyze the data.

1) Analyze the data to study English listening and speaking abilities of Prathomsuksa 6 students by using mean \bar{X} percentage, and standard deviation (S.D).

2) Analyze the data to compare the English listening and speaking abilities of Prathomsuksa 6 students before and after learning English listening and speaking using video clips by using t-test for Dependent Samples and compare the posttest mean score with the set criterion of 70 percent by one sample t-test.

3) Analyze the data to investigate the students' attitude towards teaching English listening and speaking using video clips by using mean \bar{X} an standard deviation (SD).

Results

1. The results of the study and comparison of students' pretest and posttest of using video clips to improve English listening ability

1.1 The comparison of the students' posttest of using video clips to improve English listening ability and the set criterion of 70 percent presented in Table 1.

**Table 1** The comparison of students' posttest mean score on English listening ability and the set criteria of 70 percent

Test	N	\bar{x}	S.D.	df	t
Posttest	28	23.64	2.40	27	51.97**

**Significantly deferent at the .01 level

The result of Table 1 indicated that the students' posttest mean score on English listening of Prachomsuksa 6 students was 23.64 or 78.81 percent. The posttest score was significantly higher than the set criterion of 70 percent at the significant level of .01.

1.2 The results of the studying and comparison of the students' pretest and posttest mean scores on using video clips to improve English listening ability.

Table 2 The comparison of the students' pretest and posttest mean scores on using video clips to improve English listening ability.

Test	N	\bar{x}	S.D.	df	t
Pretest	28	15.32	1.15	27	17.04**
Posttest	28	23.64	2.40		

**Significantly deferent at the .01 level

As shown in Table 2, the pretest mean score on English listening ability was 15.32. and the posttest mean score was 23.64. When compared, it revealed that the posttest mean score was significantly higher than that of the pretest at the .01 level.

2. The comparison of students' pretest and posttest of using video clips to improve English speaking ability

2.1 The comparison of the students' posttest of using video clips to improve English speaking ability and the set criterion of 70 percent presented in Table 3

Table 3 the comparison of students' posttest of using video clips to improve English speaking ability and the set criterion of 70 percent

Test	N	\bar{x}	S.D.	df	t
Posttest	28	303.93	11.31	27	41.15**

**Significantly deferent at the .01 level

The results on Table 3 indicated that the students' posttest mean score on English speaking of Prachomsuksa 6 students was 303.93 or 76.98 percent. The posttest score was significantly higher

than the set criterion of 70 percent at the significant level of .01.

2.2 The result of comparison of the students' pretest and posttest mean scores on using video clips to improve English speaking ability.

Table 4 The comparison of the students' pretest and posttest mean scores on using video clips to improve English speaking ability

Test	N	\bar{x}	S.D.	df	t
Pretest	28	147.06	13.76	27	41.15**
Posttest	28	303.93	11.31		

**Significantly deferent at the .01 level

The results in Table 4, the pretest mean score on English speaking ability was 147.06 and the posttest mean score was 303.93. When compared,

it revealed that the posttest mean score was significantly higher than that of the pretest at the .01 level.

3. Results of the students' attitude towards the use of video clips in teaching English listening and speaking

Table 5 the results of students' attitude towards using video clips to improve English listening and speaking

Attitude Test	N	\bar{x}	S.D.	Interpretation
Students' attitude towards using video clips to improve English listening and speaking abilities	28	4.24	0.73	Good

As shown in Table 5, after teaching English listening and speaking using video clips, the mean score value of the 28 students' attitude score was 4.24. This showed that the students' attitude towards teaching English listening and speaking was at a good level.

Conclusion

The results of this research on the investigation and comparison of pretest and posttest mean scores on English listening and speaking abilities and students' attitude questionnaire towards using video clips to improve English listening and speaking abilities of Prathomsuksa 6 students were as follows:

1) The finding of the students' English listening ability pretest mean score was 15.32 or 51.07 percent and their posttest mean score was 23.64 or 78.81 percent, and the students' speaking ability pretest mean score was 147.06 or 40.85 percent and their posttest mean score was 303.93 or 76.98 percent. The posttest mean scores were higher than the set criterion of 70 percent and were significantly higher than the pretest scores.

The students' English listening and speaking abilities were significantly different after learning by using video clips to improve English listening and speaking abilities at the .01 level.

2) The students' attitude questionnaire towards teaching English listening and speaking abilities by using video clips were at a good level with a mean score of 4.24.

Discussion

The objectives of this research were to study and compare students' English listening and speaking abilities using video clips measuring pretest and posttest mean scores before and after conducting the experiment and to investigate the students' attitude towards using video clips. The findings could be discussed as follows:

1. The study and comparison of students' English listening and speaking abilities before and after learning English listening and speaking using video clips of Pratomsuksa 6 students' were found that the English listening ability pretest mean score was 15.32 or 51.07



percent and posttest was 23.64 or 78.81 percent and the English speaking ability pretest mean score was 147.06 or 40.85 percent and posttest was 303.93 or 76.98 percent. The results of this study revealed that the posttest mean scores were significantly higher than the set criterion of 70 percent which was in accordance with the first hypothesis. It showed that teaching English listening and speaking using video clips was a very effective way to develop students' listening and speaking abilities. Moreover, the posttest mean scores were also higher than those of the pretest which was in accordance with the second hypothesis. The findings showed that the students' pretest mean score was low because their background in English was not good enough to comprehend the listening texts and speak in provided situations. In term of listening ability, they lacked of understanding the listening texts, for example, phonemes, words, intonation, determine the meaning of auditory input, understand the gist of information, or grammatical category. As for speaking ability, they had low scores on accent, grammar vocabulary, fluency and comprehension. However, after teaching the students' English listening and speaking using video clips, the students' English listening and speaking abilities were improved due to the following reasons:

Firstly, video clips provide source of information and authentic input to improve English listening and speaking abilities. During participating in listening activities, the students learned to understand of the meaning of the meaning of auditory input and comprehend the information of the listening texts through listening to and watching the video clips. Moreover, they used the content from the video clips as the examples of how to use the language for communication. This is in line with Berk (2008: 65) who suggests that in addition to enhancing input, videos could also be incorporated into lessons to increase the likelihood of students 'noticing the

gap' between their language output and that of the target language used by the interlocutors in the video. This exposure allows students to recognize paralinguistic features which other speakers engage in during a conversation such as facial expressions, body language and gestures. Such features cannot be noticed by reading or listening to a text. Taylor (2009: 56) also supports that video clips provide a variety of benefits to learners which increased their comprehension and interaction through the scene, contextual information and interaction features. As a result, after learning English listening and speaking using video clips, the students were able to improve both their listening and speaking abilities at the same time. As Gilbert (2005:97) states that the skills of listening comprehension and speaking are interdependent. If speakers are not able to understand spoken English well, they are not able to give responses to the others.

This study was supported by Jude (2017) who studied and compared the English speaking ability before and after learning English speaking using video clips of Grade 7 students towards teaching speaking using video clips. The results indicated that after learning English speaking using video clips, the students' posttest mean score was significantly higher than that of the pretest and higher than the set criterion of 70 percent. Also the students' attitude toward the teaching of English speaking using video clip was at a good level. This was also similar to the study of Numjaidee (2019) who studied and compared the development process of English listening and speaking skills through multimedia for Pratomsuksa 4 students. And the result showed that the English listening and speaking skill before and after using multimedia for Pratomsuksa 4 students to meet the effective criterion higher than 70 percent set criterion and significant difference at the .01 level. In addition, Almurashi (2016) studied of the effective use of Youtube video for teaching English in classroom. It was found that the use of Youtube

played a vital role in helping students understand their English lessons, improve their performance, and advance their understanding of English and the findings of the study was higher than the 70 percent set criterion.

Secondly, video clips work effectively as a technological tool and an audio visual aid to enhance students' learning, especially for developing communication skills since they see models of communication from various situation in the video clips. Students not only hear the conversations but they also watched the characters, scenes and movement which assist them to understand and learn better as Behaminfar & Tamjid (2015: 311) claims that the audio visual aids appeal to the sense of learning and vision when used in classrooms for presentation of abstract information through contextual information, visual clues, and interaction features. Visual learners can easily comprehend the context through images. Similarly, Canning-Wilson (2000:2) identifies that students like learning language through the use of videos because the combination of images and sounds provides a practical platform for them to improve their English listening and speaking skills. Tutwisoot (2017: 145-146) also supposes that the advance of technology has an impact on the wide spread of English causing the increasing numbers of learners of English all over the world. Technology has affected how English is learned and taught. In additions, video clips can be used as a resource for learning and teaching materials, a language reference tool, and a communication tool.

Finally, the integrated steps of teaching English listening and speaking using video clips of Harmer's (2015: 65) Presentation, Practice and Production and Davis' (2012: 2) Pre-viewing, While-viewing and Post-viewing, were effective and well-organized because the students had opportunities to practice listening skill and speaking skill respectively. During the Presentation and Pre-viewing stages, the students predicted the topic

and content of the video. After that they wrote Wh-question related to the topic and learned vocabulary as well as grammar structures before watching the video clips. In the Practice and While-viewing stages, the students listened to the listening texts carefully in order to do gap-filling exercise and comprehend the content as well as answer the questions from the Previewing stage. Then they practiced speaking orally based on the situations in the video clips. Lastly, in the Production and Post-viewing stages, the students discussed and summarized what they have heard before doing listening comprehension exercise after that they created their own dialogues based on the video clips and practiced speaking with their peers. Through these learning processes the students integratedly developed their English listening and speaking using video clips as learning model as Harmer (2015: 388) suggests that in order to improve communication skill, students could be given scripts of plays or allowed to watch a video clip after which they are expected to act out scenes of their choice from the plays of video clips. Emphasis should be placed on appropriate stress, intonation and speed. Sufficient time should be allocated for consistent practice before the production stage. Dudeney & Hockly (2008: 7) also support that the video scene was as a motivator to learner who reacted by imitating the characters they saw in the video clips. By encouraging the students with various activities from the video clips, they tried to use a lot of vocabulary and sentences from the video clips.

2. The study of students' attitude towards using video clips to improve English listening and speaking abilities suggested that the students' attitude was at a good level. The majority of the students agreed that the use of video clips to learn English listening and speaking was beneficial for learning English. They viewed that watching and listening to the video clip made them comprehend the words, vocabulary and sentences



better. The students could identify the main idea and answer the questions from listening to the texts better. Also the students enjoyed working in pairs and were encouraged to speak more freely and fluently. They were satisfied with learning English listening and speaking from the video clips collaboratively with their peers. As Harmer (2004: 282) states that students enjoy using videos in their learning process because it provides them with some challenging tasks. It is interesting, stimulating and motivating. Furthermore, videos are authentic and productive situations which they can relate to. Videos help second language learners to discover and understand the culture of other countries that use English as their first language in the classroom setting as if in the real world scenario. It is also in accordance with Dornyei & Ushioda (2011:12) who states that the use of video clips in teaching plays a motivational role in language classroom because students perceive videos as a form of entertainment to reduce their anxiety while learning. Moreover, Ellis (1994: 198-199) states that learners' attitude affects the level of second language ability achieved by individual learners. Consequently, learners with positive attitude will be more successful. In contrary, the learners with negative attitude also cannot be successful in language learning. The findings of this study were similar to the previous study of Thi Lan Anh (2010) who studied the use of movies and video in teaching vocabulary collaborative learning in group that engaged learners to understand the target language. In addition, Jude (2017) who studied and compared the English speaking ability before and after learning English speaking using video clips of Grade 7 students towards teaching speaking using video clips. The results indicated that after learning English speaking using video clips, the students' posttest mean score was significantly higher than that of the pretest and higher than the set criterion of 70 percent. Also the students' attitude toward the

teaching of English speaking using video clip was at a good level.

In conclusion, using video clips could enhance students' English listening and speaking abilities as well as positive attitude towards teaching and learning process because they are an effective technological and innovative tool to support language learning.

Recommendation

According to the research findings, this study indicated that teaching English listening and speaking using video clips enhanced the students' English listening and speaking abilities and their attitude towards learning English listening and speaking using video clips.

1. Recommendation from the study

There are several recommendations emerged from this study as follows:

1.1 From the research results, the students' posttest scores on English listening and speaking abilities were higher than a set criterion of 70 percent and the students' posttest score on listening and speaking abilities were higher than the pretest scores. Therefore, using the video clips to improve English listening and speaking should be applied by English teachers.

1.2 From the research results, the students' attitude towards using video clips to improve English listening and speaking abilities was positive. They were engaged to learning activities and actively participated in listening and speaking tasks. Moreover, they enjoyed a variety of language content in the video clips and use them as the model of learning. Thus, English teachers should apply video clips in their listening and speaking class to create motivation and positive learning atmospheres.

1.3 The students were satisfied with collaboratively working with their peers because they could help each other. As a result, collaboration among students should be supported in teaching English listening and speaking.

1.4 Video clips could be effectively used as an innovative tool to provide English input for listening and speaking skills. Therefore, English teachers should select appropriate video clips to their students' level to improve the students' English listening and speaking abilities.

2. Recommendations for further study

According to the results discussed earlier, some suggestions were proposed here for further studies as follows:

2.1 Further studies to develop other English language skills, for instance, writing and reading by using the video clips should be investigated.

2.2 Further study in developing English speaking and listening abilities should be applied in different educational levels of students, for instance, kindergarten, secondary students, high school students, and university students.

2.3 Researchers should investigate the use of other technological tools, for example producing self-video clips, smart phone and applications to improve students' English listening and speaking skills.

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