

Improving English proficiency in Southern Thailand's public junior high schools using local video resources

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ABSTRACT

This classroom-based research investigates the impact of local resource video clips on the learning achievements of English vocabulary, sentence structure, and conversion skills among junior high school students at Bangklam Wittaya Rajamangalapisek School, Thailand. A purposive sample of 35 students in the second semester of the 2022 academic year participated in the study. The research employed pre-test and post-test exams, lesson plans, and a survey to assess the level of satisfaction with the implementation of the local resource video clips, specifically a series of pottery-making videos. Descriptive statistics, including percentages, means, standard deviations, maximum, and paired sample t-tests, were employed for data analysis. The findings revealed a statistically significant improvement ($p < 0.05$) in students' learning achievements in English vocabulary, sentence structure, and conversion skills after incorporating the local resource video clips into the teaching process. Specifically, students demonstrated a notable increase in their language proficiency. Moreover, the learners expressed high satisfaction with the use of these video clips for language learning, as indicated by a mean satisfaction rating of 3.76. This satisfaction underscores the effectiveness and acceptability of integrating local resource video clips into language education. Based on the results, integrating local resource video clips, particularly the pottery-making series, with the core teaching materials in English classes is recommended to further enhance students' English language skills. This study contributes valuable insights into effective pedagogical strategies to optimize language learning outcomes in similar educational settings and underscores the positive impact of multimedia resources in language education.

1. Introduction

The teaching and learning of English as a foreign language hold significant importance for young learners in Thailand, as mandated by the Core Basic Education Curriculum B.E. 2551 and Learning Standards and Indicators (Revised B.E. 2560). These frameworks aim to improve students' listening, speaking, reading, and writing abilities. Despite various teaching methods, including the use of digital media and voice recording strategies, the current level of English language proficiency among learners remains unsatisfactory. Many students encounter challenges in effectively communicating in real classroom settings, even with friends, teachers, and foreign

language instructors (Al Hosni, 2014). Proficiency in spoken English is considered a vital indicator of language competency, yet learners face difficulties in mastering English as a Foreign Language (EFL) due to limited exposure to native speakers and real-life English contexts.

To address these concerns, educational institutions and schools across the country have taken measures to improve English language instruction, with the implementation of the Core Curriculum of Basic Education B.E. 2551 and Learning Standards and Indicators (Revised B.E. 2560). As part of this endeavor, Bangklam Wittaya Rajamangalapisek School seeks to develop student's English language skills in accordance with the Ministry of Education's curriculum framework and the international standard set by the Common European Framework of Reference for Languages (CEFR). The school aims to enhance the quality of English language teaching and communication processes through modern and effective classroom activities.

In this pursuit, the development of teaching materials holds paramount importance, especially materials that align with 21st-century learning approaches and encompass knowledge, information, and life skills (Cleesuntorn, 2015). Effective English language instruction requires instructors, as media producers, to tailor materials to meet learners' needs and achieve their learning objectives (Office of the Education Council, 2004, pp. 166-167). Recognizing that learners are increasingly engaged with media and technology, integrating new technological resources, such as video clips, into teaching materials has gained prominence. Movies and videos, as multimedia tools, facilitate verbal and non-verbal communication, making them valuable assets in language learning (Ordu, 2021). Video clips are widely accessible on various social media platforms and the internet, making them highly relevant for modern learners, including those facing challenges during the Covid-19 pandemic (Hossain, 2021).

Previous research has highlighted the benefits of using video clips in language instruction, emphasizing increased motivation and a fun learning environment (Thanajaro, 2000). Studies have also demonstrated the positive impact of video clips on listening and speaking skills among ESL and EFL students (Maneekul, 2002). Furthermore, the integration of video clips into English language instruction has shown promising results in enhancing students' speaking skills, whether in group or individual learning settings.

Under the supervision of the Research and Development of Hatyai University, the Department of English has the authority to view the handmade pottery of Bangklam as a pearl of local wisdom, which needs to be preserved for later generations. Our research team has developed engaging video clips on pottery clay making, aligning with language learning objectives and cultural context. These videos showcase skilled artisans, convey the history, and highlight the significance of Bangklam's pottery tradition. Collaborating with the community ensures authenticity and accuracy. Through video-based learning, we aim to inspire students, instilling pride in their cultural heritage while enhancing language skills. This innovative approach caters to diverse learning styles and fosters a profound connection with their roots. The project seeks to cultivate a new generation of English learners who embrace their heritage and academic pursuits with enthusiasm.

The research team aims to assess the impact of these local resource video clips, focusing on pottery making, as an integrated teaching material with local wisdom, on high school students' English communication skills in an experimental format. The primary objective is to enhance students' English proficiency and elevate their language skills to a higher level. In this study, the main focus is to examine the impact of local resource video clips, specifically those related to pottery making, on English language learning in vocabulary, sentence structure, and dialogue skills

among junior high school students in Matthayom 1-3 (Lower Secondary) at Bangklam Wittaya Rajamangalapisek School, Bangklam District, Songkhla Province. This is because lacking vocabulary knowledge bank among Thai students is obvious, not to mention conversation. In general, vocabulary forms the cornerstone of effective communication. Without a strong vocabulary, students may struggle to express their thoughts, ideas, and feelings accurately. By emphasizing vocabulary development, we are assisting students to found up a robust basement for better English communication. Additionally, the research aims to assess the level of satisfaction with the use of these local resource video clips in the language learning process. The research hypothesis suggests that pottery-making video clips have a statistically significant effect on students' English language skills in vocabulary, sentence structure, and dialogue.

2. Literature review

2.1. Video clips as the primary input source of English as a second language

Various research studies have demonstrated the positive impact of video clips on English language learning. Nguyen and Le (2012) conducted a study with small groups of learners and observed that the use of video clips led to significant improvements in learners' speaking skills, particularly in fluency. Similarly, Cole and Vanderplank (2016) conducted language and English proficiency tests on both individual learners (fully autonomous self-instructed) and classroom learners (well-motivated classroom trained). They found that individual learners outperformed classroom learners in all phases of the assessments, highlighting the effectiveness of technology, including video clips, in enhancing English speaking skills among ESL learners, especially those living in English-speaking countries and learning through media (Muslem & Abbas, 2017).

Furthermore, Muslem, Mustafa, Usman, and Rahman (2017) conducted a quasi-experimental study to explore the impact of video clips on small and individualized learners using English as a foreign language. Their research revealed that video clips significantly improved speaking skills among young learners. Through pre-test and post-test assessments, as well as interviews for data collection, the study suggested that video-based learning is a highly beneficial option for nurturing the language abilities of the next generation of learners.

In line with these findings, video clips have emerged as a valuable resource for English language learning, providing learners with access to authentic English-speaking examples. Yassaei (2012) highlights that video clips, as an audio-visual context of verbal and non-verbal symbols, offer a multifunctional approach, effectively combining visual and auditory elements to serve as effective teaching materials. Engaging with video clips enables learners to experience diverse situations and contexts, thereby enhancing language practice and learning through vital visual stimulation.

Moreover, the prevalence of shorter educational videos, often referred to as video annotations or video clips, aligns with the recommendation of Richards and Renandya (2004) to provide concise and systematic content. These short video clips maintain learners' focus on activities, avoiding potential distractions that may arise from lengthier videos.

Cognitively, video clips offer several advantages in language learning. They stimulate students' curiosity, provide up-to-date information, enhance deductive skills from context, develop communication abilities, and serve as authentic models for learning (Heidari, Tabrizi, & Chalak, 2020). By amalgamating various aspects of English language skills in realistic situations, video clips enable students to immerse themselves in diverse scenarios without the need for physical travel. To bridge the gap between the advantage of using video clips in language learning and our

research objectives, we aim to demonstrate how the integration of local resource video clips can serve as a powerful tool of enhancing English communication skills of the learners.

2.2. Selecting video clips as teaching materials for english language learning: A pedagogical approach

The cultural pedagogical benefits of integrating video clips into language teaching are universally recognized. Videos can encourage students to acquire the culture and language of the destination; however, the next important issue is how to select the type or content of the video clip that will be used as teaching material. Effects of teaching English with video media, in many cases, do not match the efforts of teachers and learners because teachers do not have a clear goal of organizing classroom activities. For this reason, language teachers need to keep clear goals in mind every time they use video materials, because they need to prepare lesson plans and apply them to actual teaching. Bajrami and Ismaili (2016) argue that one of the primary goals of English language teachers is to facilitate the development of EFL learners' language skills, particularly listening and speaking. Video materials serve as valuable aids during listening exercises, providing learners with enhanced comprehension and sustained interest. The immersive language learning environment created by video clips stimulates students' enthusiasm for learning English, contributing to comprehensive language proficiency.

As the process of language learning consists of three main stages: language input (reading and listening), assimilation (internal processing and memorization), and language transmission (speaking, writing, and translation), Christopher and Ho (1996) assert that video can be a more motivating instructional tool due to its entertaining nature. Be it music that brings enjoyment to learners or video films that prompt discussions on various topics, video-based learning is conducive to student engagement.

Hansch et al. (2015, p. 21) emphasizes the significance of thoughtful content selection and systematic presentation of videos to students. This implies that teachers must ensure that chosen activities are suitable for active student participation and promote effective language learning. Selecting appropriate video content for language classrooms requires consideration of learners' interests, proficiency levels, and cultural context. Integrating video materials that align with the learners' cultural background enhances their receptiveness to the video content. A thoughtful selection process, as highlighted by Monroe (2020), is pivotal in teaching English with videos.

Additionally, Bajrami and Ismaili (2016) underscore the motivational aspect of video media in language learning. Learners are more inclined to engage with video-based instruction, thereby enhancing their motivation to study.

In conclusion, video clips offer immense potential for enriching English language teaching. The careful selection of video materials, aligned with specific pedagogical objectives and cultural context, is essential for harnessing the full benefits of this technology. By embracing video-based learning, educators can create dynamic and effective language learning experiences that inspire and engage students.

While the existing literature provides compelling evidence of the positive impact of video clips on English language learning and highlights their pedagogical benefits, there is a notable gap in understanding how the integration of local resource video clips can enhance students' English communication skills. Existing literature supports the notion of language skills improvements from the video clips. However, there is a need also to investigate how the relevant video content can effectively uplift students' communication abilities.

Our research seeks to bridge this gap by exploring the potential of local resource video clips (related to pottery making), as an improvement tool. We aim not only to demonstrate how these video clips can be intergrated into language learning but also to foster enhanced vocabulary, sentence structure, and dialogue skills. This approach hopefully will provide some insights to address specific language proficiency needs.

3. Research methodology

The research methodology involved a quantitative classroom study aimed at investigating learning achievement and student perspectives on the implementation of local resource video clips. A sample group of 35 junior school students in grades 7 - 9 was purposively selected to participate in the study. To ensure a specific subset of the population aligns with research goals, we intentionally use a method that involves identifying the target group, setting inclusion criteria, consulting with school officials, informed selection, balancing representation, and achieving data saturation. Pre-test and post-test assessments on students' vocabulary, sentence structure, and dialogue through a multiple-choice question were conducted before and after 15 hours of instruction using three integrated pottery-making video clips as part of the "English in Everyday Life" extra course. In the pre-tests and post-tests, there were a total of 15 multiple-choice questions. The questions in the pre-tests and post-tests were the same in content. To ensure the reliability of the tests, we utilized the Index of Item-Objective Congruence (IOC), a widely recognized procedure in test development for assessing content validity during the item development phase. The IOC was determined based on the consensus of a panel of experts who evaluated the congruence between test items and the intended objectives.

Three pottery-making video clips were employed as the research tools, each lasting 03 - 05 minutes, featuring Thai voice-over and English narration. In each video clip, the students were given tests with three different pairs to assess their vocabulary, sentence structure, and dialogue comprehension skills. In addition, three sets of 5 hour-lesson plans were innovated. The first lesson is about soil preparation, the second lesson is about form, and the third lesson is about raw and glazed firing. A set of questionnaires with a Likert scale to gauge responses on students' satisfaction with the use of pottery-making video clips in English classes was also administered. The questionnaire was developed into three parts: general information, classes, and seven questions to meet the survey's objectives. The IOC index employed in the study was to qualify the accuracy of the video clips. Data analysis was performed using SPSS version 20, applying descriptive statistics and paired sample t-test for the tests and questionnaires.

Ethical considerations were meticulously observed throughout the research process. An informed consent was obtained from both the students and their classroom teachers. Any data collected without interfering with the student's academic schedules was anonymized and de-identified to prevent the identification of individual participants with autonomy from answering the questionnaires. In addition, the video contents used in the study were age-appropriate with the confirmation that students benefited from their participation.

4. Findings

The findings of this classroom research, with a thorough analysis of the data derived from a series of pre-tests, post-tests, and questionnaires, can be presented as follows.

Table 1

Proportion of male and female students

		Sex			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	18	51.4	51.4	51.4
	Female	17	48.6	48.6	100.0
	Total	35	100.0	100.0	

According to the data presented in Table 1, the study comprised a total of 35 students, with 18 male students, accounting for 51.4 percent of the sample, and 17 female students, representing 48.6 percent of the participants.

4.1. Paired sample test analysis

Two statistical hypotheses are proposed in order to determine any statistically significant differences between the pre-test and post-test outcomes:

H0: $\mu_{Pre-Test} - \mu_{Post-Test}$ (The outcomes of each pair of tests are not different)

H1: $\mu_{Pre-Test} - \mu_{Post-Test}$ (The outcomes of each pair of tests are different)

The “P value” (probability) for hypothesis testing is set to .000, and the alpha (significance level) is set to .05 with the necessity of the determined “P value” (Sig .000) of less than .05.

Table 2

Proportion of male and female students

		Sex			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	18	51.4	51.4	51.4
	Female	17	48.6	48.6	100.0
	Total	35	100.0	100.0	

Table 2 displays the distribution of responses from the male and female students who participated in the questionnaires. Out of the total of 35 students, 18 students identified as male (51.4%) and 17 female (48.6%).

Table 3

Minimum and maximum scores of the pre-tests and post- tests

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test 1	35	3.00	11.00	6.7143	2.02298
Post-test 1	35	8.00	15.00	11.4286	1.83569
Pre-test 2	35	4.00	12.00	7.8286	1.82282

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-test 2	35	8.00	15.00	11.2571	1.70368
Pre-test 3	35	4.00	11.00	8.0857	1.82098
Post-test 3	35	9.00	15.00	11.9429	1.74799
Valid N (listwise)	35				

Table 3 shows the assessment findings for each pottery-making video clip's pre-test and post-test. The minimum pre-test score was 3 out of 15 points for video clip 1, while the minimum post-test score was 8 out of 15 points. The maximum pre-test score was 11 out of 15 points, while the maximum post-test score was 15 out of 15 points. The mean pre-test score for video clip 1 was 6.71 with a standard deviation of 2.02, and the mean post-test score was 11.42 with a standard deviation of 1.83. The minimum pre-test score for video clip 2 was 7 out of 15 points, while the minimum post-test score was 8 out of 15 points. The minimal pre-test score for video clip 2 was 7 out of 15, while the minimum post-test score was 8 out of 15. The highest possible pre-test score was 12 out of 15 points, while the highest possible post-test score was 15 out of 15 points. The mean pre-test score for video clip 2 was 7.82, with a standard deviation of 1.82, while the mean post-test score was 11.25, with a standard deviation of 1.70. For video clip 3, the minimum pre-test score was 4 out of 15 points, and the minimum post-test score was 9 out of 15 points. The maximum pre-test score reached 11 out of 15 points, and the maximum post-test score was a perfect 15 out of 15 points. The mean pre-test score for video clip 3 was 8.08 with a standard deviation of 1.82, and the mean post-test score was 11.94 with a standard deviation of 1.74.

Table 4

Paired Samples Statistics of Clips 1-3

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test 1	6.7143	35	2.02298	.34195
	Post-test 1	11.4286	35	1.83569	.31029
Pair 1	Pre-test 2	7.8286	35	1.82282	.30811
	Post-test 2	11.2571	35	1.70368	.28797
Pair 1	Pre-test 3	8.0857	35	1.82098	.30780
	Post-test 3	11.9429	35	1.74799	.29546

The calculated averages and standard deviations for all pre- and post-tests are shown in Table 4. The pre-test means are 6.71, 7.82, and 8.08 with corresponding standard deviations of 2.02, 1.82, and 1.82, respectively. On the other hand, the post-test means are 11.42, 11.25, and 11.94 with standard deviations of 1.83, 1.70, and 1.74, respectively.

Table 5

Paired Samples Correlations of Clips 1-3

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-test 1 & Post-test 1	35	.858	.000
Pair 1	Pre-test 2 & Post-test 2	35	.734	.000
Pair 1	Pre-test 3 & Post-test 3	35	.815	.000

Table 5 displays the correlation coefficient between paired samples for each of the three video clips and indicates the relationship between pre- and post-test results within each pair. The strong positive correlation of .858 ($p < .001$) in Pair 1, consisting of Pre-test 1 and Post-test 1, represents a significant and consistent association between the participants' initial performance and their improvement following exposure to video clip 1. Similarly, in Pair 2, which includes Pre-test 2 and Post-test 2, there is a substantial positive correlation of .734 ($p < .001$). This finding implies that there is a substantial relationship between students' initial performance in pre-test and their subsequent progress in the post-test of video clip 2. In Pair 3, comprising Pre-test 3 and Post-test 3, a strong positive correlation of .815 ($p < .001$) is observed. This result shows a significant association between the academic performance of the students in the pre-test of video clip 3 and their subsequent improvement in the post-test.

Overall, these high correlation coefficients demonstrate a robust and positive link between the students' pre-test scores and their corresponding post-test scores for each video clip. The significant correlations provide empirical evidence of the effectiveness of utilizing pottery-making video clips in enhancing English language learning among the participants, substantiating the positive impact of this innovative instructional approach.

Table 6

Paired Samples Test of Clips 1-3

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test 1 - Post-test 1	-4.71429	1.04520	.17667	-5.07332	-4.35525	-26.684	34	.000
Pair 1	Pre-test 2 - Post-test 2	-3.42857	1.28991	.21803	-3.87167	-2.98547	-15.725	34	.000
Pair 1	Pre-test 3 - Post-test 3	-3.85714	1.08852	.18399	-4.23106	-3.48322	-20.963	34	.000

Table 6 provides compelling evidence supporting the effectiveness of utilizing local resource video clips, specifically pottery-making clips, in enhancing language skills among 35 junior high school students. The “t” values for each pair of tests (-26.68, -15.72, -20.96) exhibit a highly significant level of - “Sig” at .000 for all pairs, clearly below the threshold of .05. This result leads to the rejection of hypothesis 1 “H0” while accepting hypothesis 2 “H1.” These findings highlight a statistically significant difference (at .05) between the pre-test and post-test scores, validating the positive impact of pottery-making video clips on vocabulary, phrases, and dialogue comprehension.

In the study, we adopted a holistic approach to assess those three language skills mentioned. Rather than isolating these skills into separate tests, we integrated them into a comprehensive language proficiency assessment. Our rationale for this is based on the fact that the learning of language skills is inter-connected with real-life communication.

Additionally, the correlations presented in Table 4 also underscore this positive effect, with each pair of tests yielding a “Sig” of .000 and correlation values of .85, .73, and .81, respectively. As a whole, these statistical examinations suggest that utilizing video clips (regarding local resources) in English language learning substantially improves student language learning outcomes, primarily focused on students’ abilities to construct simple sentences and engage in conversations effectively in English. These outcomes were assessed through a combination of questionnaire responses and post-test assessments. The sentence construction skills were assessed through the questionnaire’s Part 2, which asked students to complete sentences using appropriate words or phrases. On the other hand, conversation skills were assessed through Part 3 of the questionnaire, which required students to do the same task but with more advanced levels of difficulty in sentence construction. In light of this, the study offers significant insights for educators and curriculum designers, reminding them that adopting innovative video-based teaching tools to improve language acquisition among learners is worth practicing.

Table 7

The level of satisfaction with video clips

Question	\bar{X}	S.D.	Meaning
1.	4.03	.707	High
2.	3.74	.741	High
3.	3.63	.731	High
4.	3.71	.750	High
5.	3.74	.852	High
6.	3.77	.877	High
7.	3.69	.900	High
Mean	3.76	.794	High

Table 7 indicates that the students are quite satisfied with the application of the video clips, as we can see from the total mean satisfaction score (3.76), with a standard deviation of .79. In addition, a mean satisfaction score of 4.03 and a standard deviation of .70 infer the fact that the

students have a high level of appreciation for the effectiveness of the video clips (in terms of encouraging their language development), while a mean satisfaction score of 3.77 and a standard deviation of .87 can be interpreted that the teaching and learning arrangements that contain these video clips have piqued the students' attention and passion. Including that, the students are likely in favor of the flexibility of self-study these clips offer as a simple and expedient learning arrangement (indicated through a mean satisfaction score of 3.74 and a standard deviation of .85).

Lastly, the use of video clips to facilitate activities that promote independent thinking and problem-solving receives positive feedback, with a mean satisfaction score of 3.63 and a standard deviation of .73.

These findings highlight the positive impact of incorporating local resource video clips, specifically those focusing on pottery-making, in language learning activities. The student's high level of satisfaction indicates the effectiveness of these innovative instructional materials in enhancing their language skills and promoting independent and engaged learning experiences.

5. Discussion

The findings from this classroom research indicate significant improvements in vocabulary, phrases, and dialogue learning outcomes among junior high school students after the implementation of local resource video clips, specifically focusing on pottery-making, in their English classes. The paired samples t-test analysis reveals statistically significant differences ($p < .05$) between the pre-test and post-test scores for each video clip.

The results for video clip 1 show a mean pre-test score of 6.71, which significantly increases to 11.42 in the post-test, with standard deviations of 2.02 and 1.83, respectively. Similarly, video clip 2 demonstrates a significant improvement, with a pre-test mean of 7.82, increasing to 11.25 in the post-test, with standard deviations of 1.82 and 1.70. For video clip 3, the pre-test mean is 8.08, significantly rising to 11.94 in the post-test, with standard deviations of 1.82 and 1.74. The statistically significant difference (with p-values less than .05) in all pairs of the paired samples t-test is affirmed by the comprehensive outcomes. This underscores the positive influence of video clip integration in classroom settings for the sake of enhancing the effectiveness of English language learning.

Moreover, the student's overall satisfaction with the implementation of the video clips, represented by the mean at 3.76 and the standard deviation at .73, signifies that the students are appreciated the lessons. These studies have consistently highlighted the effectiveness of video clips in enhancing various language skills, including speaking, listening, comprehension, and motivation. Notably, Nguyen and Le (2012), Cole and Vanderplank (2016), Muslem et al. (2017), Yassaei (2012), Bajrami and Ismaili (2016), and others have provided compelling evidence in support of video-based language learning. The positive outcomes reported in these studies can be attributed to several key factors. For instance, research by Nguyen and Le (2012) focuses on teaching conversational strategies to Asian EFL/ESL learners using video clips and observation tasks. It emphasizes the role of culture and the need for customization to suit learners' needs. Cole and Vanderplank (2016) emphasize how Fully Autonomous Self-Instructed Learners (FASILs) outperformed Classroom-Trained Learners (CTLs) across various language proficiency assessments and highlight the role of the internet in transforming informal language learning. In this sense, as long as videos offer a versatile resource for language learning and exposure to real-world language usage, videos can be included as a valuable tool in the language learning process for

autonomous learners. Muslem et al. (2017) found that the combination of video clips and Small Group Activity teaching methods was more effective in improving speaking skills. Yassaei (2012), Bajrami and Ismaili (2016) pointed to the cultural relevance and authenticity of video materials as factors influencing motivation and language acquisition. By discussing these factors, we can gain a deeper understanding of why video-based language learning has been effective in previous research.

As the outcomes of the study effectively tackle the research inquiries, showcase a marked contentment associated with the integration of video clips, and are in harmony with the hypothesis posited, we can infer from the study that employing pottery-making video clips can facilitate students' language learning journey, endowing them especially when a vocabulary groundwork progressively evolves to encompass intricate scenarios. The multimedia essence inherent in video clips efficiently seizes students' focus, culminating in an enriched learning experience that not only heightens engagement but also fosters enhanced language proficiency. Finally, the implementation of pottery-making video clips can directly promote learning with real English content, which means that the video clips produced in this research are properly designed with the actual content or purpose, encouraging students to use their English from what they have learned to communicate in the classroom and truly use in everyday life.

6. Conclusion

In conclusion, the findings of this study, which indicate that the integration of pottery-making video clips proves to be an effective teaching tool to enhance the language learning performance of the students in grades 7 - 9, contribute to the field of language education, serving as an effective tool for enhancing language performance among the "local" junior high school students in particular. Our study highlights the positive impact of video clip integration on language learning outcomes, emphasizing improvements in vocabulary, phrases, and dialogue learning. The statistically significant differences between pre-test and post-test scores for each video clip underscore the effectiveness of this pedagogical approach. The high level of overall student satisfaction with the implementation of video clips indicates not only the practical applicability but also the desirability of this instructional method. This is particularly noteworthy as it addresses the critical aspect of learner engagement and motivation in language learning.

However, while our study offers valuable insights, it also has a limitation, which is the relatively small sample size. A larger and more diverse sample could provide additional insights and increase the generalizability of our findings. Furthermore, since the research was conducted within a specific cultural and educational context, therefore, it is essential to interpret the study's findings with consideration of the specific cultural and educational context in which the research was conducted, recognizing that the effectiveness of pottery-making video clips in language learning may vary in different settings or with different learner populations.

Based on the outcomes of our study and the identified limitations, we propose that future studies could replicate our research with larger and more diverse samples to confirm the effectiveness of video clip integration in different contexts and with various learner populations. A set of comparative studies could investigate the relative effectiveness of different types of locally relevant video clips in language learning. This could include exploring the impact of video clips related to other cultural or vocational aspects. In addition, any future study could delve deeper into the role of cultural context in video-based language learning, considering the specific needs and preferences of learners in various cultural settings.

Conflict of interest declaration

The authors assert that no potential conflicts of interest were identified during the creation of this article.

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