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A Dynamic Usage-Based Approach: Using Video Segments in teaching Listening skill

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Abstract

In order to achieve the goals of National Foreign Language 2020 Project, the Ministry of Education and Training advocates a shift from traditional Grammar-Translation Method to innovated language teaching methods in the light of Communicative Language Teaching (CLT) such as Blended learning, Story - telling, Learn English by Games and Activities, etc. The Communicative Language Teaching (CLT) is expected to have great effects on the reorganization of both language teaching and learning. From a Dynamic Usage-based perspective, which focuses on meaning, CLT is used with such authentic input as entertaining movie segments. This approach provides plenty of authentic input and is believed to raise learners' motivation. The experiment was conducted with two classes of first year students (39 students each) at the Department of English, College of Foreign Languages, Da Nang, Viet Nam. One was treated as Control group, another was treated as Experimental group. By showing Experimental students some segments taken from two movies, 'Mean Girls' (2004) and 'Confession of a Shopaholic' (2009), the researcher examined how authentic input influenced the language development of learners in comparison to traditional method that was used to instructed the Control group. The data was collected by two standardized PET tests, which are pre-test and post-test; then it was analyzed by One-way ANOVA and Paired samples t-test with relevant formulated hypotheses. The findings were that the experimental group had better development than the Control group in general. The results of this study suggested that a Dynamic Usage-based Approach did affect the students' language ability positively.