Research Article

THE EFFECTIVENESS OF USING VIDEO CLIPS IN ENHANCING ENGLISH VOCABULARY ACQUISITION FOR YOUNG LANGUAGE LEARNERS AT A FOREIGN LANGUAGE CENTER IN DONG NAI, VIETNAM

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Abstract

This study adopted a mixed-method research design to gain a comprehensive understanding of how its convenient samples—12 teachers at a rather small, private foreign language center in Dong Nai—perceived (i) the effectiveness of video clips integrated into teaching English vocabulary to their Vietnamese young language learners, aged from 8 to 10, (ii) the features of video clips considered by the teachers as crucial in enhancing the learners' English vocabulary acquisition, and (iii) the challenges facing the teachers when giving video-based instruction. Data were gathered quantitatively from 12 responses to a teacher structured questionnaire, named *Teacher Survey Form*, and qualitatively from 12 class observations, done by the teachers themselves using *Structured Checklist*, and 6 face-to-face interviews, using *Semi-Structured Interview Guide*. Results from the study strongly supported video-based English vocabulary instruction thanks to its clear native pronunciation for learners' repetition and imitation, multimodal input with auditory and visual cues for the learners' improved listening and oral skills, longer retention, better recall and application of new vocabulary in contextualized situations. Top priority was both careful video selection and thoughtful instruction to minimize their unavoidable challenges as well as to maximize the benefits of video clips integrated into teaching English vocabulary to Vietnamese young learners at any foreign language center, especially rather small, private ones in a semi-urban area of Dong Nai—a developing province in southern Vietnam, all being in a shared effort to shift from English as a Foreign Language to English as a Second Language throughout Vietnam in the very near future.

Keywords

1. Introduction

In today's rapidly evolving educational landscape, technology has become an indispensable tool in language education. Among various technological applications, video clips have gained growing attention as a dynamic and

engaging medium for improving foreign language acquisition, especially for young learners. Video materials not only expose the learners to authentic language usage but also provide visual context, which can significantly enhance their comprehension and retention.

Young language learners are often more responsive to visually stimulating and interactive materials compared to varied textbook-based methods currently found in foreign language centers, including the research site of this study. It is believed that video clips, when appropriately chosen and used, can capture the learners' attention, stimulate their motivation and participation, and promote meaningful language input and, to some extent, even output. Despite these benefits, the use of video clips in English language instruction at many foreign language centers in Dong Nai, a developing province in southern Vietnam, remains underdeveloped or inconsistent. There has been limited research on the impact of video-based instruction in regional contexts not directly under the central government like Dong Nai, somehow ignoring several current challenges facing these local centers: limited resources, inexperienced teachers, and learners with various levels of attention, motivation and participation.

Accordingly, there is a growing need to explore innovative teaching methods, including video-based English vocabulary instruction, for Vietnamese young learners of English. This context presents an opportunity both to investigate the challenges and to evaluate the effectiveness of video-based instruction. And how to select and utilize video clips appropriately for such regional contexts is another big question. These research gaps serve as an inspiration for the current study the results of which is briefly reported in this paper. The study employs a mixed-method approach the aim of which can be addressed through the three following research questions (abbreviated to RQs):

RQ1: How effective were video clips in enhancing English vocabulary acquisition among the Vietnamese young learners at a foreign language center in a semi-urban area of Dong Nai, Vietnam?

RQ2: What features of video clips were considered by the teachers themselves as crucial in enhancing their young learners' English vocabulary acquisition?

RQ3: What challenges did the teachers face when using video clips to teach English vocabulary to their young language learners at the research site?

Hopefully, the study's findings would provide evidence-based recommendations for as many foreign language centers as possible to improve their teaching practices.

2. Literature review

2.1. Theoretical framework

Below are a number of key notions used as the study's theoretical framework.

2.1.1. Language acquisition in young learners

Young learners possess certain characteristics that affect how they acquire language:

- *Short attention spans* require teaching techniques that are dynamic and interactive (Dianeth & Lilybeth, 2025);
- *Strong visual and auditory memory* indicates that children can absorb language better when supported by images and sound (Pickering, Peters & Crewther, 2023);
- *Learning through play and imitation* is common among younger age groups, making video clips—especially those with songs and actions—highly effective (Barblett, 2022).

2.1.2. English vocabulary acquisition

Vocabulary acquisition is central to language development in children, and exposure to varied contexts through multimedia can significantly enhance lexical growth (Cameron, 2001). Through multimedia resources such as videos, songs, digital stories, and interactive games, learners are provided with a rich source of linguistic input, incorporating visual, auditory, and contextual cues. This multisensory exposure helps children associate new words with meaningful situations, thereby improving comprehension and long-term retention. Furthermore, multimedia learning environments often increase learner motivation and engagement, which are key factors in effective vocabulary learning. When vocabulary is repeated in various contexts, children more easily grasp the meanings of words and use them appropriately in communication. Therefore, integrating multimedia into teaching plays a crucial role in supporting the acquisition of English vocabulary and overall language development.

2.1.3. Benefits and challenges of video-based language instruction

Video clips have increasingly become a valuable tool in language classrooms because of their multimedia nature. Their distinctive features—storytelling, clear pronunciation, the use of subtitles, and visual reinforcement—are particularly beneficial for vocabulary development and overall vocabulary acquisition. Their pedagogical benefits in different aspects of language instruction have been highlighted in the following studies:

⬧ *Retention supported by visual context* (Sherman, 2003): Video clips provide a rich contextual backdrop for language, which enhances comprehension and supports long-term retention.

⬧ *Authenticity and relevance* (Krashen, 1982;

Canning-Wilson, 2000): Authentic video materials such as news broadcasts, films, or cartoons expose learners to real-life language use, including pronunciation, intonation, and cultural expressions.

◇ *Engagement and motivation* (Harmer, 2007): Young learners often perceive video clips as more enjoyable and stimulating compared to commonly used textbook-based resources, which can lead to higher levels of motivation and active participation.

While these studies collectively underscore the advantages of video clips in language teaching, they also identify challenges such as technical limitations, teacher preparedness, and the importance of content relevance.

2.2. Related previous studies

2.2.1. Studies in the international context

Below are some overseas studies that confirmed the effectiveness of video clips in language acquisition:

◇ Berk (2009) investigated the pedagogical impact of using short video segments in classroom instruction and found that such materials significantly increased student motivation and participation. His findings suggested that videos, when integrated purposefully, might serve as an effective stimulus for active learning, encouraging students to interact with the content rather than passively receiving information.

◇ Yang and Chen (2020) conducted an experimental study with primary school students to examine the effect of video-assisted vocabulary learning. Their results revealed that children who learned new words through videos demonstrated better recall and application than those who were taught with flashcards. This indicated that the multimodal input of video—combining auditory and visual cues—enhanced vocabulary acquisition among young learners.

◇ Çakir (2006) emphasized that video materials play a critical role in improving listening and vocabulary skills while simultaneously exposing learners to cultural nuances and pragmatic aspects of language use. Accordingly, learners benefited from authentic communicative contexts presented in videos, which provided models of real-life interaction that failed to be captured in written texts all the time.

◇ Wang (2015) argued that audiovisual input allowed students to associate linguistic forms with real-life concepts more effectively than text-based instruction alone. Being highlighted was how videos served as a bridge between abstract vocabulary and concrete experiences, thereby reinforcing comprehension and retention through contextualized exposure.

2.2.2. Studies in the Vietnamese context

Vietnamese studies have reported positive effects of using video and multimedia resources on vocabulary learning and learner motivation. For example, Van Anh and Dan (2024) investigated EFL students' perceptions of using TikTok videos for vocabulary learning and found that video-based instruction enhanced student engagement, supported vocabulary acquisition through interactive content, and improved pronunciation and understanding. Similarly, Vu et al. (2022) examined incidental collocation learning from captioned TV viewing among Vietnamese EFL learners and reported significant gains in collocational knowledge, with visual and contextualized input identified as key factors contributing to these improvements.

Other studies in Vietnam have emphasized the motivational benefits of video-based instruction. Quynh and Phuong (2023) explored the effects of using video clips in reading classes with English-majored freshmen and found that the majority of students held positive attitudes toward video integration, reporting increased motivation and engagement in learning activities. The researchers noted that learners showed higher levels of interest, attentiveness, and participation during lessons that incorporated video materials, with this increased engagement particularly evident in tasks involving repetition, imitation, and communicative practice following video viewing.

Despite these positive findings, existing Vietnamese research has some limitations. Firstly, many studies have examined general language proficiency rather than focusing specifically on vocabulary acquisition. Secondly, most research was conducted in public school settings, where curriculum constraints and large class sizes might influence instructional practices. Private foreign language centers, like the study's research site in a semi-urban area of Dong Nai, which often have smaller classes, greater curricular flexibility, and a stronger focus on communicative competence, remain underrepresented in the literature. Finally, few Vietnamese studies have explored teachers' perceptions of video-based vocabulary instruction, including perceived benefits, challenges and sustainability. Since teachers play a central role in selecting video materials, designing instructional activities and managing classroom implementation, understanding their perspectives is therefore essential for evaluating the practical effectiveness of video-based instruction.

2.3. Research gaps

While existing studies have contributed valuable insights into video-based language instruction, a closer examination of the literature reveals several interconnected gaps that warrant further investigation. These gaps are particularly salient when

considering the unique context of teaching English vocabulary to young learners in Vietnam.

Firstly, a significant demographic imbalance exists in the current research landscape. The majority of international studies on video-assisted language learning have concentrated on adolescent or adult populations—secondary school students, university learners, or adults in specialized programs. Consequently, young language learners, particularly those aged 8 to 10, remain substantially underrepresented in the literature. This oversight is problematic because this age group possesses distinctive cognitive, emotional, and attentional characteristics that fundamentally differentiate them from older learners. Their reliance on visual processing, sensitivity to multisensory input, and developmental need for engaging, interactive content suggest that findings derived from studies with older participants cannot simply be generalized to younger populations. Thus, research specifically targeting this age demographic is essential for developing pedagogically sound, age-appropriate instructional practices.

Secondly, the contextual scope of existing research has been unnecessarily narrow. Within the English as a Foreign Language context, studies examining video-based learning have predominantly been conducted in public school settings, where curriculum requirements, teaching methods, and classroom conditions are often rigidly structured and constrained by institutional mandates. Private foreign language centers—which operate under fundamentally different instructional conditions—have received remarkably little scholarly attention. These centers typically feature smaller class sizes, more flexible curricula, greater autonomy in material selection, and a stronger pedagogical emphasis on communicative competence and vocabulary expansion. Given that such centers represent a growing sector of English language education in Vietnam and increasingly serve as primary learning environments for young learners, the absence of research in this context represents a critical gap that limits our understanding of how video-based instruction functions in diverse educational settings.

Thirdly, the predominant focus on learning outcomes has overshadowed the equally important dimension of teacher perspectives. The vast majority of previous studies have concentrated on measurable learning outcomes—vocabulary test scores, retention rates, or general language proficiency gains. While these metrics are undoubtedly valuable, they provide only a partial picture of instructional effectiveness. Teachers' perceptions, beliefs, and classroom practices—which fundamentally shape how video materials are selected, implemented, and integrated into broader pedagogical sequences—remain conspicuously underexplored. Even fewer studies have systematically investigated teachers' perspectives on video-based vocabulary instruction specifically with young language learners. This

oversight is particularly concerning because teachers serve as the primary mediators between video materials and student learning outcomes; understanding their experiences, decision-making processes, and pedagogical reasoning is therefore essential for evaluating the practical viability and long-term sustainability of video-based approaches.

Fourthly, and perhaps most critically, the challenges associated with video-based instruction have received insufficient scholarly attention. While the pedagogical benefits of video materials are now widely acknowledged and well-documented, the practical obstacles to their effective implementation remain underexplored. This imbalance is especially pronounced in resource-constrained contexts, such as small-sized private foreign language centers in semi-urban or remote areas of Vietnam. In such settings, teachers may encounter unique challenges including limited technological infrastructure, inadequate institutional support, restricted access to high-quality video materials, and insufficient professional development opportunities. Understanding these practical challenges is not merely an academic exercise—it is essential for evaluating whether video-based instruction can be sustainably integrated into everyday teaching practice rather than remaining an occasional or supplementary activity. Without this knowledge, well-intentioned pedagogical innovations risk failure when transplanted from ideal research conditions to real-world classroom environments.

These four gaps are not isolated shortcomings but interconnected dimensions of a broader problem: the existing literature provides an incomplete and potentially misleading picture of how video-based vocabulary instruction functions with young learners in private language center contexts, particularly as viewed through the lens of teacher experience. The specific characteristics of the target age group (Gap 1) intersect with the distinctive features of private center settings (Gap 2) to create a unique instructional landscape that remains largely unexplored. Within this landscape, teachers' perspectives (Gap 3) are essential for understanding both the realized benefits and the encountered challenges (Gap 4) of video-based approaches.

Therefore, this study aims to address these interconnected gaps by investigating the use of video clips for enhancing English vocabulary acquisition among young Vietnamese learners (aged 8 to 10) at a small private foreign language center in Dong Nai province, Vietnam. By focusing specifically on teachers' perceptions—including both the perceived benefits and the practical challenges of implementation—this research seeks to provide a nuanced, contextually grounded understanding of video-based vocabulary instruction. In doing so, it aspires to contribute not only to the scholarly literature but also to the practical knowledge base available to educators working in similar under-researched contexts, ultimately supporting the development of more effective, sustainable, and contextually appropriate pedagogical practices.

3. Methodology

3.1. Research design

This study adopted a mixed-method research design to gain a comprehensive understanding of how the convenient samples—12 teachers at a foreign language center in Dong Nai—perceived (i) the effectiveness of video clips integrated into teaching English vocabulary to their Vietnamese young language learners, aged from 8 to 10; (ii) the features of video clips considered by the teachers themselves as crucial in enhancing their learners' English vocabulary acquisition; and (iii) the challenges facing the teachers when giving video-based instruction. Data were gathered quantitatively from 12 responses to a structured questionnaire (named *Teacher Survey Form*), and qualitatively from 12 structured class observations (using *Structured Checklist*), and 6 face-to-face interviews (using *Semi-Structured Interview Guide*).

3.2. Setting

This study was conducted at a small-sized private foreign language center in Dong Nai province, Vietnam. At the center, via the coursebook named "Everybody Up" by Puchta and Gerngross (2015), English has been taught to young learners, aged from 8 to 10, who voluntarily chose to learn English as a Foreign Language in addition to their official primary school curriculum.

The center has 25 classes, each with approximately 10 to 15 students. All the classrooms there are equipped with basic teaching aids: televisions, whiteboards with markers, desks and chairs, and air conditioners. Although technological resources are basic, they are sufficient to support the use of video clips in vocabulary instruction. The teachers at the center flexibly adapt lessons, supplementing visual materials including video clips, and fostering a close, interactive learning environment with their young language learners. The class size, equipment, and dynamic and friendly teacher create a suitable and practical environment to investigate the effectiveness of using video clips in enhancing English vocabulary acquisition for the young learners.

3.3. Participants

The study's participants were 12 Vietnamese teachers of English at the center who delivered video-based lessons and provided insights through their triple roles: responding to the questionnaire, observing their own learners right in class, and talking directly to the interviewer—the researcher herself. The participants were conveniently selected due to their availability and direct involvement in teaching young

language learners. They were between 24 and 35, with from 2 to 8 years of teaching experience; all held a bachelor's degree in Teaching English to Speakers of Other Languages (TESOL). Despite differences in age and experience, they shared common professional characteristics: strong commitment to English language teaching, willingness to cooperate with the researcher, and ability to work patiently and persistently with the young learners, aged 8 to 10. Their familiarity with the learners' classroom behaviors and their consistent instructional practices contributed to the feasibility and reliability of the data collected for this study.

3.4. Instruments

Used in the study were the following instruments, all being composed by the researcher herself.

3.4.1. A structured questionnaire, named *Teacher Survey Form*

As the study's key research instrument, the questionnaire consisted of five key dimensions: (i) *Overall effectiveness of video clips in young learners' English vocabulary acquisition* (for RQ1), (ii) *Young learners' motivation and attentiveness in video-based lessons* (for RQ1), (iii) *Features of video clips crucial in enhancing young learners' English vocabulary* (for RQ2), (iv) *Challenges facing the teachers when using video clips to teach English vocabulary to young learners* (for RQ3), and (v) *Teachers' confidence and sustainability in video-based English vocabulary instruction* (for RQ3). Responses were measured using a five-point Likert scale with the following response options:

- "*Strongly disagree*" means never or almost never true to the respondent;
- "*Disagree*" means usually not true to the respondent;
- "*Neutral*" means somewhat true to the respondent;
- "*Agree*" means usually true to the respondent;
- "*Strongly agree*" means always or almost always true to the respondent.

3.4.2. Classroom observations using *Structured Observation Checklist*

To strengthen the reliability of the first instrument—*Teacher Survey Form*, which was supposed to collect data for all the three research questions, *Structured Observation Checklist* was designed basically to aim at the two last objectives, corresponding to the research questions 2 and 3:

- Features of video clips crucial in enhancing the young learners' English vocabulary learning;
- Challenges facing the teachers when using video clips to teach English vocabulary to the young learners.

Detail feedback from the teachers also reflected their

personal experiences on levels of the learners' attentiveness before, during, and after video-based vocabulary lessons, in addition to significant features of video clips and challenges of video-based English vocabulary instruction. Such qualitative insights added depth to the questionnaire's quantitative data and highlighted the teachers' voices.

3.4.3. Teacher interviews using *Semi-structured Interview Guide*

As a triple check of the first two research instruments, *Semi-structured Interview Guide* provided flexibility for follow-up open-ended questions to collect the teachers' experiences in as well as their perceptions on how video clips should be used and what the video clips' features were. The data obtained from the interviews were qualitative, as they consisted of the teachers' narratives and reflective opinions that complemented and deepened the results from the teachers' questionnaire and classroom observations.

3.5. Data collection

To collect data, the following steps were done for each of the three well-planned stages:

Firstly, *Teacher Survey Form* was sent to the 12 teacher subjects to draw their attention to as well as to gather their insights on the real impact of video-based vocabulary instruction, all being based on the five key dimensions just mentioned in the above 3.4.1.

Secondly, classroom observations were conducted, as a kind of double check, by the same 12 teachers during their own vocabulary lessons at the research site, using the same *Structured Observation Checklist*. For details concerning the data collected by this instrument, see the above 3.4.2.

Finally, teacher interviews were individually conducted face-to-face at the center by the researcher with only 6 of the 12 teacher subjects one week after they had responded to the questionnaire and handed in their observation sheets. All the interviews were realized in Vietnamese to promote participant comfort and clear communication, with each session lasting approximately 10 minutes. With prior consent, these interviews were audio-recorded to facilitate accurate transcription, being translated later into English for subsequent analysis.

3.6. Data analysis

The quantitative data—12 teacher structured surveys—were interpreted based on the established Likert-scale thresholds to classify the teachers' experiences as *Strongly disagree*, *Disagree*, *Neutral*, *Agree*, or *Strongly agree*. The qualitative data—12 structured class observation checklists and 6 teacher responses to the four open-ended

questions were analyzed through thematic analysis, following Braun and Clarke's (2019) six-step approach:

1. Familiarization with data;
2. Generating initial codes;
3. Searching for themes;
4. Reviewing themes;
5. Defining and naming themes; and
6. Producing the report.

A comprehensive analysis of the survey quantitative data alongside the observation and interview qualitative data allowed for deeper insights into the teachers' experiences with video-based English vocabulary lessons.

4. Results and Discussion

In this section, results from 12 responses to the teachers' structured questionnaire and from 12 structured class observations were employed in conjunction with each other to answer the study's three research questions, one by one. The quantitative statistics from the survey questionnaire and the qualitative descriptions from class observations were then intertwined with results from 6 semi-structured interviews, which occurred in form of themes and which purposively aimed, at one time, to strongly support the answer to each of the three research questions. All the answers were based on the perspectives of the 12 conveniently selected teachers at the foreign language center in Dong Nai.

Part A. Results from teacher surveys integrated with classroom observations

4.1. Effects of video clips in enhancing learners' English vocabulary acquisition (for RQ1)

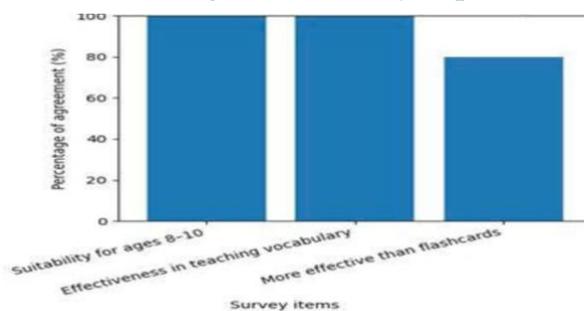### 4.1.1. Overall effectiveness of video clips in young learners' English vocabulary acquisition

Figure 4.1.1. Overall effectiveness of video clips in young learners' English vocabulary instruction (N = 12)

Figure 4.1.1 illustrates the teachers' overall evaluation of how effective video clips were in teaching English vocabulary to the young learners. All the teachers (100%) strongly agreed that video clips were both suitable for learners aged 8 to 10

and effective in teaching English vocabulary. Only 9 of the 12 teachers (75.0%) agreed that video clips were more effective than traditional materials such as flashcards or pictures.

In addition, a good look down to "Theme 1" in "Part B. Results from teacher interviews" would reveal the three things that were referred to as "effectiveness" of video clips by the interviewees: *see and hear new words in real contexts*, *grasp their meanings more easily*, and *remember them much longer* on condition that *the new words are appropriate to learners' English proficiency level*.

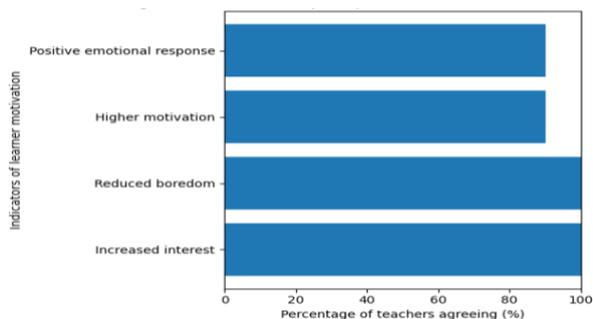### 4.1.2. Learners' motivation and attentiveness in video-based English vocabulary lessons

Figure 4.1.2A. *Learners' motivation during video-based vocabulary lessons*

Figure 4.1.2A indicated two prominent things from teacher surveys: Firstly, 10 of the 12 teachers (83.3%) agreed on fairly high levels of the learners' motivation via their positive emotional response during video-based vocabulary lessons; secondly, all the teachers (100%) strongly agreed that the lively and supportive video-based classroom atmosphere made learning new vocabulary less bored, and thus increasing the learners' interest during video-based vocabulary lessons.
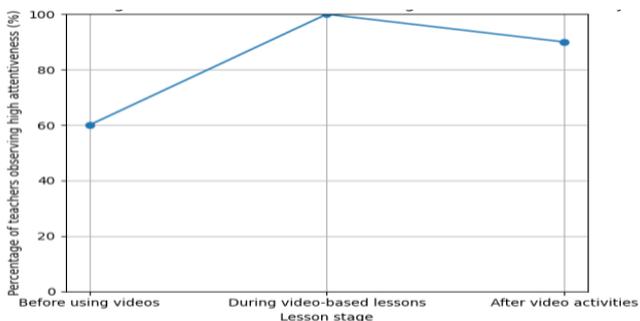

Figure 4.1.2B. *Learners' attentiveness before, during, and after video-based vocabulary lessons*

Figure 4.1.2B indicates a clear increase in the learners' attentiveness as observed by the teachers with video clips being integrated into vocabulary instruction. While the learners' attentiveness before using videos was reported at a moderate level, all the teachers observed a substantial rise during video-based lessons, followed by sustained attentiveness in post-video in-class activities. Such a pattern was strongly supported by the teachers' positive responses to the survey's question 9: "Learners are more attentive during video-based vocabulary lessons than traditional ones." Together, all the collected pieces of information indicated that video clips not only captured the learners' attention but also helped maintain it throughout the vocabulary lesson.

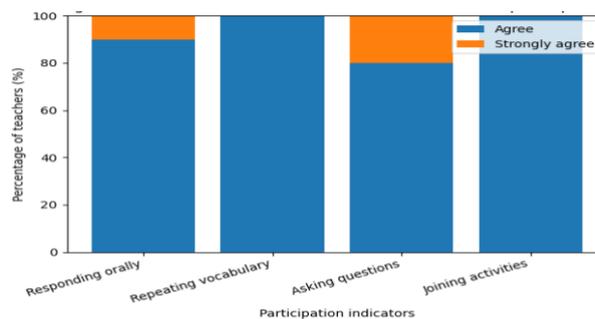### 4.1.3. Learners' practice and participation in follow-up in-class activities (for RQ1)

Figure 4.1.3. *Learners' practice and participation in follow-up in-class activities*

Figure 4.1.3 indicates participation indicators in post-video in-class activities via teacher survey. Specifically, up to 10 of the 12 teachers (83.3%) agreed and the rest (16.7%) of the teachers strongly agreed that their learners actively responded orally; 9 of the 12 teachers (75.0%) agreed and the rest (25.0%) of the teachers strongly agreed that their learners frequently asked questions, and all the teachers (100%) agreed that their learners repeated new vocabulary as requested and participated enthusiastically in follow-up activities. This indicated that video clips encouraged the learners to engage cognitively and participated enthusiastically in follow-up activities.

4.2 Features of video clips crucial in enhancing young learners' English vocabulary acquisition (for RQ2)

To enhance the learners' English vocabulary acquisition, video clips should only be selected if they acquire some of the following features, raised by the teachers' responses to the survey:

4.2.1. Provide meaningful contexts for learners' enlarging new vocabulary, improving pronunciation, enhancing listening comprehension, and supporting vocabulary
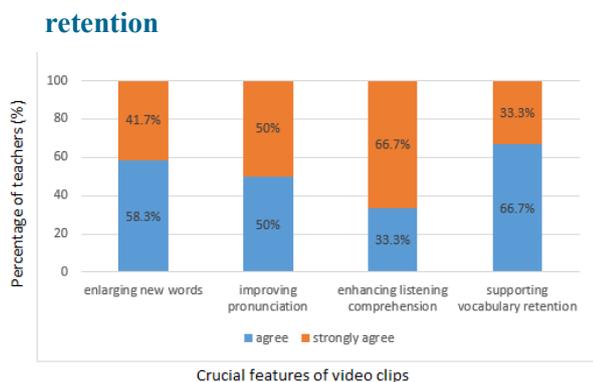
Figure 4.2.2. Enlarge new words, improve pronunciation, enhance listening comprehension, and support vocabulary retention

Figure 4.2.1 indicate the teachers' agreements on the rest four features of video clips crucial in enhancing learners' English vocabulary acquisition, as withdrawn from their survey:

- Video clips should *provide meaningful contexts for learners' enlarging new vocabulary*: 7 of the 12 teachers (58.3%) agreed and the rest 5 teachers (41.7%) strongly agreed;
- Video clips should *improve learners' pronunciation of new vocabulary*: 6 of the 12 teachers (50%) agreed and the other 6 teachers (50%) strongly agreed;
- Video clips should *enhance learners' listening comprehension alongside vocabulary learning*: 4 of the 12 teachers (33.3%) agreed and the other 8 teachers (66.7%) strongly agreed.
- Video clips should *support learners' vocabulary retention*: 8 of the 12 teachers (66.7%) agreed and the rest 4 teachers (33.3%) strongly agreed.

This means that video clips are expected to effectively facilitate Vietnamese young learners' deeper vocabulary processes toward native-like speakers of English, with (i) abundant active vocabulary ready for use in context as well as (ii) beautiful pronunciation and (iii) fairly high listening comprehension, all being well-prepared for face-to-face communication.

A good look down to "Theme 2" in "Part B. Results from teacher interviews" would reveal what the interviewees referred to as "crucial features" of video clips: *short videos with repeated words*, *well-designed and clear visuals*, *native or native-like audial models*, and *varied contexts*.

4.2.2. Help learners use new words in meaningful contexts
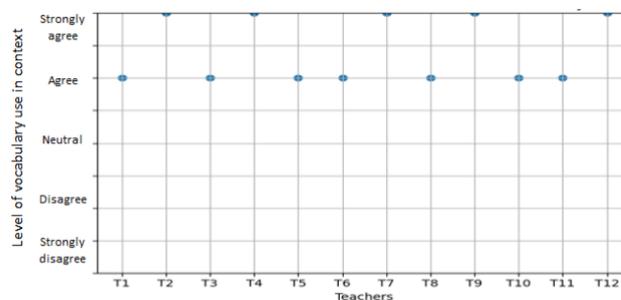

Figure 4.2.2. Use new words in meaningful contexts

As shown in Figure 4.2.2, the teachers agreed at a high level on the requirement that video clips should only be selected if they consistently helped the learners learn how to use new words in meaningful contexts. Specifically, 7 of the 12 teachers (58.3%) agreed and the rest 5 teachers (41.7%) strongly agreed with this requirement. This means that video clips are expected to effectively support not only vocabulary recognition but also contextualized use, facilitating deeper vocabulary processing among the young learners.

4.3. Challenges facing the teachers in giving video-based vocabulary lessons (for RQ3)

4.3.1. Challenges facing the teachers during video-based vocabulary lessons
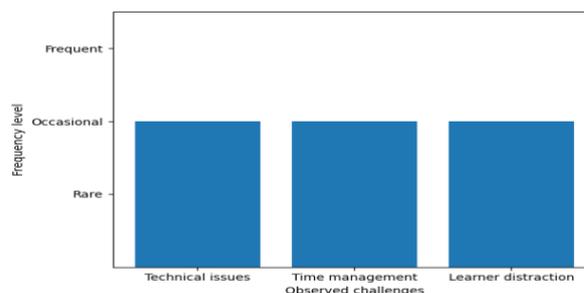

Figure 4.3.1. Challenges observed in video-based vocabulary lessons

Figure 4.3.1 presents the three main challenges observed by the teachers in class. *Technical problems*, *time management* especially for video selection and class control, and *learner distraction* were all observed at an occasional level. These challenges undoubtedly led to the other three consequences: *Teachers' in-class solutions to the unexpected technical problems were limited*; *Teachers' before-class search for appropriate video clips was time-consuming*; *Drawing learners' attention back to vocabulary learning after watching a video clip was time-consuming, too*.

The results from their above observed reports and those

from the 12 teachers' responses to the survey (100%), ranging from "*Agree*" to "*Strongly agree*", shared two things in common: *Technical issues disrupt the use of video clips in class*; *Learners are easily distracted by visuals*. These two inconvenient facts entailed the other two remarks: *Integrating video clips into vocabulary lessons is not always easy and convenient*; *Preparing and implementing lessons with video clips requires more time than traditional methods*. The teachers' responses to the survey, thereby strengthened the validity of the combined results through triangulation across the study's data sources, both quantitative and qualitative.

A good look down to "Theme 3" and "Theme 4" in "Part B. Results from teacher interviews" would reveal what one interviewee referred to as "technical problems": *audio failure*, *file format errors*, and *compatibility issues when displayed on computers*; and the 6 interviewees' two suggestions: *We need more resources, including support staff*; *Teachers need further training in computer and problem-solving skills to handle in-class issues*.

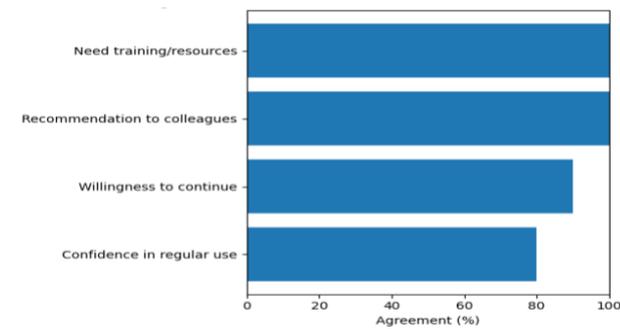## 4.3.2. Teachers' readiness for long-term implementation

Figure 4.3.2. Teachers' readiness to sustain video-based vocabulary instruction

As illustrated in Figure 4.3.2, up to 10 of the 12 teachers (83.3%) agreed that they were confident in regularly using video clips in class; 11 teachers (91.6%) agreed that they were ready to sustain the use of video clips in vocabulary instruction; all of them (100%) agreed and expressed a strong willingness to recommend video-based English vocabulary instruction to colleagues, but they emphasized the need for further training and more support resources. Although slightly fewer teachers reported confidence in regular use, the overall results indicated strong sustainability potential, provided that institutional support was available.

Part B. Results from teacher interviews used as double supplements

Semi-structured interviews were conducted with 6 of the 12

teachers one week after delivering the questionnaire. The data form the teachers' interviews were analyzed thematically:

Theme 1. **The best things of video-based lessons** (for RQ1)

The teachers unanimously stated that video-based lessons helped their learners understand the meaning of new words more easily, remember the new words longer, pronounce the new words better, and use the new words more appropriately in given contexts. Also, video clips were more effective than flashcards or pictures. Below are their typical statements:

- "Watching a video clip, the learners were able to grasp the meaning of a new word more easily." (Teacher 2)
- "When the learners see and hear a word in a real situation, they remember it much longer." (Teacher 3)
- "Video-based lessons improve the learners' pronunciation of new words when they repeat them again and again after hearing them." (Teacher 1)
- "The learners were able to use new vocabulary more appropriately in context through video-based lessons." (Teacher 5)
- "Video clips are best when the vocabulary presented was appropriate to the young learners' English proficiency level." (Teacher 6)

Theme 2. **Features of video clips crucial for being selected to teach English vocabulary to Vietnamese young learners** (for RQ2)

The teachers highlighted *short duration*, *frequent repetition*, *clear visuals*, *native* or *native-like audial models*, and *varied contexts* as key features. Below are their typical statements:

- "Short video clips do not take much time for class implementation." (Teacher 1)
- "Short videos with repeated words work best for the young learners." (Teacher 3)
- "Well-designed and clear visuals in videos enhance the learners' motivation and support effective learning." (Teacher 4)
- "Videos give well-designed and clear visuals native or native-like audial models for the learners' pronunciation practice." (Teacher 2)
- "Varied contexts in videos allow the learners to connect vocabulary learning with real-life experiences." (Teacher 6)

Theme 3. **Challenges facing teachers in giving video-based lessons** (for RQ3)

The teachers regarded *time and effort constraints*, *technical problems*, *lack of resources*, including support staff, and *skills in audiovisual teaching methods* as the current challenges:

- "Finding suitable videos for the young learners takes time and effort." (Teacher 5)
- "Video-based lessons can face technical problems, including audio failure, file format errors, and compatibility issues when displayed on computers." (Teacher 6)
- "Support staff to give teachers a hand when they are in

need are insufficient." (Teacher 4)

- "Teachers have limited time and opportunities to receive further training and develop their skills in audiovisual teaching methods." (Teacher 1)

Theme 4. **Teachers' suggestions to improve video-based lessons** (for RQ3)

The teachers unanimously suggested that *adequate native audio-visual input* was a must, and that there was *an urgent need for better resources* at the center as well as its *teachers' further training*:

- "Keeping native audio visuals short and focused so that the learners can stay attentive and understand one idea at a time." (Teacher 1)

- "Adding interactive moments, such as teachers' questions or short tasks, can involve leaners while watching a video clip." (Teacher 4)

- "Using clear and short native audio visuals and an expressive teaching style to make lessons more engaging and easier to understand." (Teacher 6)

- "We need more resources, including support staff." (Teacher 3)

- "Teachers need further training in computer and problem-solving skills to handle in-class issues." (Teacher 5)

4.4. Summary of key findings

It is necessary to confirm again that all the findings were based on the perspectives of the 12 conveniently selected teachers at a foreign language center in Dong Nai, with 6 of the teachers playing all the three roles as respondents to the teacher survey, observants of in-class activities and situations, and interviewees in face-to-face communication, while the other 6 playing only the first the two roles.

4.4.1. *For Research question 1*: Effectiveness of video-based instruction

In addition to suitable for learners aged 8 to 10 and more effective than flashcards or pictures in teaching English vocabulary by the teacher respondents (in 4.1.1), "Theme 1" in "Part B" revealed the three conditions seen as "effectiveness of video clips" raised by the interviewees: see and hear new words in real contexts, grasp their meanings more easily, and remember them much longer on condition that the new words are appropriate to learners' English proficiency level. Moreover, effectiveness was defined again via the teacher survey by Learners' motivation and attentiveness in video-based English vocabulary lessons (in 4.1.2) and Learners' practice and participation in follow-up in-class activities (in 4.1.3).

4.4.2. *For Research question 2*: Features of video

clips crucial in enhancing young learners' English vocabulary acquisition

During and after the English vocabulary lessons in question, video clips were expected, by the teacher respondents (in 4.2.1), to provide meaningful contexts for the learners' enlarging new vocabulary, supporting vocabulary retention, improving pronunciation, and enhancing listening comprehension. Then, video clips should consistently help the learners use the given new words in contextualized situations. There is no doubt that video clips should only be selected if they meet all the above-mentioned requirements to be valued as effective in the learners' English vocabulary acquisition.

Interestingly, "Theme 2" in "Part B" identified, by the teacher interviewees, similar features: short videos with repeated words, well-designed and clear visuals, native or native-like audial models, and varied contexts.

4.4.3. *For Research question 3*: Challenges facing teachers when using video clips to teach English vocabulary

In addition to technical problems, time management especially for video selection and class control, and learner distraction given by the teacher observants (in 4.3.1), similar challenges were revealed, by the teacher respondents (also in 4.3.1), all ranging from "*Agree*" to "*Strongly agree*" only, by technical issues disrupt the use of video clips in class and learners are easily distracted by visuals, together with their two entailed remarks: Integrating video clips into vocabulary lessons is not always easy and convenient; Preparing lessons with video clips requires more time than traditional methods.

Furthermore, "Theme 3" in "Part B" identified similar challenges: Finding suitable videos for young learners takes time and effort; Support staff to give teachers a hand when they are in need are insufficient. Right here, a specification of "technical problems" was given: audio failure, file format errors, and compatibility issues when displayed on computers.

Last but not least, "Theme 4" in "Part B" revealed two suggestions undoubtedly raised by all the teacher interviewees: Video-based English vocabulary instruction at this center needs more resources, including support staff; Teachers need further training in computer and problem-solving skills to handle in-class issues. This requires a much more careful selection as well as usage of video-clips to overcome all the identified challenges as much as possible.

5. Conclusion

This section summarizes the teachers' perspectives of the impact of video-based instruction on enhancing English vocabulary acquisition among Vietnamese young learners. It also offers pedagogical implications, acknowledges

limitations, and provides suggestions for future research.

5.1. Final comments

The study's findings indicate that video-based instruction has significantly enhanced English vocabulary acquisition among the young learners at the foreign language center in Dong Nai. The findings of this study are consistent with those of Cameron (2001), Mayer (2009), and Sherman (2003), who emphasized the importance of multimodal input and contextualized learning for vocabulary development.

Triangulation of data from the study's teacher surveys, observations, and interviews strengthens the reliability of the findings. Despite challenges—time constraints, technical issues, and the need for better resources and teacher further training, the pedagogical benefits of video clips such as helping learners understand the meaning of new words more easily, pronounce the new words better, remember the new words longer, and use the new words more effectively in a given context clearly outweighed the drawbacks.

Like prior studies, this study highlighted challenges such as technical limitations, teacher preparedness, and significance of content relevance. Unlike prior studies, it strongly supported video-based English vocabulary instruction thanks to its clear native pronunciation for learners' repetition and imitation, multimodal input with auditory and visual cues for learners' improved listening and oral skills, longer retention, better recall and application of new vocabulary in contextualized situations.

Overall, the study's findings emphasized careful video selection and thoughtful instruction to minimize their unavoidable challenges as well as to maximize the benefits of video clips integrated into teaching English vocabulary to Vietnamese young learners at any foreign language center, especially rather small, private ones in a semi-urban area of Dong Nai—a developing province in southern Vietnam, all being in a shared effort to shift from English as a Foreign Language to English as a Second Language throughout Vietnam in the very near future.

Interestingly, video clips seem to be somewhat over-expected by the teachers to facilitate their Vietnamese young learners' deeper vocabulary processes toward native-like speakers of English, with abundant active vocabulary ready for use in context as well as beautiful pronunciation and fairly high listening comprehension well-prepared for face-to-face communication.

5.2. Pedagogical implications

This study's findings provide a number of pedagogical implications:

➢ *For teachers*
The video-based lessons encourage a learner-centered approach where class time focuses on communication rather than lecture delivery. The teachers should always be reminded that both the vocabulary presented in video clips and the follow-up activities are expected to appropriate to their learners' proficiency level. The criteria for selecting video clips before class and the steps for using video clips in class must be feasible at the teachers' work place.

➢ *For curriculum designers and English language center managers*
It is recommended to invest in suitable technological tools and learning platforms to support video-based lessons. Policies should be developed to assist class arrangement and time management, strongly supporting the teachers in their effort to overcome all the predictable challenges of video-based English vocabulary instruction.

➢ *For young learners*
Fostering good learning habits is necessary to maximize learning outcomes. The young learners aged from 8 to 10 are not too young to ignore their parents' expectation as well their teachers' guidance. In other words, already strongly supported by images and sound as well as learning through play and imitation, the learners should then be explicitly taught to overcome such a drawback as their short attention spans to consciously absorb English vocabulary better.

Overall, the video-based English vocabulary instruction has strong potential to promote communicative English teaching practices in Vietnam, especially when combined with adequate technological support and learning guidance.

5.3. Limitations of the study

This study has some key limitations that should be considered when interpreting its results. Firstly, the study was cross-sectional, i.e. it was conducted in a short period of time with a small sample size and at only one English foreign language center, limiting the generalizability of its findings to broader educational contexts and the broader population. Secondly, the fact that the study's data relied heavily on self-reported perceptions from the teachers' responses to the questionnaire, class observations, and interviews introduces the possibility of bias, i.e. be influenced by the teachers' emotions or personal preferences rather than instructional impact alone. It is consequently impractical to maintain the objectivity of the findings. In short, the study has some limitations which should be overcome in future research.

5.4. Recommendations for further research

Future studies should include larger and more diverse participant groups, i.e. both teacher and student subjects, from various institutions including public schools and private foreign language centers in different regions across Vietnam to enhance result generalizability. *Longitudinal*, rather than

cross-sectional, research is also needed to better understand how video-based instruction influences Vietnamese young learners' English vocabulary acquisition. The term "younger" should also be enlarged to learners really younger, i.e. from 6 to 7, or a bit older, i.e. from 11 to 12.

In addition, researchers may consider adopting experimental or quasi-experimental designs to compare video-based and the so-called traditional English vocabulary instruction more rigorously. Further investigation into additional factors such as visual and audial effects, listening comprehension, speaking anxiety, and parental involvement, would all deepen understanding of challenges that non-native young learners of English may face in video-based instruction.

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