



## Using TV Shows to Improve Grade 10 Students' English Listening Comprehension at a High School in Hanoi: An Action Research Project

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### ABSTRACT

Motivated by the challenges Vietnamese high school students face in understanding authentic spoken English, this study investigated the integration of TV shows into Grade 10 English lessons at a high school in Hanoi. Many high school students struggle with listening comprehension due to limited exposure to natural speech, varied accents, and real-world conversations. Traditional methods often rely on scripted dialogues, which do not fully prepare learners for authentic communication. This study followed an action research framework, incorporating planning, implementation, observation, and reflection over an eight-week period with 30 participants. A mixed-methods approach was employed to evaluate improvements in students' listening comprehension and examine their attitudes toward this method. Data were collected through pre- and post-tests, surveys, and interviews to evaluate improvements in listening comprehension and student attitudes. The findings showed significant progress in students' ability to understand main ideas, recognize specific details, and interpret different accents, indicating an overall improvement in listening comprehension. Additionally, students expressed positive perceptions of TV shows as an engaging and motivating tool for language learning. This research contributes to the application of multimedia in English education and provides insights tailored to the Vietnamese high school context.

## 1. INTRODUCTION

Understanding spoken English remains a major challenge for many language learners, particularly in real-life scenarios. For high school students in Vietnam, mastering listening comprehension often feels daunting due to limited exposure to natural speech and varied accents. According to Brown (2017), listening is a key skill for effective communication and academic success. However, in Vietnam, high school students often struggle to understand authentic English conversations, such as in movies or international competitions, due to traditional teaching approaches and limited access to real-world listening materials. These limitations hinder their ability to understand diverse accents, colloquial expressions, and conversational patterns, which are crucial for real-world communication (Field, 2008; Vandergrift & Goh, 2012). One key issue is that listening activities in Vietnamese classrooms are predominantly exam-oriented, focusing on scripted dialogues rather than authentic interactions. Scripted dialogues, pre-written conversations found in textbooks, are often simplified and lack the natural flow of real conversations, making it difficult for students to adapt to spontaneous, unscripted speech. Additionally, exam-oriented learning emphasizes correct answers over communicative competence, limiting students' ability to develop effective listening strategies, such as inferring meaning from context and adjusting to different speaking speeds. Moreover, outside the

classroom, students have few opportunities to engage with English in authentic contexts. While digital media and online platforms provide access to English-language content, many students do not actively engage with these resources for language learning purposes. This lack of real-world exposure limits their ability to develop effective listening strategies, such as inferring meaning from context, recognizing discourse markers, or adjusting to different speaking speeds.

Given these challenges, it is essential to explore alternative instructional approaches that offer more authentic listening input while maintaining student engagement. One promising solution is the integration of TV shows into English learning. This method provides engaging and dynamic resources that simulate real-life language use, diverse accents, and natural speech patterns, which are rarely found in traditional textbooks. This study specifically focuses on talent competition shows, namely *America's Got Talent* and *Britain's Got Talent*. These shows feature a variety of unscripted speech, including contestant interviews, judge commentary, and spontaneous audience interactions, exposing students to diverse accents, informal conversations, and real-life speech rhythms. Unlike scripted dialogues in textbooks, these interactions are natural and dynamic, offering students an opportunity to develop better listening strategies for authentic English communication.

Globally, numerous studies have explored the benefits of integrating authentic audiovisual materials, including TV shows, into language learning. For instance, Ekinci (2021) demonstrated that TV series improve listening comprehension by exposing learners to natural speech, varied accents, and cultural nuances. Similarly, research has shown that subtitled audiovisual content significantly enhances learners' listening comprehension and vocabulary acquisition (Napikul et al., 2018). Markham (1989) also found that subtitles improve the listening comprehension of English learners at different proficiency levels, as they help students process spoken language more effectively. In Vietnam, research on this topic is still limited. While some studies have highlighted the potential of TV shows for language education, most have focused on university students or self-directed learners rather than on high school students within formal classroom settings. According to Vietnam Television (2016), the Vietnamese educational television channel VTV7, launched in 2016, aims to provide educational content primarily for preschool and elementary children, with some programs suitable for middle and high school students. However, there is a lack of studies examining the effectiveness of such programs specifically for high school students within formal classroom settings. Additionally, existing studies have not thoroughly examined students' attitudes toward using TV shows for listening comprehension.

Recognizing the potential of TV shows as a pedagogical tool, this study investigated the effectiveness of using TV shows to enhance the listening comprehension of Grade 10 students in Hanoi. Through an action research approach, the study evaluates both the effectiveness of this method and students' attitudes toward it. Unlike previous studies that primarily focused on university students or learners in Western contexts, this research examines high school students with varying levels of English proficiency, offering insights into how TV shows can be adapted for classroom instruction. By incorporating TV shows into structured English lessons, this study aims to bridge the gap between traditional listening exercises and real-world language use. It also seeks to provide empirical evidence on how TV shows influence student motivation, engagement, and overall listening comprehension. The findings will contribute to the growing body of literature on multimedia-assisted language learning and offer practical recommendations for educators seeking innovative ways to enhance listening instruction in Vietnamese high schools. Specifically, the research addressed two key questions:

1. To what extent does the use of TV shows help to improve the English listening comprehension of grade 10 students at a high school in Hanoi?
2. What are students' attitudes toward the use of TV shows to improve their listening comprehension?

## **2. LITERATURE REVIEW**

### **2.1. Listening comprehension**

Listening comprehension is a critical component of language acquisition, involving both the recognition and interpretation of spoken language in context. According to Brown (2014), it encompasses the ability to decode speech sounds, recognize vocabulary, and construct meaning from auditory input. Vandergrift (2002) emphasizes the cognitive and metacognitive processes involved in listening, including inferencing, predicting, and self-monitoring. These cognitive skills are essential for real-world listening scenarios where learners must process fast speech,

unfamiliar accents, and background noise in authentic conversations. Without these skills, students may struggle with understanding spoken English outside the classroom, particularly in spontaneous interactions. Building upon Vandergrift's (2002) work, recent research by Nguyen and Dinh (2023) highlights the importance of metacognitive listening activities in improving EFL learners' listening comprehension. Their findings suggest that structured metacognitive strategies can significantly enhance students' ability to process spoken English, reinforcing the necessity of explicit strategy instruction in listening pedagogy. In the field of language education, listening comprehension is crucial as it allows learners to engage in authentic conversations, understand native speakers, and grasp cultural nuances (Anderson & Lynch, 1988).

Listening comprehension plays a foundational role in second language acquisition (SLA), serving as a primary mode of input for learners (Krashen, 1982). Effective listening facilitates vocabulary acquisition, phonological awareness, and syntactic processing (Wipf, 1984, as cited in Vandergrift, 2002). Additionally, it supports fluency development by exposing learners to natural speech patterns, colloquialisms, and diverse accents (Rost, 2011). Given its importance, pedagogical approaches that enhance listening comprehension are essential for language learners. Listening tasks are often categorized based on their instructional objectives. Lund (1990) distinguishes between listening for gist, specific details, and full comprehension, each requiring different cognitive skills. Rost (2011) refines this classification by emphasizing interactive listening, where learners actively construct meaning through engagement with contextual cues. These frameworks guide the selection of appropriate listening activities in classroom settings.

## **2.2. TV Shows in language education**

In language education, TV shows refer to episodic audiovisual content that provides exposure to authentic speech, cultural contexts, and varied linguistic registers (Stempleski & Arcario, 1992). They serve as a rich resource for developing listening comprehension, as they offer real-world examples of language use that differ from scripted textbook dialogues. The selection of TV shows for language learning should be guided by factors such as linguistic complexity, cultural relevance, and learner engagement (Stempleski & Arcario, 1992). Ekinci (2021) suggests that educators prioritize shows with clear articulation, moderate speech pace, and alignment with students' proficiency levels. Additionally, content that resonates with students' interests can enhance motivation and retention. Pham (2021) also provides evidence that the integration of TV shows and other multimedia resources significantly enhances students' listening comprehension and engagement.

Several studies have examined the impact of specific TV shows or genres on listening comprehension. For instance, a study by Gasim el Haj el Sheikh (2021) found that EFL learners who watched videos with English subtitles improved their ability to understand natural speech. Similarly, research by Ekinci (2021) reported that learners exposed to English TV series showed notable gains in listening comprehension. These findings suggest that different genres offer varying levels of linguistic challenge, with sitcoms often emphasizing conversational language and dramas providing exposure to more structured dialogue.

Numerous studies highlight the advantages of using TV shows as instructional tools. Vandergrift and Goh (2012) argue that audiovisual input aids listening comprehension by reinforcing auditory memory and contextual understanding. Supporting this claim, Ekinci (2021) notes that TV series provide multimodal reinforcement of language, combining visual and auditory stimuli to facilitate learning. Furthermore, a study by Lestari and Yosintha (2022) underscores the motivational benefits of incorporating popular media into language instruction, as students find TV shows engaging and relatable.

## **2.3. Integrating TV Shows in teaching listening comprehension**

Research supports the pedagogical integration of TV shows into listening instruction. For instance, Ekinci (2021) found that exposure to TV series improves students' ability to process natural speech, recognize accents, and infer meaning from contextual cues. Similarly, a study by Dizon and Thanyawatpokin (2021) reports that learners who engage with TV shows demonstrate greater fluency and confidence in listening tasks. However, for TV shows to be effectively utilized in language instruction, teachers should implement appropriate scaffolding strategies. These strategies include using subtitles to aid comprehension, pausing for comprehension checks, and incorporating discussion activities to reinforce key linguistic features. Additionally, teachers may pre-teach vocabulary and cultural references to reduce comprehension barriers. Despite these benefits, educators also face challenges, such as selecting appropriate content, managing student engagement, and ensuring that listening tasks align with curriculum goals.

## **2.4. Previous studies**

Existing studies provide empirical support for the efficacy of TV shows in enhancing listening comprehension. For instance, a study by Markham (1989) found that captioned television videos significantly improved the listening comprehension of ESL students at different proficiency levels. Similarly, research by Ekinçi (2021) demonstrated that Turkish EFL students who watched TV series improved their listening achievement levels. In addition, Chiba et al. (1995) explored Japanese university students' attitudes toward various English accents, highlighting the importance of exposure to different pronunciations in language learning. These studies indicate that integrating TV shows into language instruction can yield positive results across various learner populations. However, research specifically examining the impact of TV shows on Vietnamese high school students remains limited.

While substantial literature highlights the effectiveness of TV shows in language learning, there is a lack of targeted research on their use in Vietnamese high schools. Most studies focus on university students or learners in Western contexts, leaving a gap in understanding how TV shows can support listening comprehension in Vietnamese education. This study aims to address this gap by investigating the impact of TV shows on Grade 10 students' listening comprehension in Hanoi, contributing to localized pedagogical strategies for language instruction.

## **3. MATERIALS AND METHODS**

This study employed an action research design, following Kurt Lewin's (1946) cyclical model, which consists of planning, implementation, observation, and reflection. Observing that students faced difficulties in listening comprehension, the author explored potential solutions and discovered that many students had a strong interest in TV shows. Motivated by this observation, the author conducted a literature review on action research and found it to be a useful approach. This led to the decision to adopt action research to integrate TV shows into teaching, aiming to evaluate whether this method could effectively enhance students' listening comprehension. A mixed-methods approach was used, combining quantitative and qualitative data to ensure a comprehensive evaluation.

### **3.1. Participants and Research setting**

The study was conducted over eight weeks at a high school in Hanoi, involving 30 Grade 10 students. These students, part of the "English 10 Global Success" program, had diverse English proficiency levels, ranging from elementary to pre-intermediate. The variety of skill levels ensured that the study's findings were applicable across a broad spectrum of learners, reflecting the real challenges faced by students in Vietnamese high schools. To create an engaging and effective learning environment, students were introduced to authentic English speech through TV show content, selected to align with their language proficiency and interests. The intervention was conducted over an eight-week period, during which students participated in two 45-minute lessons per week. The decision to implement an eight-week intervention was made after observing noticeable improvements in students' listening comprehension during the study. As students demonstrated increased confidence and better understanding of spoken English, it was determined that a second cycle was unnecessary. The intervention period was sufficient time to assess the effectiveness while maintaining student engagement. The selected TV shows, *America's Got Talent* and *Britain's Got Talent*, featured a range of natural speech contexts, including interviews, casual conversations, and storytelling segments. This variety allowed students to experience different listening challenges, from understanding main ideas to recognizing detailed information.

To maximize learning outcomes, each lesson was divided into three phases: pre-listening, while-listening, and post-listening. Before watching, students engaged in activities such as predicting the content based on images, discussing key vocabulary, and setting listening goals. During the viewing phase, they were encouraged to take notes on essential details and pay attention to pronunciation and intonation. Post-listening activities included comprehension quizzes, group discussions, and role-playing exercises where students re-enacted dialogues using their own words. The intervention sought to bridge the gap between traditional listening exercises and real-world English exposure.

### **3.2. Research design and Procedure**

The research followed Lewinian action research principles, structured into four distinct phases: planning, implementation, observation, and reflection. In the planning phase, listening comprehension challenges were identified through teacher discussions and classroom observations. For example, the author observed that students struggled with understanding different accents and spontaneous speech, which informed the selection of TV shows

with varied but clear pronunciation. A literature review was conducted to develop research objectives and intervention strategies. During the implementation phase, students participated in two 45-minute sessions per week, where they engaged with both the audio and visual aspects of the show. They watched *America's Got Talent* and *Britain's Got Talent* because of their authentic speech, clear pronunciation, diverse accents, and engaging content. These features align with students' learning needs, providing exposure to natural conversational English while remaining accessible. Adjustments were made as necessary to ensure content appropriateness. For instance, if a particular episode contained speech that was too fast or culturally dense, it was supplemented with additional explanations and guided listening activities. The observation phase included pre- and post-tests, surveys, and interviews to measure listening comprehension improvements and student engagement. Finally, in the reflection phase, results were analyzed to determine the intervention's effectiveness and propose adjustments for future implementations.

### 3.3. Data Collection

#### 3.3.1. Quantitative Data Collection

To assess the impact of integrating TV shows into language learning, quantitative data collection methods were employed. These included structured listening comprehension assessments and student attitude surveys.

A total of thirty students participated in the study. At the beginning, a pre-test was conducted to evaluate their initial listening comprehension. This was followed by an eight-week intervention in which episodes of *America's Got Talent* and *Britain's Got Talent* were used as listening aids. During the first week, students received guidance on how to engage with TV show content effectively. From the second to the eighth week, the TV show was systematically incorporated into lessons. After eight weeks, a post-test was administered to assess improvements in students' listening comprehension.

The listening assessments consisted of ten multiple-choice questions and five short-answer questions. The multiple-choice section aimed to evaluate students' ability to identify main ideas, recognize specific details across different accents, and match spoken phrases with corresponding written options. The short-answer section required students to summarize key points, infer speakers' intentions, and provide details regarding scenarios described in the audio excerpts. The test was designed based on the curriculum objectives, structures, and guidelines to ensure alignment with students' learning goals. To ensure validity and reliability, the test was piloted with a different group of students before being implemented in the study. Additionally, to ensure a structured evaluation of students' short-answer responses, a rubric was developed to assess their listening comprehension skills systematically. The rubric consisted of three categories: 'Good Answers' (3 points) for responses that were detailed and correct, demonstrating a clear understanding of key points and details; 'Better but Insufficient' (2 points) for partially correct responses that captured some details but lacked completeness; and 'Brief and Inaccurate' (1 point) for minimal, off-topic, or incorrect answers. This rubric specifically assessed students' ability to comprehend main ideas, recognize essential details, and infer meaning from spoken content. Besides, grading for the short-answer questions was conducted twice - once by the primary researcher and then by another teacher to ensure inter-rater reliability.

Additionally, a survey was developed to analyze students' attitudes towards the use of TV shows as a tool for enhancing listening comprehension. The survey utilized a Likert-scale format to assess factors such as engagement, motivation, and perceived effectiveness of multimedia resources. Grounded in attitude measurement theories, particularly those developed by Rensis Likert (1932), this methodological approach facilitated the systematic collection of quantitative data. The questionnaire was adapted from Ekinici (2021), which was originally based on Davis (1989), and underwent several modifications to align with the context of high school students in Vietnam. Firstly, some questions were reworded to emphasize specific aspects of listening comprehension rather than measuring overall listening improvement. Secondly, items from the original questionnaire were adjusted to better reflect the learning experiences of Grade 10 students by replacing those designed for university learners with more relevant ones for high school students. Lastly, the wording was refined to ensure clarity and accessibility for Grade 10 students with different levels of English proficiency.

#### 3.3.2. Qualitative Data Collection

This study employed qualitative data collection methods to gain deeper insights into students' perspectives on utilizing TV shows as a tool for enhancing listening comprehension. Semi-structured interviews were conducted to allow for both consistency and flexibility, enabling researchers to explore key themes while also probing into



participants' unique experiences. Eight of the participants participated in five-minute semi-structured interviews to share their insights. To ensure that interview participants fully understood the questions and provided the most accurate responses, the author conducted the interviews in Vietnamese and then translated them into English for analysis. Responses were recorded, transcribed, and thematically analyzed to identify recurring patterns.

Based on Ekinici (2021)'s study, the interview questions were adapted with modifications for the Vietnamese high school setting and carefully reviewed by an instructor. The interviews comprised five carefully designed questions aimed at understanding students' attitudes, previous exposure, perceived benefits, challenges, and overall effectiveness of this approach. The first question explored students' general opinions on the effectiveness of TV shows in improving listening comprehension. The second question examined their prior engagement with such content to establish a baseline for their experiences. The third question focused on identifying specific advantages they perceived, while the fourth addressed potential obstacles or difficulties they encountered. Finally, the fifth question encouraged participants to reflect on the overall impact of the study on their listening comprehension development.

### 3.4. Data Analysis

Quantitative data played a crucial role in assessing the measurable effects of the intervention on students' listening comprehension. Quantitative data were analyzed using paired t-tests method of SPSS 25 to compare pre- and post-test scores for statistical significance. The primary objective of the quantitative analysis was to determine the extent to which integrating TV shows into listening instruction enhanced the listening comprehension of high school students in Hanoi.

Complementing this, the qualitative analysis explored students' attitudes regarding the use of TV shows as a learning tool for listening comprehension. To analyze the data collected from the questionnaire, Microsoft Excel was utilized for organizing and structuring the data, and thematic coding allowed for a comprehensive understanding of participants' perceptions and experiences. Meanwhile, the data obtained from the semi-structured interviews were analyzed using a categorical-content analysis approach.

## 4. RESULTS AND DISCUSSION

The study revealed significant improvements in students' listening comprehension skills after the intervention, as evidenced by the analysis of pre- and post-test scores, survey responses, and interview data. These findings highlight the effectiveness of using TV shows as a tool to enhance listening comprehension and the positive attitudes students developed toward this teaching method.

### 4.1. The effectiveness of using TV shows on enhancing students' listening comprehension

To determine the effectiveness of using TV shows in enhancing listening comprehension, the researcher conducted a paired t-test for multiple choice questions. This statistical method compares the pre-test and post-test scores of the same students to see if there is a significant difference.

*Table 1. Paired T-test analysis for Achievement Pre-test and Post-test scores*

	N	Mean	Std. Deviation	df	t	p
<b>Pre</b>	30	6.10	1.30	29	-4.69	0.000
<b>Post</b>	30	7.50	1.11			

From observations, students showed a clear enthusiasm for the TV show lessons, which translated into measurable improvements in their listening comprehension. The mean score rose from 6.10 to 7.50, reflecting academic progress in understanding spoken English. A paired t-test analysis revealed a t-statistic of -4.69 with a p-value of 0.000, confirming that this improvement is statistically significant ( $p < 0.05$ ). This suggests that the use of TV shows contributed to a measurable improvement in students' listening comprehension.

To analyze short answer questions, the researcher created a rubric in the methodology section based on the categories defined:

Table 2. Rubric Analysis for Achievement Pre-test scores

Criteria	Description	Number of Students (Pre-listening)	Number of Students (Post-listening)	Points
Good Answers (3 pts)	Detailed and correct answers, showing comprehension of key points and details	9	13	3
Better but Insufficient (2 pts)	Partial understanding, missing some key points, but mostly correct responses	14	12	2
Brief and Inaccurate (1 pt)	Minimal understanding, incomplete or off-topic answers, lacking key details	7	5	1

The results from the rubric analysis highlight clear improvements in students' listening comprehension after exposure to the use of TV shows in English lessons. In the pre-listening test, only 9 students were able to provide fully correct and detailed answers. This number increased to 13 in the post-listening test, indicating that more students could grasp their understanding with greater accuracy after the activity. Additionally, there was a reduction in the number of brief and inaccurate responses, dropping from 7 students in the pre-test to 5 in the post-test. This shows that students not only improved their understanding but also gave more thoughtful and accurate answers. However, the group that provided partially correct but incomplete responses remained relatively stable, with 14 students in the pre-test and 12 in the post-test. While this group showed some improvement, they still struggled with providing fully comprehensive answers, suggesting that additional support is necessary for them to fully grasp the content.

#### 4.2. Attitudes of students toward the use of TV shows to improve their listening comprehension

This study aimed to assess the attitudes of 30 students toward using TV shows to improve their English listening comprehension. The results indicated that students generally acknowledged the importance of listening comprehension as a key skill in language learning (Mean = 3.6). Many students also believed that watching TV shows enhanced their ability to understand spoken English (Mean = 3.16) and improve their pronunciation (Mean = 3.63).

However, some challenges were noted. The mean score for struggling to understand during TV show lessons was 3.43, indicating that a significant portion of students found the content challenging, particularly lower-level learners. While many students enjoyed the experience (Mean = 3.3) and found it motivating (Mean = 3.1), responses regarding the difficulty level and episode length were mixed. The mean score for the appropriateness of episode length was 3.43, while the perceived difficulty level had a mean of 3.26, with some students expressing uncertainty.

Despite these variations, the majority of students viewed TV shows as a beneficial tool for improving listening comprehension, as reflected in the mean score of 3.46 for recommending this method to others. These findings suggest that integrating TV shows into English instruction can positively influence listening comprehension, but careful selection of content and additional support may be necessary to accommodate all proficiency levels. The details in Table 3.

Table 3. Descriptive statistics of the survey results

Items	Mean	Strongly disagree (1) f (%)	Disagree (2) f (%)	Neutral (3) f (%)	Agree (4) f (%)	Strongly agree (5) f (%)
1. I think listening comprehension is an important skill when learning English.	3.6	1 (3.3%)	2 (6.7%)	8 (26.7%)	16 (53.3%)	3 (10%)

2. Watching TV shows in English has improved my ability to understand spoken English.	3.16	3 (10%)	4 (13.3%)	10 (33.3%)	11 (36.7%)	2 (6.7%)
3. I enjoyed using TV shows to improve my English listening comprehension.	3.3	2 (6.7%)	2 (6.7%)	13 (43.3%)	11 (36.7%)	2 (6.7%)
4. Watching TV shows in English made me more motivated to learn English.	3.1	7 (23.3%)	1 (3.3%)	6 (20%)	14 (46.7%)	2 (6.7%)
5. Improving my listening comprehension through TV shows has made me more confident.	3.56	3 (10%)	1 (3.3%)	9 (30%)	10 (33.3%)	7 (23.3%)
6. When watching TV shows, I often struggle to understand because the speech is too fast.	3.43	3 (10%)	3 (10%)	5 (16.7%)	16 (53.3%)	3 (10%)
7. I believe spending more time with TV shows will help improve my listening comprehension.	3.56	1 (3.3%)	1 (3.3%)	13 (43.3%)	10 (33.3%)	5 (16.7%)
8. Watching TV shows in English has helped improve my pronunciation.	3.63	3 (10%)	1 (3.3%)	5 (16.7%)	16 (53.3%)	5 (16.7%)
9. It was easy for me to practice listening by watching TV shows.	3.06	4 (13.3%)	5 (16.7%)	8 (26.7%)	11 (36.7%)	2 (6.7%)
10. The lengths of the TV show episodes were suitable for my level of English.	3.43	1 (3.3%)	2 (6.7%)	12 (40%)	13 (43.3%)	2 (6.7%)
11. The difficulty of the TV show episodes was appropriate for my level of English.	3.26	4 (13.3%)	2 (6.7%)	9 (30%)	12 (40%)	3 (10%)
12. Watching TV shows in English has helped me develop specific listening strategies. (e.g. identifying main ideas, understanding implied meaning)	3.13	4 (13.3%)	4 (13.3%)	8 (26.7%)	12 (40%)	2 (6.7%)
13. Watching TV shows in English has made me more eager to listen to English.	3.3	2 (6.7%)	5 (16.7%)	7 (23.3%)	14 (46.7%)	2 (6.7%)
14. Watching TV shows has helped me understand everyday language and conversations.	3.03	3 (10%)	6 (20%)	9 (30%)	11 (36.7%)	1 (3.3%)



15. I can apply the listening skills gained from watching TV shows to academic and exam-related listening tasks.	3.03	4 (13.3%)	6 (20%)	7 (23.3%)	11 (36.7%)	2 (6.7%)
16. I think watching TV shows is a good way to improve my English listening comprehension.	3.3	5 (16.7%)	3 (10%)	3 (10%)	15 (50%)	4 (13.3%)
17. I would recommend watching TV shows to others for improving listening comprehension.	3.46	2 (6.7%)	3 (10%)	7 (23.3%)	15 (50%)	3 (10%)
18. I plan to continue watching TV shows to improve my English listening comprehension.	3.16	5 (16.7%)	3 (10%)	7 (23.3%)	12 (40%)	3 (10%)

To complement the questionnaire results, the researcher carried out semi-structured interviews with 5 questions to gain deeper insights into students' views on using TV shows as a tool to improve their English listening comprehension.

For the first question, *“What are your thoughts on using TV shows to improve your listening comprehension in English?”*, five out of eight students (S1, S2, S3, S5, S6) found TV shows to be an engaging and enjoyable way to improve their listening comprehension. As they expressed, “I enjoy using TV shows because they are fun to watch, and I don’t get bored.” Additionally, four students (S2, S3, S5, S6) valued the exposure to natural speech, stating that it helped them understand how native speakers communicate in real-life situations because “I hear how native speakers use expressions and slang.” However, some students (S4, S7, S8) encountered difficulties in comprehension, particularly due to the fast speech of some characters and unfamiliar accents. They admitted that, “Sometimes, the characters speak too fast, and I struggle to understand.” To overcome these challenges, two students (S1, S6) emphasized the importance of subtitle as “It helps when there are subtitles.”

Answering the second question, *“Before this study, did you have a routine of watching any TV shows?”*, four out of eight students (S1, S4, S6, S8) admitted that they rarely or never watched English TV shows before the study, mainly due to comprehension difficulties. One of them stated, “I didn’t really watch English TV shows before this study. It was difficult to follow.” In contrast, three students (S2, S3, S5) had prior experience watching TV shows in English but primarily for entertainment rather than language learning. As one student put it, “Yes, I watched a lot of English TV shows before, but I never focused on improving my listening comprehension.” Interestingly, after participating in the study, three students (S4, S7, S8) reported a shift in perspective, realizing the educational value of TV shows, stating, “After trying it in this study, I’m more interested now.”

When asked about the benefits of using TV shows in the third question, *“What are some benefits you’ve noticed from using TV shows to enhance your listening comprehension in English?”*, four students (S1, S2, S3, S8) noted that TV shows helped them expand their vocabulary and learn new expressions. One student shared, “I’ve learned a lot of new phrases and expressions that aren’t in textbooks.” Additionally, three students (S3, S5, S6) highlighted that exposure to different accents improved their ability to follow English conversations, commenting that, “Now, I can follow different accents better.” Another three students (S2, S6, S7) mentioned increased confidence in their listening comprehension, stating, “I feel more comfortable listening to English now.”

Despite the overall positive feedback, students also encountered challenges while using TV shows to improve their listening comprehension. With the fourth interview question, *“Have you encountered any difficulties or drawbacks while using TV shows for listening practice?”*, four students (S1, S2, S4, S8) found the speed of conversations to be a major challenge. One student explained, “The characters speak too fast, and I have trouble keeping up.” Three students (S5, S6, S8) struggled with unfamiliar accents, particularly British English, as one noted, “British accents are really hard for me to understand.” Additionally, three students (S3, S7, S8) mentioned difficulties in understanding cultural references, slang, and idiomatic expressions. One student admitted, “Sometimes, I don’t

know if a phrase is serious or just a joke.” These findings suggest that while TV shows provide authentic listening practice, additional support may be needed to help students understand fast-paced dialogue and cultural nuances.

Finally, in response to the fifth question, *“In your opinion, has participating in this study helped you improve your listening comprehension?”*, four out of eight students (S1, S2, S5, S7) reported feeling more confident in their listening comprehension after the study. One of them stated, “I am more confident when listening, and even though I don’t catch everything, I understand more than before.” Three students (S3, S5, S6) mentioned that they could now follow conversations more easily, expressing that, “Now, I can understand conversations more easily.” Additionally, three students (S6, S7, S8) expressed their intention to continue watching TV shows beyond the study period to further enhance their listening comprehension, as one stated, “I plan to keep watching TV shows to improve even more.”

In conclusion, this study found a significant improvement in students’ listening comprehension, with mean scores increasing from 6.10 to 7.50 ( $p < 0.05$ ). These results align with Ekinci (2021) and Vandergrift & Goh (2012), who highlighted the benefits of authentic audiovisual materials in language learning. Compared to scripted textbook dialogues (Rost, 2011), TV shows provided natural speech exposure, improving inference skills and comprehension. The rubric analysis of short-answer responses further supported these findings, showing an increase in detailed and correct answers and a reduction in incomplete or inaccurate responses.

Survey results indicated generally positive attitudes (Mean = 3.46), with students acknowledging improvements in comprehension (Mean = 3.16) and pronunciation (Mean = 3.63), in line with Chiba et al. (1995). However, challenges included difficulty with fast speech (Mean = 3.43) and cultural references (Mean = 3.26), suggesting the need for scaffolding techniques (Ekinci, 2021). Thematic analysis of interviews reinforced these results, with students highlighting engagement (Lestari & Yosintha, 2022) and exposure to natural speech (Stempleski & Arcario, 1992). Some students reported difficulties with accents and rapid conversations, consistent with findings by Gasim el Haj el Sheikh (2021) on the role of subtitles in supporting listening comprehension.

Unlike prior studies that focused on university students (Chiba et al., 1995), this research demonstrates that TV shows can also enhance listening comprehension for high school learners. While authentic input aids comprehension (Field, 2008), lower-proficiency students require additional support (Gasim el Haj el Sheikh, 2021). The results emphasize that TV shows provide a bridge between structured learning and real-world English exposure, aligning with research advocating for multimedia-assisted instruction (Ekinci, 2021).

## 5. CONCLUSION

This study investigated the effectiveness of using TV shows as a supplementary tool to improve Grade 10 students’ English listening comprehension. Through pre-tests, post-tests, surveys, and interviews, both quantitative and qualitative data were collected to evaluate students’ progress and perceptions of this approach. The findings revealed a statistically significant improvement in listening comprehension, as reflected in increased post-test scores. Exposure to authentic audiovisual materials allowed students to better process spoken English, including natural speech patterns and diverse accents. A paired t-test analysis confirmed that this improvement was statistically significant, validating the effectiveness of incorporating TV shows into language instruction.

Despite these positive results, some challenges remain unaddressed. While TV shows provide exposure to authentic spoken English, some students struggled with fast speech, unfamiliar accents, and cultural references. These difficulties suggest that not all learners can fully benefit from this method without additional support. Moreover, the study was conducted over a relatively short period with a small sample size, limiting the generalizability of the findings. These gaps highlight the need for further research on how to optimize TV shows for learners with varying proficiency levels and different learning needs.

To address these challenges, future research should explore strategies to scaffold learning, such as incorporating subtitles, guided discussions, or tailored content selection. Long-term studies with larger and more diverse participant groups would provide deeper insights into the sustained impact of TV shows on listening comprehension. Furthermore, investigating the cultural relevance of TV shows and exploring other media formats, such as podcasts or online videos, could expand understanding of media-based language learning. By refining this approach, educators can better leverage multimedia resources to support English acquisition in various educational contexts.

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