Using AI video on Padlet to improve English speaking skill practice for the first year non-English majored students at Hai Phong University

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Abstract: *This paper shows using AI video on Padlet to improve English speaking skill practice for the first year non-English majored students at Hai Phong university. The author used pre-test and post – test and a questionnaire. The participants in the research were 30 first year non-English majored students at Hai Phong university. Research results show the effects of AI video on Padlet on students' speaking performance and their feedbacks on the English speaking practice with AI videos.*

Keywords: *AI video; Padlet; speaking skill*

1. Introduction

Speaking skills are an important part of second language learning and teaching. To improve English speaking skill, practice has complex significance. Thuan (2023), proved that the lack of practice emerges as a significant obstacle, delaying learners' progress and preventing their ability to become proficient speakers. The first investigation of the research shows that the first year non-English majored students at Hai Phong university share the same problems. Therefore, it's high time to take action to enhance the students' English speaking practice to promote their English speaking performance. This study is dedicated to testing the effectiveness of integrating teaching speaking skills with tech tools like the AI video and Padlet could improve the process of teaching English in general and speaking in particular for university students.

2. Content

2.1. Literature review

2.1.1 The roles of AI in education

In the educational sector, there are four roles adopted by AI tools such as serving as a tutor, a tutee, a learning tool/partner or policymaking advisor (Hwang et al., 2020). As a tutor, these are largely the most common applications prevalent in the field of education. Such tools are thought to enhance student performance and promote the application and achievement of learning objectives (Sharadagh & Sa'adi, 2022), and boast of personalized, efficient, and rapid learning facilitated using apps and mobile devices (Yunje, 2021) particularly in the language classroom. Here, students can practice learning needed skills tailored both to their learning objectives and course needs (Hwang et al.,2022).

2.1.2. The Padlet Application

This tool offers various benefits to the users without having a special account. In the classroom setting, Padlet works well with activities such as brainstorming, discussion and project work (Stannard, 2015). Students can learn through Padlet at any time, anywhere, with internet-enabled devices such as smartphones, tablets, and computers with an internet connection (Haris, Yunus, & Badusah, 2017). Padlet allows any number of writers to post comments or upload a file at the same time (Goh & Sandar, 2016). "Padlet replaces the traditional use of whiteboards to share and store information; enables students to interact with each other and with teachers, ask questions, and request feedback" (Huwamel & Alabbad, 2020).

2.2. The study

*Research questions

1. What is the impact of using the AI video on Padlet application on improving the students' English-speaking skills?

2. What are the students' feedbacks on the English speaking practice with the AI video on Padlet*?*

* Participants

The participants of the study were 30 first-year students from K24 at Hai Phong university, Hai Phong city, Vietnam. To those students, English

is a compulsory subject at school. Moreover, such students have learnt English since they were in high schools; however, they had bad ability in speaking.

*Data collection instruments, procedures

By using tests, the researcher could discover the improvement of students' speaking ability before and after the intervention. Moreover, they could help the researcher answer the questions about the improvement of the students' speaking skill.

For the tests, the scores from the pre-test and post-test were analyzed using the criteria by professional board of Foreign Language Departments of Hai Phong university, including content, grammar, vocabulary, pronunciation and fluency. The statistical differences of the findings were analyzed in order to find out whether the students performed better in the post-test after the use of the AI video on Padlet application, and to find out whether there were of any significant differences in the findings.

An online questionnaire was carried out to investigate the students' feedbacks on the English speaking practice with the AI video. The results were collected and calculated through Google Form.

The study was carried in six steps. First, an AI video was created with AI tools: an image of a native speaker was made with Leonardo AI, an audio file was made with Ondoku where many native English voices can be selected, then the image and audio file were used to produce a video with an examiner asking questions with Tokkingheads. Second, the speaking pre-test was carried out to collect the pre-results with a recorder. Third, the teacher made the students practice with the AI video on Padlet, ask them use video recorder on Padlet to record and post their performances on another wall on Padlet. Fourth, teacher asked the students do pear corrections on Padlet. Fifth, the speaking post-test with the same questions of the pretest was carried out to collect the post-results with a recorder to be made comparison with pretest's. Finally, the questionnaire was done.

2.3. Findings and discussion

*Results of the pre-test and post-test

As mentioned above, the pre-test and post-test were used before and after the intervention in order to examine the effects of the AI video on Padlet application on students' speaking performance. The data from the pre-test and post-test were computed, analyzed and reported as follow.

Overall, the students made progress in all criteria in the speaking test. While the students' "fluency" and "content" were improved most, their "pronunciation" was the least improved. To specify, the percentage of the students who got progress in "fluency" ranked first at about 50%. It is followed by that of "content" making up appropriately 40% of total students. The data for "vocabulary" and "grammar" ranked third and fourth at 20% and 10% respectively. The students' progress in "pronunciation" is trivial at merely about 3%.

The result of the posttest shows that in the posttest the students outperformed themselves with higher scores. It reveals that the positive improvement of the students' speaking competence would be reflected clearly through the scores they got. In other words, the use of the AI video on Padlet application seems to be effective in the sense that it helped the students learn speaking better.

Additionally, the questionnaire explores the students' feedbacks on some factors that contribute to the lack of practice when they practice with AI videos, including limited exposure to native speakers, cultural and social barriers, insufficient opportunities for engagement, and the paralyzing fear of making mistakes. The results are shown below.

The results show that the majority of the students felt that they didn't meet the obstacles in practicing English anymore (from 50% to 100%). Nearly a third of students found a decrease in the factors limited exposure to native speakers, cultural and social barriers and paralyzing fear of making mistakes. Only 10% to 20% didn't find any differences in the factors limited exposure to native speakers and paralyzing fear of making mistakes. Especially, all the students got enough opportunities for engagement. This results showed that the AI video on Padlet application was adapted effectively to provide full opportunities for learners' engagement and to decrease the negative effect of limited exposure to native speakers, cultural and social barriers, paralyzing fear of making mistakes. This might be concluded that the AI video on Padlet application applied in teaching speaking lessons had some good effects.

To sum up, the findings from the questionnaire

supported the answer for the first research question that the AI video on Padlet application enhanced and motivated students to speak English because students can practice with the AI video on Padlet application at every where and any time they want which bring them sufficent opportunities for engagement. Moreover, the AI video helped them experience to comunicate with an AI native speaker without cultural and social barriers, paralyzing fear of making mistakes. Besides, they can repeat the conversation many times untill it is good enough which increase their fluency. As a result, their speaking performance will be improved.

Recommendations

Firstly, AI videos should be created to help students practice speaking English for its effect on improving students' English speaking performance, especially contents and fluency. These AI videos can be used for different classes for many years so it saves time for a long term. Secondly, the teacher should combine using AI videos with other methods to help students to deal with their problems in grammar and pronunciation because no methods and tools are perfect. Practicing with AI videos can help students produce language better and more fluently. It also helps students to avoid some factors that contribute to lack of practice like limited exposure to native speakers, cultural and social barriers, insufficient opportunities for engagement, paralyzing fear of making mistakes. Last but not least, it is more effective to let the students do the practice with AI videos in an online class, at home or outside an offline classroom to avoid being influenced by noises from other conversations in classroom.

3. Conclusion

The study was a small action research about the effectiveness of the AI video on Padlet application on improving the speaking performance of the first year students at Hai Phong university. The results from the pre-test, post-test and questionnaires indicated that there was a considerable improvement in the learner' speaking skill by applying the AI video on Padlet application. First, the better results at the post-test compared to those at the pre-test proved remarkable improvement in the students' speaking skill. Second, the results collected from questionnaire showed that when practicing with AI videos, the students have

chances to communicate with AI native speakers, who are identical with real native speakers, decreasing the bad effect of limited exposure to native speakers. Also, the students have sufficient opportunities for engagement because the time of practicing online is not as limited as in the class. Besides, the students don't feel the cultural and social barriers, and the paralyzing fear of making mistakes when talking with AI native speakers, which help to improve their speaking abilities. In summary, from the findings of the research, it can be concluded that applying the AI video on Padlet application could help improve students' speaking skill significantly.

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