

Using videos in teaching speaking skills to students

Luu Nguyễn Trần Nhung

ThS. Trường Đại học Tài chính - Marketing

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Abstract: *Nowadays, technology has nearly become an inseparable part of society, with numerous applications from entertainment to business, and especially in education. It can be seen that the innovation of technology brings a significant change in teaching and learning. It creates a new opportunity for not only students but also teachers to approach new materials to facilitate for more meaningful and interesting teaching experience. This paper aims to investigate the roles of videos in language teaching and learning. Furthermore, the article analyzes several effects of videos on speaking skills, especially in terms of teaching cultural awareness, improving pronunciation and intonation, enhancing pragmatic understanding and motivating students.*

Keywords: *Speaking skills, technology, videos.*

1. Introduction

It can be seen that the innovation of technology brings a significant change in teaching and learning. Nowadays, teachers tend to apply various audio-visual resources to support the teaching process, in addition to textbooks and other intriguing activities, in order to promote student-centeredness, autonomy, interaction, and connectedness (Bajrami & Ismaili, 2016) and among them, videos are supposed to have positive contributions in language learning and teaching.

In fact, videos were applied in language classrooms in the early time due to their benefits in teaching, and recently, the tendency to integrate videos into the curriculum is becoming widely popular (Cakir, 2006). It is due to many studies consolidating the effectiveness of videos in language teaching and learning, especially on language skills (Yasin et al., 2018; Yükselir & Kömür, 2017; Styati, 2016, Grandon, 2014; Vieira, 2014; Woottipong, 2014; Mekheimer, 2014). However, videos are often used as audio replacements to improve listening rather than speaking skills and the techniques to apply videos in teaching speaking are limited.

This article aims to provide some evidence about beneficial effects of videos on speaking skills.

2. Content

2.1. Videos in language learning and teaching

According to Martínez (2010), videos are defined as recordings that include images and audios with authentic language to serve for instructional purposes in language teaching and learning (p.7). They are considered to be vibrant, dynamic and are able to

be integrated into language lessons. According to Harmer (2001), language-learning videos are tailored for different students depending on which stage they are in, and to suit the students' needs. They are likely to be readily understandable, and cannot only be used for language research, but also for a variety of activities. This type of video can be the most common choice in the school environment because it focuses on well-defined knowledge and meaningful examples that can direct for language learning (Harmer, 2014). However, some undisclosed unfavorable feedbacks may be obtained depending on the selection of these videos.

Some of the drawbacks that language-learning videos usually receive are low quality output, low credibility, and the complexity of the language in the course (Harmer, 2001). One thing teachers should consider is the quality of videos. A poorly made video can fail to draw students' interest, and the lesson transmitted may be affected. Besides that, if the video's content is too complex, students can become unable to recall the details. Harmer (2001) also suggested several other considerations that may influence the use of videos in the classroom such as the length of the film, the state of the classroom and how the videos are used. According to the author, brief video sequences are a good choice since they can be manipulated, produce a pleasing variety of words, are simple to interpret, and can be highly motivational (Harmer, 2001).

2.2. The effects of videos on speaking skills

**The effects of videos on teaching cultural awareness*

According to Hakim (2016), the value of speaking ability cannot be ignored because it exists in many organizational errands in everyday life, from a minor issue like posing an inquiry to some bigger professional tasks such as presenting in public. However, Hakim (2016) also claimed that teaching speaking skills was not a simple task since teachers found it challenging to engage students to participate in oral activities. The researcher also clarified that this circumstance existed because teachers might barely give students examples and opportunities related to what truly occurred, in actuality, to talk. Afifah and Lestari (2019) furthermore referenced that the limit of presenting to specific articulations in actual circumstances when teachers were the only model caused the fatigue of learning speaking skills in English. Recognizing the problems, these researchers recommended that videos appeared to be accessible materials that have beneficial influences on developing speaking skills.

When teaching speaking skills in classrooms, one of the challenges that teachers normally encounter is figuring out a way to get students associated with actual life experience in class. Videos seem to be a viable solution for this concern. As suggested by Kim (2014), videos provide language learners with various authentic situations to improve their skills and encourage students to observe the specific language patterns associated with people in particular settings. These learning contexts supply hints such as words, actions, emotions, and facial expressions and these cues permit students to analyze and explore the semantics and pragmatics of language.

**The effects of videos on improving pronunciation and intonation*

One of the most significant benefits of videos on speaking skills is influencing on students' pronunciation and intonation (Afifah and Lestari, 2019; Simanullang, 2018). According to Simanullang (2018), pronunciation plays an important role and is associated directly with the oral skills. However, the pronunciation instructions do not always obtain adequate emphasis in L2 classroom environments (Wisniewska & Mora, 2018). Simanullang (2018) claimed that one of the difficulties that EFL learners usually confronted in pronunciation was the differences between mother tongue and L2, especially with the phonology aspect. Wisniewska and Mora (2018) also noted that the implementing of pronunciation in language classrooms needed much

consideration because embedding pronunciation in a method emphasizing communication is not an easy task. Besides that, another factor that affects pronunciation improvement is students' interest and willingness in practicing pronunciation.

Videos might be the solution to deal with the problems described above. One of the strength of videos is providing authentic language as a role for language acquisition input (Harmer, 2001). It can be seen that videos help carry the burden on teachers' shoulders when teaching pronunciation for students. Instead of placing pressure on teachers because they have to be the only model in language classrooms, an appropriate video can be a comprehension input for students to get acquainted with variations of pronunciation (Simanullang, 2018). By watching videos, students can absorb and imitate the different ways to pronounce expressions naturally, and from that, develop their own confidence when repeating the phrases several times.

Another benefit that videos can add for pronunciation improvement is the ability to combining vision with sounds tailored for suitable learning desire (Simanullang, 2018). These combination supplies the brain chances to absorb and retain more knowledge rather than listening to target language only (Adeniyi et al., 2016; Mayer, 2014). Furthermore, the images in videos allow students to match the intonation with facial expressions or gestures associated with certain speech (Mustikawati, 2013) or learn about body language (Simanullang, 2018). According to Afifah and Lestari (2019) with moving images, videos can show language forms and language functions vividly, and from that, students can experience real-life situations and realistic models. In addition, pronunciation and intonation are certain things that can be assisted by videos for students.

**The effects of videos on enhancing pragmatic understanding*

Lialikhova (2014) not only put concentration effects of videos on pronunciation and intonation but also on certain aspects of pragmatic understanding. According to Lialikhova (2014), videos consist of language expressions and body language, facial expression, emotions or behaviors, and these cues permit students to analyze and explore the meaning of language (Lialikhova, 2014). According to Harmer (2001), videos allow students to "see" the situations where particular expressions taking place. Based on Mayer's concept about multimedia

instructions (2014), pictures and words have better effects in developing students' cognition rather than using words only. Multimedia instruction leads to the better understanding and retention of language expressions in students' mind.

**The effects of videos on motivating students*

Moreover, Stephen et al. (2012) recommended that videos could play a role as scaffolding for different follow up speaking activities and encourage students to speak. The authors, Stephen and colleagues, conducted an action research using films as a scaffolding for students to discuss. The ideas using films instead of books for discussing starts with the interest of students in watching videos. The results indicated that students participated to complete tasks; besides that, students attempted to put more efforts in using English to express their ideas. Therefore, it could be inferred that videos were beneficial comprehension input for students to develop ideas, think critically and develop autonomy.

The impact of videos on speaking abilities has already been shown to be beneficial in multiple studies. Afifah and Lestari (2019) tried to explore how the use of video clips could strengthen the ability of students to communicate through the teaching and learning process of speaking in the classroom through observation, interview and recording, including the strategies used by the teacher, the learning media and the classroom speaking activities. The results showed that video clips as teaching media have been shown to be successful in improving students' speaking skill.

3. Conclusion

The utilization of videos in language classrooms has proven to be a valuable and effective tool for enhancing various aspects of speaking skills and overall language acquisition. The challenges faced by both teachers and students, such as engaging students in oral activities, addressing pronunciation differences, understanding pragmatic nuances, and motivating students, have found viable solutions through the integration of videos in language teaching.

Firstly, videos provide a bridge between classroom learning and real-life experiences, enabling students to engage with authentic language contexts. By immersing students in diverse situations, videos offer a rich source of language patterns, actions, emotions, and expressions, fostering a deeper understanding of semantics and pragmatics.

Secondly, videos significantly impact pronunciation and intonation, addressing the challenges posed by differences between the learners' native language and the target language. Pronunciation, often neglected in language classrooms, finds a practical solution in videos, which provide varied models for students to observe and imitate. The visual and auditory combination of videos enhances students' ability to match intonation with facial expressions and gestures, reinforcing their comprehension and retention of language forms.

Furthermore, videos play a pivotal role in developing pragmatic understanding, incorporating language expressions, body language, facial expressions, emotions, and behaviors. This multimodal approach enables students to analyze and explore the meaning of language in a holistic manner, fostering a deeper comprehension of linguistic nuances and enhancing their overall communication skills.

Additionally, videos serve as powerful motivational tools in the language learning process. By capitalizing on students' natural interest in visual content, videos create an engaging and enjoyable learning atmosphere. They act as scaffolding, encouraging students to participate actively in speaking activities, express their ideas in English, and develop critical thinking skills.

In conclusion, the integration of videos into language teaching not only addresses the challenges faced by educators but also enhances students' speaking skills, pronunciation, pragmatic understanding, and motivation. As demonstrated by various studies, videos provide a dynamic and immersive learning experience, transforming language classrooms into vibrant hubs of interactive and effective language acquisition.

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