



Effect of Authentic Videos on Enhancing Students' Speaking Skill at Kiwi English Center

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Abstract: Over the years, finding effective ways and materials to keep EFL (English as a Foreign Language) learners more motivated and engaged in the classroom has become one of the most significant tasks for every teacher. One way to make the students more interested in the lessons is the use of videos in EFL teaching. This research aims to address the effect of authentic videos on the improvement of students' speaking skill. Fifty pre-intermediate students in Kiwi English Center participated in this survey. These students provided their own opinions about the impact of watching English videos upon their English learning progress. The statistics of this research have confirmed the effectiveness of authentic videos on motivating students to learn as well as improving their speaking skill. The positive result of this study will provide teachers with useful information to teach EFL students.

Keywords: authentic videos, effect, speaking skill.

I. INTRODUCTION

In recent years, with the change of view on English as an international language, learning English has become an integral and necessary not only for communication but also for academic and professional purposes. Therefore, in order to help the learners increase the achievement of language skills, language teachers have to make an attempt to provide students with the most interesting and engaging teaching materials and aids. Over the years, language learning methods have been undergoing a vigorous change from the process of passive and traditional methods to the more active one, especially the great development of new technologies. Crystal (2002) points out that a new technology always has a primary effect on language learning. As a result, authentic videos have become a high priority for many English language teachers. As stated by Sommer (2001), videos that catch learners' interest can generate the necessary motivation in learning.

In general, EFL teaching and learning in Vietnam has traditionally based on textbooks. The teaching is deeply teacher-centered (Broughton et al., 1994). Students are audiences who repeat passively what teachers say and follow their requirements (Chaudron, 1993). Nguyen (2014), claimed that in her English classroom, when teaching students the speaking skill, the teacher read aloud the dialogue in the textbook and then asked students to repeat only once or twice. There always exists a pressure of time to teach students communication skills when most of the time is spent on grammar and vocabulary. At Kiwi English Center, how to improve students' communicative ability is evaluated as being highly problematic. Students find it hard to express their ideas by producing correct spoken language. The reason may be due to the inappropriate methods that teachers applied in their classroom or other factors such as students show a distinct lack of motivation or confidence. There is a strongly urgent need for a solution to the problem to help students improve their communicative competence. With the development of computer-assisted language learning, teachers should pay more attention to the teaching methods as well as the new technologies in order to create a more effective learning environment.

Therefore, the above mentioned problem may be solved with the assistance of videos in which students apply what they have learnt from the videos to enhance their English speaking skill. Learning through authentic videos could be a very important means for learners to acquire their second or foreign language. Therefore, the hypothesis of this study is that students' speaking skill can be improved if they learn through authentic videos. The purpose of the present study is to find out whether authentic videos motivate students to learn and how they help students improve their speaking skill.

II. LITERATURE REVIEW

With the position of English as an international language, English learning has been considered as the most demanding language for Vietnamese learners. For this reason, English language teachers have to make their best endeavor to design a new and better lesson plans in order to help students get improved. As a result, using videos for language learners has become a wise choice. In addition, a variety of the research studies have investigated the effect of authentic videos on the communication development of ESL learners.

In order to investigate the effectiveness of authentic videos, Sihem (2013) collected questionnaire data on learners' ideas about the effect of video techniques toward students' speaking skill from second-year students at a university in Algeria. Though the result indicated that the majority of students were interested in using videos to learn, it failed to find out the factors and causes leading to the lack of video techniques in classrooms.

Abdelkearim (2013) undertook research on the effectiveness of authentic videos in developing students' speaking skill. The findings indicated that participants' motivation and speaking skill has been significantly improved by studying with authentic videos. It has proved that authentic videos contributed to setting a light to applying authentic videos in EFL classrooms. However, the result would be much more profitable when it was applicable to other levels of students in the university. Other researchers, Bataineh and Al-Qadi (2014) investigated the effect of using authentic videos on English major students' prosodic competence. The research findings showed that there were much improvement in students' prosodic competence on the post-test that was after administered after a four month experiment of being taught authentic videos. One limitation from this research is that the findings were limited to university EFL students majoring in English language and similar samples. Obviously, by being aware of the importance of speaking English fluently, many methods and materials were employed in EFL classrooms. Researchers also do a lot of research studies about this aspect. However, most of the researchers focus on the university students only and then fail to provide an overview of authentic videos on students in language centers.

Research questions

In order to examine the effect of authentic videos to enhance students' speaking skill, this study is designed to answer two major questions:

1. Do authentic videos keep students motivated to learn?
2. How do authentic videos help improve students' speaking skill?

III. METHODOLOGY

Participants, context and measures

The study took place in Kiwi English Center, located in Long Binh district, Dong Nai province. This center was founded in April, 2016 by Mr. Loi and his co-workers.

Fifty students from fourteen to fifteen years old were chosen randomly to participate in this research. The participants consisted of 14 males (28 percent) and 36 females (72 percent) who were taking a communication course at Kiwi English Center. They have studied English at public schools since they were eight years old. They were all familiar with four English language skills. Most of them are working class students living in the housing estates near the center. The average class size is about 24.

These fifty students were taking an English communication course when the research data were collected. In the course, the students were instructed how to improve their spoken English as well as develop their practical skills. Each session conducted in one hour and a half in the afternoon. During the time working and learning in class, students were taught different types of common sentences that they could apply to their speaking in real life. Then, they were shown an English video that provided useful expression or vocabulary that

they could use in the spoken language. After watching the video, the teacher would guide students how to apply the useful language in the video to the reality. Normally, students had a half of hour to do the learning tasks or activities related to the video such as imitating the pronunciation and intonation or rolling plays.

Data collection and analysis

In conducting this research, as a teacher in Kiwi English Center, I had a good chance to interact well with the students there. After spending several months learning with authentic videos, students had a general view of the effect of authentic videos on speaking skill. Therefore, they were able to give me the reliable answers. With the supporting from the manager and teacher allowance, I had ten minutes to contact with students in each class and deliver the prepared questionnaires. Those questionnaires were used for the purpose of asking their feelings and reflections when they learnt with authentic videos. The collected data were analyzed by excel software. All the statistics were shown in type of tables or charts with clear percentage.

IV. RESULTS AND DISCUSSION

Research question 1: *Do authentic videos keep students motivated to learn?*

Data collected were analyzed to answer this research question.

Table 1: Students have more motivation to study if their teacher use authentic videos to teach in class

	Numbers	Percent
Strongly disagree	0	0
Disagree	0	0
Neutral	5	10
Agree	11	22
Strongly agree	34	68
Total	50	100.0

Table 1 shows survey respondents' opinions about whether they have more motivation to study if their teacher uses authentic videos to teach in class. As can be seen, sixty eight percent of participants strongly agreed and nearly one quarter of them agreed that authentic videos kept them motivated to learn. Another result is that being neutral was reported by ten percent of the respondents. On the other hand, table 1 also gives us the number of zero percent of students who disagreed or strongly disagreed with this idea. It is worthwhile to note that authentic videos can generate the necessary motivation in the students. In general, teachers should use authentic videos to encourage students and help them increase the interest in speaking English. Moreover, this result indicated that the effect of authentic videos had a great impact on students' motivation.

Table 2: Learning from authentic videos is more motivated and enjoyable

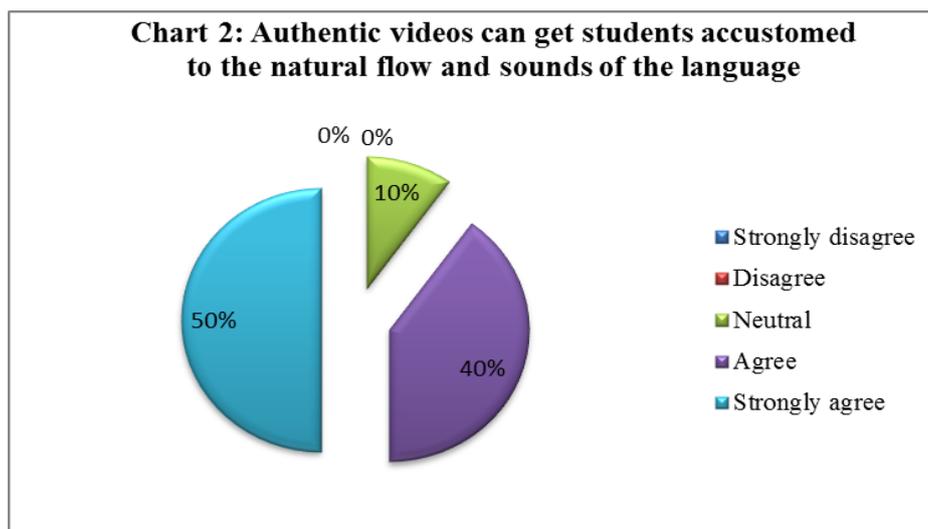
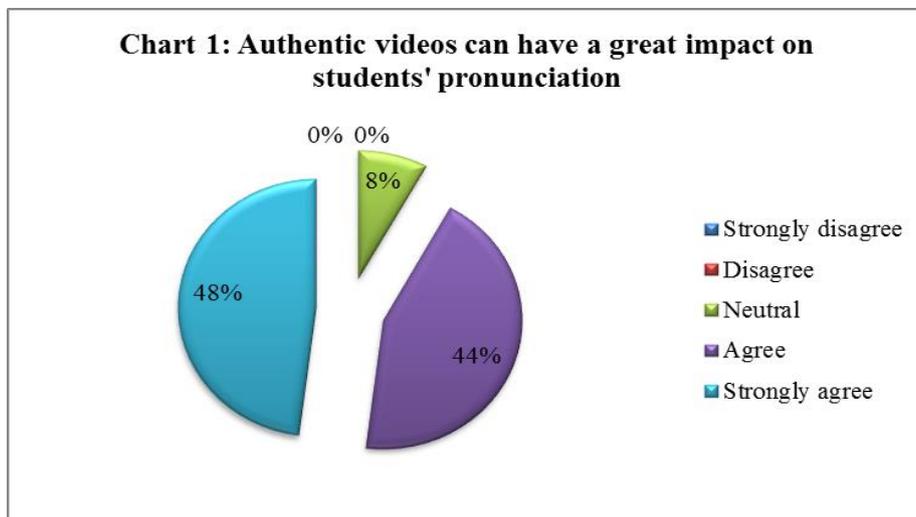
	Numbers	Percent
Strongly disagree	0	0
Disagree	0	0
Neutral	2	4
Agree	13	26
Strongly agree	35	70
Total	50	100.0

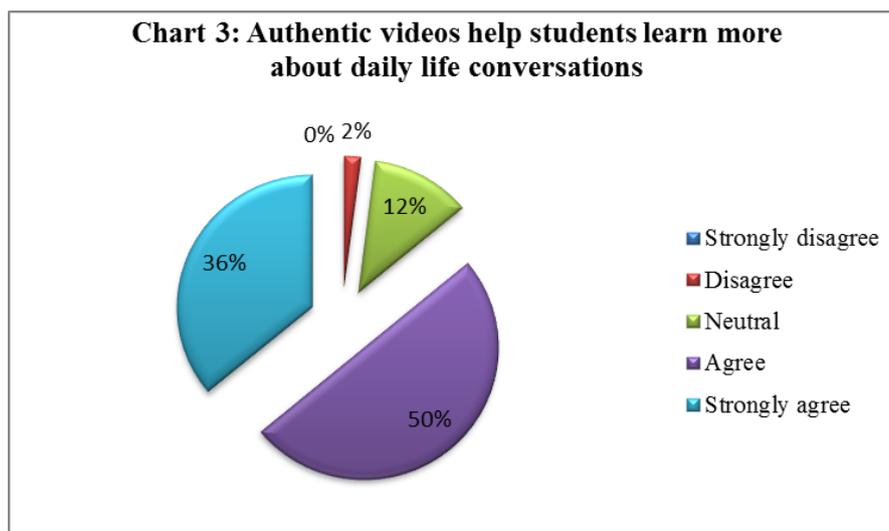
Similarly, the result in table 2 also points out most of the participants (seventy percent) strongly agreed and twenty six percent of students agreed that they found learning from authentic videos is more motivated and enjoyable. Only two students (four percent) remained neutral about this element. On the contrary, none of them responded as disagreed or strongly disagreed. Therefore, it is really essential to apply authentic videos to the English learning process in order to strengthen the students' motivation.

It is obvious that the appearance of high percentage of students who strongly agreed with the idea that authentic videos made them more motivated to learn expressed a growing concern about using authentic videos in learning speaking skill.

Research question 2: *How do authentic videos help improve students' speaking skill?*

The three charts 1, 2 and 3 as the below would give us a clear overview on how authentic videos helped students improve speaking skill. The finding from chart 1 illustrated nearly fifty percentage of participants strongly agreed and forty percent of them agreed that authentic videos could have a great impact on their pronunciation. Furthermore, the information shown in chart 2 released that fifty percent students strongly agreed and forty percent of them agreed that authentic videos can get them accustomed to the natural flow and sounds of the language. For these two aspects, it was easy to recognize that none of participants responded as disagreed or strongly disagreed. In addition, chart 3 indicated that authentic videos help students learn more about daily life conversations. Thirty six and fifty percent students strongly agreed and agreed with this idea respectively. Only one student(two percent) disagreed that he could learn the daily life conversations from authentic videos. It is also obvious that none of them belonged to strongly disagreement and the rest of them (twelve percent) stated that they were neutral.





From the above statistic, the study may succeed in asserting the effectiveness of authentic videos in speaking improvement. Students can also benefit from this activity in term of pronunciation, fluency or natural speech. This finding of the study greatly supports the benefit of using authentic videos to develop students' speaking skill. The results of research questions also assembled the view of other previous researchers which highly value the positive effect of authentic videos on enhancing learners' speaking skill.

V. CONCLUSION

The aim of this study was to focus on the effect of authentic videos on improving students' speaking skill. This was confirmed by the results retrieved from the students' questionnaire. Consequently, the findings and the above hypothesis were a perfect match that indicated authentic videos could help enhance students' speaking skill at Kiwi English Center. Although limited sample size made the study unable to be generalized for the official application of authentic videos in improving adolescents' speaking skill, the positive result of using authentic videos in this study has raised high awareness of the effectiveness of authentic videos in enhancing oral skill. In fact, the authentic videos can be effective and helpful for the students to improve their speaking skill.

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