

**PEOPLE'S DEMOCRATIC REPUBLIC of ALGERIA**  
**MINISTRY of HIGHER EDUCATION and SCIENTIFIC RESEARCH**

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**AMAR TELIDJI UNIVERSITY – LAGHOUAT**

**FACULTY of LETTERS and LANGUAGES**

**DEPARTMENT of ENGLISH**



## Improving Speaking Skills through Digital Videos in EFL Classrooms

*A Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for a Master Degree in English Language Teaching*

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## **Dedication**

First and foremost, all praise and gratitude to Allah, no words can express my gratitude for the invisible power that always catches me up when no one is around .alhamudillah for his endless mercy, care, and presence. I pray that this journey continues toward even greater heights

I dedicate this work to myself, for the little girl dreams I want, and thank myself for the strength I found in my hard times for believing in me. I honour the progress I've made and the resilience that brought me here.

—

To my everything, my mother, I made it because of your silent sacrifices, strength, and hanging there even when it's hard. I'm lucky to have you in my life.

To my father, my greater support for your wisdom, kindness, and unwavering belief in me. Thank you for encouraging me with your guidance.

To my sisters and brother, your presence has been a blessing in my life. I carry you with me always

To my grandfather, my second father, I will never forget the bicycle rides to school on those rainy cold days. Your warm smile and gentle heart are with me every step of the way.

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A special thanks to all the participants who helped me in bringing this study to life. Especially Galaxy Group members and founders, For giving me the chance to work with them. AMMAR TELIDJI, speaking instructors, and secondary school teachers. for their meaningful input .

## **Abstract**

The present study reports the results of the effectiveness of digital videos as a teaching aid in boosting EFL learners' oral performance. It also investigates the instructors' and learners' perspectives toward digital videos as instructional material. In the journey towards spoken English, the primary concern is that despite the increasing spread of technology in education in general and digital videos in acquiring the language in particular, there is limited research examining the effectiveness of digital videos in enhancing EFL learners' speaking skills and the role of multi-sensory elements in fostering their cognitive retention, which in turn contribute in reinforcing speaking production and overall learning outcomes. Therefore, this innovative teaching tool, "digital videos," can help EFL learners produce the language and recall the spoken code easily. To conduct this research, a descriptive-analytical research design was adopted depending on a mixed-method approach. Two different data collection "questionnaires" were administered to various English-speaking teachers from both higher education institutions and secondary schools. And an "interview" with the English-speaking club members "Galaxy". The findings revealed that both teachers and students are aware the importance of digital videos as a supportive instructional tool to promote speaking. This stresses the importance of audiovisual elements in memory long term retention. Following the research findings, it is highly recommended to raise the awareness of teachers to integrate digital videos as a supplementary tool that complements traditional methods and encouraging learners to use their oral skills through interactive tasks based on video content.

### **Key words:**

- DIGITAL VIDEOS; EFL EARNERS; INSTRUCTIONAL TECHNOLOGY; INSTRUCTORS' PERCEPTIONS; LEARNERS PERCEPCTIVES; ORAL PERFORMANCE.

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## **List of Abbreviations**

COVID - Coronavirus Disease:

DA - Dynamic Assessment

DVDs - Digital Versatile Discs

EdTech - Educational Technology

EFL English as a foreign language .

HEIs - Higher Education Institutions

ICT - Information and Communication Technology

LMS - Learning Management

MOOCs - Massive Open Online Courses

PCs - Personal Computers

SLA - Second Language Acquisition System

VRs - Virtual Realities



**GENERAL  
INTRODUCTION**

## General introduction

In today's globalized world English plays a pivotal role in every aspect of communication, being one of the most prevalent and frequently occurring terms in the research world, communication has a significant influence on the philosophy of modern language teaching and learning due to its essential importance for globalization the fundamental importance of oral production extends to every sphere of communication in both professional or personal life .furthermore, because speaking encompasses all other language abilities, people who are proficient in any foreign language are frequently referred to as speakers of that language

For EFL learners, gaining proficient oral production skills can be challenging because of the lack of English speaking environments. Their chances of using language both within and outside of the classroom are restricted. Traditional teaching methods provide valid language instruction. However, academics studying second and foreign languages (ESL and EFL) have realized that embracing technology into language acquisition is the necessary tool to close this gap. Changes in the public sector nowadays usually happen due to the development of digital technology and that is regarded as one of the key factors in the orchestration of modernizing the procedures of Teaching and Learning a Language. trying to make it as thrilling as we could. Technological tools are required in its new role of recently using technology as an educational tool The introduction in the education sector made a radical departure from traditional English language teaching. Kirkgoz, 2007,p.216).

With the growing integration of technology in education , digital tools are reshaping language learning environments . the early 2000s stamped a turning point within the digitization of instruction, especially with the dispatch of online video stages such as YouTube in 2005. This is driven to the far reaching utilization of advanced recordings in schools and colleges ( Cambridge school online,nd) as educational tools undergo constant growth . The impact of digital videos extends beyond traditional teaching methods but have also influenced the learner's interaction with language. For instance, It ensures a reliable exposure to language input, whereas educational videos, movies, vlogs, TED talks, help learners to be exposed to how native speakers actually talk, involving slang, correct pronunciation, natural speech, and even informal expressions videos provide real-life language use, including pronunciation,

intonation, and body language, helping learners observe native speakers in natural contexts (Canning-Wilson, 2000,p.36). Depending on videos as their primary medium to deliver content that involves visual and auditory elements to develop an immersive learning experience that activates multiple senses, these modern methods have been in the limelight in recent years due to its significant features, including multi-sensory engagement. Recordings contain engaging elements through a combination of visual and auditory stimuli attracting a distinctive learning style. This can foster a student's involvement, making producing oral English skills easier and less demanding. By strengthening memory retention and encouraging repetition and reducing anxiety, emotional connections to videos trigger dopamine release, helping learners remember phrasing and intention more effectively.

By combining physiological engagement with language exposure, videos create an immersive and effective speaking practice tool. Multi-modal input (sound + visuals) enhances retention and recall of spoken language (Mayer, 2009). In addition to that, digital videos are considered as a mirror real-life conversation, fostering a cultural contextualization by providing rich cultural context, learners can foster the socio-cultural competence needed for real-world communication besides language proficiency. The exposure to the diverse types of digital videos, such as debates, casual conversations, or formal speeches, helps learners to avoid miscommunication by understanding the cultural norms, the social hierarchies, and regional dialects. Additionally, videos depicting festivals or daily life, cultural traditions, deepen learners' ability to interact with different topics fluently. By integrating cultural awareness with the speaking practice, video prepares learners for meaningful context-aware communication in global contexts. Videos introduce cultural nuances, idioms, and pragmatics, improving communicative competence (Chapple & Curtis, 2000,p.419).

Despite the fact that, digital videos have been the limelight of educational technology, there is a wealth of existing research investigating its impact on EFL learners' speaking skills. However, the stated topic hasn't been covered when it comes to the learners' and teachers' perspectives on how digital videos enhance EFL speaking skills. This study seeks to offer a more nuanced understanding of how digital videos shape language acquisition, particularly in language and speaking development.

### **1. Statement of the problem**

Language education acknowledged the sweep of technology ( digital videos) particularly in the field of instruction especially with the rise of E\_Learning platforms and hybrid learning models , it transformed the traditional way of how individuals acquire language in more effortless and seamless manner. However despite their popularity, there is a limited authentic evidence on the influence of these videos in the acquisition of the English language speaking skills .furthermore, the role of the auditory and sensory elements in fostering the cognitive retention However, their actual impact on student engagement and learning outcomes remains under researched , but few research have investigated the contribution of digital videos in language acquisition , they focused only on the traditional learning methods leaving the gap of understanding the pedagogical value of digital videos as how the different types of videos ( animated explanations, interactive videos , lecture recordings..) influence the students' engagement in the learning environment. Moreover, they overlooked its impact on cognitive retention .nevertheless, this research seeks to address these gaps by exploring the influence of digital videos on language learning speaking skills among EFL learners and light up the enhancement of more practical computerized learning also to disclose the student's perspectives when using these teaching aids and the teacher's perceptions when depending on it as an instruction tool.

## **2. The purpose of the study**

The goal of the present research has been to investigate how could an effective and pleasant language teaching aid (digital videos) encourage learners to boost their learning particularly in terms of speaking skills also to expose the teacher's perceptions on the student's attitudes towards digital videos and the learner's perspectives towards digital videos in promoting their speaking production. Besides that, raising the teacher's and the students awareness about the impact of sensory modalities in fostering the speaking skills.

## **3. Research questions**

In order to conduct the present research, a set of questions has been raised, which inspire the investigator to investigate in a particular area. Likewise, this study tends to address these posed questions:

1. To what extent can the integration of digital videos enhance learners' speaking skills in the EFL classroom?

2. How does the combination of sensory modalities, auditory and visual input in digital videos accelerate the development of speaking skills while enhancing comprehension and memory retention?

3. What are the teachers' perceptions and the students' perspectives towards digital videos in fostering speaking skills input?

4. Which is more effective in fostering communicative speaking activities ( digital videos vs. traditional teaching methods )

#### **4. Hypotheses**

1 Incorporating digital videos during instructions inside classrooms fosters the acquisition process and boosts the active participation of speaking skills of learners.

2. From both teachers' and students' perspectives, digital video creates an engaging and immersive learning experience by fostering speaking skills.

3. Students are more active in the communicative speaking activities inside the classroom rather than the traditional teaching methods.

4. Incorporating digital videos into classroom instruction helps in developing an accurate, correct pronunciation by exposing learners to authentic language input.

#### **5. Literature review**

In recent years digital videos has become ubiquitous in the modern learning driven by advancements in technology and the heightened demand for a more dynamic and engaging learning environments, digital videos demonstrated their influence across various domains including ESL English as a second language , platforms like YouTube , ted talks, and language learning applications recently are increasingly used by learners to develop their language skills due to their ability to offer authentic array of resources that expose learners to diverse accents , real life conversations, and cultural nuances .also, they are extensively utilized to enhance speaking and listening comprehension , pronunciation accuracy and cultural awareness . There is a wealth of existing research on the impact of digital videos on language learning among EFL learners whereas the use of YouTube videos significantly enhanced EFL students' speaking skills proficiency. It improved pronunciation through audio-visual modeling, enhances vocabulary and grammatical internalization, also fosters the students' motivation and reduces speaking anxiety during its usage in the COVID-19 pandemic (Ahmad Nur Syafiq & Amalia Rahmawati& Anwari , & Tyas Oktaviana ,2021,pp.50-55).

Starting with with (Akbotu Toleuzhan , Galiya Sarzhanova , Svetlana Romanenko , Elmira Uteubayeva Gulnara Karbozova .2023,p.198) Evaluated the types of EFL YouTube videos most watched by secondary students to enhance their English-speaking skills and explore their effectiveness in improving communication proficiency , The scholars clearly demonstrated that while showing a high level of engagement . Whereas, English films, songs and vlogs were mostly preferred. These videos helped boost motivation and confidence in learning English. Yet one aspect that remains unexplored which is the lack of an expert's perspectives. The findings of this study shouldn't rely only on the students' attitudes, but the insights on how educators can integrate YouTube videos into formal curriculum are needed. Furthermore, the study doesn't address a deeper analysis of how these preferred video types, films, songs, and vlogs improve speaking skills, for example, pronunciation, fluency, and vocabulary.

The next study conducted by ( Hadeel A. Saed, Ahmad S. Haider \* , Saleh Al-Salman, Riyad F. Hussein 2021,p.4) intend to compare between digital videos, YouTube, and traditional teaching methods in improving EFL students' speaking skills in Jordan university . the findings showed that EFL students who were exposed to YouTube video while instruction demonstrated greater improvements in speaking statuses, especially in pronunciation terms, compared to those taught through traditional methods, noticing that vocabulary and grammar showed less significant progress, suggesting that YouTube may be more effective for oral performance than big linguistic experiences. However, There wasn't a clear examination of

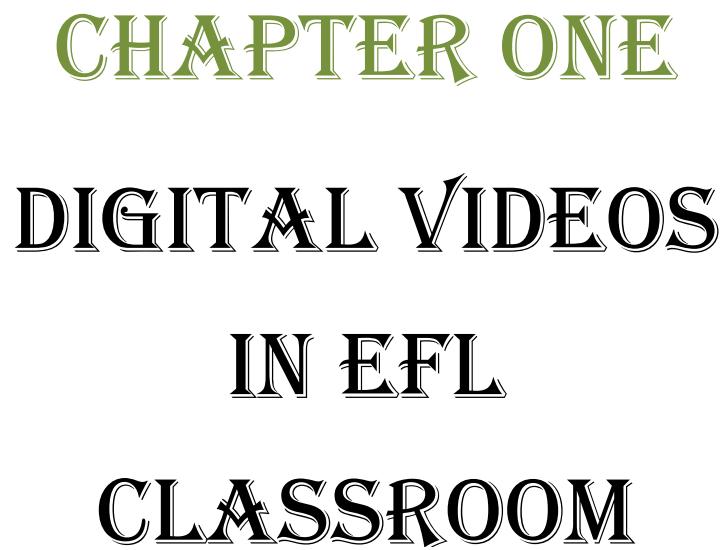
YouTube videos' downsides. It only highlights the benefits of videos ignoring potential challenges, such as overtime reliance on passive watching on distractions, for example, unrelated videos or ads. The reviewed literature highlights the growing role of digital videos in fostering the EFL speaking skills. Emphasizing a comparison between the traditional methods and the modern technological methods. Exploring the effectiveness of digital videos in boosting motivation and confidence in learning English. However, limited research has explored how teachers perceive their effectiveness and how students experience their benefits in real learning environments. and their role in empowering memory retention. This study aims to bridge these gaps by investigating the influence of digital videos from both the teacher's and the student's perspectives, providing a comprehensive understanding of their pedagogical values.

## **6.The research methodology**

The following section outlines the research design, participants, materials needed, procedures, data collection, and data analysis that this study will depend on in order to investigate the impact of digital videos on language learning among EFL learners' speaking skills. To achieve that aim, both quantitative and qualitative data were collected and analyzed.:

This study will investigate the role of digital videos in influencing the speaking skills outcome on EFL students and their AMAR TELIDJI university and Secondary school teachers' perspectives toward this teaching aid during instruction, depending on descriptive analytical research design adopting mixed-method approach combining both qualitative and quantitative data. A qualitative component will be exploited from the Galaxy Speaking Club participants through in-depth interviews, and quantitative data from AMAR TELIDJI university , Secondary school teacher's perspective, out of the questionnaire. The quantitative data will be gathered through a questionnaire administrated to all the speaking skills teachers in AMAR TELIDJI University, providing insights into their perspectives on the impact of digital videos inside classrooms and the changes of language proficiency levels by learners. Depending on occurrence analysis and average rating to identify the shared trends in teachers perceptions. Likert-scale open-ended-close-ended questions will be included in the questionnaire to measure the teacher's perspectives perceived after engaging with digital videos. For the qualitative data, semi-structured interviews will be conducted with the Galaxy Speaking Club participants. These interviews will explore the participants' personal experiences with digital videos in enhancing their speaking skills and how they feel it impacted their language outcome and any challenges or benefits they encountered. Semantic analysis will be applied to the interview transcripts to identify common themes regarding students' attitudes, learning experiences, and perceptions of how digital videos influenced their speaking abilities. By combining those qualitative interview and quantitative questionnaire, the study will provide a comprehensive understanding of the influence of digital videos on the ESL speaking skills from multiple perspectives,( the teachers' perspectives and the participants' perceptions,) offering insights into both statistical trends and personal experiences .take into account that ethical consideration have been incorporated , All the participants will be informed, guaranteeing that they comprehend the aim of the study, of the procedures, and their

right to exit whenever they choose, maintaining their privacy, anonymity, ensuring the authenticity and reliability of the data.



**CHAPTER ONE**  
**DIGITAL VIDEOS**  
**IN EFL**  
**CLASSROOM**

### 1.1 Educational technology

These recent years, marked a turning point , the time when people stopped asking whether technology ad a role in schools and instead asking what technology should be used , its a significant milestone in the tortuous relationship between learning and technology but hardly the end of the story. Educational technology (Ed-tech) is an umbrella term that refers to various tools of educational technology, including hardware and applications it can be defined in terms of modern pedagogical practices learning management systems, digital tools & media, information & Communication technology, or even school infrastructure. Educational technology encompasses different definitions. However, according to (Maharani & Sapturi 2024,p.2 ), "educational technology is a system used to guide teaching, aiming to achieve desired educational outcomes it encompasses tools and components for collecting information, analyzing it and solving problems, ultimately enhancing information access, learning capacity, and simplifying the learning process.

" Educational technology" often referred to as EdTech encompasses a broad spectrum of tools, platforms, and methodologies that incorporate web based resources such as hardware software and virtual systems into educational practices. Its significance lies in its ability to switch from the traditional way of teaching to the modern one , the four walls of a classroom are no longer seeing as a necessary setting for students to absorb information, the integration has paved the way for educational transformation and it has solved numerous challenges faced in language teaching and learning technology has paved the way of educational transformation and has solved numerous challenges faced in learning and teaching by shifting to modern teaching methods.

Educators can use these digital tools like whiteboards, multimedia resources, and learning management systems (LMS) to make lessons more interactive and immersive. This transition is not limited only to fostering the student's motivation and participation. But, it also personalize the learning journey where students can advance at their own speed and relieve personalized modified support, keeping into consideration the individual's strengths and weaknesses. Moreover, educational technology reinforces the evolution of the crucial 21st century skills such as critical thinking, digital literary, and flexibility, which are essential competencies for success in a progressively techno\_ oriented workforce to illustrate that suppose

## Digital videos as stimulus to the speaking skills

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that a teacher that's consistently ask students to do worksheets all year at the by the middle of the year there will be a serious classroom management problem on their hands. Students may feel disengaged and unmotivated due to the repetitive nature of tasks. However, when technology is incorporated, such as working in groups to plan, execute, and edit video skits, students will be actively engaged, created, and boosts their technology proficiency . The positive impact of educational technology is not only on education itself but also in any setting related to learning. For example, we could use technology to help the admission process. To identify what students are more likely to succeed. We can use technology to facilitate registration, to help load balance, or anticipate what classes are going to draw more students so we can allocate our resources more intelligently.

Also, it can be used to facilitate collaboration at a distance in order to help students work on group projects together even when they are not located in the same place. Beyond optimizing administrative processes and facilitating remote collaboration, educational technology extends its influence to broader pedagogical transformations. It's Bridges the gap between theoretical knowledge and practical implementation like medical students virtual reality training student s relying on passive observation they can learn through hands on practice without the perils of the real world trainees can practice different procedures like doing cardiac surgery on simulated patient who responds like a real one and at the same time fostering their muscle memory and the learning they're learning experience ask the language Learners practice their language input on YouTube until they sound perfectly Os-so( training platform) VR training improved surgical performance by 230% in orthopedic procedures compared to traditional methods Brewer, Roberts, & Osso VR, 2020, para. 3). showing VR's capacity to compress learning curves."

furthermore, sustainability in education through educational technology is a multifaceted approach that integrates technology to enhance learning while promoting environmental stewardship it offers opportunities to foster sustainable behaviors and opportunities for instance technology empowers students to learn content and at the same time to develop skills and adapt new ways for working and interacting with systems like digital tools platforms and software EdTech can facilitate a deeper understanding of sustainable systems, encouraging students to adopt sustainable behaviors beyond the classroom(Gomaa & Gauthier, 2024,p.90). ( Kayla WOODHOUSE, 2018,p.261) considering the increase needs of modern education usage ,

incorporating modern tools enhances learning and enables teachers and educators to be well-equipped with the future .

### **1.2. Educational technology in language acquisition**

The topic of second language learning and teaching has been intriguing scholars since ancient times. Whereas, Rod Ellis (1997) in his book «Second Language Acquisition »stated that SLA is a multidisciplinary field of study that examines the cognitive, grammatical, neural, pragmatic, and sociolect-interactive processes through which learners acquire a language beyond their first language. Acquisition requires meaningful communication in the target language spontaneous communication in which speakers are concerned not with the form of their utterances, but with the messages they are conveying and understanding ( Karshen, 1982,pp.11). Second Language Acquisition, SLA, is a multi-faceted process that involves the four core language skills, listening, speaking, reading, and writing, that are required to acquire any language across the globe. To develop the ability of internalizing vocabulary, grammar, and communication patterns through Exposure, Interaction, and Practice. With the advancement of language acquisition theories, the rapid development of educational technology has provided new opportunities for language learners to engage in more interactive learning experiences.

The past decades have witnessed the evolution of technology and its applications in almost every aspect of modern life., Education is no exception In an effort to enhance learning outcomes, many schools have been investing in providing students with access to technology-enhanced learning via various types of computer technology, ranging from personal computers (PCs) in the " conventional" form of desktops and laptops to the relatively more portable form of tablet PCs Most would agree that schools around the world are now in a much better position to integrate technology into classrooms, compared to the situation decades ago. there has been a noticeable dominance of technology, especially during the pandemic period, whereas The situation with a corona virus challenged the education system and forced educators to shift to a fully E-learning. Many academic institutions were not ready for such a rapid change. The remote learning of foreign languages during the COVID-19 lockdown caused modern teaching technologies to expand the scope of the educational process. Scholars (e.g., Mazman & Uslue, 2010,pp.444-453; Tran & Duong, 2022;pp.25-31 Tran & Ngo, 2020,p.) have asserted that technology has emerged as a pivotal component in education in general and English language

## Digital videos as stimulus to the speaking skills

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teaching and learning in specific, which has transformed the teaching and learning methods. Technology can help learners to experience the real world and get excited in the learning process (Zengin, 2007,p.79), and it can provide them with a chance to learn in a fun and interactive way (Donahoe et al., 2014,p.96).

Technology development have become the central drive of the evolution of the education system. As such, the use of Edtech Apps in education has caught much attention of researchers worldwide. For example, ( Polok and Harezak 2018,p.592) examined the effectiveness of the utilization of Edtech Apps in English language teaching and learning; (Rajendran et al. 2019,p.223.) did a study on the effects of Quizzes on learners' motivation and learning engagement;( Zainuddin et al. 2020,p.648) carried out studies on the use of Padlet on learners' participation in class activities.

This has proved that Ed-tech Apps have been extensively employed in education globally . while educational technology offers a new avenues for language acquisition its crucial to examine the various factors that must e carefully considered in implementing technology in language acquisition ,There are a number of factors that influence technology implementation in the classroom including The teacher's training digital literacy, a professional development are needed from the teachers as they provide teachers with the needed practical experiences with educational technology platforms such as Google Classroom or learning management systems like Moodle. With the misuse of technology, even the most advanced educational technology resources could be underutilized.

Moreover, pedagogical preparedness is crucial to adjust the teaching strategies to properly incorporate technology, for instance, blended learning, through project-based or digital assignments. Teachers often require professional development to integrate technology effectively into their curricula(Rintaningrum, 2023p.25) .Lack of suitable infrastructure and access is one of the fundamental barriers to technology integration in language acquisition. It also may be influenced by the digital divide, which means the differences in access to technology among various socio-economic classes (kizi,2025,p.35). Poor internet connectivity, lack of money, or antiquated hardware are some of the common issues that institutions face while adopting digital tools in their curriculum (Obidovna&Rustambekovich 2024,p.18-22). That is why governments and educational institutions must make a radical solution to develop a strong technology infrastructure in education. Learners' engagement and motivation are the essential factors that

have been influenced by the implementation of technology in language acquisition. Online platforms,

AI tools, videos, podcasts, and gamified language exercises in language learning showcase that these emerging technologies have incredible potential to help improve various aspects, especially the student's motivation and, engagement, and enhance the fun and interactive nature of learning (Zhang & Zou, 2020, pp. 696–742). Additionally, by offering individualized feedback and challenges, AI-driven adaptive learning systems can customize learning experiences to meet the needs of each individual student, maintaining their motivation and engagement (Mananay, 2024,p.45). Therefore, the efficient implementation of educational technology in language acquisition requires the thoughtful, clear, and meaningful integration that supports both pedagogical goals and learners' needs.

### 1.3.Digital Tools in Education

In the digital age in which we live, access to information and technology has transformed many aspects of our daily lives, including education. The emergence of educational platforms and digital tools has revolutionized the teaching -learning process in education, providing new opportunities and resources for students and teachers around the world. Formal education in general, and higher education in a particular, are witnessing a technological revolution resulting in significant changes to pedagogical processes and to the way education is conceived and organized in line with the current demands of the knowledge society .the inclusion of Information and Communications Technology (ICT) in higher education may produce a deep transformation that would be beneficial in a variety of aspects: on the one hand,(ICT) encompasses a wide range of technologies , including digital tools that support learning , communication, and productivity it can be defined as programs, websites, applications, software, or plug-ins, add-ons that are accessible via an internet connection.

Scholars emphasize that digital tools are integral to modern education as they transform traditional practices and provide new opportunities for engagement and learning (Zvirgzds al.,2023,pp4-5.). The implementation of digital technologies in Higher Education Institutions (from here on, HEIs) has been a challenge for societies for decades and occupies occupies—and worries—our institutions, to the point of becoming the focus of initiatives at many different levels .(Alexander et al., 2019; Hodges & Prater, 2014, as cited in Esteve-Mon, Postigo-Fuentes, &

Castañeda, 2022,p.1). From management and administration to teaching and learning processes, the advancement of technologies has resulted in changing the structure of institutions and the work of its members (Jackson, 2019,p.761). There have been changes concerning many aspects in the institutions ; digital tools can inform teaching and policy decisions, communication tools enable professional collaboration between stakeholders, and education is evolving for the digital age(Abad-Segura et al., 2020, as cited in Esteve-Mon et al., 2022,p.1).

Education in general and higher education in particular used to serve as an innovation lab aiming to incorporate technology at different levels and processes, and that leads to various results. Some aim it, some are aiming it, and some are not (Castañeda & Selwyn, 2018,p.1).

. Compared to the COVID crisis, a study about the need for a more trans-formative approach to digital implementation in higher education showed that a more comprehensive comprehension of the socio-technical imaginary surrounding technology is needed. This leads to the digital paradigm of socio-material reality, which is constantly changing. (Adell et al., 2018,p.51). Before the COVID-19 pandemic, a remarkable route to institutional change was indicated by digital transformation projects . However, even though in some implementation strategies digital education and some elements of e-government are presented, the majority of them showed a lack of systematic nature. (Castañeda et al., 2022,p286-298).

Although there is a great deal of data, reports and Studies show that substantial investments are made by education to foster certain aspects of digital transformation, technology, and investment, neglecting the other factors that are required to make significant changes. (Abad-Segura et al., 2020;p.12 ). In less than a year, digital transformation procedures have transformed from being an existing prospect to an avoidable reality.at first, they were considered as an emergency mode but recently they have been treated from a long-term perspective (Bozkurt et al., 2020; Hodges et al., 2020) In fact, this crisis has proven that, even though universities have made significant progress in establishing digital tools, especially when it comes to technology provision, many essential operation processes for those technologies stay incomplete or are only now starting to take shape.(Alnagrat et al., 2022, p. 82; Núñez-Canal et al., 2022). the usage of advanced devices and forms in HEIs as an new action (Goodyear et al., 2020,p.1045). that depends on the sociomaterial connections between regulation variables that powerfully associated with each other which might be progressed, cultivated and changed amid the method (Connell, 2019,p.544). Beneath this viewpoint, HEIs are systems that have the

control of advancing the way better usage of computerized apparatuses, rather than detached insignificant beneficiaries of pre-conditions to make strides this implementation, and the variables and conditions that connected within the HEI improvement handle ought to be systematized to contribute to make a directing list of conceivable approaches to cultivate this execution, but which does not disregard the instructive angle of the HEIs ((Pereira,2020,para714). To keep pace with today's fast-evolving educators start to depend on innovative methods that reshape how learning takes place for instance :

### **1.3.1. Learning management systems (LMS)**

Learning Management Systems are defined as supportive management educational course tools or as virtual learning environments. They can be utilized as educational apparatus to supplement traditional face-to-face instruction. Moreover, it permits instructors to provide advanced learning substance that students can access anytime through the Internet. Students can access learning resources anytime and anywhere, promoting self-paced learning and accommodating diverse learning styles (Rosário & Dias, 2022, p. 50).. Learning material in case of difficulties for learners who can effectively adapt to the workload by providing more in-depth information about the course material. Monitors usually have dashboards to assess and monitor the progress and get a diagram of the learner's progress. LMS include built-in assessment tools that allow for immediate feedback on assignments and quizzes, which can significantly enhance the learning process(Susnjak, Ramaswami, & Mathrani, 2022,p.7).

Some systems offer the possibility to make courses for external people, so-called mass open online courses, to make easy accessibility of knowledge for the general public. (Mass implies available and open implies free to get). This learning content is accessible on the platform in several shapes, such as recorded learning videos. Problem sets and public forms. These forms lead to enhanced interaction and collaboration with the students. An example of that is EDEX which is a learning platform where where more than 160 member colleges offer a wide variety of educational program learning substance from a wide variety of disciplines and a wide variety of curricula (Rulinawaty et al., 2023, pp. 56–58). LMS support both synchronous and asynchronous communication, enhancing interaction and collaboration among students and instructors(Lopes, 2014,p1.)Popular learning management

systems such as lackoard ,moodle, talent LMS,canva are designed especially for managing and delivering educational content.

### 1.3.2. Document collaboration

“In the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed.” — Charles Darwin. According to (Anil Gupta , 2023,p7) Document collaboration refers to more than one person co-authoring a document. This tool Permits individuals to work on the same or diverse documents at the same time. Its goal is to deliver a final adaptation of a document or file together. This makes it less demanding to include all the people who work on the same project or work and abbreviates decision-making time, as everyone is ordinarily present. All the participants can see in real-time the changes made by others. Peers can connect on parts of the report to draw peers' attention to a specific issue. This concurrent collaboration should permit the proficient creation of high-quality work, and in this way, productivity will increase (Tang et al., as cited in Danca, Štempeřová, Takáč, and Annus 2023,p.291).

### 1.3.3. Digital exam assessment tools

“Digital assessment (DA) aka e-Assessment or electronic assessment is the delivery of assessments, tests, surveys, and other measures via digital devices such as computers, tablets, and mobile phones. It works to assist you in making and surveying digital exams. These can take diverse forms, including multiple-choice test sound, multiple-choice test sound, and problem-solving in the form of games and simulations. They can be evaluated in a brief time, in numerous cases, completely and independently. It permits the learner to get prompt criticism on the result of the exam. Thus, an environment that limits cheating will be held. Such programs, in some cases, have security highlights, such as impairing the Internet browser or recording Examiners. Over the Internet. Webcam permits members to see each other's exercises. The instructor can get to the student's grades at any time and create computerized reports to survey or assess individual or group performance. (Zain ,2021 as cited in Danca, Štempeřová, Takáč, and Annus 2023,p289-294).

### 1.3.4. Game- based learning

according to( Lin and Aloe, 2021,p.2 as cited in Alotaibi, 2024) ): Game-based learning can be identified as a digital tool that involves games to foster cognitive, emotional, and social development motivation and engagement in early childhood education . These devices tackle the popularity of video games. To establish interactive, engaging learning for 21st-century learners, the concept of education is combined with game elements to realize a didactic impact to foster the memorization of learners and increase engagement within the subject. The goal behind game-based learning is to learn new concepts through redundancy. Disappointments and Objectives Accomplishments This is often the core principle behind most video games. The player starts with a piece of average knowledge and skills with progress. He picks up more experience and becomes more equipped to deal with challenging situations. . ( Hung, Hwang, Lee, & Su, 2012) as cited in Dancaş, Ștempeľová, Takáč, and Annus 2023,p291).

### 1.3.5. digital platforms

Online learning platforms such as Coursera, edX, and Khan Academy have further democratized education by providing access to high-quality learning resources from prestigious institutions across the globe. These platforms offer Massive Open Online Courses (MOOCs) that attract millions of learners, breaking geographical and economic barriers (Pappano, 2012,p.1). The proliferation of MOOCs and other online learning initiatives underscores the shift towards a more inclusive educational model, fostering lifelong learning and professional development (Yuan & Powell, 2013,p.5). According to (Spagnoletti et al. 2015) and Yoo et al.p.34-380).

From a technical perspective, digital platforms are formulated as a building block that presents important key functions to a technological system and plays a role in the development base of complementary products, technologies, and services. Many platforms offer personalized learning paths, adapting content to individual student needs such as: zoom,quizlet,padlet,youtube,vimeo, Microsoft teams. Overall, digital tools have become indispensable in modern education because of the remarkable improvements in cooperation, participation, accessibility, and skills development. It has also improved learning outcomes and drastically changed instructional approaches. Furthermore,These tools improve language proficiency by facilitating individualized learning, encouraging engagement, and giving users access to a multitude of resources. “Technology can become the “wings” that will allow the

educational world to fly farther and faster than ever before – if we allow it.” – (Jenny Arledge as cited in Allison Academy, 2023,p.1)

### **1.4. Theoretical framework of digital videos (multi-modality)**

in today's classrooms, teachers can no longer live on teaching alone with chalk and board. Faced with several learners with different backgrounds and literacy levels, teachers are left having to grapple with different considerations just to get the students to open their mouths and be receptive to class activities. Teachers realized that they must diversify teaching methods and learning materials according to the capabilities, interest and readiness. Teachers should have the ability to improve teaching and learning practices of English language skills to cater to students' diverse learning styles. One way of doing so is by employing the use of multi-modality approach in classroom learning and teaching. In addition to that, Multi-modality has garnered a notable attention in scholarly discourse a lot of researchers declare its pivotal role in modern education in general and in language acquisition in particular the integration of various communicative modes "visual, auditory, textual" has proved its efficiency in pedagogy scholars argued that synergistic use of these modes enriches learning experience such as (Zhang, Akoto, and Li, 2021, p 695) stated that multimedia is the diverse communicative symbols in oral or written communication. Multimedia is the approach that emphasizes multiple communication modes, image gestures, and layouts combined to produce meaning,

According to (Jewitt & Kress 2003, p1-18) stated that multimedia seeks to understand how people communicate and interact with each other in different modes, the term modes in this context refers to the five modes of communication "visual, spatial, oral gestures and linguistics (Jewitt, Bezemer & O'Halloran, 2016). Trady, 2005 as cited in Yang, p.1) emphasized that the inclusion of Multiliteracies essential in language education highlighting that literacy goes beyond traditional reading and writing but also on nonverbal modes such as visual, audio, gestural and spatial mode.

Multimedia refers to the use of various sensory modalities such as visual oral and tactile to gather information it has been defined as a representational and communication approach because it depends on a range of modes that have all been socially established as a mean of

making\_ meaning societies have developed modes such as sound image color layout and gesture as a collection of structured resources in the English language learning contacts multi-modality play a remarkable role in creating a distribution of resources and materials EFL learners can design and interact with the particular context of language use however they must be of the linguistic components and supplement them with their specialized content (Godhend&p.Magunsson,2017,p.130). Furthermore, based on the constructivist view of learning, learners should be engaged in the learning process by designing multimodal artifacts with greater flexibility and creativity in their content(Choi and Yi ,2015,p.304) .Thus, Multimodality engages learners in a complex process of sense-making based on the social interactions between language and the other semiotic (Jewitt,2008 as cited in Susanti, Presdyasmara, Dewi, & Wardani, 2022,p.222 ) .besides, that The integration of multi-sensory elements supports cognitive processing dictating and comprehending complex language structures it also enhances emotional responses, which lead to better retention and understanding of language concepts(Mo2024as cited in Qiu et al., 2024, p20 ).

Multimodality approach have become increasingly valued for its valid contributions in language education and for their ability in promoting the learner's engagement behind traditional text \_based input. The efficiency of multi-modality extends further offering authentic rich environments where learners can develop their expressive abilities . Speaking as a communicative Act is inherently multimodal, and the speaking process doesn't involve only verbal mode but also a dynamic relationship of visual-gestural and auditory elements that foster the oral production-As( Gabriella Vigliocco 2014,p380) emphasized, language acquisition and use occur in face-to-face contexts where multimodal cues—such as facial expressions, intonation, and gestures—are processed simultaneously with spoken words. These cues enhance understanding and oral expression for both native and non-native speakers. In traditional language classrooms, speaking sessions often focus solely on grammar and vocabulary accuracy, limiting the variety of communicative contexts. However, multi-modality encourages students to perceive speaking as a holistic, multi-sensory action that mimics real-world communication. This approach helps learners engage in effective communication rather than speaking randomly, thereby enriching the expressiveness and comprehension of their messages. (Rosenbaum 2008,p405-409) explains that in oral communication, visual speech cues such as lip movements enhance speech perception and accuracy, while co\_speech gesture reinforces spoken content and

predicts vocabulary acquisition stages. Furthermore, interactive activities like role-play help the learners practice speaking skills through body language and facial expression to improve conversational skills (Jewitt & Bezemer, 2018,p.18). Also, multi-modal tools such as DVDs or digital videos provide learners with access to original conversational contexts by mimicking real-world interactions through visual and auditory integration (Kress,2009,p.20).

Multi-modality also supports motivation through a variety of speaking activities, fostering motivation engagement and confidence. The exposure to multi-modal input repeatedly internalizes lexis and improves fluency (vigliocco et al, 2014,p.369) ..Finally, multi-modal input facilitates faster processing of language since it allows learners to anticipate and predict lexis from visual inputs, thus reducing errors and enhancing fluency in real-life conversation (Rosenblum, 2008 as cited in Napier & Jost, 2008,p.565).

### 1.5. The history of multimodality

The term “multimodality ” was formed around the mid to late 1990s based on Charles Goodwin’s article in 1998 (2000, as cited in Jewitt, Bezemer, & O’Halloran, 2016, pp. 10–15) .. This bring us back to approximately five years, give or take, coming to 1993 thereabout. While multimodality was not called as such until the 1990s, humans used various modes to interact (Jewitt, Bezemer, & O’Halloran, 2016, pp. 2)



**Figure1.1:** Modes of multimodality

. According to (Li 2020 as cited in Jewitt, Bezemer, & O'Halloran, 2016, p.1 )the first major language called oral language began around 300,000 years ago where people used to speak language with body language and gestures leading to a natural multi-modal way of interacting while in Western cultures writing was established as the Paramount mode of communication due to the rise of literacy and mass education literacy was defined as the ability to read and write "writing was the most valued form of communication" the print era is a fundamental phase in the development of Multi-Modality just as (serafini, 2014,p12) stated that no one could imagined back then and how easy it would become to produce anything multi-modal in the print era.

### **1.5.1. The print era --15th century**

In history the print era is also known as the written meaning highlighted by Jhoannes Gutenerg's invention of a printing press The invention of printing by Johanne's Gutenberg in the 15th Century made the beginning of the print era oral and visual modalities continued however print was the major method of storing information early developments involved several features such as block books, and woodcut printing ( Rees,2005 as cited in Jewitt, Bezemer, & O'Halloran, 2016, p.1 ). These were succeeded by developments like illustrated books and Roman fonts, and Koenig's 1810 steam-powered press, which greatly sped up production rates. Visual aspects—like font and form—were similarly employed by print media as a para-language to enhance meaning (case study). Newspapers became the dominant multimodal medium, fusing text and imagery to report and inform public opinion. The first breaking news newspaper in 1620 was such an early multimodal format ( (Eisenstein, 1979, pp. 45–60).

### **1.5.2. Multi-modality in the 1960s**

Multi-modality during the 1960s Though it was not so named yet, multi-modality gained momentum during the 1960s. This was because of the scientific and academic attention given to the subject. This was an effort to help explain the different ways communication could be depicted to make sense. Here, multi-modality is described as producing meaning using multiple means. It was at this time, the 1960s and 1970s, that writers were surrounded by film, photography, and audiotape recording in pursuit of new things on which to write. Writing ideas for them to express beyond oral communication as previously traditional. This opened the door to expressionism, sensory presentations of feeling experience as Murray defines. Donald Murray,

an author and English teacher is linked to expressionist since his writing modes for writers emphasized the importance of noting how we feel, what we see. everything we perceive with our senses, and transcribing them down (Newkirk, 2008 as cited in Jewitt, Bezemer, & O'Halloran, 2016, p.1 ). With this, the writing became a multi-sensory experience. Expressionists had to write such experience using the different modes so that they would record the experience.

### 1.5.3. The digital period --1980s

The digital technology era, or as it's known as the information age, began in the 1980s. It is considered one of the most revolutionary. Multimodality people started to utilize different types of media such as images videos audio and text to augment speech (Boston University 2017) as computers started to appear in the 1960s, the 1970s personal computers 1980s, and the internet in the 1990s which radically changed how people consumed and shared information (Lohani,2019,pp.118\_130) This shift produced new forms of literacy, in which communication became more visual, interactive, and informal. Brief messages, texting, and multimedia content were the new norms. While digitalization led to the decline of print media, it also enabled rapid and diverse communication on digital media. For example, Dariah Teach, an online multi-modal educational website, combines video, text, audio, images, and quizzes to enable student learning and support different learning styles.(Bacalja, Beavis, & O'Brien, 2022, p. 254).

Multi-modality literacy can be seen from ancient times to the current era, where its use and application have transformed communication and education among others. The technology tools can be utilized in the age of multi-modality for multi-literacy systems. Multi-modality provides an opportunity of easy expression and communication since all the modes are present. This was especially vital when the Covid-19 pandemic hit, where activities were taken online, for instance, learning and businesses. What enables one to attend virtual classes, appreciate sounds, images and still have interaction via text is multi-modality. However, among the significant challenges that are associated with using multi-modal writing is ensuring that there are interpretation abilities in terms of ideas being represented by students. As much as reading and writing can be taught, interpretation is a factor of one's cognition. In education, it would be paramount if new media could be harnessed to extend alphabetic literacy. Multi-modality should be viewed as a way of extending writing and reading to fulfilling communication needs.(Papadopoulou et al., 2018, p. 325)

### 1.5.4. Multi-modality in digital videos :

As Learners increasingly engage with digital media the approach proved its relevance in the field Education features for meaning-making through various semiotic modes align closely with how digital videos convey language inputs in general and promote speaking skills in particular in digital videos multi-modality emerged as a powerful tool for enhancing speaking skills particularly language contexts digital videos Digital video incorporate various multimedia sources such as images, audio, and videos.(Geremias, 2020, p. 45)

. It is a good example to promote students' speaking skills and provide them with the value of experiential learning ( Z.LU,L Houand X.Haung,2010 ,p.123) for instance, (Sustanti et al. 2022,p.1305) highlight that Learners will be able to interpret and produce multi-modal texts due to digital video by combining linguistic modes with imagery and audio-visual representations the multi-modal approach empowers spoken language comprehension in a meaningful context improving their pronunciation and fluency EFL learners can be actively engaged in creating their own stories in video format which Foster creativity and confidence in speaking multi-modal Technologies are increasingly used for automated assessments of public speaking skills .( Chen 2016,p.261) explained how multi-modal sensing tools like audio analysis and motion tracking assess public speaking skills through how learners articulate their speech and non-verbal elements such as bodily since hand gestures and facial expressions gestures provide constructive feedback on pronunciation intonation and nonverbal signals for Effective public speaking this process can help in growing a multi-modal data to support the EFL Learners speak at performance step by step.

### 1.6. Historical background of digital videos

Technology has always been the backbone of a human innovation, from the days of carving figures on rock walls until today With the advance of new technology and consequence integration within the curriculum, the majority of students aren't aware of the rich and fascinating historical evolution of Technology in particular digital videos from its early forms to the current advanced tool The early 20th century introduced technologies such as projected images and audio recordings, which began to enrich educational content (,Singh, 2021.p20 ) From the wooden paddles with printed lessons during the colonial years till AI personal learning platforms, among the various tools that took place in this technological revolution digital videos,

## Digital videos as stimulus to the speaking skills

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have caused a widespread controversy among educators thus it is crucial to comprehend the historical development of digital videos in an educational context. Depending on the radio in the 1920s sparked an entirely new wave of learning it became an early version of distance learning providing classes to a larger group of people ( "the evolution of technology in the classroom",2024,p.1).

At the same time, there was a wealth of curricular material being broadcasted; teachers could freely choose the suitable broadcast to students, and that provided students with a different venue of learning. This movement ended in the late 1940s when the focus shifted to audio and visual technology. (Good, 2015,p19). Within, the 1950s and 1960s, film reels and VHS tapes were presented for instructive purposes. The concept of using motion pictures for educational purposes appeared in the early 20th century. Thomas Edison the father of motion pictures believed that films could radically change education he envisioned a future where textbooks would be replaced by Motion Pictures ( Brooker, 1947, as cited in Keeler, 2012; Edison Muckers, 2019 p.22).

The early 2000s stamped a turning point within the digitization of instruction, especially with the shift from physical media (VHS and DVD) to digital formats it appeared with the rise of internet , there was a well known platforms such as “discovery education’s untied streaming” that make the access to a large libraries of curriculum –aligned video online to teachers(Santos Espino, Afonso Suárez, & González-Henríquez, 2020, pp. 147–162)

The dispatch of online video stages such as YouTube in 2005.its launch revolutionized video accessibility as (Chareen Snelson, 2008, p. 214) ) stated . This driven to the far reaching utilize of advanced recordings in schools and colleges. Nowadays, computerized recordings have demonstrated to be profoundly successful for moving forward learning results, particularly in English classes.

**CHAPTER TWO**  
**DIGITAL VIDEOS AS**  
**STIMULUS TO THE**  
**SPEAKING SKILLS**

### 2.1. Defintion of speaking

Speaking is broadly recognized by scholars as a multi-dimensional skill that is considered the central skill needed to acquire language and communication effectively. Numerous scholars have identified speaking skills. Fulcher says, "Speaking is the verbal use of language to communicate with others " (Fulcher, 2014, p. 19,21). He maintains that productive spoken communication involves various elements such as pronunciation, accuracy, structuring speech, context fluency, interactional competence, speaking strategies, and intonation. Furthermore, Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997as cited inŠolcová, n.d,2014,p. ). When we talk of a person who knows a language, we usually tend to mean that that person is able to produce meaningful sentences in that language; in other words (s)he can speak that language. Thus the claim that (S)he knows English usually includes the statement that (S)he can speak English.

### 2.2. Historical background of teaching speaking:

- In the context of language teaching, a look back at the modern history of the observed teaching methods reveals the changes in them and reflects the recognition of changes in proficiency that learners need to acquire in learning a foreign language toward speech proficiency rather than reading or writing in a foreign language. Speaking took a peculiar position in acquiring a second language; its crucial importance was emphasized only in recent decades; speaking skills now is considered an independent field of teaching, learning, and testing (Bygate,2002,p.412). In the language history of language teaching, the very first learning approach is the grammatical translation method. According to this method, language is acquired by reading the literature of the language Hence, the goal to learn a language in the grammar-translation method is focused on writing and reading, while the ability to speak is irrelevant and extraneous. Translation from one language into another plays a central role here. The main focus is on accuracy, and the language of instruction is the learner's native language (Richards & Rodregs,2001; Larsen-freeman,2000; Brown,2000; as cited in(Tsegaye, 2023, pp. 93–95).

. The limitations of the grammar-translation method led to the emergence of the direct method, which aimed to teach English more naturally, shedding the light on the importance of

oral communication on the target language . According to it learners need to associate meaning and the target language directly focusing on the form rather than meaning (Richards & Rodregs,2001; Larsen-freeman,2000; Brown,2000as cited in Tsegaye,2023,p.95). By the mid-20th century, the audiolingual method became the dominant approach, which emphasizes that learning a language is a matter of habit, formation, imitation, and memorization it says that daily repetition and practice of good habits are formulated till the learners become fluent automatic and they don't need to think about utterance before speaking. Consequently, teachers address learners' spoken errors immediately in the hope of preventing them from forming bad habits (Richards& Rodregs,2001; Larsen-freeman,2000; Brown,2000as cited in Tsegay,2023,p.96). However, the audio-lingual method was later criticized for failing to promote spontaneous and meaningful communication.

This criticism led to the development of commutative language teaching (CLT). The primary goal of (CLT) is to put learners into authentic communication by depending on activities that involve exchange, meaning negotiation and interaction (Richard this method focuses on developing all four language skills with particular focus on speaking and listening and writing for communication tasks and authentic reading tasks . (Krashen,1982,p.20) Stated another purpose of communicative language teaching, which is involving learners in meaningful communication to create more comprehensive input. (Swain,1985,p.249.) Responded, emphasizing the place of comprehensible output in " the comprehensible output Hypothesis " claiming that in the process of reaching mutual understanding by using clear and understandable language learners will recognize the limits of their existing knowledge and therefore focus their attention on not yet acquired knowledge.(Harmer,2001,p.70) stated that CLT agrees with the view that "language learning will take care of itself if learners are provided with repeated exposure to the target language and provided with practice in using it meaningfully.

Summarizing these theories, it becomes clear now that speaking English proficiency and successfully achieving oral communication in real-life scenarios involves something greater than just knowing its grammatical and semantic rules (Widiati&Chanyono,2006,p.204) also the dominant issue in communication is the ability tonise the language appropriately in social interactions in this sense foreign language learners are required to learn not only linguistic but also pragmatic knowledge of the language which is the knowledge gained through exposure and use (Widiati &crayons,2006,p.204).According to (Hymes ,1972,p.269.), communicative

## Digital videos as stimulus to the speaking skills

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competence composed of the interaction of grammatical psychological sociolinguistic and probabilistic factors, Later on (Canale and Swain and Shumin , 1980 as cited in Widiati & Cahyono, 2006,p.201-214) adapted Hymes' theory and considered communicative competence as the interaction of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

These factors of communicative competence or skills to produce a coherent and meaningful conversation have several practical uses in teaching speaking and have been explained by various linguistics, offering fundamental insights for teaching speaking skills effectively, grammatical (or linguistic) competence involves lexical, morphological, syntactic and phonological features of language;i.e. it's about knowing how to spell pronounce language and form correct grammatical forms. Discourse competence refers to the ability to construct connected meaningful texts and understand how ideas are linked through cohesion (e.g., how sentences are linked together through reference, repetition, etc.) And coherence ( how texts are constructed). Discourse competence is also concerned with the bottom-up(focusing on individual words or sounds) and top-down(acknowledging overall meaning) processing Sociolinguistics or pragmatic competence involves using language appropriately in various social contexts. Strategic competence entails a repertoire of compensatory strategies that are employed for successful communication (Celce-Murica,2001; Bailey,2005; Richards,2006; Ohno, 2006 and Swain, 1980; Shumin, as cited in Widiati &Cahyono,2006.p.13-24).

the following communicative competence is the goal of a language course, and instruction needs to aim towards all of its aspects:strategic, psychomotor, pragmatic, and organizational. Communicative objectives are highly achieved by giving enough importance to the language use, not just usage, to fluency and not just accuracy, to authentic language and contexts, and to the learner's final objectives to apply classroom knowledge to earlier unpracticed scenarios in real life(Brown's, 2001,p.69) (Bachman as cited in Ghaemi & Hassannejad, 2015,p.213 ) defines communicative competence as communicative language ability that comprises two basic features: firstly, language knowledge and skills, strategic competence, and psychological mechanisms (Brown,2007,p.241-244)states that CLT classroom goals must be directed towards all the elements of communicative competence and not restricted to grammar but should also provide learners with meaningful, authentic, functional, and pragmatic opportunities to use language in real-life contexts. Thus, CLT provides learners with

opportunities to practice language in spontaneous speaking situations about these issues. All four dimensions of competence have an imperative influence on learners speaking proficiency. The integration and application of the elements of communicative competence accustom learners to effective and appropriate use of the target language. Correspondingly, good speakers should employ social and linguistic rules to produce speech acts at the right time and in the right way (Shumin,2002,p.13-24).

### **2.3. Components of speaking skills**

Speaking is a complex skill that acquire more than just producing words. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar vocabulary, fluency, and comprehension. Learners should have enough English-speaking abilities to communicate easily and effectively with other people. (Rivers,1968,p.187-190).

#### **2.3.1.A.accuracy**

According to( polio ,1997,p.101) speaking accuracy “is the level of correctness in language use when speaking” in other words it refers to the degree of correctness and clarity in language use particularly in grammar , vocabulary, and pronunciation during oral communication.

**2.3.1.1. Vocabulary:** a good range of vocabulary allows speakers to express ideas clearly and precisely, vocabulary is essential for successful second language use because without an extensive vocabulary, it will be unable to use the structure and function that have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; Furthermore, knowing many vocabularies makes easier to express ideas, feeling and thoughts both in oral or written form (Christopher Turk, 2003 as cited in (Nainggolan, Benarita, & Silalahi, n.d,p.122). Vocabulary is considered the raw building blocks of languages. As a British linguist (David A. Wilkins,1972,pp.111-112) states, "Without grammar, very little can be conveyed; without Vocabulary, nothing can be conveyed." This underscores Vocabulary's fundamental role in all language skills, especially speaking.

**2.3.1.2.Pronunciation** Pronunciation deals with the way in which a particular person pronounces the words of a language or the way in which a word is pronounced (Blattner ,1984,p.181) it is considered as one of the most important sub skills whereas talking without taking pronunciation into consideration may lead to miscommunication between speakers and learners, incorrect pronunciation often results in different perceptions of meaning ( Klein, 2001,as cited in Marzuki, Jabu, & Basri, n.d.p.6 ) postulates that pronunciation deals with the way for students to produce clearer language when they are speaking. also, As noted by (Brown 2001,p.283), pronunciation, along with vocabulary and grammar, forms the foundation of accuracy in speaking, ensuring that the speaker's message is conveyed clearly and understood by the listener.

Even if a student has a restricted vocabulary and grammar, their ability to speak successfully depends on their pronunciation and intonation. The traditional customary utterance of words is referred to as pronunciation. In other words, pronunciation refers to how well students produce the words when speaking Furthermore, (Fraser,2001,p.6) clarified that pronunciation includes all elements of speech such as segmental articulation, rhythm, intonation,, and phrasing, as well as other peripheral elements like body language gestures and eye contact.

**2.3.1.3.Grammar:** Grammar is a fundamental component of speaking skills and plays a significant role in effective communication, as emphasized by numerous scholars. According to (Larsen-freeman,2009,p.518) a language's grammar describes how words can change their forms and be combined into sentences in that language. While (Nelson,2002) states that grammar is the study of how words fit together to create sentences. Furthermore, grammar refers to the fundamental principles and structures of the language such as suitable word forms and clear and right sentence building (Mystkowska-wiertelak and Pawlk,2011,p.28).

therefore, from the previous information it can be concluded that the function of grammar is to arrange the correct meaning of sentence According to the context, Additionally, it helps each communicator avoid misunderstanding, and it is a rule requirement for students to employ proper sentence construction in both spoken and written communication. For the students to arrange correct sentences in conversation grammar, is necessary the systematic method of accounting for and predicting an ideal speaker's or hearer's knowledge of the language

this is done by a set of rules or principles that can be used to produce all well-formed or grammatically correct utterances in the language (Purpura,2012,p.21).

### **2.3.2.Fluency:**

Fluency is defined as the ability to speak communicatively, fluently, and accurately (De Jong, 2018,p.273) notes that fluency in speaking can be measured by the fast delivery and a relative absence of undue hesitation, repetition, pausing, and repairs leading for effortless communication of intended meaning it usually refers to speak freely without interruption. In the teaching and learning process, if the instructor wants to probe students' fluency, he allows them to speak freely without interrupting them because the goal behind it is to let them speak easily and fluently.

The teacher doesn't immediately correct where the idea is that too much correcting interferes with the flow of conversation. Meta-analysis confirms that features of fluency like speech rate, the frequency of interruption, and pause duration as strong indicators of second language proficiency, as more fluent speakers seek to reach higher levels of proficiency (Xun Yan, Yuyun Lei, Yulin Pan, 2025,p.1), Moreover, fluency it's not just about speed however it involves the ability to maintain someone's thoughts during speech, using natural, colloquial language with minimal reformulation. (Harmer,2007,p.20) said that if two people want to communicate with each other they need to be speaking because they have different information; there is a gap between them it's not good communication if the people are still confused with what we say.

### **2.3.3Comprehensibility**

refers to the degree to which a listener can easily grasp the meaning of a spoken language, focusing on the successful communication of meaning rather than just correctly recognizing individual sounds. It's the ability to process and perceive fragments of discourse to formulate representations of the meaning of sentences Comprehension of a second language is more difficult to study since it isn't directly observed and must be inferred from explicit verbal and nonverbal responses. By artificial instruments or by the intuition of the researcher or teacher. Understanding means that participants have full comprehension of the nature of the research project even when procedures are intricate and entail risks . (Schmidgall, 2013 pp. 23–25).

promotes interactional behavior in arguing that comprehensibility is governed by speaker-related factors (e.g., pronunciation and grammatical) and listener-related factors .

### **2.4.From memory to speech : dual-coding benefits of digital videos**

Dual coding theory proposed by( ALLAN PAVIO, 1971,p53) suggesting that humans have two different cognitive systems for processing and representing information : verbal and non verbal systems “human cognition is unique in that it has become specialized for dealing simultaneously with language and with nonverbal objects and events.

Moreover, the language system is peculiar in that it deals directly with linguistic input and output (in the form of speech or writing) while at the same time serving a symbolic function with respect to nonverbal objects, events, and behaviors. Any representational theory must accommodate this dual functionality.” — (Allan Paivio 1986, p. 53).

The theory assumes that the cognition process according to DCT, one specialized for the representation and processing of nonverbal objects/events (i.e., videos ), and the other specialized for dealing with language.( speaking skills) . The systems are assumed to be composed of internal representational units, termed logogen and imagens that are stimulated when one recognizes manipulates or just thinks about words or objects. The representations are modality \_specific,i.e., we possess separate logogens and imagens corresponding to the visual, auditory, and haptic (feel) and motor aspects of language and objects .representations are linked to sensory input and response output systems as well as to each other so that they may operate independently or cooperatively to mediate nonverbal and verbal behavior. The representational activity may or may not be experienced consciously as imagery and inner speech (The theory would suggest that both systems are involved in general, even in language phenomena.

The verbal system is a necessary player in all "language games" but is sufficient only in some . In the most interesting and crucial ones, the verbal system is drawing upon the large knowledge base and gamesmanship of the nonverbal system. The nonverbal system. however, can not play language games alone but can play sophisticated nonverbal "solitaire." The verbal system dominates in several tasks (crosswords ) and the nonverbal imagery system in others (e.g, jigsaw puzzles). Cognition is this variable pattern of the interaction of the tow systems depending upon the degree to which they have developed The (Paivio, 2006,pp. 2.3). Building

on the dual coding theory insights that link with complementary visual imagery fostering understanding and recall, this study utilizes digital videos in an intrinsically multi-modal format to produce more detailed mental representations and In turn empower fluency in speaking .

Online videos naturally embody the principles of DCT by providing learners with both verbal (dialogue, narration) and nonverbal (visual context, bodily language) information, instructional video by demonstrating spoken information in concrete with dynamic on screen imagery, utilizes language based and image based modalities proposed by dual coding theory to enhance encoding( Catherine Kanellopoulou, Katia Lida Kermanidis and Andreas Gianna koulopoulo, 2019, para,3) The dual-channel input produces a richer, more unforgettable learning experience compared to traditional approaches like ( dialogues, textbooks, and audio recordings, when learners watch film clips with matching narration retain notably more vocabulary than peers usingg print dialogues or audio recordings ( Catherine Kanellopoulou, Katia Lida Kermanidis and Andreas Giannakoulou, 2019, para. 5).

when students watch video recordings they are exposed to language not just as an abstract verbal sign but as a meaningful communication context in actual situations (Jingfang Liu ,Caiying Lu, Jingxian Cai , 2023,p.1) found that while reporting the viewing real- world video scenes the language was more situated and purposeful, fostering deeper semantic elaboration compared with contextualized audio scripts for instance observing a speaker's articulatory gestures while hearing it enables students to absorb proper pronunciation, intonation and pragmatic aspects of language use more effectively than listening or reading written dialogues (Li luo,2022) observed that learners in the experimental groups , who were exposed to captioned clips wit clearly visible speakers achieved higher scores on segmental accuracy and pragmatic use than those in the audio- only control groups ( para , 4). students practicing with subtitled video demonstrated remarkable improvements in spontaneous oral production compared to learners who depend on textbook dialogues (Li luo,2022,p.1).

Beyond their immediate impact on oral production, digital videos also cultivate long-term retention through the dual, channel, video input, contribute effectively in shaping the peak\_ end language production, offering to EFL learners, a double dividend, stronger memory retention for more fluent speech, For instance, when learners receive information simultaneously through both channels, such as hearing spoken information, while viewing video content or relevant images.

## Digital videos as stimulus to the speaking skills

The brain creates two separate yet linked mental representations. It enhances information retention and memory retrieval because it is stored in two functional stores instead of just one (Nigel Thomas, 2014.p. 1). (Aydin,2017,p.198) Illustrated that participants who formed vivid mental images while listening to verbal information performed 50% better on recall than those who just listened to auditory cues .

The modality-specific nature of DCT stands apart from more abstract common coding theories of cognition. Dominance based language theories began in religious and educational opposition to imagery during the Renaissance. Such theories peaked in modern behaviorist explanations of thought as inner speech. A second sort of common coding theories postulates abstract mental items and operations, usually called propositions or schemata more advanced hybrid theories are actually improved versions of dual coding in which verbal and nonverbal representations are tied to an abstract conceptual system of some sort a deal of research has been aimed at testing DCT against the alternatives( Paivio, 2006,pp 3.4).

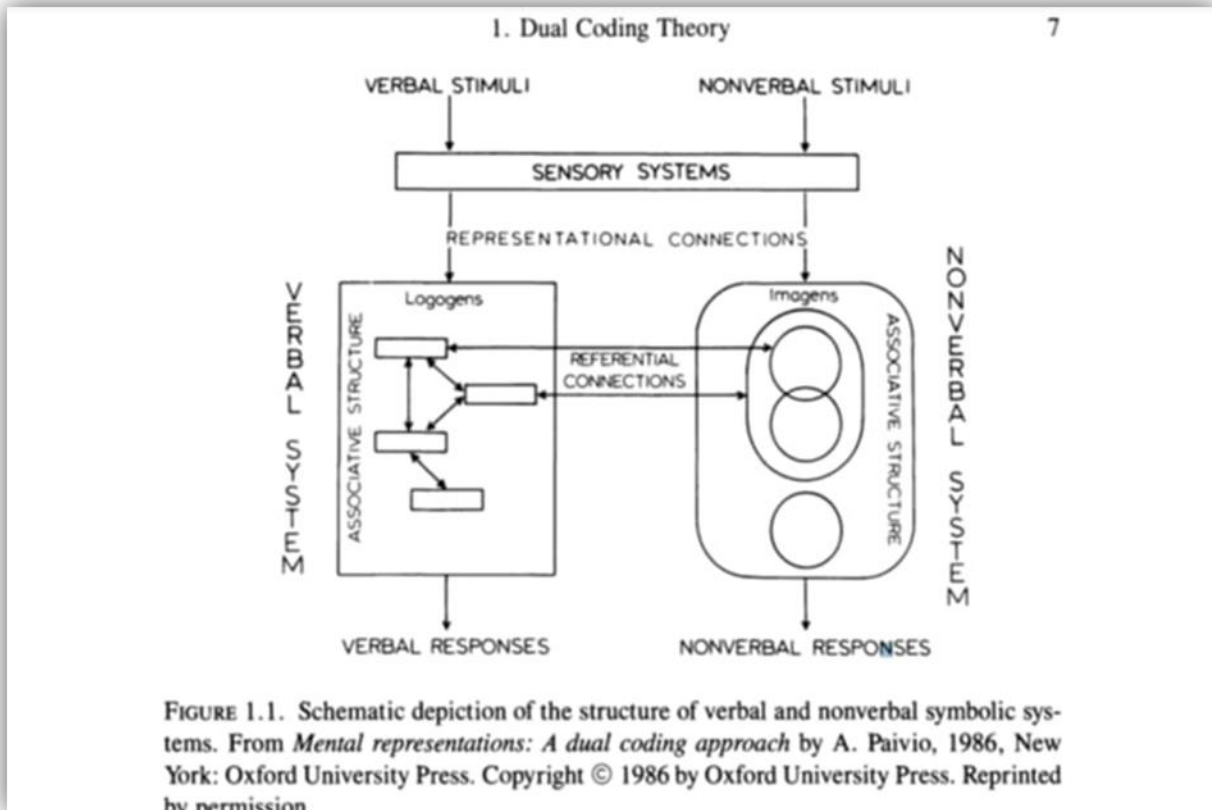


Figure2.1 schematic description of the structure of verbal and non-verbal symbolic systems

### 2.5. Historical background of dual coding theory

Dual coding theory has its roots in the practical application of images as a memory aid 2500 years ago, where dual coding theory got its start (Yates,1966,p.40). The focus on memory gave way to more extensive uses of visuals meant to speed up the acquisition of knowledge. When vision started to be systematically externalized, the language that had always been implicated became an explicit educational partner. During the Renaissance, the language emphasis increased as formal logic, imagery, and mnemonic systems combined words and things together in a new logic in which language was intended to mirror the structure of the world (Serjeantson,2003,p.911).

Religious iconoclasm and other factors raised doubts on the morality and effectiveness of imagery and elevated language to the dominant position that it currently has in education the resurgence of images and the emergence of a DCT with instructional relevance were facilitated by contemporary empirical findings some of the main events and players in this long drama are summed up in the following: Giordano Bruno's 16th\_century occult memory system (Yates,1966,pp.173-198) was the highest point of the imagery mnemonic tradition it used variations of the ancient method of Loci linked to magical images organized.

according to the associative structure of astrology for instance comprised (a) a square architectural system of rooms separated into storage spaces of image. 1933) Dual coding theory and its educational consequences mirror the historical focus on the concretization of knowledge through images and visuals. However, monetarists who inspired Campanella and Comenius discovered the effectiveness of imagery from their own experiences and historical narratives. They didn't know if it was more effective than the verbal techniques that had been promoted for millennia.

Moreover, even though Cominus advocated the concretization principle, he didn't develop that science even as applied to the concretization principle he espoused. We now have a wealth of scientific data and a more explicit theoretical framework to incorporate the fact. Of everything in the physical world with (b) a circular "Lullian" memory system (Yates, 1966, pp.173\_198) which combined different subjects and predicates to generate new propositions using moveable concentric wheels that were used as a slide ruler. In Bruno's version of the round system, the earthly images in the memory rooms were to be animated arranged, and united by

celestial figures and images Tommaso Campanella's (1602) philosophical utopia, the City of the Sun, externalized images as pictures and engaged them slowly for educational purposes, which was influenced by Bruno's ideas. In the novel, the city itself serves as the classical mnemonic system. The city galleries, temples, and outer walls are decorated with many images and explanations that symbolize earthly knowledge.

Mathematical figures, pictures of the seas and rivers, specimens of minerals, trees, herbs, wines, and animals of all kinds are all included. Weather occurrences are also shown, as are mechanical arts and historically important persons. Teachers provide verbal instruction by reading loud explanatory verses that accompany the pictures and by reading from one great book. We discover later on that there is not actually a conceptual stretch to convert Campanella's pictorial \_verbal educational system into dual coding theoretical terms.

The education giant Jan Amos Comenius took the next step of putting Campanella's teaching system in actual pictures and descriptions. His book *Orbis sensualium pictura* ("the world explained in Pictures") was the mother of all children's picture textbooks first published in 1658, it has been used for the last three centuries as the model for over 2000 editions in twenty-six languages the orbis was designed to be a visual textbook for the study of Latin and other languages it contains none of the occult elements of its imagery ancestors but is rather a concise account of the world in 150 pictures with captions the objects in the pictures are numbered and accompanied by Parallel columns of labels and short sentences defining the numbers objects. Hence, it covers roughly two thousand words from various fields ( occupations, plant, animal, abstract "notions") Comenius, also known as a dedication to concretization as a teaching strategy, was reflected in the *Orbis*. He mentioned that educators must allow students to have direct experience with things, for "things are essential but words, accidental things are the body, words but the garment; things are the kernel, words the shell and husk " since objects are just as much as objects of understanding as language both should be presented to the mind intellectually but especially the things (Comenius, 1896 translation, p .276; referenced in Piaget,

### **2.6.Comparison digital videos vs. Traditional methods in promoting oral skills**

In the field of language education Improving Learners oral skills has always been a crucial objective a speaking often viewed as the most immediate and practical use often new

language because it's enables Learners to engage in real-world interactions Express themselves clearly and be actively engaged in both academic social and professional setting that's why the speaking skills has been always approached through structure traditional foreign language correctly which regardless of its method logical approach it's involves the following elements vocabulary ,grammatical explanations and exercises ,readings and writing assignments also cultural information often audio-cassettes and workbook supplements the text to provide further explanations and reinforcement in the continual effort to improve the teaching of foreign language textbook authors and their Publishers are arguing teachers to include video materials in the curriculum recognizing The Sweep of audiovisual exposure in developing language learning experiences (Carol Herron, Matthew Marris, Teresa secules and Lisa Curtis, 2015, p 2).

however the integration of digital videos into English language teaching hasn't been without controversy while some Educators supports enabled use of digital videos to Foster oral speaking skills and some argue that traditional methods such as textbook dialogues and control speaking activities still proving it's reliability in the field. A comparison of traditional teaching methods and videos in fostering speaking skills reveals clear strengths and weaknesses for both practices. Traditional teaching methods include a very controlled environment with clear progression where teachers plan activities such as songs, games, stories, and project work to improve various skills like grammar vocabulary, and pronunciation building learners' confidence and eliminating speaking anxiety through interactive and semi\_ communicative tasks .

In contrast, online videos offer authentic language input and more flexible and engaging environments by facilitating repeated practices, which also help in building pronunciation, intonation, vocabulary selection, and the use of gestures necessary for communication. However, online videos are not giving immediate personalized feedback and structured guidance, unlike face-to-face classroom led by instructors' management ( (Chen et al.,2021,p.11).

Moreover, one of the key advantages of digital learning tools over traditional classroom methods is accessibility. Digital materials enable learners to access speaking materials anywhere and anytime, adjusting to various timetables, learning paces, and geographic locations. This benefits the students who struggle with regular access to qualified teachers or language learning centers. On the other hand, traditional methods often require presence in the classroom and the

availability of teachers, which can hinder learning possibilities. The availability of smartphone computers and the internet contributes to the accessibility of learning the English language universally, making online videos powerful tools for expanding speaking practice beyond the traditional settings ( Duraipandi &Murugan, 2024,p.262).

Engagement in the classroom plays a pivotal role in motivating learners and facilitating the learning process to keep them interested in the language. Traditional methodologies of teaching facilitate participation through collaborative, face-to-face activities such as group discussions, role plays, and project works that encourage active participation and cooperation among EFL learners. By contrast, digital videos offer engaging and interactive learning environments that capture student's attention and foster the development of speaking practice, leading to greater motivation and persistence ( Alqurashi, 2025,p18; Duraipandi &Murugan,2024,p264).

Anxiety reduction plays an essential role in enabling learners to speak freely and confidently. Traditional teaching reduces speaking anxiety by involving students in group activities with their peers, role plays, and scaffolded tasks. These social interactions help in reducing the fear of making mistakes, building confidence gradually, and creating a supportive classroom environment. Online methods offer additional advantages by allowing students to practice speaking privately through self-recordings or online communication with professionals without the risk of immediate peer criticism. This can reduce performance anxiety and allow students to review and improve their oral performance before sharing it with others.

So, digital videos offer safer spaces for EFL learners to build confidence at their own pace (Bashori et al.,2020,p.1085).Finally, the development of speaking skills involves developing fluency, vocabulary, pronunciation, and conversational competence. Traditional methods are effective in this case for offering controlled, systematic practice with immediate feedback so learners can correct their errors and learn at the same time in the presence of an instructor. Role-playing and teacher\_scaffold-ed conversations help learners to internalize grammar and vocabulary while practicing pronunciation and intonation.

Digital tools complement these benefits by providing authentic language input through videos, podcasts, and online communication tools, learners can get familiar with different accents, vocabulary, and speaking styles enhancing vocabulary acquisition and pronunciation

training in an actual context outside the classroom (; Duraipandi & Murugan,2024,p.262). After an extensive comparison between both teaching methods depending on the stated studies"traditional teaching method," "digital videos," it was concluded that both approaches complement each other while traditional instruction for systematic skill\_building that emphasizes repetition, guided practice, and immediate teacher feedback supplemented by digital videos for authentic interaction and self-instructional reinforcement. This hybrid model leverages the instructional process and harnesses the motivational and engaging benefits of multimedia materials, ultimately producing well \_rounded speaking competence.

### **2.7.Common issues in teaching speaking :**

Being a highly demanding second or foreign language (SL , FL) cognitive skills and having a rather complex nature, speaking skills are more vital than ever with English increasingly serving as an international language Being able to speak fluently and confidently for academic success or career development is a must however teaching speaking skills is far from being an easy job for both teachers and learners , when it comes to teaching speaking a large number of research studies focus on the core problems related to speaking including fluency, pronunciation appropriate vocabulary use and grammar.

Since these are categorized as vital variables in the improvement of speaking skill competence as it has already known that teaching only the linguistic foundation is insufficient to adequately engage EFL learners in meaningful contexts in the target culture they also need to acquire the language in various social circumstances Most students struggle to pronounce words correctly and clearly, which very often leads to misunderstandings (Tran Thi Thao and Vi Thi Trung, 2022 p,1014). Another significant problem is grammar incompetence. Learners often make grammatical issues due to the structural differences between the learners' first language and English (Tran & Vi , 2022 , p 1014) .

Additionally, vocabulary deficiency limits students' ability to communicate their thoughts, causing frequent causes and hesitation ( Tran & Vi , 2022, p.1014). The stated findings are supported by (DeWitt and Moosavi 2022), who emphasize that one of the main issues that hinder efl learners from speaking effectively are a lack of vocabulary and grammar rules, poor communication and mother tongue interference (p.66).furthermore, lexicon, phonology, and synatx are the three main linguistic components that challenge EFL students, where many

students report having difficulties in selecting suitable vocabulary, correct pronunciation and speaking with the right grammatical structure ( Sabata et al.2020, p.734).

In response to these challenges, a number of scholars have proposed several solutions and practical strategies for more effective speaking instruction. The concept of communicative competence firstly introduced by (Hymes , 1972) as he revolutionized language teaching by focusing on teaching speaking to develop learner's communicative practices is as important as mastering grammatical structures, (Bachman, 1990 , p.107). expanded the impotence of communicative competence by presenting a more comprehensive model called communicative language ability (CLA), which contains three core competencies: language competence, strategic competence, and psychological mechanisms.

In response to the linguistic and communicative demands the focus in language teaching has increasingly changed toward developing learner's communicative competence. (Nuan, 2003 , p 54.) Presented some key principles: being aware of the differences between SL and FL learning contexts, plan classroom activities that involve guidance and practice (both traditional and interactional speaking) , plan speaking tasks that require meaning negotiation, provide learners with practice in both fluency and accuracy, limit the instructor talk and provide learners with more opportunities to talk in groups or pairs. Similarly (Celce\_Murcia, 2001) , emphasized the importance of the exposure to authentic speaking practice within the classroom suggesting that learners should participate in real-world conversations ask and answer questions and interact with teachers and peers according to her and (Olshtain, 2000) students should be taught to develop flexibility in their language use while always having their communicative practices in mind. Marking allowances for current issues in teaching oral communication ( Brown 2001,p 272) provides insights into micro-skills to offer some perceptions on the more practical consideration of speaking ability, including mastering pronunciation of sounds and intonation patterns using appropriate grammatical structures and lexical items, producing fluent and coherent speech and using strategic techniques like fillers, self-monitoring and rephrasing to maintain communication clarity.

Brown also emphasized the value of pragmatic techniques, sociolinguistics awareness, and nonverbal communication in in-person interactions, To provide a clear picture of the activities designed for the teaching of speaking skills, they can be divided into two categories:

classroom speaking activities that focus on speaking for actual communication and activities that involve repeating specific patterns that are operated merely for speaking practice (Widiati & Cahyono, 2006). Similarly, (Mustafayeva 2021, p. 478) stated that grammar and vocabulary are considered as the competencies of speaking skills. However, speaking as a skill includes competencies beyond these, for instance, "how we construct and adapt speech for different audiences which needs authentic practice rather than language Drills. In summary, the literature review highlights a meaningful consensus among scholars about the complexity of teaching speaking and the needed competencies that the instructor should take into consideration while teaching. Theoretical Frameworks such as communicative competence and pragmatic competence emphasize the foundation for understanding what effective speaking entails, striking the balance between correctness and fluency. Encouraging strategic communication and engaging students in meaningful interactions.

### **2.8. Assessing speaking**

Among the four language skills are listening, speaking, reading, and writing. Speaking is often regarded as the primary tool for communicating, thinking, and learning in general and language acquisition in particular. Through speaking "EFL," learners acquire concepts, expand their vocabulary, and perceive the structure of the English language as a necessary element of learning. Furthermore, it serves as both linking tools that connect individuals to society as the primary medium of communication among humans (Richards et al, (2002; Florez, 1999). Considered that " speaking is an interactive and productive skill that includes producing receiving and processing information to master the target language." speaking is the process of constructing and conveying meaning through verbal and non-verbal symbols across diverse contexts" (Chaney et al., 1998, p . 2).

As it is crucial to mention that speaking plays an essential role in English language learning, it becomes equally important to evaluate how effectively learners are developing their speaking skills. This is where speaking assessment plays a crucial role as it provides both learners and educators with the necessary feeds and motivation to foster oral production. ( Brown 2004,p.4) views assessment as "an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance

"(William 2013,p15) describes assessment as "the central process ineffective instruction... what our students learn can not be predicted with any certainty. It is only through assessment that we can discover whether the instructional activities in which we engaged our students resulted in the intended learning " (p.15) However, speaking is the most challenging skill to assess, which is why it should receive more attention in comparison with other language skills since speaking tests can serve as a source of positive feedback (Coombe et al., 2007 as cited in Hatipoglu, 2017).Assessing speaking evolved over time, and the shift was from traditional methods to more contextual communicative approaches.

According to (Canagarajah,2006 as cited in Ceyhun & şevki, 2017) , the emphasis of assessment should shift from language as a system to language as a social practice, from grammar to pragmatics, and from competence to performance to have an influence on the learner's assessment. He also stated that defining language use as performative entails focusing on the second component in each pair and taking into consideration how language variety is actively negotiated in acts of communication under changing contextual circumstances. In this regard, the demand for interactive and collaborative formats for assessing and testing the student's contextual proficiency has surfaced in an educational setting.

Contextual assessment of speaking involves evaluating the learner's ability to use language effectively in meaningful real-life situations it integrates tasks that simulate authentic communication to foster critical thinking like solving problems, negotiating meaning, engaging interactively with peers, and promoting oral production such as interviews which is the most frequently used assessment task where teachers ask students to respond pre-planned questions five to eight minutes are allotted for the interview but teachers are not allowed to interrupt their students while talking because it can make them uncomfortable or anxious that they are doing something wrong , Also, role \_plays between the teacher and the student are possible too where teachers present situations or scenarios to students and provide them instructions, for instance, working on asking questions as well as using passive and past tense. They can also be done between students to reduce student's anxiety (Ur, 1996 p 134-136)

. While, traditional methods like role-plays and interviews have long been used to assess speaking skills, authentic assessment also has remarkable contributions in the field. (Malley & priece 1996) proposed authentic assessment is a multiple forms of assessment that represent

student learning, success, motivation, and attitudes to instructional\_ relevant classroom activities. Authentic assessment permits students to communicate in real-world contexts and gives them opportunities to use the language in a situation based on everyday life (Rukmini & Saputri, 2017). Just as digital video tasks play a significant role in modern language education by providing authentic and flexible opportunities to assess oral proficiency. Teachers can assess speaking skills asynchronously and repeatedly by asking students to record themselves performing speaking tasks such as describing their routine, storytelling, or debating topics to promote flexibility and more opportunities for introspection (Ockey, Timpe\_laughlin, Davis,& Gu, 2019, pp.2\_5).

Moreover, the learner's spontaneous communication skills such as summarizing information, responding to prompts, or defending opinions can be assessed through live simulating real-life conversations that permit learners to interact with their peers or examiners in real-life time (Ockey et 2019, p. 3\_9). Additionally, the integration of video data with AI\_driven analysis offers detailed feedback on a variety of speaking features like fluency, pronunciation, and intonation, leading to enhanced accuracy and usefulness of speaking assessment (Nakatsuhara&Berry,2021,p.261). The stated approach can offer a more comprehensive, authentic, modern, and technological evaluation of speaking abilities in language learning context

### **2.9.Challenges in Integrating digital videos in education**

In today's increasingly digital world, technology touches nearly all aspects of our daily lives to meet the needs of the 21st. Learners Digital videos are one of the remarkable teaching aids that proved their effectiveness in learning in general and acquiring the language In particular, it has become a powerful tool in modern education, many teachers have relied on using real-world videos as teaching resources for instance, new reports, Documentaries, scenes from TV shows, trailers, music videos, instructional videos, interviews, performances, etc. Depending on this kind of video can lead to student growth and progress and increase student's confidence in using their language skills in real life (Jacob Young, 2021, p 1 ).

According to Ben Goldstein and Paul Driver (2015, p.46 ), digital videos provide practical ways to integrate multimedia content into second-language teaching that enables learners to engage with real-life language use and cultural backgrounds that support several language skills such as reading, listening, speaking and writing development, It also contributes

## Digital videos as stimulus to the speaking skills

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to improving oral performance and speaking skills in language-learning contexts. Dordević (2024, pp. 171–186) reports that students achieved measurable improvements in their oral exams due to active engagement in creating digital videos, attributing this to the opportunity to practice speaking in a self-reflective way. They also highlight that creating videos is considered a practical tool, feedback mechanism, and assessment method for oral production .

Despite the significant achievement advantages digital videos have brought to education, there are still several challenges in integrating video-based learning in classrooms that can not be neglected. For instance, in a case study investigating instructor's practices and challenges of integrating digital pedagogy in teaching English as a foreign language in the case of Ambo University Postgraduate classes, Habtamu Walga Adaba ( 2024 . P, 411) found that the instructor's pedagogical competency in online communication and collaboration, pedagogical knowledge, digital assessment and feedback, and curriculum integration was valid. However, instructors lacked proficiency in digital citizenship, online safety, technological literacy, digital content creation, and pedagogical innovation. The findings indicate that teachers lacked basic technical literacy abilities such as using computers, operating systems, software, and digital tools relevant to their teaching English context. Moreover, they failed to instill in their students the responsible digital citizenship sense and the awareness of online dangers and privacy issues. The lack of access to ICT resources is because of the integration of digital pedagogy in classrooms, such as poor quality hardware and software ( Becata, 2004,p.10\_15 ).

These challenges don't reflect only on the use of digital videos, but they also bring attention to a broader issue, which is how accessible these resources truly are for every learner as Goldstein and Driver (2015, pp.24\_25) emphasize that learners with disabilities risk excluding if videos lack audio descriptions, transcripts, or captions. For instance, visually impaired students require audio descriptions while hearing \_impaired pupils need captions. Besides that, videos are still an obstacle because not all students have reliable internet access or devices at home, which can lead to inequities in learning opportunities. Even when accessibility is ensured, another practical concern will be faced. Teachers may struggle to find time to incorporate digital videos into their lesson plans amidst other responsibilities (Schiller and Tillet, 2004P 401 ).

The time investment is required, and teachers often face significant time constraints when digital videos are incorporated into their classes, from selecting appropriate videos to

preparing related tasks that meet the lesson objectives and learners' needs. Finding and producing high-quality content is another persistent challenge that teachers face when they are locating videos that are accurate, unbiased, age-appropriate, and aligned with the curriculum standards (Cassany, 2020, p. 10). Goldstein and Driver (2015, pp117\_118) emphasized the importance of selecting videos that are not only technically well made (good quality) but also pedagogically sound meaning that are designed to promote critical thinking not just deliver information. Despite the challenges discussed earlier, the significant contributions of digital videos in the field can not be neglected and their ability to foster EFL learners' speaking skills remains valuable offering authentic materials and engaging contexts for meaningful interaction.

### **2.10. Digital videos in EFL classrooms and its contributions**

In general, digital videos are recognized as a technological teaching aid that supports language-teaching approaches with the opportunity to experience the foreign language in a meaningful contextualized setting. In fact, videos are being increasingly used in this field, much like computers, as they provide opportunities for learners to foster their cognitive skills for a better understanding. It is essential to first consider how scholars defined them. (Wesley Shrum, Ricardo Duque, and Timothy Brown 2005, p.450) described that "An ensemble of technologies for visual and audio documentation, editing and presentation " it acts like a process that technicians, researchers, and subjects are used to gather data depending on predetermined strategies. Digital videos can be used to both shape research interactions and preserve research experiences in a format that is superior to along methods. Whereas, in EFL classrooms Digital videos are pedagogical aids that promote learning, encourage students, and provide real-world language experiences in the EFL classroom through exposure to a neutral language context offering a variety and adaptability to their teaching techniques, they help in the development of all four communicative skills: reading, speaking listening, and writing ( Benna Rao Goli 2016, p39).

In addition to that, they are described as multimedia resources that improve the student's engagement, cultural awareness, and critical thinking while supporting the development of all language Susilo, Yang, & Qi, 2023, p.5) .however, Video in EFL classrooms isn't just a supplementary tool; it's a cornerstone for modern, effective language learning. Its power lies in its versatility and sensory richness, catering to varied learning styles. its contributions in boosting

learner's motivation and engagement in accordance with (Brown,2006,p.168) a states the benefits of videos incorporated in the classroom as a motivating feature to learn, as the students are exposed to both moving visual and auditory elements, which increase the interest and motivation. By combining visual and aural stimuli, videos can make abstract language concepts more accessible and interesting (Bajirami&Ismaili,2016,p.505). This accommodates a variety of learning styles, "auditory and visual learning styles."

Furthermore, they contribute to cultural comprehension and deepen the learner's intercultural competency by exposing them to native speakers' accents, customs, and colloquialisms (poštić & Gaižauskas, 2023,p.95) in addition to that, online videos also foster learner's autonomy enhancing comprehension and retention ( Alshraideh, 2021,p.221). Beyond linguistic benefits, videos help foster media literacy and critical thinking abilities besides language acquisition. Students are exposed to a critical content analysis that are related to academic subjects to practical problems (Golding, 2016,p.357). By offering all students a similar experience regardless of their background or proficiency levels (Bajrami& Ismail, 2016,p.503).A variety of academic subjects is highly available in EFL video-based classrooms, where instructors can use a variety of video content that is suited to a particular learning objective and student requirements, such as interactive software and YouTu be clips ( Alshraideh, 2021,p.220).speaking of YouTube , it is a platform that can be utilized in EFL video-based instruction.

According to (Boyd and Ellison 2007,p.211), YouTube is not just another video-based website, it is also revealed as a social network site in which people work together with aim to actively participate in a continual process of collaborative meaning construction.. In addition, the quick access it provides to a big range of video materials with enormous number of no-cost videos can be considered as another good aspect of using YouTube..

### **2.11.Digital videos and oral skills development:**

In this globalization era , English is an important language and plays a crucial role for communication in many parts of the world . Whereas it's highly used as a means of international language in science technology social relations and art related to the teaching English as a foreign language communication can only be measured through some steps(Wong& Nunan,2011). emphasized that according to the majority of people mastering the art of speaking

almost essential skill of learning or foreign language and language Mastery is determined by being able to hold a conversation in the language. Blaming English teachers and lectures for the degradation in English language outcomes is unwise as there are multiple contributing factors to the fader such as the large number of students (each class around 40\_45) students, absence of multimedia sources, limited classroom sessions unavailability of learning Sources Center (Library), low student motivation, lack of professionalism among teachers .One of the teaching technologies that EFL (English as a Foreign Language) teachers try to implement in their classes to create stimulating lessons and promote students' autonomy is digital videos.

Videos are recognized as authentic tools that can be effectively used in EFL teaching, as they serve as a rich and engaging resource for language instruction (Stempleski, 1978, p. 3). According to Çakir 2006,p67), the use of audio-visual materials such as videos is a validated method that simplifies the language acquisition process. These materials stimulate learning, facilitate communication, and enhance vocabulary building, thereby bringing flexibility to the language learning process and fostering learners' communicative competence.

### **2.11.1.Promoting Authentic language production**

(Akbari and Razavi 2016,p.105) examined the use of authentic resources in EFL classrooms. Their research findings indicates that while depending on authentic materials during instruction a positive impact on student's performance were observed . Moreover, authentic resources reduce the complexities of teaching in the EFL classroom. Authentic English language audiovisual media became available to nearly everyone especially online services like YouTube, authentic videos achieve wonderful language learning contexts where movies TV shows and interviews provide learners with real-life language use which is essential for natural speaking skills unlike traditional pedagogical texts books or documents which are composed with unnatural overly researched speech .videos capture genuine conversation that provides learners with a natural speed of regional accent slang and authentic pronunciation.

Moreover, videos show the connection patterns stress and rhythm to express the exact meaning and effect through this Learners will develop an ear for the natural Rhythm of the target's language in addition to the Learners will encounter the messy reality of spoken language including contractions ( Gonna ,Wanna) or hesitations (um, like) that's cannot be found in formal textbooks this shows how native speakers naturally talk not just how they are expected to talk by

grammar rules this interactive approach Bridges the gap between ideal classroom speech and everyday talk allowing Learners not only to observe grammatical knowledge but to be actively engaged with all its richness visual cues such as facial expressions gestures and Body Language enhancing comprehension and facilitate learning experience . These authentic environments are quite valuable since they provide real objects, individuals, and circumstances that help in comprehending real contexts regarding different life situations (Chakir, 2006,p.67and .Gilmore 2004 ,p.363), who analyzed differences between authentic spoken language and textbook dialogues, highlighting the importance of authentic discourse features.

### **2.11.2.Enhancing motivation and engagement:**

The use of digital videos has made motivation a key factor in enhancing speaking performance.Thus,(Ali and Celik 2019,p.5) found that learners felt more engaged and motivated when they were exposed to authentic video materials due to their entertainment value and their relevance in a real-world context. Digital videos play a trans-formative role in developing speaking skills by significantly boosting learner's motivation and engagement through presenting an interesting, interactive learning experience Videos offer a vast range of useful content for teaching English. Students are excited and less anxious about learning because of their engagement in a fun experience. This approach offers an excellent chance to support students' success and development (Almurashi,2016,p.40).

The visual and auditory combination stimuli of video material more strongly engage learners than audio-based materials. The motivational power of video content, whether it is inspirational speeches, entertaining shows, or culturally rich narratives, can't be overstated when learners are engaged with the material that suits their personal interests or working requirements. Besides that, learners can demonstrate a greater persistence in language practice generally and speaking fluency particularly . A low-pressure environment created by video-based teaching is established. For instance, many students can practice their speaking practice after practice without the fear of judgment until they are ready enough to have a real conversation. As (Riyanto 2020,p.68 ) proved through video projects students can practice speaking multiple times in low\_ a pressure environment which helps reduce stress and anxiety and boosts their confidence.

Finally, digital videos create a supportive, engaging environment where learners can increasingly transform from comprehension to confident self\_ expression, ultimately fostering

greater speaking output and genuine passion for language learning. According to (Albahiri and Alha ,2020,p.537 and Ünal's 2022,p.252) investigation, their findings show that videos in general and online videos in particular (those on YouTube) are considered a substantial benefit for fostering learner's speaking ability, particularly due to it's their realistic representation of the environment. The SPSS analysis indicates the positive impact of using YouTube technology on the Saudi EFL student's speaking performance in English they help stimulate motivation among the students to learn English.

### **2.11.3.Listening -driven speaking development through digital videos**

It's well known that to master a language you need to develop the four core skills “listening speaking writing and reading” digital videos in particular provide valuable support in developing both listening and speaking abilities through regular exposure to authentic audiovisual input. listening skills are strengthened which in turn plays a crucial role in fostering and developing speaking proficiency. Videos promote listening comprehension by providing simplified language input. Such comprehension is a foundational chosen skill because learners need to understand spoken language before they can produce meaningful responses(Sangharé, 2019, p. 2)

comprehensively, it exists a profound relationship between listening and speaking skills in language acquisition ,effective listening through the exposure to authentic input videos Foster and accurate fluent spoken output by the regular engagements with the various types of video content obituary inputs developed it's helped to train the ear to recognize subtle nuance language fast Learners can consciously or subconsciously incorporates into their own speech for instance students can acquire proper pronunciation intonation and Rhythm just by constantly listening to video contacts and applying techniques such as repetition or shadowing.( Maglione & Tibout 2018 ,p.523) further stated that learners exposed to authentic videos learn to negotiate meaning even when they do not understand every word, a very essential skill in real communication.

### **2.11.4.Vocabulary**

found that using videos in English classes as an additional language helps students learn and retain vocabulary, which in turn supports speaking fluency and appropriate pronunciation. The use of digital videos can empower vocabulary acquisition and refine language use for

speaking skills by engaging learners in an authentic context. (Rosi Ana Grégis and Ana Paula Carvalho 2019, p.216-224) Unlike textbooks that often focus on grammar rules and scripted conversations, digital videos permit learners to be exposed to real-world language as it is naturally spoken full of daily conversations, idioms, and slang that you would hear not just in academic settings but also in casual contexts-authentic videos expose learners to the language as used in real conversations, colloquialisms, and various accents (Goulah, 2007, p.62). For example while English textbook might state "it's raining heavily today" in authentic English as often found in videos would express the same idea using the idiomatic phrase "it's pouring out here" this reflects how natural English includes colloquialism that is rarely included in formal instruction which is often used by EFL learners without the awareness that EFL learners need to develop to effectively and deliberately employ colloquialisms in their speech.

Moreover, contextualized incidental vocabulary acquisition occurs,, (Godwin\_jones, 2018, p.5) emphasized that vocabulary learning is most effective when words are incorporated in meaningful contextualized ways such as listening and interacting in the target language, making them more useful for learners for instance, when learners face words like "negotiate" in a business meetings context or the word "whisk" in a cooking tutorial context accompanied by visual actions. It enables them to internalize vocabulary in a meaningful context rather than traditional definitions Contextualized vocabulary instruction has been shown to facilitate substantially better vocabulary retention than traditional approaches (Kermani et al., 2015, p.12).

Secondly, this multi-sensory approach also helps not just in individual words but in the natural combination in phrases and sentences. (Choi 2023, p.21) found that viewers who watched digital videos with visually enriched captions (target collocation highlighting) performed better than those who watched standard captioned videos in collocation tests, and it indicates that digital videos can help English collocations be learned very effectively, for instance, through lexical chunking \*. Learners will be able to recognize. Such as "making a decision" rather than "doing a decision" By being exposed to this collocation regularly in a natural context learners will be able to integrate them into their speech naturally improving both accuracy and fluency. Finally, being naturally engaged with video content, in its various formats, increases the likelihood of repeated exposure to key vocabulary, which is crucial for moving words from passive recognition to the active use.

### 2.11.5. Encouraging natural language acquisition:

Fisch's capacity model suggests that children who rely on video-based learning are more engaged and interested in the subject matter, which enables them to allocate greater cognitive resources to processing language input. High-quality, engaging video content can, therefore, provide meaningful exposure to language while also supporting vocabulary acquisition and the development of listening comprehension skills (Fisch, 2000, p.65-70). Also, Roseberry experiment suggest that children over 36 months can learn verbs from isolated video exposure, while younger children learn more from exposure to video with live social interaction.

This suggests that both repeated exposure and interactive settings are required for language learning to be optimal (Roseberry, 2009, p.622). Fluency in a foreign language often requires more than structured lessons or isolated practices. However, it's all about real-world exposure to the language to boost the acquisition process. There is a wealth of research emphasizing the role of daily exposure to authentic language use, such as videos, in facilitating language communication and fluency; consistent exposure to digital videos has a significant role in developing language speaking skills. Intuitively, especially in children, where some studies (Gowenlock et al., 2024, p.1-36), emphasized that children aged 3-11 who are exposed to high-quality videos can learn specific linguistic structures effectively, leading to immediate improvements in speaking skills production.

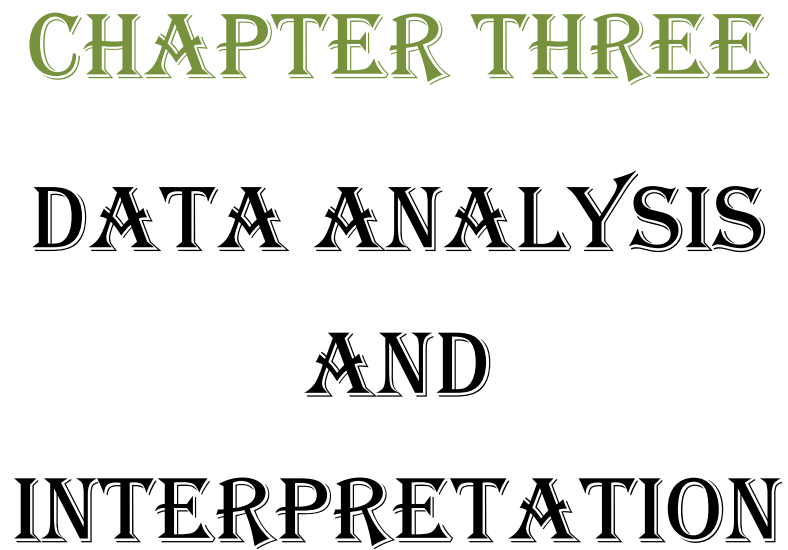
This phenomenon is underpinned by well-established theories, such as Krashen's Input Hypothesis, which emphasizes that "acquisition requires meaningful interaction in the target language \_ natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding" (Stephen Krashen, 1981, p.49) reinforcing the idea that natural message\_ focused input fosters fluency. Furthermore, Krashen indicated that "compelling means that the input is so interesting, you forget that is in another language" (Stephen Krashen). This understanding aligns with how language acquisition production unfolds in the context of how digital videos contribute to natural language acquisition? Particularly in boosting oral skills, Unlike traditional textbook methods, the visual and auditory cues combination in digital videos such as situational context, body language, and facial expressions help students grasp their meaning without relying on the mother tongue translation, the constant exposure gradually trains learners to think directly in the target

## Digital videos as stimulus to the speaking skills

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language, enabling them to speak more fluently and spontaneously without reverting to their mother tongue

Furthermore, it helps the brain to absorb grammar or grammatical structure, vocabulary, and pronunciation, subconsciously, by repeated exposure. Shared book reading has a weak influence on language skills compared to digital videos, which can serve as an alternative, especially with families with limited access to books, by providing daily exposure to vocabulary, linguistic and grammatical structures (Downes et al,2020,p.4557). finally, this skill not only constructs comprehension, but also cultivates an ear for natural speech and idiomatic usage, so that videos become an indispensable learning tool in modern language acquisition.



**CHAPTER THREE**  
**DATA ANALYSIS**  
**AND**  
**INTERPRETATION**

### 3.1.Introduction

. Digital technology has established itself as a crucial element in contemporary education in a society that is becoming more interconnected " Technology will never replace great teachers, but in the hands of great teachers, it is transformational " (George Curoso,2015, p.12) . Digital tools that provide fresh ways to interact with educational content are being incorporated into traditional pedagogical practices ( Denys Vorobyov, 2024. para, para. 1) . English was not an exception, as many other languages, it has it's chance to be revolutionized by technology, especially in the context of English as a foreign language" EFL" where technology has presented new tools and teaching aids which transformed traditional language learning and teaching such as digital videos which serves as a powerful medium for enhancing speaking skills in EFL classrooms .visual aids are crucial in foreign language communication. The fact that a picture is worth a thousand words is observed more particularly in teaching foreign languages ( Demirel, 2012, as cited in Akbota Toleuzhan, Galiya Sarzhanova, Svetlana Romanenko, Elmira Uteubayeva, Gulnara Karbozova,2023,p.199). This chapter seeks to translate the theoretical foundation of this study into concrete classroom insights. The main concern of this research study is to investigate how video-assisted classrooms can stimulate EFL learners' speaking skills, It attempts to understand how videos contribute to fostering memory retention during speaking, enhance language input, and elicit active language production. The study was also designed to reveal both teachers' perceptions and learners' attitudes towards the use of digital videos while learning the language. It also made an effort to disclose the advantages and disadvantages of this teaching aid based on both the teacher's and learners' experiences , To guide this investigation, the following research questions posed in this study have been formulated.

1. To what extent can the integration of digital videos enhance learners' speaking skills in the EFL classroom?
2. How does the combination of sensory modalities, auditory and visual input in digital videos, accelerate the development of speaking skills while enhancing comprehension and memory retention?
3. What are the teachers' perceptions and the students' perspectives towards digital videos in fostering speaking skills input?

4, which is more effective in fostering communicative speaking activities ( digital videos vs. traditional teaching methods ) .

The groundwork of the present study is built on a solid Theoretical Chapter, which discusses the integration of educational technology into language acquisition. Highlighting the first sweeps of digital videos in EFL classrooms and their contributions to EFL learning. It also draws on multimodal and cognitive theories, such as the dual-coding theory, to illustrate how multisensory inputs contribute to enhancing memory retention. And the multimodality theory should explain how digital videos deliver content effectively. A comprehensive overview of speaking skills was introduced, stating their components, assessments, and the challenges that the teacher faces when implementing digital videos inside classrooms. Also, a comparative overview of traditional methods vs. digital videos in fostering oral production is conducted.

Finally, the chapter reviewed the perceptions of both teachers and learners depending on their experience, within the conceptual basis; the focus now is turned to the method choices that build the practical part of this research. The research adopts a descriptive research design which seeks to provide a concise, full account of how digital videos are used in EFL classrooms to foster speaking production by describing authentic experiences of both EFL speaking teachers and the English Language Speaking Club participants focusing on identifying common themes, Attitudes, Genuine Perceptions and Reported Outcomes from both perspectives, The integration of methods improves the readers' confidence in the study conclusions and helps in creating ideas for further research (O'Cathain, Murphy, & Nicholl, 2010, p. 5).

Depending on the mixed method approach, combining both qualitative and quantitative data, a qualitative component will be exploited from the Galaxy-speaking club participants through in-depth interviews to detect personal insights from the participants' experiences, allowing richer, authentic, narrative, and spontaneous answers for a Professional, expert viewpoints, providing quantifiable trends and common perceptions about the role of digital videos. To compare responses and identify patterns across different teaching contexts, A relevant, valid research. Semi-structured interviews are reliable methods to uncover the students' or participants' real experiences and interpret feedback, allowing researchers to explore students' emotions, preferences, and needs in depth (Masson, 2011, p.5), and quantitative data from Ammar Telidji University. Teachers' perspectives from the questionnaire. That helps in the

selection and collection of data from professional, expert viewpoints, providing quantifiable trends and common perceptions about the role of digital videos.

To compare responses and identify patterns across different teaching contexts the SCPT a reliable and valid instrument to measure the student-centred perspectives on the six aspects of teachers' professional lives (environment, behavior, competency, belief, identity, and mission (Lukas Daniel Leatemia, Jeroen J. G. ,van Merriënboer and Astrid Pratidina Susilo , 2022,p. 8).

### **3.2.Research desgin:**

In accordance with the notion that research design is a framework for conducting a research project, it details the methods and procedures necessary for collecting data and analyzing the obtained information. From this perspective, the current study documents mixed-method research with a descriptive- analytical research design 'A descriptive research design generates data , both methods (qualitative and quantitative ) that define the state of nature at a point in time'' (Eunsook T.koh and WillisL.owen, 2000,p.215) .

Descriptive study is used to describe the features of individuals, groups, situations, statuses,and phenomena. Also,it clarifies the relationship between elements. It tends to depict the existed situations as they are (Dulock, 1993, p.154).

Given the nature of the research questions and objectives a descriptive research design was considered as the most appropriate design that aims to identify and describe the current state of using digital videos in EFL classes to enhance their speaking skills because it seeks to answer the «what» questions that is associated with descriptive research such as «To what extent can the integration of digital videos enhance learners' speaking skills in the EFL classroom? », «What are the teachers' perceptions and the students' perspectives towards digital videos in fostering speaking skills input?» to gather comprehensive and detailed information about the effectiveness of digital videos as a teaching aid in EFL classrooms also taking into consideration the opinion and the attitudes of the teachers and students toward using digital videos during instructing and learning based on their experience at the same time an interpretative and analytical approach is needed to understand the stated mechanisms and compare the effectiveness of digital videos versus traditional teaching methods in enhancing speaking skills to reflect the situation as it is .

### 3.3.Participants and sample

Two groups of participants have been selected to provide distinct yet complementary perspectives on the use of digital videos in fostering speaking skills. The first group, known as the Galaxy Group, is comprised of members from a private language center that offers extracurricular activities focused on authentic English speaking. Each week, they present topics related to religion, social issues, science, and education. This group consists of 10 learners (5 males and 5 females) aged 20-25 years, with English proficiency levels ranging from B1 to C1 (intermediate to advanced). All participants demonstrate a functional level of fluency in spoken English, allowing them to express themselves freely in discussions that enhance their speaking development in practical, situational contexts. They were selected to gain valuable insights into the perspectives of learners engaged with digital videos during their learning journey, which contributes to the development of their speaking proficiency skills.

The second group comprises 8 speaking teachers from (Ammar Telidji University and secondary school teachers ). These experts contribute insights as planners and implementers of digital video-based instruction. They provide valuable information regarding the pedagogical use of videos in academic settings, highlighting the challenges and implications, the types of videos they utilize, and the assessment processes they employ during instruction.

Participants were selected using purposive sampling to include individuals with direct experience in both teaching and learning English speaking. This selection was dependent on the diverse types of digital videos used during the learning and teaching process.

**Table 01:**

Groups	Number	Age	gender
AMMAR TELLIDJI speaking teachers	8		Male/ female
Galxy group speaking club	10	20-24	Male/ female

*3.1.The summary table of the participants*

### 3.4.Data collection instruments and procedures :

According to (Arikunto, 1996,p.134), instrument is an indivisible part of a research study, and serves as a means used to collect the data. . There were two sets of measurement instruments employed in this study: semi-structured interview and a questionnaire in which the questionnaire was designed for AMMAR TELIDJI University speaking teachers, Secondary school teachers and the semi-structured interview was for the Galaxy speaking club members.

#### 3.4.1Interview

This research study conducted a semi-structured interview. (Farhady, 1995 p. 220)states that“*interviews probably provide the most valid sort of data about a phenomenon*” The reason for choosing an interview for this study is the interactive aspect of the interview. Since many participants are willing to communicate orally in face-to-face situations, body language and facial expressions, clarifications, and repetitions are all elements that increase the validity of gathering data. (Farhady, 1995, p. 220).To collect qualitative data, a semi-structured interview as conducted with the Galaxy group participants in the target language, to gain reliable data on the learner’s perceptions and experiences regarding the use of digital videos in enhancing their speaking skills , it was opened with an introductory part where the purpose of the research was stated emphasizing that there is no right or wrong answers - only genuine experiences mattered .It was composed of two parts, the first part (3) opening background information questions interrogating the participants language learning journey and context and the second part was (5) in-depth questions providing valuable insights into the role of digital videos in fostering speaking production and supporting memory retention while speaking .In addition to the comparison between traditional teaching methods and the modern digital videos in language learning It was conducted face-to-face, and the participants were type recorded and transcribed (see Appendix ).

#### 3.4.2.Questionnaire

Even though there is a wide range of justifications for choosing a structured questionnaire, the primary one used for this study is that structured questionnaires are simple to fill in. The respondents choose one of the predetermined sets of answers, with certain answers (Farhday,1995,p.217). Besides that, the given answers by respondents to closed questionnaires can be easily and consistently analyzed (Mackey and Gass,2005,p.220).

The questionnaire was conducted to serve as a data collection instrument, aiming to investigate teachers' perceptions of using digital videos in speaking skills. Starting with an introductory question, focus on the teacher's educational background, teaching experience, class format, and lesson participation to establish the context in which each teacher operates. The second section, Focused on the use of digital videos in speaking classes, exploring the types of videos they depend on, the frequency of use, and the teachers' attitudes towards this teaching aid. The emphasis of the third section was mainly on assessment and learning outcomes, investigating the methods used to assess students' oral performance when using videos and the exact skills that are remarkably improved using videos. To gather rich and varied data a various question types were implemented, such as Yes/no questions, closed-ended, open-ended ended and Likert scale, aiming to maintain the participants' engagement, ensuring both qualitative and quantitative data to be analyzed.

### **3.5.Procedures :**

First, a face-to-face semi-structured interview was conducted with the members of the speaking club named "Galaxy," where their achievements and involvement in speaking-related tasks were remarkable, which provides us with a consistent environment to implement and observe the effects of digital video-based instruction. The diverse backgrounds of the participants helped in enriching the data and enhancing the applicability of the findings. The interviews were audio-recorded and conducted with 10 participants. Took place in person at the language learning learning center on Thursday, 15th March 2025, and lasted between 15 to 20 minutes for each.the questions were categorized into two section : an introductory question dealing with the educational background of the participants.. while,the second section as designed to address the research questions diving deeper into the participants perspectives toward digital videos in speaking English exploring preferences ,frequency of use, challenges ...etc. The responses later on were transcribed verbatim for qualitative thematic analysis to identify the common patterns and insights related to the use of video-based activities to enhance their speaking production.

Second, a questionnaire was developed based on an extensive review of relevant literature to "AMMAR Telidji University" speaking teachers (8 teachers) to gather the experts' perceptions on the use of digital videos as a teaching aid in EFL classes, their deep

understanding of language acquisition theories and methods make the answers valuable when it comes to evaluating the use of digital videos in teaching speaking skills furthermore their experience with diverse learners profiles enables them to determine the exact contribution of this teaching aid in each student based on their needs and level proficiency it was created using Google forms and shared with teachers via email and took approximately 15 minutes to complete. Responses were used to support the qualitative findings, which is in the interest of the research and contributes to the reliability and validity of the findings.

### 3.6.Data analysis

#### 3.6.1.Analysis of qualitative data

To answer the posed research questions à qualitative data was collected through semi-structured interviews. Thematic analysis was used to analyze the interview data. (Braun & Clarke, 2006, as cited in Dawdi, 2020, pp. 62–63) states that thematic analysis is "theoretically flexible for identifying, describing and interpreting patterns (themes) within a data set in great detail " and it "fits well with any qualitative study which attempts to explore complex research issues " the analysis was inductive in nature, allowing themes to emerge directly from the participants' responses.

The results of the analysis of this qualitative data are summarized according to themes and are presented in the table below.

Theme	Description	Example quotes
Media exposure	Media such as books movies , songs , video games was a source of influence to several participants , this exposure made the English language feel familiar .	«most games i play were in English.» «A story led me to explore the language. »  «I wanted to understand what i am watching.»
Cultural influence	The fascination with English-speaking cultures such as accents, humor, lifestyle attracted the participants	« i liked the british accent» « the way the live , talk and behave made me impressive about the

	attention to learn the language .	language .»
Personal and social motivation	Participants were motivated by the people around them friends , family members besides that curiosity , enjoyment and their love to the language recurred them.	« i find it easier than the other languages » « i was curious about the language.» «My mom encouraged me to learn the language.» «My friends spoke fluently so i wanted to e like them.»
Global status of English	The international use of language in different aspects was a necessity to start learning the language .	«Everyone i know speaks English .» «since its the international language.»

### 3.6.1.1. Motivation for learning English

Concerning the analysis of the first introductory question « how come you decide to focus on the English language?» The participants' responses led to the four common themes: global status of English, media exposure, cultural influence, and personal and social motivation, despite the significant differences between these themes but a common factor was shared among them "global status of English " because of the global presence participants were naturally exposed to the English language through various media like songs movies books...etc. This media exposure, in turn, introduced them to the English culture That developed a cultural draw, strengthening their curiosity about the language. Furthermore, English is often seen as a means to academic and social opportunities, stimulating internal and external motivation to learn the language. In summary, the desire to learn the English language was because of its global relevance rather than a single drove to study the language.

### 3.6.1.2. Learner's starting time and learning methods

When it comes to the educational background answers of the participants, the majority of the participants, (60%), reported that their English learning journey started in middle school due to the educational system policies ( the educational system embarked English language at that phase of learning) .however, one participant (10%) reported starting in childhood and another in the covid\_ 19 pandemic and smaller percentage (20%) started in high school or later. Concerning

the learning methods (30%) of the participants, they depend on themselves while learning the language, and another (40%) used a hybrid approach that involves classical English classes with self-study relying on techniques such as reading books, watching videos, and gamification or other media. Only (20%) of the participants said they studied the language only in English classrooms, The findings indicate that the growing significance of media exposure outside the educational settings and self-motivated learning, as well as the learner's background and accessibility to English learning resources, shape their interactions and engagement with the language form.

### 3.6.1.3 Learner's exposure to digital videos

The first question of the second part was about the frequency of using digital videos for learning English. The findings showed a high propensity toward regular use, in particular, two out of ten participants (20%) "usually " and one participant (10%) said very often. "Often" was answered by another person (10%), and "always " by another participant (10%). Besides that, another participant (10%) emphasized that 90% of their education is derived from digital video content. However, (30%) of the participants sometimes rely on digital videos in learning English speaking. In short, most participants (70%) depend frequently on digital videos as a learning aid, ranging from infrequent to almost entirely, because of the availability, realness, and captivating nature of audio-visual content that videos offer to learners.

Emerging theme	Description	Example quotes
Improved both listening and speaking skills	Videos empower their fluency, pronunciation , understating rapid speech	«videos filled the gap in speaking» Thanks to digital videos i can listen to the correct pronunciation of the words and imitate it correctly
Exposure to authentic language input	Participants emphasized that digital videos offer native accents , cultural norms and	«While i was watching my favorite actor interview i found myself imitating his

	realistic dialogues that they cant found in their society	sense of humor, accent and his body language»
Vocabulary enrichment and fluency	It helped them in enriching their vocabulary and express themselves and thoughts freely	« it helped me in some daily situations where the suitable vocabulary just pop my head» «Before watching movies i had a limited vocabulary but after my vocabulary baggage improved »
Short videos and interviews as effective tool	Short clips and interviews were favored by a few participants	Short videos helped in learning the language and save-time»
Emotional and inspirational impact	The different type of videos contribute in increasing motivation to learn and speak confidently and crates emotional connection through relatable content	«I wasn't just learning new words there was a connection with the people i watch that encouraged me to keep watching »
Major learning tool	Several participants emphasized that digital videos is considered as their main primary method for learning English	90% of my independent studies was mainly through digital videos «I only study what i found entertaining that why i depend on videos»

### 3.6.1.4.key Benefits of using digital videos in enhancing speaking

- According to the participant's answer analysis and reflection, learners strongly preferred digital videos as an effective input source in English language speaking. The exposure to authentic language input was a recurring trend in most of the replies, which was illustrated by some examples such as improvement of their intonation, pronunciation, and body language through mimicking real-life interactions. Besides that, it offers authentic linguistic and cultural

content that enhances vocabulary, fluency, and spontaneous speaking. Moreover, they weren't seen just as a teaching aid but rather as an empowering emotional and motivational tool. Based on the response of several participants, they felt more confident, less anxious, and more inspired by the language as a result of seeing inspired people or interesting content. For instance, one of the participants emphasized how seeing a favorite football player influenced him to imitate the accent and personality qualities, facilitating and personalizing the learning process. The immersive nature of the learning process was another recurrent finding, simulating watching videos to acquiring the mother tongue language, where understanding develops naturally through contextualized learning. This shift is the focus from conventional Grammar - heavy teaching strategies, and toward engaging and enjoyable learning. Finally, it was discovered that multi-sensory qualities foster the four language skills, particularly speaking and listening. While repeated exposure empowers recall, visual cues like facial expressions, body language, and gestures improved comprehension. In short, according to the statistics, movies were an inspiring tool for English language learners because of the combination of emotional and realistic input and natural acquisition processes.

### **3.6.1.5. Preferred types of videos**

Participants showcased a wide range of video types in their answers, and most of them started their learning journey in fostering English speaking skills by relying on beginner's educational content, like kids' shows, avoiding advanced video content such as movies or documentaries. However, over time, and with the development of their academic background, they start moving to more complex and high-level video content. One of the participants highlighted that movies are the only reliable source for fostering his speaking skills, for their authentic input, emotional connection, and contextual language, which contributes to enhancing memory retention. Another consumed type of video among learners are short videos and interviews where such kind of content helped them in developing other psychological and motivational impact for instance sense of humor, better pronunciation, confidence in interaction. " I found myself interacting and talking like my favorite actor " short videos and reels also take their share from the interview as an engaging and effective for offering quick, digestible input. YouTube is also a popular online platform among learners where learners find enjoyable vlogs for daily language use, and cultivated podcasts. "When I watch podcasts, it helps me in enriching both my speaking skills and my popular culture ". Overall, participants prefer to show a shift

from structured, beginner-level educational videos to more complex, authentic content like films, vlogs, documentaries, and interviews, which reflects a growing confidence in their speaking abilities and a desire for a real learning experience.

Response type	Summary of views	Quote examples
<b>agreed</b>	Most of the participants agreed that audio-visual elements found in videos help in memory retention. like remembering vocabulary and using it in both academic and social contexts even subconsciously in speaking stressful situations	«I was stuck during a writing exam, but then I remembered a movie I saw, the scene came to my mind, and then I remembered the pronunciation-and that gave me the word I needed»
<b>Partially agreed</b>	A few learners showcased that the effectiveness of memory retention in digital videos is limited and controlled b the subtitles and the repetition of the videos	« since i have weak memory i need to re-watch the video multiple time to comprehend and understand»  « subtitles helped me in recalling the written form of a word»
<b>disagreed</b>	One participant disagreed with it stating that according to their learning style videos doesn't help in memory retention while speaking	« since i have a writing learning style digital videos dont help in remembering certain information»

### 3.6.1.6. Impact of audiovisual Elements on Memory retention

The data indicates a strong consensus among participants that audiovisual elements found in digital videos have remarkable contributions to memory retention. Most participants agree on the shared point, which is that the pictures and sounds input contribute to speaking output and

memory recall. " I was stuck during a writing exam, but Then I remembered a movie I saw, the a scene came to my mind, and then I remembered the pronunciation and That gave me the word I needed." This quotation is a data sample of the benefits of multi-sensory learning in which both the sense of hearing and seeing create more sensory-rich traces, leading to better memory retention. The repetition of subtitles that digital videos contain contributes to remembering hard vocabulary. However, a single dissenting voice emphasized the failure of digital videos in memory retention, arguing that the individual has a different learning style, "writing learning style." Overall, responses suggest that audiovisual elements are seen as useful for memory recall, particularly for students who have a visual and auditory learning style.

### **3.6.1.7.Traditional methods VS digital videos in fostering speaking skills**

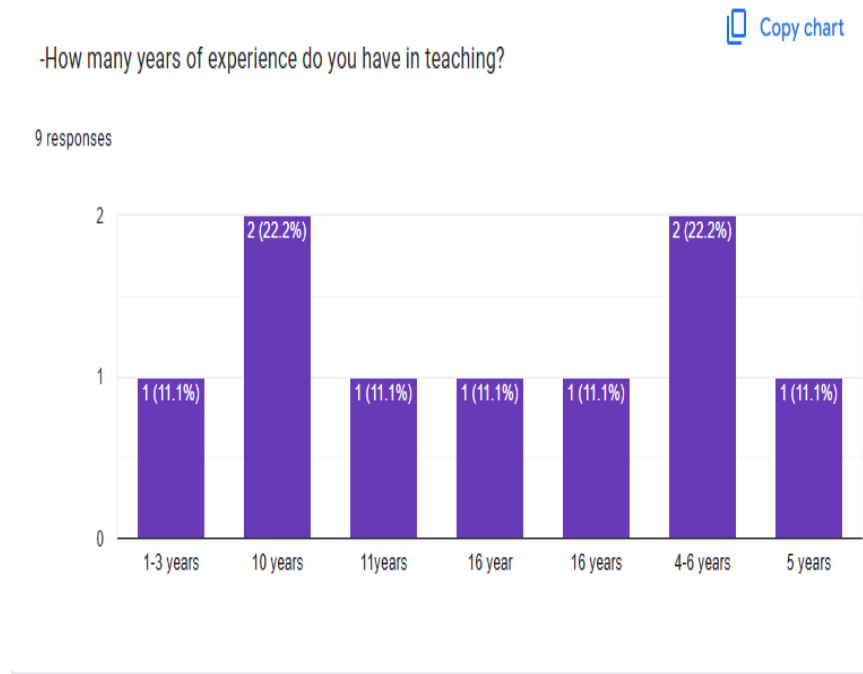
There were debatable, conflicting opinions when it comes to comparing traditional methods vs modern digital videos concerning developing speaking skills. Most of the participants agreed that there is a rooted relationship between the methods, saying that "Traditional methods give you the basics, the foundation. But digital videos help you improve more, to Enhance your language skills." Explaining that traditional methods offer the basic building blocks like vocabulary, grammar, and linguistic rules, while digital videos are more effective in mastering and doing better when it comes to fostering speaking production. "I usually depend on traditional methods to understand and comprehend grammar rules, while videos are more effective in advancing my speaking level." However, some of the participants preferred videos over traditional methods, mentioning how they make learning environments more enjoyable and engaging, describing conventional teaching as boring, time-consuming, and methods that lead to distractions and losing focus while learning. "I feel bored with traditional methods". Also, the ability to choose suitable content was one of the reasons "I only learn what I like". This personalization we're seeing as a main benefit that leads the participants to choose digital videos over traditional methods. However, others pointed out that traditional methods like oral presentations, role-plays, etc., help them in producing the language they learned. Unlike digital videos, "oral presentation is the only method that leads me to produce my language input and reflect on it". Overall, the participants agreed that traditional methods are necessary in building the basics of language, while digital videos and modern resources provide a lively, engaging environment that fosters speaking skills and motivation. Such a combination of

foundational grammar and real-world application is a holistic methodology of language learning that takes advantage of both traditional and digital learning.

### **3.6.1.8.Challenges faced during learning**

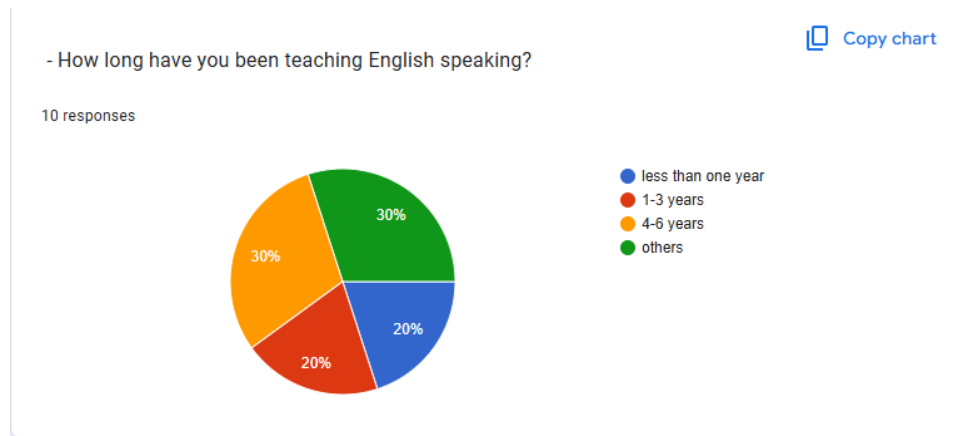
Although participants valued the benefits of digital videos in fostering speaking skills. Certain challenges were mentioned, such as finding suitable content that aligns with participants' needs and goals, while the wealth of internet content provided diversity, and it also raised concerns about fake or unreliable information Internet connectivity was also a shared challenge between participants and servers. Learners emphasized that low internet connection and limited access to stable Wi-Fi were key challenges. Besides, complex and fast-articulated vocabulary was mentioned as a challenge to understanding. When idioms and unusual expressions or proverbs appeared in videos, participants directly rely on literal translation to their first language, which sometimes leads to not grasping the exact meaning or misunderstanding. Participants struggled with passive watching, where they treated content more as entertainment than as a learning opportunity. This approach resulted in low retention of new vocabulary, decreased concentration, and a lack of structured learning. Besides that, the accents' diversity presented another challenge, especially British and American accents. Learners usually struggle with the fast and unclear pronunciation, silence, and letters, which leads to a lack of understanding, especially for beginners. Lastly, the time-consuming nature of the process was emphasized by multiple participants, who said that watching videos, taking notes, translating to the mother tongue language, and memorizing the words demand time and energy. These stated challenges highlight the need for guided strategies and more advanced tools to make digital videos more effective for EFL learners.

### 3.6.2. Analysis of questionnaire



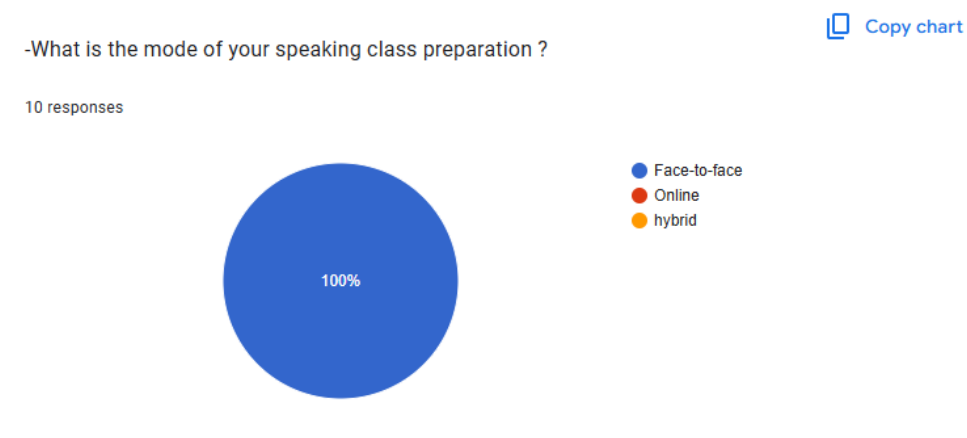
#### 3.6.2.1. The teacher's experience background

This data indicates a diverse range of teaching experiences among university and secondary schools. 66.6% of the participants had been teaching for more than 6 years, "from 10 to 16 years," providing more insightful thoughts to the comprehension of the topic, and 33.3% of teachers "from 1 to 5 years." to capture the perspectives of the newer generation of educators. Thus, both seasoned professionals and early carriers teachers were included. The diverse selection of teachers was intentional to be able to gather various data from different angles of perceptions.



### 3.6.2.2. Teaching experience in English speaking classes

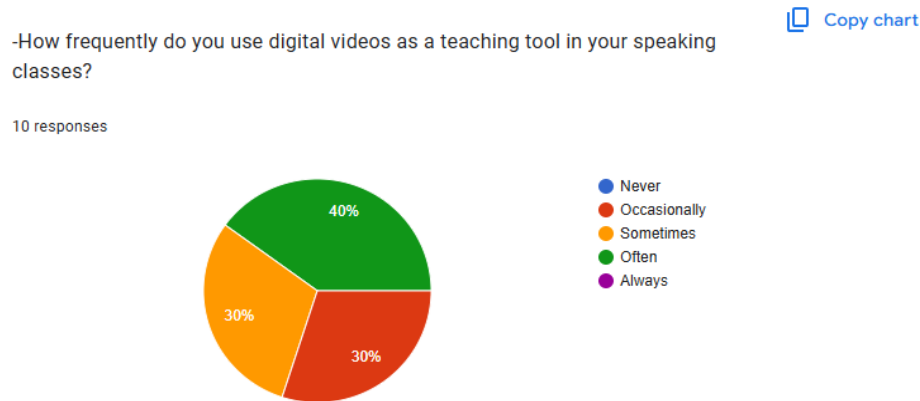
-The survey was sent to teachers who had taught English speaking for varied amounts of time to acquire a range of opinions according to the data results. 20% of the respondents had less than one year of experience, mainly early career teachers. 20% of the instructors who taught for 1\_3 year and 30% of the teachers reported having 4 \_6 years of experience while the remaining 30% were in the other group "seasoned teachers "The purpose behind this question Is to analyze both senior and novice teachers teaching background which provides a more comprehensive picture of how digital videos are viewed and utilized by instructors at different stages of teaching career.



### 3.6.2.3.Face to face : the shared mode of teaching speaking in EFL classes

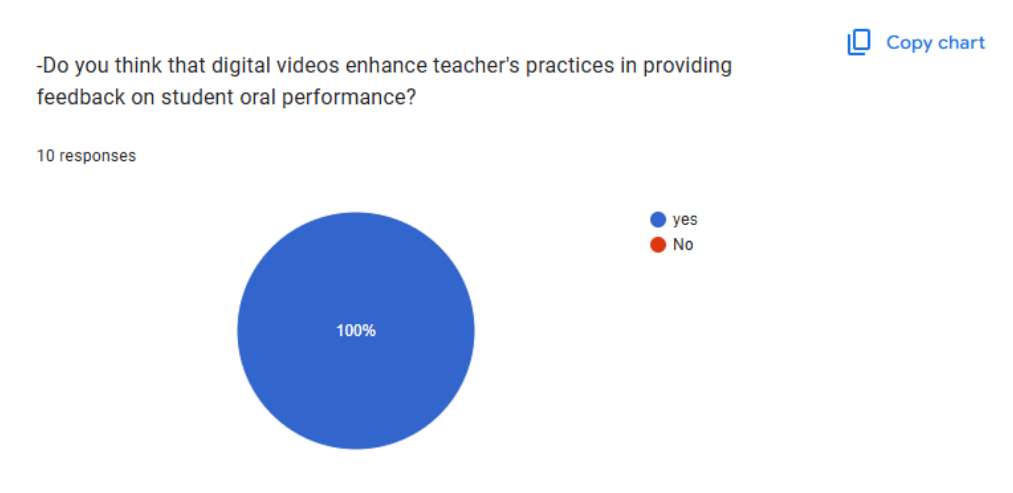
The results as shown in the chart, emphasize that 100% of the participants depend on the face-to-face classroom setting due to the context in which the study was conducted as it focused

on secondary schools and universities where face-to-face is the standard mode of instruction. None of the participants mentioned using online or hybrid learning methods. The findings may lead to a result that in-person interactions are the most suitable strategy for using the student's oral production.



### 3.6.2.4 The frequency of use of digital videos inside EFL classes

the question, "How frequently do you use digital videos as a teaching aid in speaking classes? Had been analyzed showing that " A variety of frequent use was captured.30% of the teachers depend sometimes on them, and the remaining 30% said they use videos rarely while 40% of the participants reported that they often rely on them. The stated findings indicate that Despite the occasional use of digital videos, however, they are considered as widespread supplements among teachers In their speaking lessons, the evidence shows that there is a growing interest in incorporating audiovisual materials to foster speaking abilities.



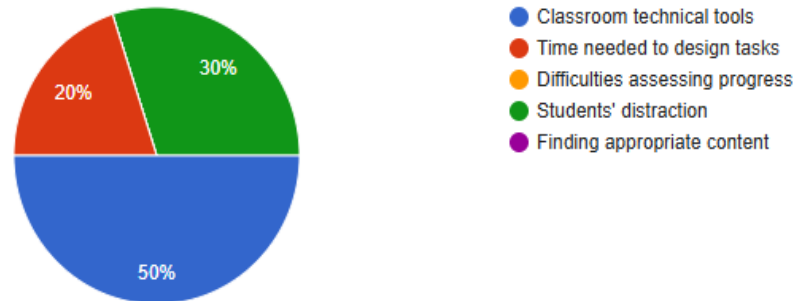
### **3.6.2.5.The teachers perception on the use of digital videos in oral performance feedback.**

When it comes to the answer of the teachers' perspectives on the use of digital videos enhancing their practice in providing feedback on students' oral performance, all the participants agreed on the statement. This leads us to a shared understanding of the benefits of digital videos as a useful instruction tool to enhance the feedback process. Educators depend on it as a tool for better observation, evaluation, and communication. Comment on the student's speech performance. in the light of this observation, we conclude that most of the participants are becoming responsive when it comes to using digital videos as a resource in their speaking lessons.

-- What is the biggest obstacle you face when using videos to foster speaking?

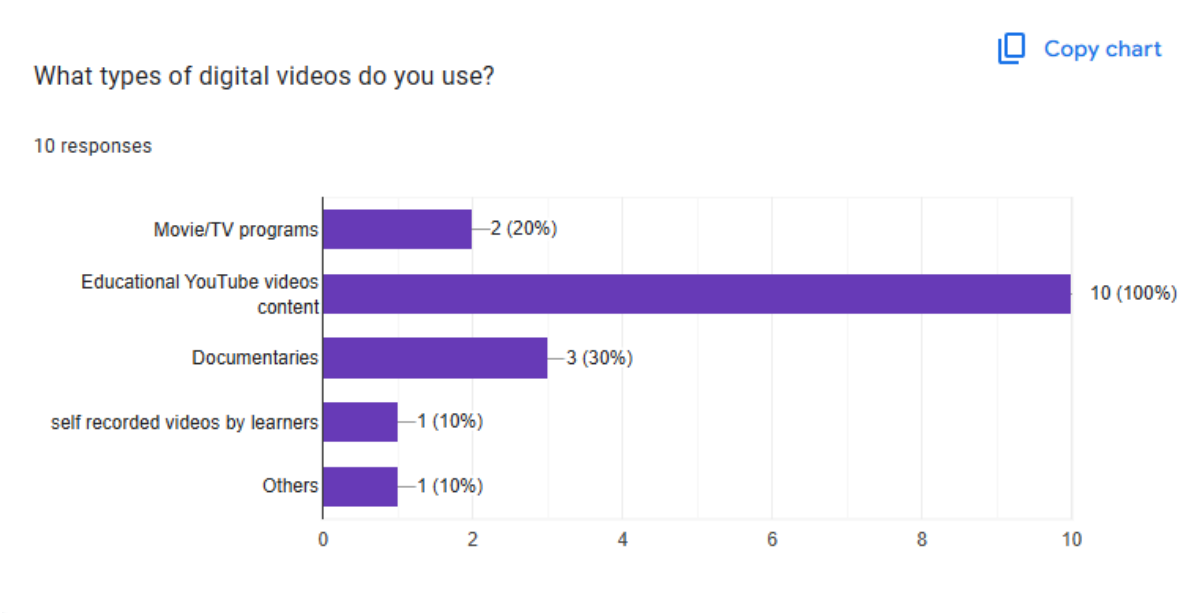
 Copy chart

10 responses



### 3.6.2.6. The common obstacles when using videos to promote speaking

According to the statistics, there are several responses have been selected by teachers. Technical classroom tools are classified as the most chosen obstacle that the instructors usually face, representing 50% of respondents this implies that to integrate videos as a tool into their lesson, the need for appropriate equipment such as projectors, PCs, speakers, and internet access is a necessity besides that, 30% cited that students distraction and their behavioral issues can be a challenge that hinders the smooth delivery of the lesson. Finally, 20% of the participants mentioned adequate time to design appropriate tasks that fit with the lesson purposes centered around videos, which can be another challenge where pre-planning and preparation are required for video-based teaching. In conclusion, challenges with technology, classroom management, and teaching can be faced despite the effectiveness of video-based instruction.



### 3.6.2.7 The diverse types of videos teacher's depend on

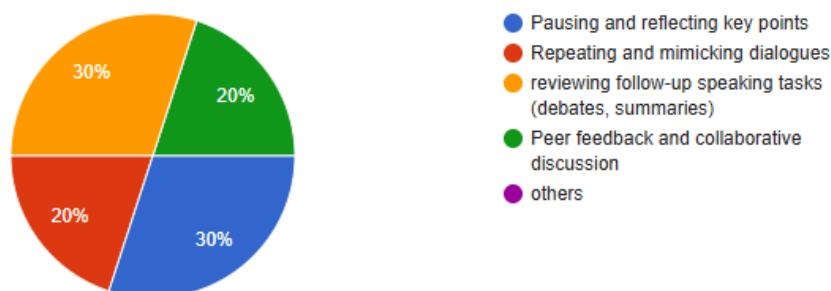
In the examination of the analysis of the kinds of videos in speaking classes used by teachers. YouTube videos are the most used type at a rate of 100% because of the various video content and accessibility that any teacher seeks. Furthermore, 20% of the respondents chose TV shows and movies as a source of their content that will offer authentic exposure to the language and cultural backgrounds. 10% of the students' self-recorded videos are chosen, which demonstrates that some teachers are encouraging active speaking practices among learners. 10% more selected "others," which led to other types of videos as documentaries, vlogs, or podcasts.

**Note:** The data reveal that 100% of the participants choose educational YouTube videos. However, movies and TV shows (20%) are self-recorded by learners (10%). Others (10%) indicate that multiple-choice answers were included.



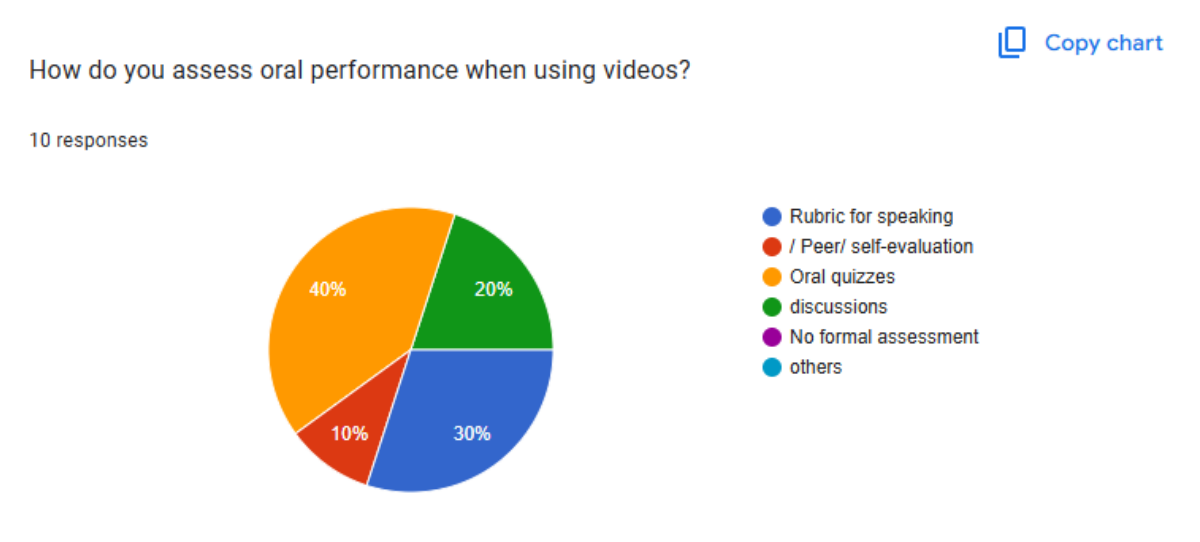
In order to maximize the effectiveness of digital videos in oral production what are the approaches you depend on ?

10 responses



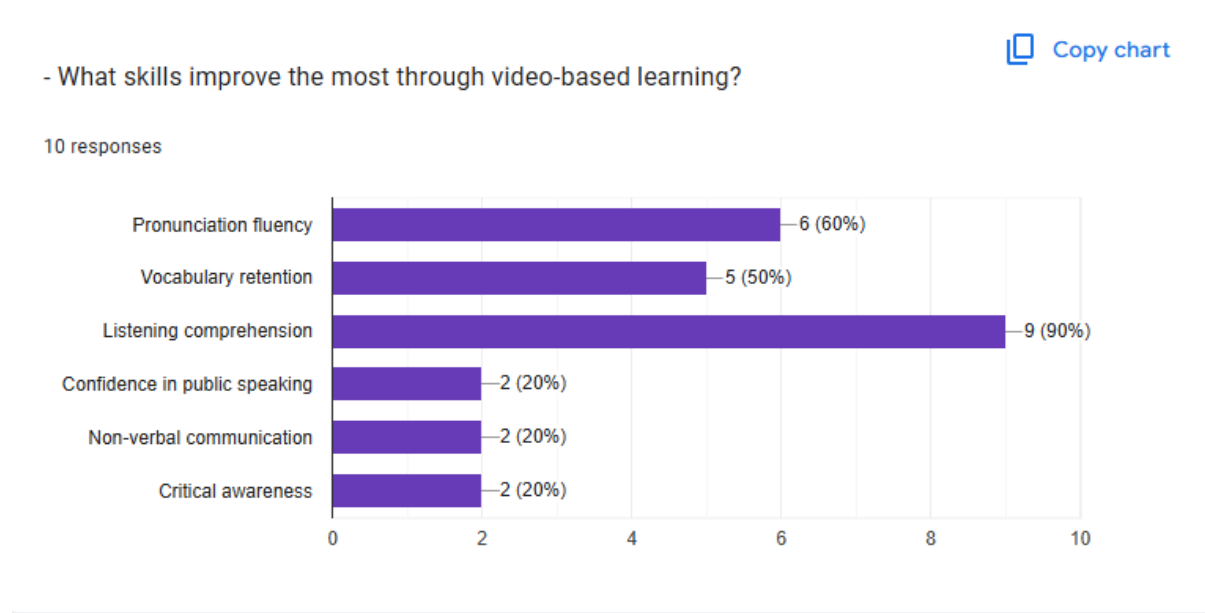
### 3.6.2.8. Instructional approaches to maximize the effectiveness of digital videos

The results showed that a variety of teaching techniques were employed by teachers while using videos each selected by 30% of respondents using "posing and reflecting on key features" as well as "reviewing follow-up speaking tasks like debates and summaries "These strategies are the most used by teachers due to their ability to foster critical thinking, allowing learners to use their language and fostering learners engagement, participation .also, a deeper understanding of the videos content rather than passive watching.in addition to that, 20% of the respondents said they used dialogues mimicking and repetition, another successful method for enhancing fluency, pronunciation, intonation and overall speaking confidence. (20%) of prefer collaborative discussions and peer feedback This is considered a double-edged sword because it enhances the participation and engagement work group between learners and, at the same time, empowers their speaking skills.



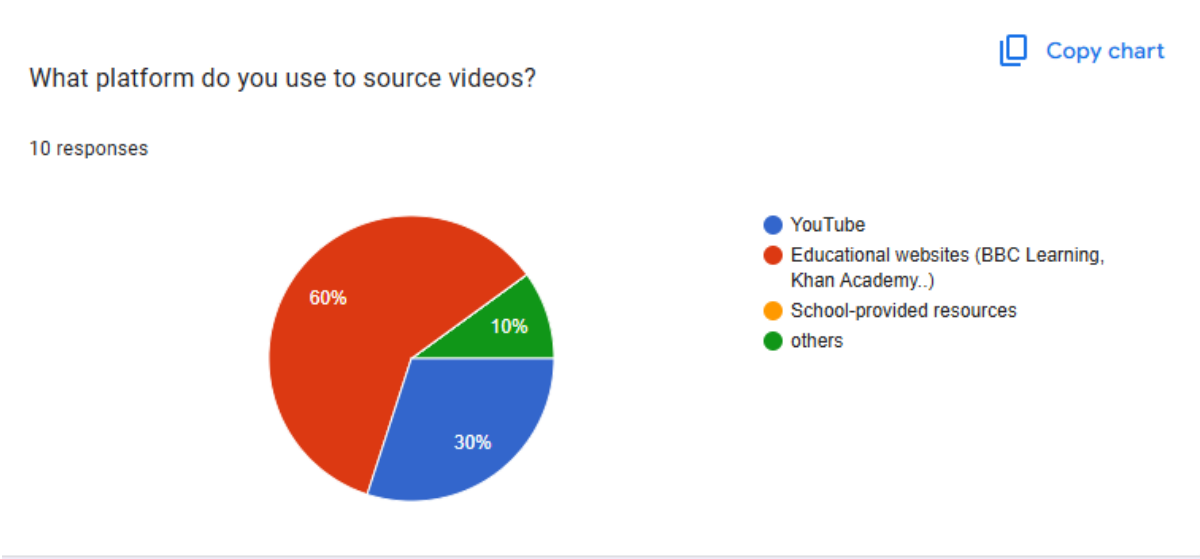
### 3.6.2.9. Assessment of oral performance

Concerning the assessment of student's oral performance. Oral quizzes were the most used technique of assessment among teachers (40%) for providing a methodical way to assess using a clear and structured way to assess students rather than random activities. (30%) of the participants use a speaking rubric that enables them to precisely demonstrate tangible criteria such as pronunciation, fluency, coherence, and vocabulary. Furthermore, (20%) use oral discussion to assess to promote peer collaboration, critical thinking, and students' autonomy. (10%) rely on peer and self-evaluation to prove that student \_ centered assessments are still used to build communication and collaboration tasks and teach the students to take ownership of their studies.



### 3.6.2.10. Oral sub-skills most enhanced through video-based activities

To answer the question of what skills improve the most through space learning, 90% of the respondents emphasized that the students' listening comprehension increased by video-based learning. This high proposal indicates that videos offer authentic and rich world input of spoken language that enables learners to understand different accents, difficult words, and speeds. On the other hand, (60%) of teachers believe that pronunciation fluency was improved, and (50%) mention vocabulary retention. However, (20%) of the respondents stated that the learner's confidence while speaking was increased, reducing anxiety and public speaking fears. Despite the effectiveness of video-based instruction in enhancing receptive skills and form-focused aspects, it still requires further support when it comes to developing productive or expressive skills, such as confidence in speaking and critical thinking.

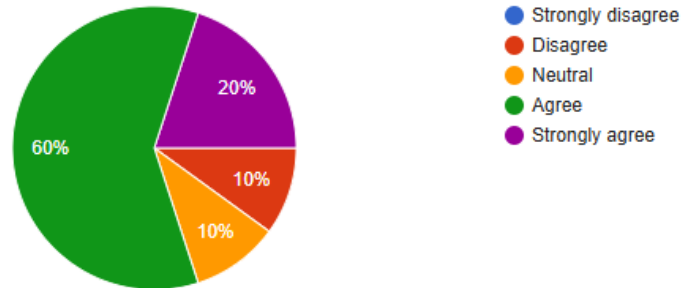


### 3.6.2.11 Platforms commonly used for sourcing educational videos

Based on the stated data, (60%) of respondents depend on educational websites (BBC learning and Khan Academy) as a source for their educational videos. (30%) coming from YouTube and only (10%) chose other resources. To conclude, the teachers prioritize websites for educational structured and reliable content, as shown in the pie chart, These choices prove that teachers are not randomly selecting videos. However, they tend to use videos with a clear pedagogical value that meets the learner's needs and the lesson's objectives.

Videos promote more students participation an engagement

10 responses



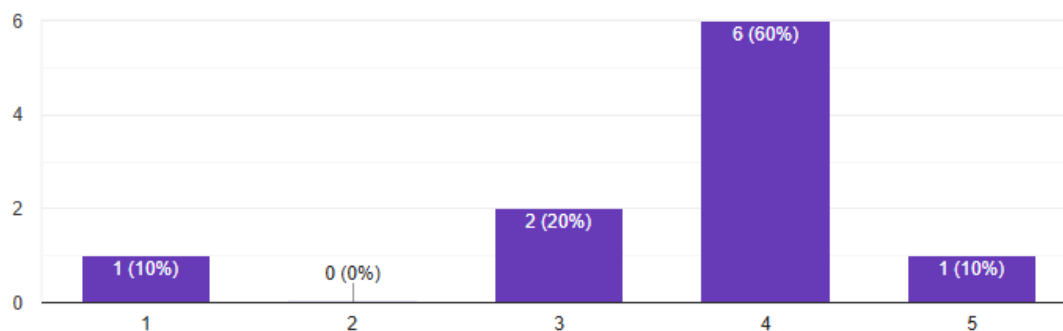
### 3.6.2.12.The role of digital videos in enhancing classroom management

The instructor's opinions are typically positive. (60%) of them support the statement "videos promote student engagement. " (20%) of the participants strongly agreed with the statement that the auditory and visual elements that videos provide capture the learner's attention more than traditional methods. Also, providing interactive scenes, real-life situations, and accents is one of the core reasons that promote participation. However, (10%) disagreed, and the other (10%) were neutral, which can be a reflection of the issues that already stated "student distraction," " passive watching, or "poor video selection".

 Copy chart

Based on your experience ,how would you rate the impact of digital videos on speaking fluency (from 1 to 5 )

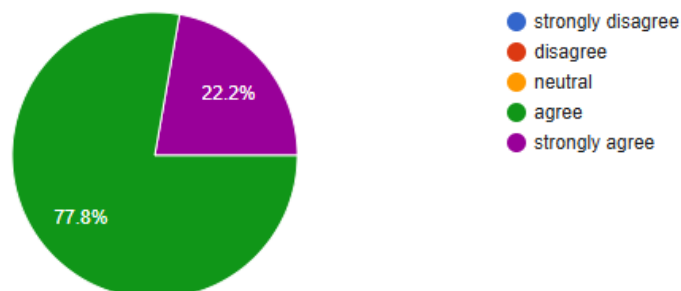
10 responses



digital videos help students in improving pronunciation

 Copy chart

9 responses



### 3.6.2.13. Teacher's perceptions of using digital videos on speaking fluency and pronunciation

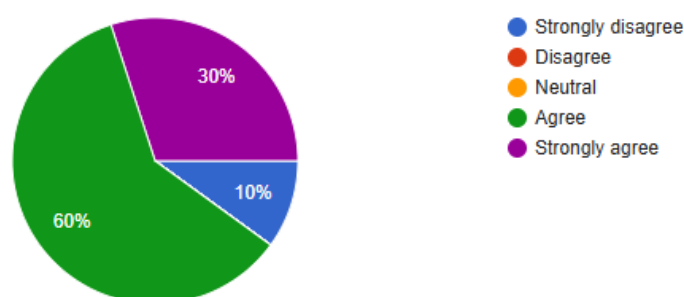
To answer this question, two charts were conducted to explain the educator's viewpoints. The majority of participants (77.8%) agreed, and (22.2%) strongly agreed that videos improve learners' pronunciation. However, when it comes to fluency, the majority of them (60%) rate digital videos 4 out of 5 for their contributions in empowering fluency. Only (5%) gave it the highest score, "5 out of 5", (20%) selecting a 3 and (10%) selecting one. When the findings were about the pronunciation influence, it reflected a strong consensus, but with different levels of intensity in viewpoints. This means that teachers are highly aware of the effects of videos when

it comes to pronunciation sub-skills. On the other hand, the rating of videos' role in empowering fluency was varied, which leads to the nature of fluency as an activity that requires real-time interaction and spontaneous speaking practices. In conclusion, while these findings prove the role of video-based task contribution to pronunciation, its effects on fluency remain limited unless combined with active, communicative classroom practices.

Visual elements in videos aid in memory retention ( vocabulary)

 Copy chart

10 responses



### 3.6.2.14. Videos and memory retention

Regarding digital videos and memory retention, the majority of instructors (60%) are aware of their effectiveness while (30%) strongly agreed pointing out the role of images and sounds, facial expressions, body language, and subtitles in reinforcing the language making it easier to remember vocabulary, sentences structure and speech patterns. While (10%) strongly disagreed, arguing that learners have diverse learning styles that don't fit with video-based tasks, some of them believe that videos lead to passive watching, which distracts the learners and others don't have enough evidence in their classrooms.

### 3.6.2.15. Effectiveness of digital videos vs. traditional methods :

Regarding the question "What are your thoughts on the effectiveness of digital videos in fostering speaking production compared to traditional methods ?" Teachers offer valuable and varied perceptions. Most of them prefer digital videos over the conventional approaches illustrating that videos can expose students to authentic communication situations with various accents and natural speech in different situations, enhancing listening skills. Also, they proved

their contributions to promoting engagement, motivation, and participation in the classroom setting, supporting the growth of speaking abilities. Some of them suggest that the role of body language, facial expressions, and intonation that videos provide are aspects that are absent from conventional approaches. Nevertheless, several answers acknowledge the fundamental role of traditional teaching methods such as oral presentations and role plays, structured speaking assignments, debates, and dialogues. However, some of the teachers expressed a balanced position and advocated for an eclectic approach that combines both traditional and digital strategies that meet the learner's needs, lesson objectives, and the teaching context. Although videos are a good fit for today's tech-dependent students. Their effectiveness relies on how well they are incorporated into the lectures and assignments. Both methods (traditional like role plays, debates, and discussions and digital videos) should be incorporated to create a highly engaging, motivated learning environment that makes learning more dynamic and relevant. Finally, the results indicate that traditional methods and digital videos work together to help teachers produce a successful well-structured speaking lesson.

### **3.6.2.16. Teacher's perceptions on the effectiveness of digital videos in EFL speaking classes**

Concerning the key features of using digital videos for developing speaking proficiency. The participant's answers show that videos contribute positively to various areas of oral language acquisition. The shared theme was the exposure to authentic input and real-life conversations that enable learners to be exposed to different accents, speeds, vocabulary, rhythm, and intonation patterns. Answers prove that videos demonstrate different real situations of interaction that help learners express their ideas and themselves freely in different contexts. In addition to that, visual and emotional cues such as body language and facial gestures promote retention, comprehension, and confidence in speaking. The flexibility provided by videos facilitates the learning process learners can watch at anytime and anywhere, pausing, repeating, and slowing down the complex words or information for a better understanding and language acquisition. Overall, digital videos are seen as an effective tool for speaking production, enhancing fluency, pronunciation vocabulary acquisition, comprehension, and even engagement in the "EFL" speaking classrooms.

### **3.6.2.17. Active vs. Passive engagement with digital videos**

the participant's answers revealed a clear distinction in learning outcomes between active students and those who passively watch. Most of them state that the students who participate and

do basic tasks like note-taking, answering questions, participating in debates, and discussing with their peers show greater improvements in pronunciation, fluency, and speaking confidence. These learners concentrated on video-based speaking tasks, mimicking dialogues and practicing their language input. However, students who engage passively with videos struggle to produce the language. While it enhances speaking skills and comprehension to some extent, their speaking output is weak. Teachers remarked some boredom signs, distraction, and low participation among these learners. Furthermore, because of the diverse learning styles there, some pupils benefit from video content like auditory and visual learners more than kinesthetic or reading and writing learners. Besides that, learners who passively watch can not form correct sentences and intonation, which are the core elements of natural-sounding speech. Finally, the data indicates that interactive structured tasks are needed to elicit meaningful oral output, and teachers must find some solutions to transform passive learning sessions into a more productive learning atmosphere.

### 3.7. Discussion

One of the most prominent themes is the global status of English, as the core motivator aspects for learners that guided the other reasons to emerge, such as media exposure, cultural influence, and some personal or social factors, like peers or family encouragement, interest or enthusiasm for learning the language that reinforced motivation. When it comes to examining the learning backgrounds and methods, most participants were exposed to the language in middle schools with classroom settings due to educational policies. A notable trend was the preference for self-independent study and hybrid learning, which led to the use of other learning aids such as videos, games, and books. This emphasized that there was a growing reliance on media-enhanced learning, which needs to be under study. Most of the participants, 70%, depend on digital videos as one of the main tools, if not the only one, in learning the language, particularly in enhancing their speaking production. The benefits stated were multi-faceted:

- Enhanced pronunciation fluency.
- exposure to authentic language input.
- engagement and emotional impact.

## Data analysis and interpretation

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With the shift from beginner-level content (kids' TV shows) to advanced-level content (movies and documentaries, )learners' confidence and desire for real-world language applications was growing. However, the effectiveness of memory retention was debatable from one participant to another. Some of the participants agreed that audiovisual elements empower memory retention, while others disagreed, protesting that the mismatch between their learning style and the audiovisual materials that videos offer is the main reason. When it comes to the comparison of which one is more effective, "Traditional methods VS digital videos " participants emphasized the importance of both methods in their learning journey, saying that each method completes the other (the traditional methods for building the basics of the language and digital videos for enhancing and mastering the other skills like speaking) while others disagree preferring digital videos over traditional methods claiming that "training methods make learning boring " .finally, some challenges were mentioned, such as passive learning, connection problems, complex words, fast speed of dialogues, the unavailability of subtitles, and content selection .needing for more improvements to meet the learners' needs .

The teacher's questionnaire shows that nearly all the questioned teachers have considerable experience in teaching EFL, which ranges from 10 to 16 years, and others from 1 to 5 years, to enrich the research data with considerable answers and suggestions that would help to capture the perspectives of the newer generation and the seasoned professionals. Depending mainly on face-to-face settings all of the teachers are aware of the effectiveness of digital videos in mastering speaking skills in EFL classrooms, they all agree that digital videos support providing feedback on the learner's speaking production however they face some challenges such as student's distraction, limited time, task preparation and lack of technical tools, passive watching ...etc. Instructors mainly depend on YouTube educational videos, TV shows, and movies, while 10% use self-recorded videos. The instructors depend on several instructional approaches to boost speaking the most used technique is posing key questions and following them with tasks, mimicking dialogues or collaborative discussions when the analysis gets deeper we found out that digital videos help in both areas: language proficiency such as fluency, pronunciation, vocabulary retention, listening comprehension, and memory retention and psychological engagement such as mastering public speaking, promoting engagement and participation, tone and confidence However, there were some obstacles observed during instruction where teachers emphasized that technical tools, student distraction, limited time for

task preparation, Even passive engagement with video content may be a challenge, leading to less improvement and disengagement with the content. Regarding the effectiveness compared to the traditional methods, results highlight that most of the teachers prefer digital videos over traditional methods for fostering speaking, while some believe in eclecticism, combining both methods to create immersive, productive learning atmospheres.

### **3.8. Conclusion**

The combined results from the questionnaire and interview data lead to a shared conclusion, which is the fundamental role of digital videos in supporting the learner's English-speaking production, due to its authentic language input, improving fluency in pronunciation, public speaking, and audiovisual elements in fostering comprehension and memory retention, . The interview offered more in-depth data, illustrating how authentic language exposure helps English-language learners in different ranges, ". Educational aspects" such as listening comprehension, vocabulary retention, fluency, pronunciation, and "psychological engagement", like getting rid of public speaking, promoting engagement, and confidence expressing themselves freely. The questionnaire findings highlighted the frequent usage of videos, reporting their contribution to speaking. Moreover, learners demonstrated a rise in their oral production and the new urge to acquire the language as they progressed from basic to advanced video types. However, both data collection tools revealed several challenges or difficulties, such as passive learning, internet access, classroom technical tools, student distractions, and content selection, especially the participants with different learning styles. Importantly, both teachers and learners are aware of the importance of both educational methods, especially the role of traditional methods in building grammar and vocabulary foundations. Overall, the integration of videos with structured learning methods generate modern, immersive, successful, and engaging learning atmosphere that lead to better English production. based on the observed analysis The key to accomplishing that is by taking into consideration the learner's needs, interests, autonomy, and disciplined, regular exposure to this modern material.



**GENERAL  
CONCLUSION**

## General conclusion :

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The study set out to investigate the effectiveness of digital videos in fostering speaking skills in EFL classes, reflecting both the instructors' perceptions and how students are engaging and interacting with this modern teaching tool and whether it's proven to make a positive contribution to the field. Also, the EFL learners' perspectives, attitudes, and experiences while using it. Besides that, it seeks to explore the role of multi-sensory elements in comprehension and retaining information, especially the new vocabulary. Also, to compare traditional methods versus digital videos when it comes to speaking performance.

To clearly understand all the above questions, the research started with a general background on the role of digital videos in EFL oral classes. When dealing with theoretical frameworks, both multi-modality and dual coding theory have been addressed to empower the analysis of how digital videos encourage learners to reach oral proficiency. The research methodology, sample population, and the research instruments that are utilized in this study. In addition, after reviewing the data analysis from the teacher's questionnaire and EFL learner's interview analysis, an in-depth discussion as well as interpretation of the main findings was conducted.

Based on the results drawn from this case study, researchers confirmed the worth of integrating digital videos in EFL-speaking classes by confirming the research questions. First of all, it was confirmed that the use of digital videos for learning, in particular in empowering speaking skills, was valid, proving remarkable achievements in EFL students' oral performance. Second, the combination of sensory modalities,(auditory and visual Input) in digital videos accelerates the development of speaking skills, enhancing comprehension and memory retention. Thirdly, both teachers and learners shared positive perceptions of digital videos as a teaching aid. Finally, concerning the comparison between traditional methods and digital videos in fostering communicative practices, it was proved that both participants acknowledged the complementary role of the two methods. However, digital videos proved to be better than traditional methods when it comes to enhancing learners' fluency, pronunciation, public speaking, and real-time communication.

The present research highlighted the significant role of digital video integration in nurturing speech delivery in EFL classrooms, demonstrating a strong positive impact on learners' pronunciation, fluency, and exposure to authentic language input. Learners emphasized that they

## General conclusion :

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start watching beginner-level content to more advanced video content to not face comprehension challenges. However, the contributions of digital videos were not only with the educational scope but also in fostering the learners' emotional and cognitive engagement and confidence, both inside and outside the classroom. Digital videos are considered a powerful complement to traditional methods, assisting learners in overcoming some challenges such as disengagement and anxiety, and lack of exposure to authentic language input. This investigation seeks to highlight the role of depending on video-based content as a reliable teaching aid in training English language speaking and to guarantee that teachers must work on the content choice to meet the learners' needs, interests, and lesson objectives. Digital videos offer multisensory qualities (visual, auditory, and contextual cues ) that help in memory retention and comprehension. Digital videos serve as a dynamic educational tool, creating a more engaging and captivating learning atmosphere because of the blending of entertainment and learning content that it offers and the diverse learning styles they captured that lead to improved speaking skills and powerful linguistic confidence among learners.

To sum up, the dissertation has shown that digital videos are a reliable teaching tool for developing speaking abilities inside and outside the classroom setting, which was approved by both teachers and learners. With the help of digital videos learners were able to be exposed to authentic language input encountering different accents, intonations, vocabulary, idioms, and even cultural backgrounds which is crucial for improving listening comprehension, pronunciation, and fluency Moreover, it boosts learner's engagement and participation for incorporating them to video\_content that entertainingly meets their needs and interests. Besides that, it promotes learners' confidence and spontaneity in speaking. Digital videos can significantly empower speaking skills and help teachers design more engaging, cultivated, insightful, and effective learning environments when used with a regular schedule.

Despite the valuable insights provided by this research, several limitations were noticed to ensure a balanced interpretation of the findings starting with limited generalization caused by the limited

## ملخص البحث

تبين هذه الدراسة نتائج فعالية الفيديوهات الرقمية كوسيلة تعليمية في تعزيز الأداء الشفهي لمتعلمي اللغة الإنجليزية كلغة أجنبية. كما تهدف إلى تسليط الضوء على وجهات نظر المعلمين والمتعلمين تجاه استخدام الفيديوهات الرقمية كأداة تعليمية في رحلة تعلم اللغة الإنجليزية كلغة غير ناطقة بها. ومع ذلك، يتمثل الشاغل الرئيسي في أنه، على الرغم من الانتشار الواسع للتكنولوجيا في التعليم بوجه عام، وللفيديوهات الرقمية في مجال اكتساب اللغة بوجه خاص، إلا أن عدد الدراسات التي تناولت فعالية الفيديوهات الرقمية في تنمية الأداء الشفهي والنتائج التعليمية العامة لا يزال ضئيلاً.

يمكن لهذه الأداة التعليمية المتطورة، أي "الفيديوهات الرقمية"، أن تساهم في تعزيز مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية، نظراً لدور العناصر المتعددة الحواس في ترسيخ المعرفة وتعزيز الاحتفاظ بالمعلومات. كما تساعد المتعلمين في إنتاج اللغة واسترجاع النظام اللغوي بشكل أكثر فعالية.

لإجراء هذا البحث، تم الاعتماد على نمط وصفي تحليلي، باتباع المنهج المختلط. وقد تم توزيع استبيانين مختلفين لجمع البيانات على مجموعة من أساتذة اللغة الإنجليزية من مؤسسات التعليم العالي ومؤسسات التعليم الثانوي. بالإضافة إلى ذلك، أُجريت مقابلة مع أعضاء نادي "Galaxy" للتحدث باللغة الإنجليزية.

تكشف النتائج أن كلاً من المعلمين والمتعلمين يُدركون أهمية الفيديوهات الرقمية كأداة تعليمية فعّالة لتعزيز مهارات التحدث، مع التأكيد على أهمية العناصر السمعية والبصرية في ترسيخ المعرفة. كما تُظهر النتائج دعم المتعلمين لاستخدام مهاراتهم الشفوية من خلال أنشطة تفاعلية مبنية على محتوى الفيديوهات.

Cette étude met en évidence les résultats de l'efficacité des vidéos numériques en tant qu'outil pédagogique pour renforcer la production orale chez les apprenants de la langue anglaise comme langue étrangère.

Elle vise également à éclairer les points de vue des enseignants et des apprenants concernant l'usage des vidéos numériques dans le cadre de l'apprentissage de l'anglais en tant que langue non maternelle.

Cependant, la principale préoccupation réside dans le fait que, malgré la large intégration des technologies dans le domaine de l'éducation en général — et des vidéos numériques dans l'acquisition des langues en particulier —, il existe peu d'études qui se penchent spécifiquement sur l'efficacité de ces vidéos dans le développement de la compétence orale et des résultats d'apprentissage en général.

Ces vidéos, en tant qu'outil pédagogique innovant, peuvent renforcer les compétences orales des apprenants d'anglais langue étrangère, notamment grâce au rôle des éléments multimodaux (auditifs et visuels) dans la consolidation des connaissances et la mémorisation. Elles permettent aussi de faciliter la production linguistique et la récupération des structures langagières.

Pour mener cette recherche, une approche descriptive et analytique a été adoptée, en suivant une méthode mixte. Deux questionnaires distincts ont été distribués à un groupe d'enseignants d'anglais exerçant dans l'enseignement supérieur ainsi que dans différents établissements secondaires. En complément, un entretien a été réalisé avec des membres du club "Galaxy" spécialisé dans la pratique orale de l'anglais.

Les résultats révèlent que tant les enseignants que les apprenants sont conscients de l'importance des vidéos numériques en tant qu'outil pédagogique pertinent pour développer les compétences orales, en insistant sur le rôle essentiel des supports audio-visuels dans la rétention des connaissances. Ils soulignent également l'intérêt des apprenants à utiliser leurs compétences orales à travers des activités interactives basées sur le contenu des vidéos.



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**APPENDICES:**

## References:

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### The interview :

Before we start I would like to express my gratitude for your participation in this conversation im working on research project for my dissertation and I'm focusing on how do digital videos can help in improving English speaking skills this interview is just a casual conversation where there are no rights wrong answers all that matters is the actual honest thoughts and experiences all these shared information will be used for research purposes if you are comfortable we can start now:

- **Question 1:** how come you decided to focus on learning English?
- **Question 2:** how long have you been studying the language?
- **Question 3:** have you been learning English mainly through English classes or do you mostly study on your own?
- **Question 4:** during your learning journey how often did you rely on digital videos for practice?
- **Question 5:** what is your perception on using videos to practice speaking, how do you find that ?
- **Question 6:** what types of video—based activities ( movies , vlogs , short clips , documentaries , animated stories , YouTube videos..etc) have you found most useful for developing your speaking skills and why ?
- **Question 7:** do you think that video material ( audiovisual elements) help you understand and remember things better when speaking ?
- **Question 8:** do you rather traditional methods like dialogue from textbooks , oral presentation , role plays over digital videos when it comes to fostering speaking skills ? why?
- **Question 9:** what are the challenges you usually face during using digital videos in learning English?

## References:

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### The questionnaire :

## questionnaire on fostering speaking skills using digital videos in EFL classes

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**B** *I* U  

Respected teachers :

The questionnaire is part of a master's dissertation that seeks to show how digital videos are used to enhance speaking production in EFL classrooms, focusing on your instructional experience with digital videos, their impact on enhancing students' speaking fluency and confidence. Also, the challenges you may encounter while teaching. Thank you for taking the time to complete this questionnaire. The shared information will be treated with full confidentiality and will be used only for academic purposes.

Question



## References:

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⋮  
-How many years of experience do you have in teaching?

Short-answer text  
.....

⋮

- How long have you been teaching English speaking?




less than one year ×

1-3 years ×

4-6 years ×

others ×

Add option or [Add "Other"](#)

  | Required  

⋮  
-What is the mode of your speaking class preparation ?

- Face-to-face
- Online
- hybrid

-How frequently do you use digital videos as a teaching tool in your speaking classes?

- Never
- Occasionally
- Sometimes
- Often
- Always

## References:

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⋮

-How frequently do you use digital videos as a teaching tool in your speaking classes?

- Never
- Occasionally
- Sometimes
- Often
- Always

-Do you think that digital videos enhance teacher's practices in providing feedback on student oral performance?

- yes
- No

⋮

-- What is the biggest obstacle you face when using videos to foster speaking?



Multiple choice ▾

- Classroom technical tools ×
- Time needed to design tasks ×
- Difficulties assessing progress ×
- Students' distraction ×
- Finding appropriate content ×
- Add option or [Add "Other"](#)

## References:

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...

What types of digital videos do you use?

- Movie/TV programs
  - Educational YouTube videos content
  - Documentaries
  - self recorded videos by learners
  - Others
- 

In order to maximize the effectiveness of digital videos in oral production what are the approaches you depend on ?

- Pausing and reflecting key points
  - Repeating and mimicking dialogues
  - reviewing follow-up speaking tasks (debates, summaries)
  - Peer feedback and collaborative discussion
  - others
-

## References:

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How do you assess oral performance when using videos?

- Rubric for speaking
- / Peer/ self-evaluation
- Oral quizzes
- discussions
- No formal assessment
- others

- What skills improve the most through video-based learning?

- Pronunciation fluency
- Vocabulary retention
- Listening comprehension
- Confidence in public speaking
- Non-verbal communication
- Critical awareness

## References:

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☰

What platform do you use to source videos?

- YouTube
- Educational websites (BBC Learning, Khan Academy..)
- School-provided resources
- others

what are your thoughts on the effectiveness of digital videos in fostering speaking production versus traditional methods ?

Long-answer text  
.....

In your opinion, what are the key benefits of using digital videos for speaking skills development?

Long-answer text  
.....

## References:

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...

Do you perceive any difficulties in oral skills development between students who actively engage (through tasks) and those who passively watch? (specify)

Long-answer text

---

digital videos help students in improving pronunciation

- strongly disagree
  - disagree
  - neutral
  - agree
  - strongly agree
- 

Based on your experience ,how would you rate the impact of digital videos on speaking fluency (from 1 to 5 )

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## References:

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...

Videos promote more students participation an engagement

- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
- 

Visual elements in videos aid in memory retention ( vocabulary)

- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
-