



# Authentic Video Materials As A Means Of Speech Fluency Development In Efl Class

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## Abstract

No doubt, video teaching materials can be a lot of fun. This viewpoint is shared by all the researchers who deal with video in language teaching strategies. All of them agree on the point that video can do magic in getting students excited and primed for the coming lesson objective or topic, and in mastering such language skills as listening, reading, writing, and speaking. Yet a large number of Russian and foreign educators still search for both effective and appealing ways of using video films in the language classroom. In this paper, the authors examine the issue of the use of video in EFL class for developing speech fluency. Literature review revealed that no investigation on this topic has been made so far. The research objectives defined by the authors in this study are as follows:

- to define the role of authentic video materials in speech fluency development
- to develop training and test exercises with the use of authentic video materials for speech fluency development
- to conduct a pedagogical experiment to confirm the hypothesis that authentic video materials in EFL class bring authentic language into the classroom and facilitate the development of speech fluency of students provided regular activities based on the offered teaching techniques.

A theoretical analysis of scientific literature, a content analysis of educational literature, and a three-fold pedagogical experiment with the ascertaining, formative and final (control) stages were used as leading research methods.

The obtained results indicate the high potential of authentic video materials for the development of speech fluency of students in EFL class. The findings of the study can serve as a general guideline for faculty and student body of the university.

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**Keywords:** authentic video materials, EFL class, methodology of using video, pedagogical experiment, speech fluency development.

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## **Introduction**

Arising from new environments, educational ones including, new needs and interests on the part of students make scholars and educators search for more and more efficient and amazing teaching techniques with the use of video in the language classroom. The survey showed that students are interested in hearing and speaking authentic language. Authentic videos meet this challenge bringing authentic language into the classroom.

In this study, the researchers put forward and confirmed the hypothesis that authentic videos in EFL class facilitate the development of students' speech fluency. A pedagogical experiment was conducted to prove the above mentioned hypothesis. During the experiment, training and test exercises with the use of authentic video materials for speech fluency development were tested. There was also described the methodology of using authentic videos for developing speech fluency of students.

The role of authentic video materials for speech fluency development of students in EFL class was defined. The authors became certain that video works like a charm for, first, video provides authentic language input, and, second, video films get students to speak and use authentic language in an attractive way. Video makes students get interested and intrinsically motivated both in the process and the result.

The authors consider their study successfully completed with all the three objectives having been achieved. The findings allowed the researchers to come to the conclusion that the systematic use of authentic video materials in EFL class provides students with a high level of speech fluency.

## **LITERATURE REVIEW**

A good number of theoreticians and practicing teachers devoted their studies to the purposeful use of videos in the language classroom. All of them investigated different and various aspects of the issue but all of them shared the point of view that the use of video materials is a proper approach to teaching foreign languages.

Kerridge [1] underlines the great role of authentic materials in the language classroom. Stempleski advocates this viewpoint in a number of his studies [2, 3, 4]. According to Stempleski and Tomalin [3], the use of authentic video in the English class shows that students get motivated watching something real and trying to talk about the scene and/ or the action. Lonergan [5] claims that video, combining words, audio and image, allows words to be visually presented in video. Gorelikova [6] asserts that video develops students' communicative culture, which assists them to understand how important it is for their success in life. Barmenkova [7] points out a trend in the use of video materials to stimulate oral communication among students. Shareman [8] outlines the need for authentic video as part of language teaching and offers teaching techniques that make comprehension of video easy. In Valetko's view [9], the use of authentic video in the language classroom allows to teach language and cultural concepts both verbally and non-verbally in a real communicative setting. Maslenikova and Dachevskii [10] describe teaching techniques of the use of interactive training video films that are easy in use and comfortable for comprehension. Kastornova [11] specifies great educational opportunities of interactive video films that present living language patterns in the language classroom. To Isenko's point of view [12], the use of authentic films helps to break down the cultural barrier and form students' sociolinguistic competence. Tsapko [13] considers the use of video materials in the language classroom to be an important component and a non-standard way of teaching foreign languages. The practically oriented study by Ferlazzo and Sypniewski [14] offers ready-to-use strategies, tools, and activities with the use of video in EFL class that, according to Ferlazzo, avoid the danger of students' sitting back and watching the screen, and drive learning in the language classroom. Batrova, Danilov, Lukoyanova, & Khusainova [15] advocate the idea of the use of ICT that provide video and audio materials, on a large scale in teaching. Tikhomirova [16] is sure that video masters language skills: video is a powerful way to tell a story; video teaches to communicate; video helps to teach listening by listening; video motivates students by impressing upon them the power of language. Gunyashova [17] insists that the use of video materials in EFL class intensifies the process of teaching on the whole. The researcher also suggests some tips of teaching listening skills with the help of video. The model of forming students' communicative competence cannot be realized without the use of modern technologies and materials,

video and audio including [18]. Rasskazov [19] devotes his study to the problems educators face up to while developing students' oral speech skills with the use of video. The author is certain that authentic videos contain authentic speech and grammar patterns, the assimilation of which provides the development of students' speaking skills.

The reviewed literature made it possible to conclude that although all scholars recognize the great role of video in the language classroom, none have spoken in favor of its use for the development of students' speech fluency. The researchers made an attempt to put forward and prove the hypothesis that authentic video materials in EFL class facilitate the development of speech fluency of students on the base of regular activities.

## **STUDY MATERIALS AND METHODS**

### **Research Sites**

The research sites selected for this study were two Kazan Gymnasiums.

Kazan Gymnasium # 19 was founded in 1987. The number of students is 1539. Gymnasium # 19 is ranked as one of 10-Top Kazan schools. The main goal of school activity is creating a comfortable space for self-realization of each participant of the educational process.

Kazan Gymnasium # 122 was founded in 1958. The number of students is 1211. Gymnasium # 122 is ranked among 100 best schools of Russia. The formation of the intellectual, moral and creative personality, freely adaptable in modern society is regarded to be priority # 1 in the gymnasium.

Both educational institutions cooperate with Leo Tolstoy Institute of Philology and Intercultural Communication of Kazan (Volga region) Federal University.

### **Students' Background**

Number, age and gender characteristics: 72 students, 15-16 years old, mixed, who made up four groups: 2 control and 2 experimental.

Students' status: High school students.

### **Study instrument**

Oral fluency is a measure of how well and how easily one can communicate his ideas clearly and accurately in speech.

In accordance with the set objectives of the study, the experiment was conducted with the aim to monitor, develop, analyze and assess the effectiveness of using authentic video materials such as news and feature films in mastering students' speech fluency and acting skills in EFL class.

The experimental training was conducted for students of the 11-th grade (2 control groups - 11 "A" and 2 experimental groups - 11 "B") during two semesters: Spring 2016 and Fall 2017 in Gymnasium # 122 and Gymnasium # 19.

72 students took part in the experiment: 2 control groups - 38 students and 2 experimental groups - 34 students.

The experiment consisted of three stages:

1. Ascertaining experiment.
2. Forming experiment.
3. Control experiment.

The authors of this study made presupposition that speech fluency is improving via making comments to the authentic news and feature films and, moreover, claimed about a unique chance for students to try themselves in acting. A set of criteria was defined to master speech fluency development: minimizing hesitation pauses, paraphrasing, fluency and accuracy.

Most students experience moments where hesitation creeps into their speech. It happens in new situations, when they step outside of their comfort-zone and feel nervous. Typical situations where students have an issue with

hesitations in their speech are giving presentations or commenting something [13]. One of the ways to cope with the problem offered to the students was to remove hesitations from their speech by replacing the hesitation with a pause. Whenever students found themselves reaching for a word or trying to remember a word, they were recommended to pause. In addition, they were advised to react to different situations spontaneously.

### Sample

**Respond to the statements by giving advice or making a recommendation with a suitable infinitive form.**

1. I have got a bad toothache. - *You **had better** go to the dentist.*
2. You're always late for work!
3. Our train leaves in a few minutes.
4. Someone has stolen my wallet!
5. The rain is coming through the roof.

Paraphrasing is the ability to take in, comprehend, synthesize, and express information in an original manner. The ability to paraphrase, whether orally, visually, or in writing, is directly related to how well the material has been understood [19]. In this study, we resorted to various tasks improving paraphrasing as a means of speech fluency development.

We relied on seven techniques identified by the library resource of Simon Fraser University (<http://www.lib.sfu.ca>) along with a caution that should be followed when paraphrasing:

1. Change a word from one part of speech to another.
2. Use synonyms.
3. Change numbers and percentages to different forms.
4. Change word order.
5. Use different definition structures.
6. Use different attribution signals.
7. Change the sentence structure and use different connecting words.

It is not a surprise that often you encounter the situation when your mind says, "I've heard this word three times over the course of two days! I should commit this to memory!" So you remember it forever. The key here is hearing it in real, useful, meaningful conversation. Not just looking at it on a list of words or reciting it a hundred times. Most of our students have no idea *when to use this word*, because they've never heard it in context, so they can't think to use it when they should. In this case, we recommended them to watch authentic video materials on daily basis and sometimes with subtitles to be sure of the unknown words and check them out if necessary and give one-minute talk on the content of the topics.

Our teachers and learners are highly aware of the importance of grammar and vocabulary acquisition. There is always a learner who would suddenly stop while trying to express an idea and say that he or she does not have enough words to proceed with it.

### RESULTS

In the classroom language, manipulation activities can help develop accuracy. These include controlled practice, drills, the study and application of grammar rules, and activities that help students to 'notice' their own mistakes.

A series of diagnostic tests were held at the ascertaining stage of the experiment to identify the initial level of students' knowledge in English. The obtained results of students' responses helped to reveal their attitude and readiness to master English with the help of authentic video materials. These tests pointed out the weakest sides of students' performance in EFL class. The results of the diagnostic test in the control groups are shown in Fig. 1.

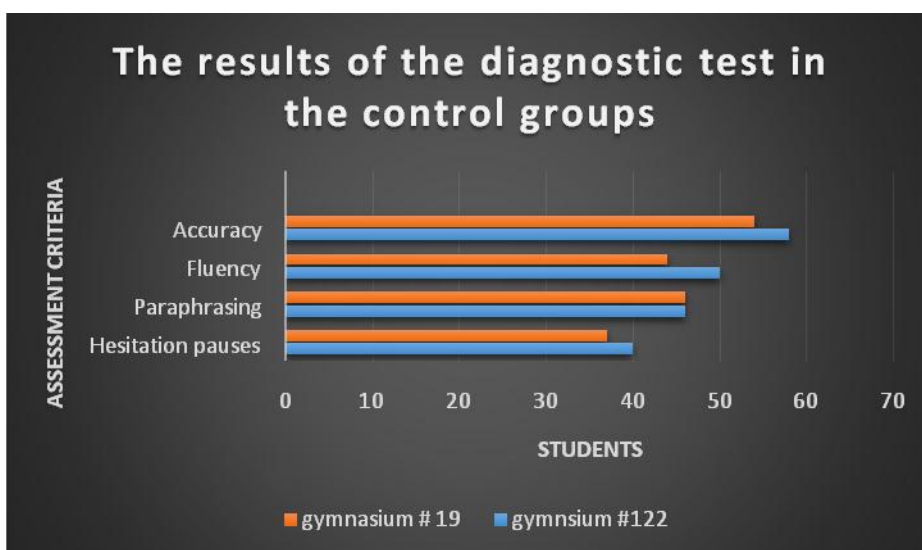


Fig. 1 Results of the diagnostic test in the control groups

The results of the diagnostic test in the experimental groups are shown in Fig. 2.

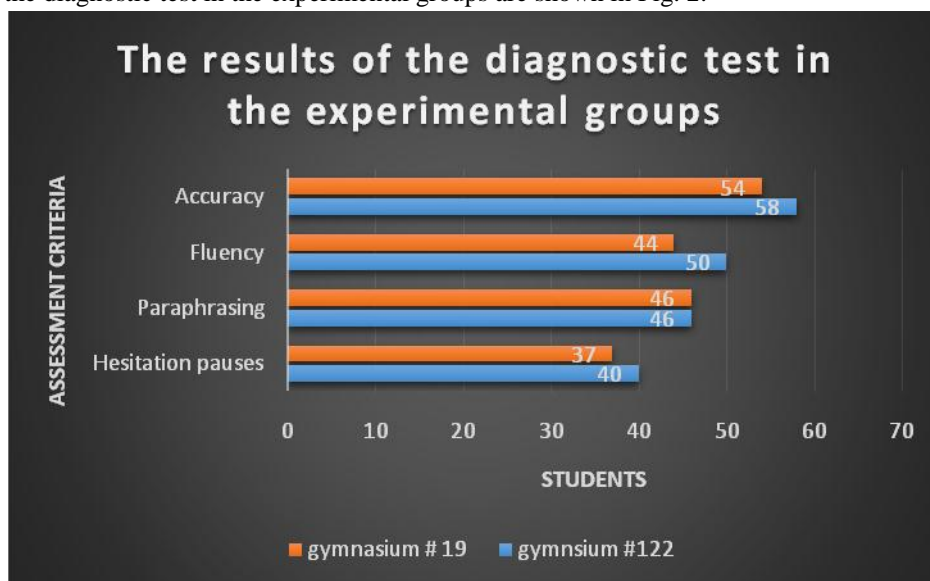


Fig. 2. Results of the diagnostic test in the experimental groups

All these data were taken into account during the experiment for the organization of the educational process at the formative stage where various drilling and communicative tasks developing speech fluency and mastering acting skills based on authentic video materials were implemented in EFL class.

The control experiment was carried out to assess the effectiveness of the implementation of authentic video materials, particularly news and feature films, in practice as a means of students' speech fluency development and mastering students' acting skills in EFL class. The updated diagnostic test was aimed at revealing students' knowledge on the above mentioned issues. The results of the updated diagnostic test in the control groups are shown in Fig. 3.

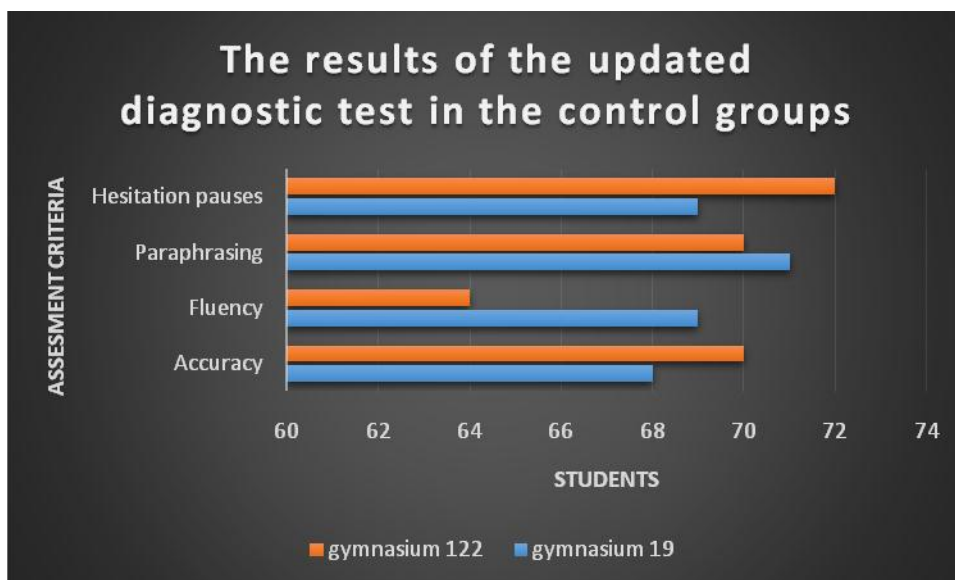


Fig. 3 Results of the updated diagnostic test in the control groups

The results of the updated diagnostic test in the experimental groups are shown in Fig. 4.

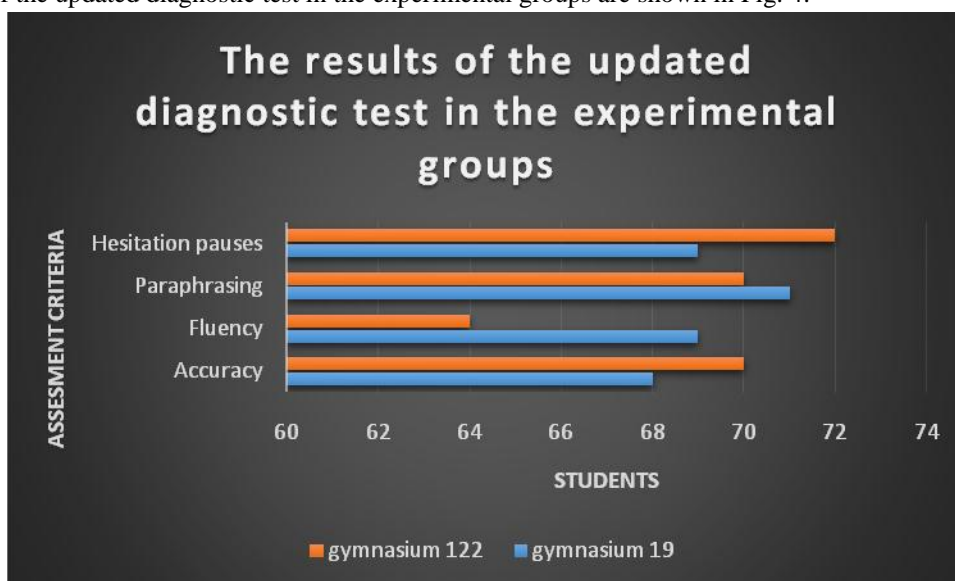


Fig. 4. Results of the updated diagnostic test in the experimental groups

Comparing the results of both (ascertaining and control) stages, we obtained discrepant results. Overall, they confirmed the positive trend in the improvement of students' speech fluency development via authentic video materials. Significantly, the quality of students' knowledge in the English language increased that, to some respect, can prove the formation of educational abilities and skills. However, the experiment revealed 'acting' as an issue that takes much time to work it out.

## CONCLUSION

Improving the speaking skill of foreign or second language learners is a difficult task. It requires some experience and strategy to produce the language accurately and encode the intended messages of other speakers.

Our study has been focused on the effectiveness of authentic videos used by the teachers in the classroom to

improve speech fluency skill and acting abilities. This is confirmed by the results obtained from both ascertaining and control stages of the experiment. The findings went hand in hand with our hypothesis which emphasize that the authentic videos help the students increase their level of achievement in speaking skills.

So, the ultimate aim of this study was to show whether it is possible to develop speech fluency of students through authentic videos. The analysis of the preliminary diagnostic test showed that all students during the use of authentic videos; do have problems with hesitation, paraphrasing, fluency and accuracy. They considered these videos as the appropriate ones for them and their teachers in learning and teaching speaking skill.

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