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EFL university students' use of online videos for learning English speaking skill

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ABSTRACT

This study explored how EFL students perceived and utilized online videos for improving their English speaking skill. The study involved 100 participants from Hue University of Foreign Languages and International Studies (HUFLIS). Through the use of questionnaires, journals, and interview, the study sought to understand the specific aspects of the English speaking skill that EFL students reported to be improved after learning with online videos. It was found that HUFLIS students utilized online videos in diverse ways - from targeted practice exercises to exposure to authentic language use and cultural insights. Notably, the students expressed overwhelmingly positive perceptions about the effectiveness of this approach. Specific linguistic and communicative improvements were reported, ranging from enhanced pronunciation and intonation to gains in fluency, non-verbal communication, and lexical development. Besides, the students emphasized that online videos have bolstered their overall confidence and motivation as language learners. Through insightful reflections and concrete examples, the HUFLIS students underscore the transformative power of this technology-assisted approach to language learning. Online videos have emerged as a highly effective tool, empowering these learners to make substantial strides in mastering the critical aspects of English speaking proficiency.

1. INTRODUCTION

Nowadays students have easy access to a variety of English language learning materials in the form of videos. Thus, exploring the patterns, preferences, and effectiveness of using online videos as a tool for enhancing English speaking proficiency among EFL university students is of practical significance. At university, students are expected to implement self-study to enhance their language skills. In the digital era, students' self-study with online resources has become ubiquitous. On this ground, the current study aims to provide valuable insights that can inform the design of effective language learning materials and pedagogical approaches. As technology continues to shape language education practices, understanding how students engage with online videos can pave the way for more innovative and impactful language learning experiences.

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2. LITERATURE REVIEW

The role of technology in language learning

Online videos offer authentic language input, allowing students to hear and see native speakers using the language in real-life contexts. This exposure can help improve listening and speaking skills. Furthermore, online videos cater to diverse interests and learning styles, enabling students to engage with content relevant to their personal and academic needs. These resources also provide interactive features, such as subtitles and discussion forums, that can enhance the learning experience. Despite the benefits of using online videos, educators must guide students in selecting high-quality and culturally appropriate content that aligns with their learning objectives. It is crucial to integrate online videos into a comprehensive language learning curriculum that addresses various language skills and competencies.

The use of online videos in language learning the speaking skill

Online videos play a crucial role in language learning, particularly for developing EFL university students' speaking skills. These resources provide authentic and contextualized language input that can significantly improve learners' listening comprehension and speaking abilities. By watching native speakers engage in real-life conversations, students gain valuable insights into natural language patterns, intonation, and cultural nuances. Research has shown that this authentic input can help EFL learners enhance their oral proficiency and develop a more natural speaking style (Chamba & Gavilanes, 2019). Moreover, online videos offer a diverse range of content that caters to different learning preferences and proficiency levels. Students can access instructional videos, authentic interviews, and interactive activities that align with their interests and learning goals. This flexibility promotes autonomous and personalized language learning experiences, contributing to increased student motivation and engagement. Despite the numerous benefits, there are challenges that need to be addressed, such as the quality and reliability of online content.

Online resources for self-study of the English speaking skill

Online videos provide access to authentic language input, allowing learners to hear and observe native speakers in natural contexts. This exposure to real-life communication helps students enhance their pronunciation, intonation, and overall fluency in speaking English (Albadry, 2018). Additionally, the wide range of topics and language functions covered in online videos, such as everyday conversations, presentations, and public speaking, give learners the opportunity to practice diverse speaking skills in various settings. Moreover, the flexibility and convenience of online videos are particularly beneficial for university students with busy academic schedules. Many online platforms also offer interactive features, such as subtitles, transcripts, and comprehension quizzes, to facilitate active engagement and progress assessment (Kongmee, 2014). There are numerous websites and platforms that cater to EFL university students for self-study English speaking practice, including YouTube, YouGlish, BBC Learning English, and language learning apps like Duolingo and Babbel.

Theoretical framework in the current study

One of the key theoretical frameworks that underpins this study is the Social Cognitive Theory (SCT) proposed by Albert Bandura (2014). This theory emphasizes the role of observational learning and modeling in language acquisition. EFL students can observe native speakers' pronunciation, intonation, and conversational styles in online videos and subsequently model their speaking skills after them. Considering the socio-cultural aspects of language learning, this theory can provide insights into how online videos are integrated into students' language learning experiences. Furthermore, the Cognitive Theory of Multimedia Learning (CTML) by Richard Mayer in the early 2000s offers insights into how individuals process and retain information from multimedia sources. This theory can inform the design of data collection tools by guiding the selection of variables to measure students' cognitive engagement with online videos and their impact on English speaking skill development. By grounding in a theoretical framework, including SCT and CTML, the study could capture the complexities of EFL university students' use of online videos to enhance their English speaking proficiency.

Previous studies

The use of online videos as a tool for learning English speaking skills among EFL university students has gained significant attention in recent years. Previous studies have found that incorporating online videos into language learning can lead to improvements in EFL students' fluency, pronunciation, confidence, and motivation in speaking English. For instance, the study by Chen et al. (2017) reported that students who

utilized online videos for speaking practice showed significant improvements in their speaking skills, pronunciation, fluency, and confidence. The research emphasizes the benefits of online videos in providing learners with authentic language use and real-life contexts, which can be particularly beneficial for improving speaking skills. It is usually perceived that EFL students have perceived online videos as an effective and engaging resource for self-study, highlighting the accessibility and convenience of these materials. Further insights have been gained on the specific strategies employed by EFL students when using online videos to enhance their speaking skills, such as shadowing, imitation, and self-recording (Chen et al., 2017). These findings underscore the active role of online videos in facilitating speaking practice and skill development.

In the context of Vietnam, studies have also demonstrated the effectiveness of using online videos for learning and improving English speaking skills. Research has shown that incorporating online videos into language learning curricula can lead to significant improvements in Vietnamese EFL students' speaking abilities, confidence, and fluency (Le et al., 2025).

Overall, the existing research provides evidence to support the use of online videos as an effective tool for enhancing EFL university students' English speaking skills, both in general and in the specific context of Vietnam. Despite the growing body of research on the use of online videos for improving EFL university students' English speaking skill, there is still a need for further investigation to fully understand the effectiveness and potential limitations of this approach.

3. RESEARCH METHODOLOGY

This study employed a mixed methods design, combining both qualitative and quantitative research approaches to provide a comprehensive understanding of the research topic (Creswell & Clark, 2018). The quantitative component involved collecting and analyzing numerical data to measure the frequency and patterns of online video usage among EFL university students by means of a questionnaire. The qualitative component included in-depth interviews and open-ended surveys or journaling to explore the students' perceptions, attitudes, and experiences regarding the use of online videos for learning English speaking skills. By employing a mixed methods design, the researcher was able to triangulate the findings from both quantitative and qualitative data, thus providing a more comprehensive understanding of the topic. This approach allowed for a deeper exploration of the complexities surrounding EFL university students' use of online videos for learning English speaking skills, leading to a more robust and nuanced interpretation of the study results.

The research was conducted at HUFLIS, which provides an ideal environment with a diverse student population and various language learning facilities. The study lasted for four weeks, followed by interviews and the collection of questionnaires and student feedback. The research included 100 students from the English Department at HUFLIS. Most of the participants are aged between 18 and 23 and have been learning English for at least 10 years. The study employed a structured questionnaire method with 100 students and randomly selected 10 participants for journaling and interviews.

The questionnaire was designed to explore EFL university students' preferences, usage patterns, perceived benefits, and challenges in utilizing online videos for learning English speaking skills. The questions were informed by Bandura's social cognitive theory, focusing on observational learning and modeling, as well as Mayer's Cognitive Theory of Multimedia Learning (CTML), which examines the role of visual and verbal cues in multimedia learning. The questionnaire consisted of 24 items arranged in four parts: (1) general participant information, (2) how students use online videos to enhance their English speaking skills, (3) the perceived effectiveness of learning English speaking through online videos, and (4) the aspects of English speaking skills that students report improving after using online videos. The interview questions were designed to incorporate principles from social cognitive theory (Bandura, 2014) and the Cognitive Theory of Multimedia Learning (CTML) (Mayer, 2000). This approach allowed for a deeper exploration of the EFL university students' experiences and perceptions in utilizing online videos for learning English speaking skills.

Data analysis was done with the use of statistical techniques and conceptual analysis to identify patterns, trends, and relationships. By triangulating the findings from both quantitative and qualitative analysis, a comprehensive understanding of the research topic was achieved. Throughout the study, the participants were informed of the study's objectives and their rights, and confidentiality was ensured.

4. FINDINGS

Descriptive statistics

The reliability of the questionnaire was measured using Cronbach's Alpha, which achieved a value of 0.814. This indicates a high level of internal consistency and reliability of the instrument. Besides, the mean score of each cluster of the questionnaire was calculated as presented in Table 4.1 below:

Table 1. The mean score of all the items in the questionnaire

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.266	3.390	4.450	1.060	1.313	.051	24

The mean score for the item means is 4.266, indicating participants' high positive perceptions.

Students' reported use of online videos to learn English speaking skills

The students' responses in the questionnaire were analyzed using descriptive statistics, and the results are presented in the table below.

Table 2. How EFL university students use online videos for learning English speaking skill

Descriptive Statistics (N=100)		
Statement	**Mean**	**SD**
1. I often watch online videos with English subtitles for learning English speaking.	4.33	.697
2. I set up a timetable to watch online videos for learning English speaking.	4.35	.702
3. I observe and imitate the speaking behaviors of English speakers in the online videos.	4.37	.646
4. I often watch a video/TV series to learn the ways people speak English.	4.27	.694
5. When watching a video/TV series, I try watching an episode in English, with English subtitles to imitate their English speaking.	4.45	.770
6. I watch online videos and focus on language expressions used in different contexts for my English speaking skill learning.	4.28	.712
7. I often choose specific types of online videos such as instructional videos, conversational practice, or role-playing scenarios for learning English speaking.	4.36	.746
8. I actively mimic or model the speech patterns and intonation of individuals in online videos to my English speaking skill.	4.23	.827

According to Table 2, the mean value was 4.2 for the statement, "EFL university students use online videos to learn English speaking skill", suggesting that the participants strongly agreed with this item. The relatively low standard deviations (ranging from .646 to .827) indicate that there is a high level of consistency in responses across the sample. The highest mean value of 4.45 for statement 5 indicates that students are particularly inclined to watch episodes in English with English subtitles to imitate English speaking. On the other hand, the lowest mean value of 4.23 for statement 8 still reflects a strong agreement, indicating that students actively mimic speech patterns and intonation from online videos.

The qualitative data gathered through interviews and learner journals at HUFLIS provides further insights into how EFL university students use online videos for learning English speaking skills. For instance, one participant shared, *"I often watch tutorial videos on pronunciation and intonation, and then I pause the video to practice imitating the native speaker's articulation and rhythm"* (S3, interview). Another student described a similar technique, saying *"When I come across a word I'm having trouble pronouncing, I'll rewind the video and listen to how the instructor says it. Then I'll repeat it out loud several times, focusing on getting the mouth movements and rhythm right"* (S4, interview).

The learner journals highlighted students' preferences for using online videos to expose themselves to authentic language use in real-life contexts, which they then try to emulate in their own speaking. For example, one student wrote, *"Watching conversations between native English speakers in TV series or vlogs helps me understand how the language is used in real-life contexts, which I then try to emulate in my own speaking"* (S5, journal). Furthermore, the journal entries provided insights into the students' perceived benefits of using online videos, including improving their non-verbal communication skills by observing native speakers' use of body language. One student wrote, *"Seeing how native speakers use body language and facial expressions while speaking has really helped me improve my non-verbal communication skills in English"* (S8, journal).

Overall, the qualitative data reinforces and expands on the quantitative findings, illustrating the diverse ways in which EFL university students utilize online videos to support the development of their English speaking skills.

Students' evaluation of the effectiveness of learning the English speaking skill via online videos

Table 3. EFL university students' evaluation of the effectiveness of learning the English speaking skills via online videos

Descriptive Statistics (N=100)		
Statements	**Mean**	**SD**
9. Watching online videos helps me to improve my English speaking skill.	4.39	.790
10. Online videos provide sufficient opportunities for me to practice my English speaking skill.	4.37	.734
11. I can observe native speakers speaking English and imitate their intonation through online videos.	4.36	.732
12. Watching others communicate in English in the online videos has expanded my vocabulary and understanding of different conversational styles, which has made me more confident in my English speaking.	4.29	.769
13. Online videos has provided me with real-life examples of using English in various contexts, which contributes to enhance my English speaking skill.	4.34	.768
14. I find that learning from words and pictures in online videos enhances my English speaking skill.	4.30	.823
15. I have watched various educational and inspirational videos that have provided me with valuable insights and lessons to improve my English speaking	3.78	1.315

The data presented in Table 3 indicates that EFL university students have a highly positive perception of the effectiveness of using online videos to develop their English speaking skills. The highest mean score was for the statement "Watching online videos helps me to improve my English speaking skill" (M= 4.39, SD= 0.79), suggesting that the majority of students strongly agree with this perception. Students also highly agree that online videos provide opportunities to practice speaking and enable them to observe and imitate native speakers' intonation.

The interview and learner journal findings further corroborate the students' favorable views on the use of online videos for English speaking skill development. Students reported that watching online videos has been instrumental in improving their pronunciation, intonation, and understanding of natural language use, which has helped them become more confident in their own English conversations. One participant stated, *"Watching online videos has been instrumental in improving my pronunciation and intonation. I can pause the videos, listen closely to the native speakers, and then practice imitating their speech patterns"* (S4, interview). This sentiment aligns with the survey results indicating that students perceive online videos as beneficial for developing specific speaking skills, such as pronunciation and prosody. Another student also shared, *"When I'm struggling with a particular sound or rhythm, I can find a video that focuses on that specific area and really drill it until I get it right. The repetition and feedback from the model speaker is so helpful"* (S7, interview). By targeting their individual areas of weakness and using the online videos as a tool for focused practice, these students were able to make tangible improvements in their English speaking abilities.

The journal entries also revealed the students' perceived benefits of using online videos in terms of enhancing their confidence and motivation in speaking English. One student reflected, *"The online videos have given me the opportunity to observe how English is used in real-life conversations. Seeing the body language and facial expressions of the speakers has helped me become more confident and natural in my own English conversations"* (S6, journal). This response highlights the students' perception of the value of online videos in providing authentic language input and improving their non-verbal communication skills.

Overall, the qualitative data corroborates and expands on the quantitative findings, highlighting the students' overwhelmingly positive perceptions of the effectiveness of using online videos to develop their English speaking skills, ranging from specific linguistic and communicative improvements to the enhancement of their overall confidence and motivation as language learners.

Reported improvement in the English speaking skill from learning with online videos

Table 4. The aspects of the English speaking skill that EFL students reported to be improved after learning with online videos

Descriptive Statistics (N=100)		
Statements	**Mean**	**SD**
16. I have improved my pronunciation of English words for English speaking thanks to watching online videos has	4.27	.737
17. I have improved my intonation and rhythm in English speaking from observing native speakers in online videos.	4.40	.791
18. My fluency in English speaking has been enhanced thanks to the modeling the speaking style of English speakers in online videos.	4.33	.682
19. Observing the body language and gestures of English speakers in online videos improves my non-verbal communication skills in English speaking.	4.38	.708
20. I have learned vocabulary and use of idiomatic expressions in my English speaking from online videos.	4.31	.761
21. I feel more confident in speaking English thanks to learning the conversational strategies of English speakers in online videos.	3.39	1.490
22. I have improved my cross-cultural communication skills in English from observing the cultural nuances and social norms in English-speaking countries in online videos.	4.31	.861
23. I have more understanding of different English accents and dialects thanks to watching online videos.	4.19	.849
24. I have enhanced my public speaking abilities in English thanks to watching the modeling the presentation skills of English speakers in online videos.	4.34	.844

As can be seen from Table 4, the highest mean score (M= 4.40, SD=.791) was for the statement "I have improved my intonation and rhythm in English speaking from observing native speakers in online videos", indicating that students found this aspect to be significantly improved. This was followed by improvements in non-verbal communication skills through observing body language and gestures (M=4.38, SD=.708), as well as enhanced public speaking abilities in English through modeling the presentation skills of English speakers (M=4.34, SD=.844). On the other hand, the lowest mean score was for the statement "I feel more confident in speaking English thanks to learning the conversational strategies of English speakers in online videos" (M=3.39), suggesting that confidence in speaking English showed a relatively lower improvement compared to other aspects.

The qualitative data from interviews and learner journals further corroborated these findings, with students highlighting the profound impact of online videos on enhancing their pronunciation, intonation, fluency, and conversational skills. One interviewee eloquently expressed, *"Pausing the videos to closely observe the native speakers' mouth movements and rhythmic patterns has been incredibly helpful in refining my own pronunciation and ability to speak with more natural-sounding intonation"* (S6, interview). Another student wrote, *"I've noticed a significant improvement in my ability to articulate English words accurately after consistently imitating the clear enunciation I see in the instructional videos I watch"* (S4, journal). The qualitative data revealed students' appreciation for how online videos improved their non-verbal communication skills. One student remarked, *"Seeing how English speakers use body language, facial expressions, and gestures has been enlightening. I've been consciously incorporating these non-verbal elements into my own English conversations, which has made me a more effective communicator"* (S2, journal). Furthermore, the qualitative findings suggest online videos expanded students' English vocabulary and idiomatic knowledge. As one participant said, *"The videos expose me to a wide range of conversational expressions and colloquialisms used by native speakers, which I've been able to incorporate into my own speech to sound more natural and fluent"* (S5, interview).

Overall, the qualitative data provides compelling evidence that students perceive online videos as highly effective for improving critical aspects of their English speaking skills, from pronunciation to fluency and lexical development. The students' reflections underscore the transformative power of this technology-assisted approach to language learning.

5. DISCUSSION

The present study aimed to investigate the perceptions of 100 HUFLIS students on using online videos to learn English speaking skills. The findings reveal that HUFLIS students were highly aware of the important

role of online videos in learning English speaking skills. They reported using online videos for targeted practice, exposure to authentic language use, and gaining cultural insights. The findings also underscore the versatility of online videos in supporting various aspects of speaking skill development, from targeted practice to holistic language and cultural learning. Overall, the findings highlight the educational value of online videos in supporting EFL learners' development of English speaking skills, from targeted practice to authentic language and cultural exposure.

The current research utilized the theoretical frameworks of Social Cognitive Theory (SCT) by Albert Bandura (2014) and the Cognitive Theory of Multimedia Learning (CTML) by Richard Mayer (2000) to investigate the use of online videos for learning English speaking skills. The findings indicated that individuals who used online videos experienced an increase in self-efficacy and motivation, aligning with SCT principles. The results also showed a high acceptance of technology for language learning, supporting the CTML. The study found that students utilize online videos not only for targeted practice of discrete speaking skills but also for exposure to authentic, natural language use in real-world conversational contexts. This self-directed approach to leveraging online videos reinforces the importance of fostering learner autonomy.

Furthermore, the study revealed that students use online videos to gain cultural insights and pragmatic awareness, expanding upon prior research. By observing behaviors and perspectives depicted in the videos, students develop a deeper appreciation for cultural differences and apply that knowledge to navigate social interactions more successfully, supporting the concept of the "intercultural speaker." The study's findings regarding the versatility of online videos in supporting both skill-specific practice and broader language/cultural exposure align with the principles of Task-Based Language Teaching and blended learning approaches. Overall, this study not only corroborates previous research on the educational value of online videos for EFL learners but also contributes to the theories of SCT and TAM by offering concrete examples and nuanced understandings of how students utilize these multimedia resources to support the development of their English speaking skills.

6. IMPLICATIONS AND CONCLUSION

From the findings of the current study, it is suggested that teachers should adopt a multi-faceted approach to integrating online videos into instruction and provide targeted guidance on effective video-based learning strategies to create opportunities for students to share their personalized video use. Besides, teachers should recommend videos that focus on improving specific aspects of spoken English proficiency, such as clear articulation, proper pronunciation, natural conversational flow, and non-verbal communication cues. They also should guide students on a structured framework for utilizing video resources, including pre-viewing preparation, active engagement strategies, post-viewing reflection and practice, and collaborative learning opportunities.

For students, they can proactively incorporate video resources into their learning routines to supplement classroom instruction and engage in autonomous practice. When using online videos, students should regularly conduct self-assessments to identify key areas for improvement, such as pronunciation, fluency, or conversational skills. The study was limited to descriptive without measuring improvement of linguistic gains of the EFL students from learning English speaking with online videos, leaving a gap for future studies to fill.

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Sinh viên sử dụng các video trực tuyến để học kỹ năng nói tiếng Anh

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TÓM TẮT

Nghiên cứu này tìm hiểu cách mà sinh viên học tiếng Anh như ngoại ngữ nhận thức và sử dụng video trực tuyến để cải thiện kỹ năng nói tiếng Anh của họ. Nghiên cứu có sự tham gia của 100 sinh viên đến từ Trường Đại học Ngoại ngữ – Đại học Huế (HUFLIS). Thông qua việc sử dụng bảng hỏi, nhật ký học tập và phỏng vấn, nghiên cứu nhằm tìm hiểu những khía cạnh cụ thể của kỹ năng nói tiếng Anh mà sinh viên cho rằng đã được cải thiện sau khi học với video trực tuyến. Kết quả cho thấy sinh viên HUFLIS sử dụng video trực tuyến theo nhiều cách khác nhau – từ các bài luyện tập có mục tiêu đến việc tiếp xúc với ngôn ngữ thực tế và hiểu biết văn hóa. Đáng chú ý là sinh viên bày tỏ nhận thức rất tích cực về hiệu quả của phương pháp này. Họ báo cáo nhiều cải thiện cụ thể về ngôn ngữ và giao tiếp, bao gồm việc nâng cao phát âm, ngữ điệu, sự trôi chảy, khả năng giao tiếp phi ngôn ngữ và phát triển vốn từ vựng. Ngoài ra, sinh viên nhấn mạnh rằng video trực tuyến đã củng cố sự tự tin và động lực học tập tiếng Anh của họ. Thông qua những chiêm nghiệm và ví dụ cụ thể, sinh viên HUFLIS đã chỉ ra các thế mạnh chuyển hóa của phương pháp học ngôn ngữ có sự hỗ trợ của công nghệ. Video trực tuyến đã trở thành một công cụ hiệu quả, giúp người học đạt được những bước tiến đáng kể trong việc làm chủ các khía cạnh then chốt của năng lực nói tiếng Anh.