

# The Effectiveness of Incorporating Video Conversations in an EFL University Classroom for Promoting Oral Communication Skills

**Aqeel M. J. Al-Hamedi**

Assist. Professor Dr. in Linguistics, Shatt Al-Arab University College, Basra, Iraq  
aqeel.al.hamedi@sa-uc.edu.iq

## Abstract

This study explores the impact of technology-enhanced instruction, specifically video conversation practices, on the oral communication skills of first-year university students learning English as a Foreign Language (EFL). Over an 8-week period, a quasi-experimental mixed-methods design was implemented using the textbook Person to Person 1 as the core instructional material. Participants engaged in both traditional textbook activities and supplementary video-based conversation tasks. Data collection included pre- and post-speaking tests. Quantitative results from the speaking assessments revealed significant improvements in students' oral fluency, pronunciation accuracy, and overall communicative confidence. The post-test scores demonstrated marked progress compared to the pre-test, indicating that the integration of video conversation tools contributed positively to language development. Qualitative feedback further supported these findings, with students reporting increased motivation, engagement, and a sense of autonomy in their learning process.

The video-based practices enriched textbook-driven instruction by fostering interactive learning environments, enabling real-time feedback, and encouraging peer collaboration. These digital tools allowed learners to practice speaking in more authentic and dynamic contexts, bridging the gap between classroom exercises and real-world communication. The study highlights the pedagogical benefits of

combining traditional language resources with modern communication technologies. It recommends that EFL curricula be updated to incorporate video conversation practices as a core component of oral skills development. Such integration not only enhances linguistic outcomes but also prepares students for the communicative demands of a digitally connected world.

**Keywords:** Oral Communication, Teaching Technology, Video Conversation Practice, Fluency, Educational Innovation.

## 1. Introduction

### 1.1 Background of the Study:

In today's globalized academic and professional landscapes, proficiency in English—particularly spoken communication—has become a vital skill for non-native speakers. For university-level EFL (English as a Foreign Language) learners, developing oral communication skills goes beyond mastering grammar and vocabulary; it involves cultivating fluency, pronunciation, confidence, and spontaneous interaction. Traditional language instruction, while foundational, often falls short in providing immersive speaking opportunities. Learners may struggle to transfer learned language structures into real-world speaking contexts, especially when classroom methods are predominantly lecture-based and text-driven.

Recent advancements in educational technology present promising solutions. Digital tools such as video-based platforms, AI-powered pronunciation apps, and asynchronous video recording tools offer interactive, feedback-rich environments that can enhance students' communicative competence. These technologies support self-paced practice, peer engagement, and personalized feedback—critical components for building oral fluency in EFL settings.

### 1.2 Rationale of the Study:

Despite widespread recognition of technology's role in modern language teaching, its targeted use in promoting oral communication within university-level EFL courses remains under-examined. Most classrooms still rely on scripted textbook dialogues or passive video viewing, which may not activate spontaneous language use. By comparing the effects of tech-integrated instruction against conversation video-based learning (aligned with the textbook Person to Person 1), this study investigates which approach more effectively supports learners' development of oral skills.

Understanding this dynamic is essential for instructors, curriculum designers, and policymakers aiming to create communicative learning environments that mirror authentic language use. The study also contributes to the growing body of research advocating for blended pedagogies that combine communicative frameworks with emerging digital modalities.

### 1.3 Research Questions:

To guide this investigation, the following research questions were formulated:

- a. To what extent does technology-integrated instruction improve oral communication skills among first-year university EFL students compared to conversation video-based instruction?
- b. How do learners perceive the role of technology versus conversation videos in facilitating their spoken English practice ?
- c. What instructional recommendations emerge from the comparison for future EFL curriculum design?

### 1.4 Aim of the Study:

The primary aim of this study is to evaluate the effectiveness of integrating video conversation practices into an EFL university classroom to enhance students' oral

communication skills. By supplementing traditional textbook-based instruction with technology-driven speaking tasks, the research seeks to determine whether video conversations can significantly improve learners' fluency, pronunciation, and communicative confidence. Through a quasi-experimental mixed-methods approach, the study investigates how digital tools can create more authentic, interactive, and engaging speaking environments, ultimately contributing to more meaningful language learning among first-year university students.

### **1.5 Significance of the Study:**

This study holds pedagogical significance as it addresses the growing need for innovative instructional strategies in EFL education, particularly in fostering oral proficiency. By demonstrating the positive impact of video conversation tools on learners' speaking performance and motivation, the research advocates for a shift in curriculum design that embraces digital media as a core component of language instruction. The findings underscore the value of blending traditional resources with modern technologies to create dynamic learning experiences that mirror real-world communication. As global communication increasingly relies on digital platforms, this study highlights the importance of preparing students to navigate and thrive in such environments, making its implications relevant for educators, curriculum developers, and policymakers alike. This study holds pedagogical significance as it addresses the growing need for innovative instructional strategies in EFL education, particularly in fostering oral proficiency. By demonstrating the positive impact of video conversation tools on learners' speaking performance and motivation, the research advocates for a shift in curriculum design that embraces digital media as a core component of language instruction. The findings underscore the value of blending traditional resources with modern technologies to create dynamic learning experiences that mirror real-world communication. As global communication increasingly relies on digital platforms, this study highlights the

importance of preparing students to navigate and thrive in such environments, making its implications relevant for educators, curriculum developers, and policymakers alike.

### **1.6 Methodology:**

This study employed a quasi-experimental mixed-methods design to examine the impact of video conversation practices on EFL learners' oral communication skills over an 8-week instructional period. The participants were first-year university students enrolled in the Department of English, using Person to Person 1 as the primary textbook. To ensure a comprehensive evaluation, the methodology included both quantitative and qualitative data collection techniques:

- a. Pre- and post-speaking tests were administered to measure improvements in fluency, pronunciation, and overall oral proficiency.
- b. Video conversation tasks were integrated alongside textbook activities, allowing students to engage in simulated real-life dialogues.
- c. Classroom observations were conducted to assess interaction patterns and the authenticity of communicative exchanges.

This multi-faceted approach enabled the researcher to map out findings and draw vigorous conclusions about the pedagogical value of incorporating video conversations into EFL instruction.

## **2. Literature Review**

### **2.1 Theoretical Foundations:**

The use of educational technologies in English as a Foreign Language (EFL) classrooms is increasingly informed by a blend of theoretical perspectives that highlight the importance of communicative competence, learner independence, and the instructional benefits of digitally supported learning. These frameworks collectively advocate for a shift away from traditional, teacher-centered methods

toward more dynamic, learner-driven approaches that leverage technology to enrich language acquisition.

Language teaching methodologies vary significantly in their focus and objectives. One prominent method is the grammatical approach, which concentrates on the formal aspects of language—such as phonetics, morphology, syntax, and vocabulary. This approach aims to equip learners with the ability to construct grammatically correct sentences by mastering these structural elements. However, while this method builds linguistic accuracy, it often lacks emphasis on real-world communication.

In contrast, the communicative approach places greater value on the functional use of language in everyday contexts. Rather than treating grammar as an end in itself, this approach views it as a means to perform communicative acts—like making requests, offering apologies, or describing experiences. It encourages learners to use language authentically and purposefully, aligning with the principles of Communicative Language Teaching (CLT).

This study is grounded in the principles of Communicative Language Teaching (CLT), a pedagogical approach that values genuine communication and practical language use over the mechanical repetition of vocabulary and grammar rules. CLT advocates for learning environments where students actively participate in meaningful conversations that reflect everyday life, rather than passively memorizing isolated language forms. According to this framework, language acquisition is most effective when learners are immersed in tasks that simulate real-world interactions—such as role-playing, conducting interviews, or engaging in peer-to-peer discussions.

Hymes' concept of communicative competence brought a vital anthropological perspective to language, emphasizing that effective communication depends not

only on grammatical knowledge but also on understanding what to say, when, to whom, and how—within a specific socio-cultural context. His model provided a framework for analyzing communicative events in terms of their pragmatic and functional dimensions, which significantly influenced language teaching from the 1980s onward. However, as communicative language teaching evolved, Hymes' broader vision was often reduced to a limited set of situational topics and fixed phrases, focusing primarily on goal-oriented exchanges in domains like shopping or travel. This narrowed interpretation emphasized the immediate context of situation while overlooking the dynamic and unpredictable nature of real-life communication. It assumed that social rules applied uniformly across similar situations, neglecting the individual choices speakers make—even when conforming to conventions, which itself is a meaningful act ( Hymes: 1972).

While Hymes' model acknowledged the importance of norms and genres, it did not fully address the deeper cultural complexities that shape language use. The focus remained on the immediate setting rather than the broader societal and ideological forces that influence communication. Although Hymes later engaged with questions of ideology, this aspect of his work did not significantly impact language pedagogy. To truly understand meaning in communication, it is essential to consider not just the situational context but also the wider cultural context—encompassing social structures, belief systems, and discourses. This broader view has led to a shift in language education from communicative competence to intercultural communicative competence, which recognizes the fluidity of culture and the need for learners to navigate diverse social realities with critical awareness and adaptability.

Drawing on Canale's (1980) influential framework, communicative competence is recognized as a complex and multifaceted set of skills essential for effective language use. This framework identifies four key components: grammatical

competence, which involves mastery of language forms and rules; sociolinguistic competence, referring to the ability to use language appropriately across various social contexts; discourse competence, which ensures coherence and cohesion in extended communication; and strategic competence, the capacity to navigate communication breakdowns and clarify meaning when misunderstandings arise. In contemporary language education, modern technological tools play a crucial role in nurturing these competencies. For example, artificial intelligence-driven pronunciation software supports learners in refining both grammatical accuracy and phonological precision. Video-based role-playing platforms offer immersive scenarios that strengthen sociolinguistic awareness and strategic communication abilities. Additionally, asynchronous speech applications enable students to record, review, and revise their spoken output, thereby enhancing discourse coherence and encouraging reflective learning. Collectively, these innovations not only reinforce foundational linguistic skills but also foster more engaging, individualized, and authentic learning experiences that align with real-world language use.

Suseno and Dama (2024) emphasized that speaking is the most vital aspect of effective communication, yet it remains a significant challenge for many learners. Their research highlighted that students across educational levels—including those in universities, as well as senior and junior high schools—often struggle with speaking practice, which hinders their ability to clearly express their thoughts and ideas. To address this issue, the researchers conducted an in-depth analysis of 11 scholarly articles that explored the relationship between speaking competence and the use of YouTube as a pedagogical tool. Employing a combination of quantitative, qualitative, and mixed-method approaches, they examined the impact of integrating YouTube content into language instruction. The results revealed that YouTube is a highly effective medium for enhancing students' speaking abilities. Specifically, it contributes significantly to the development of key linguistic

components such as pronunciation, vocabulary acquisition, and grammatical accuracy. These findings offer valuable insights for educators and learners alike, suggesting that technology-enhanced instruction—particularly through platforms like YouTube—can foster more engaging and productive speaking practice. Ultimately, this approach supports a deeper understanding of both the process of language learning and the practical application of speaking skills in real-world context.

Burns and Richards (2002), in their work *Person to Person 1*, exemplify these principles by encouraging learners to explore familiar, relatable topics and to communicate directly with one another. Their methodology supports the idea that language is best learned through social exchange and contextual relevance. Moreover, the integration of technology into language education further enhances the CLT approach. Digital tools and platforms offer dynamic, interactive spaces where learners can engage in spontaneous dialogue, collaborate in real time, and access authentic materials. These tech-enabled environments naturally align with CLT's emphasis on fluency, learner autonomy, and the use of language in realistic settings.

Oral communication is a cornerstone of effective language acquisition, enabling learners not only to express themselves fluently but also to engage meaningfully in real-world interactions. Despite its critical role, the development of oral communication skills—particularly speaking and pronunciation—has been consistently marginalized within Iraq's English as a Foreign Language (EFL) education system. At both middle and high school levels, instructional priorities tend to lean heavily toward receptive skills such as reading, listening, and grammar comprehension. This imbalance results in limited opportunities for students to actively produce language, thereby stunting their communicative competence.

A recent research underscores the pressing need to reform English language instruction in Iraqi secondary schools. Albobdair (2021) highlights that students often struggle to articulate their thoughts in English, largely due to the teacher-centered nature of oral communication activities. With limited opportunities for student participation, learners are left passive and disengaged, while educators themselves lack the specialized training required to effectively nurture speaking skills. To address these challenges, Albobdair advocates for the integration of modern technology and interactive teaching strategies—such as small group discussions and communicative exercises—that can transform classrooms into dynamic, student-centered environments. Without such pedagogical shifts, students remain ill-equipped to use English in practical, real-world contexts.

This call for reform aligns with broader trends in second language acquisition, as illustrated by Meskill (1996), who observed a paradigm shift from rote memorization to creative and meaningful language use. In this modern framework, language is no longer treated as a static set of rules to be memorized, but as a flexible system for generating meaning. Consequently, classroom practices have evolved to emphasize learner agency, encouraging students to actively construct and interpret language through imaginative and interactive tasks. Creativity plays a pivotal role in this transformation, fostering communicative confidence and competence through activities like storytelling, role-play, and collaboration.

Building on this foundation, Meskill further emphasized that the integration of creativity, interaction, and technology reflects a deeper understanding of how languages are learned. By promoting active and imaginative use of language, educators can cultivate a more engaging and effective learning environment—one that not only enhances linguistic proficiency but also empowers students to become thoughtful, expressive users of the target language. When applied to the Iraqi context, these insights suggest that embracing student-centered, creative

methodologies could be key to overcoming current limitations and unlocking students' full communicative potential.

In sum, the theoretical underpinnings of this study highlight the intersection of communicative language teaching, multimedia learning theory, and socio-cognitive perspectives on oral proficiency. These frameworks collectively support the integration of video conversations as a pedagogical tool that not only models authentic interaction but also fosters learner autonomy, engagement, and fluency. Grounded in these principles, the present study explores how video-mediated dialogue can serve as a catalyst for meaningful oral communication in the EFL university classroom.

## **2.2 Technology in EFL Oral Communication Skills Development:**

In recent years, technological innovations have significantly reshaped the landscape of EFL instruction, particularly in the realm of oral communication. A growing body of research highlights the transformative potential of digital tools in enhancing learners' speaking proficiency, confidence, and autonomy.

One notable advancement is the integration of AI-powered pronunciation platforms, such as Elsa Speak, which offer personalized feedback on prosody, clarity, and articulation. According to Liu & Chang (2022), learners using these tools demonstrated marked improvements not only in their speech production but also in their ability to self-monitor and reflect on their performance. These platforms promote metacognitive awareness, empowering students to take ownership of their oral development through targeted, data-driven insights.

Complementing this are asynchronous speaking platforms like Flipgrid, which allow learners to record and share video responses at their own pace. Research by van Ginkel et al. (2020) suggests that such tools foster a supportive environment for oral practice, reducing performance anxiety and encouraging repeated

rehearsal. The asynchronous format also facilitates meaningful peer and teacher feedback, contributing to increased learner engagement and confidence.

Additionally, video-based instructional materials continue to serve as valuable scaffolds for modeling conversational structures and pronunciation patterns. As Gass and Selinker (2008) observed, these resources enhance listening comprehension and aid memorization. However, their static nature often limits interactivity and adaptability, making them less effective in nurturing spontaneous speech production.

Together, these technologies represent a dynamic shift toward more learner-centered, flexible, and responsive approaches to oral skill development in EFL contexts. By blending AI, asynchronous communication, and multimedia scaffolding, educators can create richer, more personalized learning experiences that address both the cognitive and affective dimensions of speaking proficiency.

In line with the growing emphasis on student-centered and digitally enriched language instruction, Yan and Yang (2024) highlight that virtual reality (VR) has emerged as a transformative tool for enhancing speaking skills among learners of English as a Foreign Language (EFL). By offering immersive and authentic environments that replicate real-world communicative scenarios, VR enables students to engage in meaningful language use that goes beyond traditional classroom boundaries. This approach reflects a broader pedagogical shift toward fostering creativity, interaction, and learner autonomy—moving away from rote memorization and toward dynamic, expressive language practices.

VR technology functions by generating three-dimensional, computer-simulated environments in which users can interact with digital content or communicate with others in real time. The concept of virtual reality encompasses not only the technological framework but also the immersive experience and the user's active

engagement within these environments. Such features make VR particularly relevant for addressing persistent challenges in EFL classrooms, especially where students exhibit low levels of participation, limited fluency, and a lack of confidence in speaking English. By simulating realistic conversational settings, VR can help learners overcome anxiety and build communicative competence in a supportive, engaging context.

They augment that VR systems vary in their degree of immersion, offering adaptable solutions for different educational needs. Non-immersive VR typically involves desktop-based interaction using standard devices such as keyboards, mice, or touchscreens. Semi-immersive VR provides a more engaging experience by allowing users to navigate 3D virtual content on a screen while maintaining awareness of their physical surroundings. Fully immersive VR, the most advanced form, employs head-mounted displays connected to computers, enabling users to physically move and interact within a virtual space using joysticks or motion sensors. Each level of immersion presents unique opportunities for language learners to practice speaking in environments that mimic real-life communication, thereby enhancing fluency, confidence, and overall language proficiency.

In their study about the integration of technology in English language teaching, Kazemi and Narafshan (2014) advocated the effectiveness of utilizing learning technology, stating that it must be integrated into the curriculum. CALL (Computer-Assisted Language Learning) has become a flexible and standardized method for teaching languages, but its adoption depends heavily on professors' attitudes. While early use was limited to tech-savvy educators, CALL is now gaining broader attention. Positive attitudes toward technology help instructors feel more confident and willing to learn the necessary skills. Many professors mistakenly believe CALL requires extensive equipment, but even minimal tools—

like a single laptop and speakers—can be sufficient. This study explores the factors influencing teachers' willingness to use technology in their teaching.

In recent years, the concept of academic enthusiasm (AE) has gained significant traction within educational research, particularly in the context of language learning. AE refers to learners' intrinsic motivation, genuine interest, and active engagement in the learning process. It embodies a psychological and emotional commitment to academic activities, where students not only participate but do so with a sense of purpose, curiosity, and personal investment. This enthusiasm fosters a sense of belonging within the classroom and encourages learners to immerse themselves in collaborative and communicative tasks.

When applied to English as a Foreign Language (EFL) settings, AE becomes a critical driver of successful language acquisition—especially in the domain of oral communication. Learners who exhibit high levels of academic enthusiasm are more likely to persevere through the challenges of speaking in a second language, take initiative in conversation, and engage more deeply in interactive tasks. Their motivation translates into increased self-efficacy, greater willingness to take linguistic risks, and a more positive emotional experience during language practice.

In the context of the study conducted at Shatt Al-Arab University College, the integration of video-based conversational activities served as an initial step toward enhancing speaking skills. However, the potential of VR to further enrich this approach is considerable. By engaging students in realistic communicative scenarios, VR can help overcome the limitations of traditional classroom interactions and foster greater linguistic competence, confidence, and engagement. As such, the adoption of VR technologies represents a promising direction for future instructional design in EFL education, particularly in settings where students face persistent barriers to oral proficiency.

### 3. Research Methodology and Experimental Design

#### 3.1 Research Design:

This study adopts a mixed-method research design, combining both quantitative and qualitative approaches to provide a comprehensive understanding of the impact of video conversation practices on oral communication skills. Quantitative data, such as scores from pre- and post-communication tests, offer measurable insights into learners' progress in fluency, accuracy, and listening. Meanwhile, qualitative data—gathered through student interviews and reflective feedback—add depth and context to the numerical findings, revealing learners' perceptions, motivations, and engagement levels. This dual approach ensures a balanced analysis that captures both statistical trends and personal experiences, enriching the overall interpretation of the study's outcomes.

#### 3.2 Participants:

The study involves 80 EFL learners enrolled in a university-level English course, strategically divided into two groups to facilitate comparative analysis. The experimental group engages with technology-enhanced instruction, including video conversation tasks, while the control group follows a traditional textbook-based curriculum. To ensure validity and minimize bias, participants' age range, English proficiency levels, and educational backgrounds are clearly defined and matched across both groups. This careful selection and grouping allow for a fair assessment of the instructional impact and help isolate the effect of the technological intervention.

#### 3.3 Instruments:

A variety of instruments were employed to gather forceful data on learners' oral communication development and attitudes toward technology. Pre- and post-tests

measured key skills such as fluency, pronunciation accuracy, and listening comprehension. Surveys captured learners' perspectives on the use of video tools and their perceived effectiveness. Observation checklists were used during classroom sessions to monitor student engagement, interaction patterns, and responsiveness to tasks. Additionally, interviews and focus groups provided qualitative insights into students' learning experiences, challenges, and preferences, offering a nuanced view of the intervention's impact.

### 3.4 Procedure:

The experimental phase spanned eight weeks, during which both groups followed a structured curriculum based on Person to Person 1. To ensure consistency, teaching materials and digital tools were standardized, and instructors received training to align their delivery styles. Communication skills assessments were conducted at the beginning and end of the study to measure progress. Throughout the intervention, regular monitoring was implemented to maintain uniformity in instructional quality and classroom dynamics, ensuring that any observed differences in outcomes could be attributed to the use of video conversation practices.

### 3.5 Data Analysis:

Data analysis was conducted using both statistical and thematic techniques to reflect the study's mixed-method design. Quantitative data from the speaking tests were analyzed using descriptive and inferential statistics to identify significant improvements in oral communication skills. Qualitative data from interviews, surveys, and observations were coded and thematically analyzed to uncover recurring patterns, learner sentiments, and contextual factors influencing engagement. This integrated analysis approach allowed for cross-validation of findings and provided a multidimensional understanding of how video conversations affect EFL learners' communicative competence.

## 4. Results and Discussion

The results of this study reveal a clear positive impact of incorporating video conversation practices into EFL instruction. Quantitative data from pre- and post-speaking tests showed statistically significant improvements in the experimental group's oral fluency, pronunciation accuracy, and overall communicative confidence compared to the control group. These gains suggest that technology-enhanced instruction fosters more effective language acquisition. Qualitative findings from student interviews and surveys further support this outcome, with learners reporting heightened motivation, increased engagement, and a stronger sense of autonomy in their speaking practice. Observational data also indicated more dynamic peer interactions and greater willingness to participate in communicative tasks. The discussion highlights how video conversations bridge the gap between textbook exercises and real-world communication, offering authentic contexts that stimulate learner interest and performance. These findings align with existing literature advocating for blended learning approaches and underscore the need to modernize EFL curricula to reflect the communicative demands of a connected world.

### 4.1 Discussion of Pretest Results:

The pre-test serves as a foundational diagnostic tool in evaluating students' baseline oral communication skills prior to the integration of teaching technologies—specifically conversation videos—into the EFL university classroom. By examining students' performance across a range of communicative tasks, including descriptive exercises, hypothetical scenarios, and spontaneous speech, the pre-test reveals critical insights into their strengths and areas for improvement. The results indicate widespread challenges in fluency, clarity, and confidence, with a significant number of students rated in the lower performance categories. These findings underscore the need for pedagogical interventions that go beyond traditional instruction and offer

authentic, engaging language input. Conversation videos, as a form of teaching technology, present a promising solution by modeling real-life dialogues, enhancing listening comprehension, and fostering greater communicative confidence. The following discussion analyzes each pre-test item in detail, highlighting how the observed difficulties align with the broader goals of the research and how conversation videos may address these gaps effectively.

### **Section A: Spoken Interaction Tasks:**

**Item 1: Role Play – In pairs, simulate a situation at a hotel check-in counter. One student is the receptionist, the other a guest:**

As illustrated figure 1 below, the pretest results from the role-play activity, which simulated a hotel check-in scenario, revealed significant challenges in oral communication among the 80 EFL learners. A majority of students (63.75%) received a "Poor" rating, indicating limited ability to express themselves effectively in English. Only one student achieved an "Excellent" rating, while six were rated "Very Good," suggesting that high-level oral proficiency was rare within the group. Meanwhile, 22.5% of the learners fell into the "Fair" and "Good" categories, demonstrating some foundational communicative skills but lacking fluency, confidence, and spontaneity. These findings highlight a low baseline in oral communication competence and underscore the need for pedagogical intervention. The results support the rationale for incorporating teaching technologies into the EFL classroom, as digital tools such as interactive simulations, speech recognition software, and video-based feedback may offer more engaging and authentic speaking opportunities. By addressing specific weaknesses—such as pronunciation, vocabulary use, and conversational turn-taking—technology-enhanced instruction has the potential to significantly improve learners' oral communication skills. These pretest outcomes will serve as a benchmark.

*Item 1*

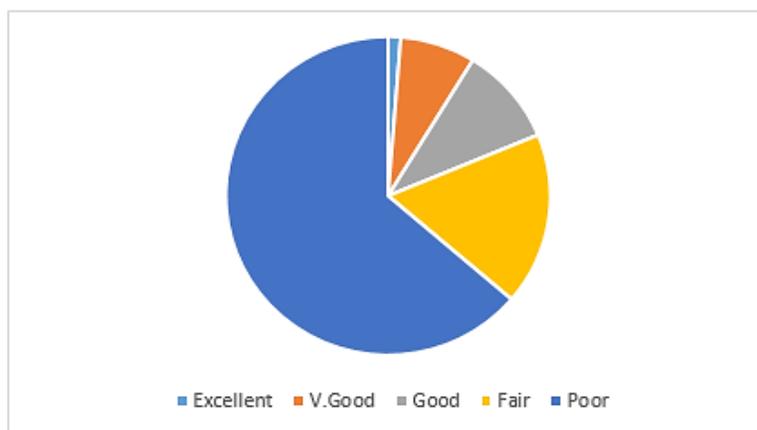


Figure (1): Role Play – In pairs, simulate a situation at a hotel check-in counter. One Student is the receptionist, the other a guest.

**Item 2: Information Gap – Student A describes a simple picture (without showing it); Student B draws it based on the description:**

The pretest item, depicted in Figure2 below, serves as a diagnostic tool within the broader research on the effectiveness of incorporating teaching technologies in an EFL university classroom, specifically for enhancing oral communication skills. The activity, an "Information Gap" task, requires one student to describe a picture while the other draws it based solely on the verbal description. The results reveal a significant performance gap, with 56 students rated as "Poor" and none achieving an "Excellent" rating. This outcome suggests that students may struggle with key components of oral communication, such as clarity, precision, and active listening. It also highlights the limitations of traditional methods in fostering these skills. The data underscores the potential value of integrating teaching technologies—such as visual aids, interactive platforms, and speech recognition tools—to provide more engaging, supportive, and effective learning environments. By leveraging technology, educators may better scaffold students' development in both expressive

and receptive oral communication, ultimately improving outcomes in tasks like the Information Gap activity.

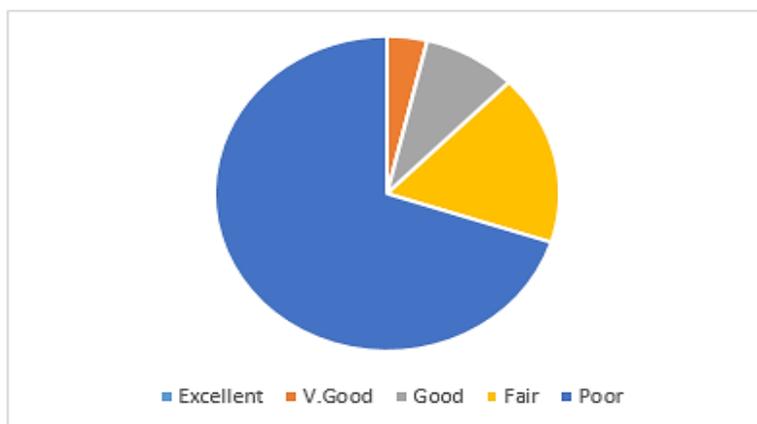


Figure (2): Information Gap – Student A describes a simple picture (without showing it); Student B draws it based on the description

### **Item 3 Interview Task – Conduct a mini-interview with a classmate about weekend plans using past and future tenses:**

The results indicate that only 2 students achieved an "Excellent" rating, while 5 were rated "Very Good" and 7 as "Good." A larger portion—18 students—fell into the "Fair" category, and a significant majority of 48 students were rated as "Poor." These findings suggest that many students struggle with using tenses accurately and engaging in spontaneous spoken interaction. The data reinforces the need for innovative teaching approaches, such as digital simulations, interactive grammar tools, and AI-driven speaking practice, which can provide targeted feedback and immersive experiences. Integrating such technologies may help bridge the gap between theoretical knowledge and practical application, ultimately improving students' oral proficiency in real-world communicative contexts. See figure 3 below.

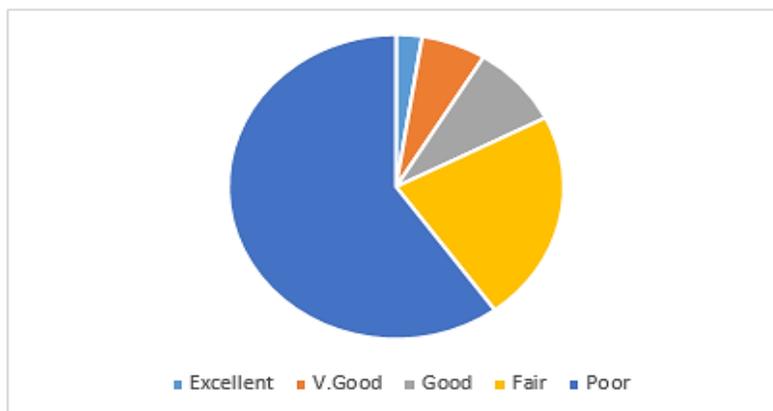


Figure (3): Interview Task – Conduct a mini-interview with a classmate about weekend plans using past and future tenses

#### **Item 4: Situation Response – Respond to a prompt like: "What would you do if you missed an important meeting?"**

The pretest item, which involved an Information Gap activity where one student described a picture and the other attempted to draw it based on the description, highlights significant challenges in oral communication among EFL university students. With the majority of students rated as "Poor" and none achieving an "Excellent" score, the results suggest difficulties in both expressing ideas clearly and interpreting spoken language accurately. Within the context of the research on the effectiveness of incorporating teaching technologies—specifically the use of conversation videos in the classroom—these findings underscore the need for more dynamic and contextualized input. Conversation videos offer authentic language use, visual cues, and situational context that can enhance learners' comprehension and speaking abilities. By exposing students to natural dialogues, varied accents, and real-life scenarios, conversation videos can help bridge the gap between textbook language and spontaneous communication. This multimodal approach may improve students' ability to describe, listen, and respond effectively, thereby addressing the

weaknesses revealed in the pretest and supporting the development of stronger oral communication skills.

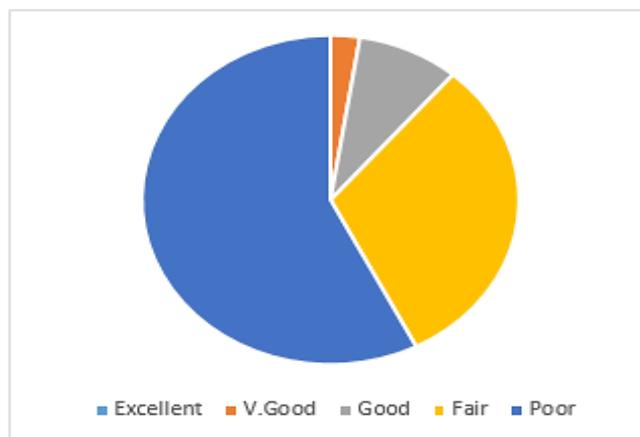


Figure (4): Situation Response – Respond to a prompt like: "What would you do if you missed an important meeting?"

## Section B: Pronunciation & Fluency Evaluation:

### Item 5: Read aloud a conversation from P2P containing a variety of structures and intonation markers:

The pretest item shown in the image evaluates students' pronunciation and fluency by asking them to read aloud a conversation from a P2P (peer-to-peer) activity that includes varied structures and intonation markers. This task is particularly relevant to the research on the effectiveness of using conversation videos in EFL university classrooms to enhance oral communication skills. The results reveal that only a small number of students performed at higher levels—2 rated as "Excellent," 4 as "Very Good," and 10 as "Good"—while the majority fell into the "Fair" (30 students) and "Poor" (34 students) categories. These findings suggest that many students struggle with pronunciation accuracy and natural intonation, which are critical for effective spoken communication. The use of conversation videos in the classroom can directly address these issues by providing students with authentic models of speech, including

rhythm, stress, and intonation patterns. Watching and mimicking real-life dialogues helps learners internalize pronunciation features and improve fluency. Therefore, integrating conversation videos into instruction may significantly enhance students' oral performance, as it offers both auditory and visual reinforcement of language use in context.

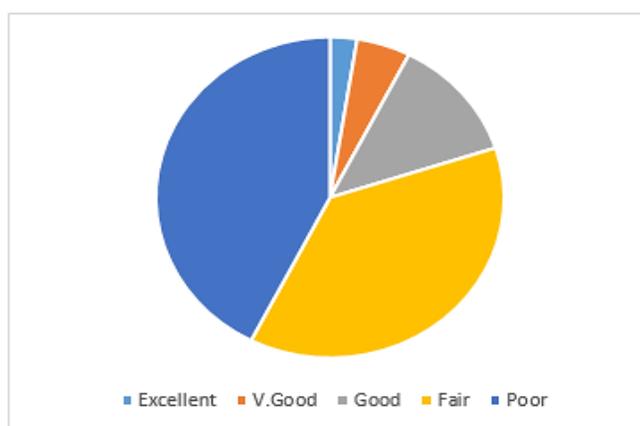


Figure (5): Reading aloud a conversation from P2P textbook.

Internalize useful expressions, and gain the confidence needed to speak more naturally and effectively in unscripted situations.

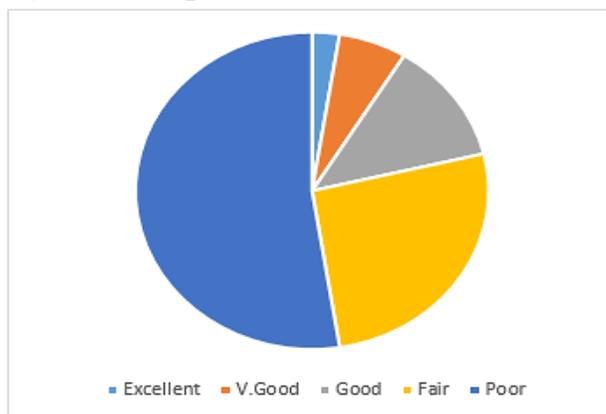


Figure (6): Talking for one minute about a familiar topic

### Section C: Self-Assessment Survey:

#### Item 7: To which level do you feel confident when speaking English in class?

The question asks students to rate their confidence when speaking English in class, with responses distributed across five levels: 2 students rated themselves as "Excellent," 8 as "Very Good," 17 as "Good," 39 as "Fair," and 14 as "Poor." These results suggest that while a small number of students feel highly confident, the majority perceive themselves as only moderately or minimally confident. In the context of research on using conversation videos in EFL classrooms, this self-assessment highlights the psychological and affective dimensions of language learning. Conversation videos can play a crucial role in boosting learners' confidence by providing relatable, engaging, and low-pressure exposure to spoken English. Watching real-life dialogues helps students become familiar with conversational patterns and reduces anxiety associated with speaking. Over time, this can lead to increased self-assurance and willingness to participate in class discussions, making conversation videos a valuable tool not only for skill development but also for fostering a more confident learning environment. Figure 7 depicts the relevant results. It highlights that many EFL students lack confidence in speaking English. This affects participation and fluency. Using conversation videos can improve confidence by providing authentic, low-pressure exposure to spoken language. As students become familiar with natural dialogues, their comfort and willingness to speak in class are likely to grow.

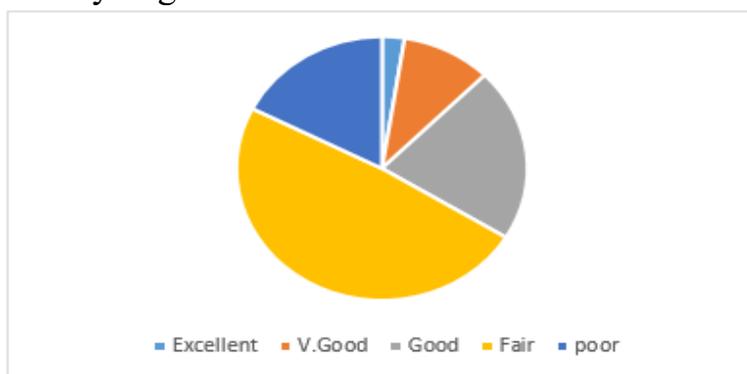


Figure (7): The level Students feel confident when speaking English in class.

**Item 8: To which level can you participate in conversations with ease?**

Figure 8 indicates that a large number of students find it difficult to engage in classroom conversations, as reflected by 35 students rated "Fair" and 23 rated "Poor." This points to a general lack of confidence and fluency in spoken English. Such hesitation may stem from limited exposure to authentic conversational contexts or fear of making mistakes. Integrating conversation videos into the EFL classroom can address these challenges by offering students repeated access to natural dialogues, varied accents, and real-life scenarios. These videos help learners internalize common expressions and improve listening comprehension, which in turn reduces anxiety and builds confidence. As students become more familiar with how English is used in everyday situations, they are more likely to participate actively and speak with greater ease and accuracy.

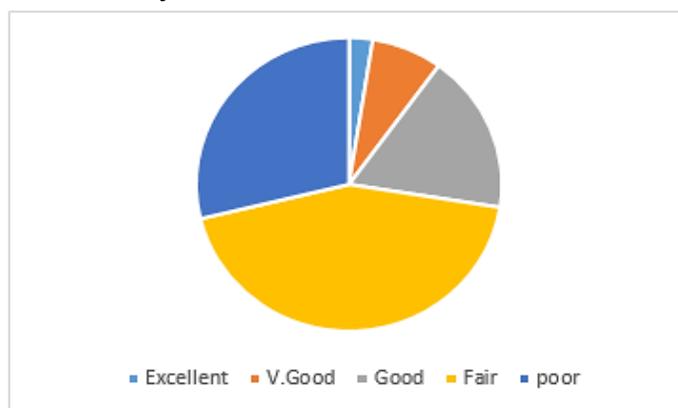


Figure (8): The level students can participate in conversations with ease.

## 4.2 Discussion of the Results of the Post-test:

### Section A: Video-Based Interaction:

#### Item 1: Simulated Video Call –Respond to the recorded message from a native speaker asking about a cultural tradition:

Post-Test Item 1 required students to respond to a simulated video call from a native speaker asking about a cultural tradition. The results show a moderate improvement in oral communication skills, with 4 students rated as "Very Good" and 7 as "Good." While no students reached the "Excellent" level, the majority—22 students—were rated "Fair," and only 7 were considered "Poor." Compared to the pre-test, this shift suggests that the use of conversation videos helped students become more comfortable with real-life dialogue formats and culturally relevant topics. The simulated video call likely provided a more engaging and authentic context, encouraging students to apply language in meaningful ways. However, the high number of "Fair" ratings indicates that many students still struggle with fluency, vocabulary range, or cultural depth. Continued use of conversation videos, paired with guided practice and feedback, may further enhance students' ability to respond confidently and appropriately in similar communicative scenarios.

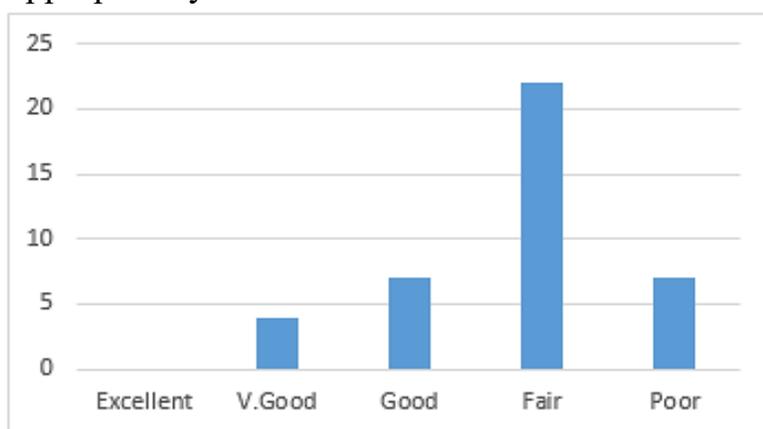


Figure (1): Respond to a recorded message from a native speaker asking about a cultural tradition

**Item 2: Video Interview –"Describe your city to a visitor." Focus on pronunciation and coherence:**

Post-Test Item 2 asked students to describe their city to a visitor in a video interview, focusing on pronunciation. The results show encouraging progress: 1 student achieved an "Excellent" rating, 4 were rated "Very Good," and 8 as "Good." Only 2 students were rated "Poor," indicating a significant reduction in weak performance. This suggests that conversation videos helped students improve pronunciation by exposing them to authentic speech patterns and intonation. The task's real-world relevance likely motivated clearer articulation and more confident delivery. While most students still fall short of excellence, the overall improvement reflects the positive impact of video-based instruction. See Figure 2 below:

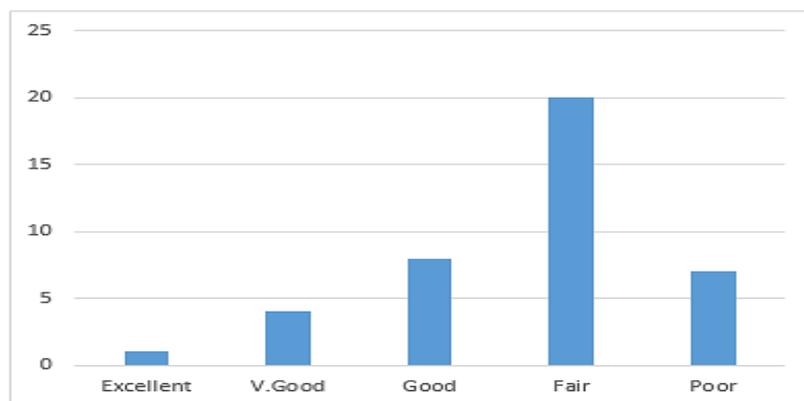


Figure (2): Describing Learner's city to a visitor via a video interview

**Item 3: Video Role Play –Practice a video chat where person 1 needs help booking a flight and person 2 plays a travel agent:**

Figure 3 illustrates the results of Post-Test Item 3, a video role-play exercise in which students simulated a travel booking conversation—one acting as a traveler and the other as a travel agent. The performance ratings show a balanced distribution, with 2 students rated "Excellent," 5 "Very Good," and 11 "Good." However, the majority—

17 students—were rated "Fair," and 5 received a "Poor" rating. These results suggest that while some students demonstrated strong communicative competence, many still struggled with fluency, vocabulary, or role-specific language. The task's real-life context likely helped students engage more naturally, and the use of conversation videos may have supported their ability to navigate structured dialogues. Nevertheless, the high number of "Fair" ratings indicates a need for more targeted practice in transactional speaking. Overall, Figure 3 reflects moderate progress and reinforces the value of video-based role-play in developing practical communication skills in EFL settings.

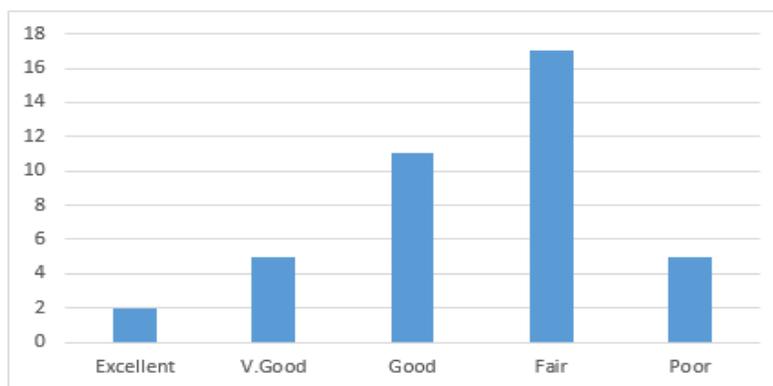


Figure (3): Conducting a video chat where person 1 needs help booking a flight and person 2 plays a travel agent.

## Section B: Reflective Speaking Tasks:

### Item 4: Talk about your experience learning English through video conversations. What felt easier or harder?

Figure 4 presents the results of Post-Test Item 4, which asked students to reflect on their experience learning English through video conversations, identifying what felt easier or harder. The responses show that none rated the experience as "Excellent," while 5 selected "Very Good," 8 chose "Good," 20 marked "Fair," and 7 indicated "Poor." This distribution suggests that while some students found video-based

learning beneficial, the majority experienced moderate or limited ease with the approach. The high number of "Fair" ratings may reflect challenges in adapting to video content, such as fast-paced speech or unfamiliar accents. However, the presence of "Good" and "Very Good" responses indicates that certain aspects—like visual context or conversational structure—did support learning. Figure 4 highlights the need for scaffolding and guided practice when using video conversations, ensuring that learners can fully benefit from the exposure to authentic language while gradually building comprehension and speaking confidence.

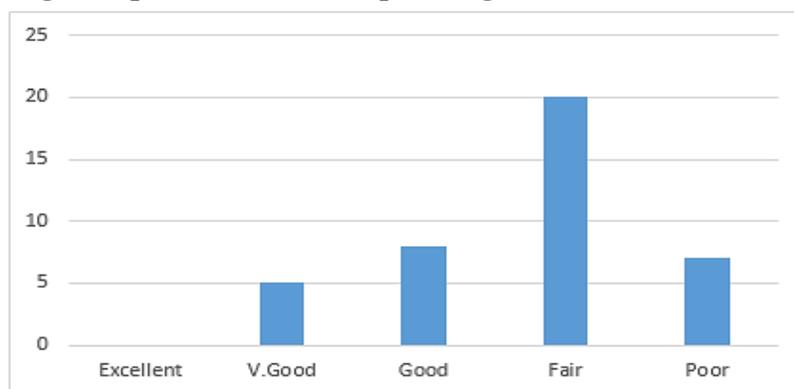


Figure (4): Talking about Students' experience learning English through video conversations. What felt easier or harder?

### **Item 5: Compare your speaking confidence now versus 8 weeks ago in a short monologue:**

Figure 5 presents the results of Post-Test Item 5, which asked students to compare their current speaking confidence with how they felt eight weeks earlier. The data shows that 2 students rated their confidence as "Excellent," 7 as "Very Good," and 11 as "Good," while 16 students selected "Fair" and 4 chose "Poor." This distribution reflects a noticeable shift toward improved self-perception, with most students reporting higher confidence levels than before. The integration of conversation videos likely contributed to this change by providing consistent exposure to authentic

spoken English and reducing anxiety through familiarization with natural dialogue. Although a large portion still rated themselves as "Fair," the overall trend suggests that students are gradually becoming more comfortable speaking English. Figure 5 underscores the importance of affective factors in language learning and supports the idea that video-based instruction can positively influence learners' confidence and willingness to communicate.

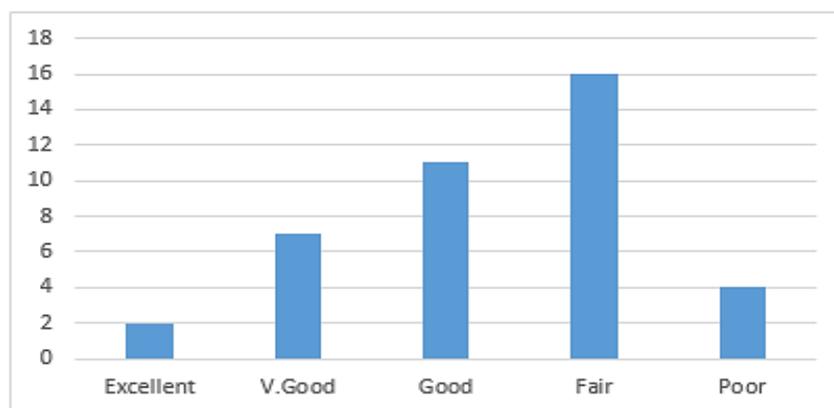


Figure (5): Comparing the Students' speaking confidence now versus 8 weeks ago

### Section C: Post-Use Perception Survey:

#### Item 6: To which level video practice improved your speaking fluency?

Based on the results of the post-test item 6, the majority of respondents rated the improvement as either "Fair" (19) or "Good" (11), indicating moderate perceived gains in fluency. A smaller group (7) selected "Very Good," suggesting that some participants experienced more substantial benefits. Notably, no respondents rated the improvement as "Excellent," and only 3 chose "Poor," implying that negative experiences were minimal. These results suggest that while video practice was generally effective in enhancing speaking fluency, its impact varied among individuals. The absence of "Excellent" ratings may point to limitations in the practice method or its implementation. Overall, the data supports the usefulness of

video practice, though further refinement may be needed to maximize its effectiveness. Figure 6 demonstrates these relevant results.

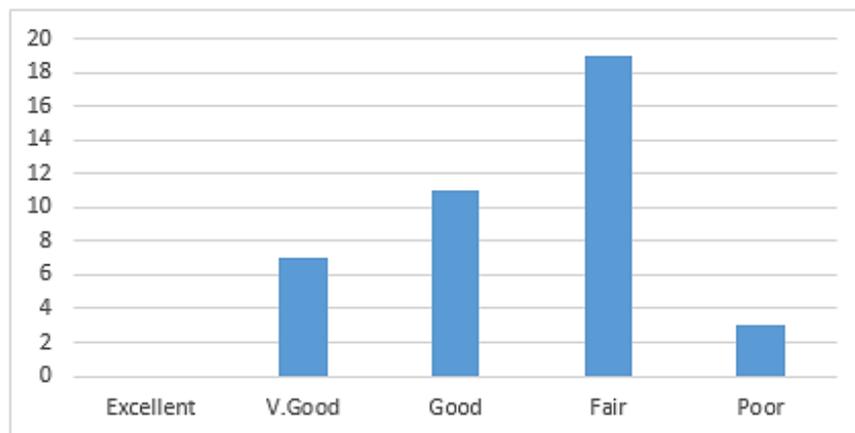


Figure (6): The level video practice improved the learners' fluency

**Item 7: To which level you felt more engaged during video conversation activities:**

Figure 7 shows the results to the post-test item “To which level are you felt more engaged during video conversation activity?”, which reveals varied levels of engagement among participants. Most respondents rated their engagement as “Fair” (15) or “Very Good” (12), suggesting that while many felt moderately involved, a significant number experienced strong engagement. Fewer participants selected “Good” (8), and only 2 rated their engagement as “Excellent,” indicating that peak engagement was rare. Meanwhile, 3 respondents chose “Poor,” showing minimal connection to the activity. Overall, the data suggests that video conversation activities were generally effective in fostering engagement, though improvements could be made to enhance interactivity and participant involvement.

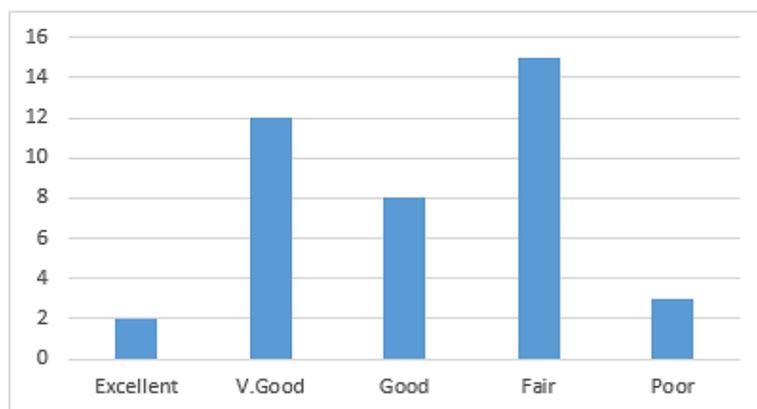


Figure (7): The level the learners felt more engaged during video conversation activities.

**Item 8: “Feedback from recorded tasks helped me improve my pronunciation.”**

The post-test item “Feedback from recorded tasks helped me improve my pronunciation” shows that most participants found the feedback beneficial to some extent. A majority rated the impact as “Fair” (17) or “Good” (10), indicating moderate improvement in pronunciation. Seven respondents selected “Very Good,” and four rated it as “Excellent,” suggesting that a notable portion experienced significant gains. Only two participants chose “Poor,” reflecting minimal perceived benefit. These results suggest that recorded task feedback is a generally effective strategy for pronunciation improvement, though its impact varies. Enhancing the clarity, specificity, or delivery of feedback may help more learners achieve higher levels of improvement. See Figure 8.

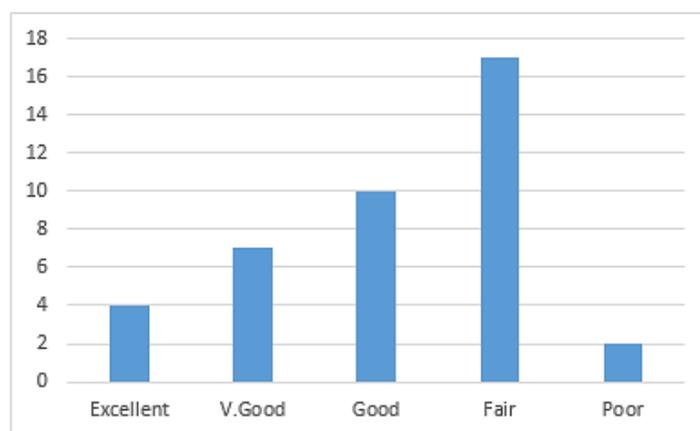


Figure (8): Feedback from recorded tasks helped me improve my pronunciation

### Implications of the Pre-Test and Post-Test Results:

The pre-test was conducted with an experimental group of 80 EFL learners to assess their baseline performance in speaking fluency, engagement, and pronunciation. Results revealed that most participants rated their abilities as “Fair” or “Poor,” indicating limited proficiency and confidence in oral communication. Engagement levels were also low, suggesting that traditional classroom methods may not have sufficiently motivated learners or provided meaningful opportunities for interaction. Pronunciation was similarly weak, with few learners reporting strong control over phonetic accuracy. These findings highlight the need for more dynamic and feedback-oriented instructional strategies to support speaking development.

The post-test was administered to a control group of 40 EFL learners who underwent an 8-week targeted intervention involving video conversation activities and recorded task feedback. Results showed marked improvement across all assessed areas. Speaking fluency ratings shifted toward “Good” and “Very Good,” with fewer “Poor” responses. Engagement during video activities was notably higher, with many learners selecting “Very Good” or “Fair,” indicating that the format was more stimulating than traditional methods. Pronunciation also improved, with a majority

rating feedback from recorded tasks as “Fair” to “Good,” and a smaller but significant portion selecting “Very Good” or “Excellent.” These outcomes suggest that the intervention had a positive impact on learners’ oral skills and motivation.

Comparing the pre-test results from the experimental group with the post-test results from the control group reveals meaningful insights into the effectiveness of the instructional intervention. Despite the smaller size of the control group, the upward shift in ratings across fluency, engagement, and pronunciation suggests that video-based practice and recorded feedback are valuable tools for enhancing EFL speaking performance. The contrast between the pre-test’s predominantly low ratings and the post-test’s more favorable responses underscores the limitations of traditional methods and the potential of multimedia-supported learning.

The increased engagement in the control group implies that learners were more invested in the process, which likely contributed to their improvement. While “Excellent” ratings remained relatively low, the overall trend points to a successful intervention that could be scaled or adapted for broader use. Educators should consider integrating such strategies into their curricula to foster more interactive, reflective, and effective speaking practice. Future studies might explore longitudinal effects or compare outcomes across different learner profiles to further validate these findings.

## 5. Conclusions and Recommendations

This study concludes that incorporating video conversation practices into EFL university classrooms significantly enhances students’ oral communication skills. The experimental group demonstrated notable improvements in fluency, pronunciation, and communicative confidence, supported by both quantitative test results and qualitative feedback. Learners expressed increased motivation and engagement, attributing their progress to the interactive and authentic nature of

video-based tasks. These findings affirm the pedagogical value of blending traditional instruction with digital tools to create dynamic language learning environments. Based on these outcomes, it is recommended that EFL curricula integrate video conversation activities as a core component of oral skills development. Teacher training programs should also include modules on technology-enhanced instruction to ensure effective implementation. Future research may explore long-term impacts, variations across proficiency levels, and the role of different video formats in shaping communicative competence.

## References

1. Ahmed, K., & Zhao, Y. (2023). Immersive learning through VR: Assessing EFL speaking accuracy and spontaneity. *TESOL Quarterly*, 57(1), 91–109. <https://doi.org/10.1002/tesq.325>.
2. Albobdair, Mohammed Hasan Mahdi H.: (2021) '*Developing Iraqi EFL Secondary School Students' Oral Communication Skills*'. HNSJ Humanitarian & Natural Sciences Journal. ISSN: (e) 2709-0833. [www.hnjjournal.net](http://www.hnjjournal.net).
3. Burns, A., & Richards, J. C. (2002). *Person to Person 1: Communicative speaking and listening skills*. Oxford University Press.
4. Burns, A., & Richards, J. C. (2002). *Person to Person 1: Communicative speaking and listening skills*. Oxford University Press.
5. Canale, Michael (1980). "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing". *Applied Linguistics* 1 (1).
6. Chapelle, C. A. (2003). *English language learning and technology: Lectures on applied linguistics in the age of information*. John Benjamins Publishing
7. Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). Routledge.

8. Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). Routledge.
9. Hymes, D.H. (1972) On Communicative Competence In: J.B. Pride and J. Holmes (eds) *Sociolinguistics. Selected Readings*. Harmondsworth: Penguin, pp. 269-293. (Part 2).
10. Kazemi, A. and Narafshan, M. H. (201). *Technology and English Language Teaching (ELT)*. *Advances in Language and Literary Studies*. Vol. 5 No. 6; December 2014. Doi:10.7575/aiac.all.v.5n.6p.60.
11. Liu, S., Zhang, Y., & Chang, J. (2022). The impact of AI-driven pronunciation tools on EFL learners' oral fluency. *Journal of Language and Technology*, 19(3), 145–162 -Wang, Q., & Vásquez, C. (2021). Gamification in EFL classrooms: A longitudinal study of.
12. Liu, S., Zhang, Y., & Chang, J. (2022). The impact of AI-driven pronunciation tools on EFL learners' oral fluency. *Journal of Language and Technology*, 19(3), 145–162.
13. Meskill, C. (1996) *Computers, Creativity and Communicative Competence: An Association Machine*. *Computer Assisted Language Learning Journal*. 9, 2, 115-123.
14. Quist, G 2013 *Reading With My Eyes Open: Embracing the Critical and the Personal in Language Pedagogy*. London: Ubiquity Press. DOI: <http://dx.doi.org/10.5334/baj>.
15. Suseno, Edy and Darma, Ikip Widya: (2024): *Enhancing Speaking Skill Through Youtube: Systematic Literature Review*. *Innovare Journal of Social Sciences*. Vol 12, Issue 1.

16. Van Ginkel, S., Gulikers, J., Biemans, H., & Mulder, M. (2020). Fostering oral presentation competence in higher education: Feedback effectiveness on students' self-assessment. *Assessment & Evaluation in Higher Education*, 45(1), 1–21. <https://doi.org/10.1080/02602938.2019.1608901>.
17. Wang, W. et al (2024). Speaking accuracy and fluency among EFL learners: The role of creative thinking, emotional intelligence, and academic enthusiasm. doi: 10.1016/j.heliyon.2024.e37620.
18. Warschauer, M., & Meskill, C. (2000). Technology and teaching English language learners. *Language Learning & Technology*, 4(2), 57–71.
19. Yan, W., Lowell, V.L. & Yang, L. Developing English language learners' speaking skills through applying a situated learning approach in VR-enhanced learning experiences. *Virtual Reality* 28, 167 (2024). <https://doi.org/10.1007/s10055-024-01061-5>.