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# The Effects of Video-Supported Extensive Speaking Activities on English Speaking Skills of Lower Secondary School Students

*Pisan Pankeaw*
*Thida Roungda**
Faculty of Humanities and Social Sciences, Phetchaburi Rajabhat University, Thailand
*Corresponding author's email: thida.rou@mail.pbru.ac.th
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## Abstract

Developing English speaking competence remains a major challenge for learners in English as a Foreign Language (EFL) context, where limited opportunities for authentic communication often constrain speaking development. Although previous studies have examined the use of video in language learning, relatively few have explored how video-supported instruction can be systematically integrated with extensive speaking activities in lower secondary classrooms. This study aimed (1) to investigate the effects of video-supported extensive speaking activities on students' English speaking skills, (2) to compare the speaking performance of students who learned through video-supported instruction with those who received conventional instruction, and (3) to propose a preliminary Video-Supported Extensive Speaking (VES) Model based on empirical findings. A quasi-experimental pretest–posttest control group design was employed. The participants consisted of 60 lower secondary school students in Phetchaburi Province, Thailand, who were assigned to an experimental group (n = 30) and a control group (n = 30). The experimental group participated in video-supported extensive speaking activities learning with video input, supported speaking practice, and interactive communicative exercises while the control group received traditional instruction. The control group received conventional instruction using the same communication topics and equivalent instructional time. Data were collected through a speaking performance test and examined using descriptive statistics (mean and standard deviation). The inferential techniques include paired and independent t-tests and effect size (Cohen's d).

The results revealed that students in the experimental group showed a statistically significant improvement in their speaking performance after the intervention ($p < .001$) and significantly outperformed the control group, with a very large effect size. Based on these findings, a preliminary VES Model was proposed, integrating video input, scaffolded speaking practice, interactive tasks, and pretest–posttest evaluation. English speaking performance was directly assessed; participation in speaking activities and effective oral language use remain potential outcomes requiring future assessment.

**Keywords:** Video-supported instruction, Extensive speaking, English speaking skills, EFL learners, Instructional model

## 1. Introduction

In the twenty-first century, English has become a global lingua franca for communication in academic, professional, and international contexts. Savignon (2017) emphasized that communicative competence is essential for meaningful language use in real-life situations. In response to these demands, contemporary language education has increasingly emphasized the integration of technology to enhance learner engagement and interaction in communicative contexts. Consequently, language teaching has shifted toward communicative and interaction-oriented approaches that prioritize authentic language use and active learner participation.

Among the four language skills, speaking remains one of the most challenging for learners in English as a Foreign Language (EFL) context. MacIntyre (2017) emphasized that language anxiety significantly influences learners' willingness to communicate, particularly in speaking situations. Similarly, Derakhshan et al. (2016) found that limited exposure to authentic communication and insufficient speaking practice hinder learners' fluency and accuracy. In many exam-oriented educational systems, opportunities for meaningful oral interaction remain limited, as classroom instruction often prioritizes grammar and written exercises over communicative use of language.

In the Thai educational context, English is taught as a compulsory subject throughout basic education. However, many Thai EFL learners continue to experience difficulties in developing speaking skills due to limited opportunities for authentic communication, teacher-centered instructional practices, and an emphasis on grammar-oriented examinations. As a result, classroom interaction often focuses on language accuracy rather than meaningful communication. These challenges are particularly evident at the lower secondary level, where students have relatively limited exposure to communicative English use both inside and outside the classroom. Consequently, there is a need for instructional approaches that provide learners with authentic language input and increased opportunities for meaningful speaking practice.

To address these challenges, extensive speaking activities have been increasingly recognized as an effective pedagogical approach. Leong and Ahmadi (2017) suggested that frequent speaking practice can enhance learners' speaking performance and communication confidence. Likewise, Nation and Newton (2009) emphasized that meaning-focused speaking activities contribute to fluency development through sustained language use. These perspectives suggest that extensive speaking provides learners with valuable opportunities to practice language in meaningful contexts and to develop communicative competence.

At the same time, advances in educational technology have led to the growing integration of multimedia resources in language learning. Mayer (2021) proposed that learners

process information more effectively when instructional materials combine visual and auditory elements, as explained in multimedia learning theory. In addition, Sweller et al. (2019) noted that well-designed multimedia instruction can enhance learning efficiency by reducing cognitive load and facilitating information processing. In the context of language education, Godwin-Jones (2018) highlighted that video-based materials provide authentic and contextualized input that supports both comprehension and language production.

Despite these developments, existing research has largely examined video-based learning and speaking instruction as separate domains. Previous studies on video-based language learning have primarily focused on enhancing listening comprehension, vocabulary acquisition, and language exposure (Talaván & Rodríguez-Arancón, 2018; Chen et al., 2021). In contrast, research on speaking instruction has generally emphasized communicative activities, interactional practice, and fluency development without systematically incorporating multimedia-supported input into classroom speaking tasks (Kantisa & Sitthitikul, 2020). As a result, there remains limited empirical evidence regarding how video-supported instruction can be effectively integrated with extensive speaking activities within a structured classroom-based framework, particularly in lower secondary EFL contexts where learners have restricted opportunities for authentic communication. Although recent studies have demonstrated that video-based instruction can positively influence learners' speaking performance and engagement in EFL settings (Chen et al., 2021), the pedagogical integration of video-supported input and extensive speaking activities within a coherent instructional framework remains underexplored, especially at the lower secondary level.

Although previous studies such as Chen et al. (2021), Kantisa & Sitthitikul (2020), reported positive effects of video-supported instruction on speaking development, these studies primarily focused on the use of video as an instructional tool. Limited attention has been given to the integration of video-supported input with extensive speaking activities within a structured classroom framework. Furthermore, few studies have proposed a pedagogical framework derived from empirical classroom implementation among lower secondary EFL learners.

Moreover, relatively few studies have investigated such instructional integration in regional or provincial educational settings, where resource limitations and traditional teaching practices may further constrain opportunities for speaking development. More importantly, limited research has attempted to develop a comprehensive framework explaining how multimedia input, speaking practice, and communicative outcomes interact in authentic classroom environments. This gap limits educators' ability to design evidence-based instructional

approaches that effectively enhance learners' speaking performance. Therefore, the present study seeks to address these gaps through the development of the VES Model.

To address these limitations, the present study proposes a VES Model derived from the empirical findings of the study. The model represents an integrative pedagogical framework that combines video-based input, structured speaking practice, and interactive communication activities to support the development of learners' English speaking performance.

Therefore, this study aims to (1) investigate the effects of video-supported extensive speaking activities on the English speaking skills of lower secondary EFL students, (2) to compare the speaking performance between students learning with video-supported extensive speaking activities and students receiving traditional instruction, and (3) to propose a preliminary Video-Supported Extensive Speaking (VES) Model based on the intervention process and empirical findings. The model is presented in order to provide a practical and effective pedagogical framework for speaking instruction.

## 2. Literature review

### 2.1 Teaching Speaking Skills in EFL Contexts

Speaking is recognized widely as one of the most complex and challenging skills for learners in English as a Foreign Language (EFL) context. MacIntyre (2017) pointed out that learners' desire to communicate is strongly influenced by psychological factors, particularly language anxiety. They can significantly limit speaking performance. Similarly, Derakhshan et al. (2016) found that limited access to authentic communication and insufficient speaking practice affect learners' fluency and accuracy negatively.

In addition, speaking performance involves fluency, accuracy, pronunciation, vocabulary, and interactional competence. Leong and Ahmadi (2017) claimed that effective speaking development needs a balance between fluency and accuracy. Too much focus on correctness may reduce learners' confidence and desire to participate in communication. In addition, Nation and Newton (2009) highlighted that meaning-focused speaking activities support fluency development through sustained language use and repeated communicative practice.

In summary, those studies suggested that speaking development in EFL contexts requires instructional approaches that provide meaningful communication opportunities while addressing learners' affective barriers simultaneously.

### 2.2. Extensive Speaking Activities

Extensive speaking activities refer to meaning-focused speaking practices that provide learners with sustained opportunities to produce oral language beyond short and controlled

responses. Unlike general communicative speaking activities, which may focus on the completion of specific classroom tasks, extensive speaking emphasizes extended language production, repeated communicative use, learner interaction, and fluency development through meaningful communication. Typical extensive speaking activities include discussions, role-plays, storytelling, presentations, and collaborative speaking tasks that encourage learners to express ideas, negotiate meaning, and maintain communication over an extended period of time. As a result, extensive speaking is considered an important approach for developing learners' speaking fluency, confidence, and overall communicative ability.

Extensive speaking activities have been recognized widely as an effective pedagogical approach to address the challenges associated with speaking development. Leong and Ahmadi (2017) found that frequent speaking practice can improve learners' fluency and communication confidence significantly. Similarly, Nation and Newton (2009) emphasized that speaking activities that focus on meaning play an important role in developing fluency through sustained language use. In addition, Goh and Burns (2012) proposed that structured speaking practice provides interactional support and can enhance learners' communicative competence and confidence. Recent research studies support the effectiveness of video-based instruction in enhancing speaking performance. They indicate that learners benefit from multimodal input that combines visual and auditory elements in communicative contexts (Chen et al., 2021). These findings refer to the potential of video-supported instruction to facilitate both language comprehension and production. Extensive speaking activities generally include discussions, role-plays, storytelling, and collaborative tasks. They require learners to use language for meaningful communication. The effectiveness of extensive speaking activities can also be explained through task-based language teaching, interactionist perspectives, and speech production theory. Skehan (2018) argued that task-based speaking activities provide learners with opportunities to develop fluency, accuracy, and communicative effectiveness through meaningful language use. Similarly, Ellis et al. (2019) emphasized that communicative tasks encourage learners to actively engage in language production and interaction, thereby facilitating language development through meaningful communication. From an interactionist perspective, Long's Interaction Hypothesis suggests that language acquisition is promoted through interaction and negotiation of meaning, during which learners receive feedback, clarify misunderstandings, and modify their language use. Furthermore, Kormos (2006) proposed that repeated speaking practice supports the development of speech production processes by enabling learners to access linguistic knowledge more efficiently and produce language with greater fluency. Taken together, these perspectives suggest that

repeated speaking tasks, interaction, noticing, and language output play important roles in promoting learners' speaking development. Vygotsky (1978) mentioned that learning is socially developed through interaction, suggesting that language development appears through collaborative meaning-making. Furthermore, Goh and Burns (2012) indicated that guided speaking practice and interactive activities support learners in developing both fluency and confidence. This suggests that speaking development is not only a linguistic process but also a social one.

The effectiveness of extensive speaking activities can also be explained through Swain's Output Hypothesis (2005), which emphasizes the important role of language production in second language development. According to this perspective, learners develop their language abilities by actively producing language, identifying gaps in their linguistic knowledge, and modifying their output through communicative interaction. Therefore, extensive speaking activities provide valuable opportunities for learners to engage in meaningful language production and support the development of English speaking skills.

Furthermore, extensive speaking activities promote collaborative learning. By means of peer interaction, learners can negotiate meaning, clarify ideas, and adjust their language use, which contributes to the development of communicative competence. This perspective is also consistent with task-based language teaching principles, which emphasize meaningful communication, learner interaction, and repeated task performance as important conditions for language development (Ellis et al., 2019). Therefore, extensive speaking becomes a key instructional approach for enhancing both fluency and communication effectiveness in EFL contexts.

**2.3 Video-Based Learning in Language Education**

Alongside pedagogical developments, the growth of educational technology has led to the increasing integration of multimedia resources in language learning. In contrtas, Mayer (2021) found that learners interpret information more effectively when instructional materials integrate visual and auditory elements, as explained in multimedia learning theory. Similarly, Sweller et al. (2019) asserted that well-designed multimedia instruction can reduce cognitive load and enhance learning efficiency by optimizing information processing. In addition, Paas and Merriënboer (2021) emphasized that effective instructional design supports learning by managing cognitive load and facilitating schema construction.

In the context of language learning, Godwin-Jones (2018) emphasized that video-based materials provide authentic and contextualized language input that enables learners to observe pronunciation, gestures, and conversational patterns in real-life communication.

Similarly, Harmer (2001) noted that exposure to authentic language input supports learners' ability to develop communicative competence through meaningful use of language.

Importantly, such multimodal input plays a crucial role in supporting speaking development, as learners are able to observe authentic language use and subsequently apply it in communicative production. Video materials can also function as effective stimuli for communicative speaking activities. By observing meaningful interactions, learners are exposed to realistic language use that is applicable with subsequent speaking tasks, for example: role-play, discussions, and storytelling. This suggests that video-based learning has the potential to support both input and output processes in language development.

The pedagogical value of video-based input extends beyond language comprehension. Video materials provide learners with authentic models of pronunciation, vocabulary use, conversational patterns, and non-verbal communication in meaningful contexts. Through observation and exposure to authentic language use, learners can acquire linguistic resources that support subsequent speaking production. When combined with extensive speaking activities, video-supported input can serve as a foundation for discussions, role-plays, storytelling, and other communicative tasks, thereby facilitating the transition from language input to language output. Consequently, the integration of video-based input and extensive speaking activities may provide learners with richer opportunities for speaking development in EFL classrooms.

**2.4 Literature Synthesis**

The reviewed literature highlights speaking development in EFL contexts across three key dimensions in. First, MacIntyre (2017) emphasized the affective factors role, particularly language anxiety, in influencing learners' speaking performance. In addition, Derakhshan et al. (2016) demonstrated that limited exposure to authentic communication reduce speaking development. In addition, Nation and Newton (2009) highlighted that learners' speaking performance improves through increased opportunities for meaning-focused communication and sustained language use. Similarly, Leong and Ahmadi (2017) emphasized that regular speaking practice plays a significant role in enhancing fluency and communication confidence. These findings indicate that both psychological and experiential factors play a crucial role in speaking development.

Second, Leong and Ahmadi (2017) emphasized the importance of providing learners with frequent opportunities to engage in communicative speaking activities. Similarly, Goh and Burns (2012) found that structured speaking practice and interactional support enhance learners' fluency, confidence, and communicative competence. These findings suggest that

extensive speaking can enhance fluency, confidence, and interactional competence through meaningful language use.

Third, Mayer (2021) highlighted the cognitive benefits of multimedia learning, while Sweller et al. (2019) emphasized that well-designed multimedia instruction enhances learning by managing cognitive load. In addition, Godwin-Jones (2018) highlighted the role of video-based materials in providing authentic and contextualized input for language learning. These findings indicate that multimedia resources, particularly video-based materials, can enhance both comprehension and production processes in language learning.

In summary, these viewpoints suggest that effective speaking instruction should integrate meaningful communicative practice with authentic and multimodal input. Therefore, implementing extensive speaking activities with video-based instruction provides a comprehensive approach to developing speaking skills in EFL contexts.

**2.5 Research Gap**

Despite the growing body of research on speaking instruction and multimedia learning, several gaps remain in the existing literature. Leong and Ahmadi (2017) emphasized the importance of communicative speaking practice; however, their work did not incorporate multimedia-supported input. Similarly, Godwin-Jones (2018) highlighted the increasing role of video in language learning, particularly in providing authentic and contextualized input; however, the systematic integration of video input with speaking-focused activities has not been sufficiently examined in empirical classroom-based research.

As a result, there is limited empirical evidence on how video-supported instruction can be effectively integrated with extensive speaking activities within a structured classroom-based framework. This limitation is particularly evident in lower secondary EFL contexts, where learners have restricted opportunities for authentic communication and limited exposure to meaningful language use. Although recent studies have explored technology-enhanced speaking instruction, many have focused on general digital tools or online interaction rather than the systematic integration of video-based input with extensive speaking practice in classroom settings (Kantisa & Sitthitikul, 2020). This indicates a lack of research that combines multimedia input with sustained speaking activities in a structured pedagogical framework.

Therefore, there is a need for empirical studies that examine how video-supported extensive speaking activities can enhance learners' speaking skills in real educational settings and how such instructional practices can contribute to the development of a structured pedagogical model. To address this gap, the present study investigates the effects of video-

supported extensive speaking activities on students' English speaking skills and proposes a structured instructional model derived from empirical findings.

## 3. Data and Research Methodology

### 3.1 Research Design

This study used a quasi-experimental research design using a pretest–posttest control group to examine the effects of video-supported extensive speaking activities on students' English speaking skills. This design was selected to enable comparison between an experimental group receiving the instructional intervention and a control group receiving conventional instruction under similar classroom conditions.

The independent variable was the implementation of video-supported extensive speaking activities, while the dependent variable was students' English speaking performance. In this study, students' English-speaking performance was operationalized as their ability to communicate orally in English as measured through a speaking assessment rubric. The assessment focused on four dimensions: pronunciation, fluency, vocabulary use, and communicative effectiveness. Both groups were administered a pre-test to assess their initial speaking ability and a post-test to evaluate changes after the intervention. The speaking tests were assessed independently by three English language instructors using the same speaking assessment rubric. Prior to scoring, all raters were provided with the assessment criteria and scoring guidelines to ensure consistency in the evaluation process. The final speaking score for each student was calculated based on the average scores assigned by the three raters. The same speaking test format was used for both the pre-test and post-test to ensure consistency in the assessment of students' speaking performance. To minimize potential practice effects, the assessments were administered several weeks apart and were embedded within an instructional intervention that focused on communicative language development rather than test preparation. Furthermore, the speaking assessment required students to demonstrate spontaneous oral communication, making it less likely that performance improvements resulted solely from familiarity with the test tasks.

The speaking assessment rubric consisted of four dimensions: pronunciation, fluency, vocabulary use, and communicative effectiveness. Each dimension was assigned a maximum score of 25 points, resulting in a total possible score of 100 points. The total speaking score was calculated by summing the scores across all four dimensions and averaging the ratings provided by the three English language instructors.

### 3.2 Population and Sample

#### 3.2.1 Population

The population of this study consisted of lower secondary school students enrolled in Grade 8 (Matthayomsuksa 2) in Phetchaburi Province, Thailand, during the second semester of the 2025 academic year, with data collection conducted in February 2026 following ethical approval (see section 3.5). These students were studying English as a foreign language (EFL) as part of the national basic education curriculum.

#### 3.2.2 Sample

The sample comprised 60 Grade 8 students (Matthayomsuksa 2) from Municipal School 1 Wat Kaen Lek, Phetchaburi Province. The participants were selected using a multi-stage cluster sampling technique**.**

In the first stage, one lower secondary school in Phetchaburi Province was randomly selected as the research site. Municipal School 1 Wat Kaen Lek was subsequently chosen.

In the second stage, two intact classrooms were selected as the sample groups. One classroom (M.2/2) was assigned as the experimental group, while the other classroom (M.2/1) served as the control group.

The sample was divided into two groups as follows:

1) Experimental group (n = 30): Students who participated in video-supported extensive speaking activities. The group consisted of 14 male and 16 female students.

2) Control group (n = 30): Students who received conventional English instruction without video-supported speaking activities. The group consisted of 10 male and 20 female students.

All participants were Grade 8 students (Matthayomsuksa 2), with an average age of 14 years. They were native speakers of Thai and were learning English as a foreign language. Both groups were administered a pre-test and post-test speaking assessment to measure the development of students' English speaking skills throughout the instructional intervention.

### 3.3 Research Instrument

The research instruments used in this study consisted of three main components designed to examine the effectiveness of video-supported extensive speaking activities and to support the development of the proposed instructional model.

#### 3.3.1 Instructional Video Materials

The instructional materials consisted of eight English learning videos developed specifically for this study. The videos were designed to support extensive speaking activities by presenting meaningful communication situations that commonly appear in daily life.

Each video clip was approximately 5–10 minutes long and was suitable for lower secondary school learners at the CEFR A2 level. The videos were played on a classroom computer and displayed on a screen for the whole class. The videos included real-world dialogues, communication prompts, and authentic situations that supported students in observing language use.

The instructional videos covered eight communication topics commonly encountered in daily-life situations: (1) Greetings and Introductions, (2) Asking and Answering Personal Questions, (3) Describing Daily Routines, (4) Giving Opinions, (5) Ordering Food, (6) Making a Phone Call, (7) Asking for Directions, and (8) Talking About Past Events.

Following each video session, each video was played once without repettitions. Students then participated in speaking activities such as pair discussions, question-and-answer exchanges, role-plays, and small-group interactions designed to encourage the practical use of the language expressions presented in the videos. The target expressions and communication patterns were practiced repeatedly through different speaking activities to provide students with opportunities to reuse the language and improve their speaking fluency.

**Figure 1: Samples of screenshots from the instructional videos**




These instructional videos were used as the primary learning materials during the experimental intervention.

**3.3.2 Speaking Test (Pre-test and Post-test)**

A speaking test was used to evaluate students' English speaking performance before and after the instructional intervention. The speaking test asked students to perform short communicative speaking tasks related to everyday situations.

The test evaluated students' ability to express ideas orally, use appropriate vocabulary and sentence structures, and communicate in English effectively. The same test version was used for both the pre-test and post-test to make comparison of students' speaking performance before and after the instructional treatment.

**3.3.3 Speaking Evaluation Rubric**

A speaking evaluation rubric was used to assess students' oral performance during the speaking test. The test rubric included several criteria for evaluation, such as pronunciation, fluency, vocabulary use, and overall communicative effectiveness. Each criterion was rated on a scale designed to measure the students' speaking performance quality. The rubric ensures that students' speaking skills are evaluated systematic and consistent. Students' speaking performances were evaluated independently by three Thai English language specialists who were lecturers in the English Department at Phetchaburi Rajabhat University. All three evaluators used the same assessment rubric. Prior to scoring, the evaluators reviewed the assessment criteria to ensure consistency in the evaluation process. The final speaking score was determined based on the combined ratings of the three evaluators.

All research tools were reviewed by three experts in English language teaching and educational technology to guarantee their clarity, appropriateness, and relevance to the research objectives. The content validity of the instruments was evaluated using the Index of Item-Objective Congruence (IOC), with values ranging from 0.80 to 1.00, indicating a high level of agreement among the experts. Three experts were considered qualified for content validation based on established practices in educational research (Lawshe, 1975). The feedback gained from the experts was adopted to revise and refine the research instruments prior to their implementation in the study.

**3.4 Collection of Data**

The data collection process was conducted during the second semester of the 2025 academic year. The procedures consisted of four main stages: pilot study, pre-test administration, instructional intervention, and post-test administration.

**3.4.1 Pilot Study**

In preparation for the main experiment, a pilot study was conducted to examine the clarity and practicality of the research instruments and instructional procedures. The pilot study includes a group of lower secondary school students who were not included in the main sample.

The pilot study was meant to evaluate the appropriateness of the instructional videos, the speaking test tasks, and the speaking evaluation rubric. Feedback gained from

the pilot implementation was applied to refine the instructional materials and improve the clarity of the speaking assessment procedures before conducting the main study.

**3.4.2 Pre-test Administration**

Before the instructional intervention started, the experimental group and the control group were administered a speaking pre-test. The objective of the pre-test was to evaluate students' initial level of English-speaking ability before the implementation of the instructional treatment.

The speaking pre-test asked students to perform short communicative speaking exercises related to everyday communication situations. The speaking performances of the students were evaluated using the speaking assessment rubric.

**3.4.3 Instructional Intervention**

After the pre-test process, the instructional intervention was implemented for the experimental group. Students in the experimental group participated in video-supported extensive speaking activities based on the introduced instructional framework.

The instructional process included the following stages:

**1) Video exposure** – Students watched short instructional videos presenting real world communication situations.

**2) Language noticing** – Students identified key expressions, vocabulary, and communication patterns found in the videos.

**3) Extensive speaking practice** – Students practiced speaking through pair work activities and group discussions.

**4) Interactive communication activities** – Students participated in role-play activities that implied real-life communication situations.

The control group received traditional English instruction, which mainly consisted of teacher explanations, textbook-based exercises, and limited speaking practice. The instructional intervention was carried out over eight instructional sessions, corresponding to the eight communication topics used in the instructional videos. Both groups studied the same general communication topics and received an equivalent amount of instructional time. However, the experimental group learned through video-supported extensive speaking activities, whereas the control group received conventional instruction without video-supported speaking activities.

**3.4.4 Post-test Administration**

After the completion of the instructional intervention, both the experimental group and the control group were administered the speaking post-test.

The post-test followed the same format as the pre-test in order to measure the development of students' speaking performance after the instructional period. Students'

speaking performances were evaluated using the same speaking rubric used in the pre-test to ensure consistency in the evaluation process.

The collected data from the pre-test and post-test were then analyzed using descriptive and inferential statistical methods.

### 3.5. Ethical Approval

This research involving human participants was reviewed and approved by the Research Ethics Committee for Human Research, Nakhon Ratchasima Rajabhat University, Thailand. The study received ethical approval under Approval No. HE-054-2569, granted on 27 January 2026.

All research procedures were conducted in accordance with the ethical principles for research involving human participants and followed the Declaration of Helsinki. Prior to data collection, informed consent was obtained from the school administration, sample students, and their parents. Participation in the study was voluntary, and all data collection were kept confidential and used only for academic research purposes.

## 4. Results

This section presents the study findings of the study based on statistical analyses to examine the effectiveness of video-supported extensive speaking activities. The results are categorized into three main parts. First, the improvement of students' English speaking skills within the experimental group is examined. Second, a comparison between the experimental and control groups is shown. Third, the findings are synthesized to propose a preliminary Video-Supported Extensive Speaking (VES) Model derived from the instructional process and observed learning outcomes.

### 4.1. Improvement of Speaking Skills

To examine the improvement of students' English speaking skills after the implementation of video-supported extensive speaking activities, a paired samples t-test was conducted to compare the pre-test and post-test scores of the experimental group. The descriptive statistics of the experimental group's speaking scores are presented in Table 1.

**Table 1**

**Pre-test and Post-test Speaking Scores of the Experimental Group**

| Test | N | Mean | SD | t | p |
|---|---|---|---|---|---|
| Pre-test | 30 | 50.00 | — | | |
| Post-test | 30 | 75.60 | 5.34 | **17.02** | < .001 |

* Mean Difference = 25.60

The results indicated that the mean speaking score of the experimental group increased from 50.00 in the pre-test to 75.60 in the post-test, with a mean difference of 25.60 points. The paired samples t-test revealed that the improvement was statistically significant ($t = 17.02$, $p < .001$). These findings suggest that the implementation of video-supported extensive speaking activities contributed positively to students' English speaking performance.

**4.2 Comparison Between Experimental and Control Groups**

Prior to the intervention, the pre-test results indicated that the experimental group ($M = 50.00$, $SD = 4.18$) and the control group ($M = 49.90$, $SD = 4.19$) demonstrated comparable levels of English speaking performance. The similarity of the pre-test scores suggests that the two groups had equivalent speaking abilities before the implementation of the instructional treatment.

To compare the effectiveness of the instructional intervention, an independent samples t-test was conducted to examine the difference in post-test speaking scores between the experimental group and the control group. In addition, gain scores were considered to provide further evidence of the intervention effect. The experimental group demonstrated a gain score of 25.60 points, whereas the control group showed a gain score of 4.33 points, indicating substantially greater improvement in English speaking performance among students who participated in the video-supported extensive speaking activities. The comparison of post-test speaking scores between the experimental and control groups is shown in Table 2.

**Table 2.**
**Comparison of Post-test Speaking Scores between Experimental and Control Groups**

| Group | N | Mean | SD | t | p | Cohen's d |
|---|---|---|---|---|---|---|
| Experimental | 30 | 75.60 | 5.34 | | | |
| Control | 30 | 54.23 | 4.18 | 17.26 | < .001 | 4.45 |

*P < .001

The results indicated that students in the experimental group produced a higher mean speaking score ($M = 75.60$, $SD = 5.34$) than those in the control group ($M = 54.23$, $SD = 4.18$). The statistical analysis indicated that the difference between the two groups was statistically significant ($t = 17.26$, $P < .001$).

To measure the magnitude of the instructional impact, Cohen's d was calculated. The result indicated a very large effect size ($d = 4.45$) according to Cohen's (1988) criteria, suggesting a substantial difference in speaking performance between the experimental and

control groups at post-test. However, this effect size should be interpreted with caution, as it may have been influenced by factors such as the relatively homogeneous sample, classroom-based assessment procedures, and the specific instructional context of the study. Further research involving larger and more diverse samples is needed to confirm the magnitude of the observed effect.

**4.3 Development of the Video-Supported Extensive Speaking Model**

Based on the empirical findings obtained from Objectives 1 and 2, a preliminary pedagogical framework named the Video-Supported Extensive Speaking Model (VES Model) was proposed. The model synthesizes the instructional procedures implemented during the experimental intervention and the observed improvements in students' speaking performance.

**4.3.1 Model Components**

Based on the empirical findings of the study, the VES Model was proposed as a pedagogical framework for enhancing English speaking performance among lower secondary EFL learners. The model illustrates the relationships among instructional input, learning processes, evaluation and learning outcomes that contributed to students' speaking development. It was developed from the integration of video-supported learning, extensive speaking activities, and the observed improvement in students' speaking performance.

The proposed model consists of four major components: instructional input, learning process, evaluation, and learning outcomes (output). The four components are described below.

**1. Instructional Input**

The first part of the model focuses on the instructional materials used to support speaking development. These materials include:

**1.1 Video-based communication materials** designed to present contextualized language use in daily situations.

**1.2 Authentic speaking situations** that reflect real-life communication contexts and support students to use English meaningfully.

These instructional inputs encourage students with both visual and auditory language exposure. It helps them understand how English is performed in real world communication.

**2. Learning Process**

The second component represents the learning procedures implemented during the instructional intervention. The learning process component comprises four interconnected learning elements that facilitate speaking development:

**2.1 Video exposure** – Students watch the instructional video clips to observe language use in real-life communication contexts, such as greeting others, ordering food, making phone calls, asking for directions, and expressing opinions.

**2.2 Language noticing** – Students learn key vocabulary, expressions, and communication patterns presented in the videos.

**2.3 Extensive speaking practice** – Students practice speaking skill through communicative activities such as pair work and group discussions.

**2.4 Interactive communication activities** – Students engage in role-plays and interactive exercise that simulate real-life communication situations.

Each instructional session was conducted through the four stages described above. During the video exposure stage, students watched short video clips presenting target communication situations related to daily life contexts. In the language noticing stage, the teacher guided students to identify key vocabulary, expressions, pronunciation patterns, and communication structures from the videos. During the extensive speaking practice stage, students worked in pairs or small groups to practice target language through question-and-answer activities, guided discussions, and communicative speaking tasks. Finally, in the interactive communication stage, students participated in role-plays and simulated real-life communication situations. Throughout the instructional process, the teacher acted as a facilitator by providing language support, corrective feedback, and scaffolding to help students gradually develop speaking fluency and communicative confidence.

These stages encourage students to actively participate in communication and develop their speaking skills through continuous practice.

**3. Evaluation**

The evaluation component consists of the pretest and posttest speaking assessments used to examine changes in students' English speaking performance following the instructional intervention.

**4. Learning Outcomes**

The output component distinguishes the outcome directly assessed in this study from potential pedagogical outcomes of the proposed model. Students' English speaking performance was directly assessed through pretest and posttest speaking assessments. Active participation in speaking activities and effective oral language use are presented as potential outcomes; they were not measured as separate outcomes in the present study. The three outcome categories are described below:

**4.1 Improved English Speaking Performance**

Students demonstrate improvement in their overall English speaking performance as measured through speaking assessment tasks.

**4.2 Active Participation in Speaking Activities**

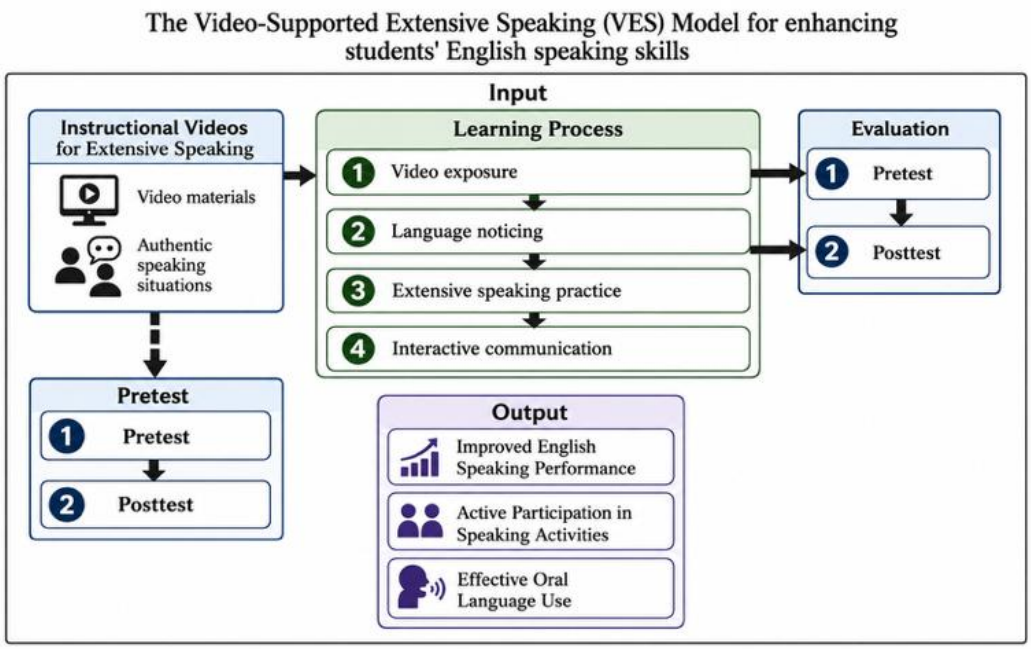
Students engage more actively in speaking tasks, discussions, and communicative activities during the learning process.

**4.3 Effective Oral Language Use**

Students are able to use English more effectively in classroom communication and speaking activities.

The VES Model represents a conceptual framework that explains how video-supported instructional input, extensive speaking practice, and interactive communication activities work together to enhance students' English speaking performance. Rather than describing classroom procedures, the model highlights the key elements and relationships that contribute to speaking development in EFL learning contexts. The structure of the proposed Video-Supported Extensive Speaking Model is illustrated in Figure 2.

**Figure 2. Video-Supported Extensive Speaking Model (VES Model)**



As shown in Figure 2, English speaking performance was directly assessed through pretest and posttest speaking assessments. Active participation in speaking activities and effective oral language use are potential pedagogical outcomes and were not measured as separate outcomes in this study.

## 5. Summary and Discussion

### 5.1 Summary

This study investigated the effectiveness of video-supported extensive speaking activities in promoting the English speaking skills of lower secondary school students and proposed a pedagogical model derived from the empirical findings. The results showed that students who participated in the instructional intervention showed significant improvement in their speaking performance. The experimental group also achieved significantly higher post-test scores than the control group, providing evidence for the effectiveness of the instructional approach.

Based on the empirical findings, the preliminary VES Model is proposed as an instructional framework comprising instructional input, learning process, evaluation, and learning outcomes. The present study directly assessed students' English speaking performance, which improved significantly following the intervention. Active participation in speaking activities and effective oral language use are presented as potential pedagogical outcomes of the model and require direct assessment in future research.

Despite the positive findings, several limitations should be acknowledged. The study was conducted with 60 lower secondary school students from a single school in Phetchaburi Province, Thailand. Therefore, the findings may not be fully generalizable to learners from different educational contexts, school types, proficiency levels, or geographical regions. Future research should involve larger and more diverse samples to further examine the applicability of the proposed instructional approach across different EFL learning environments.

Overall, the findings highlight the pedagogical potential of integrating video-based learning with extensive speaking activities in English language classrooms. The proposed VES Model provides useful guidelines for teachers who aim to enhance communicative speaking instruction through technology-supported learning environments.

### 5.2 Discussion

The outcomes of the study provide strong empirical evidence that video-supported extensive speaking activities can significantly enhance students' English-speaking skills. From the results, the paired samples t-test showed a strong improvement in the students' speaking

performance in the experimental group following the instructional intervention. The findings show that integrating video-based input with communicative speaking activities produced effective learning conditions that encourage both language comprehension and production. This result is consistent with previous research suggesting that technology-enhanced instruction facilitates meaningful language use and supports speaking development in EFL contexts (Godwin-Jones, 2018).

More importantly, the effectiveness of the instructional approach can be explained through multimedia learning theory. Mayer (2021) stated that learners process information more effectively when instructional materials combine visual and auditory elements. According to Mayer (2021), the combination of visual and auditory information may facilitate learning by presenting information through multiple channels. In this study, video-based materials provided authentic and contextualized language input that supported students' speaking practice. In this study, video-based materials provided authentic and contextualized input, enabling learners to observe language use, pronunciation, and interactional patterns, which were subsequently applied in communicative speaking tasks.

In addition, the findings can be further interpreted from the perspective of the output hypothesis (Swain, 2005), which suggests that language production plays a critical role in language development. The implemented extensive speaking activities in this study encourage learners to produce language through discussions, role-plays, and interactive communication tasks actively. This process helps learners to identify gaps in their linguistic knowledge, help their language use better, and improve their overall English speaking performance.

The effectiveness of the intervention may also be explained by the interaction of several learning processes embedded within the instructional design. First, the video-based materials provided learners with rich visual and auditory input, enabling them to notice pronunciation patterns, vocabulary use, and communicative expressions in authentic contexts. This noticing process may have facilitated language awareness and comprehension prior to language production. Second, repeated speaking opportunities throughout the extensive speaking activities allowed students to rehearse and reuse target language in different communicative situations, thereby supporting the development of overall speaking performance. Third, pair work, group discussions, and role-play activities promoted interaction and negotiation of meaning, which encouraged learners to modify and refine their language use during communication. This finding is consistent with task-based language teaching principles, which emphasize interaction, task repetition, and meaningful communication as key mechanisms for language development (Ellis et al., 2019). Finally, teacher guidance and structured speaking tasks

functioned as scaffolding mechanisms that gradually supported learners in moving from language observation to independent language production. Collectively, these processes may explain why students demonstrated substantial improvement in their speaking performance following the intervention.

The comparison between the experimental and control groups provided evidence for the effectiveness of the instructional approach. Students who participated in video-supported extensive speaking activities achieved higher speaking scores than those who received conventional instruction, significantly. This finding emphasized the idea that the combined use of multimedia input and structured communicative practice provides more effective learning conditions than traditional teaching approaches. It is also related with previous studies highlighting the importance of interaction-based learning in promoting learner engagement and speaking development (Leong & Ahmadi, 2017; Goh & Burns, 2012).

In particular, the results demonstrated consistent improvement in students' English speaking performance following participation in the video-supported extensive speaking activities. These findings reflect the potential of combining authentic video input with structured speaking practice to support speaking development among EFL learners. These outcomes reflect the structured instructional process implemented during the intervention, which integrates video-based input with extensive speaking practice. As a result, the VES Model is proposed as a conceptual framework that explains how instructional input, learning processes, and learning outcomes interact to facilitate speaking development.

Under the VES Model, authentic language exposure via video works in tandem with structured speaking exercises to facilitate meaningful communication. Activities that involve repeated speaking practice may contribute to continued improvement in students' English speaking performance. This approach demonstrates the relationship between input and output in the language learning process. It also supports established digital-age instructional frameworks (Godwin-Jones, 2018; Nation & Newton, 2009).

**5.3 Pedagogical Implications**

From a pedagogical viewpoint, the data indicates that the synergy between video-mediated instruction and extensive oral practice offers a robust framework for EFL communication. Instructors are encouraged to use localized video excerpts to represent authentic social contexts, thereby prompting students to engage in cognitively demanding tasks like role-plays and structured discussions. This instructional approach has the potential to enhance students' English speaking performance and increase opportunities for meaningful communication in EFL classrooms.

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