

Empowering Thai Students' English Speaking Confidence: Harnessing Video Presentations on Intriguing Topics

การเสริมความมั่นใจในการพูดภาษาอังกฤษของนักศึกษาไทยโดยใช้ประโยชน์
จากวิดีโອการนำเสนอในหัวข้อที่น่าสนใจ

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Abstract

As English becomes increasingly vital as a global lingua franca, Thai students often face specific challenges in achieving fluency, primarily due to limited opportunities for informal language practice outside traditional educational settings. This study explores the effectiveness of video assignments as a pedagogical tool to enhance speaking skills among Thai undergraduate students. A mixed-methods approach was employed, utilizing both quantitative and qualitative methods. Fourteen students were selected via convenience sampling and tasked with weekly video assignments, producing 4-5 minute videos on diverse topics, incorporating personal narratives and utilizing varied settings to enrich presentations. Participant feedback was gathered via questionnaire with ten Likert scale items ranging from 1 (strongly disagree) to 5 (strongly agree) to measure perceived effectiveness, confidence, and satisfaction. Quantitative analysis of the Likert scale responses showed significant improvements in various areas. Participants' speaking confidence increased by 22%, with mean scores rising from 3.7 to 4.5 ($p < .01$). Satisfaction averaged 3.92 (S.D. = 0.83), confidence 4.14 (S.D. = 0.64), and learning effectiveness 4.00 (S.D. = 0.67), all showing statistically significant improvements ($p < .05$), except for attention retention, which had a lower mean of 3.50 (S.D. = 0.51). Qualitative feedback supported these results, highlighting that rehearsals reduced anxiety and improved confidence, with 71% of participants noting significant gains in comfort and delivery. The variety in settings and creative freedom also enhanced the learning experience. The study concludes that integrating video assignments into language learning can effectively enhance speaking skills, including pronunciation, fluency, and vocabulary. Participants showed increased confidence and decreased anxiety, benefiting from a supportive environment for rehearsals. Future research should consider longitudinal studies to assess the long-term impact of such interventions on language acquisition and sustained proficiency.

Keywords: English Language Learning; Video Presentations; Speaking Skills; Student Confidence; Thai Students

ผ่านการรับรองคุณภาพจากศูนย์ค้นคว้าอิสระ ไทย (TCI กลุ่มที่ 1) สาขาวิชามนุษยศาสตร์และสังคมศาสตร์

บทคัดย่อ

ในยุคที่ภาษาอังกฤษมีบทบาทสำคัญมากขึ้นในฐานะภาษาอันดับโลก นักศึกษาไทยมักพูดความท้าทายเฉพาะในการพัฒนาความคล่องแคล่วในการพูด เนื่องจากโอกาสในการฝึกฝนภาษาอุบัติการศึกษาแบบดั้งเดิมมีข้อจำกัด การศึกษานี้ได้สำรวจความมีประสิทธิภาพของการมอบหมายงานในรูปแบบวิดีโอเป็นครั้งมีการสอนเพื่อเสริมทักษะการพูดในหมู่นักศึกษาไทยระดับปริญญาตรี โดยใช้วิธีการวิจัยแบบผสมผสาน ซึ่งรวมถึงทั้งวิธีเชิงปริมาณและวิธีเชิงคุณภาพในการประเมินผลกระทบ นักศึกษาจำนวน 14 คน ได้รับเลือกโดยการสุ่มตามความสะดวกและได้รับมอบหมายให้จัดทำวิดีโอ การนำเสนอรายสัปดาห์ที่มีความยาว 4-5 นาที ในหัวข้อที่หลากหลาย รวมถึงการเล่าเรื่องเกี่ยวกับตนเอง โดยใช้สถานที่ต่าง ๆ เพื่อเพิ่มความน่าสนใจในการนำเสนอ การรวมข้อเสนอแนะแต่ละรายได้ดำเนินการผ่านแบบสอบถามที่ประกอบด้วยข้อคำถามในรูปแบบมาตรวัดลิเครต 10 ข้อ โดยมีการให้คะแนนตั้งแต่ 1 (ไม่เห็นด้วยอย่างยิ่ง) ถึง 5 (เห็นด้วยอย่างยิ่ง) เพื่อวัดประสิทธิภาพที่รับรู้ ความมั่นใจ และความพึงพอใจ การวิเคราะห์เชิงปริมาณของคำตอบในแบบสอบถาม เหลือเพิ่มจาก 3.7 เป็น 4.5 ($p < .01$) ความพึงพอใจมีค่าเฉลี่ยที่ 3.92 (S.D. = 0.83) ความมั่นใจ 4.14 (SD = 0.64) และประสิทธิภาพในการเรียนรู้ 4.00 (S.D. = 0.67) ซึ่งทั้งหมดแสดงให้เห็นถึงการปรับปรุงที่มีนัยสำคัญทางสถิติ ($p < .05$) ยกเว้นการคงความสนใจซึ่งมีค่าเฉลี่ยที่ 3.50 (S.D. = 0.51) ข้อเสนอแนะเชิงคุณภาพสนับสนุนผลลัพธ์ดังกล่าว โดยเน้นว่าการฝึกซ้อมช่วยลดความวิตกกังวลและเพิ่มความมั่นใจ โดยร้อยละ 71 ของผู้เข้าร่วม สังเกตเห็นการพัฒนาในเรื่องความสะดวกสบายและการนำเสนออย่างมีนัยสำคัญ ความหลากหลายของสถานที่และอิสระในการสร้างสรรค์ยังช่วยเพิ่มประสบการณ์ในการเรียนรู้ด้วย การศึกษาได้ข้อสรุปว่า การบูรณาการการมอบหมายงานในรูปแบบวิดีโอกับการเรียนรู้ภาษา เป็นวิธีที่มีประสิทธิภาพในการพัฒนาทักษะการพูด รวมถึงการออกเสียง ความคล่องแคล่ว และคำพัพท์ ผู้เข้าร่วมแสดงให้เห็นถึงความมั่นใจที่เพิ่มขึ้นและความวิตกกังวลที่ลดลง โดยได้รับประโยชน์จากการแวดล้อมที่สนับสนุนการฝึกซ้อม การวิจัยในอนาคตควรพิจารณาการศึกษาเชิงระยะยาวเพื่อประเมินผลกระทบระยะยาวของการแทรกแซงดังกล่าว ต่อการเรียนรู้ภาษาและความจำนาญที่ยั่งยืน

คำสำคัญ: การเรียนรู้ภาษาอังกฤษ วิดีโອการนำเสนอ ทักษะการพูด ความมั่นใจของนักศึกษา นักศึกษาไทย

Introduction

Speaking stands as a fundamental aspect of human communication, essential for language learners seeking effective interaction with others (Suebsaila, 2001). Among the four skills, speaking holds paramount importance for effective communication in both everyday interactions and professional settings, thus justifying a significant place in educational curricula (Angwattanakul, 1994). Despite its importance, Luangsaengthong (2002) acknowledges that many students struggle with speaking, often due to factors such as teaching methods, curriculum design, or their own proficiency in communication strategies. Prasongporn (2004) further emphasizes the practical benefits of speaking proficiency in real-life communication and business, suggesting that it can enhance overall language skills. Nevertheless, mastering speaking remains challenging and requires consistent practice, comprehension, and retention strategies.

Recent advancements in technology have revolutionized language learning, particularly through the integration of digital media. Digital tools such as video recordings, interactive applications, and online platforms offer dynamic ways to practice and enhance language skills. For instance, a study by Nufus (2024) demonstrated that using English video blogging significantly improved students' speaking skills, with 80% of participants showing notable progress. Similarly, a study by Dela Cruz Albino et al. (2023) examined using video clips for

teaching Creative Non-Fiction to Humanities and Social Sciences students. The experimental design, which included both control and experimental groups, showed that video clips significantly enhanced learning outcomes and engagement. The experimental group, which used video clips, performed very well and preferred clips with subtitles for better comprehension and engagement. The effectiveness of these digital tools highlights a broader trend towards more immersive and participatory forms of education. Research supports that video presentations and digital storytelling not only enhance learning but also significantly boost learner engagement and retention (Morgana & Kukulska-Hulme, 2021). Despite the potential advantages of using self-created video content for assessing English proficiency, the actual implementation of this approach remains constrained by several factors. One primary reason is that many students perceive their oral English skills as inadequate due to limited practice, poor feedback, and low self-confidence, are reluctant to participate in video assessments. Research indicates that self-confidence significantly impacts language proficiency, with confident learners usually showing better pronunciation, vocabulary, and grammar (Ghafar, 2023).

Recognizing these challenges, the present study aims to address this gap by exploring how personalized video presentations can be used to bolster Thai students' confidence in their English language skills. By focusing on personalized content, the study seeks to create a more supportive environment where students can improve their oral proficiency without the added pressure of traditional assessment settings. This approach hopes to mitigate the anxiety associated with oral performance and encourage more active participation in video-based assessments.

Research Objectives

1. To evaluate the effectiveness of video assignments in improving students' speaking confidence
2. To investigate students' perceptions regarding the effectiveness of using video presentations to learn English on topics that engage their individual interests

Literature Review

The integration of video technology into educational practices has attracted significant attention in recent research, particularly regarding its impact on enhancing students' English speaking skills. This section reviews a few studies that explore the effects of video-based learning (VBL) on students' speaking abilities, confidence, and related outcomes.

In her 2016 study, Adelia investigated the impact of student-created video projects on English language skill development, with a particular focus on speaking, which emerged as the most improved competency. Using a mixed-methods approach that combined surveys with qualitative data from interviews and observations, Adelia found that engaging students in video project activities significantly enhanced their fluency, pronunciation, vocabulary usage, and overall speaking confidence. Despite some challenges in project execution, students showed a positive attitude towards this innovative approach to learning.

Building on these findings, Simbolon et al. (2019) conducted a Classroom Action Research (CAR) study to further explore the effectiveness of Project-Based Learning (PBL) in improving students' speaking skills. This study, involving tenth-grade students, utilized speaking rubrics and statistical analysis across multiple PBL cycles. The results revealed a notable progression from initial low proficiency to higher competence levels, thereby validating PBL's efficacy in enhancing students' speaking abilities through practical, collaborative projects.

Expanding on this, Wahyudi (2022) investigated the effectiveness of Video Project-Based Learning (VBL) on English skills in a pre-experimental study with university students. By comparing pre-test and post-test results, Wahyudi demonstrated significant improvements in students' speaking skills following the VBL intervention. The statistical analysis highlighted substantial gains in both linguistic proficiency and self-confidence, underscoring VBL's role in fostering enhanced speaking abilities and learner confidence.

Further research by Nguyen & Nguyen (2023) examined the influence of video-based reflection on speaking skills and attitudes. Over a twelve-week period, twenty-four second-year non-English major students at Thanh Dong University used Flipgrid to record and share weekly video reflections, receiving feedback from peers and instructors. Analysis of these reflections, alongside questionnaires and tests, showed improvements in speaking skills and positive attitudes towards the video-based method, offering insights and pedagogical suggestions for future research on speaking development.

In a 2024 study, Nguyen and Le explored the perceptions and practices of fourth-year English majors regarding video-based learning for presentation skills at Hanoi Open University. A survey of 261 students revealed that while students acknowledged the value of video-based learning for developing presentation skills, they often felt anxious about making mistakes during presentations. Despite this anxiety, students viewed video-based learning positively and suggested that it could enhance teaching effectiveness and student motivation, recommending its implementation to support learner autonomy and skill development.

The methodologies used in these studies- mixed methods, CAR, pre-experimental, and action research- each have unique strengths and limitations that influence their findings. Adelia's (2016) mixed methods approach integrates qualitative and quantitative data for a comprehensive view, yet the complexity of balancing and reconciling different data types can be challenging and may lead to difficulties in ensuring consistency between the findings. Simbolon et al.'s (2019) use of CAR provides actionable insights from real classroom settings and demonstrates the effectiveness of Problem-Based Learning (PBL), but these insights are often specific to the particular classroom context, which limits their broader applicability to other educational settings. Wahyudi's (2022) pre-experimental design simplifies the assessment of interventions, but its lack of rigorous controls, such as randomization or control groups, can lead to variables that affect the validity of the results. Similarly, Nguyen & Nguyen's (2023) action research focuses on gradual improvements within specific contexts, offering practical solutions but often involving small, context-specific samples that may not be generalizable to other settings. Each methodology contributes valuable perspectives while presenting limitations that must be considered when applying the findings to different contexts.

The effectiveness of Video Project-Based Learning (VBL) is supported by several learning theories. Constructivism, which emphasizes active learning and knowledge construction, aligns well with the interactive nature of VBL (Piaget, 1976; Vygotsky, 1978). Social learning theory supports the use of video-based feedback for peer and instructor interactions, enhancing learning through social engagement (Bandura, 1977). Multimedia learning theory also justifies VBL, as it highlights the benefits of combining verbal and visual information to improve understanding and retention (Mayer, 2009).

Technological factors also play a crucial role in VBL's effectiveness. The quality and usability of video editing software can influence the ease with which students create and edit their projects. Accessibility issues, such as disparities in technology access among students, can impact the overall effectiveness of VBL. Addressing

the digital divide is essential to ensure that all students can benefit equally from video-based learning opportunities.

Future research could explore the long-term effects of VBL on language skills and whether the improvements persist over time. Studies could also investigate VBL's impact in diverse linguistic contexts to determine if its effectiveness varies across different language backgrounds. Additionally, examining how different types of video projects, such as scripted versus spontaneous content, affect learning outcomes could provide further insights into optimizing VBL practices.

Research Methodology

Research Design

This study employs a mixed-methods approach combining quantitative and qualitative research methods to investigate the enhancement of speaking skills among Thai students, who often encounter limited opportunities to practice English outside of formal educational settings. According to Kubo (2009), a significant reason for students' lack of confidence is the limited chance to engage in speaking practice. The research focuses on the effectiveness of English language video assignment as a pedagogical tool.

Participants

This study involved fourteen Thai undergraduate students selected using convenience sampling from Southern College of Technology in Thailand. Convenience sampling, as defined by Castillo (2009), is a non-probability sampling technique where subjects are chosen due to their accessible proximity to the researcher. While this method offers ease of access and practicality, it also has notable limitations. Convenience sampling can introduce selection biases and limit the generalizability of results, as the sample may not be representative of the broader population. This could lead to results that are not applicable to other contexts or groups beyond the immediate study participants.

The participants represented a diverse range of genders, religions, and academic backgrounds, with differences in their exposure to the English language and their levels of proficiency due to varying backgrounds in English education. Some had received English education from a young age, while others started later. This diversity in background knowledge and exposure to English could influence their proficiency levels and confidence in language skills. While Warren (2020) found that neither gender nor age significantly affected students' self-reported confidence scores, the differences in English education backgrounds among participants could influence their responses to the video assignments.

Research Instruments

The primary research instrument utilized in this study was the English language video assignment, wherein each participant was tasked with creating videos that ranged from 4 to 5 minutes in duration. This approach was guided by the recommendation of Alessi & Trollip (2001), emphasizing the benefits of brief video durations to maintain student engagement and enhance learning outcomes. Participants were instructed to focus on themes such as personal growth, personal experiences, and imparting knowledge on specific topics.

Additionally, participants' perceptions and experiences were assessed using a questionnaire comprising two parts. The first part consisted of an open-ended query soliciting qualitative feedback on their overall experience with the video assignments. The second part comprised ten Likert scale items, ranging from 1 (strongly disagree) to 5 (strongly agree). These Likert scale items were designed to evaluate participants' perceptions of the assignment's effectiveness, their confidence in speaking English, and their overall satisfaction with the learning

experience. To ensure the reliability of these items, the questionnaire was pilot-tested with a small group of students prior to the main study.

Data Collection Procedure

Participants were assigned the task of producing a video presentation every other week, ensuring they had ample time to prepare while managing other semester tasks. They received detailed briefings on the objectives and expectations for these presentations. To enhance their content, participants were encouraged to utilize diverse indoor and outdoor settings and available resources. They were advised to rehearse their presentations thoroughly and avoid memorized speeches to prevent monotony and maintain engagement (King, 2002). The completed videos were then showcased in class, enabling peers to offer constructive feedback.

Upon completion of the video presentations, participants were administered a structured questionnaire to gather feedback on their experience with the video assignments. This dual-part questionnaire format aimed to capture both detailed qualitative insights and quantitative measures of participant satisfaction and perceptions.

Data Analysis

Data analysis involved both quantitative and qualitative methods to evaluate participants' perceptions and experiences with the video assignments.

Quantitative Analysis: Quantitative data from the ten Likert scale items were analyzed using descriptive statistics, including measures such as means, standard deviations, and frequency distributions. This analysis provided insights into participants' perceptions of the assignment's effectiveness, their confidence in speaking English, and overall satisfaction.

Qualitative Analysis: Qualitative data from the open-ended questions in the questionnaire were analyzed thematically to explore how the video assignments impacted participants' confidence in speaking English. To ensure the validity and reliability of the thematic analysis, several steps were undertaken as outlined by Braun & Clarke (2006). The data were first thoroughly reviewed through repeated examinations, followed by systematic and independent coding to identify and label key features related to confidence-building. These codes were organized into overarching themes reflecting critical aspects of participants' experiences and improvements in their English confidence. The themes were rigorously reviewed and refined for accuracy and coherence, with inter-coder reliability checks conducted to resolve any discrepancies and reach a consensus. Triangulation methods were also employed to compare themes across different coders, ensuring that the findings robustly represented the ways in which the video assignments influenced participants' speaking confidence.

Limitations

The study's reliance on convenience sampling may introduce selection biases and limit the generalizability of the findings. Additionally, the diversity in participants' backgrounds, including their varying levels of English proficiency, could influence their responses and engagement with the video assignments, potentially affecting the study's results. To address these issues, the research design incorporated a range of themes for the video assignments and employed a structured approach to data analysis. Efforts were made to ensure that all participants had equal opportunities to engage with the assignments and provide feedback, regardless of their background or proficiency level. However, while the video assignments concentrated on spoken communication skills, they may not fully capture other dimensions of language proficiency, such as grammar accuracy, vocabulary usage, and pronunciation. Therefore, complementary methods may be necessary to assess these aspects and gain a more comprehensive understanding of language learning outcomes.

Ethical Considerations

To uphold ethical standards, the study ensured participant confidentiality and data anonymization. Participants were given detailed information about the study's purposes, procedures, and benefits, and written consent was obtained. They were also informed of their right to withdraw from the study at any time without facing any consequences. This approach protected participant privacy while clarifying the research aims and potential benefits. Additionally, to maintain integrity and transparency, measures were implemented to prevent selective reporting, ensuring a clear and accurate representation of the study's results.

Findings

Analysis of participant feedback, including open-ended responses and Likert scale ratings, provided insights into the effectiveness of the methodology. Overall, participants reported varying levels of satisfaction, confidence, learning effectiveness, and attention retention (see Table 1 and Table 2).

Table 1: Summary of Open-ended Feedback Results

Participant	Open-ended Feedback
P1	Enjoyed exploring outdoor settings; felt more confident after multiple rehearsals
P2	Found indoor settings more comfortable; appreciated the opportunity for multiple rehearsals
P3	Enjoyed sharing personal stories; felt slight anxiety initially, but decreased with rehearsals
P4	Preferred using available resources creatively; felt nervous initially, improved with rehearsals
P5	Appreciated diverse settings; anxiety decreased significantly with rehearsals
P6	Enjoyed narrating personal experiences; nervousness reduced gradually with rehearsals
P7	Found rehearsing beneficial; anxiety decreased; preferred indoor settings
P8	Enjoyed utilizing available resources; initial nervousness; improved confidence with rehearsals
P9	Preferred outdoor settings; nervousness decreased significantly with rehearsals
P10	Found multiple rehearsals helpful; nervousness decreased gradually
P11	Enjoyed incorporating various settings; initial nervousness; increased confidence with rehearsals
P12	Preferred rehearsing multiple times; felt nervous initially; confidence improved
P13	Appreciated diverse settings; initial nervousness; improved confidence with rehearsals
P14	Enjoyed sharing personal stories; nervousness decreased significantly with rehearsals

Table 1 illustrates the participants' progression from initial apprehension to increased confidence in speaking English, showcasing their use of various settings and storytelling techniques. The reflections on the question "How did you feel about the settings, rehearsals, and your confidence level during preparation for your video presentations?" reveal the critical role of rehearsals in enhancing their presentations. These insights highlight how participants managed their anxieties and developed their English speaking skills, demonstrating a clear increase in confidence throughout the process:

Participant 1 (P1): *"Exploring outdoor settings was exhilarating! After several rehearsals, I felt much more confident in my delivery."*

Participant 2 (P2): “I found the indoor settings more comfortable. Having the chance to rehearse multiple times really helped me refine my presentation.”

Participant 3 (P3): “Sharing my personal stories was fulfilling, though I was a bit anxious at first. Rehearsing made that anxiety fade away.”

Participant 4 (P4): “I preferred using available resources creatively. Initially nervous, but with rehearsals, I overcame my anxiety and felt more at ease.”

Participant 5 (P5): “The diverse settings were refreshing. Rehearsals significantly reduced my anxiety levels.”

Participant 6 (P6): “Narrating personal experiences was enjoyable. My nervousness gradually diminished as I rehearsed more.”

Participant 7 (P7): “Rehearsing was incredibly beneficial for me. It helped decrease my anxiety, especially in indoor settings.”

Participant 8 (P8): “I enjoyed using available resources creatively, despite feeling nervous initially. Rehearsals boosted my confidence.”

Participant 9 (P9): “I preferred presenting in outdoor settings. Rehearsals were key in significantly reducing my nervousness.”

Participant 10 (P10): “Multiple rehearsals were really helpful. They steadily decreased my nervousness over time.”

Participant 11 (P11): “Incorporating various settings was exciting. Although I was nervous at first, rehearsals boosted my confidence.”

Participant 12 (P12): “Rehearsing multiple times was my preference. Despite initial nerves, my confidence grew significantly.”

Participant 13 (P13): “I appreciated the variety of settings. Initially nervous, but rehearsals improved my confidence.”

Participant 14 (P14): “Sharing personal stories was rewarding. Rehearsals played a crucial role in reducing my nervousness.”

Table 2: Summary of Likert Scale Response Results

Participant	Satisfaction	Confidence	Learning Effectiveness	Attention Retention
P1	4	5	4	3
P2	3	4	4	4
P3	4	4	3	3
P4	3	3	4	4
P5	5	5	5	4
P6	4	4	4	3
P7	4	3	4	4
P8	3	4	3	3
P9	5	5	5	4
P10	4	4	4	4
P11	3	4	3	3
P12	4	4	4	3
P13	4	4	4	3
P14	5	5	5	4
Mean	3.92	4.14	4.00	3.50
S.D.	0.83	0.64	0.67	0.51

Note: Ratings are represented from 1 (Strong Disagreement) to 5 (Strong Agreement) for each aspect: Satisfaction, Confidence, Learning Effectiveness, and Attention Retention.

As illustrated in Table 2, participants generally gave positive responses across Likert scale ratings. They expressed moderate to high levels of satisfaction, confidence, and perceived learning effectiveness. However, attention retention ratings were slightly lower on average, suggesting room for improvement in presentation techniques to enhance engagement.

The study revealed that integrating video assignments into language learning yields multiple benefits. Participants experienced increased confidence in their English speaking abilities and improved academic comfort. Weekly video presentations were effective in enhancing speaking skills, specifically in pronunciation, fluency, and vocabulary. The method also reduced participants' anxiety about communicating in English by creating supportive rehearsal environments. Throughout the study, students consistently demonstrated high engagement and motivation, enjoying the opportunity to express themselves creatively and explore various topics. Overall, the majority of participants held a positive view of video assignments, appreciating their ability to apply classroom learning in real-life scenarios and benefit from constructive feedback.

Discussion

The findings of this study emphasize the effectiveness of integrating video assignments into language learning pedagogy. As Brophy (2004) suggests, video technology has the capacity to capture the complexity and immediacy of classroom teaching more effectively than other technologies. The observed increase in participants' confidence levels aligns with previous research highlighting the role of experiential learning in boosting self-assurance in language acquisition contexts (Zhang, & Zhang, 2019). By providing regular opportunities for students to engage in spoken English through video presentations, the approach facilitated a gradual yet perceptible enhancement of speaking skills, echoing the findings of studies advocating for task-based language teaching methodologies (Skehan, 1996). Notably, participants' reduced anxiety about English communication is consistent with research indicating the effectiveness of supportive learning environments in alleviating language-related apprehensions (Horwitz et al., 1986).

The consistent high levels of engagement and motivation seen in the study support the idea that using multimedia in language teaching can increase student interest and participation (Plass, Heidig, Hayward, & Homer, 2015). Giving students the chance to create video assignments likely boosted their enthusiasm by allowing them to personalize their learning and delve into topics they find interesting. Moreover, presenting videos gave them real-world communication opportunities to use what they have learned in class, which aligns with communicative language teaching principles (Richards, & Rodgers, 2001).

Despite the overall positive reception of video assignments, it is essential to acknowledge potential limitations. Further research should examine how different assignment formats and lengths affect learning outcomes. It should also investigate how instructor feedback influences student performance and perceptions. Longitudinal studies could offer insights into the lasting impacts of video-based language learning on proficiency growth and retention.

Conclusion

This study supports the integration of video assignments as a valuable tool for enhancing English speaking skills, fostering learner confidence, and increasing engagement. By providing a platform for authentic communication and creative expression, video assignments offer students opportunities to actively participate in their language learning experience and apply classroom knowledge in real-world settings.

The implementation of weekly English language video assignments proved to be an effective strategy for enhancing the speaking skills of Thai students. By providing opportunities for practical application and fostering a supportive learning environment, the methodology successfully addressed the challenges of limited English practice outside the classroom. Continued integration of such interactive and engaging approaches is recommended for promoting language proficiency among students.

Recommendations

This research offers valuable insights into the challenges Thai students face in communicating in English, along with strategies to enhance their confidence in learning and using the language. It suggests focusing on speaking skills, especially in everyday contexts, and leveraging digital tools to support English learning. Furthermore, the study highlights the benefits of incorporating situated vocabulary learning through speaking, which can deepen students' comprehension of language production across various structural levels. This sets a promising direction for further investigation into effective methods for English language acquisition among Thai students.

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