



Article

Investigating the Role of Authentic Video Materials As an Important Strategy in developing speaking skills Among Undergraduate EFL Iraqi Learners

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Abstract: The below study was carried out to determine the role of authentic video materials on developing the speaking skill of undergraduate Iraqi EFL learners. To achieve this goal, the sample of this study were 50 EFL Iraqi learners (from a population of 136) at the third grade at the math department at the Collage of computer science and math/ Tikrit university who have studied throughout the first semester of the academic year 2024/2025. They were in 2 sections, part A 25 learners referred to as EG whilst, the section B had 25 learners. Assigned as the CG. Apparently, the largest portion of EFL learners encounter difficulties in oral interaction. Many of these challenges can be from bad fluency, spoken grammar miss-use, to lack of vocabulary. Therefore, many practitioners for which a number of studies have addressed the challenge of incorporating the spoken national language into because it exposes students to authentic instances of teaching speaking the speaking ability in different situations. Thus, the current study was performed to get an insight into the regarding the utility of integrating authentic materials in teaching speaking. Although speaking is a vital skill in learning a language, Iraqi students face serious challenges in learning it since they do not get a chance to deal with real-life situations relevant to the language, and they are accustomed to traditional learning methods. This study develops on sociocultural theory and principles of communicative language teaching to investigate how video-based resources (such as TED Talks, YouTube tutorials, and situational role-play videos) provide opportunities for language practice and promote communicative competence. To this end, the findings of this study confirm that genuine video materials are an effective resource that could be employed to promote speaking skills in the context of Iraqi EFL. Include video-based tasks as part of the curricula and training teachers to effectively leverage technology and videos for cultural video resources focused on how to best use these videos for maximal benefit.

Keywords: EFL Learners, Motivation Rate, Authentic Video, Speaking Skills

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1. Introduction

One of the lowest levels of English as Foreign Language (EFL) is the development of speaking skills, however, not only a reachability of the Speaking skill in Iraq, it is supported by few attempts of research [1]. Despite traditional methods of language instruction emphasizing grammar and vocabulary building, effective English speaking requires ongoing practice, exposure to natural language use, and opportunities for real conversation. Speaking skills, for Iraqi EFL learners, are usually lagging behind since they lack opportunities for long practice outside formal settings, with real-life contexts [2]. In the past few years a lot of focus has been directed toward using multimedia resources like

real video materials in language learning. Resources like news coverage, interviews, films and documentaries allow students to hear native speakers in natural circumstances with natural speech patterns, social charts and the accents greatly differentiating from one another. Such content gives learners a taste of language as it is actually used, rather than in scripted dialogues or in the controlled setting of a classroom. Authentic video materials have been associated with an improvement in listening skills, enlarged vocabulary use, and most importantly, speaking [3]. Nevertheless, authentic video materials as a facilitating factor for developing speaking skills of Iraqi EFL learners have not been thoroughly investigated. Although more and more interest has been recently drawn to assisted language learning through multimedia options, it seems that limited attention has been given to the studies that focused on the same issue in Iraqi context where due to the low and passive performance in speaking, students might not enjoy the privilege of contact with native speakers, nor the opportunity to interact with other students, nor the time in the classroom to full engage in any speaking activity [4], [5]. This study seeks to determine whether authentic-video based language learning can lead to an improvement in speaking fluency, pronunciation, vocabulary use, and communicative competence. In addition, it explores the difficulties incurred by the Iraqi learners while employing such materials properly and how these difficulties can be alleviated so as to reap benefits from exposure to authentic video. Albiladi indicates that the incorporation of real resources in language instruction enhances linguistic proficiency while fostering cultural awareness and critical thinking. Fitria, T. N., & Us watunnisa, S. emphasize that we are engaging with Students acquire authentic terminology, expressions, and cultural nuances through tools that mirror real-life contexts. This facilitates more meaningful communication for them [6]. This method encourages students to apply their knowledge to real-life scenarios, whereas homework allows them to practice their newly learned skills to confidently and fluently interact with other individuals. This array immerses students into their language and social experience, and by using genuine resources in this landscape helps acquire a new language and culture, so that students learn what they need to communicate effectively in different situations while retaining all these survival skills [7]. This means that they are materials written by natives of the language, not materials produced for the language learner. They represent an invaluable resource for language learning, allowing students to be exposed to language samples that include idioms, slang, and culture referencing through multiple registers of language. Interacting with real resources allows learners to practice their language skills in contexts that are similar to authentic communication. Conversely, Liu, H., et al asserts that these potent and genuine materials can enhance learner engagement and serve as a gentle reminder that the language being acquired possesses a customary and colloquial essence, utilized in daily routines [8], [9].

2. Materials and Methods

Theoretical Framework

The theoretical framework and writings of renowned specialists on the role of real video assets closely align with the researched subject. It addresses two subjects. The significance of authentic video materials in English language instruction and their role in enhancing learners' speaking skills. These findings illustrate that interaction with genuine audiovisual resources fosters a more organic connection with the language and provides learners with exposure to realistic language usage and cultural subtleties. This integration can significantly enhance language acquisition in EFL classrooms.

The Importance of the Role of Authentic Video Materials in Teaching English Language

According to Nunan, D, one of the factors which are the key to improving learners' real-life language skills through materials such as video is Exposure. Authentic video offers genuine language input that boosts listening skills and vocabulary learning and

deserves a top spot on our resource list. Conversely, Gilmore, A. posits that including authentic materials, such as video, might foster a more immersive language-learning environment, resulting in enhanced motivation and engagement as learners encounter information that closely mirrors real-life situations. Thornbury, S. focuses on how realistic audio visual materials are important in teaching speaking, because accents and speech patterns to use, along with the way of expressing them, vary from one context to another. Furthermore, Lynch, T., & Anderson, P. This review study aims to examine the role of audio-visual resources in augmenting the understanding of language and non-verbal communication, which are essential components of communication.

Moreover, Breen, M. P posits that authentic video resources may be pivotal in bridging the disparity between textbook language and real-world communication. Students comprehend cultural subtleties, attitudes, and expressions by observing native speakers in authentic circumstances.

The Importance of the Role of Authentic Video Materials in Developing Learners' Speaking Skill

Videos, as a form of real content, are recognized for their efficacy in enhancing language skills. These tools familiarize learners with practical language use, offering cultural insights, slang, idiomatic expressions, and diverse accents. This contact is crucial and significantly influences the development of conversational skills while bridging the gap between theoretical knowledge and practical application. Authentic video materials often incorporate genuine cultural elements, enhancing the learning experience by making it more engaging and realistic. Sahboun, Y., Razak, N. A., & Wahi, W. their study the effect of authentic material in improving Libya EFL students speaking proficiency, and strength the students Fluency and accuracy. It formulated that when learners are exposed to context appropriate to the culture, they are able to connect well with the language and this eventually enhances their speaking skills. Technology-enhanced language learning has been a key element in recent research. A study by Rashtchi et al. The use of multimedia materials (real-life videos), which have multiplicities of benefits, was termed in as aspects of classroom spoken interactions for EFL learners and their development on speaking. The study also found that the learning experience such integration provided was a major convenience to the students as so much better to ease them more in their focus on language acquisition than knowledge acquisition. Exposure to authentic audiovisual materials can enhance pragmatic competence—that is, learning how to appropriately express language depending on social context, an important form of fluent speaking. Another study conducted by Webb, selected groups using authentic videos were better at understanding subtle cultural differences and at using language in role-play simulations than learners only exposed to textbook dialogues. These Investigate Giving an illustrative perspective on the role authentic videos to develop language learners speaking abilities. They can provide a good place to start your research in the area.

Statement of Problem

Speaking is undoubtedly one of the most difficult skills to build for EFL speakers, especially in Iraq, where students often experience very few opportunities for genuine language use and communication practice outside the classroom. However, teaching in a traditional way often emphasizes grammar and vocabulary, but these do not make up the whole fluency, pronunciation, or communication that can only happen in reality. One of the reasons students have difficulties with language in specific social setting (for example: language register formal vs informal, , sarcasm, politeness strategies, etc.) is that they do not have exposure to this kind of language in a meaningful way. In addition, there are the major roadblocks that prevent practice of speaking, anxiety, feeling un confident and fear of making mistakes. The classroom becomes a stage rather than a laboratory for exploration. As a result, Iraqi EFL learners fail to attain an appropriate degree of speaking proficiency that could be appropriate for academic communication and real-life exchange

of information. The use of multimedia resources, especially authentic video materials, in language teaching has gained more recognition and importance in the last decades. Format Authentic videos, including news reports, interviews, and everyday conversations, immerse learners in real-life language use, cultural nuances, and contextual communication that can be difficult to capture in textbooks and scripted dialogues. Through natural materials students can connect the lessons from their head with the lessons from the classroom and experience the reality of speaking meaningfully, using the correct vocabulary, fluency, pronunciation, etc. The role of authentic video materials as an important strategy in developing speaking skills has been not well-studied in the context of Iraqi EFL learners regardless of the benefits that they can gain. The objective of this research is to examine the effect of using authentic video materials in EFL classroom on the speaking skill of undergraduate Iraqi Learners. The research will investigate if exposure to authentic language settings via videos leads to improved fluency, accuracy, and overall speaking confidence. It will also look at the obstacles encountered by the Iraqi learners in using such materials effectively, as in access to computers and the Internet, their motivation and how to fit videos into mainstream classroom teaching.

Aims of the study

1. Finding out the role of using authentic video materials on speaking skills among undergraduate EFL Iraqi learners.
2. Finding out the differences between the experimental group mean scores in accuracy and fluency among undergraduate EFL Iraqi learners.

Hypothesis of the study

1. There are statistically significant differences between the mean scores of the experimental group, which is taught by using authentic video materials, and that of the control group, which is taught using the conventional method in speaking skills at the posttest.
2. There are statistically significant difference between the mean scores of the experimental group in accuracy and fluency among undergraduate EFL Iraqi learners.

Limits of the Study

The limitation for this research of the study resides to second year EFL university students in the department of Math – College of computer science and Math at University of Tikrit for the academic year (2024-2025).

3. Results

Design of the Study

This research was a quasi-experimental study, and the university was selected purposefully for reasons of logistics. They were all given the same material to study based on a suggested schedule which was the same for both groups on the same days of the week [10]. The control was taught by the teacher on a regular basis but the experimental was taught speaking skill by the researcher using real video materials. In addition, the students' speaking skill were assessed with the same test before and after the experiment to measure their differences. Group A which was designated as the experimental group was treated with real video materials. to learn how to speak. Group B which was assigned as the control group received speaking skill instructions as usual [11], [12]. The researcher only dictated the pre-test on topics that have something to do with speaking skills and vice versa with post-test. The study design was specified in table 1.

Table 1. The Numbers of Participants.

Group	Method of Teaching	Number
Experimental	Authentic Video Materials	25
Control	Regular Instruction	25

Total	50
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Participants of the Study

The population of this study (136) included all EFL Iraqi learners enrolled in the department of math at collage of computer science and math/ Tikrit university for the first semester of the academic year of (2024/2025), fifteen (50) samples were taken from this population as the sample of this study [13]. This Class Section A which has also 25 students was chosen as experimental group. Section B is comprised of 25 students, which formed the group of control.

Materials and Instruments

The majority of the materials were created by the researcher. The videos were created by the researcher, based on instruction from podcast and YouTube videos information under this study. A visual aid was designed through the data show software. So, of course the hardware that was behind the data display had to be in the classroom [14]. The third refers to the interest and motivation of participants class activeness, which was determined by the teacher's notes

Operational Definition of Terms

Authentic Videos: It is an electronic or digital technology of displaying films or moves on issues and acts in real-life circumstances. Video content are natural sources of English These videos are based on similar topics of the speaking activities in the recommended book [15].

Speaking Aspects: Ways of Speaking included: correctly pronouncing words with essential mechanics of speaking, utilizing native-like English naturally with barely any communication breakdown, utilizing body language and facial expressions persuasively to support meaning, utilizing grammatical structures and a broad lexicon, fluency, and leveraging figures of speech, idiomatic expressions, pragmatic aspects of language, and cultural knowledge around speaking.

EFL: This stands for "English as a Foreign Language" and it refers to those people that are learning to speak, read, and write another language where English is not used as a language of wider communication.

Results Supporting the Hypothesis 1

Posttest Mean Scores of the Experimental Group and that of Control Group in Speaking Skills

As for the analysis of the data related to the first hypothesis in particular: There are statistically significant differences between the mean scores of the experimental group, which is taught by the Authentic video materials and that of the control group, which is taught using the conventional method in speaking skills at the posttest, the independent sample test has been utilized. So, the first objective of the study: To determine the effects of employing authentic video materials on speaking skills of undergraduate EFL Iraqi learners, will be accomplished.

As indicated in table 2 below, the average scores of the experimental group achieved in the posttest was (79.80) and standard deviation (13.19) Whereas the mean and standard deviation of control group was 63.20 and 14.20 respectively. The t-value is found in a table with a degree of freedom of 48 at a level of significance (0.05) greater than the tabulated t-value 2.01, while the t-value 4.282 is calculates. By looking at the values of T-calculated above, it shows that the T-value 4.282 higher than T-value tabulated at field 2.01, then it could be concluded that there are statistically significant difference between the mean scores of the experimental group that was taught by using authentic video materials and that of the control group that was taught by using the conventional method in speaking

skills at posttest, in which the experimental group was better than the control group. Hence, we accept the first hypothesis.

Table 2. Posttest Mean, St. D, and T-Values of The Two in Speaking Skills.

Group	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Experimental	25	79.80	13.19	4.282	2.01	48	0.05
Control	25	63.20	14.20				

Results Supporting the Hypothesis 2

Posttest: Mean Scores of the Experimental Group in Accuracy and Fluency: A Comparison

The independent samples T-test statistics have been used to analyze the data related to the first hypothesis which is: There is a statistically significant difference influence the mean scores function of accuracy and fluency among undergraduate EFL Iraqi learners. Therefore, the second objective of the study which is: Identifying the differences between the mean score of the experimental group in accuracy and fluency in regard to the undergraduate EFL Iraqi learners will be fulfill. The results indicate that students' mean score at fluency is 39.00 and that at accuracy type is 35.84. To show this, we calculate the t-value using the t-test formula for two paired samples as below: From table2, the calculated t-value is 1.902 and the tabulated t-value is 1.71 at the degree of freedom 24 and level of significance (0.05). This indicates that there is a significant difference between the students' speaking skills at level fluency and accuracy in favor of fluency. As a result, we fail to reject the second hypothesis yet again, see Table 3.

Table 3. Achievement Posttest: Mean Scores, Standard Deviation and T-Value of the Experimental Group Students in Fluency and Accuracy.

Vocabulary types	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Fluency	25	39.00	9.24	1.902	1.71	24	0.05
Accuracy		35.84	9.37				

4. Discussion

The comparison of the mean between the experimental and the control group indicates strong support for the efficaciousness of authentic video materials in improving speaking skill among undergraduate EFL Iraqi learners. The experimental groups (those who used real video materials) received a higher mean score (79.80) than the control groups (63.20). Another significant difference in means is the content of video material — authentic video material is substantially more effective for learning language in component speaking. The independent samples t-test yielded significant results, with \bar{x} (4.282) exceeding the tabulated t value of 2.01. This indicates that the observed differences are statistically significant, allowing us to reject the null hypothesis. The results confirm that the utilization of video materials yields superior learning outcomes compared to traditional training in the control group, see Figure 1.

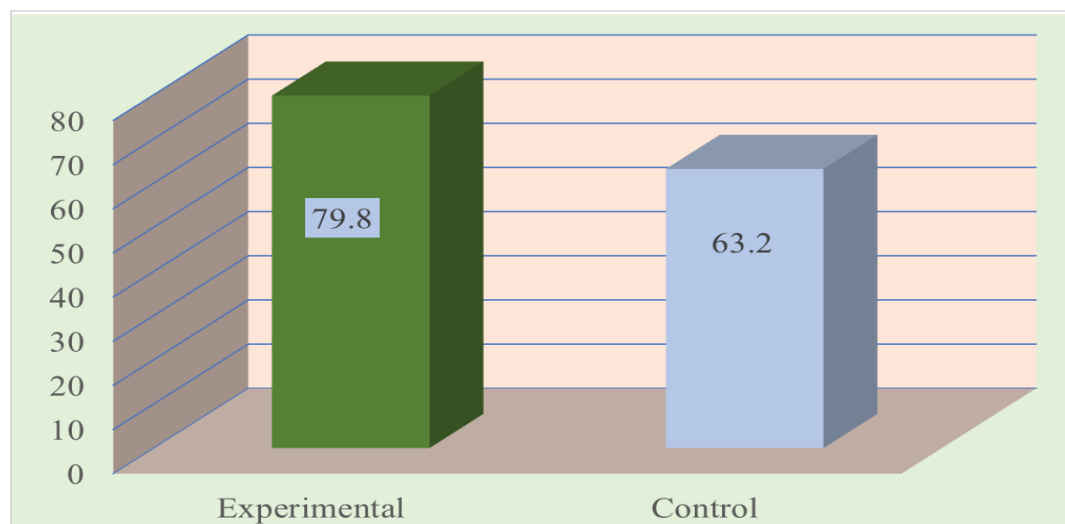


Figure 1. Mean scores of the Two Groups in the Achievement Posttest.

The analysis of the results of the second hypothesis was to examine the mean scores of accuracy and fluency differentiation among the experimental group of undergraduate Iraqi EFL learners. The results offer new insights into the processes of language learning in speaking skills. The average score indicates that students had a superior score in fluency (39.00) compared to accuracy (35.84). This indicates that language learners may experience an increase in speed of speech but are more likely to demonstrate a decrease in correctness of speech. In addition, it is important to differentiate the different components of speech ability, because both fluency and accuracy are necessary for effective communication. The paired samples t-test yielded a computed t value of 1.902, which exceeded the tabulated t value of 1.71 at an alpha level of 0.05 with 24 degrees of freedom. This indicates that the mean scores are statistically significant, allowing us to confidently accept our hypothesis. Experimental results indicated that while both groups exhibited a degree of fluency and accuracy, the experimental group demonstrated a significantly wider disparity between fluency and accuracy, see Figure 2.

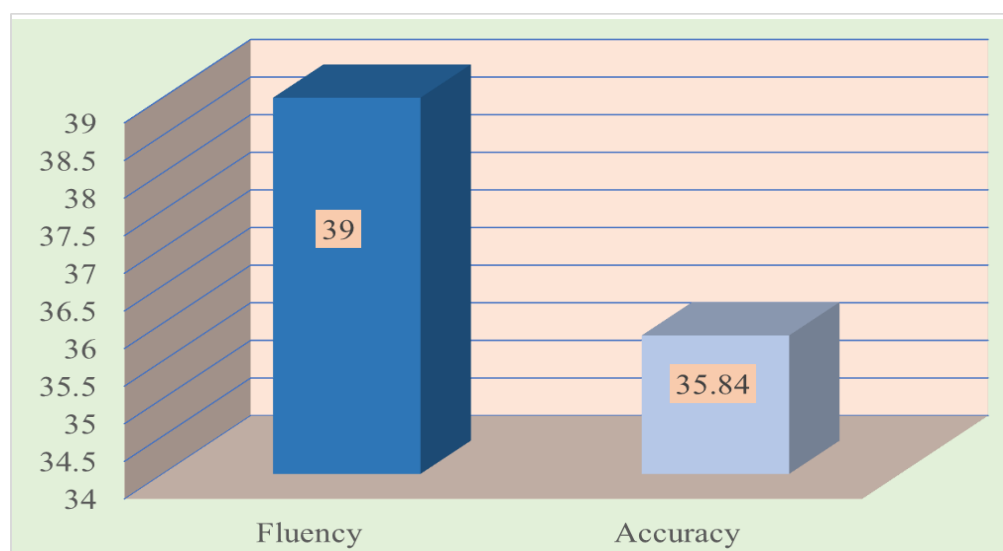


Figure 2. Mean scores of The Experimental Group at Fluency and Accuracy.

5. Conclusion

One of the most challenging challenges is establishing speaking skills among foreign or second language learners. Producing language accurately and interpreting the intended meaning of other speakers necessitates experience and strategic preparation. Authentic

movies utilized by the teacher in the classroom are pertinent to the present topic and serve to enhance speech fluency and accuracy. The findings of both determining and where either can be control phases of the experiment. The results aligned with the hypothesis, indicating that authentic videos enhance students' proficiency in speaking abilities. These tools facilitate students' engagement with the practical use of the language, contrasting with a textbook-oriented approach. They possess an enhanced comprehension of cultural settings, pronunciation, and the ability to apply pragmatic competence in various social circumstances. Furthermore, it enhances listening skills and vocabulary, essential for achieving fluency and correctness in speech. In conclusion, the utilization of authentic video resources can enhance learners' speaking proficiency in the target language while fostering their enthusiasm and willingness to engage in the learning process. These actual videos were deemed appropriate for enhancing and developing the speaking skills of both learners and teachers.

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