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The Effectiveness of Video-Based Instruction in Enhancing English Language Competency: Evidence from Dondaeng Upper Secondary School, Laos

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Abstract

The persistent reliance on traditional, textbook-centric methods in Lao secondary English as a Foreign Language (EFL) instruction often contributes to low student proficiency and a lack of authentic communicative competence, highlighting a critical pedagogical gap. This quasi-experimental study investigates the effectiveness of video materials in enhancing the English language competency of 60-year 6th students (n=30 control, n=30 experimental) at Dondaeng Upper Secondary School, grounded in principles of Multimedia Learning Theory and constructivism. The research objectives were: 1) to compare students' learning achievement between traditional textbook-based instruction and video-based instruction; 2) to assess students' English language competency development through video material utilization; and 3) to investigate students' opinions and perspectives on utilizing video materials. Students in the experimental group received instruction incorporating a structured three-stage (pre-, while-, post-listening) video methodology. Post-test results demonstrated that the experimental group achieved significantly greater learning achievement ($\bar{x}$ =8.87, SD=0.57) compared to the control group ($\bar{x}$ =7.50, SD=0.86), revealing a very large and statistically significant effect size ($d \approx 1.88$, $p < .001$). Furthermore, the experimental group showed markedly superior overall language competency ($\bar{x}$ =9.40, SD=0.49) over the control group ($\bar{x}$ =7.77, SD=0.77), indicating an exceptionally large and statistically significant effect ($d \approx 2.51$, $p < .001$). Student attitudes toward videos were overwhelmingly positive, citing enhanced motivation and the provision of authentic language context. This research confirms that strategically integrated, theoretically grounded video instruction provides a potent, accessible solution to enhance EFL outcomes, offering critical evidence for educational policy modernization and alignment with contemporary regional EFL standards.

Keywords: *English Language Competency, Video Materials, Language Learning, Instructional Methods*

1. Introduction

The integration of technology via video materials has transformed language education by offering multisensory learning experiences that combine visual, auditory, and paralinguistic elements like gestures and facial expressions (Kiliçkaya & Krajka, 2018; Kucher,

2020; Sherman, 2003; Bhusaery et al., 2024). These materials accommodate diverse learning styles and boost student motivation by providing authentic, real-life language contexts that extend beyond the limitations of traditional textbooks (Shukurdinovna, 2024; Woottipong, 2014; Hariyono, 2020; Kabooha & Elyas, 2018). Beyond engagement, research indicates that video-based instruction significantly enhances vocabulary acquisition, pronunciation, and cultural understanding, particularly by helping learners create mental associations between visual cues and spoken language (Galbraith & Rodriguez, 2018; Isayeva et al., 2020; Martínez, 2002; Tao et al., 2024).

Educational Challenges in the Lao Context.

Despite these global benefits, many educational institutions in Laos, such as Dondaeng Upper Secondary School, continue to rely on conventional, textbook-centered methods due to limited infrastructure, insufficient budgets, and a lack of teacher training in technology integration (Lamphaiphanh et al., 2024; Martin, 2020; Dengler, 2025). Students in these settings often demonstrate low English proficiency and disengagement because the current curriculum lacks practical application and authentic exposure (Li, 2020; Makewa et al., 2012; Raid, 2017). While regional initiatives like the ASEAN-Australia Education Partnership highlight the urgent need for innovative instructional approaches, there remains a significant gap in localized, empirical research that evaluates the effects of structured video-based interventions within the unique, resource-limited constraints of Laotian secondary schools (ASEAN University Network, 2024; Lamphaiphanh et al., 2024).

The use of video materials in this context is theoretically supported by Mayer's Cognitive Theory of Multimedia Learning (CTML) and Krashen's Input Hypothesis. CTML suggests that learners process information more deeply through dual visual and auditory channels, which reduces cognitive load and fosters meaningful connections (Mayer, 2005). Simultaneously, Krashen's Input Hypothesis posits that language is best acquired through "comprehensible input" (i+1), where visual cues in videos make language accessible even when it is slightly above the learner's current level (Krashen, 1982). Together, these frameworks justify a shift toward video-based instruction to provide the interactive and authentic resources necessary to improve communicative competence in EFL settings (Tomlinson & Masuhara, 2018; Seraj et al., 2024; Banegas et al., 2020; Ritonga et al., 2024).

This study addresses the critical need for innovative instructional approaches in English language teaching at the secondary level in Champasak Province by pursuing three specific objectives: (1) to compare students' learning achievement between traditional textbook-based instruction and video-based instruction; (2) to assess students' English language competency development through video material utilization; and (3) to investigate students' opinions and perspectives on utilizing video materials. By examining the effectiveness of video materials in enhancing competency, this research contributes to the growing body of literature on technology-enhanced language learning in Southeast Asian contexts, informing pedagogical practices with evidence-based recommendations for curriculum integration to support improved student outcomes and more effective instruction.

1.1 Research Questions

1. How does learning achievement differ between textbook-based and video-based instruction?
2. To what extent do video materials develop students' English language competency?
3. What are students' opinions on utilizing video materials for English learning?

1.2 Hypotheses

1. Video-based instruction will yield higher learning achievement than textbook-based instruction ($p < 0.05$).

2. Video materials will significantly enhance English language competency compared to traditional methods ($p < 0.05$).
3. Students will express positive opinions toward video materials, rating them highly for engagement and authenticity.

2. Materials and Methods

2.1 Research Design and Setting

Using a quasi-experimental, pretest-posttest control group design, this study investigated the impact of instructional approaches on the English competency of Year 6 students at Dondaeng Upper Secondary School in Laos. Due to the practical constraints of a natural classroom setting, researchers utilized two intact classes rather than individual random assignment, delivering a six-session intervention over three weeks. This specific site was chosen to ensure the findings would be generalizable to other regional schools facing similar resource limitations. The study maintained high ethical standards by securing informed consent from all stakeholders and ensuring participant anonymity through the use of numerical identifiers and secure data management.

2.2 Population and Sampling

The target population for this study consisted of all Year 6th students enrolled at Dondaeng Upper Secondary School during the 2023-2024 academic year. A total sample of 60 participants was selected from two existing, intact Year 6th classes (30 students per class). The demographic profile of the participants included an age range of 16–17 years, with a distribution of 32 female students and 28 male students (53.3% female, 46.7% male).

The selection of a total sample size of 60 participants (n=30 in each group) was deemed adequate for statistical analysis, providing sufficient power to detect a meaningful effect size. The sample size determination was based on established guidelines for quasi-experimental research, aiming for a medium-to-large effect size (e.g., Cohen's $d \geq 0.5$). While a formal power analysis was not conducted *a priori* due to resource limitations, a sample of 30 per group offers sufficient power (approximately $\beta = 0.80$) for an independent samples t-test to detect a large effect size at the $\alpha = 0.05$ significance level. This provided a balance between statistical rigor and practical feasibility within the naturalistic school setting.

Due to the non-negotiable requirement of maintaining intact classroom groupings, the two selected classes were non-randomly assigned to the experimental and control groups using a matching procedure to ensure baseline equivalence. Class A was designated as the experimental group (video-based instruction, n=30), and Class B was designated as the control group (traditional instruction, n=30). Equivalence was confirmed through an initial placement test, demonstrating no statistically significant pre-existing difference in overall English language competency between the two groups. The flow of participants through the phases of the study, including enrollment, allocation, intervention, and follow-up, is illustrated in a CONSORT-style flow diagram.

2.3 Research Instruments

The study employed three main instruments to gather data on English language competency and student attitudes: the Placement Test, the Pre-test and Post-test battery, and the Student Opinion Questionnaire.

2.3.1 Placement Test

An English language placement test was administered to all participants at the outset of the study. This instrument assessed students' baseline competency across four core language skills (listening, speaking, reading, writing) and integrated knowledge of grammar and vocabulary. The primary function of the placement test was to verify the initial equivalence of the two intact groups before intervention commenced. Validity of the test content (covering key linguistic areas of the Year 6 curriculum) was established by an expert panel consisting

of three senior English teachers and one curriculum specialist from the Provincial Education Department.

2.3.2 Pre-test and Post-test

Parallel forms of a comprehensive English Language Competency test were developed and administered as the pre-test (baseline) and post-test (outcome measure). These tests were designed to measure learning achievement and overall language competency derived directly from the instructional objectives of the six intervention sessions. The tests included a mix of objective and subjective question types assessing listening comprehension, vocabulary recognition, grammar application, and reading comprehension.

To ensure the quality of the assessment, the tests underwent rigorous validation. Content validity was verified by the same expert panel who reviewed each item against the learning objectives and curriculum standards, confirming the appropriateness and representativeness of the test items. After the expert panel validation, the test was piloted with a similar group of students not participating in the main study. Reliability was then established using the pilot data, resulting in a calculated Cronbach's alpha (α) value of 0.84 for the overall test, which indicates high internal consistency.

2.3.3 Student Opinion Questionnaire

A structured, 17-item questionnaire utilizing a four-point Likert scale (ranging from Strongly Disagree to Strongly Agree) was developed to investigate the experimental group's opinions and perspectives toward utilizing video materials. The items addressed constructs such as motivation, engagement, perceived language skill development, and the authenticity of language exposure.

The content validity of the questionnaire was established through review by the expert panel, who assessed clarity, relevance, and alignment with the study's objectives regarding student attitudes toward video-based instruction. The questionnaire's reliability was tested using the same pilot study population as the competency tests, yielding a Cronbach's alpha (α) of 0.91, confirming excellent internal consistency for the attitude measure.

2.4 Data Collection Procedures

The data collection was systematically conducted in three distinct phases: pre-intervention, intervention, and post-intervention, over a designated period to ensure rigorous comparability between the control and experimental groups. The instructional intervention consisted of six sessions, each lasting 90 minutes, and was conducted over three consecutive weeks.

2.4.1 Pre-Intervention Phase (Baseline Assessment)

In the initial phase, all 60 year 6th students from Dondaeng Upper Secondary School were assessed using the same instruments. First, a **placement test** was administered to establish the students' baseline English language competency across four skills (listening, speaking, reading, writing) and grammar and vocabulary knowledge[4444]. Following the placement test, **identical pre-tests** were given to both the control and experimental groups to measure initial learning achievement and language competency levels just before the instructional intervention began[5555]. These baseline measures ensured that the two groups were equivalent in English proficiency prior to the main phase of the study.

2.4.2 Intervention Phase (Instructional Implementation)

The intervention was carried out over three weeks, comprising six 90-minute sessions[77]. To maintain instructional control and minimize researcher/teacher bias, the intervention was delivered by the same trained researcher to both the control group (n=30) and the experimental group (n=3), using the same schedule and total classroom time for each group. The researcher was trained beforehand on the specific methodologies to be employed, ensuring standardized delivery of the textbook-based instruction for the control group and the video-based instruction for the experimental group.

- **Control Group:** This group received instruction based on the standard English textbook, following conventional teaching methods. The

instruction adhered to the existing curriculum structure but without the introduction of video materials.

- **Experimental Group:** This group received instruction using six selected video materials and a structured three-stage approach (pre-, while-, and post-listening).

○ **Stage 1: Pre-listening Activities** involved introducing the video, warm-up discussions about the topic, activating students' background knowledge, and pre-teaching essential vocabulary.

○ **Stage 2: While-listening** Activities included playing the video for general comprehension, followed by replaying with strategic pauses to focus on deeper understanding, comprehension checks through questions, and opportunities for student discussion.

○ **tage 3: Post-listening Activities** required students to complete various comprehension exercises like true/false, Wh-questions, fill-in-the-blanks, and discussion prompts to assess and promote language production and critical thinking.

2.4.3 Post-Intervention Phase (Outcome Measurement)

Immediately following the completion of all six instructional sessions, both the control and experimental groups were administered identical post-tests to measure the final learning achievement and language competency outcomes. Finally, the experimental group completed a 17-item structured questionnaire utilizing a Likert scale to gather their opinions and perceptions regarding the use of video materials in their English language learning experience.

2.5 Data Analysis

Quantitative data analysis was conducted using the Statistical Package for the Social Sciences (SPSS) software. Descriptive statistics, including means and standard deviations, were calculated for all pre-test and post-test scores. Prior to inferential testing, assumption testing was conducted. Independent samples t-tests are generally robust to minor violations of normality, especially with equal sample sizes (n=30 per group). Levene's test for equality of variances was also performed to ensure the assumption of homogeneity of variance was met for the t-tests.

2.5.1 Inferential and Effect Size Reporting

Independent samples t-tests were performed to compare learning achievement and English language competency between the control and experimental groups on both pre-test and post-test measures. The significance level for all statistical tests was set at $p < 0.05$. To supplement the p-values, Cohen's d was calculated as the effect size for the post-test comparisons to determine the magnitude of the difference between the groups' means. Additionally, 95% Confidence Intervals (CI) for the mean difference were computed to provide an estimated range of plausible values for the true difference in the population, enhancing the interpretation of the statistical results.

2.5.2 Analysis of Questionnaire Data

For the structured questionnaire utilizing a Likert scale, responses were converted to numerical values from 1 (strongly disagree) to 4 (strongly agree). Arithmetic means were calculated for each item and for the overall questionnaire. While Likert scales generate ordinal data, calculating and interpreting mean scores is a common practice in educational and psychological research to describe central tendency, often treating the data as interval for reporting purposes, as is done here. This approach allows for a straightforward summary of the overall direction and strength of students' attitudes. Mean scores were interpreted based on the scale: 1.00–1.75 (strongly disagree), 1.76–2.50 (disagree), 2.51–3.25 (agree), and 3.26–4.00 (strongly agree).

2.5.3 Data Visualization

Results from both the competency assessment and the learning achievement comparison were presented in tabular format. Furthermore, to facilitate easier interpretation and comparison across groups and to reach international reporting standards, data were also presented

using visual representations such as bar charts or boxplots. This visual data representation complements the statistical results by graphically illustrating the magnitude of the difference between the two instructional groups.

3. Results

3.1 English Language Placement Test Results

The initial placement test assessed students' baseline English language competency across five domains: listening, reading, writing, speaking, and grammar with vocabulary. The placement test results revealed that students demonstrated highest competency in reading skills (89.83%), indicating their ability to comprehend main ideas, discuss reading content, and apply reading strategies for different purposes. Speaking ability ranked second (85.83%), showing that students could engage in general conversations and describe situations using appropriate vocabulary and grammar, though articulation needed improvement. Listening skills achieved 85.33%, demonstrating students' capacity to understand spoken English in various contexts.

Grammar and vocabulary knowledge scored 84.83%, providing a solid foundation for language skill development. However, writing emerged as the weakest skill area (83.33%), with students reporting difficulties in generating creative ideas and organizing content coherently and logically. These baseline results informed the design of instructional materials and assessment instruments appropriate for students' competency levels.

3.2 Learning Achievement Assessment

Table 1 presents the comparison of learning achievement between the control and experimental groups on the post-test. The experimental group achieved a significantly higher mean score ($\bar{x}$ = 8.87, SD = 0.57) compared to the control group ($\bar{x}$ = 7.50, SD = 0.86). The independent samples t-test revealed a statistically significant difference between the two groups (t = -12.17, df = 29, p = .000), indicating that the video material-based instruction resulted in substantially better learning achievement than traditional textbook-based instruction.

The experimental group's superior performance demonstrates that video materials contributed to improved learning outcomes. Students who received video-based instruction showed greater progress in their ability to comprehend, retain, and apply English language content. The significant difference confirms that incorporating video materials into instruction effectively enhances students' learning achievement beyond what traditional methods accomplish.

3.3 English Language Competency Assessment

Table 2 illustrates the comparison of English language competency between groups on the post-test. The experimental group achieved a considerably higher mean score ($\bar{x}$ = 9.40, SD = 0.49) compared to the control group ($\bar{x}$ = 7.77, SD = 0.77). The independent samples t-test demonstrated a statistically significant difference (t = -12.45, df = 29, p = .000), indicating that video materials substantially enhanced students' English language competency.

This significant difference reflects the effectiveness of video materials in developing language skills. Students exposed to video-based instruction demonstrated superior competency in applying English in various contexts, understanding authentic language use, and performing language tasks. The experimental group's higher scores across language competency measures confirm that video materials provide advantages over textbook-based instruction in developing functional language ability. The smaller standard deviation in the experimental group (0.49 versus 0.77) also suggests more consistent performance improvements across students when using video materials.

3.4 Students' Opinions Toward Video Materials

Table 3 presents students' responses to the analysis of the 17-item attitude questionnaire showed an overwhelmingly positive disposition toward video materials, with an overall mean score of $M_{overall}$ = 3.84 (indicating 'Agree' to 'Strongly Agree'). To present more meaningful thematic findings, the items were grouped into four logical constructs: Authentic Exposure, Motivation

and Engagement, Cognitive and Multimodal Support, and Language and Skill Development.

The highest affirmation was consistently registered in the Authentic Exposure dimension ($\bar{x}$ = 4.22), with students strongly agreeing that videos accurately show how language is used in real-life situations. This highlights the students' primary appreciation for the materials' capacity to contextualize language use. The Motivation and Engagement cluster also reported a high positive mean ($\bar{x}$ = 3.87), driven particularly by the students' feeling that videos motivate autonomous learning outside the class ($\bar{x}$ = 4.20) and create a more lively and different classroom experience. Perceptions regarding Cognitive and Multimodal Support were high ($\bar{x}$ = 3.80), as students recognized that the visual cues and multisensory input facilitate learning, improve memorability, and assist concentration. Finally, the cluster for Language and Skill Development recorded a positive mean score ($\bar{x}$ = 3.78), reflecting student perception that videos increased vocabulary, enhanced overall competency, and critically, assisted them in gaining confidence in speaking ($\bar{x}$ = 4.00).

3.5 Correlation Analysis

To explore the relationship between students' attitudes toward video materials and their learning outcomes, a Pearson correlation analysis was conducted between the overall student opinion mean score (Attitude) and the post-test scores for Learning Achievement and Language Competency.

The results revealed a strong positive correlation between students' overall positive attitude toward video materials and their resulting Learning Achievement (r = 0.82, p = .000). Similarly, an even stronger positive correlation was found between attitude and Language Competency (r = 0.85, p = .000). These highly significant correlations demonstrate that students who held more positive opinions about the video materials were also the ones who showed the greatest improvements in both their measured learning achievement and their overall English language competency.

4. Discussion

In line with the above research objectives, it is evident that this research has provided strong support for the effectiveness of video-based instruction in EFL learning among Lao students. This is because, first, the comparison of learning achievement has shown that students who used video materials outperformed their peers who relied on textbooks. This has confirmed the hypothesis that video-based instruction results in higher learning outcomes. Second, the evaluation of English competency development has shown that students who used video materials had markedly better learning outcomes than their peers who relied on textbooks. This has confirmed that video materials result in significantly improved English competency. Finally, the exploration of students' opinions has shown that students who used video materials had overwhelmingly positive attitudes towards video materials and reported high levels of motivation and appreciation for video materials. This has confirmed that video materials result in improved attitudes and motivation. These results are consistent with recent literature that has emphasized the effectiveness of video materials in EFL learning, as mentioned in Seraj et al. (2024) and Bhusaery et al. (2024), which highlights the effectiveness of video materials in reducing students' affective filters and providing comprehensible input. The positive correlations between student attitudes and student learning gains again emphasize that the Affective Filter Hypothesis of Krashen (1982) and Mayer's Cognitive Theory of Multimedia Learning (2009) are a sound basis for the integration of videos in resource-poor environments such as those found in Laos, thus supporting the goals of ASEAN University Network (2024) for the modernization of education in the region.

5. Conclusion

This study highlights the significant effectiveness of video-based instruction in improving English language

competency among Year 6 students, outperforming traditional textbook methods in both learning outcomes and student motivation. The findings demonstrate that a structured, three-stage pedagogical framework consisting of pre-, while-, and post-listening activities fosters higher engagement and confidence. Consequently, the study recommends that educational authorities formally integrate ICT and video materials into national curricula, supported by investments in classroom infrastructure and teacher training. To build on these results, future research should explore long-term skill retention, teacher development models, and the potential of student-generated content to further personalize and scale these benefits across diverse educational settings.

6. Conflict of Interest

We certify that there is no conflict of interest with any financial organization regarding the material discussed in the manuscript.

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Assessed for eligibility (All Year 6 students, N=60)

Randomly Assigned (N=60)

| ├——> Allocated to Control Group (n=30)

| | Received textbook-based instruction (n=30)

| └——> Analyzed (n=30)

└——> Allocated to Experimental Group (n=30)

| Received video-based instruction (n=30)

└——> Analyzed (n=30)

Figure 1: CONSORT-style flow diagram

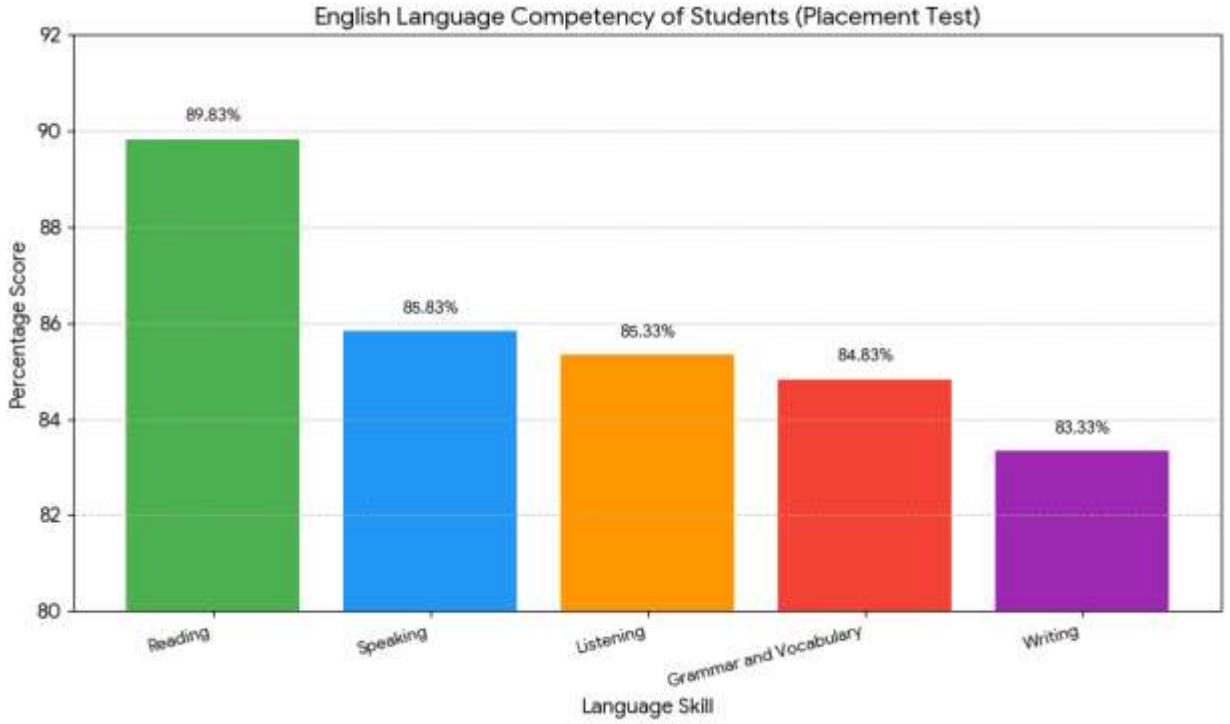

Figure 2: English Language Competency of Students (Placement Test)

Table 1: Learning Achievement Comparison (Post-test)

Group	Mean	SD	t	df	Sig. (2-tailed)
Control group	7.50	0.86	-12.17	29	.000
Experimental group	8.87	0.57			

Table 2: Language Competency Comparison (Post-test)

Group	Mean	SD	t	df	Sig. (2-tailed)
Control group	7.77	0.77	-12.45	29	.000
Experimental group	9.40	0.49			

Table 3: Students' Opinions Toward Video Materials (N=30)

No	Item	Mean	Level

1	Incorporating videos keeps class lively and makes lessons enjoyable	3.72	Agree
2	Videos assist concentration on lesson content	3.60	Agree
3	Videos enhance language competency, especially speaking and pronunciation	3.58	Agree
4	Videos are a great source for improving language competency	3.70	Agree
5	Video materials improve competency more than non-authentic materials	3.80	Agree
6	Video materials show how language is used in real situations	4.22	Strongly Agree
7	Videos motivate learning outside class	4.20	Strongly Agree
8	Interest increases when teacher uses videos	3.63	Agree
9	Videos increase vocabulary, idioms, and expressions for real-life use	3.83	Agree
10	Videos prevent distractions and maintain concentration	3.73	Agree
11	Videos provide efficient improvement and memorability	3.82	Agree
12	Videos assist in gaining confidence in speaking	4.00	Agree
13	Videos arouse interest and make class different	3.97	Agree
14	Videos facilitate learning and address all senses	3.82	Agree
15	Visual cues increase curiosity and support real-life learning	3.97	Agree
16	Motivated to practice competency through movies while being entertained	3.83	Agree
17	Important to read instructions and descriptions before watching	3.85	Agree
Overall Mean		**3.84**	**Agree**

Table 4: **Correlation Analysis**

Variables Correlated	N	Pearson Correlation (r)	Sig. (2-tailed)
Attitude & Learning Achievement	30	0.82	.000
Attitude & Language Competency	30	0.85	.000