



Enhancing English Speaking Skill Through Video Media: The Case Study of The Fourth Year Students at Department of Tourism Management, Faculty of Economics and Tourism, Souphanouvong University

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Abstract

This study aims to investigate the effectiveness of video media in improving the English-speaking skills of fourth-year Tourism Management students at Souphanouvong University, Lao PDR. The study employs Classroom Action Research and involves 59 students during the 2023- 2024 academic year. The research is conducted through two action research cycles using video-based learning activities to enhance grammar, pronunciation, vocabulary, fluency, and comprehension in English communication. Data are collected through pre-test and post-test speaking assessments, classroom observations, field notes, and evaluations conducted with a native English speaker. Quantitative data are analyzed using descriptive statistics, while qualitative data are analyzed through content analysis. The findings show that students improve their English-speaking performance in all assessment areas. The mean scores increase from 4.39 to 4.66 for grammar, from 2.98 to 4.56 for comprehension, from 3.53 to 4.76 for fluency, from 2.92 to 4.34 for pronunciation, and from 4.58 to 4.73 for vocabulary. In addition, students demonstrate greater confidence in communication, participate more actively in learning activities, and experience less anxiety when speaking English. The study concludes that video media is an effective instructional tool for improving English-speaking skills and supporting English language learning among higher education students.

Keywords: video media, English language teaching, English-speaking skills, classroom action research, tourism management students

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1. Introduction

English is an international language that plays an important role in education, business, tourism, and global communication (Crystal, 2003). Therefore, English proficiency has become an essential skill in today's globalized world. Among the four language skills, speaking is especially important because it enables people to communicate effectively and interact with individuals from different cultural backgrounds. Rao (2019) Demonstrates the importance that it is for students to practice speaking in English classes so they can interact with others in real-life situations. However, developing English-speaking skills remains a major challenge for learners of English as a Foreign Language (EFL). In the Lao People's Democratic Republic (Lao PDR), English communication skills have become increasingly important due to globalization, ASEAN integration, and the growth of the tourism industry. Tourism Management students, in particular, need good English-

speaking skills because their future careers require direct communication with international tourists and foreign clients. However, many students still face problems such as lack of confidence, fear of making mistakes, poor pronunciation, and limited opportunities to practice speaking in real-life situations.

In addition, traditional teaching methods that rely mainly on textbooks may not effectively support the development of speaking skills. Students often have limited opportunities to use English for meaningful communication, which results in low fluency and confidence. At the same time, digital technology and modern learning media have become important tools for language learning. Research on educational technology indicates that computer-based tools can facilitate a broader range of educational activities that meet varied learner needs (Hasselbring & Glaser, 2000). Video media, in particular, can present language in authentic contexts, increase students' interest, and encourage active

participation in learning activities. As a result, video media has been recognized as a useful instructional tool for improving English-speaking skills (Wahyuni & Utami, 2021). It allows students to learn from a variety of real-life communication situations and provides meaningful opportunities to practice listening and speaking skills.

The integration of multimedia technology has significantly transformed modern language teaching practices. Video media has become one of the most effective instructional tools because it combines visual, auditory, and contextual information in a meaningful way. Harmer (2001) explains that video is particularly valuable in language teaching because learners can hear spoken language while simultaneously observing facial expressions, gestures, body

language, and situational context. This provides a richer communicative experience than traditional text-based instruction. In addition, Richards and Renandya (2002) emphasize that authentic video materials support vocabulary learning, pronunciation awareness, listening comprehension, and communication confidence. For EFL learners who have limited access to native-speaker interaction, video can create a real-like communication environment and give useful practice. As shown in Table 2, video media offers seven main educational benefits in English language learning: authentic language exposure, pronunciation modeling, vocabulary reinforcement, contextual comprehension support, learner motivation, reduced communication anxiety, and interactive classroom engagement.

Table 2. Educational Benefits of Video Media in English Language Learning

No.	Benefit	Description
1	Authentic Language Exposure	Video provides learners with exposure to natural English communication as used in real-life situations.
2	Pronunciation Modeling	Students can observe and imitate accurate pronunciation, intonation, and speaking rhythm from authentic speakers.
3	Vocabulary Reinforcement	Video helps strengthen vocabulary learning by presenting words in meaningful communication contexts.
4	Contextual Comprehension Support	Visual cues such as gestures, facial expressions, and situational context help learners understand spoken messages more effectively.
5	Learner Motivation	Engaging video content can increase students’ interest, attention, and motivation to participate in English learning activities.
6	Reduced Communication Anxiety	Video-supported learning can create a less intimidating environment, helping students feel more comfortable practicing spoken English.
7	Interactive Classroom Engagement	Video can support interactive activities such as discussion, role-play, and collaborative speaking tasks that encourage active participation.

Therefore, this study aims to investigate the effectiveness of video media in improving the English-speaking skills of fourth-year students in the Department of Tourism Management, Faculty of Economics and Tourism, Souphanouvong University, Lao PDR, and to identify how the learners develop their English-speaking skills through video-based learning. The findings are expected to contribute to the improvement of English language teaching practices in

higher education and support the development of students’ English communication skills.

2. Materials and Methods

2.1 Population and Sample

The population of this study consisted of fourth-year students in the Department of Tourism Management, Faculty of Economics and Tourism, Souphanouvong University, Lao PDR, during the 2023-2024 academic year, comprising a total of 59 students, 27 of whom were female

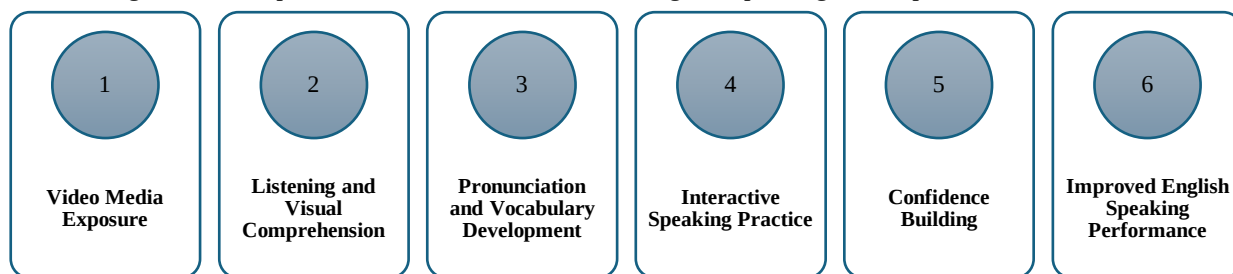
Table 3. Research Site and Participant Profile

No.	Item	Description
1	University	Souphanouvong University, Lao PDR

2	Faculty / Department	Faculty of Economics and Tourism, Department of Tourism Management
3	Target Group	Fourth-year Tourism Management students, Academic Year 2023–2024
4	Total Enrollment	59 students (27 female, 32 male)
5	Sampling Technique	Convenience sampling (intact class taught by the researcher)
6	Study Duration	Approximately four months (November 2023 – March 2024), two Classroom Action Research cycles

The sample of this study was a single intact class of 59 fourth-year Tourism Management students (27 female and 32 male), selected through convenience sampling. This technique was chosen because the researcher was the English instructor for this class, which allowed direct access to the students throughout the two-cycle intervention period and ensured continuity between the teaching and data-collection processes.

Figure 1. Conceptual Framework of Video-Based English-Speaking Development



2.2 Research Instruments

First, an oral pre-test and post-test speaking assessment, designed by the researchers and reviewed by experts was administered to measure students' speaking performance in five components:

Table 4. Research Instruments and Assessment Criteria

Instrument	Purpose	Description
Pre-test Oral Speaking Assessment	Baseline measurement	Conducted before the video-based intervention to assess students' initial English-speaking proficiency.
Post-test Oral Speaking Assessment	Outcome measurement	Conducted after the intervention to evaluate improvement in students' English-speaking performance.
Speaking Assessment Rubric	Performance evaluation	Used to assess students' speaking ability across five dimensions: grammar, pronunciation, vocabulary, fluency, and comprehension.
Classroom Observation Checklist and Field Notes	Observation	Used to record students' participation, confidence, speaking interaction, and engagement across the two action research cycles; short student interviews were analyzed together with the field notes.
Video Materials, Lesson Plans, and Native-Speaker Co-assessment	Instruction	Short authentic videos tailored to each cycle were used with lesson plans and structured dialogues; a native English speaker reviewed and co-assessed the pre-test and post-test performance.

Grammar, pronunciation, vocabulary, fluency, and comprehension. In the pre-test, students worked in pairs to perform a guided conversation on the topic of planning a holiday; in the post-test, students performed a parallel paired conversation on the topic of checking in, allowing for a direct

comparison of speaking performance before and after the intervention.

Second, a speaking assessment rubric was used to score students' oral performance on a five-point scale for each component, with total scores classified into five performance levels (very poor to excellent). The instrument's

item difficulty and discrimination indices were examined prior to use, and its internal consistency was estimated using Cronbach's alpha coefficient ($\alpha = 0.426$).

Third, classroom observation checklists and reflective field notes were used to document students' participation, confidence, speaking interaction, engagement in learning activities, and overall responses throughout the two action research cycles. Short interviews were also conducted with students during the cycles, and the interview transcripts were analyzed together with the field notes.

Fourth, video materials tailored to each cycle's instructional focus were used as the primary teaching medium, together with lesson plans and structured dialogue and handout materials. In addition, a native English speaker took part in reviewing and co-assessing students' speaking performance in the pre-test and post-test to strengthen the reliability and consistency of the evaluation process.

Data collection was conducted over a period of approximately four months, from November 2023 to March 2024, and consisted of three phases.

In Phase 1 (Baseline Assessment), students completed a pre-test speaking assessment to determine their initial level of English-speaking proficiency.

In Phase 2 (Video Based Instruction), two cycles of Classroom Action Research were implemented, each carried out over two classroom meetings. In Cycle 1, conducted in November 2023, short authentic videos (approximately two to three minutes) were played at normal speed and volume using a listening-comprehension technique, through which students observed language functions, vocabulary, and pronunciation modeled by the speakers before practicing guided dialogues and pair discussions on the theme of holidays and travel. In Cycle 2, conducted in December 2023, the same video-based approach was extended with fast-forward (silent) and predictive-viewing techniques, in which students inferred meaning from visual cues before hearing the dialogue, combined with role-play, spontaneous speaking practice, and structured feedback on pronunciation and fluency, focused on the themes of invitations and descriptive communication. Across both cycles, learning activities included guided video observation, listening comprehension practice, pronunciation imitation, structured dialogue, group

discussion, role-play, predictive speaking tasks, and collaborative speaking activities, following the Presentation Practice Production (PPP) approach.

In Phase 3 (Final Assessment), conducted in March 2024, students completed a post-test speaking assessment, and their performance was jointly scored by the researcher and a native English speaker to evaluate their improvement in English-speaking ability after participating in the video-based instructional activities.

Both quantitative and qualitative data analysis techniques were used in this study.

Quantitative data from the pre-test and post-test speaking assessments were analyzed using descriptive statistics (mean and standard deviation) to compare students' performance across the five speaking components. A paired-samples t-test was then conducted using SPSS (version 26) and Microsoft Excel to determine whether the difference between pre-test and post-test mean scores was statistically significant. Prior to the intervention, the oral test items were examined for item difficulty and discrimination, and the internal consistency of the instrument was examined using Cronbach's alpha coefficient. Qualitative data from classroom observations, field notes, and interview transcripts were analyzed using Burns' (2010) five-step framework (assembling, coding, comparing, building interpretations, and reporting) to identify recurring themes related to learner confidence, participation, and speaking behavior.

3. Results

3.1 Improvement in students' English-speaking performance

The primary objective of this study was to examine the effectiveness of video media in improving the English-speaking skills of fourth-year Tourism Management students at Souphanouvong University. To evaluate the effectiveness of the instructional intervention, students' speaking performance was assessed before and after the implementation of video-based instruction. The assessment focused on five speaking components: grammar, comprehension, fluency, pronunciation, and vocabulary. The comparison of pre-test and post-test mean scores revealed clear improvement in all assessed speaking components.

Table 5. Comparison of Pre-test and Post-test Speaking Performance

Speaking Dimension	Pre-test Mean	Post-test Mean	Improvement
Grammar	4.39	4.66	0.27
Comprehension	2.98	4.56	1.58
Fluency	3.53	4.76	1.23
Pronunciation	2.92	4.34	1.42
Vocabulary	4.58	4.73	0.15

These findings indicate that video-based instruction effectively supports and enhances students' English-speaking abilities.

The findings showed that students improved in all assessed components of English-speaking ability after participating in the video-based instructional activities (Table 5). The greatest improvement was observed in comprehension, which increased from a mean score of 2.98 in the pre-test to 4.56 in the post-test, representing a gain of 1.58 points. Pronunciation also showed substantial improvement, increasing from 2.92 to 4.34, while fluency improved from 3.53 to 4.76. Grammar and vocabulary demonstrated smaller but still positive gains. Grammar increased from 4.39 to 4.66, and vocabulary improved from 4.58 to 4.73. The relatively smaller improvements in these two areas may indicate that students had already achieved a moderate level of competence in grammar and vocabulary before the intervention. Overall, the quantitative findings suggest that video-based instruction effectively supported and enhanced students' English-speaking skills.

A paired-samples t-test was then used to check whether these gains were statistically significant at the 95% confidence level. The improvement was significant for comprehension, pronunciation, and fluency (all $p < 0.001$) and for grammar ($p = 0.03$), as well as for the overall speaking score ($t = 15.17$, $df = 58$, $p < 0.001$). Only vocabulary did not reach significance ($p = 0.17$), most likely because students already scored highly on it before the lessons. These results confirm that the improvement in students' speaking skills after the video-based instruction was statistically significant and not due to chance.

3.2 Classroom Behavioral Changes

Beyond the quantitative gains reported in Section 3.1, this section addresses the second research objective by presenting qualitative evidence on how learners developed their English-speaking skills through video-based learning. In addition to the measurable improvement in speaking performance, qualitative observation data revealed important behavioral and psychological changes among students throughout the instructional process. At the beginning of the study, many students showed hesitation, low confidence, limited classroom participation, and anxiety when communicating in English. However, after participating in the video-based instructional activities, significant positive changes were observed. Students became more confident, more willing to express themselves and communicate, more actively engaged in learning activities, and more willing to use English for communication. These observations suggest that video media not only improves students' language proficiency but also enhances their confidence, classroom

participation, willingness to communicate, and overall attitudes toward learning.

4. Discussion

The findings of this study indicate that video media can serve as an effective instructional strategy for improving English-speaking skills among university students learning English as a Foreign Language (EFL). The noticeable improvement across all speaking components, particularly in comprehension, pronunciation, and fluency, suggests that video-based instruction made a meaningful contribution to the development of students' speaking abilities.

These findings are consistent with the view of Harmer (2001), who argued that video provides rich communicative input by combining visual and auditory information. This allows learners to observe pronunciation, gestures, facial expressions, intonation, and language use in authentic contexts at the same time. Similarly, Richards and Renandya (2002) emphasized that exposure to authentic language supports speaking development because it helps learners understand how English is naturally used in real communication.

The substantial improvement in comprehension suggests that students benefited from repeated exposure to authentic spoken English supported by visual cues and contextual information. This combination likely reduced the difficulties commonly experienced in listening and speaking English as a foreign language while increasing students' confidence in communication. These findings highlight the value of video media as a practical and effective tool for enhancing both language proficiency and communication confidence.

The smaller gains in grammar and vocabulary should also be interpreted in light of how these components develop. Schmitt (2008) explains that vocabulary is learned incrementally, and that learners typically need repeated encounters with words, ideally in meaningful contexts, before they can use them confidently. Because the students in this study already obtained high vocabulary scores before the intervention (4.58) and the intervention lasted only about four months, the modest and statistically non-significant vocabulary gain (0.15, $p = 0.17$) is understandable. Nevertheless, the video-based activities presented vocabulary in authentic communicative contexts, which may help learners remember and use new expressions more naturally over time.

Previous studies have consistently reported positive outcomes from the use of video media in language teaching. Anggraini (2021) found that the integration of YouTube videos significantly improved students' speaking ability, while also increasing learning motivation, classroom participation, and confidence in speaking activities.

Similarly, Wahyuningsih (2018) reported that university students had positive perceptions of video-based instruction, particularly in improving speaking fluency and communication confidence. In addition, Mursyidto (2014) found that the use of video media in classroom action research enhanced students' pronunciation, speaking participation, learning motivation, and self-confidence. These findings suggest that video media can serve as an effective instructional strategy for developing speaking skills. However, limited research has examined this issue in the context of higher education in Lao PDR, especially among tourism students. Therefore, this study aims to address this research gap by investigating the effectiveness of video media in improving English speaking skills among tourism students in the Lao context.

Speaking is one of the most important productive language skills because it enables learners to express their thoughts, feelings, information, and opinions through verbal communication. **Brown (2001)** defines speaking as a

productive skill that requires the integration of several components, including pronunciation, grammar, vocabulary, fluency, and comprehension. Effective speaking involves not only using correct language forms but also communicating appropriately and confidently in different social contexts. Hornby (2010) describes speaking as the act of conveying information or expressing feelings through spoken words. For learners of English as a Foreign Language (EFL), speaking proficiency is often considered an important indicator of language learning success because it reflects learners' ability to use English actively in real communication rather than simply understand the language passively. Nunan (2003), in an edited volume that devotes a chapter to speaking, likewise treats speaking as one of the core skills of language teaching and highlights practical classroom techniques for developing it. However, speaking remains one of the most difficult language skills for many learners to develop. Common barriers are summarized in Table 1.

Table 1. Common challenges faced by EFL learners in English speaking.

No.	Challenge	Description
1	Fear of Making Mistakes	Students often hesitate to speak because they are afraid of making errors in front of teachers or classmates.
2	Lack of Vocabulary	Limited vocabulary restricts students' ability to express ideas clearly and effectively during communication.
3	Pronunciation Difficulties	Students may struggle to pronounce English words accurately, which affects communication clarity and confidence.
4	Grammatical Insecurity	Uncertainty about correct grammar use may cause hesitation and reduced speaking participation.
5	Communication Anxiety	Anxiety or nervousness during speaking activities may reduce students' willingness to communicate in English.
6	Limited Exposure to Authentic Spoken English	Insufficient opportunities to hear and interact with natural English communication may slow speaking development.

These difficulties are commonly found in contexts where English is rarely used outside the classroom. For Tourism Management students, English-speaking competence is particularly important because communication is a key part of their future profession. Tourism graduates are expected to communicate with tourists, provide information, solve service-related problems, and interact professionally with people from different cultural backgrounds. Therefore, improving English-speaking skills is not only an important academic goal but also a professional necessity.

The second objective of this study was to identify how learners developed their English speaking skills through video-based learning. The qualitative findings presented in Section 3.2 show that this development occurred gradually across the two action research cycles, moving from receptive exposure toward active, confident speech production.

In Cycle 1, students were mainly exposed to authentic video input through a listening-comprehension technique. Field notes and interview transcripts indicated that students used this stage primarily to build vocabulary, recognize pronunciation patterns, and become familiar with natural English communication, while still showing hesitation and limited willingness to speak in front of the class. This is consistent with Harmer's (2001) view that video first provides learners with rich receptive input by combining visual and auditory information before productive skills can be reliably developed.

In Cycle 2, the addition of silent and fast-forward viewing techniques required students to predict meaning from visual and contextual cues, while role-play, spontaneous speaking practice, and structured feedback on pronunciation shifted the learning process from observation toward active production.

Table 6. Behavioral Changes in Students During the Intervention

Observed Change	Description
Increased Willingness to Speak English	Students became more willing to participate in English speaking activities and communicate orally during classroom sessions.
Stronger Classroom Participation	Students demonstrated more active involvement in learning activities, discussions, and speaking tasks.
Improved Confidence During Oral Tasks	Learners showed greater self-confidence when expressing ideas in English during structured speaking exercises.
Reduced Fear of Making Mistakes	Students became less anxious about making grammatical or pronunciation errors while speaking.
Better Peer Interaction	Increased communication and collaboration were observed among students during pair and group speaking activities.
Greater Enthusiasm for Speaking Activities	Students displayed stronger motivation, interest, and positive attitudes toward speaking tasks.
Improved Responsiveness in Classroom Communication	Students responded more quickly and confidently during classroom interaction and communication exercises.

The data showed that students became more willing to volunteer, performed with greater fluency, and reported feeling more prepared and confident to speak.

Taken together, these findings suggest that learners developed their speaking skills through a staged process involving authentic video exposure, guided comprehension, pronunciation and vocabulary practice, interactive production, and growing confidence rather than through a single instructional event. This process, refined through the iterative planning, action, observation, and reflection cycle of Classroom Action Research (Kemmis et al., 2014; Burns, 2010), forms the basis of the instructional model presented in Figure 2.

Pronunciation and fluency also improved significantly following the video-based instructional intervention. This improvement may be attributed to students' repeated exposure to authentic spoken English through video learning activities. These activities allowed learners to hear accurate pronunciation patterns, intonation, and speech rhythm while simultaneously observing speakers' mouth movements and communication behaviors. Continuous pronunciation imitation activities likely helped improve pronunciation accuracy. In addition, role-play activities, structured discussions, and predictive communication tasks helped students become more familiar and confident in using English. As a result, students showed less hesitation when speaking and demonstrated greater fluency in communication. This is consistent with Rao (2019), who recommends introducing group and pair activities in regular English classrooms so that learners can develop their speaking skills.

This finding is consistent with the study by Anggraini (2021), which reported that video-based speaking activities effectively improved learners' pronunciation, vocabulary use, confidence, and communication fluency.

One of the most important findings of this study was the improvement in learner confidence and the reduction of speaking anxiety. At the beginning of the intervention, many students were hesitant to participate in speaking activities because they were afraid of making mistakes, lacked confidence in their pronunciation, and were concerned about being evaluated or criticized by their classmates. However, after participating in the video-based instructional activities, students demonstrated a greater willingness to communicate and showed noticeably higher confidence during oral interactions.

This finding is consistent with previous research, which suggests that multimedia-supported learning can reduce communication anxiety by creating a more engaging and less stressful learning environment. Video-based instruction may enhance learner confidence in several ways. First, it provides clear communication models that students can observe and imitate. Second, it reduces uncertainty in language use by presenting authentic conversational structures used in real-life situations. Finally, it offers repeated opportunities for speaking practice through interactive activities in a supportive and friendly classroom environment. These factors may contribute to greater confidence and a stronger willingness to communicate in English.

The findings of this study are particularly relevant to tourism education, where effective spoken communication is an essential professional skill. Tourism graduates are expected to communicate confidently with international visitors, hotel guests, clients, and professional partners in real-world situations. Therefore, speaking ability is not only an academic requirement but also a practical workplace competency. Traditional grammar-focused teaching methods may not adequately prepare students for these communication demands. In contrast, video-based learning

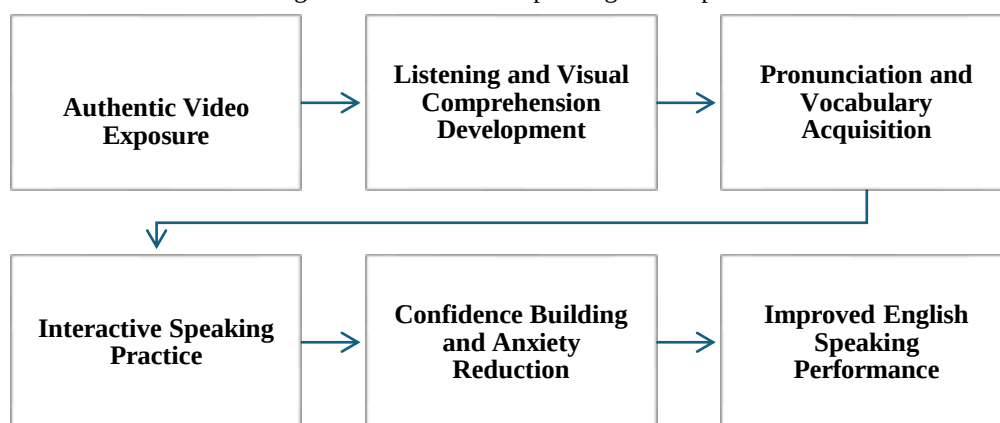
provides more authentic interaction scenarios and encourages practical speaking use, making it a more effective approach for preparing tourism students for future professional communication.

This study also contributes to the understanding of English language teaching in the Lao higher education context. Limited access to authentic English communication remains a common challenge for many learners in developing EFL environments. Video media offers a practical, accessible, and scalable teaching strategy that increases authentic language exposure and supports active

communication practice. The findings suggest that even in resource-limited educational settings, well-designed video-based instruction can significantly improve students' communication outcomes. These results provide important implications for universities seeking innovative yet practical approaches to strengthen English language teaching and learning.

Based on the findings of this study, a practical instructional model is proposed to explain how video media contributes to English speaking development among EFL learners.

Figure 2. Video-Based Speaking Development Model



The proposed model illustrates the instructional process through which video media enhances students' English-speaking performance. It begins with **authentic video exposure**, where learners observe natural English communication in realistic contexts, including pronunciation, vocabulary use, gestures, facial expressions, and conversational structure. The next stage involves **listening and visual comprehension**, where learners interpret meaning through both auditory and visual input. This is followed by **pronunciation and vocabulary development**, as students imitate authentic speech patterns and learn useful communicative expressions. The fourth stage focuses on **interactive speaking practice**, where activities such as role-play, discussion, predictive speaking tasks, and collaborative communication transform passive learning into active language use. The fifth stage involves **confidence building and anxiety reduction**, as repeated exposure and guided speaking practice help students become more comfortable communicating in English. The final outcome is **improved English-speaking performance**, demonstrated through measurable gains in pronunciation, fluency, comprehension, grammar, and vocabulary. This model provides a practical instructional framework for English teachers in EFL higher education contexts

5. Conclusion

The most notable improvements were observed in comprehension, pronunciation, and fluency. In addition to academic improvement, the intervention also produced positive behavioral and psychological outcomes. Students became more confident, demonstrated a greater willingness to communicate, participated more actively in classroom activities, and experienced lower levels of anxiety when speaking English. These findings suggest that video media is not only a supportive teaching resource but also an effective instructional strategy for developing English-speaking skills in EFL classrooms.

For tourism education, this approach is particularly valuable because students require practical communication skills for their future professional careers. Furthermore, this study contributes empirical evidence to the field of language teaching and offers a conceptual approach that may support future innovations in English language instruction in higher education institutions in Lao PDR and in similar EFL contexts.

This study has several limitations. First, it involved a single intact class of 59 students selected through convenience sampling at one university, which limits the generalizability of the findings. Second, the Classroom Action Research design did not include a control group, so the improvement cannot be attributed to video media alone.

Third, the intervention was relatively short, consisting of two cycles over approximately four months, and the long-term retention of speaking skills was not examined. Finally, the researcher also served as the class instructor, which may have introduced bias, although this was reduced by involving a native English speaker in the assessment. In addition, the internal consistency of the speaking assessment instrument was low (Cronbach's $\alpha = 0.426$). This value should be interpreted with caution. Alpha is sensitive to the number of items, and the rubric contained only five components, each scored on a five-point scale. These components (grammar, pronunciation, vocabulary, fluency, and comprehension) also represent distinct dimensions of speaking ability rather than a single homogeneous construct, so high inter-item correlation was not necessarily expected. Moreover, the participants were a single intact class with relatively similar proficiency, which reduces score variance and can lower the coefficient. To strengthen validity and scoring consistency, the instrument was reviewed by experts, examined for item difficulty and discrimination, and co-assessed by a native English speaker; however, inter-rater reliability was not calculated. Future studies should use a larger number of items or tasks and report inter-rater reliability.

Based on the findings of this study, the following recommendations are proposed.

First, English teachers should integrate video media into speaking instruction on a regular basis, particularly in communication-focused courses. Authentic English communication videos should be selected and combined with role-play activities, discussions, and other communicative practice tasks. Teachers should provide students with ample opportunities for active speaking practice and use multimedia resources to enhance learner motivation and confidence. Learning activities should move beyond passive video viewing and encourage meaningful language use in real communication situations.

Second, universities should support the integration of multimedia-based teaching strategies in English language instruction by improving access to digital learning resources, upgrading multimedia facilities in classrooms, encouraging innovation in language teaching practices, and providing continuous professional development opportunities for English language instructors.

Finally, future studies should involve larger sample sizes and may adopt experimental research designs to compare the effectiveness of video media with other digital instructional tools. Further research should also examine the long-term retention of speaking skills developed through video-based instruction. In addition, researchers are encouraged to develop and investigate tourism-specific communication simulation models. Future studies may also

explore the effectiveness of different types of video media on specific components of English-speaking skills to generate deeper insights and contribute to the continued improvement of English language teaching and learning.

6. Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article. The authors have no financial or personal relationships that could have influenced the work reported in this study.

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