



## The significance of English language learning and the role of digital videos in enhancing speaking skills, Arab students in Israel

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### Abstract

This study investigated the attitudes of Arab students at Elementary School regarding the utilization of digital videos in English language acquisition, with a particular focus on speaking skills. Additionally, the study explored the impact of digital video use on the development of students' speaking abilities. Data were collected through a questionnaire administered to a sample of 30 students, comprising 12 males and 18 females. The collected data were analyzed using the Statistical package for the Social Sciences (SPSS), which involved assessing the reliability of the research instrument and performing a one-sample t-test. The findings revealed that there is a significant effect the use of digital videos on the development of EFL Arab students' speaking skill. In other words, the research findings show that the digital videos could enhance vocabulary acquisition and students' oral proficiency; these results are consistent with (Phi Ho & Thanh Hong, 2019 and Argudo, 2024) [4, 21].

**Keywords:** Speaking skills, digital videos, English language learning

### Introduction

The English language is of paramount importance in today's world, as it is the dominant language in science, medicine, and education. However, many students face difficulties in learning English due to a lack of interest or the misconception that they do not need it (Spolski & Shohammy, 1999). To master any language, learners must develop proficiency in the four key skills: reading, writing, speaking, and listening. Among these, speaking is particularly challenging, as it is essential for effective communication with individuals from other countries. English, as a universal language, is widely used across the globe, further emphasizing its significance.

Second language (L2) acquisition refers to the process through which learners acquire a language other than their native one. This process requires active interaction and meaningful communication between speakers and listeners in the target language. Such engagement helps learners develop both fluency and comprehension, which are critical for mastering a second language.

In the context of a globalized world, communication plays a vital role in achieving success across various fields. Language serves as the primary tool for communication, enabling individuals to express their goals, share ideas, and collaborate effectively. Without a common language, meaningful interaction and goal attainment become significantly more challenging. English, being the primary international language, facilitates communication across diverse regions, states, countries, and continents, making it indispensable for global interaction (Amara & Marai, 2002) [3].

The use of digital videos in language learning has gained popularity as an innovative and effective tool, particularly for developing speaking skills. Digital videos combine visual and auditory elements, providing an engaging and memorable learning experience. When students associate language usage with specific situations depicted in videos, they can recall both the context and the meaning of the

language more effectively. Furthermore, digital videos are accessible, cost-effective, and user-friendly, making them increasingly prevalent in educational environments.

Digital videos have the potential to significantly enhance students' speaking and listening skills (Argudo, 2024) [4]. They create a relaxed and interactive atmosphere that encourages students to practice language use in meaningful contexts. Additionally, video projects promote creativity and collaboration among students, motivating them to engage actively with the learning process.

### Significance of the Study

This study aims to investigate the relationship between English-speaking skill and the use of digital videos, with a particular focus on elementary schools, in the Arab sector in Israel. Specifically, it examines the impact of digital videos on the development of English-speaking skills. The study is guided by the following hypotheses:

Research on the use of digital videos to enhance speaking skills in the Israeli educational context is limited, highlighting the need for this type of investigation. This study seeks to address the central research question: How does the use of digital videos affect the acquisition of English-speaking skills among ESL students?

By exploring this question, the study aims to provide valuable insights into the potential benefits of integrating digital videos into language learning. The findings could inform educational practices and contribute to improving English language instruction, particularly within the Arab sector.

### Review of Related Literature

The English language serves as a primary medium of communication, enabling individuals to convey their thoughts, emotions, ideas, and expressions. In addition to its communicative function, language plays a vital role in cultural transmission, socialization, status negotiation, power dynamics, political discourse, and the dissemination

of knowledge (Romios *et al*, 2024) <sup>[25]</sup>. Despite the existence of various communication systems, human language is unique due to its features such as arbitrariness, duality of patterning, displacement, and voluntary vocalization. Languages differ significantly from one another in terms of their cultural relevance, lexical characteristics, influence, scope, phonological aspects, accents, extra-linguistic features, standardization, and societal status.

According to Crystal (2003) <sup>[7]</sup>, “roughly one out of every four users of English in the world is a native speaker,” highlighting the predominance of non-native speakers in global interactions. Kobliskova (2018) <sup>[16]</sup> defines English as “a communicative language between people who share neither a common native tongue nor a common culture, and for whom English is the chosen foreign language of communication.” Furthermore, Walia (2023) <sup>[33]</sup> emphasizes the importance of English as a global language in fostering international interaction, which encompasses economic relationships, global trade, and international business partnerships. Consequently, English functions as a *lingua franca* in these domains.

English is also extensively utilized in the fields of science and technology (Crystal, 2018) <sup>[8]</sup>. As the *de facto* universal language, it exerts a profound impact on scientific communication, enabling researchers worldwide to access scientific literature and collaborate with peers across regions. A working knowledge of English has become a fundamental requirement in numerous professions, including research, medicine, and computing.

Since the mid-20th century, English has witnessed a remarkable rise as the dominant language in global scientific discourse, even in traditionally non-English-speaking countries like France, Spain, and Germany. Huttner-Koros & Perara, (2018) <sup>[13]</sup> observed that academic publications in English vastly outnumber those in other languages, with a staggering ratio of 40:1. This trend underscores the necessity for scientists aiming to achieve global recognition to publish their work in English. To disseminate and expand their knowledge, researchers often attend international conferences, engage in discussions, and consume scientific literature predominantly in English.

Kumju (2005) <sup>[17]</sup>, in a case study on Korean scientists residing in the United Kingdom, notes that non-native English-speaking researchers invest additional time and effort to communicate in English. This endeavor is driven by the need to achieve international recognition and maintain compatibility with global scientific standards. The widespread use of English in academia reflects its critical role in facilitating cross-cultural knowledge exchange and advancing global scientific progress.

### The Significance of English-Speaking Skills

Language serves as a vital tool for communication. According to Rayskin *et al* (2023) <sup>[24]</sup> language is a universal mechanism of communication across all human societies and cultures, employed by nearly all humans. Unlike non-human species, which lack a fully developed system of communication comparable to language, human language exhibits a unique complexity and comprehensiveness. This complexity enables individuals to communicate ideas, thoughts, and emotions, thereby facilitating interaction within society.

English, as an international language, plays a prominent role in global communication. Roux (2014) highlights that English has emerged as the dominant language in international business, science, technology, and academia. In many countries, English is taught as a second language and is widely used not only in educational contexts but also in media, advertisements, technology, and social platforms. Sayuri (2016) <sup>[28]</sup> further emphasizes the importance of English, noting that it facilitates global communication and enhances employment opportunities, making it indispensable in modern life.

Speaking, as a productive language skill, is a key medium for transmitting ideas, knowledge, and information. Sayori (2016) describes speaking as a complex system that involves grammar, pronunciation, vocabulary, and cultural knowledge. Similarly, he underscores that speaking encompasses not only the grammatical correctness of sentences but also mechanics, functions, pragmatics, and social interaction. Ghafar & Raad (2023) <sup>[10]</sup> stated that for effective communication, speaking abilities must be developed and improved. One of the most complicated aspects of learning a new language is gaining speaking proficiency, which is commonly considered difficult. Many people learning a language encounter difficulties expressing their ideas and thoughts verbally.

Moreover, speaking skills contribute to broader language proficiency. Ahmadi *et al*, (2020) affirms that developing speaking skills enhances learners' vocabulary, grammar, and writing abilities. However, limited exposure to speaking activities can hinder students from expressing their ideas, selecting appropriate structures, using correct vocabulary, and achieving accurate pronunciation.

In conclusion, English-speaking skills are vital in today's globalized world, where effective communication is integral to personal and professional success. Enhancing these skills requires both structured learning environments and dynamic, engaging activities to foster active participation and confidence in learners.

### Digital Videos in Language Learning

Digital video technology has emerged as an effective tool for language learning, gaining widespread acceptance due to its accessibility, affordability, and ease of use (Tumolo & Bender, 2023) <sup>[32]</sup>. The integration of digital videos in language education has been shown to enhance students' speaking and listening skills, as video-based projects provide an engaging and relaxed learning environment. Moreover, such projects promote collaborative work, fostering creativity and innovation among students. The process of video creation itself serves as both a motivating and challenging task, encouraging learners to engage in activities that extend beyond their usual academic experiences (Hafner & Miller, 2011) <sup>[11]</sup>.

Furthermore, digital video projects have been recognized for their ability to foster student engagement, self-confidence, autonomy, and communicative competence (Nikitina, 2009) <sup>[20]</sup>. Audio-visual media, including films, represent valuable instructional resources for developing spoken English proficiency, particularly in non-native English learning contexts. Research indicates that exposure to films significantly contributes to the improvement of learners' speaking skills in English as a foreign language (Khan, 2015) <sup>[15]</sup>.

The utilization of digital videos extends beyond conventional classroom settings, incorporating accessible online resources, video editing software, and technologically enhanced learning projects. These tools contribute to a dynamic learning environment that fosters independent learning, reduces anxiety, and enhances student motivation (Shrosbree (2008) <sup>[30]</sup> outlined a structured approach to implementing digital video projects in language learning. This process involves three main stages: (1) video recording, where students capture footage using cameras or mobile devices; (2) video editing, during which students utilize editing applications such as Movie Maker; and (3) video dissemination and storage, wherein completed videos are shared via digital platforms, including cloud storage, external drives, and social media channels such as YouTube, Instagram, and Facebook.

In the contemporary global landscape, proficiency in the English language is essential for accessing new academic and professional opportunities, given its status as the universal language of communication and science. Among the core language skills, speaking is particularly critical, as it facilitates effective communication across diverse linguistic and cultural contexts. Digital videos, incorporating both graphical and auditory elements along with non-verbal cues, offer an experiential learning approach that enhances students' ability to master spoken English (Huang, 2015) <sup>[12]</sup>. Project-based learning, particularly in the form of digital video projects, is an effective pedagogical strategy that integrates self-assessment, reflective learning, and active participation, thereby fostering a comprehensive and autonomous learning experience.

### **The Impact of Digital Videos on English Speaking Skill Acquisition**

The integration of technology into language learning has facilitated the exploration of innovative pedagogical approaches by both instructors and learners. In particular, computer-mediated activities provide an effective online platform for English as Second Language (ESL) learners to enhance their language proficiency, addressing the limitations of face-to-face instruction hours (Rahmati & Rihardinin, 2021). This study aims to examine the comparative outcomes and learner feedback regarding the effectiveness of the English Proficiency in Conversation online learning program in improving speaking performance. The research investigates the performance of students enrolled in a 12-week Intensive English Program (IEN), comparing those who participated in the program with those who did not.

19 participants from Lower Intermediate and Intermediate levels took part in the study, employing both quantitative and qualitative data collection methods. Quantitative data were obtained through evaluation scores and IEN speaking assessments, allowing for a comparative analysis of speaking proficiency. Qualitative data were gathered through semi-structured interviews and student learning journals to assess learners' perceptions of the program's effectiveness. The findings indicate that students in the group demonstrated greater improvements in speaking proficiency, vocabulary acquisition, and listening skills despite challenges such as unstable internet connectivity. The study's implications suggest that digital video-based online learning programs contribute to enhanced language

proficiency and self-confidence among ESL learners. These findings are discussed in relation to broader pedagogical implications, along with recommendations for future research.

The significance of English language proficiency, particularly in speaking skills, has been extensively examined in prior research. For instance, Rao (2019) <sup>[23]</sup> highlighted the fundamental role of speaking skills in English language acquisition, emphasizing the need for explicit instruction in speaking strategies. This study further elaborated on the different types of speaking contexts and the advantages of developing strong oral communication skills. Additionally, various pedagogical techniques for enhancing speaking proficiency among English as a Foreign Language (EFL) and ESL learners were outlined, providing educators with strategies to incorporate communicative activities into language instruction. The study also underscored the importance of speaking proficiency for learners' future academic and professional success.

In the context of digital video use, several factors influence the development of English-speaking skills among high school students. Bashir *et al.* (2015) <sup>[6]</sup> explored these factors through a descriptive research approach, revealing that approximately 55% of teachers employed English as the primary medium of instruction. This finding underscores the role of English as a dominant instructional language in facilitating language acquisition. Furthermore, 55% of teachers reported using interactive teaching techniques, suggesting that teacher-student interactions contribute to improved speaking proficiency, contingent upon the instructor's own language competence.

Additionally, the study highlighted the effectiveness of English as the medium of instruction compared to other languages, as reliance on translation can hinder comprehension and fluency development. However, it was noted that 72% of students preferred the inclusion of their native language in English instruction, recognizing the diverse learning needs of students. This suggests that educators should adopt differentiated instructional strategies to accommodate varying levels of linguistic competence. For students with lower language proficiency, explanations in their native language may facilitate comprehension and language development.

Abu Rizk (2020) <sup>[14]</sup> explored the potential of participatory video as an instructional tool in enhancing speaking skills in the study. This research examined the impact of participatory video on the speaking proficiency of ninth-grade students in Jordan, as well as their attitudes toward its use. The study sample included 136 students from two public schools in Amman, divided into an experimental group that received instruction through participatory video and a control group that followed traditional teaching methods. To assess the effectiveness of this approach, the researcher developed a situational speaking test and an attitudinal scale. The results revealed statistically significant improvements in speaking performance among students in the experimental group, indicating that participatory video positively influenced language development. Moreover, students expressed favorable attitudes toward the use of participatory video as an educational tool.

The acquisition of speaking skills is a critical component of second-language learning, yet it presents significant challenges for learners due to the integration of linguistic and non-linguistic elements required for effective

communication. Moreover, speaking anxiety is a prevalent issue among ESL learners, as it involves the ability to articulate ideas fluently while managing factors such as public speaking apprehension and performance-related stress (Madzlan *et al.*, 2020) <sup>[18]</sup>. Anxiety related to public speaking often stems from psychological factors such as stage fright and nervousness, which can impede learners' ability to communicate effectively in the target language. Additionally, classroom dynamics, the presence of instructors, and peer pressure contribute to heightened anxiety levels, particularly in formal speaking settings.

Recent studies have examined the potential of digital platforms in mitigating public speaking anxiety among language learners. The use of video blogging (vlogging) as a pedagogical tool offers students a less intimidating environment in which to practice speaking skills. Research findings indicate that students who engaged in video blogging activities experienced a significant reduction in public speaking anxiety compared to those in control groups who did not participate in such activities. Participants in the treatment group reported increased confidence when speaking through online platforms, despite initial discomfort with being recorded. Over time, repeated exposure to video blogging helped students develop greater ease in spoken communication. These findings suggest that digital video-based activities serve as an effective mechanism for alleviating speaking anxiety and promoting autonomous language practice.

In conclusion, digital video technologies, including participatory video and video blogging, have demonstrated significant potential in enhancing English-speaking proficiency among EFL and ESL learners. These tools not only provide learners with opportunities for interactive and experiential learning but also address challenges such as speaking anxiety and limited classroom exposure to spoken English. Given the increasing role of technology in language education, future research should further explore the long-term effects of digital video integration on speaking skill acquisition and learner engagement.

### **Authentic Assessment and the Use of Digital Videos in Enhancing English-Speaking Skills**

In addition to the previously discussed pedagogical approaches, it is essential to consider the role of authentic assessment in fostering English-speaking proficiency. Authentic assessment enables students to engage in real-world language use, experience tasks that mirror real-life communication, and apply language skills in meaningful, context-driven situations (Rukmini & Saputri, 2017) <sup>[26]</sup>. This type of assessment prioritizes the evaluation of students' learning processes, including their behavior, knowledge, and skills, rather than relying solely on traditional testing methods.

In the assessment of speaking skills, educators should emphasize students' ability to comprehend and convey meaning in authentic and interactive ways. Teachers are encouraged to design assessment tasks that reflect real-life communicative situations and integrate them into classroom activities to enhance both language competence and communicative confidence. By implementing authentic assessment, instructors can create opportunities for learners to practice spontaneous and purposeful language use, ultimately facilitating more effective language acquisition.

Qualitative data analysis revealed that the use of digital video recordings not only enhanced learners' self-confidence but also encouraged them to take greater linguistic risks in their spoken communication. This suggests that digital video recordings can serve as an effective pedagogical tool in speaking instruction, particularly in promoting learner autonomy and reducing speaking-related anxiety. While fluency development may require more extensive and sustained practice, the incorporation of digital videos provides valuable opportunities for students to reflect on their spoken output and refine their language skills.

These findings highlight the potential of both authentic assessment and digital video technology in enhancing English-speaking proficiency among EFL learners. Future research should further investigate the long-term effects of video-based assessments and their role in fostering fluency, accuracy, and communicative confidence in language learners.

### **The Role of Digital Video in English Language Teaching and Learning**

The advancement of digital technology has transformed video production from a skill set once reserved for trained professionals into an accessible tool for anyone interested in filmmaking. Walker & Arrighi (2013) <sup>[34]</sup> explores this evolution in Participatory Video as a Catalyst for Informal Learning and Expression, discussing the historical and conceptual foundations of participatory video (PV) and its applicability as a pedagogical tool. A case study on PV training in Uganda highlights both methodological practices and the challenges faced in implementation. The study suggests that a blended approach—combining best existing practices with adherence to foundational principles—warrants further investigation.

The integration of digital videos into language instruction has introduced innovative approaches to teaching English, particularly through online platforms. Watkins & Wilkins (2011) <sup>[35]</sup> examines how teachers can leverage YouTube and other streaming websites to foster English language acquisition and encourage learner autonomy. The research highlights the potential of YouTube as an educational resource, facilitating the development of multiple language skills, including conversation, listening, and pronunciation. Additionally, YouTube videos can serve as realia for cultural lessons, authentic vocabulary acquisition, and structured reading and writing activities. The study details both in-class applications and at-home assignments, underscoring the flexibility and pedagogical value of online streaming videos in EFL instruction.

Beyond the technological aspects, the cognitive and psychological dimensions of perception play a crucial role in learning (Ekalestari *et al.*, 2018) <sup>[9]</sup>. Perception is defined as an individual's initial cognitive engagement with their surroundings, encompassing both rational judgments and affective responses (McNulty & Lazarevic 2016) <sup>[19]</sup>. The cognitive aspect includes opinions, reasoning, and skills, while the psychological aspect pertains to prior experiences and their influence on perception. Internal factors, such as personal background, experiences, attitudes, and beliefs, further shape an individual's perception and engagement with language learning (McNulty & Lazarevic 2016) <sup>[19]</sup>.

The integration of video production into English-speaking classes offers several pedagogical advantages. Integrated

teaching methods, which have long been endorsed in education, have gained renewed momentum with digital video production. A study conducted in Surabaya, Indonesia, investigated the benefits of incorporating video-making activities into an English-speaking class for 29 first-semester university students. Employing action research, the study aimed to enhance the quality of the teaching and learning process through classroom observations, video reviews, and surveys. The findings identified four key benefits of video integration: social, linguistic and literary, psychological, and technical. The successful implementation of video making in speaking classes suggests its potential for broader applications in similar educational contexts.

The use of moving images in education has a long history, as noted by Al-Azmaat. (2018) [2], who trace its origins back to the magic lantern era. In contemporary language learning, online videos provide an effective medium for delivering educational content in an audiovisual format. The advent of the internet has significantly expanded access to up-to-date materials, enabling students to engage with the latest developments in their field. Sherer and Shea (2011) [29] highlight how web-based repositories, curated by educators and students with shared interests, facilitate the collaborative collection and dissemination of relevant learning materials. This approach fosters a dynamic and continuously evolving learning environment, where digital videos serve as an essential tool for enhancing language acquisition and engagement.

Overall, the integration of digital videos in English language learning offers a multifaceted approach to language instruction. By leveraging online video platforms, fostering participatory video projects, and considering the cognitive and psychological dimensions of learning, educators can create immersive and interactive experiences that enhance students' language proficiency and communicative confidence. Future research should explore the long-term impact of digital video-based learning and its role in fostering autonomous language development among learners.

**Methodology**

**Research Question**

This study investigates the effect of utilizing digital videos on the acquisition and development of English-speaking skills as a secondary language among ninth-grade students at Ibn Al-Haytham Elementary School.

**Study Population**

The study population comprises ninth-grade students from Ibn Al-Haytham School, consisting of 30 male and female students in central region of Israel. The distribution of the study sample according to gender is presented in Table 1.

**Table 1:** The distribution of the study population

Gender	Male	Female
Number	12	18
Percentage	40%	60%

**Study Variables**

- **Dependent Variable:** The acquisition and development of English-speaking skills among non-native ninth-grade students through the use of digital videos.

- **Independent Variable:** The utilization of digital videos as an instructional tool for acquiring English-speaking skills.

**Data Collection Instrument**

The research instrument employed in this study is a structured questionnaire designed to collect relevant data from the study participants. The questionnaire was developed after an extensive review of previous studies and research tools. The objective of this questionnaire was to assess the impact of digital videos on the acquisition of English-speaking skills as a secondary language.

The study primarily considered gender as a demographic variable, given that all students shared similar academic levels, social backgrounds, and other demographic characteristics typically examined in research. The questionnaire contained 20 items divided into two main domains, as detailed in Table 2:

**Table 2:** Distribution of questionnaire items across the main research domains

Categories	Number of Questions
The willingness of ninth-grade students to use digital videos to improve their English-speaking skills	9
The willingness of ninth-grade students to use digital videos to improve their English-speaking skills	11
Total	20

The questionnaire was constructed based on the Likert scale, which follows a five-point measurement system, as shown in Table 3:

**Table 3:** Likert scale response categories and assigned scores

Response Option	Assigned Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

The results of the first main hypothesis were analyzed to determine whether statistically significant differences exist at the significance level of ( $\alpha \leq 0.05$ ) in students' attitudes towards using digital video to develop their speaking skills in English as a secondary language. This was measured through the first axis of the questionnaire, which consisted of items 1 through 9.

**Findings**

Based on the analysis, the findings suggest that insert results, e.g., "no statistically significant differences were found" or "statistically significant differences were observed". These results confirm/reject the null hypothesis that posits no significant differences in students' attitudes. The implications of these findings indicate that [insert detailed explanation, e.g., "digital video is perceived similarly by all groups analyzed, regardless of demographic or academic factors" or "specific variables, such as prior exposure to digital tools, influenced student perceptions". Further statistical details, including the mean, standard deviation, and p-value for each questionnaire item, may provide deeper insight into the students' attitudes and the

potential role of digital video in developing speaking skills in English as a secondary language.

To examine the first hypothesis, a one-sample t-test was conducted to compute the arithmetic means, standard

deviations, and the estimated percentage of students' attitudes toward the use of digital video in developing their speaking skills in English as a secondary language. The results are presented in Table (4).

**Table 4:** T-test results, arithmetic averages, standard deviations, and percentages for the domain of students' attitudes towards using digital video to develop their speaking skills in English as a secondary language

	Category	mean	Standard division	percentage	T value	Statistical significance	order	General trend
1	using digital videos in teaching is more exciting	4.13	0.542	76.199	45.76	0.000*	4.5	agree
2	using digital videos makes you willing to learn English	4.25	0.439	96.811	58.06	0.000*	1	Strongly agree
3	using digital videos attracts you to learn	4.13	0.639	64.632	38.84	0.000*	6.5	agree
4	using digital videos makes you more willing to express your ideas and thoughts	4.16	0.654	63.609	38.18	0.000*	8	agree
5	using digital videos makes the class time pass fast	4.36	0.487	89.528	53.71	0.000*	3	Strongly agree
6	using digital videos increases the time for learning the needed skills	4.33	0.478	90.586	54.38	0.000*	2	Strongly agree
7	using digital videos make the English-speaking skill much easier	4.13	0.639	64.632	38.84	0.000*	6.5	agree
8	using digital videos increase your self confidence	4.25	0.691	61.505	36.86	0.000*	9	Strongly agree
9	using digital videos improve your ability to express yourself	4.13	0.542	76.199	45.76	0.000*	4.5	Strongly agree
	Total	4.13	0.542	76.199	89.77	0.000*		

The data presented in Table (4) indicate that the significance level derived from the sample was statistically significant at ( $\alpha \leq 0.05$ ) across all items (1–9), as well as for the overall measure of students' attitudes toward using digital video to develop their speaking skills in English as a second language. Specifically, the calculated significance level for all items was (.000), and all arithmetic means exceeded the threshold value of (3), signifying that respondents generally agreed with these statements and that their responses were statistically significant.

The estimated percentage of respondents who endorsed the statement "increase in motivation and desire to learn" (Paragraph 8) was notably high at (96.811%). Conversely, the statement "facilitating the learning process and reducing the effort required to study" received the lowest ranking, with an estimated response percentage of (61.505%). Overall, the total score for students' attitudes toward digital video use in developing speaking skills in English as a second language was classified as very high, with a mean score of (4.13), a standard deviation of (0.542), and a response percentage of (89.77%).

Regarding the first hypothesis, the decision rule states that

the null hypothesis should be rejected in favor of the alternative hypothesis when the calculated significance level is lower than the critical significance level (0.05). Since the obtained significance level (.000) is indeed lower than (0.05), the null hypothesis is rejected, and the alternative hypothesis is accepted. This confirms the presence of statistically significant differences at ( $\alpha \leq 0.05$ ) in students' attitudes toward the use of digital video as a tool for developing their speaking skills in English as a second language.

The second main hypothesis posits that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the effect of using digital video on students' acquisition of English-speaking skills as a secondary language. This hypothesis was assessed through the second axis of the questionnaire, which comprised items 10–20.

To test this hypothesis, a one-sample t-test was conducted to determine the arithmetic means, standard deviations, and the estimated percentage of students' perceptions regarding the impact of digital video on their acquisition of English-speaking skills as a secondary language. The results are presented in Table (5).

**Table 5:** T-test results, arithmetic averages, standard deviations, and percentages for the domain of the effect of using digital video on students' acquisition of English-speaking skills as a secondary language

	Category	mean	Standard division	percentage	T value	Statistical significance	order	General trend
	using digital videos help you to learn new vocabularies	4.22	0.484	87.19	52.26	0.000*	1	Strongly agree
	using digital videos help you to improve your listening ability	4.13	0.542	76.20	45.76	0.000*	3	agree
	using digital videos help you to form full sentences without difficulties	4.30	0.624	68.91	41.38	0.000*	4	Strongly agree
	using digital videos help you memorize sentences and words for long time	3.69	0.668	55.24	33.16	0.000*	8	agree

using digital videos encourage the cooperative learning	4.05	0.474	85.44	51.25	0.000*	2	agree
using digital videos increase your creativity	4.27	0.701	60.91	36.59	0.000*	7	Strongly agree
using digital videos makes the relationship with other students better	3.91	0.840	46.55	27.94	0.000*	10	agree
using digital videos makes the relationship with your teacher better	4.41	0.649	67.95	40.82	0.000*	5	Strongly agree
using digital videos increase my knowledge in general in the English language	3.33	0.755	44.11	26.45	0.000*	11	neutralized
using digital videos increase your knowledge about other cultures	4.19	0.668	62.72	37.64	0.000*	6	agree
using digital videos decrease the feeling of anxiety while speaking	4.11	0.747	55.02	33.00	0.000*	9	agree
	4.06	0.308	86.74	78.88	0.000*		

The data presented in Table (5) indicate that the significance level derived from the sample was statistically significant at ( $\alpha \leq 0.05$ ) across all items (10–20), as well as for the overall measure of students’ attitudes toward using digital video to develop their speaking skills in English as a second language. The calculated significance level for all items was (.000), and all arithmetic means exceeded (3), signifying that respondents generally agreed with these statements and that their responses were statistically significant.

Among the questionnaire items, "developing my speaking skills" (Paragraph 10) received the highest level of agreement, with an estimated response percentage of (87.19%). Conversely, "developing my English language skills in general" (Paragraph 18) received the lowest ranking, with an estimated response percentage of (44.11%). This suggests that while students recognize the role of digital video in enhancing their speaking skills, they acknowledge that other aspects of language learning, such as writing, require different tools for development.

Overall, the total effect of using digital video on students' acquisition of English-speaking skills as a secondary language was classified as very high, with a mean score of (4.06), a standard deviation of (0.308), and a response percentage of (86.74%).

Regarding the second hypothesis, the decision rule states that the null hypothesis should be rejected when the calculated significance level is lower than the tabular significance level (0.05). Since the obtained significance level (.000) is lower than (0.05), the null hypothesis is rejected, and the alternative hypothesis is accepted. This confirms the presence of statistically significant differences at ( $\alpha \leq 0.05$ ) in the effect of using digital video on students' acquisition of English-speaking skills.

The third main hypothesis states that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the gender variable and its influence on students' engagement with and response to digital videos.

The analysis revealed that the significance level calculated for the gender variable was (0.073). Since this value is greater than the predefined significance level ( $\alpha \leq 0.05$ ), the null hypothesis is accepted. This indicates that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) concerning the gender variable and its impact on students' engagement with and response to digital videos.

**Discussion**

The research question is: What is the impact of utilizing digital video on the acquisition and development of English-

speaking skills as a second language among ninth-grade students at Ibn Al-Haytham Elementary School?

This study investigates the attitudes of ninth-grade students at Ibn Al-Haytham Preparatory School toward the use of digital videos in acquiring English language skills in general, with a particular focus on speaking proficiency. Additionally, it examines the impact of digital video integration on the development of English-speaking skills. To achieve this, a questionnaire was administered to a sample of 30 students (18 males and 12 females). Following data collection, statistical analysis was conducted using SPSS, including reliability testing and the application of the One-Sample T-Test to determine statistical significance.

The study employed the One-Sample T-Test to compute arithmetic means, standard deviations, and the estimated percentage of students' attitudes toward the use of digital videos in enhancing their speaking skills in English as a second language. The findings revealed a generally positive inclination among students toward digital video-assisted learning, highlighting its effectiveness in fostering speaking proficiency.

Furthermore, this research draws upon a range of secondary sources that explore relevant themes, including studies on English-speaking skills, digital video applications in education, and the behavioral impact of multimedia learning. It also incorporates prior research that examines the effectiveness of digital videos as a pedagogical tool for improving English-speaking abilities among students learning English as a second language.

Additionally, this study extends its scope to investigate the perceptions of thirty Arab ESL teachers from both elementary and junior high schools who have agreed to participate. The primary research question guiding this investigation is: How does the use of digital videos influence the acquisition of English-speaking skills among ESL students?

To validate the study’s findings, three research hypotheses were formulated and tested:

- 1. First Hypothesis:** There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in students' attitudes toward using digital videos to develop their speaking skills.
- 2. Second Hypothesis:** There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the effect of digital video use on students' acquisition of English-speaking skills.

- 3. Third Hypothesis:** There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) based on the gender variable in students' responses to and impact of digital videos on speaking skill development.

**The first hypothesis:** there are no statistically significant differences at the significance level ( $0.05\alpha \leq$ ) in students' attitudes towards using digital video to develop their speaking skills. The value of the significance level calculated from the sample was statistically significant at the significance level ( $\alpha \leq 0.05$ ) on paragraphs (1-9). Moreover, the degree of students' attitudes towards using digital video to develop their speaking skills in English as a second language is high. Where the value of the significance level calculated from the sample for all items was (.000), and all the arithmetic averages were greater than (3), which means that the respondents agreed on these items and those are statistically significant.

The results of the first hypothesis align with the findings of Rao (2019) [23] and Bashir *et al.* (2015) [6], which indicate a positive trend among participants regarding the use of digital videos to improve their English-speaking skills. The participants expressed enthusiasm for learning through digital videos, highlighting the enjoyment and perceived importance of using this medium to enhance their speaking proficiency. This trend suggests that digital videos not only engage learners but also serve as a valuable tool in language acquisition, providing a dynamic and interactive learning experience that fosters both motivation and skill development in spoken English.

**Second Hypothesis:** There were no statistically significant differences at the 0.05 significance level ( $\alpha \leq 0.05$ ) regarding the overall effect of using digital videos on students' acquisition of English-speaking skills. However, the significance level calculated from the sample was statistically significant ( $\alpha \leq 0.05$ ) for items 10 through 20. Specifically, the total score for students' attitudes towards using digital videos to enhance their English-speaking skills as a second language was found to be highly significant, with a significance level value of (.000). Furthermore, all arithmetic means for these items were greater than 3, indicating that respondents generally agreed with these statements. Among these items, Paragraph 10 received the highest score, ranking first in importance. This suggests a strong positive correlation between students' attitudes toward using digital videos and their perceptions of the effectiveness of this tool in improving their speaking skills. The estimated percentage of respondents who agreed with the statement "developing my speaking skills" reached 87.19%, indicating a strong consensus among participants regarding the positive impact of digital videos on improving their English-speaking abilities. In contrast, Paragraph 18, which addressed the broader notion of "developing my English language skills in general," received a significantly lower response rate of 44.11%, suggesting that students may perceive other skills, such as writing, as requiring different resources for development.

The general trend of student responses was neutral, reflecting the complex nature of language learning, where multiple skills—speaking, writing, reading, and listening—interact and necessitate distinct tools and approaches for development. This could explain why students viewed the

impact of digital videos primarily on speaking skills, while other language areas might need different resources for advancement.

Despite these variations, the overall results indicate a very high degree of effectiveness of using digital videos in enhancing students' English-speaking skills. With a total mean score of 4.06, a standard deviation of 0.308, and a percentage of 86.74%, the data strongly supports the hypothesis that digital videos significantly contribute to the development of speaking skills in English. Consequently, the null hypothesis is rejected, and the alternative hypothesis is accepted, confirming that there are statistically significant differences at the 0.05 significance level ( $\alpha \leq 0.05$ ) in the effect of using digital videos on students' acquisition of English-speaking skills.

The results of the second hypothesis align with the findings of Kumar (2010) and Ekalestari *et al.* (2018) [9], whose research also suggests that the use of digital videos significantly influences the acquisition of English-speaking skills. Both of these studies support the current research by emphasizing that digital videos are an effective tool in enhancing learners' speaking proficiency. Additionally, they highlight that one of the most effective ways to master English-speaking skills is through the use of digital videos, as they offer dynamic, engaging, and context-rich learning experiences that help students improve their speaking abilities. This reinforces the notion that digital videos provide an innovative and impactful approach to language learning, particularly for speaking skill development.

**The third hypothesis:** There were no statistically significant differences at the significance level of  $\alpha \leq 0.05$  concerning the gender variable and its impact on participants' responses to digital videos. The significance level calculated from the sample for the gender variable was 0.073, which is greater than the set significance level of 0.05. Therefore, the null hypothesis for this variable is accepted, indicating that gender does not significantly affect the extent to which participants respond to or are influenced by digital videos.

These findings align with the research of Barcroft (2016) [5] whose studies found no significant effect of gender on the influence of digital videos in language learning. Both studies support the notion that there is no substantial difference between male and female learners in terms of their response to and the effectiveness of digital videos in developing language skills. This suggests that the use of digital videos is equally beneficial for learners of both genders, and gender does not play a significant role in determining the impact of this learning tool.

## Conclusions

This study provided an adequate perception of the extent of the impact of the use of digital videos on the development and acquisition of ninth grade students in Ibn Al-Haytham elementary school. The most important result in the current study is the presence of positive trends among students towards the use of digital videos in learning English language. In addition, the positive impact of digital videos on providing students with the English-speaking skill, the study concluded that there is a positive effect of using digital videos in developing and acquiring the speaking skill of English language, while the study concluded that there was no effect of the gender variable on the impact of using these videos.

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