
| RESEARCH ARTICLE

Using Short Clips as a Pedagogical Tool to Address English Speaking Challenges Among Omani College Students: A Mixed-Methods Study

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| ABSTRACT

This quantitative/qualitative study investigates the impact of using short English clips on improving the ability of college students who attend foundational programs in Oman to speak in English. Quantitative data were obtained through pre/post oral testing of all 72 participants, while qualitative data were obtained through semi-structured interviews of 15 teachers and 15 students, student reflective journals, and systemic classroom observation. Statistically, there was a statistically significant difference in the average speaking score of all participants after the intervention ($t(71) = 8.37, p < .0001$), with an increase from 12.1 to 15.4 out of 20. All participants felt more motivated and engaged to learn, while teachers indicated that cultural relevance and curriculum compatibility were important factors to consider in implementing short clips into their instruction. In general, if short clips are carefully selected and pedagogically integrated, they can greatly improve the speaking abilities of English as a Foreign Language (EFL) students, including students in Oman, and contribute to both scholarly practice and national education goals as defined in Oman Vision 2040.

| KEYWORDS

EFL short clips, English speaking skills, Omani students, technology integration, speaking anxiety, pedagogical innovation.

| ARTICLE INFORMATION

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Introduction

The difficulties that Omani College Students experience with their English oral proficiency is an issue for many years, although it is not only experienced by non-native speakers, since the oral mastery of a foreign language is the most complicated linguistic ability of the four basic areas of the oral ability (Ur, 1996; Leather & Van Dam, 2002; Luoma, 2004). In addition to the numerous reforms that were made in the last few years, such as the introduction of the Basic Education System in 1998-1999 in Oman to promote the development of the communicative competences and critical thinking of recent university graduates (Ministry of Education, 1996; Al-Abri, 2008), graduates continue to demonstrate low oral proficiency (Al-Mahrooqi, 2012; Hosni, 2014). Therefore, the need for new evidence-based pedagogical approaches to fill the gap between educational goals and results of students is urgent.

In addition to the academic indicators, the deficits of students also have serious implications in terms of employment opportunities and academic success, according to Al-Mahrooqi & Denman (2018), which stated that English fluency is essential for Oman's integration into the global economy and labor market. The empirical studies indicated that even in advanced levels, Omani students face serious problems in developing their spoken English skills, which translate into employment and academic achievement (Moody, 2009; Al-Mahrooqi & Asante, 2010; Al-Issa, 2014).

Therefore, as a solution to this problem, technology-mediated pedagogies (especially those that make use of short video clips) have been recommended to encourage authentic use of the target language, stimulate motivation, and provide contextualized

input (Al-Mahrooqi, 2012; Kaboooha, 2016). In fact, previous studies on the role of video resources in language teaching have shown positive effects in various contexts (Dikilitas & Duvenci, 2009; Yuksel, 2009; Kuning, 2019), however, the knowledge available to date does not reflect the specific context of Omani universities. Moreover, other potential limitations of this approach, including cultural incompatibility, cognitive overload, and practical issues of implementation should be taken into consideration from both perspectives of instructors and learners.

For this reason, the present study aims to address these deficiencies through investigating the two following research questions: (1) how effectively short videos can be employed to develop students' speaking skills in foundation programs, and (2) what are the advantages and disadvantages that instructors perceive when they incorporate video technology in the speaking classroom. The study will collect both quantitative and qualitative data related to learning outcomes as numerical measures and qualitative views of classroom interactions and perceptions of the participants towards this type of pedagogy through employing a mixed-methods methodology.

Literature Review

Theory of Multimedia-Based Second Language Acquisition

There are three main theories that support the use of video clips in second language instruction: Dual-Coding Theory (Paivio, 1986), Communicative Language Teaching (CLT) (Richards, 2006), and Multimodal Learning Theory (Mayer, 2009). Dual-Coding Theory states that the amount of information retained and recalled from learning experiences increases when both visual and auditory channels are used. This is because visual and auditory information are stored in different parts of the brain. Since video clips use both visual and auditory channels to present information, they are a good way to provide students with a rich source of information. Communicative Language Teaching (CLT) emphasizes the importance of developing language skills that enable individuals to communicate in everyday situations. CLT advocates for instructional practices that include exposure to authentic, communicative language, which is often difficult to find in textbooks. Multimodal Learning Theory provides additional support for the use of video clips in second language instruction. The theory states that students who are exposed to multiple sources of information about the same topic retain more of the information than students who are exposed to only one source of information. Therefore, video clips are a great way to provide students with multiple sources of information about the same topic.

Use of Video Clips in EFL Speaking Instruction

In addition to supporting learning in other areas, research has shown that video clips can be effective in developing students' ability to speak in a second language. For example, Yuksel (2009) found that students who watched videos developed their listening skills and learned new vocabulary words. Similarly, Ismaili (2013) found that watching videos helped students develop their listening skills and improved their ability to understand and reproduce new vocabulary words and phrases. Burn and Leach (2004) and Baratta and Jones (2008) also found that video clips provided students with additional support for understanding and retaining new vocabulary words and phrases. Specifically, they found that video clips contained visual cues and paralinguistic elements that enhanced students' understanding and retention of new vocabulary words and phrases.

Video clips have been shown to be effective in developing students' ability to speak in a second language because they contain many of the characteristics of natural conversation. For example, Kuning (2019) found that video clips stimulated students to engage in discussions, debates, and role-playing activities. Similarly, Kalam (2020) found that students developed their pronunciation skills by watching videos of native speakers. Seferoğlu (2008) found that students developed their listening skills by watching videos of native speakers and that watching videos of native speakers exposed them to different accents and registers of the language.

Video clips have been shown to be effective in developing students' ability to speak in a second language because they encourage students to engage in deep cognitive processing and retain the material longer than students who do not watch video clips. According to Mirvan (2013), video clips are an effective method of developing students' ability to speak in a second language because they allow students to process the material in multiple ways and retain the material longer than students who only hear the material.

Studies conducted in Middle Eastern countries have reported similar findings. Kaboooha (2016) reported that educators and students in Saudi Arabia perceived the use of English film clips to be beneficial to the students' English language skills and motivation to learn. Similarly, Yaseen and Shakir (2015) reported that students in Iraq experienced an increase in their level of

engagement and vocabulary development when they viewed video clips during English language classes. While these studies report positive results regarding the perception of video clips as beneficial to English language development, neither of these studies measured students' actual level of proficiency.

Affective and Motivational Factors

Previous research has demonstrated that multimedia resources can reduce language anxiety among EFL learners. Al-Mahrooqi (2012) reports that language anxiety is a major factor that limits the success of EFL learners. Al-Mahrooqi (2012) further reports that multimedia resources can help alleviate language anxiety. The creation of a low-stakes environment allows students to focus on the language and less on their own performance. Krashen's Affective Filter Hypothesis (1985) states that when language learners experience low levels of anxiety, their affective filter is lowered, thereby allowing them to be more open to acquiring the target language. Therefore, video clips can create a safe environment that enables students to become more receptive to the input.

Challenges in Implementing Video-Based Pedagogy

While video-based pedagogy offers many benefits, there are still challenges that need to be addressed. One challenge that arises is the potential for culturally insensitive content that could lead to discomfort or resistance on the part of the learners (Fahmy & Bilton, 1992; Sargent, 2005). Additionally, linguistics difficulties such as rapid speech, idiomatic expressions, and unfamiliar accents can be overwhelming for learners, especially those at lower levels of proficiency (Horn, 1998; Ying & Zhang, 2012).

Another challenge that arises is the practicality of implementing video-based pedagogy. Teachers may lack the necessary technical knowledge, preparation time, or institutional support to implement multimedia-based instruction (Mirvan, 2013). Furthermore, some educators and learners may prefer traditional methods and question the academic validity, relevance, or distraction potential of video-based materials (Halliday, 1994). As such, it is essential to select video materials thoughtfully, scaffold students appropriately, and frame the pedagogy thoughtfully to maximize the benefits of video-based pedagogy while minimizing the drawbacks.

The Omani Context

English in Oman has a unique position as the first foreign language introduced into the school system in 1970 and then later in colleges in 1986 (Al-Issa, 2014; Al-Mahrooqi & Tuzlukova, 2014). The Basic Education Program, launched in 1998 – 1999, emphasized the importance of developing communication skills and fostering independent learning (Ministry of Education, 2006). Although the program was successful, students' ability to speak continues to be the weakest area of English amongst all Omani learners (Al-Saadi et al., 2013; Hosni, 2014).

This study fulfills the requirements of Al-Mahrooqi's (2012) request to include film and short video clips as a method of teaching speaking skills in Oman through the incorporation of empirical research in this specific area. As the study evaluates both the outcome and perception of utilizing video as a tool to teach speaking skills, it contributes to the development of culturally relevant and based on empirical evidence pedagogical practices within Omani EFL education.

Gaps in the Current Research

Although the utilization of video as an aid to language acquisition is widely documented as beneficial around the world, there are very few studies, particularly within Oman's higher education sector, that have utilized a mixed methods approach that is empirically driven. While much of the current research evaluates the perceptions of students toward the use of video, few studies evaluate actual improvements in speaking abilities and even fewer address the cultural and logistical issues associated with utilizing video within Omani classrooms. In addition, there is little documentation of how to appropriately scaffold video content for foundation level students who may vary greatly in their overall proficiency in English. Therefore, this study will fill this gap by evaluating students' statistically significant improvement in speaking proficiency and qualitatively identifying the challenges and barriers to implementing video in Omani institutions.

Pedagogical Models for Video Use

Video use is not merely watching a video. An effective model of video use includes three stages: the Pre-viewing Stage, During-viewing Stage and Post-viewing Stage. These three stages consist of preparation for viewing the video, focusing on key elements of the video while viewing and applying the content of the video (Stempleski & Arcario, 1992). Using this model ensures that the video is used for a specific pedagogical reason and not for entertainment purposes. Another model of video use is the Task-Based Language Learning (TBLT). The task-based model uses short video clips as a starting point for communicative tasks that mimic how language is actually used in everyday life (Willis, 1996).

Research Questions

This study is guided by the following research questions:

1. *What is the effect of the use of English short clips on the speaking performance of Omani college students, as determined through pre- and post-test assessments?*
2. *What are the perceived advantages and disadvantages of utilizing short video clips in speaking classes from both the teacher and student viewpoints?*
3. *What strategies can be used to minimize the disadvantages identified and maximize the incorporation of video materials in Omani EFL speaking instruction?*

Methodology

Design of Study

A convergent parallel mixed-methods design (Creswell & Plano Clark, 2011) was employed to conduct this study. This type of design utilizes two different methodologies (quantitative and qualitative) to collect data related to the research problem simultaneously and to provide a comprehensive evaluation of the research problem. A quasi-experimental pre-test/post-test design (the quantitative strand) was employed to evaluate the effects of the video-based speaking program on students' speaking performance prior to and subsequent to the program. Semi-structured interviews, reflective journals and classroom observations (the qualitative strand) were also employed to gain insight into participants' perceptions of the video program and the difficulties they experienced while participating in the program.

Participants

The sample consisted of 72 students (42 female, 30 male) at level 4 of their foundation programs in four institutions of higher Education in Salalah, Dhofar, Oman, i.e. the University of Technology and Applied Sciences (in its Salalah College of Technology and College of Applied Sciences campuses), Vocational College, and Dhofar University. The ages of the students ranged from 18 to 22 ($M = 19.4$, $SD = 1.2$) and had studied English for an average of 8.3 years ($SD = 2.1$). Students had been educated similarly in terms of culture and education background and had attended Omani secondary government schools.

Additionally, 15 EFL teachers (8 female, 7 male) from the same institutions participated in the study. Teachers had a range of teaching experience of between 3 to 15 years ($M = 7.8$, $SD = 3.4$). All teachers had a Bachelor Degree in English or TESOL and 5 teachers had a Master Degree.

Context

Oman has designated English as the main foreign language and English has been incorporated into the education system since 1970. Colleges and universities in Oman offer foundation programs designed to support students in their major field of study and speaking skills are critical in both class room participation and future employment opportunities. The video-based speaking program was implemented in regular speaking classes over a period of one academic term (14 weeks).

Instruments and Materials

1. Oral Assessment Tools

Pre- and post-oral assessments were created based on Level 4 speaking assessment guidelines by the University of Technology and Applied Sciences. Both assessments had three components:

- a. Personal Introduction (1 minute)
- b. Picture Description (2 minutes)
- c. Role Play Conversation (3 minutes)

Each criterion was scored on a 5-point scale as follows:

- a. Fluency & Coherence (Speech Rate, Continuity, Logical Sequencing)
- b. Lexical Resource (Range, Accuracy, Appropriate Vocabulary)
- c. Grammatical Range & Accuracy (Sentence Structure, Error Frequency)
- d. Pronunciation (Intelligibility, Stress, Intonation)

All assessments were completed by two trained raters; rater agreement was 0.89 (Cohen's Kappa). Raters discussed any disagreements.

2. Video Materials

24 short video clips (1 – 3 minutes each) were selected from various sources such as educational web sites, TED talks and applicable film and TV excerpts. Criteria for selecting video materials included:

- Cultural appropriateness for Oman.
- English language proficiency levels (CEFR B1-B2).
- Relevance to real life and/or academic content.
- Visual appeal.

Videos covered topics including education, technology, environmental issues, health and cross-cultural exchange.

3. Semi-Structured Interview Guides

Student and teacher semi-structured interview guides were developed. Student interviews (conducted in Arabic) focused on their experiences with video-based learning, positive and negative aspects of video-based learning and recommendations for improving video-based learning. Teacher interviews focused on the pedagogy they employed with regard to video-based learning, how effective they believed video-based learning was and the practicalities of implementing video-based learning. All interviews were audio-taped and transcribed and, when necessary, translated.

4. Reflective Journal

Students completed weekly reflective journals (in either Arabic or English) regarding their responses to video activities, challenges they faced while completing video-based assignments and self-reflection regarding video-based learning.

5. Observation Schedule

An observation schedule was developed to systematically record student engagement and participation patterns during video-based lessons, teacher facilitation techniques and classroom dynamics.

Procedure

The study spanned 14 weeks during the fall 2023 semester:

- Weeks 1-2: Initial testing, participant orientation and obtaining informed consent.
- Weeks 3-12: Experimental period. Bi-weekly video-based speaking lesson activities (video-based pre- and post-viewing tasks and post-viewing speaking practice) were completed by the experimental group. The control group completed standard textbook-based speaking lesson activities.
- Week 13: Final testing.
- Week 14: Selected participants from both groups were interviewed.

Data Analysis

Quantitative data were analyzed using SPSS Version 27. Descriptive statistical summaries were created of the pre- and post-test scores. To assess whether there were any significant changes within each group, paired sample t-tests were used. Independent samples t-tests were used to compare the differences in scores achieved by the experimental and control groups. The effect size of the differences in scores achieved by the experimental and control groups were determined by using Cohen's d.

Qualitative data underwent thematic analysis according to Braun and Clark's (2006) six-stage process. Qualitative data collected through interviews, journals and observations were inductively coded and categorized into themes. Those themes were then further refined. During the final stage of the study, quantitative results and qualitative results were synthesized to answer the research questions from multiple perspectives.

Ethical Considerations

This research project received institutional review board (IRB) approval from the University of Technology and Applied Sciences, Salalah. All participants signed an informed consent form prior to participating in this study. Participants were assured of their right to remain anonymous, to participate voluntarily and to discontinue participation at any time. The names of participants have been replaced with pseudonyms to maintain anonymity throughout the study.

Results

Quantitative Results

Overall Speaking Ability

Means and Standard Deviations of the Pre- and Post-Speaking Test Scores for Both Groups Are Provided in Table 1

As shown in Table 1, the average score of the experimental group increased substantially across all assessment criteria by a mean of 4.2 (SD=1.8). On the other hand, the control group demonstrated very limited growth by a mean of 1.3 (SD=1.2).

Table 1: Pre- and Post-Test Speaking Scores (Experimental Group, n=36)

Assessment Criteria	Pre-test M (SD)	Post-test M (SD)	Mean Difference	t-value	p-value	Cohen's d
Fluency & Coherence	2.8 (0.9)	3.9 (0.7)	+1.1	6.42	<.001	1.07

Assessment Criteria	Pre-test M (SD)	Post-test M (SD)	Mean Difference	t-value	p-value	Cohen's d
Lexical Resource	2.7 (0.8)	3.8 (0.6)	+1.1	6.87	<.001	1.14
Grammatical Accuracy	2.9 (0.7)	3.6 (0.6)	+0.7	4.91	<.001	0.82
Pronunciation	2.8 (0.8)	3.5 (0.7)	+0.7	4.75	<.001	0.79
Total Score	11.2 (2.1)	14.8 (1.8)	+3.6	8.37	<.001	1.39

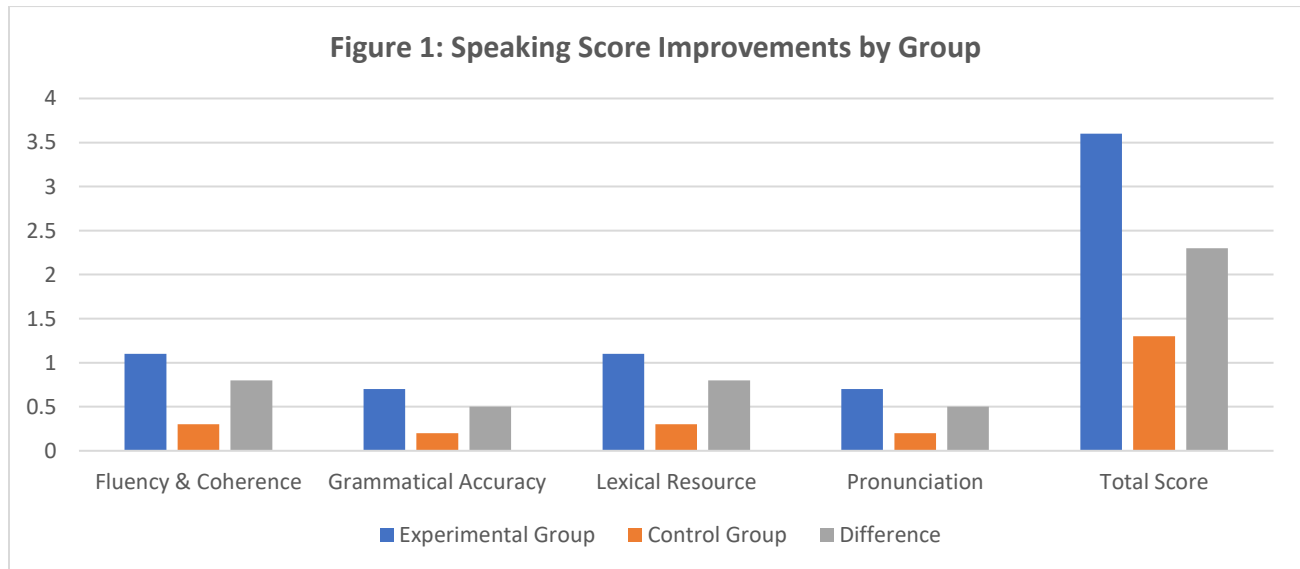
Note: Each criterion Maximum score = 5; Total maximum = 20.

Paired Samples T-Tests indicated that there were statistically significant differences between the Pre-Test and Post-Test means for both the experimental and control groups in all domains at ($p < .001$) with medium to large effect sizes of ($d = .79$ - 1.39). Fluency and coherence and lexical resource showed the most significant gains.

Comparison To the Control Group

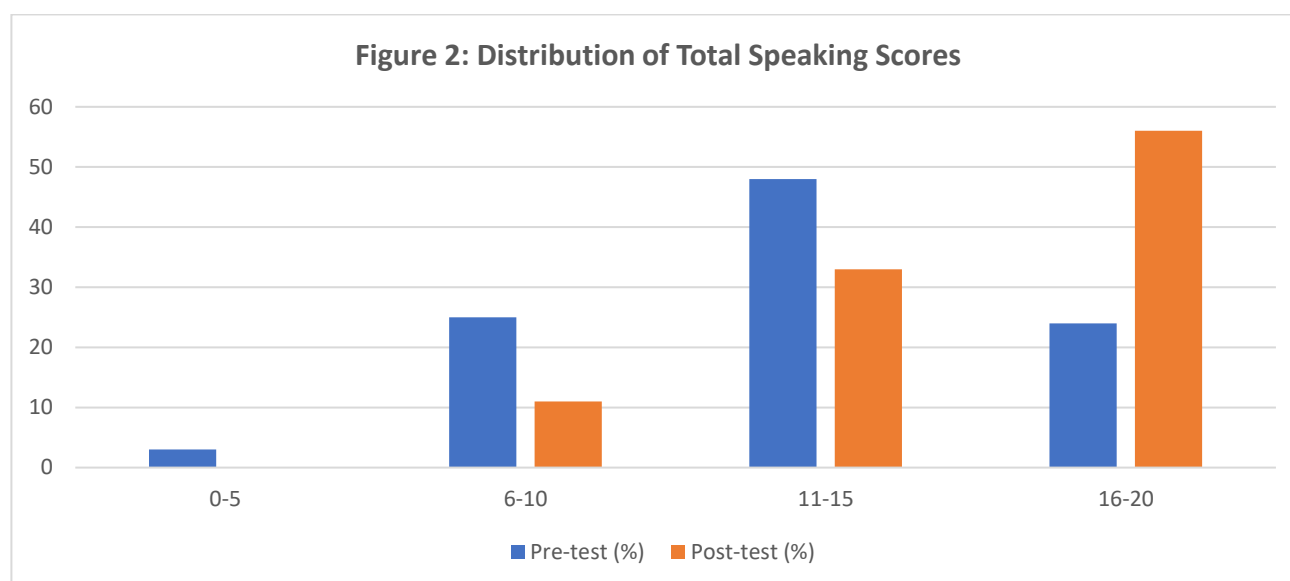
Independent samples T-Tests comparing gain scores demonstrated that the experimental group achieved significantly greater gains than the control group across all measures ($p < .001$). These differential gains are illustrated in Figure 1.

Figure 1: Speaking Score Improvements by Group



Change In Score Distributions

Figure 2 depicts the distribution of total speaking scores before and after the study. The post-study distribution shifted positively, with fewer students scoring low (i.e., below 10/20) and more students scoring high (i.e., above 15/20).

Figure 2: Distribution of Total Speaking Scores

Qualitative Findings

Three primary themes were identified through thematic analysis of the qualitative data: enhanced engagement and motivation, linguistic and cultural benefits, and challenges in implementing video-based learning with mitigation strategies.

Theme 1 – Increased Student Interest & Motivation

The majority of the students indicated they were engaged in video lesson content, and their journal entries reflected that classes were "more fun", "less boring", and "something to look forward to." Data collected via observation also supported this claim as there was an increase in the number of times students raised their hands, the length of their verbal contributions, and the amount of peer-to-peer dialogue occurring between students while engaging with video activities.

As stated by one student: "Watching a video is so much more alive than reading a text book. When you watch a video, you are part of the conversation. Textbook conversations seem dead compared to a video." (Journal Entry #5, Student #7)

Similarly, as stated by one of the instructors: "I have noticed the classroom energy has changed since we started incorporating video materials into our curriculum. My quieter students will start to participate in class once they see that a video will be used." (Interview, Teacher #3)

Theme 2 – Linguistic/Cultural Benefits

Students identified several specific linguistic/cultural advantages of using video in their instructional programs:

- **Authentic Language Exposure:** Students indicated that listening to the natural rhythm of speech, contractions, and informal expressions helped to enhance their listening comprehension.
- **Pronunciation Models:** Many students reported attempting to mimic the accent and intonation of the speakers in the videos. Observations of the students' participation in role-playing activities indicated many of the students had adopted the British or American accents of the speakers in the videos.
- **Visual Cues Supporting Comprehension:** Video materials provided visual cues that aided students in understanding unfamiliar vocabulary and cultural references.

- Culture-Based Discussions: Clips selected for viewing facilitated discussions comparing Omani and Western cultures. However, due to the cultural nature of the content it is essential that each instructor carefully review all materials prior to selecting and utilizing them in the classroom to avoid causing discomfort to the students. As stated by one instructor: "When I want to show something, I always review it first. A clip about *dating* or drinking alcohol would be too sensitive. I prefer to find common *themes*, such as *education*, *family*, *technology*...that can be related across cultures." (Interview, Teacher #9)

Theme 3 – Challenges & Solutions in Implementing Video-Based Instruction

While the vast majority of the participants expressed satisfaction with the incorporation of video materials into their instructional program, some obstacles were encountered:

- Tech Issues: Technical difficulties sometimes occurred during video lessons which caused disruptions to the flow of the lesson. Participants suggested having the ability to download the videos prior to the lesson, and to have a back-up plan in case of technical issues.
- Linguistic Difficulty of Students: For lower-level students, the rate of speech in the video materials was sometimes difficult to understand. Instructors suggested providing students with pre-lesson vocabulary support, providing subtitles for the video, and allowing students multiple opportunities to view the same video to aid in comprehension.
- Time Needed to Prepare/Teach: The preparation and implementation of video-based instructional materials required significantly more time than traditional textbook based instruction. Participants suggested creating a common bank of vetted videos for future reference.
- Aligning Assessments: While some of the instructors were unsure of how to assess the performance of their students while engaging in video-based instruction, this was easily overcome by creating a clear set of expectations/rubrics that link the video-based instruction to the assessment criteria.

The table below outlines the challenges faced by participants and the suggestions made by participants to mitigate those challenges.

Table 2: Challenges and Mitigation Strategies in Video Implementation

Challenge	Frequency Reported	Suggested Mitigation Strategies
Technical issues	87% of teachers	Download clips in advance; test equipment; have backup activities
Fast speech rate	72% of students	Use subtitles; pre-teach vocabulary; pause and replay
Cultural mismatch	65% of teachers	Preview all content; select culturally neutral topics; provide cultural explanations
Time constraints	93% of teachers	Share resources among faculty; use short clips (1-3 min); integrate with existing curriculum
Student distraction	41% of teachers	Set clear viewing tasks; pause for questions; follow with immediate speaking activity
Assessment alignment	58% of teachers	Develop explicit rubrics; link video tasks to learning outcomes; include in formal assessments

Integrative Analysis of the Results

A triangulated analysis of the quantitative results (scores), qualitative results (student journals, teacher interviews), and observational results (behavioral observations) demonstrated a strong correlation among all three types of data. That is, the quantitative increases in students' speaking fluency and vocabulary were consistent with the qualitative data indicating that students were more likely to engage in speaking activities and expose themselves to new words and phrases. Similarly, the high levels of student engagement in the video lessons directly correlated to significant gains in their test scores, suggesting that student motivation played a significant factor in their improved performance.

To effectively utilize video-based instruction, educators should combine the following four elements:

- (1) Selecting videos that contain linguistically and culturally relevant material;
- (2) Developing structured pre-, during- and post-activity instruction plans;
- (3) Creating explicit links between the video-based instruction and the learning objectives; and
- (4) Providing students with opportunities to create their own personal and creative responses to the video-based instruction versus simply answering questions related to comprehension.

Discussion

Quantitative Increases in Students' Oral Proficiency

The substantial increases in students' speaking fluency, lexical resources, and total speaking skills (Fluency and Coherence = 1.07, Lexical Resource = 1.14, $t(71) = 8.37$, $p < .001$) demonstrate that even brief video segments can serve as highly effective comprehensible input for language learners. Additionally, the fact that the greatest effects were seen in the areas of fluency and coherence, followed by lexical resource, may reflect the fact that students were exposed to a large amount of real language, including turn-taking, discourse markers, and vocabulary in authentic use. Finally, the relatively small gains in grammar and pronunciation may indicate that these areas of language development require additional, explicit, form-focused instruction beyond what is possible using short video clips.

Consistency with Previous Research

This study's findings confirm previous research regarding the effectiveness of multimodal input (Ismaili, 2013; Yuksel, 2009), however, this study extends previous research by documenting actual, measurable, oral proficiency gains in a foundation-level EFL setting in Oman. The improved lexical range found in this study is consistent with dual coding theory, as the visual information provided in the videos likely enhanced students' ability to remember and recall vocabulary. Finally, the increased student engagement found in this study is consistent with Dörnyei's (2007) emphasis on situational motivation, where novel and authentic materials encourage learners to communicate.

Cultural and Contextual Factors in the Success of Video-Based Instruction

The successful integration of video-based instruction into the instructional program was not automatic, but was influenced by both cultural sensitivity and pedagogically-related scaffolding. As illustrated by Teacher 9, the content of the video must be carefully reviewed by the instructor to avoid cultural dissonance. Therefore, localization of the tool (video) is essential, rather than simply transplanting the tool into an EFL setting in a conservative society. By focusing on universal themes (technology, education, family), rather than culture-specific content (dating, alcohol), the instructor was able to ensure that students' engagement with the video did not occur at the expense of their cultural comfort.

The most successful examples of the implementation of the program were those which utilized a systematic viewing process: preparing students before they viewed, focusing their attention while they watched, and having them engage in communication after they had viewed. A structured viewing process is probably what helped to keep the number of distractions down and the amount of information students were processing at any given time to a minimum. Students who viewed videos that accompanied

clear rubrics and speaking assignments participated more than did other students, and the programs were implemented more smoothly into the existing curricula.

Variation In Student Abilities

One of the major challenges identified by participants in this study was the diversity of the students' abilities. The weaker students in the group tended to have difficulty understanding the rapid pace of natural speech and idioms -- a problem that has been cited by others (Horn, 1998). Participants who used strategies to help their students learn, including previewing vocabulary words; providing closed captions; and allowing students multiple opportunities to watch the same clip reported better success with meeting the needs of all students. Therefore, it would appear that video-based instruction needs to be tailored to meet the needs of the variety of students participating in the class.

Institutional Support

Problems with the technology and lack of time were major impediments to the implementation of video-based instruction. The majority of respondents (over 85%) reported that these two issues caused problems. These results indicate that institutions need to be prepared to support video-based instruction through reliable equipment, access to a library of video resources, and professional development opportunities for faculty in how to effectively use multimedia materials in their classes.

Recommendations For Educators, Curriculum Developers, Administrators and Researchers

This research provides several recommendations to educators, curriculum developers, school administrators, and researchers:

To English as Foreign Language Teachers in Oman

1. Begin With Short, Neutral Cultural Videos: Start with video clips of one-to-three minutes in length on subjects that can be understood by people of any culture (education, health, etc.) to establish an environment where you feel comfortable and familiar with the routine.

2. Establish A Systematic View Process: Provide a framework for your students to follow before watching a video, while they are watching a video, and after they have finished watching a video (pre-viewing, during-viewing, and post-viewing). This will help to eliminate distractions and reduce the amount of information that students must process at any one time.

3. Support Students of Different Proficiency Levels: Allow students to view the video multiple times; provide closed captions; and create vocabulary lists for students prior to showing the video to support the students who are less proficient.

4. Encourage Student Production: Encourage your students to create original content using the language presented in the video (create their own dialogue; interview a peer).

For Curriculum Developers and Material Creators

1. Develop Speaking Units Using Video Based Instruction: Include modules of video-based instruction into foundation courses, tied to course learning objectives.

2. Develop A Shared Library of Videos: Create a library of video recordings with accompanying lesson plans and activities that are culturally relevant and appropriately leveled for students.

3. Develop Assessment Rubrics That Are Tied to Video Based Tasks: Develop formal assessment rubrics that measure both the fluency and accuracy of students in completing video-based tasks.

For Institutions and Policymakers

1. Invest In a Stable Technical Infrastructure: Ensure that classrooms are equipped with stable internet, projectors, and speakers to prevent disruptions from technology.

2. Provide Faculty Training: Provide faculty with training in selecting and integrating video into their instructional practices and troubleshooting common technical issues.

3. Provide Faculty Planning Time: Recognize that video based instructional methods will take additional planning time for faculty members and provide them with planning time to do so.

For Future Research

1. Long-Term Retention of Speaking Gains: Examine the extent to which students retain speaking gains from video-based instruction over the course of one or more academic years.

2. Comparison Of Regional Implementation: Examine the generalizability of the results of this study across different regions of Oman (e.g., Muscat, Sohar).

3. The Effects of Genre and Modality: Examine the impact of varying genres and modalities of video (e.g., documentary vs. dialogue, animation vs. live action) and variations of subtitle formats (native language, target language, no subtitles) on student performance.

4. Using Video-Based Instruction for Additional Skills: Investigate the use of short video clips for teaching listening, writing, and critical thinking skills in Oman's higher education system.

Conclusion

This study using both qualitative and quantitative methods, showed that Omani tertiary students can learn to speak in a reasonable amount of time due to the thoughtful selection of their English short clip videos; provided, however, their educators consider the cultural context, linguistic support and how the educational content will be integrated into the curriculum. This increase in oral performance was positively correlated with an increased student interest in participating in class and a motivation to continue improving their speaking skills. Therefore, this study supports the value of adding video materials to English as a Foreign Language (EFL) speaking programs for students in Oman.

In addition to the direct implications for the design of the EFL speaking program, the results from this study support the broader national goals of education in Oman. By developing effective video-based pedagogies that will improve the English-speaking abilities of Omani graduates, the government of Oman will be working towards achieving the goals of Oman Vision 2040, specifically the goal of developing a highly motivated workforce that can effectively engage in the global academic and professional environment. As the global economic environment becomes more interconnected, it is imperative for countries such as Oman to implement educational innovations, which have been supported by empirical research, to provide learners with the communication skills required to interact across cultural and linguistic boundaries.

Finally, the research concludes with the proposition that the intelligent application of technology in language teaching can be instrumental in bridging the gap between what is learned in the classroom and the communication demands of the "real world". For the Omani students trying to develop their English-speaking skills, short clips provide them with an opportunity to experience how English is used in an academic, professional or personal capacity beyond the confines of the four classroom walls.

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Appendix An Interview Protocols.

Student Interview Protocol (Arabic translation is available).

Introduction: Welcome to you. Your experiences with video-based speaking activities are discussed in this interview. The answers are not like right or wrong; your answers will be kept confidential.

1. What is your opinion about learning speaking English?
2. How do you grade your speaking ability on a scale of 110?
3. What are your best activities in speaking?
4. Did you use video clips in speaking classes prior to this study?
5. What were your favorite things about the video activities of this study?
6. What did you have difficulties with the video activities?
7. What is the comparison between the video activities and textbook activities with respect to the speaking practice?
8. What were the positive outcomes of video activity on your speaking improvement?
9. What are your recommendations towards enhancing video based lessons?
10. Do you suggest the use of videos in future speaking classes?

Teacher Interview Protocol

Introduction: I am grateful to your time. This interview discusses how you have experienced using video materials in teaching speaking.

1. And how many years have you been teaching English speaking skills?
2. What is the overall character of speaking skills of your students?
3. What are the problems you experience in teaching speaking?
4. How have you been exposed to technology integration in the teaching of languages?
5. What are the strengths you have seen because of using video materials?
6. What are some of the difficulties you have had regarding video integration?
7. What is your choice of video material?
8. How do you use video materials as a pedagogical strategy?
9. What is the reaction of students to video-based activities in contrast to the traditional one?
10. How can the integration of video be assisted institutionally?
11. What would you advise other teachers on the use of video?
12. What is your evaluation of video-based learning?
13. What else do you want to tell about what has happened to you?

Appendix B: Speaking Assessment Rubric.

Appendix C: Sample Video Lesson Plan.

Appendix D: Checklist of Observation.

Appendix E: Reflective Journal Prompts Samples.