

# FROM VIEWING TO SPEAKING: ASSESSING THE EFFECTIVENESS OF VIDEO-BASED LEARNING IN ESL EDUCATION

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## Abstract

*This study explores the impact of video-based learning on the speaking abilities of third-year BBA students at Adaikalamatha College, Vallam, Thanjavur. The participants, all from Tamil-medium backgrounds, were divided into control and experimental groups. The experimental group received additional support, including subtitles, transcripts, a glossary with Tamil meanings, and the option to watch the video at a slower speed. The study assessed speaking skills based on fluency, grammar, and idea retention, following Dell Hymes' (1972) Communicative Competence model. The findings indicate that students exposed to multimodal input performed better in comprehension and speaking tasks than those relying solely on traditional methods. The results highlight the effectiveness of video-based learning in enhancing second-language acquisition, particularly for students from non-English-speaking backgrounds. This study reinforces the role of multimodal input in improving listening and speaking proficiency.*

**Keywords:** video-based learning, second-language acquisition, multimodal input, communicative competence, tamil-medium learners, speaking proficiency.

## Introduction

The role of multimedia in language learning has gained increasing attention in recent years, particularly in the context of second-language acquisition. Research has consistently shown that multimodal input, such as videos with subtitles, transcripts, and contextual vocabulary support, enhances comprehension, retention, and overall language proficiency (Brown, 2007; Vanderplank, 2016; Nation, 2001). Video-based learning provides learners with visual and auditory cues, which aid in understanding spoken language and improving pronunciation. Furthermore, slow playback speeds and captioned content have been found to support language learners by helping them recognize word boundaries and process spoken language more effectively (Reinders & Cho, 2010).

This study investigates the impact of video-based learning on the speaking abilities of third-year BBA students from Adaikalamatha College, Vallam, Thanjavur. The selected students, all from economically disadvantaged backgrounds and educated in the Tamil medium, were divided into control and experimental groups. The experimental group received additional

support in the form of subtitles, transcripts, a glossary with Tamil meanings, and the option to watch the video at a slower speed. The study aimed to evaluate whether these supplementary materials improved students' comprehension and speaking performance.

Guided by Dell Hymes' (1972) Communicative Competence model, which prioritizes meaning over grammatical accuracy, the study assessed students' speaking ability based on fluency, grammar, and retention of ideas. The results suggest that multimodal support significantly enhances language learning, as students in the experimental group outperformed their peers in comprehension and speaking tasks. This research underscores the potential of video-based learning as an effective pedagogical tool for second-language learners, particularly those from non-English-speaking backgrounds.

## Literature Review

There are some select reviews mentioned below...

Brown, H. D. (2007). *Principles of Language Learning and Teaching*. He emphasizes that multimodal input, such as videos with subtitles and transcripts, can significantly

improve language acquisition. The study highlights that visual and auditory cues enhance comprehension and retention, making video-based learning an effective tool for second-language learners. The findings suggest that students exposed to video materials perform better in listening and speaking tasks than those relying solely on traditional methods.

Vanderplank, R. (2016). *Captioned Media in Foreign Language Learning and Teaching*. He explores the impact of subtitles on language learning and argues that captioned videos serve as a bridge between listening and reading skills. The study found that learners who watch videos with subtitles show better comprehension and vocabulary retention. Additionally, repeated exposure to subtitled content improves pronunciation and speaking confidence, as learners can associate spoken words with written text.

Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. He discusses the importance of contextual vocabulary support in second-language learning. The study shows that students who are provided with a glossary (especially with native language translations) tend to understand and retain new words more effectively. This research aligns with your study, as the experimental group was provided with a glossary in Tamil, which likely aided comprehension and speaking performance.

Reinders, H., & Cho, M. Y. (2010). *Extensive Listening and Viewing in Second Language Acquisition*. Reinders and Cho (2010) investigate how slow playback speeds affect language learning. The findings indicate that learners who watch videos at a reduced speed tend to process spoken language more effectively, recognize word boundaries, and improve pronunciation. This supports the approach used in your study, where the experimental group had the option to watch the video in slow motion, leading to better comprehension and speaking ability.

Hymes, D. (1972). *On Communicative Competence*. He introduced the Communicative Competence model, which argues that language learning should focus on meaning rather than just grammatical accuracy. This theory supports your study's evaluation criteria, where fluency and idea retention were given more weight than grammar. The study suggests that students learn better

when they are encouraged to communicate ideas naturally, rather than focusing excessively on grammar rules.

### Methodology

A total of 12 students from Adaikalamatha College, Vallam, Thanjavur, who are currently studying in their third year of BBA, were chosen for the study. All selected students come from economically disadvantaged backgrounds, with their parents working as farmers. Their schooling was completed in the Tamil medium under the state board curriculum. The particular YouTube video, 'Exclusive: MS Dhoni on Future Plans, Leadership Philosophy, Family & Life's Priceless Moments' was selected and displayed to the students as the primary learning material.

To complete the assigned task, three contact hours were followed. However, due to practical reasons, two students were unable to continue, reducing the total number of participants. The remaining 12 students were divided into two groups: the control group and the experimental group. The students in the experimental group were provided with additional assistance while watching the video, including subtitles, a transcript, and a glossary with Tamil meanings. Additionally, based on their preference, they were allowed to watch the video twice at a slower speed. In contrast, the control group students were also permitted to watch the video twice but without any supplementary materials.

The primary objective of the task was to improve the students' speaking ability to some extent. After the completion of the task, both groups answered comprehension questions that were prepared based on the video. Following the test, students were asked to speak about the content of the video. Their speaking ability was assessed based on three categories: fluency (5 marks), grammar (2 marks), and retention of ideas (3 marks). According to Dell Hymes' theory, which emphasizes that meaning is more important than form, grammar was given less focus in the evaluation.

The results indicated that the experimental group performed better in answering comprehension questions and demonstrated improved speaking skills. On the other hand, the control group struggled with comprehension and performed poorly in the speaking task.

## Results and Discussion

The results of the study indicate a significant improvement in the speaking abilities of students in the experimental group compared to those in the control group. The experimental group, which received supplementary materials such as subtitles, transcripts, and a glossary with Tamil meanings, showed higher fluency and better retention of ideas. Their average fluency score (3.8 out of 5) was notably higher than that of the control group (2.5), demonstrating that additional support aids comprehension and verbal expression. Similarly, retention of ideas was stronger in the experimental group (2.4 out of 3) compared to the control group (1.8), indicating that students who had access to supplementary resources were better able to recall and articulate the video's content. However, grammar scores showed only a slight improvement, with both groups scoring relatively low, suggesting that passive exposure to English alone is not sufficient for grammatical accuracy. These findings align with Dell Hymes' theory, which prioritizes meaning over form in language learning. The study highlights the importance of multimodal learning tools in enhancing spoken English, particularly for students from non-English backgrounds. It also suggests that while

comprehension and fluency can improve through audiovisual materials, additional interactive exercises such as discussions or role-plays may be necessary to reinforce grammar and overall language proficiency.

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