

TEACHING SPEAKING USING ENGLISH-LANGUAGE MEDIA AT THE SENIOR STAGE OF EDUCATION IN A SECONDARY SCHOOL

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<https://doi.org/10.5281/zenodo.15540123>

Abstract. This research explores the effectiveness of using English-language media in enhancing the speaking skills of senior secondary school students in Uzbekistan. Utilizing a structured methodology called the “Active Media Trio” (watch + read + speak), the study compares outcomes between an experimental group and a control group. Results show that the experimental group made significantly greater progress in fluency and accuracy than the control group, who received only passive media input. Data were gathered through tests, surveys, checklists, and focus group interviews. The study confirms that active interaction with media, rather than passive consumption, leads to better speaking performance and engagement in classroom settings. These findings support the integration of media-based, output-oriented methods into foreign language teaching practices in secondary schools.

Keywords: speaking skills, English-language media, secondary education, fluency, communication competence.

Аннотация. Данное исследование посвящено изучению эффективности использования англоязычных медиа для развития навыков говорения у старшеклассников в Узбекистане. В исследовании применён структурированный метод «Активное медиатрио» (смотри + читай + говори), в рамках которого результаты экспериментальной группы сравнивались с контрольной группой. Экспериментальная группа показала значительно лучшие результаты по беглости и точности речи по сравнению с контрольной, обучавшейся только через пассивное восприятие медиа. Данные собирались с помощью тестов, анкет, наблюдений и фокус-групп. Исследование подтверждает, что активное взаимодействие с медиа более эффективно для развития устной речи, чем пассивное потребление. Полученные выводы способствуют внедрению медиа-ориентированных, продуктивных методов обучения в школьную практику преподавания английского языка.

Ключевые слова: навыки говорения, англоязычные медиа, среднее образование, беглость, коммуникативная компетенция.

Annotatsiya. Ushbu tadqiqot O'zbekistondagi umumiy o'rta ta'lim maktablarida ingliz tili nutq malakasini rivojlantirishda ingliz tilidagi ommaviy axborot vositalaridan foydalanish samaradorligini o'rganadi. “Faol media trio” (tomosha qilish + o'qish + gapirish) deb nomlangan uslub asosida eksperimental va nazorat guruhleri o'rtasidagi farqlar tahlil qilindi. Natijalar shuni ko'rsatdiki, faol media vositalaridan foydalangan eksperimental guruh nutq tezligi va grammatik aniqlikda nazorat guruhidan ancha yuqori natijalarga erishdi. Ma'lumotlar testlar, so'rovnomalalar, kuzatuv varaqalari va fokus-guruh suhbatlari orqali yig'ildi. Tadqiqot shuni tasdiqlaydiki, passiv media iste'moliga nisbatan faol media bilan ishlash o'quvchilarning so'zlashuv qobiliyatini va darsga bo'lgan qiziqishini sezilarli darajada oshiradi. Ushbu xulosalar ingliz tili darslarida media asosidagi faol metodlarni qo'llash zarurligini asoslaydi.

Kalit so'zlar: nutq ko'nikmalari, ingliz tilidagi media, o'rta ta'lim, ravonlik, kommunikativ kompetensiya.

Introduction

English speaking skills remain a core challenge in foreign language education, especially in non-English-speaking countries like Uzbekistan. Although students engage with audio-visual materials, their speaking performance often lacks fluency and natural expression. This study aims to explore whether integrating English-language media through a structured method—the "Active Media Trio"—can effectively improve students' speaking abilities. This study also addresses the gap in media use, which is traditionally limited to receptive skills like listening and reading, excluding real-time speaking practice. Previous research by Harmer (2007)[1] and Richards (2008)[2] has emphasized the importance of productive skills, yet practical classroom strategies remain underdeveloped. Technological advancements and the proliferation of media have introduced new opportunities to enhance language education. Despite widespread access to English-language content—films, podcasts, YouTube videos, and educational series—these resources are underutilized in classrooms for productive language practice. This underutilization stems from a lack of structured pedagogical frameworks that effectively integrate media with speaking tasks. The result is a gap between the potential of media and actual classroom practice.

This study aims to explore whether integrating English-language media through a structured method—the "Active Media Trio"—can effectively improve students' speaking abilities. The approach is designed to actively engage learners by combining media input with real-time speaking activities, thereby promoting fluency, vocabulary acquisition, and confidence. This study also addresses the gap in media use, which is traditionally limited to receptive skills like listening and reading, excluding real-time speaking practice. Previous research by Harmer (2007)[1] and Richards (2008)[2] has emphasized the importance of productive skills, yet practical classroom strategies remain underdeveloped. Additionally, studies by Gilmore (2007)[11], Yang & Chang (2014)[18], and Hwang & Huang (2022)[19] support the pedagogical value of integrating authentic media to foster speaking development. These studies suggest that carefully guided media use can provide meaningful context, reduce learner anxiety, and simulate real-world communication. This paper seeks to contribute to this growing body of research by evaluating the effectiveness of the Active Media Trio in a real classroom setting.

Methods

Research Design A quasi-experimental design was adopted. The experimental group engaged with the Active Media Trio method, while the control group followed traditional instruction. Each group consisted of 15 students with B1-level proficiency. This design is consistent with Creswell's (2014)[3] approach to educational research.

Research Question and Hypothesis RQ: Does the "Active Media Trio" (watch + read + speak) improve fluency faster than just watching/listening? **Hypothesis:** The "Active Media Trio" approach will result in significantly higher fluency gains compared to passive exposure.

Research Methodology and Approach The research followed the Classroom Action Research (CAR) framework and employed a mixed-methods approach combining pre/post-tests, observation checklists, surveys, and focus groups. The mixed-methods design is supported by Johnson and Onwuegbuzie (2004)[4], who argue that it provides a more comprehensive understanding of educational phenomena.

Participants and Sampling Thirty senior students (aged 16–17) from a secondary school in Uzbekistan participated. Two intact classes were selected. The experimental group used the Active Media Trio; the control group engaged in passive listening/viewing. This purposeful sampling method aligns with the principles suggested by Patton (2002)[5].

Procedure

- **Week 1:** Introduction to Active Media Trio, pre-tests. Students were familiarized with the method and baseline data was collected.
- **Week 2:** Video + subtitles; speaking tasks. Students watched short English videos with subtitles and then summarized them verbally.
- **Week 3:** Audio + images; oral summaries. Audio content was paired with still images to encourage imaginative storytelling and vocabulary retrieval.
- **Week 4:** Final presentations; post-tests. Students presented their projects and took the final assessment. This sequence ensures scaffolded learning, as proposed by Vygotsky's Zone of Proximal Development theory (1978)[6].

Data Collection Instruments

- **Pre- and Post-Tests:** Measured students' fluency and accuracy before and after the experiment.
- **Observation Checklists:** Tracked in-class participation and engagement.
- **Surveys and Questionnaires:** Collected students' self-perceptions of progress and motivation.
- **Focus Group Discussions:** Provided qualitative insights into students' attitudes toward media usage. The triangulation of these tools increases validity, as recommended by Denzin (1978)[7].

Data Analysis Quantitative data were analyzed using descriptive statistics and paired t-tests to measure significance. Qualitative data were thematically coded, following Braun & Clarke's (2006)[8] model of thematic analysis. Cohen's d was also used to evaluate effect sizes (Cohen, 1988)[15].

Results

Performance Data Fluency (Words Per Minute)

- **Experimental Group:** Pre-Test Avg: 65.25 → Post-Test Avg: 83.63 (Gain: +18.38)
- **Control Group:** Pre-Test Avg: 63.00 → Post-Test Avg: 65.86 (Gain: +2.86)

Accuracy (Correct Grammar/Vocabulary Use)

- **Experimental Group:** Pre-Test Avg: 60.00% → Post-Test Avg: 76.00% (Gain: +16.00%)
- **Control Group:** Pre-Test Avg: 56.00% → Post-Test Avg: 58.14% (Gain: +2.14%)

These results support the findings of Nation & Newton (2009)[9] that output-focused activities enhance productive skills. Additionally, similar improvements have been reported by Derakhshan and Karimian (2020)[16] in media-supported EFL classrooms.

Observation and Engagement

Students in the experimental group showed higher participation rates, more spontaneous speech, and frequent use of vocabulary from the media. Surveys indicated higher confidence and motivation. This corroborates Krashen's Input Hypothesis (1982)[10], which emphasizes the role of comprehensible input followed by immediate output. These outcomes also mirror the findings of Zarei and Gilanian (2015)[17], who argue for the motivational benefits of audio-visual media.

Focus Group Insights

Students favored video-based discussions, citing better engagement and easier comprehension. The use of subtitles and immediate speaking tasks were particularly appreciated for their role in enhancing fluency. Similar findings are reported in Gilmore's (2007)[11] study

on authentic materials in the classroom and further supported by Yang & Chang (2014)[18] on video-integrated speaking instruction

Discussion

The findings affirm the effectiveness of the Active Media Trio in developing speaking fluency and grammatical accuracy. Immediate verbal output after media consumption forced students to think and respond naturally. Compared to the control group, which received no structured speaking practice, the experimental group gained significantly in both objective performance and subjective engagement. This supports claims by McCombes (2021)[12] and Kothari (2004)[13] that structured, interactive learning environments improve language acquisition. Moreover, the CAR method proved effective for real-time classroom interventions. The results align with studies by Chen & Yang (2013)[14] on multimedia-assisted language learning and Hwang & Huang (2022)[19] on integrating media in communicative language teaching. The inclusion of authentic context and real-world input strengthens communicative competence, as proposed by Bachman (1990)[20]. Compared to the control group, which primarily received passive input through listening and viewing without structured speaking tasks, the experimental group demonstrated more spontaneous, confident, and linguistically accurate speech. These improvements in objective performance metrics (fluency and accuracy scores) were accompanied by increased motivation and willingness to communicate, as reported in surveys and observed during classroom activities. Furthermore, the AMT model addresses key principles of communicative competence as outlined by Bachman (1990)[20], particularly in the areas of strategic competence (using language resources effectively) and pragmatic competence (adapting language to context). Through repeated cycles of media engagement and speaking tasks, learners became more adept at handling natural speech patterns, idiomatic expressions, and turn-taking conventions common in English discourse. From a pedagogical standpoint, the study demonstrates that well-structured media-based interventions can bridge the traditional gap between receptive and productive skills in EFL classrooms. The AMT method offers a replicable framework that integrates cognitive engagement, emotional involvement, and linguistic output—three pillars essential for language mastery. Future instructional designs may benefit from integrating this trio-based structure across other language skills such as writing or listening comprehension, thereby promoting holistic language development.

Overall, the discussion reaffirms the necessity of active media usage in language instruction. Rather than treating media as a passive support tool, this study positions it as a dynamic component of interactive and communicative learning. The compelling evidence from both quantitative gains and qualitative feedback underscores the transformative potential of the Active Media Trio in modern language classrooms/

Conclusion

The findings of this study confirm that structured media-based instruction, particularly the implementation of the Active Media Trio approach, significantly enhances students' speaking fluency and grammatical accuracy at the senior secondary level. By incorporating active learning through the integrated use of watching, reading, and speaking tasks, learners were prompted to engage more meaningfully with the language, resulting in measurable improvement in both expressive ability and learner confidence. This supports the view of Nation and Newton (2009) that output-based instruction consolidates language acquisition more effectively than receptive skills alone.

The success of the Active Media Trio further illustrates the pedagogical value of

integrating authentic, multimodal materials within the communicative language teaching (CLT) framework. As highlighted by Gilmore (2007) and Yang and Chang (2014), media can provide realistic linguistic input and relevant context, helping bridge the gap between classroom learning and real-life language use. The structure and interactivity of the Trio method echo the principles of scaffolding outlined by Vygotsky (1978), where learners perform beyond their current proficiency level with guided support. Moreover, the classroom action research (CAR) approach proved particularly effective in capturing immediate, practice-oriented data that can inform instructional adjustments. This underlines the importance of teacher-led experimentation in dynamic classroom environments, as suggested by Johnson and Onwuegbuzie (2004). The triangulated data—consisting of tests, checklists, surveys, and focus groups—not only validated the hypothesis but also shed light on the students' evolving attitudes toward language learning through media. Importantly, the results advocate for a pedagogical shift from passive to active media consumption. While many language classrooms rely on films or audio clips for listening practice, this study demonstrates the added value of combining media with purposeful speaking tasks. Teachers are thus encouraged to use media not as an end in itself but as a tool to elicit output, promote learner autonomy, and stimulate interaction. Future research could build upon these findings by applying the Active Media Trio to other language skills such as writing and listening comprehension, or by testing its efficacy across different age groups, proficiency levels, and cultural contexts. Longitudinal studies could also examine the sustainability of fluency gains over time. Additionally, further exploration into digital tools and platforms that support synchronized media engagement could enhance accessibility and scalability of the method.

In conclusion, the study contributes to the broader discourse in applied linguistics and educational technology by showcasing a replicable and effective model for improving speaking proficiency. It underscores the need for innovation in English language pedagogy and offers a compelling case for integrating structured, media-based instruction into mainstream curricula.

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