

The results suggest that learners perceive short videos as a useful tool for enhancing their motivation to communicate in English and foster a more stimulating environment for learning.

Key words: speaking motivation, short videos, speaking anxiety.

المخلص

تعد الدافعية للتحدث عنصراً أساسياً في تنمية مهارات التواصل الشفهي لدى متعلمي اللغة الإنجليزية بوصفه لغة أجنبية. إلا أن العديد من طلبة الجامعات، ولا سيما في البيئات التعليمية التي تعتمد على التدريس المتمركز حول المعلم، يواجهون تحديات تتمثل في ضعف الثقة بالنفس، والقلق، وانخفاض مستوى المشاركة في دروس التحدث. هدفت هذه الدراسة إلى استقصاء تصورات طلبة اللغة الإنجليزية بوصفها لغة أجنبية في جامعة الزهراء (عليها السلام) للبنات في العراق حول استخدام مقاطع الفيديو القصيرة في تعزيز دافعتهم للتحدث باللغة الإنجليزية. واعتمدت الدراسة المنهج الوصفي الكمي، إذ جُمعت البيانات من (30) طالبة من المرحلة الرابعة في قسم اللغة الإنجليزية باستخدام استبانة ثنائية (نعم/لا) من إعداد الباحثة. وتناولت الاستبانة آراء الطالبات بشأن الدافعية، والمشاركة، والثقة بالنفس، واستخدام الاساتذة لمقاطع الفيديو القصيرة في دروس التحدث. وأظهرت نتائج التحليل الإحصائي الوصفي المعتمد على النسب المئوية أن غالبية الطالبات أبدن مستويات أعلى من التفاعل، وفهماً أفضل لأنشطة التحدث، ورغبة أكبر في المشاركة بعد مشاهدة مقاطع الفيديو القصيرة. وعلى الرغم من أن بعض الطالبات أفدن بأن هذه المقاطع لم تُزل قلق التحدث بشكل كامل، فإنهن عدّنها وسيلة مشجعة ومفيدة. وتشير النتائج إلى أن دمج مقاطع الفيديو القصيرة في تعليم اللغة يمكن أن يسهم في تعزيز دافعية المتعلمات للتواصل باللغة الإنجليزية، وتهيئة بيئة تعليمية أكثر تشويقاً وتحفيزاً. الكلمات المفتاحية: الدافعية للتحدث، مقاطع الفيديو القصيرة، قلق التحدث.

1. Introduction

Speaking motivation is a significant factor in predicting EFL learners' success in

Exploring Iraqi EFL University Learners' Perceptions of Using Short Videos to Promote Speaking Motivation Asst. Lect. Zahraa Ayad Alsaleh Al Zahraa University for Women- College of Education -English Department

استكشاف تصورات طلبة الجامعات العراقيين متعلمي اللغة الإنجليزية كلفة أجنبية حول استخدام مقاطع الفيديو القصيرة لتعزيز الدافعية للتحدث باللغة الإنجليزية

م.م. زهراء اياد الصالح

جامعة الزهراء للبنات- كلية التربية- قسم اللغة الانكليزية

Abstract

EFL learners to strengthen their oral communication abilities, speaking motivation is a key element. But a lot of college students, especially in teacher-centered settings, struggle with poor self-esteem, nervousness, and low participation in speaking classes. This study examined the perspectives of EFL students at Al-Zahraa University for Women in Iraq regarding the use of short videos to increase the learners' willingness to speak English. A self-designed dichotomous (Yes/No) questionnaire was used to gather data from 30 fourth-year EFL students using a quantitative descriptive approach. Students' opinions about motivation, involvement, confidence, and teachers' usage of short movies in speaking lessons were all investigated in the questionnaire. The majority of students expressed higher levels of engagement, better comprehension of speaking activities, and increased willingness to participate after seeing short videos, according to descriptive statistical analysis employing percentages. Some learners reported that short movies did not entirely eliminate speaking anxiety, despite the fact that they were viewed as encouraging and helpful.

students exposure to real-life situations and authentic language use that are often absent in traditional classrooms. This sort of exposure helps learners to naturally understand context, tone and pronunciation but also motivates independent speaking practice. Motivation is an important element in language learning, because motivated learners are more involved, take risks and dare to make mistakes which finally lead to a better speaking ability (Dörnyei, 2001).

Although many studies explored the benefits of videos in language learning, few studies specifically examined EFL students' perceptions of short videos as a tool for enhancing speaking motivation. Many students experience anxiety, shyness or lack of motivation to speak in class, which impedes the development of their oral communication skills (Tuan & Mai, 2015). The problem is that many of the Arab EFL classrooms, including Iraqi universities, are teacher-centered and lack multimedia support, which can decrease students' enthusiasm and reduce the opportunities for interaction (AlOthali, 2022). It is therefore important to look at student perception of short videos and whether it has a positive impact on motivation and participation which in turn motivates teachers to use them more. Incorporating short videos might be a novel way to encourage active learning, boost participation, and improve students' confidence in using English (Norasiah et al., 2022).

The aim of this study is to investigate EFL learners' perceptions of using short video as a tool to improve their speaking motivation

developing oral communication skills. Research has shown that learners with higher motivation are more likely to engage actively in speaking tasks, participate confidently, and take risks in using the target language (Dörnyei & Ushioda, 2011). However, maintaining speaking motivation in many EFL contexts can be a challenge, especially when learning environments do not have opportunities for meaningful interaction or real communication. Consequently, learners feel less involved, less confident and less likely to speak up in class.

Apart from motivational problems, EFL learners frequently have some difficulties which inhibit their speaking performance. The common problems are the fear of making mistakes, anxiety, limited vocabulary, and low confidence, which seriously affect their willingness to communicate (Ur, 1996; Tuan & Mai, 2015). More teacher-centered classroom practices that focus more on accuracy than fluency can also act as a deterrent to learner participation in speaking activities. These challenges emphasize the need for innovative teaching strategies that are capable of creating a conducive and encouraging atmosphere for students. For instance, Alkathiri (2019) reported that learners held positive attitudes towards the use of YouTube videos in speaking lessons because the videos made the learning enjoyable and increased their confidence to speak English. Likewise, Norasiah et al. (2022) found that short videos had a significant impact on learners' speaking performance and helped to motivate them to communicate more actively in class. Furthermore, short videos offer

attention to the general use of YouTube or long video materials, and little attention has been paid to how students themselves perceive the effectiveness of short clips in improving speaking motivation. The efficacy of platforms such as YouTube in increasing learners' confidence and motivation in speaking instruction has been proven, but specific evidence on short videos is still under-explored (Alkathiri, 2019; Norasiah et al., 2022; AlOthali, 2022).

Most of the reviewed studies were conducted in different educational and cultural contexts particularly in countries such as Indonesia, Malaysia, and China. Generally, these studies found that the perceptions toward the use of short videos in EFL learning were positive and the potential of short videos to enhance learners' motivation and speaking development (Aied, 2023; Indriana et al., 2023). However, there has been relatively little attention given to Iraqi university learners that requests further investigation in this context. The present study intends to explore EFL students' perceptions of using short videos to improve their speaking motivation. This study's findings are expected to provide useful insights for teachers who want to make their speaking classes more engaging and effective. So, the research aims at answering the following questions:

1. Do EFL students perceive the use of short videos in enhancing their speaking motivation positively?

and to identify the impact of short video on learners' participation, confidence and willingness to communicate in English.

The significance of this study is that it explores a method that could transform the way speaking lessons are conducted and make them more interesting and productive for students. Through analyzing the perceptions of EFL students, the researchers aim to identify how students perceive the use of short videos in their classrooms and how these videos can be used to increase motivation and participation. Generally, educational video materials are positively perceived by students to support language learning because they are interesting and help improve speaking and communication skills (Alkathiri, 2019; Norasiah et al., 2022).

The study may also assist curriculum designers in promoting multimedia resources in language teaching programs in an efficient manner, especially in contexts where traditional teaching methods are common and student motivation is usually low. Research on video-mediated learning indicates that multimedia tools such as videos can enhance learner engagement, promote creative instruction design, and improve overall language learning experiences compared to traditional materials alone (Aied, 2023; Indriana et al., 2023).

Although many studies have examined the role of videos in developing students' speaking skills, few studies have specifically targeted short videos as a motivational tool for EFL learners. Most previous research paid

English. Harmer (2007) states that limited vocabulary, grammatical errors, pronunciation mistakes and lack of fluency are some of the most common problems. Moreover, learners often face psychological problems such as anxiety, fear of making mistakes in speaking and low self-confidence which hinder them to speak freely (Brown, 2001).

Furthermore, in large classes, students may have less opportunities to participate and practice their speaking which may have a negative effect on their oral communication development (Alkathiri, 2019; Ur, 2012). Some scholars have suggested the use of short videos and visual aids to overcome these challenges as such tools may help to reduce fear, and increase engagement and motivate students to speak with more confidence (Norasiah et al., 2022; Zulaefa & Rizal, 2023).

In conclusion, language difficulties in EFL classrooms are due to linguistic, psychological and instructional factors. Understanding these challenges helps teachers to design better learning environments and activities to enhance students' confidence and oral skills.

2.3. Theoretical Background

Some theories of language learning and motivation can explain the effectiveness of short videos in improving EFL students' speaking motivation. One of the most useful is Self Determination Theory (Deci & Ryan, 1985), which states that students learn best when they are intrinsically motivated, that is, when learning is fun and personally meaningful.

2. Does using short videos affect students' motivation and participation in speaking activities?

3. Does teachers' use of short videos in class make speaking lessons more engaging and effective for students?

However, the findings of this study should be interpreted with some limitations in consideration. The present study was limited to a relatively small sample of 30 female EFL students of the fourth year from one university which may limit the generalizability of the findings. In addition, the study only used a dichotomous questionnaire and focused on students' perceptions rather than their actual speaking performance.

2. Literature Review

2.1. Purpose of the Literature Review

This literature review seeks to explore the previous studies on the use of short videos to enhance the speaking motivation of EFL learners. The aim is to learn how short videos can help learners to develop their speaking skills, to improve their confidence and to increase their willingness to communicate in English. The researchers aim to review the existing research to highlight the role of multimedia tools, especially short videos, in creating a more engaging and motivating learning environment for EFL students as declared in many studies (Richards & Schmidt, 2010; Mayer, 2009).

2.2. Earlier Studies on Speaking Difficulties

There is much research that proves EFL learners face many problems in speaking

than those who did more traditional speaking exercises.

Moreover, the researcher indicated that social media sites like Facebook, for example, have been shown to boost students' engagement and participation in English language learning activities. Short videos provide learners with practical examples of communication. They also help learners express themselves more creatively and clearly, according to another study by Zulaefa and Rizal (2023). The researcher also found that short videos facilitated the learners' speaking skills as they helped them imitate the pronunciation and facial expressions of native speakers.

Ouyang's (2024) investigation of the impact of video-based instruction on speaking development showed that students were engaged and participated in class. The study finds that short, insightful films make learning more interesting and fun to watch. Additionally, Alkathiri (2019) found that classes conducted through YouTube helped EFL students to overcome their apprehension and shyness. The students reported that the video activities made speaking more enjoyable and linked the classroom to the real world.

Earlier research has demonstrated that short videos during speaking sessions increase students' confidence, engagement and enjoyment. However, there is little research has been done on the perceptions of EFL students themselves about this strategy especially in Iraqi universities.

3. Methodology

3.1. Research Design

Short videos can ignite this kind of motivation as they are entertaining, authentic and closely related to learner interests.

Another important theory is Krashen's Input Hypothesis (1982) which proposes that language is acquired when learners are exposed to comprehensible and interesting input that is just slightly above their current level. The short movies provide an abundant contextualized language input which allows learners to understand vocabulary, pronunciation and natural phrases in a meaningful way.

Moreover, Vygotsky's Sociocultural Theory (1978) highlights the significance of social interaction and participation in language learning. Also, Short videos can be a great tool to support classroom discussion, pair works and role plays, helping learners with their communication and collaboration. Also, Krashen's (1985) Affective Filter Hypothesis states that learners will acquire more language when they are less anxious and more motivated. The comfortable and entertaining ambiance of short videos helps to reduce the anxiety and inspire learners to speak more. Generally, these theories assume that multimedia resources, especially short videos, can enhance learners' speaking motivation through realistic feedback, intrinsic motivation, and interactive learning experiences.

2.4. Earlier Studies on Motivation and Short Videos in EFL Context

Recent studies have used short videos to enhance students' motivation to speak in EFL classes. Norasiah et al. (2022), for instance, found that students who practiced speaking with short videos were more engaged and motivated

students' perceptions of using short videos to improve their speaking motivation. The questionnaire was then reviewed by two EFL experts to ensure content validity and they confirmed that the items were clear, relevant and were consistent with the objectives of the study. A pilot test was carried out with a small group of students to check the questions were clear and understood, and to improve the wording. These procedures helped ensure the clarity, relevance, and appropriateness of the questionnaire items.

3.5. Data Collection Procedures

The participants were exposed to short videos in approximately (10) speaking lessons before completing the questionnaire. Videos were short, conversational, and instructional, one to five minutes in length, that related to topics discussed in class. The videos were used to stimulate classroom discussion and to encourage students to practice speaking. Additionally, they were selected because they used authentic language and dealt with topics of interest to students and relevant to course content.

Prior to completing the questionnaire, all participants were asked to sign a consent form to ensure that their participation was voluntary and based on informed consent. Then, the questionnaire was distributed in paper-based format to the participants. The instructions were clear that participants should not write their names and should respond to each item with either "Yes" or "No". The distribution and the collection of the questionnaires took about three hours. The researcher then collected all completed questionnaires for further analysis.

The present study employed a quantitative descriptive research design to examine students' perceptions on the use of short videos in enhancing speaking motivation. The data were collected from the participants through a dichotomous (Yes-No) questionnaire. This design is suitable as it describes the learners' attitudes towards using short videos in speaking classes. The questionnaire was divided into three parts and each part of it was related to a research question. This type of questionnaire was used to ensure clarity for EFL learners and to be suitable for the descriptive purpose of the study. This format identifies general perceptions, not detailed opinions.

3.2. Context

The study was conducted at Al-Zahraa University for Women, Iraq. The participants were learners enrolled in learning English as a foreign language. This context was chosen to explore EFL learners' perceptions of using short videos to enhance their speaking motivation.

3.3. Participants

The study involved 30 EFL learners from the English Department at Al- Zahraa University for Women, Iraq. All participants were female learners. Also, they were all fourth-year EFL learners.

3.4. Instruments

This study used a self-designed dichotomous questionnaire of 15 items as the instrument. The questionnaire was structured into three sections, with five items in each section. Participants were asked to respond to each item with a simple "Yes" or "No". The researchers developed this instrument to fulfill the objectives of the study and to explore

their vocabulary and 80% thought that short movies make the speaking practice more enjoyable. In general, the findings of this study suggest that short videos are considered as a useful tool to enhance the speaking motivation of EFL learners. This positive view is consistent with previous studies (Norasiah et al.,2022; Ouyang's, 2024) which showed that learners who practiced speaking through the short video clips showed better motivation and participation. This may assist in creating a positive impression among the EFL learners.

4.2. Findings and Discussion for Research Question 2

The results of section 2 of the questionnaire (see Appendix 1) are presented in this section, which includes items 6 to 10. The table below presents the number of students who responded "Yes" and "No" to each item and the percentages.

Table 2. *Responses to Questionnaire Items Related to Motivation and Classroom Participation*

Number of Item	Yes	No
6. Short videos make me more willing to participate in class discussions.	73.3 %	26.7 %
7. I understand speaking tasks better after watching short videos.	66.7 %	33.3 %
8. Short videos reduce my speaking anxiety.	60%	40%
9. I try to speak more when the lesson includes short videos.	83.3 %	16.7 %

3.6. Procedures for Data Analysis

The data obtained from the questionnaires were analyzed using descriptive statistics and presented in percentages. The responses were tabulated as Yes and No and are presented in tables for interpretation.

4. Findings and Discussion

4.1. Findings and Discussion for Research Question 1

Table 1 shows the results for Section 1 (items 1–5) of the questionnaire.

Table 1. *Responses to Questionnaire Items Related to Speaking Motivation*

Number of Item	Yes	No
1. Short videos make speaking lessons more enjoyable.	93.3%	6.7%
2. Short videos increase my motivation to speak English.	76.7%	23.3%
3. Short videos help me feel more confident when practicing speaking.	80 %	20%
4. I feel more interested in speaking activities when short videos are used.	76.7%	23.3%
5. Short videos encourage me to try speaking even if I make mistakes.	83.3%	16.7%

As shown above, the results indicate that most of the learners (93.3%) agreed that watching the short video clips motivated them to do speaking activities, while only 6.7% disagreed. Likewise, 76.7% of the learners considered that short videos help to increase

11. My teacher uses short videos effectively during speaking lessons.	60%	40 %
12. Short videos make the lesson more engaging and interesting.	96.7 %	3.3 %
13. Short videos help me understand the topic better.	76.7 %	23.3 %
14. I prefer speaking lessons that include short videos.	80%	20 %
15. The use of short videos improves the overall quality of speaking lessons.	93.3 %	6.7 %

The findings in Section 3 indicated that learners' attitudes towards teachers' use of short videos in speaking classes were mostly positive. The level of agreement is very high for item 12 (96.7%) and item 15 (93.3%), which means that learners find lessons more engaging and that short videos contribute to the overall quality of speaking teaching. 80% like speaking lessons with short videos (14). However, the agreement was lower in item 11 (60%), which means that not all the learners consider that the use of videos by the professors is equally effective in all the classes.

In general, these findings are consistent with the research question that learners tend to consider short videos are helpful to improve engagement and speaking motivation. Some

10. Short videos help me stay focused during speaking activities.	70%	30%
---	-----	-----

Overall, learners perceived the short video as a positive motivator for participation in the speaking activities. Item 9 had the highest agreement (83.3%) showing that most learners try to speak more when short videos are used in lessons, while item 8 had the lowest agreement (60%) showing that some learners may experience less consistent reduction in speaking anxiety. However, a minority of 40% disagreed (item 8). Moreover, the general trend supports the notion that short videos increased learners' engagement and willingness to participate. In addition, this suggests that although short videos are generally valued to increase engagement and motivation, further strategies may be required to fully engage all learners. These findings are consistent with the results of (Norasiah et al., 2022; Zulaefa & Rizal, 2023) who stated that short videos motivated students to be active, fluent, and creative in speaking.

4.3. Findings and Discussion for Research Question 3

This section contains the results of section 3 of the questionnaire (items 11-15; see Appendix 1). The table below shows number of students who answered "Yes" and "No" for each question with relevant percentages.

Table 3. Responses to Questionnaire Items Related to Teachers' Use of Short Videos in Speaking Lessons

Number of Item	Yes %	No %
----------------	-------	------

the integration of short video positively affects learners' speaking motivation and participation. The findings also lend support to the belief that speaking development requires both cognitive engagement and affective support, thus highlighting the importance of creating motivating learning environment that encourages sustained oral participation (Goh & Burns, 2012).

This study contributes to the growing body of literature on the use of short videos in the Iraqi EFL context. However, the findings of the study are limited by the sample size and the use of a dichotomous questionnaire. Future research might involve a larger sample size, the use of mixed methods, and the exploration of the long-term effects of short videos on real speaking proficiency. Future research can also investigate teachers' perceptions and comparisons of different types of video materials to better understand how multimedia tools can be effectively utilized to develop speaking. Further, future studies may employ larger samples, use Likert-scale questionnaires or interviews, and investigate the actual impact of short videos on speaking performance.

References

- Aied, E. F. (2023). The Effect of Using Motivational Videos in Teaching Language. *Journal of Language Studies*, 2(3), 60–78.
<https://doi.org/10.25130/jls.2.3.4>
- Alkathiri, L. A. (2019). Students' perspectives towards using YouTube in improving EFL learners' motivation to speak. *Journal of Education and Culture*

learners might feel that the use of short videos is less useful, because of the inconsistent use by teachers, or because there are no possibilities for active speaking practice in video-based classes. These results are in line with previous studies (Alkathiri, 2019) which indicated that learners' reluctance to participate is due to limited chances to practice English and lack of interaction activities.

5. Conclusion and Implications for Further Research

The present study aimed at investigating the views of EFL learners towards the use of short videos to boost speaking motivation at Al-Zahraa University for Women, Iraq. The results indicated that the learners had a generally positive attitude towards the use of short videos in speaking classes. Most participants showed that short videos increase interest, improve understanding of speaking activities and promote more participation. Results also indicate that video-based classes help to create a more encouraging and stimulating atmosphere in class so that learners feel more confident to speak English.

However, although the short videos were found helpful, they did not fully reduce the learners' speaking anxiety. That means the short videos have to be paired with interactive activities and supportive teaching practices for maximum impact. Pedagogically, the findings have implications for EFL teachers. The use of short videos in speaking classes can add more interest to the classroom activities and motivate the learners to be more active in the speaking exercises. In conclusion, the results show that

- Jamilah, & Ashadi. (2022). Improving students' English speaking skills through short videos. *LingTera*, 9(2), 24–34.
<https://doi.org/10.21831/lt.v9i2.56195>
- Ouyang, C. (2024). Video-based instruction: Effects on EFL learners' spoken learning. *Creative Education*, 15(12), 2609–2618.
<https://doi.org/10.4236/ce.2024.1512159>
- Richards, J. C., & Schmidt, R. (2010). Longman dictionary of language teaching and applied linguistics (4th ed.). Longman.
- Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8–23.
- Ur, P. (1996). A course in language teaching: Practice and theory. Cambridge University Press.
- Ur, P. (2012). A course in English language teaching (2nd ed.). Cambridge University Press.
- Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
- Zulaefa, R. F., & Rizal, D. (2023). The use of YouTube as a supplementary resource in students' speaking skills. *Ahmad Dahlan Journal of English Studies*, 10(1), 29–41.
<https://doi.org/10.26555/adjes.v10i1.302>
- Studies, 3(1), 12–30.
<https://doi.org/10.22158/jecs.v3n1p12>
- AlOthali, S. (2022). The use of short videos to promote L2 interaction among young EFL learners (Doctoral dissertation). United Arab Emirates University.
https://scholarworks.uaeu.ac.ae/all_dissertations/248/
- Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy (2nd ed.). Longman.
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Plenum Press.
- Dörnyei, Z. (2001). Motivational strategies in the language classroom. Cambridge University Press.
- Dörnyei, Z., & Ushioda, E. (2011). Teaching and researching motivation (2nd ed.). Cambridge University Press.
- Goh, C. C. M., & Burns, A. (2012). Teaching speaking: A holistic approach. Cambridge University Press.
- Harmer, J. (2007). The practice of English language teaching (4th ed.). Pearson Longman.
- Indriana, K., Gozali, A., & Isnaini, M. H. (2023). The teaching of English using short video for vocational high school students. Project: Professional Journal of English Education.
- Krashen, S. D. (1982). Principles and practice in second language acquisition. Pergamon Press.
- Mayer, R. E. (2009). Multimedia learning (2nd ed.). Cambridge University Press.
- Norasiah, N., Ariesinta, D., Ardlillah, Q. F.,