THE IMPACTS OF VIDEO PROJECT ASSIGNMENTS ON UNIVERSITY STUDENTS' SPEAKING SKILLS

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Abstract: In recent years, there has been a growing trend of incorporating technology into education, particularly through video project assignments. These assignments offer students the opportunity to utilize multimedia elements, such as visuals, audio, and non-verbal cues, to enhance their language proficiency. However, there has been limited research on the impacts of video project assignments in improving university students' speaking skills. Therefore, this quantitative experimental study aims to investigate the impact of video project assignments on the speaking performances of 50 English-majored second-year students. The researcher conducted a pre-test and a post-test to assess the students' speaking competence, using the rubric for evaluating speaking performances based on Cambridge English: PET Assessment Commentary and Marking Guidance. The collected data were analyzed using IBM SPSS Statistics version 27. The results indicate a significant improvement in students' oral performances. These findings aim to provide teachers with a reliable reference for integrating video project assignments as homework or classroom activities to enhance students' speaking abilities.

Keywords: Video project assignments, speaking skills, experimental study, university students

1. Introduction

In recent years, there has been a shift towards integrating technology in education, especially video project assignments (Arora & Chander, 2020). Understanding the impact of video project assignments on students' speaking proficiency is crucial as it sheds light on the role of technology in language learning.

There are several accessible studies relating to the use of video project assignments in improving speaking skills. Studies by Ting (2013), Eligar and MBanakar (2016), Busman (2019), Sumardi and Nur (2020), Haq and Agustina (2022), and Iin (2022) have proved students' English speaking performances were significantly improved due to the application of video project-based learning. The findings were obtained through various research methods, including surveys, pre-experimental designs, and descriptive methods. However, there are some areas that still require further investigation. Those aforementioned studies focused only on some specific aspects of speaking skills, such as fluency, pronunciation, and vocabulary, while other aspects like grammar, discourse management and interactive communication still need to be explored. Furthermore, video project assignments have received little attention in Vietnam, particularly in universities. Therefore, the researcher aims to conduct an experimental study to assess the suitability of video assignments as a form of homework for students at a university in central Viet Nam to improve their speaking skills.

With that aim in mind, the researcher seeks to answer the question: "To what extent does the use of video project assignments impact students' speaking skills?" by measuring the extent

to which students' speaking skills differ after engaging sin video project assignments compared to traditional speaking home assignments. In this study, 50 randomly-selected second-year English-majored students at the chosen university were invited to take part in the study. The experiment was carried out in 14 weeks within the first semester of the school year 2023-2024 to examine students' speaking skills in five categories: grammar, vocabulary, pronunciation, discourse management and interactive communication, based on the assessment criteria developed by Cambridge. The quantitative data collected from the pre-test and post-test were coded and put into the SPSS Program (Version 27.0) for statistical computation.

The rest of the paper is structured as follows. First, the literature on teaching and assessing English speaking skills, the application of information and communication technology in education, and concepts of video projects is reviewed. This is followed by a detailed description of the research methods and procedures used in the study. Then, the data collected from the pre-test and post-test are analyzed and discussed. Finally, implications, limitations, and directions for future research are offered.

2. Literature review

According to Stivers (2010), Project-Based Learning (PBL) is an instructional strategy that involves real tasks allowing learners to explore content knowledge independently and bringing challenges for students to solve. PBL engages students in real-world problems, stimulating critical thinking and problem-solving skills. The teacher acts as a facilitator, guiding students in formulating questions, designing tasks, and assessing outcomes (David, 2008). PBL can be implemented both in and outside traditional classrooms. Alan and Stoller (as cited in Erna, 2017) stated that PBL offers instructors the opportunity to teach English skills, including cultural elements, while giving freedom to both instructors and students in choosing and executing projects.

There are several advantages of PBL, including student-centered learning, workplace preparation, increased motivation, connection to real-world contexts, collaborative knowledge construction, enhanced social and communication skills, improved problem-solving abilities, interdisciplinary connections, contribution to the school or community, increased self-esteem, utilization of diverse learning strengths, practical use of technology, and focus on content learning. However, there are also disadvantages, such as the use of the native language, lack of engagement or participation, varied working speeds, lack of enthusiasm, failure to recognize the value of project work, and mismatched expectations (Ivanova, 2009). Considered as one type of realizations of PBL, video projects are an effective way to enhance students' speaking skills, as suggested by Harmer (in Sari, 2016). They provide an opportunity for meaningful practice and the development of effective learning strategies. Video projects engage students actively, facilitate constructive and intentional learning, and add authenticity to the learning experience. Cooperative learning is emphasized when students work in groups or with the teacher, promoting personal involvement and a sense of ownership (Masterman, 1980).

For years, second language ability was primarily viewed as linguistic competence, focusing on pronunciation, vocabulary, and grammar. However, researchers like Bailey (2005) recognized that these elements alone were insufficient for effective communication. In the 1970s, Hymes (1974) introduced the concept of "communicative competence", emphasizing learners'

ability to interact and create meaning in real-life contexts. Canale and Swain (1980) expanded on this by introducing sociolinguistic competence, strategic competence, and discourse competence. Building on these theories, Bohlke (2014) proposed four componential skills for speaking competence: phonological skills, speech functions, interactional skills, and extended discourse skills. These theories have influenced the teaching of speaking skills in English Teacher Education programs (Bohlke, 2014). In this study, these theories provided the foundation for designing the tests and in-class activities, aligning with the content and assessment criteria used in the investigated university's speaking courses. To be specific, the course Speaking 2 in the examined university aims to equip students with the knowledge and skills to participate in conversations in English at the A2-B1 level, which deals with "speech functions" in the theory by Bohlke (2014). The criteria for assessing students' speaking skills in the course Speaking 2 are grammar, vocabulary, pronunciation, interactive communication and discourse management, which go accordingly with the phonological skills, interaction skills and extended discourse skills proposed by Bohlke (2014). These criteria are also adapted to become the rubric for assessing students' speaking performances in the pre- and post-test in the experiment in this study.

Brown (2003) categorized speaking performance assessment tasks into five types: imitative, intensive, responsive, interactive, and extensive. The speaking tests conducted in this research combined responsive and interactive tasks, which aligned with the speaking course delivered by the Department of Foreign Languages at the university under investigation. Knight (1992) outlined eight criteria for speaking assessment, including grammar, vocabulary, pronunciation, fluency, conversational skills, sociolinguistic skills, non-verbal communication, and content. The assessment criteria used in this study were adapted from Knight's theory (1992) and the marking criteria for the course Speaking 2, ensuring comprehensive assessment aligned with students' learning objectives. The impacts of video project assignments on students' speaking skills were evaluated based on grammar, vocabulary, pronunciation, discourse management, and interactive communication.

There are several accessible studies on the impacts of video project assignments on students' English speaking skills. The studies have found video project assignments can be an effective tool for improving students' speaking skills. Ting (2013) found video projects provide opportunities for language practice and computer skill development, though students face challenges like lack of acting skills. Later research has focused on the benefits, with Eligar & MBanakar (2016) and Busman (2019) showing video assignments enhance competency, communication skills, and fluency. Sumardi and Nur (2020) found digital video projects help students improve introduction, delivery, and creativity. Haq & Agustina (2022) and Iin (2022) demonstrated significant improvements in speaking ability and self-confidence from using video projects. Zein et al. (2023) also found video projects motivate students and improve fluency. Overall, the previous studies indicate that video project assignments are an effective tool for developing students' English speaking skills, as they provide opportunities for language practice, improve communication, fluency, and self-confidence. However, further research is still needed to comprehensively investigate other aspects of speaking ability such as grammar and vocabulary, interactive features, discourse management, and pronunciation. Additionally, this approach has received little attention in Vietnam. This has motivated the researcher to conduct an experimental study on the use video assignments in a university in central Vietnam.

3. Methodology

3.1 Research design

This study adopted a true experimental research design with a quantitative approach. According to Aliaga and Gunderson (2002), quantitative research is defined as the process of explaining phenomena by collecting numerical data that are analyzed using mathematically-based methods (in particular statistics). According to Sharma and Rana (2019), true experimental design is considered as the most accurate form of experimental research, which has three important criteria: random assignment, control and manipulation. This approach and design is appropriate for data collection and analysis procedures in the experiment via the score of students in the pre-test and post-test on the experimental and control groups. To be specific, after a fourteen-week period of applying video project assignments as a form of homework in teaching speaking in the randomly-chosen experimental group, the score of students in the post-test of the two groups were calculated, then compared to that of the pre-test to conclude whether or not there is an effect of video assignment on improving the students' English-speaking skills.

3.2 Settings and participants

Bryman (2008) defined the research population as a collection of members or individuals who share common characteristics and play the role of the main objects in scientific research. To conduct the study, the researcher randomly selected 50 students from the second-year English-majored classes at a university in central Viet Nam. All the participants have learnt English in formal education in Vietnam for at least nine years. Five of them are male and 45 of them are female. Those 50 students were randomly divided into two groups: 26 of the students in the experimental and the other 24 students in the control group. It could not be the 50-50 division due to the fact that the students would be working in pairs all the time, from practicing at class to doing the video projects at home and also taking the pre-test and post-test. The students' English speaking performances of the two groups before attending the study, following the results of the data analysis and statistics of the pre-test scores, were not much different (M = 6.64 for the control group, and M = 6.21 for the experimental group).

The researcher, who was also the instructor, taught these two research groups in the same Speaking 2 class during the first semester of the 2023-2024 school year. The class met for 150 minutes per week (3 credit periods of 50 minutes) as per the university's curriculum. The only difference between the two student groups was the application of video project assignments as a form of homework in the experimental group, while the control group was asked to practice speaking at home as usual. Second-year students majoring in English Teacher Education were chosen as participants for two reasons: (1) They had prior experience with conventional speaking assignments, enabling them to compare the traditional and video-based approaches. (2) The study aimed to investigate the effects of integrating video project assignments on speaking skills using an experimental design, and this particular class had the largest number of students (N = 50). This allowed for a larger experimental group (n = 26) and control group (n = 24) compared to other classes with fewer than 45 students each.

3.3 The experiment

The study was conducted over 14 weeks, with the speaking class meeting once a week for 150 minutes. The class structure consisted of 5 main activities: homework check, warm-up, knowledge formation, controlled practice, and free practice. Both the control and experimental groups participated in the same speaking activities in class. During the experiment, both groups were asked to practice the conversations in pairs and answer some given follow-up questions individually at home, but only the experimental group was required to have video recordings submitted onto Google Classroom. Each week, each pair of the students was required to submit a video of about 10 minutes long, including a paired conversation and individual answers to the follow-up questions. The topics and questions for weekly video assignments were presented in class, strictly following the content of the current speaking course (Speaking 2), which uses the book "Speak Now 3" (by Richards & Bohlke, 2012) as the main coursebook. The specific topics and requirements for each video homework assignment are as follows:

- Week 1: I'm an only child. Ask about and describe family relationships.

- Week 2: She's a born leader. Ask about and describe your friend's personality type.

- Week 3: I'd like to check in. Play the role of a hotel receptionist and a customer checking into a hotel.

- Week 4: There are some problems. Play the role of a hotel receptionist and a customer stating and addressing problems encountered in a hotel room.

- Week 5: Do you know?. Play the role of a newcomer to a neighborhood and a friendly neighbor. Ask and answer about the facilities in the neighborhood.

- Week 6: I'm broke. Play the role of a person seeking advice for problems in life and an advisor giving recommendations.

- Week 7: A good friend is loyal. Ask and answer about important qualities a good friend should have.

- Week 8: I could do that. Ask and answer about how to make friends.

- Week 9: I'd rather not say. Play the role of an employer and a candidate in a job interview. Ask and answer about job requirements. The candidate should avoid answering certain questions from the employer.

- Week 10: The main reason is. Play the role of an interviewer and a manager of a company. Ask and answer about ways to attract more customers to the company.

- Week 11: You're expected to. Ask and answer about expectations in some countries' culture.

- Week 12: What does it mean?. Ask and answer about the meaning of some English proverbs and idioms.

- Week 13: Topic: Cars will most likely fly. Make predictions about life in the future.

- Week 14: Topic: What do you hope to do?. Ask and answer about goals and wishes after graduation.

The teacher marked and gave feedback to students' videos privately via Google Classroom on students' performances in the videos in terms of grammar and vocabulary use, pronunciation, interactive communication, and discourse management.

3.4 Data collection and analysis

The English speaking pre and post-test were used as the primary tool for data collection in this study to measure the participants' oral performances before and after their participation in this research.

The speaking tests used in this study were similar in format and content to what was taught in Speaking 1 and Speaking 2 courses. The pre-test topics were related to those learnt in Speaking 1, while the post-test topics were from Speaking 2. It is worth mentioning that the two courses were spirally sequenced. The pre-test took place at the beginning of the Speaking 2 Course, when the students had already finished their Speaking 1 Course, and the post-test was organized at the end of the Speaking 2 Course, when the students were familiar with the topics of Speaking 2. Both the pre-test and post-test were conducted face-to-face and lasted about 10 minutes, consisting of two parts. In Part 1, participants engaged in a paired conversation based on a cue card, with five minutes of preparation and four minutes of conversation. Part 1 was evaluated based on Grammar and Vocabulary, Pronunciation, Discourse Management, and Interactive Communication. In Part 2, participants had to answer 2-3 questions related to the topic discussed, and their performance was evaluated on Grammar, Vocabulary, Pronunciation, and Discourse Management. The assessment rubric was developed by the course designers, adapted from the B1 Level assessment scales by Cambridge English Qualifications. The B1 Preliminary assessment scales are divided into six bands from 0 to 5, with 0 being the lowest and 5 the highest. Then, the average score of each part was calculated. The final score was the sum of the average scores of Part 1 and Part 2. This final score band, therefore, was on the 10-grade system, coinciding with the marking system currently used at the institute. The answers were recorded, transcribed, and anonymized for data analysis. Two different examiners assessed the tests separately to ensure inter-rater reliability, and their scores were recorded for data analysis using SPSS.

To ensure the reliability of the study, all items of the pre-test and post-test were calculated by using SPSS Software and compared with the standard of the Cronbach Alpha reliability coefficient. According to McMillan & Schumacher (2001, p.230), the Cronbach Alpha coefficient is widely acknowledged as a reliable measure, with a suggested range of 0.70 to 0.90. In this study, the reliability of the pre-test was $\alpha = 0.859$ and that of the post-test was $\alpha = 0.862$. As mentioned earlier, all items in this study reached the standard.

4. Results

4.1 Speaking performances of the control group before and after the experiment

Table 1 presents the descriptive statistics of the total scores of students' speaking performances in the control group.

Table 1. Descriptive statistics of the mean performance in pre- and post-test of the control group

	Minimum	Maximum	Mean	Std. Deviation
Total_pre	3.5	10.0	6.646	1.834
Total_post	5.3	10.0	8.196	1.272

As can be seen from Table 1, the control group's mean total score in the post-test was higher than in the pre-test. The minimum score in the post-test (5.3) was also higher than in the pre-test (3.5). The grade ranges in the pre- and post-test were good indicators of the participants' performance improvement, which can be double-checked in the mean score. The mean difference between the pre-test and post-test was 1.55, indicating improvement in speaking performance. Additionally, the Standard Deviation in the post-test (1.272) was lower than in the pre-test (1.843), suggesting less variability. Thus, the gap in total scores among students was smaller in the post-test compared to the pre-test.

Follows are the detailed students' scores in part 1 of both pre- and post-test.

Table 2. Descriptive statistics of performances in Part 1 of students in the control group

	Criteria	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	Grammar & Vocabulary	1.5	5.0	3.292	1.062
	Discourse Management	1.0	5.0	3.167	1.274
	Pronunciation	1.5	5.0	3.583	0.974
	Interactive Communication	1.0	5.0	3.542	1.160
	Average Score	**1.4**	**5.0**	**3.413**	**1.046**
Post-Test	Grammar & Vocabulary	2.0	5.0	4.083	0.776
	Discourse Management	1.0	5.0	3.854	0.938
	Pronunciation	3.0	5.0	4.063	0.682
	Interactive Communication	1.0	5.0	4.000	1.073
	Average Score	**1.8**	**5.0**	**4.013**	**0.779**
	Valid N = 24				

Table 2 shows some improvements in average scores between the pre-test and post-test of the control group. The average score in the post-test (4.013) was higher than in the pre-test (3.413), indicating better performance in the paired conversation of students. Specifically, Grammar and Vocabulary use showed a significant improvement, with the mean score increasing by 0.791 from 3.292 to 4.083. However, Interactive Communication skills showed only a slight increase of 0.458, from 3.167 to 3.854. Another notable feature was the increase in the minimum score. While the minimum scores for Grammar and Vocabulary use and Pronunciation increased by 0.5 and 1.5 respectively, the minimum scores for Discourse Management and Interactive Communication remained unchanged at 1.0 point.

In addition to Part 1, Part 2 - Individual response is crucial for assessing students' speaking skills. Participants answer 2-3 questions related to the previous conversation in Part 1 and may also respond to additional examiner questions. Evaluation is based on a 5-point scale in four categories: Grammar, Vocabulary, Pronunciation, and Discourse Management. The detailed information is provided in Table 3.

Table 3. Descriptive statistics of performances in Part 2 of students in the control group

	Criteria	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	Grammar	2.0	5.0	3.125	0.755
	Vocabulary	1.5	5.0	3.146	0.983
	Pronunciation	2.0	5.0	3.479	0.878
	Discourse Management	2.0	5.0	3.208	1.011
	Average Score	**2.1**	**5.0**	**3.250**	**0.833**
Post-Test	Grammar	3.0	5.0	4.146	0.521
	Vocabulary	2.0	5.0	4.188	0.764

	Pronunciation	3.0	5.0	4.104	0.659
	Discourse Management	3.0	5.0	4.018	0.621
	Average Score	**3.5**	**5.0**	**4.204**	**0.545**
	Valid N= 24				

Similar to Part 1, there was a noticeable improvement in average scores in Part 2 between the pre-test and post-test. The average score in the post-test (4.204) was higher than in the pre-test (3.250), indicating better performance in responding to questions. All categories, which are Grammar, Vocabulary, Pronunciation, and Discourse Management, showed improvement. The most significant improvements were seen in Grammar and Vocabulary, with mean scores 1.021 and 1.042 points higher in the post-test compared to the pre-test. Pronunciation and Discourse Management also improved, but to a lesser extent, with increases of 0.625 and 0.810 points respectively.

In summary, the control group demonstrated improvements in speaking skills, particularly in Grammar, Vocabulary, and Pronunciation, while Discourse Management and Interactive Communication showed less progress.

4.2 Speaking performances of the experimental group before and after the experiment

After examining the performances of students in the control group, the focus now is on the experimental group's score to determine if the use of video project assignments had any impact on their speaking skills. The experimental group underwent the same pre-test and post-test as the control group, following identical content and format. Below are the results showcasing the students' performances.

Table 4. Descriptive statistics of the mean performance in pre and post-test of the experimental group

	Minimum	**Maximum**	**Mean**	**Std. Deviation**
Total_pre	3.1	8.3	6.223	1.555
Total_post	7.4	10.0	8.589	0.659

Table 4 reveals significant improvements in various metrics. The minimum score rose by 4.3 points, from 3.1 in the pre-test to 7.4 in the post-test. The maximum score increased from 8.3 to 10.0. Notably, the mean score improved by 2.366, indicating a substantial enhancement in student performance. The Standard Deviation decreased from 1.555 to 0.659, suggesting reduced variability in scores around the mean of the total score in the post-test.

The insights into students' performances in each part of the tests will be provided as follows.

Table 5 presents the statistics of performances in Part 1 of students in the experimental group.

Table 5. Descriptive statistics of performances in Part 1 of students in the experimental group

	Criteria	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Pre-Test	Grammar & Vocabulary	1.5	5.0	3.154	0.998
	Discourse Management	1.0	5.0	2.923	1.036
	Pronunciation	1.5	5.0	3.231	0.851
	Interactive Communication	1.0	5.0	3.058	1.013
	Average Score	**1.4**	**4.5**	**3.104**	**0.864**
	Grammar & Vocabulary	3.0	5.0	4.231	0.569

Post-Test	Discourse Management	3.5	5.0	4.288	0.493
	Pronunciation	3.0	5.0	4.250	0.621
	Interactive Communication	4.0	5.0	4.558	0.432
	Average Score	**3.6**	**5.0**	**4.339**	**0.361**
	Valid N = 26				

Overall, there is a significant improvement in average scores between the pre-test and post-test. The average score in the post-test (4.339) was higher than in the pre-test (3.104), indicating better performance in the paired conversation. Interactive Communication showed the most substantial improvement, with a mean score increase of 1.5 points, from 3.058 to 4.558. Discourse Management ranked second, with a mean score change of 1.365, from 2.923 to 4.288. This contrasts with the control group, where Discourse Management and Interactive Communication showed minimal change. Although Grammar and Vocabulary use and Pronunciation improvements were less significant, they still experienced notable advancements of 1.077 and 1.019 respectively.

The main features of Part 2 in both pre- and post-test of the experimental group are presented in Table 6.

Table 6. Descriptive statistics of performances in Part 2 of students in the experimental group

	Criteria	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Pre-Test	Grammar	1.5	5.0	3.058	0.841
	Vocabulary	1.5	4.5	3.038	0.836
	Pronunciation	2.0	5.0	3.231	0.886
	Discourse Management	1.0	5.0	3.154	1.056
	Average Score	**1.5**	**4.6**	**3.135**	**0.777**
Post-Test	Grammar	3.5	5.0	4.231	0.429
	Vocabulary	3.5	5.0	4.308	0.511
	Pronunciation	3.5	5.0	4.192	0.491
	Discourse Management	3.5	5.0	4.250	0.515
	Average Score	**3.6**	**5.0**	**4.265**	**0.379**
	Valid N=26				

The improvements of students' speaking performances continue to be depicted in Table 6. The average score in the post-test (4.265) was significantly higher than in the pre-test (3.135), indicating better responses of students to examiner questions. Notably, there were improvements in mean scores across all categories, including Grammar, Vocabulary, Pronunciation, and Discourse Management. Surprisingly, the largest improvements were seen in Grammar and Vocabulary, with mean scores increasing by 1.173 and 1.270 respectively. Pronunciation and Discourse Management also improved, albeit to a lesser extent, with increases of 0.625 and 0.810 points respectively. Furthermore, comparing minimum and maximum scores between the tests reveals progress in each skill. Students achieved at least 3.5 in every aspect in the post-test, with Vocabulary reaching a maximum score of 5.0.

All in all, it is evident that the implementation of video project assignments had a positive effect on every aspect of students' speaking performances, as shown by the results of the pre- and post-test. Unlike the control group, whose Discourse Management and Interactive Communication showed less improvement than other criteria, the experimental group enhanced their Discourse management and Interactive Communication skills most considerably.

4.3. Comparison of the improvements of the control and experimental group in their pre-test and post-test

The pre- and post-test results indicate improvements in both the control and experimental groups after the 14-week experiment. However, it remains unclear how effective video project assignments were in enhancing students' speaking skills. To determine their effectiveness, a comparison of improvements in the control and experimental groups' pre-test and post-test scores is necessary. Table 7 presents the percentage of improvement in mean scores for each aspect in each test part for both groups.

Table 7. The percentage of improvement in the mean scores of each speaking criteria

		Control group	Experimental group
Part 1	Grammar & Vocabulary	24.03%	34.15%
	Discourse Management	21.69%	46.70%
	Pronunciation	13.40%	31.54%
	Interactive Communication	12.93%	49.05%
	Average score	**17.58%**	**39.79%**
Part 2	Grammar	32.67%	38.36%
	Vocabulary	33.12%	41.80%
	Pronunciation	17.96%	29.74%
	Discourse Management	25.25%	34.75%
	Average score	**29.35%**	**36.04%**
Total score		**23.32%**	**29.35%**

Overall, the experimental group showed a higher rate of improvement compared to the control group. The final total scores of the experimental group increased by 29.35%, while the control group saw a 23.32% increase. In the experimental group, the aspects most significantly affected by video project assignments as homework were Discourse Management and Interactive Communication in Part 1, as well as Vocabulary in Part 2. Without the assignments, Grammar and Vocabulary improvements were more prominent in the control group. This suggests that video project assignments had the greatest impact on students' performances in Discourse Management, Interactive Communication, and Vocabulary use.

Figure 1 visualizes the effectiveness of video project assignments on students' speaking skills, proved by mean scores.

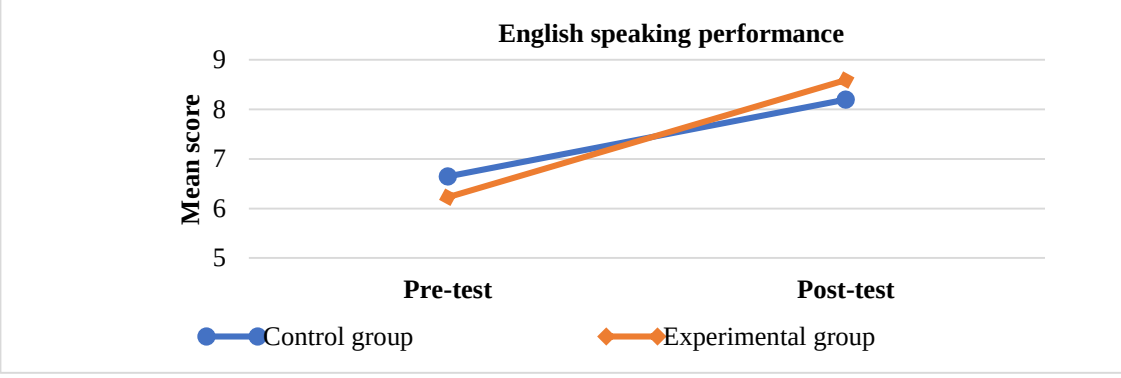

Figure 1. Participants' speaking performances reported in pre- and post-test (both groups)

Figure 1 indicates that although the starting point of the experimental group was lower, the students in this group made more considerable progress.

All in all, this section has presented the results of the participants' English speaking performances before and after the study between and within the research conditions. It is proved that the video project assignments have had some effects on the improvement of students' speaking skills, and the greatest impact was on Discourse Management, Interactive Communication and Vocabulary.

5. Discussion

The study was conducted to investigate the impacts of video project assignments on improving students' English speaking skills. The results showed a significant improvement (2.366) in mean scores between the pre-test and post-test in favor of the post-test in the experimental group, indicating the effectiveness of video project assignments. This finding aligns with previous studies by Ting (2013), Eligar and MBanakar (2016), Busman (2019), Sumardi and Nur (2020), Haq and Agustina (2022), and Iin (2022), which also reported improved English speaking performances through video project-based learning.

In the experimental group's post-test, all speaking parts showed significant increases in average scores. Notably, Interactive Communication demonstrated the most substantial improvement, followed by Discourse Management and Vocabulary use. These findings support the effectiveness of video project assignments in improving fluency and other speaking skills, as observed by studies conducted by Busman (2019), Gustinawati and Syafryadin (2022), Haq and Agustina (2022), and Zein et al. (2023).

Compared to the control group, the experimental group displayed higher percentages of improvement, particularly in Discourse Management, Interactive Communication, and Vocabulary use. This is considered a new finding as the previous studies mentioned in the literature review only reported the improvements in fluency, pronunciation and vocabulary.

In brief, video project assignments have been proved to be effective in improving students' English speaking skills. This is justified by the higher mean scores and higher percentages of improvement in the post-test of the experimental group, compared to the control group. Especially, the aspects witnessed the most significant improvement are Discourse Management, Interactive Communication, and Vocabulary use. These findings align with those of previous related studies.

6. Conclusion & implications

6.1 Conclusion

This study aims to investigate the effectiveness of video project assignments on university students' speaking skills. To fulfill this aim, the study measured the extent to which students' speaking skills differ after engaging in video project assignments compared to traditional speaking home assignments. To find out the possible answer for the research question: "To what extent does the use of video project assignments impact students' speaking skills?", the quantitative approach, combined with a true experimental research design with the use of the pre-test – post-test control group, was employed. 50 English-majored students, including an

experimental group and a control group, participated in the data collection process on their voluntary choices. The weight of the current study was put on the quantitative data, which were collected from the pre-test and post-test examining five aspects of speaking performances: Grammar, Vocabulary, Pronunciation, Interactive Communication, and Discourse Management.

The quantitative findings showed that the experimental participants' English speaking skills were promoted through the accomplishment of the video project assignments. Regarding the participants' speaking performances before and after the experimental program between the two groups, there was a mean score difference of 2.366 in favor of the post-test. Such a test result signified the fact that the participants in the experimental group, to some extent, gained more achievements in oral proficiency than their counterparts in the control group. In addition, the comparison of the participants' speaking performances within group, computed via the Descriptive Statistics Test and Paired Sample T Test indicated that although the participants in the control group actually gained some progress in their post-test scores (Mean Difference = 1.550). This result was not statistically significant in comparison with the progress made by the experimental participants (Mean Difference = 2.366), which was considered statistically significant. The findings mentioned above regarding the effects of integrating video project assignments into the experimental program for developing the participants' speaking skills are consistent with those of the studies carried out by Ting (2013), Eligar and MBanakar (2016), Busman (2019), Sumardi and Nur (2020), Haq and Agustina (2022), and Iin (2022).

6.2 Implications

From the findings of this study, some suggestions are made with the aim of offering beneficial references to teachers and any individual who seek to improve their teaching methods and create more effective learning environments. As video project assignments have been proved to be effective in improving students' English speaking skills, teachers can integrate video project assignments as a form of homework or classroom activity to promote students' speaking performances. Teachers can adopt a differentiated approach to meet students' diverse needs and preferences. This can involve offering alternative assignment options, such as presenting information, engaging in role-plays or dialogues, or expressing opinions through videos, so that video projects can provide opportunities for students to practice speaking in an authentic and meaningful context.

Despite achieving its aims and objectives, this study has three notable limitations that should be addressed in future research. Firstly, the small sample size of 50 English-major students limits the generalizability of the findings. Secondly, the study focused only on the effects of video project assignments on speaking skills and it lacked a pre-questionnaire/post-questionnaire to gain responses or attitudes of the participants. Lastly, the study faced challenges in securing native examiners for the pre-test and post-test, relying on Vietnamese instructors instead. Future studies should aim to overcome these limitations by involving a larger and more diverse sample, exploring the impact of video project assignments on other language skills to assess overall proficiency as well as the perceptions of the participants, and finding suitable native examiners or using alternative assessment methods to enhance the reliability and validity of the research.

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TÁC ĐỘNG CỦA VIỆC GIAO BÀI TẬP VIDEO ĐẾN KỸ NĂNG NÓI CỦA SINH VIÊN

Tóm tắt: Trong những năm gần đây, xu hướng tích hợp công nghệ vào giáo dục, đặc biệt là giao bài tập về nhà dưới hình thức video, đang ngày càng phổ biến. Dạng bài tập này giúp sinh viên có cơ hội sử dụng các yếu tố đa phương tiện như hình ảnh, âm thanh và giao tiếp phi ngôn ngữ để nâng cao khả năng sử dụng ngôn ngữ của mình. Tuy nhiên, số lượng nghiên cứu về hiệu quả của bài tập video trong việc cải thiện kỹ năng nói tiếng Anh của sinh viên đại học còn hạn chế. Do đó, nghiên cứu này được thực hiện theo phương pháp thực nghiệm định lượng nhằm nghiên cứu tác động của bài tập video đối với kỹ năng nói của 50 sinh viên năm hai chuyên ngành Tiếng Anh ở một trường đại học. Trong nghiên cứu này, sinh viên đã thực hiện một bài kiểm tra trước và sau thực nghiệm, sử dụng bảng đánh giá kỹ năng nói trong kì thi Tiếng Anh sơ cấp (PET) của Cambridge English. Kết quả hai bài kiểm tra được phân tích bằng phần mềm thống kê IBM SPSS phiên bản 27. Kết quả cho thấy khả năng nói của sinh viên được cải thiện đáng kể. Các giáo viên có thể sử dụng kết quả thu được như một tài liệu tham khảo đáng tin cậy để áp dụng việc quay video cho bài tập về nhà hoặc hoạt động trên lớp để nâng cao khả năng nói của sinh viên.

Từ khóa: Bài tập quay video, kỹ năng nói, nghiên cứu thực nghiệm, sinh viên đại học