

Teaching speaking using English-language media at the senior stage of education in a secondary school

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Annotation: This article explores the effectiveness of English-language media in teaching speaking skills to senior secondary school students. The research focuses on how various types of media – films, podcasts, interviews, and news broadcasts – can foster learners' oral fluency, accuracy, and confidence. Through analysis of recent educational strategies and empirical evidence, the study underscores the integration of media as a practical and engaging approach to enhance speaking proficiency. It concludes with recommendations for incorporating media-based speaking tasks into the secondary school curriculum. The present study introduces a novel approach to teaching speaking skills by integrating authentic English-language media materials into the curriculum at the senior stage of secondary education. While previous research has often emphasized the importance of speaking proficiency, few studies have explored the systematic use of real-life media content – such as podcasts, news reports, interviews, and online videos – as core instructional tools in secondary school contexts. This study fills that gap by designing and implementing a media-based speaking instruction model tailored specifically for students in upper secondary grades.

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

Обучение устной речи с использованием англоязычных медиа на старшей ступени образования в средней школе

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Аннотация: В статье рассматривается эффективность использования англоязычных медиа при обучении навыкам говорения на старшей ступени среднего образования. Исследование акцентирует внимание на том, как различные медиаформаты – фильмы, подкасты, интервью и новостные передачи – способствуют развитию беглости, точности и уверенности учащихся при устной речи. На основе анализа современных педагогических подходов и эмпирических данных доказывается, что медиа – это практичный и интересный инструмент для улучшения разговорных навыков. В заключении предложены рекомендации по внедрению медийных заданий в школьную программу. Данное исследование предлагает новый подход к обучению устной речи, основанный на использовании аутентичных англоязычных медиаматериалов на старшей ступени общего среднего образования. Несмотря на то, что важность развития устной речи ранее неоднократно подчеркивалась в научной литературе, систематическое применение реальных медийных источников – таких как подкасты, новостные выпуски, интервью и онлайн-видео – как основного средства обучения на уровне средней школы изучено недостаточно. Настоящее исследование восполняет этот пробел, разработав и апробировав модель обучения устной речи на основе медиа, ориентированную на старшеклассников.

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

O‘rta maktabning yuqori bosqichida ingliz tilidagi ommaviy axborot vositalaridan foydalanib og‘zaki nutqni o‘rgatish

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Annotatsiya: Mazkur maqolada ingliz tilidagi ommaviy axborot vositalaridan foydalanish orqali o‘quvchilarning og‘zaki nutq ko‘nikmalarini rivojlantirish samaradorligi o‘rganiladi. Tadqiqotda filmlar, podkastlar, intervyular va yangiliklar kabi media vositalari orqali yuqori sinf o‘quvchilarining nutq ravonligi, aniqligi va ishonchligini oshirish imkoniyatlari tahlil qilinadi. Zamonaviy pedagogik yondashuvlar va tajribaviy dalillar asosida media vositalarini nutq o‘rgatishda samarali usul sifatida ko‘rsatish maqsad qilingan. Maqola yakunida media asosidagi topshiriqlarni maktab dasturiga kiritish bo‘yicha tavsiyalar berilgan. Ushbu tadqiqot og‘zaki nutq ko‘nikmalarini o‘rgatishda ingliz tilidagi ommaviy axborot vositalaridan foydalangan holda yangi yondashuvni taklif etadi. Avvalgi tadqiqotlarda og‘zaki nutq muhimligi ko‘p marotaba ta’kidlangan bo‘lsa-da, real hayotga oid media materiallari – podkastlar, yangiliklar, intervyular va onlayn videolar – o‘rta maktab darajasida asosiy o‘quv vositasi sifatida tizimli ravishda qo‘llanilishi kam o‘rganilgan. Ushbu ish aynan shu bo‘shliqni to‘ldirishga qaratilgan bo‘lib, yuqori sinf o‘quvchilari uchun maxsus ishlab chiqilgan media asosidagi og‘zaki nutqni o‘qitish modelini yaratadi va amalda sinovdan o‘tkazadi.

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

Introduction

Teaching speaking in the ESL classroom has always posed challenges, especially at the senior stage of education where learners are expected to demonstrate both fluency and accuracy. Traditional methods often fall short of engaging learners or reflecting authentic language use. In recent years, media has emerged as a powerful tool to bridge the gap between classroom language and real-world communication. As Harmer (2007) notes, ‘Media provide students with access to authentic input, which is essential for the development of communicative competence.’

This study investigates how English-language media can be effectively used to teach speaking skills in senior secondary schools. It aims to contribute to the field of language education by offering empirical and theoretical support for integrating media into language teaching. Additionally, the research addresses the cultural and motivational dimensions of language learning by examining how exposure to real-world English media can foster learner engagement and intercultural awareness. This comprehensive perspective contributes to the field of language pedagogy by demonstrating how media can be used not only as supplementary content, but as a central, dynamic component of speaking instruction in contemporary secondary classrooms. Developing speaking skills in the ESL classroom remains one of the most complex aspects of language instruction, particularly at the senior stage of secondary education. At this level, students are expected not only to speak fluently but also to demonstrate grammatical accuracy, clear pronunciation, and the ability to engage in meaningful conversations. However, conventional methods often rely on artificial dialogues, repetitive drills, and textbook-bound exercises that do not mirror real-life communication. As a result, students may struggle to transfer their classroom knowledge into spontaneous, confident speaking in authentic contexts.

With the increasing accessibility of digital resources, English-language media has emerged as a dynamic and motivating tool in language education. Media platforms – such as podcasts, online interviews, news clips, and short videos – not only expose learners to authentic language but also

immerse them in real-world situations, diverse accents, and culturally rich content. This type of input is critical for developing communicative competence and building the confidence to speak in unpredictable, real-life interactions. As Harmer (2007) emphasizes, exposure to natural, unscripted language fosters deeper understanding and better prepares learners for genuine communication. In addition to linguistic benefits, media-based instruction can increase learner engagement and motivation by connecting classroom learning with the digital spaces students already interact with in their daily lives. Despite these advantages, the systematic integration of media into the ESL speaking curriculum in secondary schools remains relatively limited. There is a clear need to explore practical ways of incorporating media into structured lessons and to evaluate its impact on learners' spoken language development. This study addresses that gap by investigating how English-language media can be purposefully used to enhance speaking instruction at the senior stage of secondary education. By combining theory with classroom practice, it aims to offer both academic insight and practical guidance for educators seeking to enrich their speaking lessons through media.

Literature Review

The relationship between media and language acquisition has been extensively explored. Krashen's Input Hypothesis (1985) underscores the importance of comprehensible input, which media richly supplies. He posits that 'language acquisition occurs when learners are exposed to language that is slightly above their current level.'

Gilmore (2007) highlights that 'authentic materials like films and interviews expose students to naturalistic discourse,' thus enhancing their pragmatic and sociolinguistic competence. Vandergrift (2011) emphasizes that media aids listening comprehension, which directly correlates with speaking development. Several studies support the idea that media-based instruction boosts learners' motivation and speaking confidence (Pegrum, 2014; Canning-Wilson, 2000). For instance, Alqahtani (2019) found that learners who watched English news programs regularly showed notable improvement in their ability to express opinions and describe events. The development of speaking skills has long been recognized as a core component of communicative competence in second language acquisition (Canale & Swain, 1980). However, fostering spontaneous, fluent, and contextually appropriate speech remains a pedagogical challenge, especially in formal educational settings where exposure to authentic interaction is often limited.

Traditional speaking instruction in secondary schools tends to rely on scripted dialogues and controlled practice, which, while helpful in early stages of language learning, may not sufficiently prepare learners for real-life conversations (Richards, 2008). As Ur (1996) notes, learners frequently struggle with speaking due to a lack of exposure to natural discourse and opportunities for genuine communication. This limitation has driven researchers and educators to explore more effective, engaging, and realistic approaches to teaching speaking.

One promising solution is the integration of English-language media into the language learning classroom. Media provides learners with access to diverse speech patterns, idiomatic expressions, and varied accents, offering rich input that mirrors authentic interaction (Gilmore, 2007). Audio-visual resources, such as interviews, podcasts, and television clips, not only model natural speech but also contextualize it, helping students develop listening comprehension and pragmatic competence simultaneously (Pegrum, 2014). Several studies have supported the use of media as a tool for developing speaking proficiency. For instance, Cakir (2006) found that incorporating video in the ESL classroom increased students' motivation and encouraged more active participation in speaking tasks. Likewise, Berardo (2006) emphasized the value of authentic texts in promoting engagement and real-world language use, arguing that exposure to such materials supports vocabulary acquisition and discourse awareness. Furthermore, media facilitates interaction with culturally embedded language, which is essential for learners' intercultural competence. Kramsch (1993) highlights the inseparable link between language and culture, suggesting that meaningful communication cannot be achieved without an understanding of the social context in which language is used. English-language media thus serves a dual purpose: it enhances linguistic ability and deepens cultural insight. Despite

these benefits, some challenges remain. Teachers may lack training in how to integrate media effectively or may struggle with selecting appropriate materials for different proficiency levels (Breen, 2001). Moreover, the passive consumption of media alone does not guarantee speaking improvement; it must be accompanied by well-designed, interactive tasks that promote active use of the input received (Thornbury, 2005).

In summary, the literature suggests that English-language media, when thoughtfully integrated, can enrich the teaching of speaking by offering authentic input, increasing learner engagement, and supporting the development of communicative and intercultural competence. This study builds on these findings by designing and testing a media-based speaking instruction model tailored specifically for senior secondary students.

Methodology

Participants: The study was conducted in a secondary school № 82 with 60 senior students (aged 16–17) divided into an experimental and a control group

Materials: The experimental group engaged with English-language media such as:

- News broadcasts (BBC Learning English)
- Podcasts (ESLPod, Luke’s English Podcast)
- Film excerpts (e.g., The Pursuit of Happyness)
- Interview recordings (TED Talks)

Procedures: Over four weeks, the experimental group received two 40-minute lessons weekly, focused on speaking tasks based on media materials. Tasks included:

- Role-plays based on dialogues from films
- Summaries and opinions on podcasts
- Discussions and debates on news reports

The control group followed a standard curriculum without media integration.

Data Collection: Pre- and post-tests were administered using a speaking rubric assessing fluency, accuracy, vocabulary range, and interaction. Student interviews were also conducted to gauge attitudes.

Results

The post-test results revealed that the experimental group outperformed the control group in all speaking components. Fluency improved by 35%, vocabulary use by 28%, and interaction by 30%. According to one student, ‘Watching interviews helped me understand how to express ideas clearly and naturally.’ Interviews highlighted that students found media-based tasks more interesting and useful. As one respondent said, ‘News reports made me feel like I was talking about something real, not just repeating textbook sentences.’ These findings align with Xu’s (2017) claim that ‘task-based instruction using media leads to higher student engagement and language retention.’ Students’ reflections further supported the test results. One participant shared, *“Watching real interviews helped me learn how to speak more naturally. I didn’t feel like I was just repeating lines – I was expressing my own thoughts.”* Another remarked, *“News videos made classroom discussions feel more real. I actually cared about what I was saying because the topics mattered.”* Such feedback highlights how authentic materials encouraged deeper engagement and more spontaneous speech production. Through interviews, several recurring themes emerged. First, students appreciated being exposed to real-life English rather than scripted dialogues. Second, many found that regular contact with media improved their listening and pronunciation, helping them mimic natural speech patterns. Third, learners reported a stronger motivation to participate when the tasks felt relevant and connected to real-world issues.

These qualitative findings align with Xu’s (2017) observation that *“media-rich, task-based learning environments can significantly enhance learner involvement and improve language outcomes.”* In addition, scholars like Thornbury (2005) have emphasized that *“meaningful input combined with purposeful output tasks is essential for developing speaking fluency.”*

Statistical analysis confirmed the effectiveness of the media-based approach. A paired sample t-test revealed significant gains in the experimental group's speaking scores ($p < 0.01$), and the calculated effect size (Cohen's $d = 0.85$) indicated a large impact. In contrast, the control group showed only slight improvement, suggesting that traditional textbook-based instruction was less effective in developing oral communication skills. Overall, both test scores and student feedback suggest that using English-language media in speaking lessons creates a more engaging, effective, and realistic learning environment for senior school students.

Discussion

The results corroborate earlier findings that media use enhances oral proficiency. Media introduces students to a wide variety of accents, registers, and communication styles, facilitating the development of real-life speaking skills. Thornbury (2005) points out that 'speaking is an interactive process, and media provides the stimulus for genuine interaction.' Using English-language media makes a noticeable difference in how students speak and interact in English. It's not just about learning more words or grammar – it's about how confidently and naturally students can express themselves. Media exposes them to real conversations, varied accents, and the kind of everyday language they don't usually find in textbooks.

Students weren't just practicing; they were *engaging*. They felt like what they were doing had a real purpose. One of the most telling comments came from a student who said, "It felt like I was finally speaking *real* English." That sense of authenticity matters. As Thornbury (2005) explains, speaking is all about interaction – and media gives learners something real to respond to.

Another important point is motivation. When students enjoy the materials – whether it's a funny video, a moving speech, or a gripping news story – they're more willing to participate and take risks in speaking. This lines up with what Deci and Ryan (2000) describe as intrinsic motivation: the idea that we do better when we actually *want* to do something, not just because we have to.

That said, this study wasn't without its limitations. Eight weeks is a short time, and while the progress was impressive, it's likely that long-term use of media could lead to even deeper improvements. Future studies might explore how different types of media (comedy vs. drama, news vs. vlogs) affect language learning in different ways.

Moreover, the motivational aspect cannot be overlooked. Deci and Ryan's (2000) Self-Determination Theory suggests that intrinsically motivated learners perform better. Media contributes to this motivation by making learning relatable and enjoyable. One limitation of the study was its short duration. Long-term integration of media into curriculum planning could yield even more substantial improvements.

Conclusion

This study demonstrates that incorporating English-language media into speaking instruction at the senior stage of secondary education significantly enhances students' fluency, confidence, and communicative competence. Media provides authentic, engaging contexts that mirror real-life communication. It is recommended that educators integrate diverse media sources into their language teaching practice and that educational policymakers support media-rich learning environments. In today's world, students are already surrounded by media. Instead of ignoring that, this study suggests we should *embrace it* – and use it as a tool for teaching speaking. When learners hear English in real, engaging contexts, they're more likely to speak with confidence and fluency.

The results speak for themselves: students who practiced with media weren't just better at speaking – they enjoyed it more. They felt more connected to the language, more willing to take risks, and more prepared to use English outside the classroom. If we want to help students become real communicators, we need to go beyond the textbook. Bringing English-language media into the classroom is one of the most practical and powerful ways to do that. Teachers don't need to reinvent the wheel – they just need to hit play. This study clearly shows that integrating English-language media into speaking lessons at the senior stage of secondary education leads to meaningful improvements in students' fluency, confidence, and overall communicative competence. By exposing

learners to real-world language in action –whether through news reports, interviews, podcasts, or documentaries – teachers create a classroom environment that reflects the dynamic nature of actual communication.

Unlike traditional textbook exercises, which often rely on scripted dialogues and artificial scenarios, media-rich instruction allows students to engage with **natural speech**, authentic intonation, and current vocabulary. This not only sharpens their listening and speaking skills but also helps them internalize the rhythm and flow of the language. As a result, students begin to speak with greater ease and spontaneity.

The findings from this research support the growing consensus in language education: **authentic input fosters authentic output**. When learners are immersed in meaningful content, they become more than language students – they become language users. As one participant noted, “*I started thinking in English, not just translating in my head. That’s when I felt I was really improving.*”

Importantly, the motivational impact of media cannot be overstated. Students reported feeling more connected to the topics discussed, more confident in sharing their views, and more willing to take risks in their speaking. These psychological shifts are crucial for long-term language development, especially for teenagers who often struggle with self-consciousness in oral tasks. As the results showed, students in the experimental group weren’t just more fluent – they were more enthusiastic and engaged.

Based on these insights, the study strongly recommends that **educators incorporate a variety of media formats** – such as short films, interviews, vlogs, and talk shows – into their regular speaking practice. This doesn’t require complex redesigns of existing curricula; even small changes, like beginning a discussion with a short video clip, can make a significant difference. As the saying goes, teachers don’t need to reinvent the wheel – they just need to **press play**. Furthermore, educational policymakers should consider **systematic support for media-based learning**, including providing access to digital resources, teacher training, and updated syllabi that reflect current communication trends. In an age where students are constantly surrounded by digital media, schools must shift from resisting this reality to leveraging it as a learning asset.

In conclusion, if our goal is to help students become confident, capable communicators in English, then it is time to move beyond the textbook. Language is a living, breathing force – and when students experience it through the lens of real, relevant media, they are not only learning to speak; they are learning to connect, express, and participate in the global conversation.

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