The Effect of Using Authentic Videos on Training Center and Community Service Students' Prosodic Competence and Motivation

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Abstract
This study aims at investigating the effect of using authentic videos on training center and community service students' prosodic competence and motivation. Its sample consisted of 50 male students randomly chosen from Training Center and Community Service at King Saud University, Saudi Arabia, and assigned to experimental and control groups of 25 students per each. Its data were gathered within a two- month period using a pre-post-test design for equivalent groups. The researcher taught both groups deliberately using contrasting instructional approaches; the first were solely exposed to textbook content, excluding all visual aids throughout the process; whereas the second had authentic videos incorporated. As his work pressed ahead, these methodological techniques variably had a visible influence on the trainees' in-class interactivity, attentiveness, and keenness to grasp information. Accordingly, the findings show the experimental group's students bolstered their prosodic competence and motivation. To recap, the use of authentic videos in teaching and learning English has a positive effect on the said prosodic competence and motivation domains.

Keywords: authentic videos, exposure, motivation, prosodic competence, trainee students

Introduction and Background

Several research leaders in the field of applied linguistics and instructional technology focus on a more effective integration of relevant computer technology into learning and teaching of targeted languages, in a bid to highlight adequately the prosodic factor of the said processes.

Applied linguistic research on the teaching and learning of pronunciation has grown steadily over the last two decades, triggered by the adamant need to revolutionize the typical conventional approaches to handle discouraging shortcomings of a nonverbal aspect of acquisition. This effort gained momentum particularly in the second half of the 1990s until today, and also displayed specialists' keenness to tackle long-standing obstacles impeding development of this domain. Relevant concentration underscores significance and value of pronunciation, not just as a plausible means to promote near-native accents, but more substantially on attempts to foster communication in diverse real situations. Thus, handling individual sounds and phonemes leading to sentence-level stress and intonation has become a must in language teaching (Hardisom , 2009).

The main goal is, therefore, to integrate segmental and supra-segmental aspects, in discourse and interaction, and to suggest an advanced framework to study a given foreign language pronunciation.

The integration of prosodic aspects in the language teaching was somehow shelved due to delicate obstructions encountering efforts in this field, primarily lack of knowledge on adequate prosodic processes for linguistic and technological needs, negligence of the diverse difficulties in the prosody-driven acquisition, and problems of intonation and other prosodic phenomena, like rhythm and voice quality. This reality persisted unfortunately and unexpectedly for many years (Hirata, 2004).

Prosodic pronunciation problems are pervasive. Various acoustic, or even grammatical means, are necessary to produce the same prosodic results in different languages substantially, thus creating communication obstacles for given non-native speakers. For example, Japanese speakers of English put equal stress on each syllable, have troubles with schwa, insert vowels, have difficulties in understanding the link between stress placement and meaning, and have a low flat pitch (males) (Eskenazi , 1999).

Instructional technology can both provide training in production and perception of speech, and create environments to facilitate interaction. Pennington, as cited in Richards (1986), stresses the need to integrate language learning software to move to skill-based and task-based learning activities that not only offer users practice in listening comprehension, but also elicit and practice specific types of interaction, language forms, sound contrasts, or nuances of meaning signaled by intonation. Besides providing learners with auditory and visual feedback of their intonation patterns and engaging them in mutual dialogues, technology can be integrated into intonation instruction as a research tool. Tracking tools can be built into the software, so that it can serve simultaneously as a pedagogical tool, a data collector, and a testing instrument. In light of the above, this study primarily sheds light on the role of authentic videos on developing the learners' prosodic competence.

Review of Related Literature

This section introduces empirical studies, which are related to the use of authentic videos on training centers' students' prosodic competence and motivation. Several academic research papers have been conducted to pave road to create highly favorable learning environment. The relevant works are divided into three categories: the first presents studies conducted on authentic videos and their effect on English language skills; the second handles impact of authentic videos on the EFL learners' prosodic competence; the third discusses authentic videos and their influence on language students'' motivation. All studies are listed from the earliest to the latest.

(a) Studies Related to the Effect of Authentic Videos on English Language Skills.

Bataineh and Al-Abdali (2014) analyzes effect of using web-cam chat on the development of university learners' paralinguistic competence. The population of the study included 460 students majoring in English language and literature at the University of Jordan in Amman. The sample of the study consisted of 32 students registered for a Debate course, in the first semester of the academic year 2013-2014.

After reviewing the theoretical literature and the previous studies, the researchers identified the paralinguistic aspects of language to be studied, i.e. gestures, postures, facial expressions, gaze and eye contact, bodily movement, intonation, pauses, stress and rhythm, emotional tone of speech, and proximity. A pre-test was administrated to know the actual level of both groups, the control and the experimental, were exposed to a specific experience of teaching. The control group was taught traditionally while its experimental counterpart was taught via web-cam chat formally inside the lab and informally outside the classroom. Two months later, a post-test was administrated so as to find if any change occurred, if it occurred, to what extent, in what dimension, and in favor of which group. The results of the study indicated significant differences in favor of the experimental group, which was taught via web-cam chat. This could be an indirect suggestion for methodologists and curricula designers to emphasize the role of web-cam chat on developing learner's paralinguistic   competence.

Suparno (2014) delves into effects of teaching speaking skills using authentic visual material compared to text material viewed from students' creativity (An Experimental Study at the Second Grade Students of SMPN 14 Surakarta in the Academic Year 2013/2014). The objective of the research was to find out whether: (1) Authentic visual material is more effective than textbook material to teach speaking skills; (2) students with high creativity have better speaking skill than their counterparts with low inventiveness; and (3) there is an interaction between teaching materials and students' giftedness in teaching speaking skills. The research was conducted in SMPN 14 Surakarta. The research population was the second grade students in the academic year of 2013/2014. The selected sampling technique was cluster random sampling that further generated two classes as the research samples covering 38 students of experimental class taught using Authentic Material and 38 students of control class taught using textbook material. The research instruments consisted of verbal creativity and speaking tests. The creativity and speaking tests were readable after they were tried out in another class. The findings of the research show that: (1) Authentic visual material is more effective than textbook material to teach better speaking skills; (2) students taught using authentic visual material have better speaking skills than their counterparts instructed resorting to textbook material; and (3) there is an interaction between

teaching materials and students' creativity to teach speaking skills. Therefore, it is recommended for English teachers to apply authentic material in speaking class to enrich students' speaking skills.

Kretsai (2014) explores effect of using video materials in teaching of listening skills for university students**.** The purposes of this study were: (1) to foster listening skills of university students studying English with the use of video materials, and (2) to evaluate students' attitudes towards the use of video materials in teaching listening skills. The participants of this study were 41 first-year English major students in the second semester of the academic year 2012 at Thanks in University, Thailand. They were selected by simple random sampling. The study was conducted over 20 teaching periods. The one-group pretest-posttest design was implemented in this study. The results showed the students' English listening comprehension ability increased significantly after learning with videos and students had positive attitudes towards using videos in teaching listening skills.

Teguh (2014) investigates effectiveness of using descriptive videos in learning listening. This research is aimed to determine impact of using descriptive video in learning listening to find out students' ability in learning listening at first year of SMK Islamiyah Ciputat. The method used in this research is the quasi-experiment with pretest posttest control group design. Based on the findings of this study, it can be concluded the use of descriptive videos to learn listening has a significant impact on students' listening ability.

Tuncay (2014) underscores results of a case study based on an integrated skills approach using feature movies (DVDs) in EFL syllabi at the tertiary level. 100 students took part in the study and data was collected through a three-section survey questionnaire: demographic items, 18 Likert scale questions and an open-ended question. Data and results of the survey revealed the integration of feature movies in the syllabus helped students in several ways: (1) improve language competence by watching, listening and speaking, (2) understand authentic language and culture, (3) increase fluency and integrated writing skill, (4) practice English for various functions and purposes, (5) learn vocabulary and authentic expressions, (6) distinguish between artificial and natural use of language, and (7) use the language in social exchanges and different international settings. Finally, some relevant suggestions and recommendations are given to handle pedagogical implications and drawbacks in the integration process of feature movies.

Hosseini (2013) analyzes impact of teaching listening strategy on comprehension of documentary videos. For the purpose of this study, 54 advanced EFL students, 27 in experimental group and 27 in its control counterpart, participated in this study procedure. In a 10-week-period, the experimental group went through a well-scheduled instruction in listening strategy. On the other hand, the control respondents didn't receive any instruction in listening strategy. The findings of this study revealed that teaching listening comprehension strategies have significant influence on comprehension of authentic documentary videos.

Samaranayake (2012) scrutinizes effects of authentic materials and contextually-developed role-playing activities on the oral proficiency of Thai undergraduate students. The study was conducted at Prince of Songkla University, Thailand, during the first semester (June to

September) of 2010. It consisted of four research instruments and the data were analyzed using Independent Samples t-test to determine whether the authentic materials and contextually-developed role-playing activities had improved the students' oral fluency and accuracy in the target language. The findings indicated statistically significant differences between the two groups, wherein the experimental group performed better on both fluency and accuracy than its control counterpart. Therefore, based on the findings of the current study, it can be concluded authentic materials and contextually-developed role-playing activities involving a series of sequential events are effective in enhancing learners' oral proficiency in programs of English as a foreign language in the context of Thailand English education.

Abbad (2012) studies effectiveness of using movies as an authentic material to develop students' speaking ability of the eleventh grade students. In this study, teacher and students cooperated together in teaching and learning process. Teacher gave clear instruction about what the students should do when they watch a movie. This study is aimed at enabling students to explore their original thoughts themselves. The purposes of the study were: 1) Find out students' speaking ability before being taught using movies. 2) assess students' speaking ability after being taught using movies. 3) unravel significant different score before and after being taught using movies. The findings of the study showed significance of using movies in teaching this particular skill on student's achievement as displayed before and after the process. In other words, this authentic material can be used as an alternative in teaching speaking.

Al-Issa (2011) ponders on effect of using videos on 11th grade EFL students' socio cultural competences. The aim of her study was to scrutinize impact of using videos on making students more socio-culturally competent. According to its results, it was clear scores of the experimental group were better than its control participants and level of the experimental group's competence on the socio-cultural aspects of language improved after exposure to authentic materials over 10 weeks; while there was no improvement in the proficiency of the control respondents. Al-Issa concludes integration of videos has a positive effect on the socio-cultural competence of the EFL students and language cannot be taught without its culture.

Bataineh (2010) conducted an experimental study on effect of instructional audio-visual technologies on the socio-cultural competence of the EFL learners. The findings of this study suggested the tenth grade students of English had developed their cultural knowledge over two months of a semester through exposure to instructional audio-visual technologies. Multimedia had an effect on the learners' socio-cultural competence, in the sense that it increased their overall cultural knowledge of the English language community.

Gilmore (2008) investigates effects of the potentials of authentic materials to develop learners' communicative competence. The research described in this thesis reports on a 10-month quantitative/qualitative classroom-based study, carried out at a Japanese university. The potential of authentic materials to develop learners' communicative competence is substantially involved. It hypothesized the 'richer' input provided by authentic materials, along with appropriate awareness-raising activities, would better develop a range of communicative competencies in learners' (linguistic, pragmalinguistic, sociopragmatic, strategic and discourse) potentials. The qualitative results of the trial helped to account for these differences in performance, suggesting

that the authentic materials, and their associated tasks, allowed learners to notice a wider range of discourse features than those generally available in textbook input.

(B) Studies Related to the Effect of Authentic Videos on the Prosodic Competence.

Al Bataineh (2014) studies effect of using authentic videos on the prosodic competence of foreign language learners. It is hypothesized worldwide that authentic videos have a positive effect on the EFL learners' prosodic competence. The population of the study included 32 students majoring in English Language at Taibah University in Kingdom of Saudi Arabia during the academic year 2011/2012. The results of the study revealed there was much progress in the experimental group, which significantly outperformed its control counterpart in the different aspects of prosody, but did not show much progress in the prosodic aspects related to intonation, pause and juncture. These findings confirm the hypothesis such videos can have a positive effect on the EFL learners' prosodic competence.

EbruAtak (2014) investigates effects of videos on the development of English stress and intonation of first grade EFL learners in an ELT Department at a public university in Turkey. 44 EFL learners participated in the study on a voluntary basis. 24 learners, assigned as the test group, were given a list of videos and an online tutoring program and relevant assignments as a supplement to a 3-hour listening and pronunciation course each week. The findings of the study indicate videos were much more effective in improving the EFL learners' ability to produce and perceive different stress and intonation patterns in words, phrases and sentences compared to the online tutoring programs. They also reveal the students feel more comfortable themselves in self-study aimed to improve intonation and stress in English.

Seyed Jalal (2013) explores effectiveness of listening to audio-stories on fostering EFL learners' pronunciation. Two intact classes at Novin institute in Gorgan , Iran, were randomly selected and assigned into two different groups, experimental and control. The experimental group received training through listening to audio-stories as a strategy to improve pronunciation for eight sessions, while the students in the control group received a placebo. The obtained results showed there was a significant difference between the means of the experimental group and its control counterpart and an improvement was observed in the learners' overall pronunciation proficiency in the posttest. The finding also displayed the program designed on the basis of audio-stories was effective in enhancing learners' motivation in improving pronunciation.

Abdullah (2011) looks into impact of two self-assessment tools, namely video-recording and self-reflection papers, on the learners' communicative (verbal) and paralinguistic (non-verbal) performance in a communication and presentation skills course at Cairo University Faculty of Engineering. An online survey was conducted at the end of the semester to investigate students' perception on how the assessment tools affected their presentation performance throughout the course. Survey results showed a favorable attitude towards watching the videos and writing reflection papers. Students unanimously agreed that watching their video-recordings has had a positive influence on their subsequent presentation performance

Mustika (2010) analyzes effect of using cartoon films to improve pronunciation ability. The method used in this research was a collaborative action research. The research was conducted in two cycles from March 10th until May 3rd 2010 at the eighth grade of SMP Negeri 1 Kaliwiro.

The research data were collected by using techniques of observation, interview, diary, document, and test (pre-test and post-test). The research findings revealed cartoon films could improve the students' pronunciation ability. The improvement of the students' pronunciation ability included: a) students made fewer mistakes in producing particular sounds b) They also made fewer mistakes in reading a dialogue using English stress pattern c) They were able to produce falling intonation.

MitSuru (2004) delves into effectiveness of animated graphic annotations and immediate visual feedback for improving Malaysian learners' pronunciation of Japanese words. The results show both animated graphic annotations and immediate visual feedback helped learners improve their pronunciation, but to differing degrees .These results are not surprising because our ongoing investigation of cognitive styles and abilities indicates there is no single mode of learning deemed helpful to all learners. Learners learn most successfully with the type of information that is best suited to their cognitive style.

(C) Studies Related to the Effect of Authentic Videos on English Language Students' Motivation.

Baalla and Bencharef (2012) investigates effect of using videos as a motivational factor in enhancing English as foreign language students' communicative skill. The investigation carried out throughout this study attempted to examine this hypothesis: students are more motivated to learn and their communicative skills are improved if a given teacher uses video as a motivational aid in a systematic and appropriate way in the EFL classes. The questionnaires explored both teacher's and students' perception about usefulness of videos as an effective technique for motivating learners and fostering their communicative skills. An immediate classroom observation has been used, too, for further data collection. The results revealed the learners' satisfaction about their experience of learning with videos since they got easily motivated and perceived their communicative skills enhanced. From their part, teachers consolidated their learners and agreed on the advantages of teaching with videos.

Noticeably, most of the previous studies handled one variable, either students' prosodic competence or motivation. This present study deals with both variables; prosodic competence and motivation. Moreover, many of the previous works were conducted in English-speaking countries, and thus, this research is different from the other previous ones in its environment.

Statement of the Problem

From the long experience of the researcher and his peers in teaching English as a foreign language, their evaluations showed the average of students' pronunciation is meager. Diverse factors eventually converge to conduce to this delicate dilemma embodied in the pronunciation-based output.

The researcher thinks this problem could originally emanate from teaching English without using technologies necessary and adequate to expose students to authentic English in real-life situations to acquire the non-verbal and supra-segmental aspects of language. Students utter English words inconveniently and spell them in a manner similar-or apparently- near to their pronunciation. Therefore, the FL learners' prosodic competence should be considered duly in

English as a foreign language (EFL) classes by integrating relevant authentic videos to master the prosodic aspects of language appropriately.

Moreover, the researcher holds a rooted belief the teaching of English without using the motivational technology aids will discourage students' productive pronunciation-driven patterns. Authentic videos help motivate students substantially, overcome their fears and concerns in this regard and affect their prosodic competence conspicuously.

Significance of the Study

The value of this study can be presented through several aspects related to integration of authentic videos in teaching the prosodic aspects of English. Therefore, the significance of this effort stems from the factors below:

(1) The current study is one of a few projects aimed to further highlight inevitability, practicality and effectiveness of teaching prosodic aspects through getting exposed to diverse authentic videos.

(2) The findings of the study is likely to help bolster pronunciation of English words correctly at Saudi training centers. Using authentic videos may spur students to develop their oral skills and ignite their motivation to learn as well. Moreover, students may feel easeful and more natural to get rid of their fear and shyness in this regard. Thus, this rigorous challenge will unleash their relevant capabilities, regularly revamp their epistemological reservoir and foster their attempts to integrate in eventual or imagined situations.

(3) The findings of this study may help educational planners to develop relevant English teaching methods driven by learners' feedback and aspirations, in a bid to interact comfortably in an ambience of technology-integrated classroom.

(5) The likely role of this study is to render teachers, supervisors, examiners, textbooks writers and curricula designers of English focus more on authentic videos in teaching and learning a given situation, since pronunciation is an accumulative, productive, and interactive output. This will raise awareness in axing excessive preoccupation with unwanted traditional ways of delivering a pronunciation-based task.

(6) The study is expected to be of great use for the ministries of education in the non-native countries of English, especially for textbook writers to integrate English language textbooks with CDs that include recordings of native speakers' dialogues, debates and conversations on various topics of English as models for teaching the pronunciation of speech sounds, intonation, stress, pause, and juncture.

(7) The findings of this study may foster students' positive view of the importance of using authentic videos in enhancing their pronunciation; hence their respective prosodic understanding and competence.

(8) This study will hopefully add to the limited relevant literature available on using authentic videos in teaching the prosodic aspects of language in EFL contexts and students' reaction to integrate this technique in the Kingdom of Saudi Arabia in particular and the Arab region as well.

(9) The data presented in this study are also constructive to meet knowledge deficit pertinent to the variables affecting pronunciation achievement of Saudi EFL students, particularly in terms of circulating authentic videos in teaching the prosodic aspects of English.

Questions of the Study
The present study attempts to answer the questions below:
1. Are there any statistically significant differences between the experimental and control groups' prosodic competence due to the method of teaching   (authentic videos integration vs. regular communication?

2. In which prosodic aspect (intonation, pause, juncture, word stress, sentence stress) did the experimental group trainee students develop clearly as a result of using authentic videos?

3. Are there any statistically significant differences in the experimental group trainees' motivations before and after using authentic videos?

Hypotheses of the Study
The study hypothesizes the below:

Ho1: There are no statistically significant differences in prosodic competence at $\alpha \leq 0.05$ between the experimental group and its control counterpart due to the method of teaching (authentic videos integration vs. regular communication).

Ho2: There are no statistically significance differences at $\alpha \leq 0.05$ in the experimental group students' mastery of the prosodic aspects of language due to exposure to authentic videos.

Ho3: There are no statistically significant differences in the experimental group students' motivations before and after getting exposed to authentic videos.

Variables of the Study
Variables of the present study are below:
- The independent variable is the method of teaching, which has two levels: authentic videos integration vs. regular communication.
- The dependent variables are the students' achievement in pronunciation and their attitudes toward exposure to authentic videos in teaching the prosodic aspects of language.

Operational Definitions of Terms
- Suprasegmental competence (prosodic competence): It is a macro-linguistic term that refers to the prosodic aspects of language. It plays a role in decoding and encoding the precise meaning of the oral message in communication. It exposes learners' knowledge of pronunciation, intonation, stress, pause and juncture.

-**Authentic videos**: These are CDs, DVDs and YouTube videos that present an authentic image of everyday life of the English language community.

-**Intonation**: It is presumably thought of as the melody of language – the way voice goes up and down according to given contexts and meanings of communication. For example, note the difference in: His name is Ali? (rising pitch) –request . His name is Ali (falling pitch)-command.

-**Word stress**: It refers to a major prosodic aspect of language in which a certain word is used as a noun and as a verb according to the stressed syllable. Stress position changes the meaning of a given lexicon.

-**Sentence stress**: It is the way a speaker highlights certain words in each sentence. It helps a listener focus on significant parts and digest the speakers' intended meaning.

Limitations of the Study

         Though the findings of the present study could be viewed as sound, important and appropriate to the pronunciation skill roughly and authentic videos integration in delivering prosodic aspects of language, it has some limitations. The first emerges as the study is restricted to two groups of Saudi trainee students at the Training Center and Community Service. Another obvious deficit is the limited sample size. Therefore, generalizations must remain tentative. A third concerns data collection in which they were elicited from one training center mentioned earlier. Other centers in other universities were not involved in the study. A fourth is pertinent to the prosodic features being destructed to pitch, rhythm, gestures, rhyme and tone. A fifth relates to the instruments, namely the performance test and questionnaire. Therefore, generalizing findings is connected to the validity and reliability of these said instruments. A sixth is the female trainees' absence; all the participants involved were males. If female students took part in the process, the results might be different.

Methodology and Procedures

Participants

         The population of the study consisted of all Saudi EFL students at Training Center and Community Service at King Saud University. The sample of the study consisted of two randomly selected groups of fifty 17-18-year-old male Saudi students (experimental and control groups of 25 students each) enrolled in speaking training course in the second semester of the academic year 2015/2016. All participants are Arabic-native speakers. They were assured their responses will remain confidential and will be used for academic purposes only. Table 1 shows distribution of the study sample:

Table 1. *The Distribution of the Study Sample*

Section	Method of teaching	Number
Experimental	Authentic Videos	25
Control	Traditional	25
Total		50

Instruments of the Study

         In order to collect data of the study, the researcher used two instruments: an oral test, and an attitude questionnaire.

         To assess effect of using authentic videos on Saudi students' prosodic and motivation, students of both sections sat for an oral test and a questionnaire at the beginning of the second semester in the academic year 2015 / 2016 to determine their prosodic competence and motivation. The test was based on freely selected materials. It consisted of one part, an oral test. It

measured their ability in speaking and listening skills. The subjects in both groups underwent a pre-test and pre-questionnaire to determine their actual level before starting the experiment, and the same test and questionnaire were administered as post-test and post-questionnaire at the end of the experiment to assess the subjects' prosodic competence and motivation. The time break between the pre- test and pre- questionnaire and the post-test and the post-questionnaire was eight weeks, a period long enough to reduce effect of pre-test and pre- questionnaire on the results and conclusions of the experiment. The test contained questions on listening and speaking skills that measured students' prosodic competence and motivation. The teacher informed the learners that neither the pre-test and the pre- questionnaire nor the post and the post-questionnaire would count to their final grade. The total scores for the listening and speaking skill were out of 100.

Validity of the Test
Validity, accuracy, clarity, appropriateness of the instrument, and the instrument design as a whole were checked by three professors and two English language lecturers. They checked the extent of measures and provided some comments and what is supposed to be. The test was modified according to their recommendations such as adding words, correcting sentences and clarifying rubrics of the questions.

Reliability of the Test
To make sure of the reliability of the test, the researcher used the test- retest and the questionnaire re-questionnaire on a pilot study with a four-weeks period between the tests and the questionnaires. The tests and the questionnaires were given to 20 students unincluded in the study. The correlation coefficient of the test (Pearson) was calculated. It was by two raters. The inter-rater reliability between them was 0.91 which is statistically acceptable for the purpose of this study. Besides, the average level of motivation was also found to be reliable.

Validity and Reliability of the Questionnaire
To ensure validity of the questionnaire, it was given to a jury of eight professors (two English language university professors, two experts of teaching English as a Foreign Language (TEFL), two evaluation and assessment specialists and two educational psychologists at King Saud University), to elicit their views as to the questionnaire's accuracy, clarity, and appropriateness. Then, the instrument was reviewed and modified according to their recommendations. Moreover, 15 participants were piloted to establish reliability of the instrument using Cronbach-Alph, which was found to be 0.88.

Data Collection and Statistical Analysis
The present study was carried out with Saudi students at the Training Center and Community Service at King Saud University following a randomized control-group pretest-posttest design. The subjects were randomly assigned to two groups. Each group was then designated at random to either the control group or the experimental one. The treatment consisted of two levels: using authentic videos alongside the traditional method and the regular communication procedure alone. The experimental group undertook the first level of treatment and the control one undertook the second level. The experimental groups were exposed to treatment for three 45-minute periods a week for the two- month duration of the experiment. Both groups were subjected to a pretest immediately before commencing the experiment and the same

test was administered as a posttest instantly after it. The time interval between the pretest and the posttest was two months; a period long enough to attenuate effects of the pretest on the results and conclusions of the experiment. The control and experimental groups were taught by the researcher. The researcher himself conducted the study. An Independent-Samples t Test was used to measure the gain scores of both groups on the pretest and then on the posttest. A One-Way Analysis of Covariance (ANCONA) was used to measure the gain scores of the subjects in order to eliminate any possible differences between the two groups on the pretest.

Moreover, the researcher personally distributed the questionnaire, offered explanations, answered questions, and collected the completed questionnaires sheets in the course of one two-hour class session. The participants were asked to fill out the questionnaire according to their perception of the effectiveness of their teacher's corrective feedback in bolstering quality of their writings. They were asked to fill out the questionnaire individually and independently in a bid to give them a space to identify their own choices without any influence from other participants. After that, data were processed and statistically computed and analyzed using the statistical package SPSS, then the outcomes were compared.

Findings and Discussion

This study aims at investigating the impact of using authentic videos on training center and community service students' prosodic competence and motivation. It also attempts to investigate targeted Saudi students' attitudes towards the effectiveness of using authentic videos in improving their oral achievement. This section represents the findings of the statistical analysis of the data.

The data were collected through a pretest-treatment-posttest design for equivalent groups and analyzed via the statistical package SPSS. An independent-samples T-Test was carried out to determine whether there are any statistically significant differences between the achievement of the two groups on the pretest. Table (2) represents the results.

Table 2. *Results of Independent Sample T-Test for Pre-Test Group (Control vs Experimental)*

Test	Group	Mean	Std. deviation	DF	T	Sig
Pre-test	**Control**	43.23	3.93	19	1.02	.082
	Experimental	46.63	2.66			

Table 2. shows that there are no significant differences between control and experimental groups for pre-test because the value of T (19) = 1.02, sig. = 0.082. This is a chunk of evidence indicating no significant differences between the two groups' students' prosodic competence for pre-test was found. Another independent-samples T-Test was conducted to determine whether or not there is a statistically significant difference between the two groups' achievement on the posttest. Table3. shows the results.

Table 3. *Results of Independent Sample T-Test for Post-Test Group (Control vs Experimental)*

Test	Group	Mean	Std. deviation	DF	T	Sig
Post-test	**Control**	50.21	3.41	19	10.35	.0001*
	Experimental	82.31	8.64			

Table (3) shows there are significant differences between control and experimental groups for post-test because the value of T (19) = 10.35, sig. = 0.00. This unravels significant differences in the mean between control and experimental groups for post-test; the difference was in favor of the experimental group.

Table 4. *Means and Standard Deviations of the Experimental Group Students' Post-test on the Prosodic Aspects of Language*

Speaking Skill	Mean	Std. deviation
Pronounce words accurately	23.14	.750
Using appropriate intonation patterns for different kinds of sentences	18.42	.806
Using words stress and sentence adequately	19.53	.856
Using pause and junctures appropriately	21.22	.793

Table 4 shows mean and standard deviations of students' prosodic competence on the post-test. We can see a virtual difference between the means, and then, to test the significant difference between means we can use one-way ANOVA test. Table (5) shows the relevant details.

Table 5. *One-Way ANOVA of the Experimental Group Students' Post-test on the Prosodic Aspects of Language*

Group	Sum of squares	DF	Mean square	FF	Sig
Prosodic Aspects of Language	13.313	3	4.438	1.953	.062
Within groups	38.625	17	2.272		
Total	51.938	20			

* The results are significant at the α. ≤.05 level.

Table 5 shows One- Way ANOVA of Students' Post-test Scores by Group in the Speaking Skill, we can see there is no significant difference between criterion of the prosodic aspects of

language because the value of F = 1.953, sig. = 0.062 . These evidences to no sig. difference mean between criterions of the prosodic aspects of language.

Table 6. *Results of Paired Sample T-Test for Pre-Questionnaire and Post-Questionnaire for the Experimental Group*

Test	Mean	Std. deviation	DF	T	Sig
Pre- Questionnaire	3.05	.516	19	3.31	.002*
Post- Questionnaire	4.46	.201			

Table 6 shows there are significant differences between pre- questionnaire and post-questionnaire group for experimental group because the value of T (19) = 3.31, sig. = 0.00. This gives a chunk of evidence that there are significant differences between pre-questionnaire and post-questionnaire level of motivation for experimental group.

Results from the analysis suggest authentic videos are found to be a great opportunity in teaching and learning English compared to the regular method. In addition, authentic videos affect participants' motivation more positively.

Discussion and Recommendations:

According to the findings of this study, authentic videos were found to offer an invaluable opportunity to develop the EFL learners' prosodic competence. Concerned students performed better on prosodic competence by using authentic videos during their programmed exposure to this kind of teaching materials.

The T-Test results revealed that there were significant differences between the mean scores for both experimental and control groups in favor of the first. Differences between these two groups may be attributed to different methods of teaching; the experimental group was exposed to authentic videos technology and the control to regular instruction. The experimental group students apparently improved their prosodic competence through using authentic videos technology. Moreover, authentic videos are viewed as an effective tool in facilitating the learning process and fostering students' prosodic competence.

Their scores in the post-test were statistically significant. Accordingly, the hypothesis which reads "There are no statistically significant differences between the mean scores of the experimental groups students' mastery of the prosodic aspects of language" at $\alpha \leq 0.05$ is rejected.

More importantly, after analyzing scores of the experimental group students' performance in each prosodic aspect of language, the researcher found out they have developed substantially in areas related to using pause and juncture, with mean 21.22, and pronouncing words accurately with mean 18.42; whereas their mean scores in intonation and stress were low in comparison with their performance in the other language prosodic aspects. The finding of the post-questionnaire revealed their level of motivation soared significantly as a result of using authentic videos.

This study represents a preliminary effort to empirically examine the effect of using authentic videos on training center and community service students' prosodic competence and

motivation in the Kingdom of Saudi Arabia. Further research is needed to provide a thorough understanding of this significant issue, and as a bid to confirm its findings on a larger scale and volume. This is especially true with research conducted with more variables than those available in the present study. It is also recommended this study be replicated with a larger number of participants and over a whole semester or year. Moreover, it would be engaging and inspiring to compare results across levels of proficiency and gender as well.

Further research could seek to describe meticulously what teachers should precisely do with these videos in their own classrooms. It is also recommended other studies be conducted to investigate how students be trained to use such visual materials in their language learning. Moreover, teachers should encourage their students to use authentic videos in their learning inside and outside the class, emanating from the privilege these materials are highly beneficial in fostering mastery of English. Teachers also need to improve their ability in digesting videos' content in teaching English to change the way a given item is presented. This diverse effort will ultimately highlight constructiveness and feasibility of authentic videos, in a bid to use them effectively in textbooks, taking into account how to integrate such resources and to utilize them to bolster learners' oral performance. This will likely conduce to accrediting new syllabi relying heavily on authentic materials, in an endeavor to develop the EFL learners' prosodic competence.

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