

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

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