



**Developing lexical resources and oral competency among Saudi EFL
undergraduate learners by utilizing selected presentation software
and YouTube videos**

Asst. Prof. Dr. Popoola Kareem Hamed
Assistant Professor - College of Education - Al-
Madinah International University - Malaysia
popoola.kareem@mediu.edu.my

Hayat Kashmiri
Taif University

Abstract

Multimedia resources are extensively employed in classrooms in the twenty-first century for teaching and learning. The use of technical tools like projectors, slideshows, movies, and the Internet in the classroom has expanded the popularity of visual learning in recent years. The most common ways to teach and learn the curriculum are through books and lectures in Saudi Arabian schools, colleges, and universities. The sorts of technology accessible and the level of access to technology are key factors in technology integration. Increasing computer literacy and students' acquaintance with several information technology gadgets in daily life. The availability of a wide range of resources and interactive activities is made possible by several learning technologies and tools, which improves a teacher's capacity to engage pupils. Saudi Arabian educational and vocational institutions can assess if the educational curriculum is having the desired effect on students in terms of teaching and learning based on the academic achievement of their pupils. Additionally, it provides some evidence of how educators—both teachers and students—have met their specific learning goals with pupils from various academic backgrounds and genders. This study's main goal was to determine whether vocabulary knowledge among EFL students at Taif University is a reliable predictor of speaking ability. Using a combination of qualitative and quantitative approaches, the study aimed to investigate the value of adding oral presentations to school settings for improving speaking abilities. The study also sought to determine how using different presentation platforms such as PowerPoint presentations and YouTube affected students' lexical development and speaking competency. Additionally, an effort was made to pinpoint any difficulties that students might run into when learning a language and their perspectives on using English in an EFL classroom.

Keywords: Lexical Resources, Oral proficiency, Presentation software, and YouTube platforms.

1. Introduction:

The world is swiftly evolving into a global village, highlighting the paramount importance for Saudi students to master both spoken and written English for effective global communication. English has emerged as the lingua franca, facilitating seamless oral and written interactions across diverse cultures and regions. In Saudi Arabia, similar to English-speaking nations, there is a burgeoning demand for English proficiency in both public and private educational spheres. Proficiency in English significantly enhances career prospects, spanning public and private sectors, thereby becoming indispensable for anyone seeking to engage in contemporary developments, events, and innovations. Moreover, proficiency in English enables individuals to stay abreast of current trends in economic, social, technological, and educational domains (Naser and Hamzah, 2018).

Nevertheless, mastering English as a primary language is a multifaceted and protracted process often beset with challenges. Saudi students encounter a spectrum of obstacles—personal, educational, and social—that impede their journey towards fluency.

To surmount these challenges, educational approaches must employ dynamic teaching methodologies that actively involve students in the learning process. Emphasizing spoken English practice not only accelerates language acquisition but also augments proficiency in digital literacy, a fundamental competency in today's interconnected world. The integration of information technologies in language education fosters autonomy and cultivates creativity, preparing students to effectively apply their knowledge in future professional endeavors.

When utilized effectively, technology can significantly enhance the educational process by enabling individualized learning, fostering creativity, promoting intellectual growth, and improving teaching capabilities. According to English language instructors, YouTube is an especially



valuable tool for developing speaking skills and facilitating English language acquisition. Moreover, it provides numerous benefits to English as a Foreign Language (EFL) students.

This research focuses on the application of platforms such as YouTube and presentations as instructional tools to improve the speaking skills of Saudi EFL learners. It explores Second Language Acquisition theories, reviews previous studies, and discusses their advantages in enhancing speaking performance. Additionally, it offers recommendations for further utilization of these technologies.

Previous research consistently highlights the challenges Saudi Arabian EFL students face in developing English speaking skills. The recommendations proposed by researchers have not yet been implemented, making it difficult to assess their effectiveness. Given that the suggestions for educational system improvement have not been fully explored, this study aims to further investigate methods for overcoming speaking and linguistic difficulties. It is important to recognize that advancements in students' English speaking skills require both teacher facilitation and student effort. Numerous studies have examined the impact of computer and mobile applications on student motivation to learn English, revealing a significant increase in willingness to learn when using these technological tools. Given the widespread availability of technological devices today, it is crucial to emphasize their positive impact on enhancing EFL students' speaking abilities.

This research will be conducted in Saudi Arabia and will focus on the position of the teachers in maintaining improvement for learners' EFL speaking skills and the lexical resources. The motivation of the students in learning English will also be investigated and how the teachers can spur positive attitudes among learners. The study will focus on the effect of

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current technological trends and Communicative Language Teaching (CLT) on the improvement of the learners' speaking skills. The research will provide insight into the participation of both the learners and the teachers in ensuring communicative competence. Additionally, the study will also fill the gap in the use of modern teaching models in improving speaking skills. The research will be able to help identify the gap in the educational system in the focus on providing effective and relevant curricula and teaching methods for students. In addition, the impacts of technological trends in improving speaking skills will be examined. The use of learning applications such as the use of presentation apps and English videos on YouTube to improve students' speaking capability. Several strategies for overcoming the barriers will also be investigated hence will help both the students and the teachers identify a way of integrating the learning and teaching processes to be able to curb the difficulties in the speaking abilities of EFL students.

Problem Statement :

The English language education department students in Saudi Arabia face significant challenges in speaking English, primarily stemming from inadequate vocabulary proficiency. The pressing need is to focus on strategies, instructional methods, pedagogical approaches, and frameworks for effective vocabulary learning. A robust vocabulary is pivotal for comprehending and expressing ideas fluently, yet many learners struggle due to insufficient breadth and depth of vocabulary knowledge. Enhancing vocabulary acquisition is essential to advancing the oral proficiency of Saudi EFL learners.



Educators play a crucial role in motivating learners to actively participate in classroom activities using a diverse range of vocabulary. This approach fosters mastery in spoken proficiency and encourages engagement in meaningful language use. Furthermore, integrating technology into vocabulary instruction holds promise in the Saudi Arabian context, given the widespread use of technology among EFL learners. Leveraging technology can potentially yield more effective learning outcomes, aligning with learners' preferences and habits.

Achieving fluency in spoken English remains a persistent challenge for EFL learners, necessitating the adoption of effective vocabulary development strategies. Addressing these challenges is not only pertinent but also pivotal in fostering a conducive learning environment. Future research endeavors should aim to explore and implement innovative approaches to enhance vocabulary knowledge, thereby facilitating the development of oral skills among Saudi EFL learners. These efforts are crucial for advancing English language education in Saudi Arabia, ensuring learners are equipped to thrive in an increasingly interconnected global landscape. The sub-questions are as follows:

Questions of the Study:

- Q1. What are the lexical resource challenges among Saudi EFL undergraduate learners?
- Q2. What kind of educational tools are available in education today to enhance lexical and oral skills?
- Q3. What are the effects of presentation software like Microsoft PowerPoint presentations and YouTube among Saudi EFL undergraduate learners?

The objectives of the study:

This study aims at:

1. Examining lexical resource challenges among Saudi EFL undergraduate learners.
2. Examining the sources of oral proficiency challenges experienced by Saudi EFL learners.
3. Examine the differences between the selected presentation software like Microsoft PowerPoint presentations and YouTube among Saudi EFL undergraduate learners.

Research terminology:

In this section, the definitions of key terms employed in this study are provided below:

Oral performance:

Speaking performance in this context refers to the student's proficiency and ability in oral communication. According to Derakhshan et al. (2016), improving speaking skills is crucial due to the usefulness of these skills in professional and academic life. As a foreign language, students should focus on mastering fluency, accuracy, and coherence when speaking. Therefore, this study accepts coherence, fluency, a wide linguistic repertoire, and accuracy as benchmarks of excellent speaking performance.

Fluidity and coherence in speaking mean the speaker can present a speech without hesitating or pausing. On the other hand, fluency refers to the student's high English proficiency, resulting in a natural speech presentation style (Marilyn & Harcourt, 2019). Similarly, fluency can be described as speaking at a good pace, speaking smoothly, sustaining the speech for a specific duration, and connecting ideas coherently. According to Stockdale



(2009), it is possible to achieve fluency. However, the student must put in effort and practice hours to improve.

Lexical resources:

Lexical resources encompass collections of lexical items that are supplemented with additional linguistic information and/or categorizations. The most prevalent types of lexical items include single words, multi-word expressions, and morphemes (Fromkin, Rodman, & Hyams, 2017). These resources are essential for understanding and using language effectively, providing a foundation for both basic communication and advanced linguistic tasks.

According to Shikhar et al. (2012), lexical resources refer to information and related knowledge about a language's vocabulary. The researchers found that English-learning students were at risk of having a limited English vocabulary despite receiving instruction from kindergarten through university. This limited vocabulary hinders their ability to deliver speeches effectively due to insufficient comprehension of English vocabulary. Such limitations underscore the importance of robust lexical resources in language education.

Conversely, students are expected to use vocabulary effectively across various subjects and naturally employ idiomatic language use (Douglas, 2018). The ability to utilize a diverse vocabulary is crucial not only for academic success but also for everyday communication and professional contexts. This expectation highlights the gap between current educational practices and the linguistic proficiency required in real-world scenarios.

To improve their lexical resources, students should make use of educational technologies. Integrating tools such as language learning apps, online

dictionaries, and interactive platforms can significantly enhance vocabulary acquisition and retention. These technologies provide dynamic and engaging methods for students to expand their lexical knowledge, thus better preparing them for academic and professional challenges.

Educational speaking technology instruments:

Integrated educational speaking technology tools act as new resources to provide students with ample opportunities to practice the elements of speaking, such as presentation software.

Presentation software:

Presentation software such as PowerPoint represents a contemporary alternative to traditional presentation methods. The decision to incorporate presentation software for students' oral performances aims to enhance language learning within the educational process. According to Mayer (2009), multimedia learning tools like PowerPoint can significantly improve the retention and understanding of information.

In our courses, the implementation of presentation software served dual purposes: as a tool for oral performance and as a lexical base. Students actively engaged in the four essential language skills—reading, discussing, writing, and speaking. Initially, they read source materials, then discussed their ideas with peers or in groups, and finally with the teacher. Subsequently, they composed written materials, which were then shared with others (Jones, 2003).

In the context of speaking, students were required to orally present the material they had read, organized, and summarized to clearly convey their



message to an audience of peers, akin to traditional oral presentations (Gallo, 2014).

YouTube:

YouTube is an effective educational technology that can drastically improve a student's lexical prowess if used correctly. YouTube is a crucial technology for Saudi EFL learners because it contains many language learning contents, educational videos, and authentic speech specimens that students can train on to improve speaking skills and vocabulary acquisition.

Some of the benefits of YouTube include providing access to authentic language input from proficient and native speakers. Therefore, students can watch videos featuring presentations, interviews, discussions in English, and even real-life conversations allowing them to observe how language is used naturally, including pronunciation and intonation. Moreover, students can use different speech styles and accents to broaden their language understanding .

YouTube offers a multimedia-rich environment where students can interact with audio, video, and images. Additionally, some subtitles can help students clarify any miscommunication. The benefit of multimedia representation includes reinforcing understanding, retention, and connecting vocabulary with different contexts.

Lastly, YouTube offers access to different content with different contexts, such that students interested in physics, math, religion, history, or technology can access relevant content. Moreover, the educational tool offers access to academic presentations, such as public speaking and professional communication, which the students can learn from to supplement their classroom instruction.

Communicative Language Teaching (CLT):

The collection of essentials about language teaching encompasses objectives, methods for students to learn a language, and learning through various classroom tasks. It also includes the roles of teachers and learners within the classroom setting. Modern Communicative Language Teaching (CLT) aims to teach EFL learners to communicate effectively and derive meaning from language use. According to Richards (2006), CLT consists of various tasks with different objectives tailored to students of diverse genders and academic backgrounds, ensuring a balanced approach.

The communicative approach to language teaching has been implemented in second language teaching contexts worldwide for many years (Brown, 2007). The primary objective of applying this theory in second language teaching is to achieve effective and comprehensive instruction. As Ellis (2003) notes, it is crucial for learners to understand the theoretical foundations and principles underlying these specific strategies to prevent misuse and potential misunderstandings.

Communicative competence:

Communicative competence refers to the ability to use language effectively in interaction, encompassing not only control over linguistic forms but also an understanding of the rules governing different contexts. This concept is fundamental in second language research, education, and assessment, and is frequently employed in language for specific purposes (LSP). Current interpretations of communicative competence may reflect questionable adaptations of Hymes' original concept, modified to align with



contemporary linguistic approaches and practical concerns (Canale & Swain, 1980).

Communicative competence is particularly crucial in LSP teaching and learning, as it emphasizes the ability of language users to communicate effectively within specific contexts. Hymes (1972) introduced this concept, advocating for a linguistic theory that prioritizes capacities, verbal organization, and rule sensitivity. He challenged the conventional emphasis on linguistic competence over performance, proposing a more comprehensive understanding of language structure.

Review of the Literature:

As globalization advances, the role of English as a Foreign Language (EFL) has gained increasing significance, especially in non-English-speaking countries such as Saudi Arabia. Proficiency in English is now widely recognized as a valuable asset that can influence educational, professional, and personal aspects of life. However, acquiring proficiency in English, particularly in vocabulary and oral communication, is often a complex process shaped by numerous factors. This section of the literature review provides a contextual overview of EFL acquisition in Saudi Arabia, emphasizing the specific challenges learners face and the critical importance of vocabulary mastery and oral proficiency.

Motivational factors significantly impact language acquisition, but cognitive factors such as memory, attention, and language aptitude also play crucial roles. Robinson's Cognition Hypothesis (2015) posits that cognitive resources, including working memory and attention control, significantly influence the learning of complex linguistic forms. The cognitive demands

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associated with acquiring English, which is linguistically distant from Arabic, present substantial challenges for Saudi learners (Robinson, 2015).

The process of mastering vocabulary and achieving oral proficiency in English requires sustained effort and strategic instructional approaches. Effective language instruction must address both the cognitive and motivational aspects of learning. As noted by Nation (2017), vocabulary acquisition is essential for developing language competence, and strategies to enhance memory and recall are critical in this regard. Additionally, Swain's Output Hypothesis (2018) underscores the importance of producing language as a means of solidifying knowledge and improving proficiency, suggesting that opportunities for practice and application are vital for Saudi EFL learners.

English language acquisition presents numerous inherent linguistic hurdles. Phonological challenges, for instance, are particularly pronounced for Saudi learners. The English phonemic inventory encompasses sounds that do not exist in Arabic, making their pronunciation arduous for Arab EFL learners (Al-Saidat, 2010). English also has complex syntactic structures that differ vastly from Arabic syntax, further intensifying the linguistic barriers (Al-Tamimi, 2019). Furthermore, the discrepancy between English and Arabic in orthographic systems and word order demands considerable cognitive effort, potentially impacting learners' fluency, and accuracy (Tran & Nguyen, 2022).

Lastly, systemic factors within the broader educational landscape can exacerbate the challenges in EFL acquisition. For example, English language instruction in Saudi Arabia is introduced relatively late in students' educational trajectory, at the intermediate level, which can impede early



language acquisition (Elyas & Badawood, 2016). Moreover, the country faces a shortage of qualified English teachers, limiting the learners' exposure to quality instruction (Alrasheedi, 2020). The EFL curriculum design and resources available also play a crucial role in shaping learners' language acquisition experiences.

The primacy of vocabulary knowledge in language learning cannot be overstated. It serves as the bedrock of communicative competence, enabling comprehension and facilitating expression (Nation, 2014). A robust vocabulary foundation empowers learners to understand and engage in diverse communicative contexts, contributing to reading comprehension, writing efficacy, and speaking proficiency.

The analysis of lexical resources in the context of EFL acquisition underscores the critical importance of vocabulary, a fundamental component of language learning. This section offers a thorough examination of lexical resources and their essential role in the EFL acquisition process, particularly focusing on learners in Saudi Arabia.

The term 'lexicon' is often used interchangeably with vocabulary and refers to the comprehensive inventory of words and word elements in a language. Lexical items include single words such as "book," morphemes like "-ing," and multi-word expressions such as "due to" (Sukyng, 2020). Additionally, the concept of lexical resources extends beyond individual words to encompass fixed expressions and idiomatic phrases that are treated as single units (Coxhead, 2011).

Direct strategies in vocabulary instruction involve explicit teaching methods aimed at enhancing learners' lexical knowledge. One effective approach is semantic grouping, where related words are taught together, enabling learners to grasp the subtle distinctions and connections between them

(Tinkham, 1997). This method not only broadens learners' vocabulary but also deepens their understanding of how words function in various contexts. Additionally, teaching vocabulary through real-life situations and contexts, as advocated by Nation (2014), enhances retention and application of new words, as learners see them used authentically.

Oral proficiency stands as a cornerstone of communicative competence, pivotal for language learners in expressing ideas, emotions, and thoughts effectively. It is not merely a skill but a pathway to cultural assimilation and adaptation, fostering confidence and enriching the overall language-learning experience (Levis, 2016). Proficient oral communication enables learners to engage actively in conversations, understand nuances of the language, and develop a sense of identity within the foreign language and its culture.

The integration of presentation software in EFL (English as a Foreign Language) classrooms has revolutionized language learning by promoting active engagement and skill development. Software tools like Microsoft PowerPoint facilitate interactive learning environments where students can collaborate, create, and present content in the target language (Hassan et al., 2017). Such platforms encourage learners to apply language creatively, enhancing both linguistic proficiency and technological literacy.

Microsoft PowerPoint presentations not only aid in active learning but also contribute significantly to lexical resource development. By organizing vocabulary within meaningful contexts, students can better grasp and retain new words (Moulton et al., 2017). Visual aids and multimedia features further support comprehension and memory retention, fostering a conducive environment for vocabulary expansion and application.



Vygotsky's Social Constructivist Theory underscores the collaborative nature of learning, emphasizing the role of social interactions and cultural context in cognitive development (Parker, 1978). In EFL settings, this theory advocates for collaborative learning activities such as group work, project-based tasks, and interactive discussions. These activities enable learners to negotiate meaning, solve problems collectively, and construct knowledge collaboratively, thereby enriching their language acquisition experience.

Cognitive Load Theory, as proposed by Sweller, highlights the importance of instructional design in managing the mental effort required for learning tasks (Paas & Sweller, 2011). In EFL instruction, this theory guides educators in balancing task complexity to optimize learning outcomes. By employing strategies like visual aids, breaking down information into manageable chunks, and connecting new material to learners' existing knowledge, teachers can effectively manage cognitive load and enhance learning efficiency.

In summary, advancements in EFL pedagogy involve the strategic application of direct vocabulary instruction, the cultivation of oral proficiency for effective communication, the integration of innovative technologies like presentation software, and the utilization of theories like Social Constructivism and Cognitive Load Theory to optimize learning environments. These approaches collectively empower learners to not only acquire language skills but also to engage meaningfully with the language and its cultural context.

The adoption of Communicative Language Teaching (CLT) in EFL education represents a significant shift towards prioritizing communicative competence. This approach emphasizes practical language use over rote

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memorization, encouraging learners to actively engage in authentic communication situations (Richards & Rodgers, 2001). CLT principles advocate for meaningful interaction in the target language, promoting fluency and accuracy through tasks that require learners to negotiate meaning and express their thoughts effectively (Nunan, 2004).

In the realm of vocabulary acquisition, CLT underscores the importance of learning words within their natural contexts and using them in communicative tasks (Richards & Rodgers, 2001). This approach facilitates a deeper understanding of word meanings, nuances, and collocations, aligning with research that highlights the challenge of mastering the depth of vocabulary knowledge (Laufer & Ravenhorst-Kalovski, 2010). By integrating presentation software into CLT practices, educators can further enhance vocabulary learning by creating opportunities for learners to present and discuss topics in the target language, thereby reinforcing vocabulary retention and language production skills (Sadler & Dooly, 2012).

Presentation software, such as Microsoft PowerPoint, serves as a versatile tool for promoting authentic communication in EFL classrooms (Hassan et al., 2017). Learners can utilize these platforms to prepare and deliver presentations on diverse subjects, fostering discussions that require them to formulate ideas, organize content effectively, and present information coherently in the target language (Sadler & Dooly, 2012). This process not only enhances oral proficiency but also cultivates critical thinking and language planning skills essential for effective communication.

Moreover, the integration of multimedia resources, including educational videos on platforms like YouTube, offers additional benefits for EFL



learners. YouTube provides a dynamic environment where learners can access authentic language use, engage with diverse content, and practice speaking in a low-pressure setting (Zhang, 2010). This approach supports fluency development by exposing learners to natural speech patterns, facilitating interaction through comments and discussions, and promoting independent language learning outside traditional classroom constraints.

In conclusion, the synergy between CLT principles, presentation software, and multimedia resources represents a progressive approach to EFL instruction. By emphasizing communicative competence, leveraging technology for authentic tasks, and providing varied opportunities for language practice, educators can effectively enhance learners' oral proficiency and vocabulary acquisition in meaningful and engaging ways. These strategies not only address the complexities of language learning but also empower learners to become more confident and effective communicators in the global context.

Methodology:

The research paradigm selected for this study was primarily pragmatic. A pragmatic paradigm encourages methodological eclecticism and typically combines both qualitative and quantitative approaches to accommodate the research objectives (Dawadi et al., 2021). This pragmatic approach was applied to provide a comprehensive understanding of the research problem from multiple perspectives, thus allowing the data to drive the inquiry rather than the paradigm.

The pragmatic paradigm was beneficial for this research, as it allowed the study to be approached from multiple angles, utilizing both subjective (qualitative) and objective (quantitative) perspectives. A mixed-methods

approach, incorporating both qualitative and quantitative methods, was employed to ensure a more robust investigation into the research problem (Creswell & Clark, 2017).

The Primary Vocabulary Levels Test (PVLТ), initially developed by Laufer & Nation (1999), served as a foundational data collection instrument in this study. Renowned for its robustness in assessing vocabulary size within the realm of second language acquisition research, the PVLТ evaluates both receptive and productive vocabularies across a spectrum of frequency levels spanning from 2000 to 10,000, including academic word levels. Its widespread acceptance underscores its utility in providing reliable and valid measures of vocabulary competence across diverse learner populations.

Qualitative insights were garnered through interviews, a methodological mainstay for delving deeply into individuals' perspectives and experiences (Morgan et al., 1998). Employing a focus group format facilitated by a moderator, these interviews engaged 5-7 participants per session, structured around predefined themes aligned with the study's objectives. Participants shared their reflections on the integration of oral presentations, specifically employing tools such as PowerPoint and YouTube within EFL learning contexts. Sessions were meticulously recorded to ensure fidelity in data capture and subsequent transcription.

Complementing qualitative approaches, questionnaires administered via digital platforms such as Google Forms constituted a pivotal quantitative data collection tool (Cohen et al., 2007). These instruments were designed to solicit student perspectives on the efficacy of presentations (PowerPoint) and YouTube videos in enhancing their speaking proficiency. Drawing from established frameworks in prior research by Ghasemi Ardekani (2012) and



Hao (2017), the questionnaire probed various dimensions of students' attitudes and perceptions regarding English language speaking skills development within EFL classrooms. Sections of the questionnaire addressed challenges associated with teaching methods, curriculum design, and individual learner obstacles, offering a comprehensive view of the instructional landscape.

In essence, the combination of PVLTA assessments, interviews, and questionnaires constituted a methodologically robust approach to elucidating the multifaceted impacts of presentation tools and multimedia resources on language learning outcomes. This integrated methodology not only captured quantitative metrics of vocabulary acquisition but also rich qualitative insights into learner experiences and perceptions, thereby informing nuanced interpretations and recommendations for educational practice.

Sampling Methodology:

In this study, rigorous sampling methodologies are employed to ensure robustness and representativeness in data collection. A random sampling technique, a form of probability sampling, is adopted to provide every individual within the population of English students at Taif University's College of Business, Hawyah campus, an equal opportunity for selection (Cohen et al., 2007). This methodological choice aims to enhance the validity and reliability of the study's findings by minimizing selection bias and ensuring a diverse participant pool.

Conversely, purposive sampling is utilized to complement the random sampling approach, focusing on specific characteristics or experiences deemed relevant to the study's objectives (Cohen et al., 2007). This method

enables the researcher to target participants from different levels of study, both male and female, within the designated population, thereby facilitating a nuanced exploration of the research questions.

The sample collection process employs a simple random sampling method initiated through collaboration with the College's administration. Access to existing Telegram groups, which encompass students across various academic levels, facilitates the dissemination of survey links to potential participants. This approach ensures voluntary participation, contributing to the study's impartiality and inclusivity.

The rationale behind employing a simple random sampling method is to ensure equitable representation of the student population across different levels and genders. By adhering to this methodological framework, the study endeavors to uphold the integrity and generalizability of its findings, thereby providing insights that accurately reflect the broader student body at Taif University.

Study Procedures:

The study commenced with an extensive literature review aimed at synthesizing existing knowledge on vocabulary levels and speaking proficiency among EFL learners. This phase involved comprehensive searches across academic databases, peer-reviewed journals, books, and relevant sources to establish a robust theoretical foundation.

Subsequently, a meticulous analysis of selected studies was undertaken to discern relevant methodologies, findings, and contributions to the field. This critical evaluation informed the methodological approach adopted for the current study, ensuring alignment with established scholarly practices and research gaps identified through the literature review.



Conducted at Taif University in Saudi Arabia, the study focuses on 100 intermediate-level EFL students recruited from two distinct sections over the academic year. The selection of participants ensured comparability in English proficiency levels, facilitated by instructors proficient in Arabic and English with substantial teaching experience in English-speaking environments. These instructors employed a communicative approach, utilizing English as the primary instructional language to cultivate both linguistic competence and communicative skills among students.

Central to the curriculum were interactive learning activities such as paired and group discussions designed to augment students' oral proficiency. The culmination of the course featured a final presentation, serving as a comprehensive assessment of students' language abilities and reflective of the study's objectives to enhance speaking skills in the EFL context.

In essence, through systematic sampling procedures and methodical study protocols, this research endeavors to contribute substantively to the understanding and advancement of EFL education practices at Taif University, Saudi Arabia.

Findings:

The SPSS software was employed to analyze the questionnaire data. Responses from the questionnaire were entered into SPSS and coded prior to analysis. This analysis involved basic descriptive statistics, such as frequencies and percentages, along with more complex studies to uncover connections and patterns within the data (Field, 2013). The data derived from the SPSS analysis was presented in various formats to enhance comprehension. Pie charts were utilized to depict the percentage distribution of respondents for each questionnaire option, bar graphs were employed to

illustrate the comparison of responses across different groups or categories, and tables were used to provide a comprehensive overview of the data.

Discussion:

The use of pie charts, bar graphs, and tables facilitated a concise and clear depiction of the results, enabling easier interpretation of the findings. Pie charts effectively showed the proportion of respondents selecting each option, making it straightforward to see the most and least popular choices. Bar graphs allowed for a visual comparison between different groups, highlighting variations in responses across categories. Tables provided a detailed numerical representation of the data, offering a complete picture of the questionnaire results. These presentation methods collectively aided in the succinct and clear presentation of the results, making it possible to interpret the findings more easily and derive meaningful insights from the data.

Validity and reliability:

Validity and reliability are essential components of a strong research technique. According to Ary et al. (2018), reliability describes the consistency of the findings when the research is repeated under the same circumstances. It indicates how closely a tool or process produces results that are consistent across numerous trials or researchers. On the other hand, validity concerns whether the study measures the idea it sets out to do so (Ary et al., 2018). Validity guarantees that the results are accurate and pertinent to the study topics.

Throughout all phases of the research process, a systematic and uniform methodology was followed to guarantee the validity of the study. To prevent any potential bias, the focus group talks were held during the data collection



phase in similar settings with the same guidelines being presented to every participant. An SPSS program was used to ensure uniformity in the survey responses. Researchers have found that the PVLТ evaluates vocabulary knowledge well in previous studies (Laufer & Nation, 1999) and supported its validity.

Conclusion and Recommendations:

This study underscores the transformative potential of integrating presentation software like PowerPoint and educational videos from platforms such as YouTube to enhance students' English speaking skills through active engagement. By facilitating opportunities for free-speaking activities, these tools inspire motivation among students, encouraging deeper research and more effective classroom presentations. The responsibility lies with instructors to impart organizational and presentation skills crucial for delivering informative and captivating content. Despite varying perspectives on educational technology, participants unanimously agreed on the effectiveness of well-structured presentations in creating engaging learning experiences.

Moreover, EFL educators are encouraged to harness YouTube's interactive capabilities to cultivate communication skills within a stimulating learning environment. Effective integration necessitates educators' proficiency in utilizing YouTube for speaking instruction, alongside diligent assessment of student learning and interaction. Beyond speaking skills, YouTube can also be leveraged to bolster reading, writing, and listening proficiencies, thereby fostering comprehensive language development.

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The study highlights the motivational benefits and effectiveness of YouTube and presentation software in enhancing Saudi EFL students' oral performance skills. Recommendations for further research include exploring these tools' impacts on oral proficiency and lexical acquisition using diverse methodological approaches such as interviews and observations. Replicating the study with a larger sample size would provide deeper insights into educators' attitudes toward these pedagogical tools, potentially informing practical strategies to enrich EFL learning environments and sustain student motivation.

Research Ethics:

Ethics form the cornerstone of this research endeavor, guiding every stage from conception to dissemination. Upholding ethical standards ensures the protection of participants' rights, maintains research integrity, and underscores researchers' accountability in knowledge production. Respectful conduct towards participants is paramount, ensuring they are shielded from physical or psychological harm throughout all interactions, including focus group discussions and communication channels.

Confidentiality safeguards participant privacy rigorously. All data, encompassing PVLТ responses, interview transcripts, and questionnaire results, are securely managed to preserve anonymity. Identifiable information remains strictly separate from research data, utilized solely for scientific purposes as agreed upon with participants. Transparency and informed consent principles govern participant involvement, with explicit assurances that participation is voluntary and withdrawal from the study is permissible at any stage without repercussions.



In essence, adherence to ethical principles not only aligns with regulatory guidelines but also upholds the core values of respect, competence, and responsible conduct essential to ethical research practices. By maintaining ethical rigor, this study aims to contribute valid and trustworthy insights into enhancing EFL education through innovative pedagogical approaches while safeguarding the welfare and dignity of all participants involved.

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