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Enhancing EFL Speaking Confidence through AI-Supported One-Minute Video Recording

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INTRODUCTION

Students at Que Phong High School, many from ethnic minority communities, have limited exposure to spoken English and often experience speaking anxiety. This study examined an AI-supported one-minute video approach that enabled repeated practice, self-review, and re-recording in a flexible, low-pressure environment, supporting pronunciation, autonomy, and confidence.

RESEARCH QUESTIONS

- RQ1.** To what extent did AI-supported one-minute video recording improve students' speaking performance?
RQ2. How did the approach influence students' speaking confidence and anxiety?
RQ3. How did students perceive repeated recording, AI support, and teacher feedback?

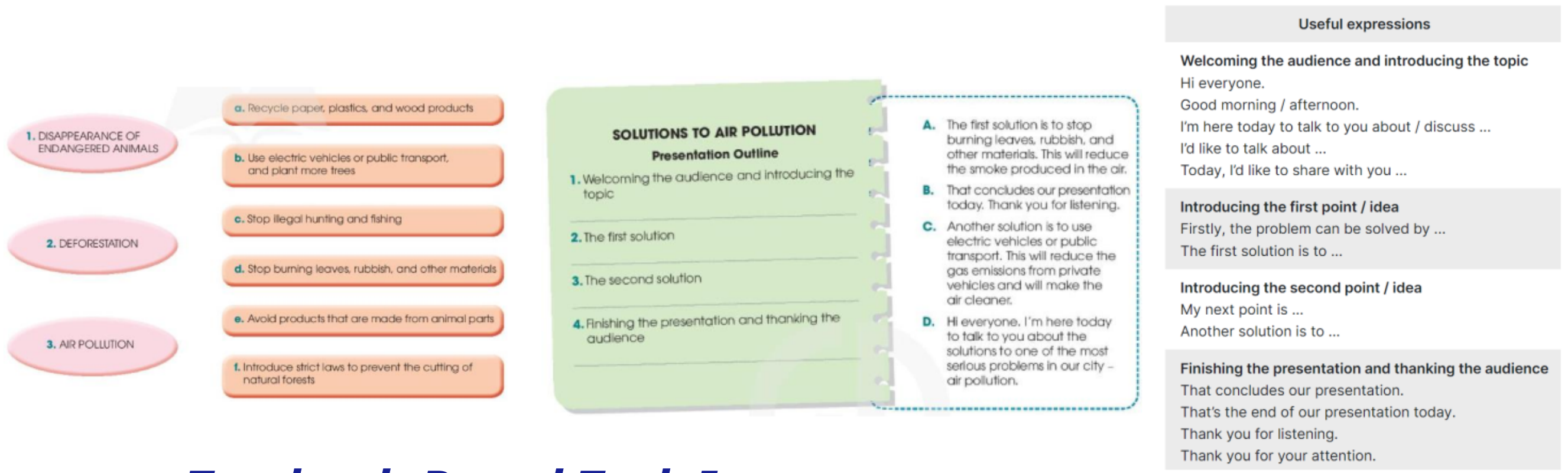
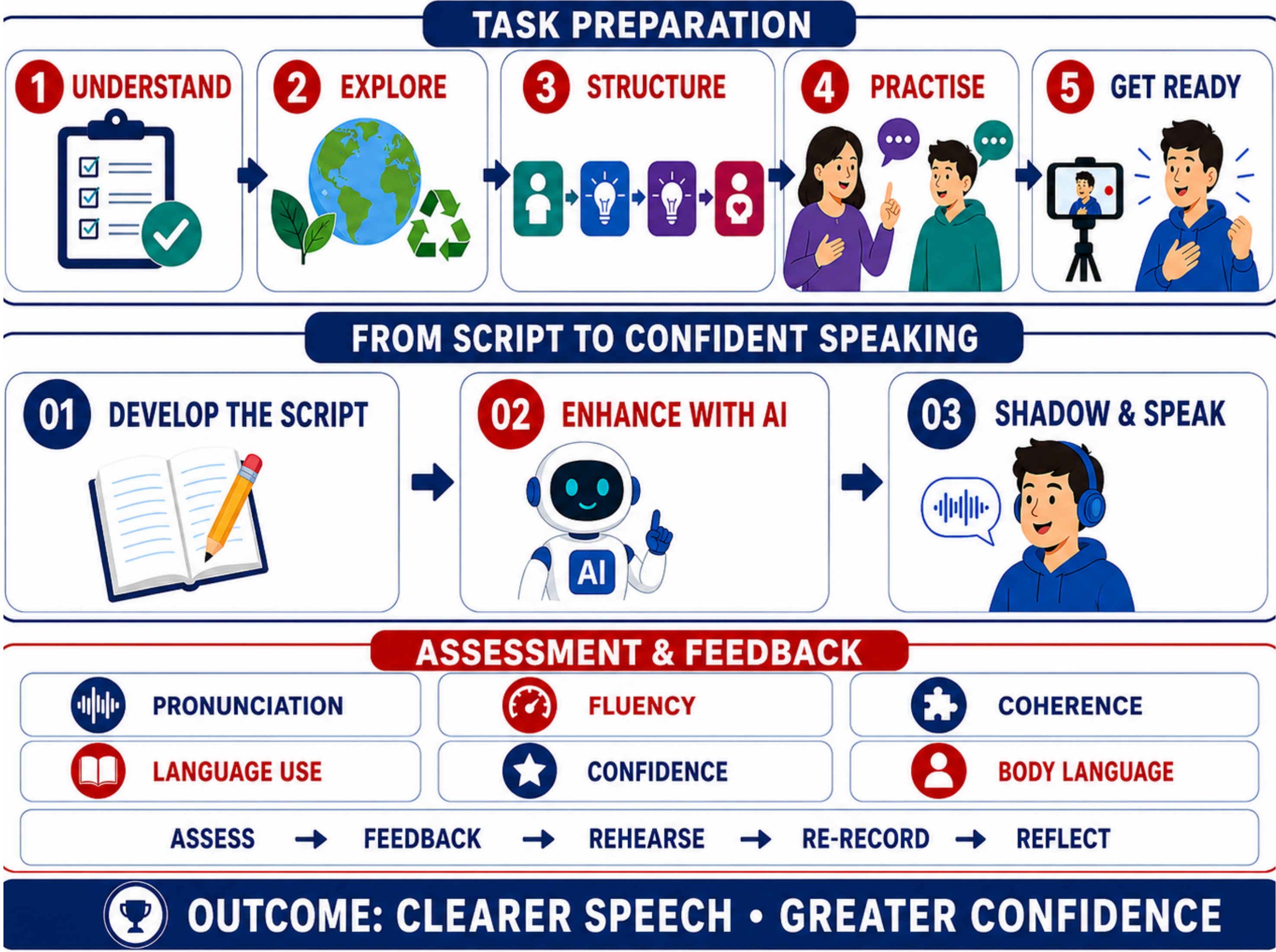
THEORETICAL FRAMEWORK

- Self-Efficacy:** Successful practice builds confidence and willingness to speak. (Bandura, 1997)
Output & Noticing: Recording and reviewing help learners identify gaps in their spoken English. (Swain, 1985; Schmidt, 1990)
Scaffolding & Feedback: AI models and teacher feedback provide guidance for improvement. (Vygotsky, 1978; Hattie & Timperley, 2007)

METHODOLOGY

- Participants:** 127 Grade 10 students
Research Context: Que Phong High School, a mountainous school in Vietnam where students have limited exposure to spoken English.
Implementation Period: Semester 2 of the 2025–2026 academic year.
Research Approach: Classroom action research using pre- and post-implementation comparisons to examine changes in students' speaking performance and confidence.
Data Collection Methods: Pre- and post-speaking assessments, students' one-minute video recordings, classroom observations, and student feedback surveys.
Assessment Areas: Speaking confidence, pronunciation, fluency, coherence, organization, and overall delivery.

AI-SUPPORTED LEARNING CYCLE



Textbook-Based Task Input

AI-ASSISTED SCRIPT

"I am going to have a presentation on environmental problems. I will talk about solutions to protect endangered animals, such as stopping illegal hunting and avoiding products made from animal parts. Use this structure: Introduction - solution 1 - solution 2 - conclusion. Use these expressions: 'Today, I'd like to talk about...', 'The first solution is...', 'Another solution is...', 'Thank you for listening.' Use vocabulary from the textbook such as: endangered animals, illegal hunting, pollution, recycle. Help me create a one-minute presentation."

Here's a clear one-minute presentation following your structure and required language:

Introduction
Today, I'd like to talk about environmental problems and some solutions to protect endangered animals.

Solution 1
The first solution is stopping illegal hunting. Many animals are in danger because people hunt them for food or products. Governments should make stronger laws, and people should not buy things made from animal parts.

Solution 2
Another solution is reducing pollution and protecting natural habitats. We can help by using less plastic and trying to recycle more. This will make the environment cleaner and safer for animals to live in.

Conclusion
In conclusion, protecting endangered animals is very important. We should all take action to stop illegal hunting and reduce pollution.
Thank you for listening.

LISTEN & PRACTISE

Today, I'd like to talk about environmental problems and some solutions to protect endangered animals.

The first solution is stopping illegal hunting. Many animals are in danger because people hunt them for food or products. Governments should make stronger laws, and people should not buy things made from animal parts.

Another solution is reducing pollution and protecting natural habitats. We can help by using less plastic and trying to recycle more. This will make the environment cleaner and safer for animals to live in.

In conclusion, protecting endangered animals is very important. We should all take action to stop illegal hunting and reduce pollution.

Thank you for listening.

KEY RESULTS

Speaking performance shifted clearly from lower to higher levels after the intervention

STUDENT PERFORMANCE: BEFORE VS AFTER



14.1% → 41.0%
GOOD + EXCELLENT
+26.9 percentage points

57.5% → 26.7%
WEAK + POOR
-30.8 percentage points

WHAT IMPROVED?

PRONUNCIATION

Clearer speech

FLUENCY

Fewer pauses

COHERENCE

Better organization

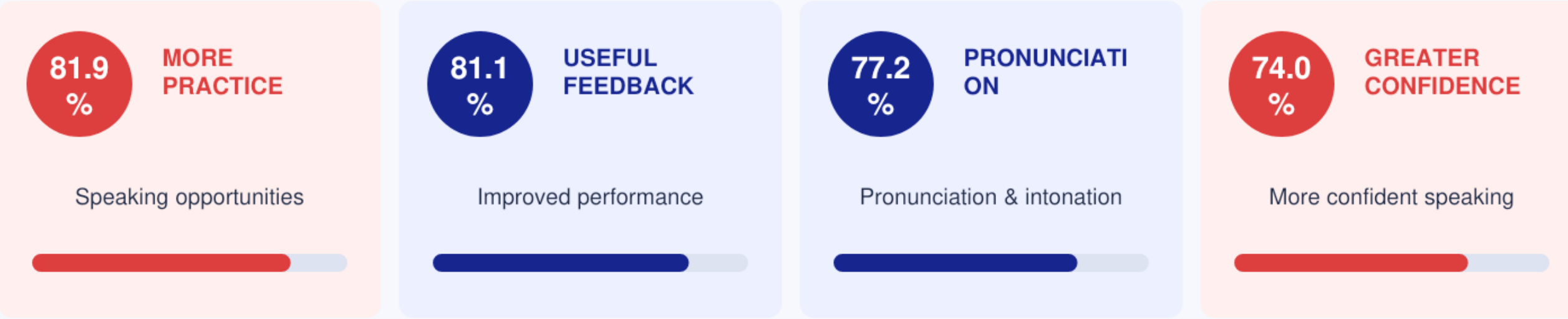
DELIVERY

Greater confidence

AI-supported one-minute video practice contributed to stronger performance and speaking confidence.

STUDENT FEEDBACK

Strong student support for AI-assisted one-minute video practice



PRACTICE + AI SUPPORT + TEACHER FEEDBACK → CONFIDENCE

CONCLUSION & IMPLICATIONS

AI-supported one-minute video practice created a flexible, low-pressure pathway from repeated rehearsal to more confident speaking.

- 01 STRONGER PERFORMANCE**
Improved pronunciation, fluency, coherence, and delivery
 - 02 GREATER CONFIDENCE**
More practice opportunities with lower speaking anxiety
 - 03 LEARNER AUTONOMY**
Self-review, re-recording, reflection, and goal setting
- PRACTICAL IMPLICATION** Use AI as guided support: combine structured prompts, repeated recording, and timely teacher feedback.

REFERENCES

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