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TABLE OF CONTENTS

INTRODUCTION	11
1. A STUDY ON THE EFFECTIVENESS OF CREATING ENGLISH NEWS VIDEOS TO ENHANCE SPEAKING SKILLS FOR ENGLISH CLUB MEMBERS AT HUNG YEN UNIVERSITY OF TECHNOLOGY AND EDUCATION Tuan Minh Dinh, Huong Thao Le, Thi Huyen Trang Nguyen	17
2. APPLYING BLENDED LEARNING IN ENGLISH LESSONS TO DEVELOP HIGH SCHOOL STUDENTS' COMMUNICATIVE COMPETENCE IN ENGLISH AND GENERAL COMPETENCE IN VIETNAM Nguyen Thi Phuong	28
3. APPLYING SUGGESTOPEDIA TO IMPROVE STUDENTS' LISTENING SKILLS IN ENGLISH LANGUAGE AT SWINBURNE VIETNAM Nguyen Mai Linh , Nguyen Thi Thuy Nga	45
4. APPLYING CRITICAL DISCOURSE ANALYSIS IN TRANSLATION OF POLITICAL SPEECHES: A FOCUS ON NON-DEFINING MODIFIERS Nguyen Viet Thien Tu	55
5. APPROACHES TO EMBEDDING SPEECH ACT THEORY IN ENGLISH INSTRUCTION FOR COLLEGE STUDENTS Dang Nghiem Thu Nga	69
6. CAMBODIAN STUDENTS' CHALLENGES WITH ENGLISH WORD STRESS AND STRATEGIES TO DEAL WITH PRONOUNCING WORD STRESS Sekkhapirath Set	82
7. DIFFICULTIES AND STRATEGIES IN LEARNING ENGLISH AND FRENCH MEDICAL TERMINOLOGY: A SURVEY STUDY OF FIRST-YEAR STUDENTS AT A MEDICAL UNIVERSITY IN VIETNAM Bui Thi Anh Tuyet, Dong Quynh Trang, Trinh Thi Thu Trang, Nguyen Thu Hien, Tran Thi Ha Giang	102
8. ENHANCING COMMUNICATIVE COMPETENCE IN ENGLISH FOR TOURISM STUDENTS THROUGH PROJECT - BASED LEARNING ACTIVITIES Hoang Thi Thanh, Nguyen Thi Thao, Pham Dieu Ly, Dinh Thi Bich Nguyet, Tran Minh Duc	114
9. ENHANCING STUDENTS' PRAGMATIC COMPETENCE THROUGH THE IMPLEMENTATION OF ROLE-PLAY ACTIVITIES Dao Thi Van Hong, Nguyen Thi Huyen Trang	135
10. EMBEDDING DRAMAS IN ENGLISH GRAMMAR LESSONS FOR ENGLISH-MAJORED STUDENTS: PRACTICE AND SUGGESTIONS Tran Thi Dung, Nguyen Minh Ha, Nguyen Thi Huong	145
11. EXPLORING STUDENTS' PERCEPTIONS TOWARDS MINDMEISTER TO IMPROVE SPEAKING SKILLS: THE CASE OF SAIGON UNIVERSITY Dang Vu Minh Thu, Do Ngoc Nhu Thuyen	166

12.	EXPLORING THE EFFECTIVENESS OF EXTENSIVE READING THE INCIDENTAL VOCABULARY ACQUISITION OF EFL LEARNERS Nguyen Thi Huyen Trang	184
13.	FACTORS THAT CAUSE EFL LEARNERS' ENGLISH-SPEAKING ANXIETY: A CASE STUDY OF CAMBODIAN HIGHER EDUCATION INSTITUTIONS Rany Sam, Hak Yoeng, Morin Tieng, Sarith Chiv	197
14.	INVESTIGATING TEACHING MANAGEMENT FOR ACADEMIC QUALITY ASSURANCE AT A HIGHER EDUCATION DEPARTMENT Quach Thi To Nu	213
15.	INDONESIAN UNIVERSITY STUDENTS' GRAMMARLY INDEPENDENT APPROPRIATION: MOTIVATION AND PERCEPTION Praditya Putri Utami, Evi Karlina Ambarwati, Indah Purnama Dewi	227
16.	MARKERS OF IMPORTANCE USED IN LECTURES FROM TOEFL IBT Nguyen Thi My Lien, Dao Thi Linh Tam, Tran Le Thanh Tu, Nguyen Thi Kim Phuong	238
17.	MOODLE-BASED ENGLISH FOR SPECIFIC PURPOSES TEACHING AT HO CHI MINH CITY UNIVERSITY OF TECHNOLOGY AND EDUCATION Su Thi Ai My, Hua Tran Phuong Thao	257
18.	NON-VERBAL INTERACTION IN ELT CLASS SETTING: TEACHERS' AND STUDENTS' PERCEPTION AND ADVANCEMENT Nguyen Thi Hong Van	268
19.	PRE-SERVICE TEACHERS' EXPERIENCE OF TECHNOLOGY-ENHANCED PROJECT BASED LEARNING Evi Karlina Ambarwati	284
20.	STUDENTS' ATTITUDES TOWARDS THE USE OF YOUTUBE FOR PRACTICING LISTENING OUTSIDE CLASSROOMS Le Thi Thuy Nhung	298
21.	STUDENTS' PERCEPTIONS OF THE EFFECTIVENESS OF SELF-RECORDING VIDEOS IN DEVELOPING STUDENTS' SPEAKING SKILLS Lam Thuy Trang, Vo Thi Bich Phuong	313
22.	TEACHING REFLECTION TO FIRST-YEAR STUDENTS OF ESL: A THREE-YEAR COLLECTIVE CASE STUDY IN RURAL VIETNAM Hien Minh Thi Tran, Farshid Anvari, Hien Dieu Thi Phan	326
23.	TEACHERS' PERCEPTION OF CLASSROOM OBSERVATION, PEER OBSERVATION AS PROFESSIONAL DEVELOPMENT TOOL Hoang Thi Man	344
24.	THE REALIZATION OF THEMATIC PROGRESSION IN ACADEMIC WRITING IN GLOBAL CITIZENSHIP PROGRAM: A CASE STUDY Nguyen Mai Linh, Nguyen Thi Thuy Nga	360
25.	THE ATTITUDES OF PRE-INTERMEDIATE STUDENTS IN USING GOOGLE TRANSLATE AS A LEARNING TOOL DURING IN-CLASS WRITING LESSONS Dang Vu Minh Thu, Nguyen Lam Anh Duong, Nguyen Hoang Thanh Tam	375
26.	TEACHER IDEOLOGIES OF ENGLISH IN 21 ST CENTURY: THE PEOPLE'S POLICE ACADEMY AND NEW DIRECTIONS FOR ENGLISH LANGUAGE TEACHING Dinh Thi Van Anh	387

27.	USE OF COOPERATIVE LEARNING TO DEVELOP SPEAKING SKILLS FOR FIRST-YEAR ENGLISH-MAJORED STUDENTS	
	Do Tien Duc	401
28.	UNCLOAKING IELTS INTERNATIONAL TEST OR EXCLUSION THREAT?	
	Huong Ngo	416
29.	USING GLOBAL CLASSROOM TO ENHANCE SPEAKING SKILL FOR EFL STUDENTS	
	Duong Thi Van Anh, Nguyen Thi Huyen Trang	429
30.	VIETNAMESE NOVICE ENGLISH TEACHERS' IDENTITY CONSTRUCTION PROCESS: MULTIPLE CASE STUDIES IN HANOI	
	Hoang Anh Phong, Nguyen La Yen Nhi	443
31.	YOUGLISH AS A TOOL OF IMPROVING ENGLISH PRONUNCIATION	
	Ly Hoang Thi Minh	454

STUDENTS' PERCEPTIONS OF THE EFFECTIVENESS OF SELF-RECORDING VIDEOS IN DEVELOPING STUDENTS' SPEAKING SKILLS

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Abstract: *Speaking skill has a vital role in English as a foreign language (EFL) learning since it demonstrates student communication competence. However, improving student speaking skill is considered as one of the challenges for most teachers. This study aims to find out the impact of implementing self-recording videos on English speaking skill for higher education students. The research enlisted 39 university students, employing a questionnaire to gauge their perceptions of the efficacy of self-recording videos on their speaking skills, alongside their performance in both pre-test and post-test oral assessments. The findings suggest a positive correlation between the use of self-recording videos and students' speaking proficiency. Preliminary analysis hints at potential statistical significance regarding students' preference for self-recording videos. In addition, the analysis of students' results reveals that students performed better in the post-test. A discussion emphasizes the new insights on how the implementation of technology can leverage student language learning that can foster their motivation and communicative performance.*

Keywords: *Self-recording videos, speaking skill, impact, students' perception*

Introduction

Speaking skills are particularly important for English language learners. Speaking skill is important to master because it's the basic for communication (Zyoud, 2016). According to Wallace (1991), the main goal of learning a foreign language is to be able to speak it. It is a global language which is essential for learners to succeed in a globalized world, and it also plays a crucial role in allowing learners to communicate effectively, build relationships, and achieve their personal and professional goals (Dang, Nguyen and Nga, 2022).

Despite the importance of speaking skills to language learners, speaking skills have been considered the most difficult language skill as compared to other skills of listening, reading, and writing (Liu, 2009; Öztürk and Gürbüz, 2014; Dang, Nguyen and Nga, 2022). One of the most obvious reasons for this fact is that speaking skills require regular practice to improve, but students may not have enough opportunities to practice speaking in the target language (Fulcher, 2003). This can be due to a lack of time, resources, or opportunities to interact with native speakers. Moreover, students may be hesitant to speak in the target language because they are afraid of making mistakes or being judged by others (Dwyer & Davidson, 2012). This can lead to a lack of confidence and reluctance to participate in speaking activities. In addition, students may also

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struggle with grammar and pronunciation, which can make it difficult for them to communicate clearly and effectively (Padmadewi, 1998). The students might have long pauses in thinking of what to say, which vocabulary to use, and what grammatical structures to use, thus speaking tasks become a pressure to them. Therefore, it can be challenging for teachers and students to find out techniques and strategies to improve speaking skills.

To help students overcome those difficulties in improving their speaking skills, many novel methods and strategies have been created. Video recording turns out to be one of the strategies that can be used to enhance students' speaking skills (Kondal & Prasad, 2020). Video recording is an effective tool for developing speaking skills, as it allows individuals to observe and reflect on their own performance, receive feedback from teachers, and provide opportunities for speaking practice (Schults *et al.*, 2013; Gromik, 2015; & Dewi, 2016). Self-recording videos allows students to reflect on their own speaking performance and identify areas for improvement. This can help them become more aware of their strengths and weaknesses and take ownership of their learning. Secondly, teachers can use self-recording videos to provide feedback to students on their speaking performance. This feedback can be more specific and targeted than feedback given in real-time, as teachers can review the videos multiple times and provide detailed comments. Moreover, self-recording videos provide students with opportunities to practice speaking in a low-pressure environment. They can record themselves multiple times and make adjustments to their performance before submitting the final video.

The utilization of video recording empowers learners to augment their communication skills by enabling them to articulate their thoughts clearly, cultivate their ideas, and foster a heightened sense of responsibility and independent learning (Menggo *et al.*, 2019). Additionally, there exists an assumption that self-recording fosters the development of students' oral proficiency while enhancing their self-confidence (Kim, 2014). In university context of Vietnam, students have to master their speaking skills in order to achieve a certain level of the 4-skills international English test as a compulsory standard to graduate. However, speaking skills did not receive much attention from instructors because of the limited speaking practice time in class, large class size, and students' lack of motivation to join in speaking activities (Dang *et al.*, 2021 and Ton, 2017).

It is worth noting that in Vietnamese educational contexts, there exists a paucity of research examining the efficacy of self-recording videos in fostering students' speaking competencies. Given the significance of enhancing students' speaking abilities and recognizing SRVs as a potent tool in achieving this, our present study aims to delve into two key areas. Firstly, we aim to explore students' perspectives regarding the integration of SRVs for honing speaking skills within language classrooms. Secondly, we seek to assess the tangible impact of SRVs on augmenting students' speaking proficiency.

This study aims at answering these two research questions:

1. *What are the students' perceptions on the use of SRVs in learning speaking skills?*
2. *What aspects of speaking skills are facilitated by the use of SRVs?*

LITERATURE REVIEW

Speaking skills

Speaking skills play a vital role in student language competence. It is one of the four main language skills, along with listening, reading, and writing. According to Sianhaan (2008), speaking is a productive language skill which allows students to communicate effectively with others, express their thoughts and ideas, and participate in social interactions. It is a process of interaction where speakers intend to build meaning through producing, receiving and processing information (Bailey, 2000). Moreover, in language learning, speaking is often considered the most important skill because it is the most practical and useful skill for communication. It is also the most challenging skill to master because it requires learners to achieve not only knowledge of grammar and vocabulary but also the ability to use the skill in real-life situations. Additionally, speaking is considered a productive skill comprising of verbal utterance production which is most paid attention in L1 and L2 because it plays a vital role to transfer idea or meaning (Dewi, 2016) because it enables learners to communicate effectively, participate in social interactions, and succeed in their academic and professional lives.

Self-recording videos (SRVs)

By definition, self-recording videos is a process where an individual records themselves on videos, typically using a smartphone or webcam. The individual can then review the videos to assess their own performance, or share them with others for feedback. The producer of the videos is in charge of preparing the script, develop the answer to the topic and questions, as well as language use and creativity (Baecher *et al.*, 2013, Green, Inan & Maushak, 2014, and Halter & Levin, 2014).

Video recording as one of the technologies is an appropriate media that can be used to develop students' speaking skills because it can help students become more confident and proficient speakers (Gromik, 2015). Additionally, self-recording has emerged as a notably potent and comprehensible medium in the realm of second and foreign language learning, surpassing other forms of media in efficacy. This assertion gains further credence through the findings of Bajrami and Ismaili (2016), who assert that employing self-recording via video yields manifold benefits. These include improvements in listening comprehension, speaking proficiency encompassing pronunciation, vocabulary, and grammar, non-verbal communication skills, as well as fostering students' autonomy, engagement, and motivation.

The importance of SRVs in developing speaking skills

The incorporation of self-recording videos (SRVs) in language education holds significant importance for enhancing student speaking skills. Research conducted by Lee and Kim (2020) underscores the value of SRVs in promoting self-assessment and reflection among learners, enabling them to identify areas for improvement in pronunciation, fluency, and overall speaking proficiency. Additionally, Kim and Han (2018) emphasize the personalized practice opportunities facilitated by SRVs, allowing students to engage in targeted exercises tailored to their individual learning needs. Moreover, SRVs have been found to mitigate speaking anxiety among language

learners, as demonstrated by Kessler (2010), thereby creating a supportive environment conducive to skill development. By integrating SRVs into language learning curricula, educators can foster active student participation and autonomy in the learning process (Zhang, 2020), ultimately leading to improved speaking proficiency and confidence. Digital recordings such as audio and video recordings are used for assessing speaking skills as part of teaching (Brooks, 1999). Students can watch their own videos and assess their own performance, record themselves multiple times and work on improving their performance, students reflect on their own learning process, or submit the videos to their teachers to receive feedback. Overall, the utilization of SRVs represents a valuable pedagogical approach in language education, offering innovative methods to enhance students' oral communication abilities.

Videos aid language learners to get motivation to communicate with students and teachers. They also help to improve peer group performance by providing comments and suggestions (Broadly, 1998). Moreover, the use of self-recording videos, as a learning method that has preliminarily been made and prepared to present or to show in the classroom, can contribute automatically by letting the students participate actively in English learning activities (Aprianto & Muhlisin, 2022). The use of video recording also has numerous impacts on students' English-speaking competence, such as fluency improvement and building up students' new knowledge based on their individual learning needs. According to Amirnejad (2015), there is a flexibility in use of SVRs in terms of time and place and students are more expressive on video because it can be recorded on their own without supervision. It is also obviously accessible to the technology, as students are permitted to employ their mobile phones, which increases students' autonomy and engages them more in their own learning.

Having students produce their own video materials promoted active learning (Schults *et al.*, 2013). When students are involved in the creation of video content, they are actively engaged in the learning process. They are not just passively receiving information, but are actively thinking about how to present the information in a clear and engaging way. This can help students to better understand and retain the material they are learning. Additionally, producing video content can help students develop important skills such as research, planning, and communication. They also claimed that asking students to create their own videos facilitated the authenticity. When students are given the opportunity to create their own videos, they are able to express their own ideas and perspectives in a way that is unique to them. This can help to make the learning experience more meaningful and relevant to the students, as they are able to connect the material to their own lives and experiences. Furthermore, creating their own videos can help students to develop important skills such as critical thinking, problem-solving, and creativity.

A video recording project applied by Berney & Schlau (1989) facilitated language to stimulate student creativity and confidence. By allowing students to express themselves through videos, they can explore their own ideas and perspectives in a unique and engaging way. In addition, video projects can help students develop important skills such as communication, collaboration, and critical thinking.

Collectively, these investigations offer valuable perspectives on the efficacy of self-recording videos as a potent instrument in instructing speaking skills, aiding in the cultivation of learner

confidence, fostering active participation, and enhancing overall speaking proficiency. The forthcoming study aims to explore students’ perspectives alongside the effectiveness of SRVs in Vietnamese educational settings.

METHODOLOGY

Setting and participants

The current research involved 39 students enrolled in a single English for International Communication (EIC) class at a university, spanning a period of 14 weeks. Convenient sampling was employed for participant selection. These students represented diverse academic majors within the university and were undertaking the EIC6 course. Prior to this, they had completed EIC1-5 as part of their mandatory curriculum. Assessments indicated that they were at the low intermediate level of the Common European Framework (CEF) (B1-). Upon concluding EIC6, they are mandated to undertake the Aptis exam, aiming to attain a minimum B1 score, a requisite for graduation and an international English proficiency certification. The table below describes demographic information of the participants.

Table 1. Demographic information of the participants

Gender	Male	8
	Female	31
Major	Economics & Business	15
	Tourism	10
	Design & Art	6
	Information Technology	8

Design of the study

In this study, descriptive quantitative research methods were utilized to systematically analyze students’ viewpoints regarding the integration of SRVs in enhancing oral communication abilities. The data collection process involved administering Likert-scale questionnaires to assess students’ perceptions of the efficacy of SRVs in educational settings. The questionnaire consisted of 24 items rated on a five-point Likert Scale, spanning from “strongly disagree” to “strongly agree.” These items were categorized into three sections: technical, cognitive, and academic dimensions, aiming to evaluate the perceived effectiveness of SRVs comprehensively.

Additionally, students’ speaking abilities were assessed at various intervals to examine the influence of SRVs in language education. Each student was assigned to deliver three consecutive speeches on given topics, each spanning 3-5 minutes. These presentations were recorded as videos, with the students’ performances evaluated during the initial three weeks of the course serving as pre-test scores. Subsequently, their mid-term speaking evaluations were regarded as post-test scores. The mid-term assessments mirrored the structure of an IELTS speaking test, evaluating students’ capacity to articulate their viewpoints on specific topics. These evaluations were conducted through individual interviews with an examiner.

Data collection and analysis

A survey was conducted online, utilizing a questionnaire comprising 24 questions categorized into three sections examining the technical, cognitive, and academic dimensions of SRVs. Initial assessment scores, or pre-test scores, were derived by averaging the scores from three speaking videos recorded during the first three weeks of the study. These videos acted as baseline indicators of participants' speaking abilities prior to their exposure to SRVs. Following this, participants' mid-term speaking scores from week 6 served as post-test scores, reflecting their speaking proficiency after engaging with SRVs.

This methodology facilitated a thorough evaluation of the influence of SRVs on students' speaking abilities throughout the duration of the research.

In data analysis, students' speaking scores were given based on their performance in the videos. A speaking rubric which includes a set of 4 criteria – (1) fluency, (2) vocabulary, (3) grammar, and (4) pronunciation was used to assess student speaking performance. Each criterion has scores from 0 to 5. The scoring rubrics can be described as follows:

Score	Grammar	Vocabulary	Pronunciation	Fluency
5	Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.	Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding.	Pronunciation is intelligible. Mispronunciations do not put a strain on the listener or lead to misunderstanding.	Some pausing while searching for vocabulary but this does not put a strain on the listener. A limited number of cohesive devices are used to indicate the link between ideas.
4	Control of simple grammatical structures. Errors occur when attempting complex structures.	Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts.	Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener.	Some pausing, false starts and reformulations. Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
3	Uses some simple grammatical structures correctly but systematically makes basic mistakes.	Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable.	Mispronunciations are noticeable and put a strain on the listener.	Noticeable pausing, false starts and reformulations but meaning is still clear. Cohesion between ideas is limited. Responses tend to be a list of points.
2	Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding.	Vocabulary is limited to very basic words related to the questions.	Pronunciation is mostly unintelligible except for isolated words.	Frequent pausing, false starts and reformulations impede understanding. No cohesion between ideas.
1	No meaningful language The responses are completely off-topic.			
0	Does not attend_			

Data collected from the questionnaire survey and student scores from the pre-test and post-tests were systematically analyzed. Descriptive statistics and paired sample T-tests were employed to reach the results.

FINDINGS AND DISCUSSION

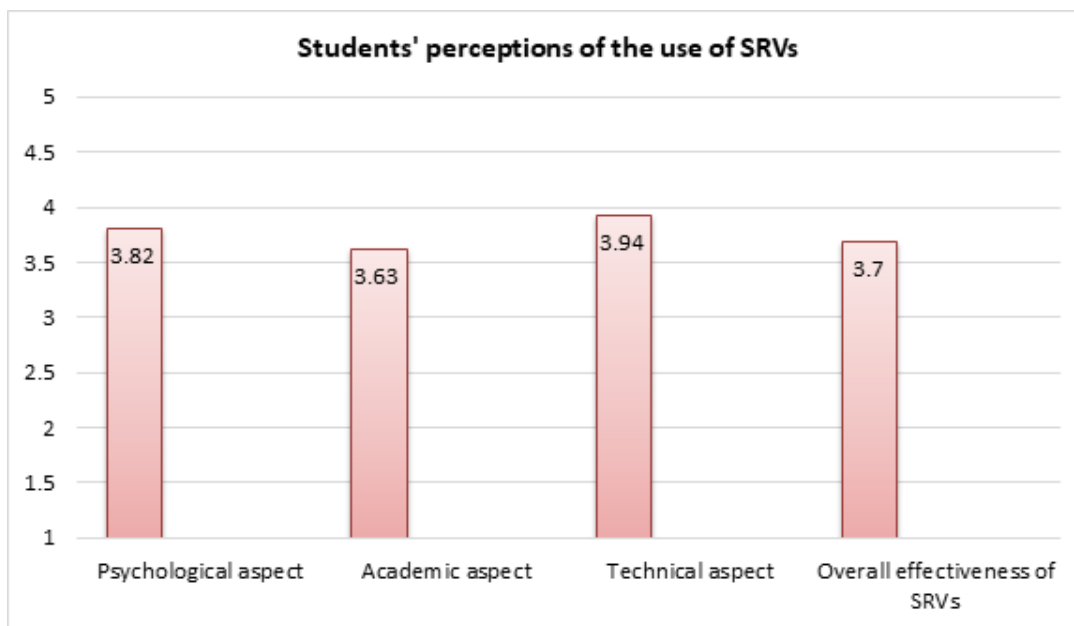


Figure 1. Students' perceptions of the use of SRVs technique in developing speaking skills

In the current study, students' perceptions of the use of SRVs in the classroom for the purpose of developing speaking skills were examined in three aspects of psychological, academic, and technical. As can be seen from Figure 1 above, the overall effectiveness of SRVs was evaluated by the students as effective (M = 3.7, high level). Technical aspect was reported to be highly positive (M = 3.94, high level) by the students, which shows the fact that gen Z students were familiar with video making, editing, and submitting. Ranked second was the psychological aspect of the use of SRVs with M = 3.82 (high level). The academic aspect of SRVs' impact was ranked at M = 3.36 (high level), which implies that the students' perceptions of the use of SRVs in improving their speaking skills were positive. They believe that SRVs can help them improve their speaking skills.

Psychological aspects

Table 2. Students' perceptions of psychological aspects of the use of SRVs

Research content	Percentage (%)					Mean	Stand. Dev.
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
SRVs has helped me to be more creative.	5.6%	8.3%	22.2%	30.6%	33.3%	3.78	.70
SRVs has helped me to feel more relaxed to speak English.	5.6%	19.4%	22.2%	16.7%	36.1%	3.58	.73
SRVs has helped me to feel more motivated to speak English.	5.6%	8.3%	11.1%	30.6%	44.4%	4.00	.50

SRVs have helped me to feel more excited to speak English.	11.1%	13.9%	33.3%	8.3%	33.3%	3.39	.90
SRVs helped to develop self-confidence.	5.6%	8.3%	16.7%	27.8%	41.7%	3.92	.73
I am more autonomous through SRVs.	5.6%	5.6%	16.7%	13.9%	58.3%	4.14	.73
SRVs helped me to overcome speaking anxiety.	8.3%	8.3%	13.9%	13.9%	55.6%	4.00	.73
Psychological aspect						3.82	.58

Concerning the psychological aspect of the use of SRVs in the classroom, Table 2 demonstrates that according to the students, the most useful aspect of SRVs was that they helped students develop learner autonomy ($M = 4.14$). By conducting a self-video recording, students need to prepare the topics given, take notes, rehearse, record and re-record until they are content with the videos. That procedure encourages students to take more responsibilities of their own speaking practice and speaking skills.

Motivation and speaking anxiety reduction were both ranked second ($M = 4.00$, high level). Other psychological aspects including self-confidence, creativity, relaxation, and excitement were also at high levels ($M = 3.92, 3.78, 3.58, 3.39$ respectively).

Overall, most students agreed and strongly agreed that the use of SRVs was effective in terms of helping them to be psychologically better.

Academic aspects

Table 3. Students' perceptions of academic aspects of the use of SRVs

Research content	Percentage (%)					Mean	Stand. Dev.
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
SRVs is an excellent option to practice English speaking skills.	8.3%	5.6%	8.3%	50.0%	27.8%	3.83	.50
I improved my vocabulary through SRVs.	5.6%	8.3%	27.8%	22.2%	36.1%	3.75	.83
I improved my grammar through SRVs.	8.3%	8.3%	38.9%	16.7%	27.8%	3.47	.92
I improved my pronunciation through SRVs.	8.3%	11.1%	30.6%	13.9%	36.1%	3.58	.90
I improved my fluency through SRVs.	11.1%	11.1%	30.6%	2.2%	25.0%	3.39	.85
I improved non-verbal communication through SRVs	11.1%	11.1%	27.8%	16.7%	33.3%	3.50	.88
I developed my public speaking skills through SRVs.	8.3%	11.1%	13.9%	27.8%	38.9%	3.78	.73
SRVs has helped me to achieve my target competence in speaking.	11.1%	11.1%	11.1%	27.8%	38.9%	3.72	.73
SRVs has helped me to reduce hesitation while speaking.	11.1%	8.3%	13.9%	30.6%	36.1%	3.72	.73
Academic aspect						3.63	.65

The first thing to consider with academic aspect of the use of SRVs is most students agreed that SRVs has provided them with an excellent opportunity to practice English speaking skills (M = 3.83, high level).

Ranked second was improvement in public speaking skills, which received 66.7% of agreement from the students.

Most students also agreed that SRVs helped them develop their vocabulary (M = 3.75).

Reducing hesitation while speaking and achieving target competence also received positive ideas from the students (M = 3.72).

Other aspects of speaking skills including pronunciation, non-verbal communication, grammar, and fluency also received a high level of agreement from the students (M = 3.58, 3.50, 3.47, 3.39 respectively).

In short, for academic aspect of the use of SRVs, the results showed that the students believed the use of SRVs is effective in improving their speaking skills academically.

Technical aspect

Table 4. Students’ perceptions of technical aspects of the use of SRVs

Statements	Percentage (%)					Mean	Stand. Dev.
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
I am familiar with video recording.	13.9%	0%	30.6%	13.9%	41.7%	3.69	1.39
I am familiar with video editing.	13.9%	13.9%	30.6%	13.9%	27.8%	3.28	1.38
I am familiar with video submission.	0%	0%	30.6%	13.9%	55.6%	4.25	.90
I have good technical skills for making videos.	13.9%	0%	13.9%	30.6%	41.7%	3.86	1.35
I have good internet access.	0%	0%	27.8%	13.9%	58.3%	4.14	.83
I have smartphones which can be used for making videos.	13.9%	13.9%	0%	13.9%	58.3%	4.31	.88
I have apps which can be used for making videos.	13.9%	0%	13.9%	13.9%	58.3%	3.89	1.56
Recording videos is easy for me.	0%	13.9%	13.9%	13.9%	58.3%	4.17	1.13
<i>Technical aspect</i>						3.94	1.02

Finally, technical aspects received the most positive view from the students.

The highest mean score belongs to the availability of gadgets used for video recording (M = 4.39, very high).

The results show that the students had good internet access (M = 4.17) with 72.2% of agreement from the students.

In addition, the students also had good technical skills needed for making videos (M = 4.0) and are also familiar with video recording, editing, finalizing, uploading, sharing and submitting.

Overall, the majority of the students reported to have no problems conducting SRVs as part of the speaking lessons.

Aspects of speaking skills facilitated by SRVs

Table 5. Aspects of speaking skills facilitated by SRVs

Skills	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Fluency	.028	.69	.11	-.208	.263	.239	35	.812
Vocabulary	-.083	.60	.10	-.288	.121	-.828	35	.413
Grammar	-.194	.62	.10	-.406	.017	-1.869	35	.070
Pronunciation	-.167	.37	.06	-.295	.039	-2.646	35	.012
Speaking	-.750	1.53	.25	-1.27	-.0230	-2.927	35	.006

Table 5 above illustrates the comparison between the pre-test and post-test of students' mean scores.

The significant values (2-tailed) for pronunciation scores and overall speaking scores of .012 and .006 respectively mean that there is a significant difference between pre-test and post-test on pronunciation aspect and overall speaking skills. In other words, the use of SRVs in the classroom can improve students' pronunciation and speaking skills in general. This is maybe because the students have more chances to practice their pronunciation of words, rehearse their scripts many times, and recognize and correct their own pronunciation mistakes before having their final products submitted. Thus, their pronunciation scores were better.

For other aspects of speaking including fluency, vocabulary, and grammar, the results showed no statistically significant differences. As a result, this can be concluded that the use of SRVs was not effective in enhancing the students' fluency, vocabulary range, and grammatical knowledge. This can be explained by the fact that the students had more time to prepare the scripts, search for new vocabulary, and rehearse the scripts for their video as compared to limited time to prepare the topics in the real speaking test.

Based on the data analysis of the mean score of the pre-test and post-test, it is evident that students' speaking scores are improved after conducting SRVs, especially in their pronunciation. Consequently, SRVs had a positive effect on students' speaking ability. Furthermore, the findings of the study indicate that SRVs serve as a versatile and effective tool for teaching speaking skills to students across various educational contexts. These results are consistent with prior research conducted by Castaneda & Gonzales (2011) and Gromik (2015), who also highlighted the utility of video-recorded speaking tasks in enhancing students' oral communication abilities. Additionally, the current study expands upon existing literature by delving into specific aspects of SRVs, such as their impact on learner confidence, engagement, and overall speaking proficiency. The research suggests that SRVs not only provide opportunities for students to practice speaking in a controlled and self-paced environment but also offer valuable feedback mechanisms for self-assessment and reflection. Moreover, the study reveals nuances in the implementation of SRVs, including variations in student perceptions and preferences regarding their use in the classroom.

These insights contribute to a deeper understanding of how SRVs can be effectively integrated into language teaching methodologies to optimize student learning outcomes.

CONCLUSION AND RECOMMENDATION

The current study was intended to measure the students' perceptions of the effectiveness of the use of SRVs in the classroom to improve their speaking abilities and the actual improvement of their speaking skills. Two important results were found out from statistical analysis.

The findings of the study make several notable contributions to the field of language education. Firstly, the overwhelmingly positive views expressed by students regarding the use of self-recording videos (SRVs) underscore the potential of this tool in enhancing speaking skills. The technical aspect of SRVs, highlighted as a strength by students, not only facilitates the process of recording but also fosters a sense of ease and accessibility. Moreover, the students' perception of SRVs as a valuable resource for extended speaking practice complements the limited time dedicated to speaking skills in traditional classroom settings. Additionally, SRVs emerge as an effective strategy for addressing speaking anxiety, as students can engage in self-reflection and identify areas for improvement by reviewing their own videos.

Secondly, the analysis of pre-test and post-test scores provides empirical evidence of the efficacy of SRVs in improving students' speaking abilities, particularly in terms of pronunciation. This suggests that SRVs serve as a valuable pedagogical tool for targeting specific linguistic aspects and facilitating measurable progress in oral communication proficiency over time. The findings underscore the importance of incorporating SRVs into language teaching methodologies to optimize learning outcomes and address the diverse needs of students. Furthermore, the emphasis on pronunciation improvement highlights the potential of SRVs to enhance learners' overall linguistic accuracy and fluency, thus contributing to their communicative competence in the target language.

Finally, the findings of the current are partially conclusive, further research is required to cover the limitation of this study. Particularly, the findings of self-recording videos to enhance student speaking abilities in this study are limited to collected data from the questionnaire and student speaking assignments and tests rather than in-depth interviews. As a result, it is recommended that further research with a bigger sample size and mixed methods is required to get a deeper understanding of the use of SRVs and its effect on students' speaking skills.

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