



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Chadli Bendjedid El-Tarf
Faculty of letters and Foreign Languages
Department of English



Optimizing EFL Learners 'Speaking Skill through Video Recording
(Case of study: Third year EFL students at Chadli Bendjedid
El Tarf University)

Dissertation submitted to the Department of English in Partial Fulfilment of the
Requirements for the Master Degree in English Didactics

Submitted by:

Ms. Kraimi Khaoula

Ms .Graini Meriem

Supervised by:

Mr. Redha Benachour

Board of Examiners

Chairman:

MAB

University of Chadli Bendjedid- El tarf

Supervisor: Mr Redha Benachour

MCB

University of Chadli Bendjedid- El tarf

Examiner:

MAB

University of Chadli Bendjedid- El tarf

Academic Year

2019/2020

Declaration

I hereby certify that this research paper, which I now submit for assessment of the program of study leading to the award of Master in **Didactique de l'Anglais** is entirely the result of my own work and has not taken from the work of others save and to the extent that such work has been cited and acknowledged within the context of my work.

The work members:

- **Kraimi Khaoula.**
- **Graini Meriem.**

Signed:

Date: .../.../.....

Dedication

In the Name of Allah, the Most Merciful, the Most Compassionate all praise be to Allah, the Lord of the worlds; and prayers and peace be upon Mohamed his servant and messenger.

This thesis is dedicated to:

My beloved parents "Abed El Nacer ",Nacira"who encouraged me all the time in my darkness moment , and for the safety and protection that have always surrounded me by, and all the support they provided me in all the way long of education journey .

My lovely sisters and brothers: "Zineb", "Chaima", "Hamza", "Moumen" .

All my teachers in Chadli Bendjedid University.

All my beloved friends:"Rahma","Meriem","Kinza","Maza","Manel","Mounia", " Lidia", “ Jouhaina”,”Amal” and "Abd Elghafour ".

To my grandmother the innocent pure soul who died while writing this work, I'll miss you so much.

I pay my special thanks to all my friends and with whom I the most enjoyable years of my life.

All the loves, Khaoula

Dedication

This study is wholeheartedly dedicated to:

My beloved parents, "Azedine"and "Rebeh", who have been my source of inspiration and strength in my life, and who continually provide their moral, spiritual, emotional, and financial support to do the best of me .

My lovely sisters,"Radhia", "Nadia ", "Sabrina"and "Ismahane ", who encouraged me to finish this study.

My dear brothers,"Mohsen"and "Walid", for supporting me and sharing laughter to me.

My sweet little chick,niece : "Aya"

My nephews:"Ayhem"and "Qusay "

My friends, "Ines", "Hana ", "Khaoula"and "Rayan", with whom I shared my years of my university life.

We will forever be grateful for all our friends, teachers and families' encouragements and valuable advice throughout the process of learning,

Meriem

Abstract

Speaking is a very important skill that should be mastered when someone learn a language. The ability to speak English well can be measured as a success criterion in teaching speaking. Recording a video is the best way to get students to become the best speakers. Because, video recording has ability to play and replay the recording, and helps the students to have good recollection toward their performances. Consequently, this research study aims to investigate the effectiveness of video recording as a new teaching method in enhancing students' speaking proficiency on the students' speaking skill, and to provide the required information for foreign language teachers (FLT) so that they can make use of this method efficiently in the classroom. The basic hypothesis adopted in this research sets out that the use of video recording technique can be a great help for teachers to ameliorate their students' speaking skill and communicating abilities. Thus, we conducted this research with 30 first year master degree students of English as a foreign language (EFL) at Chadli Bendjedid University EL_Tarf and twelve (12) teachers from the same university. We designed two questionnaires for both teachers and students to collect the required data through descriptive research method for this study. Therefore, the analysis of those questionnaires showed that using video recording strategy helps to increase students 'performance and overcome the speaking difficulties they suffer from.

Keywords: Video recording, speaking skill.

ملخص

التحدث مهارة مهمة للغاية يجب إتقانها عندما يتعلم شخص ما لغة. يمكن قياس القدرة الجيدة على التحدث باللغة الإنجليزية كمعيار للنجاح في تدريس التحدث. تعد تقنية تسجيل فيديو هو أفضل طريقة لجعل الطلاب يصبحون أفضل المتحدثين. لأن تسجيل الفيديو لديه القدرة على تشغيل التسجيل وإعادة تشغيله، ويساعد الطلاب على تذكر أدائهم جيدًا. وبالتالي، تهدف هذه الدراسة البحثية إلى التحقق من فعالية تسجيل الفيديو كأسلوب تعليمي جديد في تعزيز إتقان الطلاب للتحدث على مهارة التحدث لدى الطلاب، ولتوفير المعلومات المطلوبة لمدرسي اللغات الأجنبية حتى يتمكنوا من الاستفادة من هذه الطريقة بكفاءة في قاعة الدراسة. توضح الفرضية الأساسية التي تم تبنيها في هذا البحث أن استخدام تقنية تسجيل الفيديو يمكن أن يكون مفيدًا جدًا للمعلمين لتحسين مهارات التحدث لدى طلابهم وقدراتهم على التواصل. وبالتالي، أجرينا هذا البحث مع 30 طالبًا من الدرجة أولى ماستر في اللغة الإنجليزية كلغة أجنبية في جامعة الشاذلي بن جديد – الطارف اثنا عشر (12) مدرسا من نفس الجامعة. قمنا بتقديم استبيانين لكل من المعلمين والطلاب لجمع البيانات المطلوبة من خلال طريقة البحث الوصفي لهذه الدراسة. لذلك أظهر تحليل تلك الاستبيانات أن استخدام استراتيجية تسجيل الفيديو يساعد على زيادة أداء الطلاب والتغلب على صعوبات التحدث التي يعانون منها.

الكلمات المفتاحية: تسجيل الفيديو ، الكفاءة الشفهية

Résumé

La parole est une compétence très importante qui doit être maîtrisée lorsque quelqu'un apprend une langue. La capacité de bien parler anglais peut être mesurée comme un critère de réussite dans l'enseignement de l'oral. L'enregistrement d'une vidéo est le meilleur moyen d'amener les étudiants à devenir les meilleurs orateurs. Parce que l'enregistrement vidéo a la capacité de lire et de rejouer l'enregistrement, et aide les élèves à se souvenir de leurs performances. Par conséquent, cette étude de recherche vise à étudier l'efficacité de l'enregistrement vidéo en tant que nouvelle méthode d'enseignement pour améliorer la maîtrise de la parole des étudiants sur les compétences orales des étudiants et à fournir l'information nécessaire aux enseignants de langues étrangères. Afin qu'ils puissent utiliser cette méthode efficacement en classe. L'hypothèse de base adoptée dans le cadre de cette recherche établit que l'utilisation de la technique d'enregistrement vidéo peut être d'une grande aide pour les enseignants afin d'améliorer la capacité de leurs étudiants à parler et à communiquer. Nous avons mené cette recherche avec 30 étudiants de master de première année d'anglais langue étrangère à l'Université Chadli Bendjedid EL_ Taref douze (12) enseignants de la même université. Nous avons conçu deux questionnaires pour les enseignants et les élèves afin de recueillir les données requises.

Mots clés : enregistrement vidéo, maîtrise de la parole.

Acknowledgements

First, before anything, we are extremely thankful to Allah who gave us the strength, capability, opportunity to complete this work.

And as our Messenger Mouhamed, may God's prayers and Peace be upon him, said: «God does not thank those who do not thank people ». So, we would also like to express our tremendous gratitude to our supervisor Mr. Ridha Benachour for his constant help, patient advising, valuable comments, and devoting much of his time to guide us on our way to finish this work.

An appreciative thank is extended to all members of the jury who devoted time and energy to read, examine and evaluate our work. And later, their available comments to update it.

We are grateful to Mr. Djedid Foued for everything he provided as a teacher and as a head of the English Department during all the previous years.

It would not have been possible to attain this level of education without the help of our teachers along the five years.

We also express our sincere thanks to first master students at EL Tarf University whose contribution to this study has been quite fruitful.

Table of Content	
Declaration	I
Dedication	II
Abstract	IV
Abstract in Arabic	V
Abstract in French	VI
Acknowledgements	VII
Table of Content	VIII
List of Tables	XIV
List of Figures.	XV
Key of Abbreviations and Acronyms	XVI
Chapter one: Introduction to the study	
Introduction	1
1. Statement of the Problem	1
2. Aims of the Study	2
3. Significance of the Study	2
4. Research Questions	3
5. Research Hypotheses	4
6. Research Methodology	4
• Research Design	4
• Participants	4
• Data Collection Instrument	5
7. Limitations of the Study	5
8. Organisation of the Study	6

Conclusion	7
Chapter two: Literature Review	
Introduction	8
Part one: A. Speaking Skill	
1. Definition of Speaking Skill	8
2. The Importance of Speaking skill	9
3. Types of Speaking Skill	10
• Imitative Speaking	10
• Intensive Speaking	10
• Responsive Speaking	10
• Transactional Dialogue	11
• Interpersonal Dialogue	11
• Extensive Monologue	11
4. Aspects of Speaking Skill	12
5. The Components of Speaking Proficiency	13
6. Factors Affecting Learners Speaking Ability	15
7. EFL Speaking Difficulties	16
• Inhibition	16
• Lack of Topical Knowledge	16
• Low or Uneven Participation	17
• Mother-tongue Use	17
• Deficient Vocabulary	18
• Poor Listening Practice	18
• Lack of Self Confidence of Making Mistakes	18

B. Learning Speaking	
1. Definition of Learning Speaking	19
2. Principles of Learning Speaking	19
2.1. Purposes for Practicing Speaking Skill	19
• Connected Speech	19
• Expressive Device	20
• Lexis and Grammar	20
• Negotiation Language	20
2.2. Criteria of Successful Learners	21
• Learners' Talk	21
• Participation	21
• High Motivation	21
• Language Levels	21
2.3. Objectives of Learning Speaking	21
• Language Processing	22
• Interacting With Others	22
• Information Processing	22
3. Micro-and Macro Skills in Speaking	22
• Micro-skill	23
• Macro-skill	23
4. Stages of Developing Speaking Activities	24
• Pre-Activity Stage	24
• During Stage	24
• Conclusion Stage	25

Part two: Video Recording in EFL Classroom	
1. Definition of Video Recording	25
2. The Importance of Using Video Recording in Teaching and Learning Speaking Skill	26
3. Video Recording Types	27
• Off-Air Programmers	27
• Real-World Video	27
• Language Learning Video	27
4. Techniques for Recording Video	27
• Conduct Fieldwork Strategically (Planned the Fieldwork)	28
• Setting Up the Video Recording Tool	28
• Treat Yourself as a Recording Device	28
• Separate Observations From Inferences	28
• Build Students' Analysis	29
5. Video Recording Tools	29
6. The Advantages and Disadvantages of Video Recording	31
7. Impact of Video Recording Device on Second Language Learning of Speaking Skill	34
8. Providing Feedback Through Video Recording in the Classroom	34
9. The Role of Teacher	35
Conclusion	36
Chapter three : Research Methodology	
Introduction	38
1. Research Institution	38

2. Participants	39
3. Research Instruments	39
• Aims of Students' Questionnaire	40
• Description of Students' Questionnaire	40
• Aims of Teachers' Questionnaire	40
• Description of Teacher' Questionnaire	41
4. Research Design and Methodology	41
5. Research Procedures	42
Conclusion	43
Chapter Four : Results	
Introduction	44
1. Students' Questionnaire	44
• Students' Questionnaire Result and Analysis	45
2. Teachers' Questionnaire	61
• Teachers' Questionnaire Result and Analysis	61
3. Summary of the Results in Relation to the Hypotheses of the Study	70
• Hypothesis One	70
• Hypothesis Two	70
• Hypothesis Three	71
Conclusion	71
Chapter five: Discussion and Recommendations	
Introduction	72
1. Discussions of the Questionnaires	72
• Discussion of the Students' Questionnaire	72

• Discussion of Teachers' Questionnaire	72
2. The Relationship of the Results To Previous Theory and Research	73
3. Pedagogical Implication	74
4. Suggestions and Recommendations	75
• Recommendations for Teachers	75
• Recommendations for Students	75
• Recommendations for English Department	75
• For Further Research	75
Conclusion	77
References	78
Appendices	83
• Appendix A: Students' Questionnaire	83
• Appendix B: Teachers' Questionnaire	86

List of Tables	Page
Table 01: Types of Speaking Skill	11
Table 02: Students' Gender	45
Table 03: Students' Stream	46
Table 04: Student Choice of English Branch	47
Table05: Students' Favorite Module	48
Table 06: Students' Purpose for Choosing to Study English	49
Table 07: Students' Level in English Language Skills	50
Table 08: Students' Difficulties in English Language Skills	52
Table 09: The Main Speaking Difficulties	53
Table 10: Students' Favorite Strategy	54
Table 11: Students' Point of Views About Learning Through the Use of Video Recording	55
Table 12: The Use of Video Recording to Overcome Speaking Difficulties	55
Table 13: Students' Attitude Towards Video Recording	56
Table 14: The Use of Video Recording Technique to Participate in the Classroom	57
Table 15: Consideration of Video Recording as Worth for Teachers to Use	58
Table 16: Effectiveness of Video Recording Technique.	60
Table 17: The Degree of Teachers	61
Table 18: Teachers' Years of Experiences in Teaching Oral Expression Module	62
Table 19: The Effectiveness of Video Recording	65
Table 20: The Importance of Video Recording in Enhancing Speaking Skill.	67
Table 21: Teachers' Perceptions About Students' Reaction of Video Recording	67
Table 22: Video Recording Impact on Students	68

List of Figures	
Figure 01: The Importance of Speaking Skills	10
Figure 02: Aspects of Speaking Skill	13
Figure 03: Speaking Proficiency	14
Figure 04: The Way of Recording Video Strategy	31
Figure 05: Students' Gender	45
Figure 06: Students' Stream	47
Figure 07: Students' Favorite Module	48
Figure 08: Students' Purpose for Choosing to Study English	49
Figure 09: Students' Level in English Language Skills	51
Figure 10: Students' Difficulties in English Language Skills	52
Figure 11: The Main Speaking Difficulties	53
Figure 12: Students Favorite Strategy	54
Figure 13: The Use of VR to Overcome Speaking Difficulties	56
Figure 14: Students' Attitudes Towards Video Recording	57
Figure 15: The Use of VR to Participate in Classroom	58
Figure16: Consideration of VR as Worth for Teachers to Use	59
Figure 17: Effectiveness of Video Recording Technique	60
Figure18: The Degree of Teacher	62
Figure 19: Teachers' Period of Teaching Oral Expression	63
Figure20: Students' Attitude Towards Video Recording	66
Figure 21: Teachers' Perception Towards Students' Reaction of VR	68
Figure 22: Video Recording Impact on EFL Student	69

Key to abbreviations and Acronyms

VR: Video recording.

EFL: English as Foreign Language.

FL: Foreign Language.

L2: Second language.

TL: Target language.

H: Hypotheses.

Q: Question.

Chapter one:

Introduction to the

study

Introduction

Nowadays, technology has given big influences in the educational field, especially in teaching and learning process. Crystal (2002) stated that new technology always has a major impact upon language. It is becoming important more and more in both our personal and professional lives. To learn a foreign language, it requires communication which requires on the other hand speaking skill that is considered as the most important part of teaching and learning second language when students may make some mistakes because of its difficulties. Therefore, video recording is one of the appropriate strategy that can be used to improve students' speaking ability to solve their issue and one of the most appreciated tool that can be applied to language learning and teaching process. The first chapter of this thesis tackles the statement of the problem of using video recording technique inside classroom as an audio-visual aid and the aims for what this study is and significance of the study. It also introduces the research questions and research hypotheses as well as the methodology, which includes the research design, the participants, and data collection and analysis methods.

Finally, the limitations of the study along with the structure of the research, and a concluding section are also exposed.

1. Statement of the problem:

Learning to speak a foreign language is not easy, the learners must put lot efforts to do it. They have to practice its four skills and to master especially the speaking ability since it is the important skill among the others. However, first year master degree EFL students still have issues and suffer from them like grammatical mistakes, fear of speaking, shyness, stress...etc. And to overcome those difficulties, video recording strategy considered as the best tool that can be provided by teachers to ameliorate their students' ability to speak

fluently, and to get rid of the previous problems they lack of. This study investigates the effects of implementing Video recording to empower their students speaking skill.

In our study, we will try to know what the effects of video recording technique toward students' speaking skill and what the major reasons to choose it from a big number of technology tools and its effects in speaking skill while using it inside classroom.

2. Aims of the Study

Using Video Recording in academic settings provides learning environments that are more motivation and enjoyable for first-master EFL learners, but they do not consider it as a learning technique. Hence, the major aim of this research is to explore the effectiveness of video recording device by 1st master learners at Chadli Bendjedid University in learning English students' speaking skill. The purposes of this research are:

- Enhancing students' speaking ability through the use of video recording strategy.
- Highlighting the most difficulties in speaking skill.
- Raising the awareness toward the effectiveness of integrating Video Recording technique in pedagogical setting by focusing on the potentials that Video Recording can offer to both language teachers and learners. Furthermore, investigates teachers' perspectives about this new technique.
- Also this study aims to find out the difficulties while using video techniques and suggest some researches and recommendation concerning the use of video in teaching English to develop and improve EFL students 'speaking skill.

3. Significance of the study

The result of this research will give some benefits to the English teachers, students, and future researchers which are as follows:

For Teachers

Teachers can have new material to know the students' lack of skills, understand their needs and to improve their ability to speak especially in fluency. This result of study is expected to give a contribution to the English teachers to improve teaching speaking using video.

For Students

Students can enhance their speaking skill in learning English through video recording method. This study is expected to raise students' motivation in learning English, especially in speaking skill

For Future Researchers

It is expected that the result of the research can be used as the references to the researchers who conduct the similar studies to other researchers, the findings of this research are expected to give valuable contribution and information on using video in the English Teaching -learning process.

Other researchers, the findings of this research are expected to give valuable contribution and information on using VR in the English teaching-learning process

4. Research Questions

Regarding the identified problems stated previously, this Research work attempts to answer the following questions:

- How can VRD improve learners 'English speaking skill?
- To what extent can VRD be efficient in EFL classroom at Chadli Bendjedid University?
- Does video recording motivate EFL students to learn?

5. Research Hypotheses

Based on the research questions stated above, we hypothesize that:

H1: Video recording method improves EFL students' speaking proficiency and enriches what they lack of speaking skill.

H2: It is hypothesized that EFL if learners use VR technique for learning purposes, they will empower their overall performance of speaking skill and productivity.

H3: Using video recording is effective to motivate EFL students to learn.

6. Research Methodology

This research has been carried out through the use of a descriptive method that was the suitable approach to investigate our hypothesis.

• Research Design

This research attempts to clarify the effectiveness of using video recording to promote and increase EFL students' speaking skill. This study is divided into two main parts. The first part is EFL learners' speaking ability, while the second is about video recording strategy.

This study involves two questionnaires; one for students and the other for teachers based on a descriptive approach in order to gather data information about the relationship between the two parts.

• Participants

This study was conducted with master one degree EFL students at the University of Chadli Bendjedid-El Tarf during the academic year 2019/2020. The research dealt with 30 students who were randomly chosen and 12 teachers. The findings of the study will be generalized.

- **Data Collection Instruments**

The research instrument that was used in this study is a questionnaire which was designed for student and teachers in order to validate our hypotheses and to collect the necessary data information.

7. Limitations of the study

Although the Research has attained its objectives, this study has several limitations while conducting. First, as new researchers, we have faced troubles with the research methodology which was the essential part for us and the process of gathering data. Also, one of the limitations of the methodology applied to this research is related to its generalizability. The small sample size which was insufficient and has an impact on the validity of our research results. Due to number of participants and single setting of the study, the conclusions reached through this study may not be applicable at a large scale. Second, the short duration of the study was an obstacle and there were difficulties in communication and time constraints while conducting the research. And last, other obstacles and their negative effects on our research process related to the Pandemic disease COVID-19 "Corona Virus" which has the major impact on our work in changing the type and method of our research from "experimental research" to "Descriptive research". Consequently, all the negative consequences of this change resulted in the accuracy and validity of our research results.

8. Organization of the Study

This dissertation consists of five chapters. The first chapter has an introduction for the Study which includes the statement of the problem, the aims of the study, significance of the study, research questions and hypotheses, research methodology, limitations and delimitations of the study, structure of the study and a short conclusion.

The second chapter contains with the literature review; it concentrates on the definition of speaking and video recording, their importance in teaching and learning a FL...

The third chapter involves the methodology of the study. It includes the research institution, a clarification of participants that were selected for this study, the instrument and data collection procedures.

The fourth chapter presents analysis of the results.

The fifth and the last chapter deals with discussion of the results we have found. Also it proposes some recommendations and suggestions for further studies.

Conclusion

This chapter involves the main steps of the study. It clarifies the benefit of the study which encourages researchers to conduct further studies related to the use video recording in EFL classrooms. Chapter one provided an overview of what this research is about, including the statement of the problem, the significance of the study to both teachers and students as well as to other researchers. This research is both quantitative and qualitative. A Questionnaire for teachers and a student Questionnaire were used to collect data from 30 first master students of English at Chadli Bendjedid University in EL_Tarf during the academic year 2019_2020. A limitations of the study Were stated. It must note that the small number of participants and the individual nature of their responses will limit the content to which any findings can be generalized. However, it is hoped that by providing enough detail in the final account, element of these individual situations will provide a cohesive picture which can be utilized in other thesis and the organization of the study was exposed.

This thesis includes five main chapters the second one treats the review of selected theoretical literature.

Chapter two: Literature review

Introduction

Speaking is the ability to talk and communicate effectively at any time and in any situation. It is the process of building and sharing thoughts and ideas that enables learners to interact and express them in the classroom orally. It is a crucial part of second language learning and teaching. This chapter consists of two main parts: the first one deal with a general overview of speaking, aspects of speaking skill, Important of speaking skill EFL speaking difficulties, and factors affecting learners speaking ability. The second part includes definition of video recording, the importance of using video recording in teaching and learning speaking skill, types of video recording, its tools, techniques for recording video, the advantages and disadvantages of video recording, Impacts of video recording on second language learning of speaking skill, providing feedback through video recording in the classroom, and the role of the teacher.

Part one: Speaking skill

1. Definition of speaking skill

Speaking skill is a process of sending and receiving information among people. It is the ability to express our thoughts in our mind, which means what we want to say. However, the word "speaking" has lots of definitions proposed by researchers in language learning.

Cameron (2001, P.40) defines speaking as the active use of language to express meanings so that other people can make sense of them. It is an interactive process of making meaning that includes producing, receiving, and processing information (Burns and Joyce, 1997).

Also, Finnochiaro and Brumfit (1983, P.400) propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation. To be able to do this, students should have sufficient knowledge of the sound, structure, vocabulary, grammar and cultural system of English language to produce speech sounds fluently.

Learners have to know how to use language in contexts because speaking requires them to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Martinez Flor, 2006).

2. The importance of speaking skills

Speaking skill plays a vital role as everything depends on the way how people communicate their messages with others. It helps to spread knowledge and information among people not only by face-to-face communication, but also by giving information via the Internet and printed products such as books and newspapers. For example, authors write books to impart knowledge to the world, and teachers share their experience with their students. Also, friends or co-workers discuss their ideas with each other, and companies exchange information with their subsidiaries and customers. Efrizal (2012) stated that speaking is of great significance for the people interaction where they speak everywhere and every day. Hence, it is the foundation of all human relationship. At first, people start talking and getting to know each other, and then the relationships begin to be formed when they have more interaction and communication. So that speaking skill helps people to express their ideas and feelings, and it, at the same time, helps to understand emotion and thoughts of the others. Therefore, people develop affection or hatred toward other people, and positive or negative relationships will be created. Also, according to (Brown, 1983). Speaking is the skill that the students will be judged upon most in real life situations. FL learners who wish ameliorate their career, improve business, build confidence levels, get better job opportunities...etc. will improve their abilities in speaking to perform well in real-life. As a result, speaking skills are important for career success, but certainly not limited to one's professional aspirations. It can also enhance one's personal life.



Figure 01: The importance of speaking skills

3. Types of Speaking Skill

Brown (1994, p.271) stated that there are some types of classroom speaking in planning speaking instruction, they are:

- **Imitative Speaking**

This kind is carried out not for the purpose of meaning interaction but, for focusing on some particular element of language form that is to say, the ability to imitate (parrot back) a word or a phrase or possibly a sentence.

- **Intensive Speaking**

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language.

- **Responsive Speaking**

Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like. for

example, student speech in the classroom is responsive, short replies to teacher or student initiated question or comment.

- **Transactional Dialogue**

Dialogue conducted for the purpose of information exchange such as information gathering interview, role play or debate.

- **Interpersonal Dialogue**

Dialogue is to establish or maintain social relationship, such as personal interview or casual conversation role play.

- **Extensive Monologue**

Extended monologue prepares students to the advanced level by requiring them to report events, summaries, or perhaps short speeches orally. Also, Vilagran (2008) provided three types of speaking which are interactive, partially interactive, and non-interactive that she explained in the following table:

Interactive	Partially interactive	Non - interactive
- Face- to- face conversations. -Telephone calls. - We are alternately listening and speaking. - Chance to ask for clarification , repetition, or slower speech from our conversation partner.	- giving a speech to a live audience, where the convention is that the audience does not speak. - The speaker checks comprehension from the audience's faces.	- When recording a speech for a radio broadcast. - performing in a play. - reciting a poem. - singing.

Table01: Types of speaking skill

4. Aspects of Speaking Skill

- **Fluency:**

Fluency is considered as the main goal of teachers in teaching speaking skill since it is the first and main characteristic of speaking performance. It is the learners' ability to speak quickly and automatically in understandable way that has signs including the speed of speaking and few pauses which are used to emphasize and characterize the learner's level of communication proficiency. According to Hedge Tricia (2000), fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation, and doing all of things quickly. Hughes (2002) shares the same idea by explaining that fluency and coherence refer to the ability to speak in a normal level of continuity and to link the ideas together in a coherent way (speech rate).

- **Accuracy:**

Accuracy is the second aspect of speaking performance. Brown (1983) defines accuracy as the ability to produce correct sentences using correct grammar and vocabulary in natural interaction. So that Learners should be fluent in learning the target language and focus on the elements of phonology, grammar, and discourse in their spoken output. They should also know the stress, intonation, and pitch. All of these elements help them to speak the English language easily and effectively Thornburg (2005). Therefore, teachers should emphasize accuracy in their teaching process, provide opportunities for the learners to be engaged in the context of daily life, and should give them communicative tasks and activities such as games, conversation, role play, debates, etc. to engage them in natural and smooth participation and interaction.

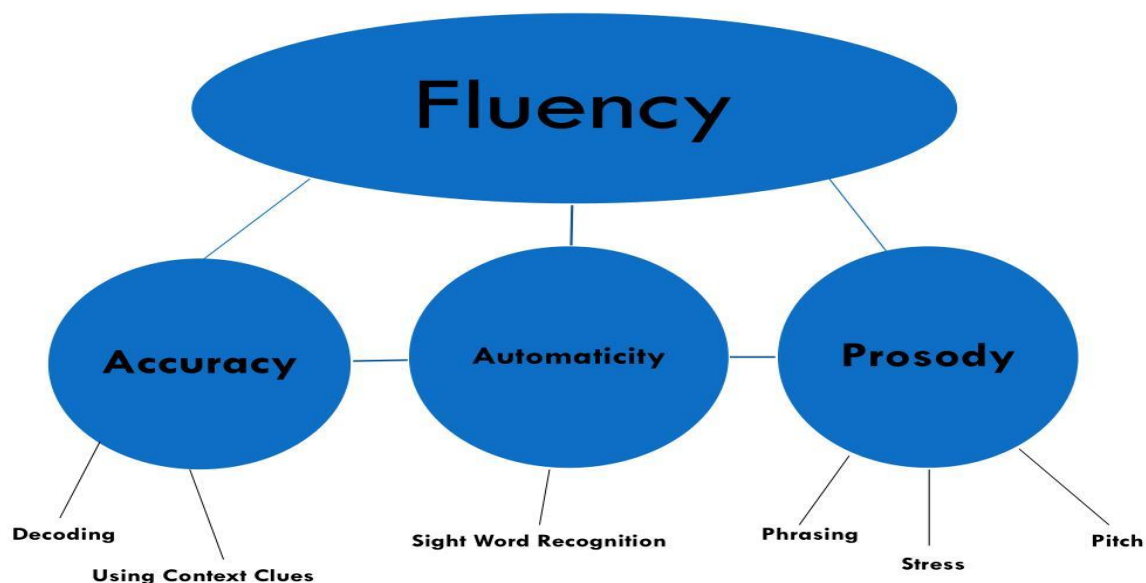


Figure 02: Aspects of speaking skill

5. The component of Speaking proficiency

Speaking proficiency is influenced by all four components of competence which are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

- **Grammatical competence:** The mastery of the linguistic code. It is the ability to recognize lexical, morphological, syntactical, and phonological features of a language and to use these features effectively to interpret, encode, and decode words and sentences. According to Richards and Renandya (2002), grammatical competence helps speakers to use and understand English language structures accurately and immediately, which facilitates their fluency. Which means that EFL learners have to understand and express meaning by producing and recognizing well-formed phrases and sentences.
- **Sociolinguistic competence:** It is the study of language as it relates to communication style and culture. So that the knowledge of language is not enough for EFL students and

learners to know in order to speak effectively. Hence, understanding the sociolinguistic side of language enables speakers to know what comments are appropriate, how to ask questions during interaction and how to respond nonverbally according to the purpose of the speaking (Richards & Renandya, 2002).

- **Discourse competence:** It is concerned with the cohesion and coherence of utterances and sentences. Shumin (2002) stated that in order to become effective speakers, students should acquire a large repertoire of structures and discourse markers to express ideas. Using this, students can manage turn taking in communication. So that EFL learners should develop discourse competence through international relationships.
- **Strategic competence:** It means the ability of appropriate use of language i.e. how to use one's language to communicate intended meaning. According to Richards and Renandya (2002), strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation and how to clear up communication breakdown as well as comprehension problems.

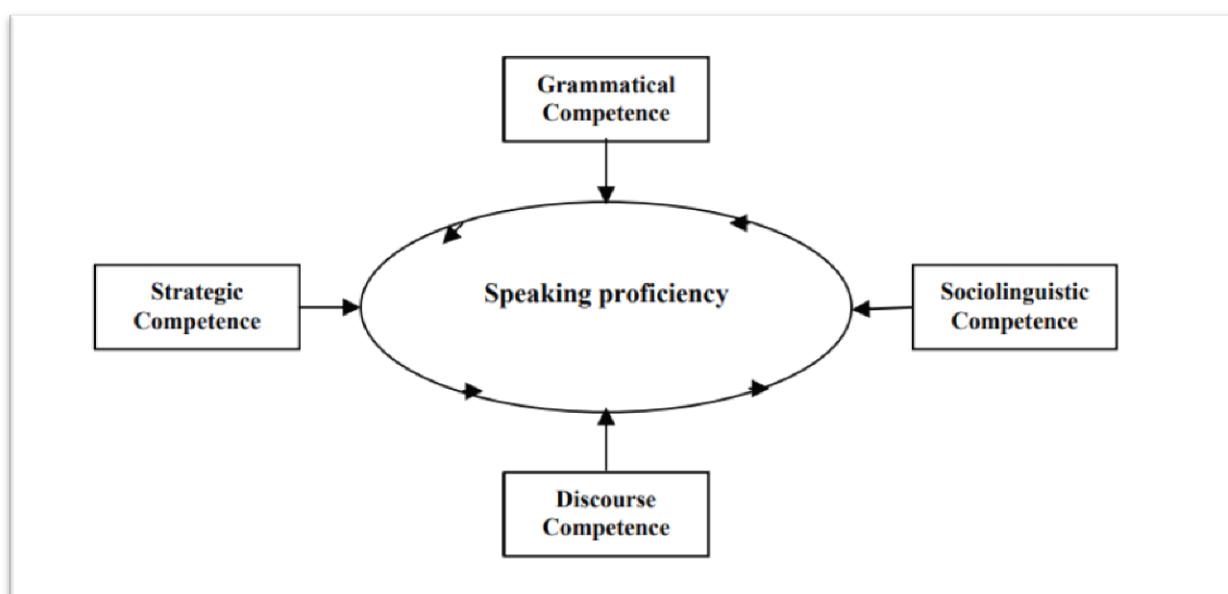


Figure 03: Speaking proficiency

6. Factors Affecting Learners Speaking Skill

- **Age or Maturational Constraints:**

Age is one of the factors that influence second language learning. Richards (1985, p. 68) states that language learning may be more difficult after puberty because the brain lacks the ability and adaptation. Students who begin learning in early childhood through natural exposure achieve higher proficiency than those who begin as adults which means that children are better at language acquisition than adults. Asher and Garcia (1969) also share the same idea by proving that learners who start learning a foreign language as children achieve a more native-like accent than those who start as adolescents or adults. However, there is a difference between children and adults in the relation to their abilities to learn a language which is that older learners are able to apply linguistic rules when they use the language but for children, language is a tool for expressing meaning and they cannot respond to it as a form. Therefore, younger age is better at language acquisition, but adults are better at learning language rules and systems.

- **Aural Medium:**

Speaking is very closely related to listening as long as it plays an important role in the improvement of speaking abilities. Learners cannot develop their speaking ability unless they develop their listening skill (Doff, 1998). Students should understand what is uttered to them to have a successful conversation and communication. Shumin (1997) shares the ideas of Doff (1998) by stating that when students talk, the other students respond through attending by means of the listening process. Therefore, every speaker plays the role of both a listener and a speaker.

- **Socio-Cultural Factors:**

Language is a form of social action, it has rules of what, when, how to say and what is appropriate; which means linguistic communication happens in the context of structured

interpersonal exchange, and meaning socially regulated. Culture also affects nonverbal communication.

- **Affective Factors:**

The affective side of the learner is one of the most important influences on language learning success or failure. Krashen (1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

7. EFL speaking Difficulties

According to Ur (2000), there are four main problems in getting students speak in the FL in classroom:

- **Inhibition:**

Inhibition is the first problem that students encounter in class. When they want to say something or perform in the classroom they get sometimes inhibited and worried about making mistakes and fearful of criticism. They get ashamed of the audience and teachers' attention towards themselves. Ur (2000) expressed that Learners are often inhibited about trying to say things in a foreign language in the classroom worried about making mistakes, fearful of criticism or loosing face or simply shy of all the attention that their speech attracts.

Because of these factors, most of students lost motivation and courage to participate and speak confidently.

- **Lack of topical knowledge:**

Learners complain that they have nothing to say and they do not have any motivation to express themselves especially when they get obliged to talk by teachers. Rivers (1968) suggests that learners often have nothing to say probably because their teachers may had

selected a topic that is not appropriate for them or they do not have enough information about it. Therefore, it is very hard for learners to respond when they get asked to tell things in the target language because they have little ideas about what to say, which vocabulary to use, or how to use grammar accurately.

- **Low participation:**

Because of the lack of balance in the class especially when it has a large number of students, each one of them will have very few time for sharing knowledge. So that, when one student talks at a time, the others try to hear him/her because some learners dominate the whole class while others talk very little or never speak. From this point, Rivers (1968) stated that some tend to be dominant by taking the time of others who prefer keeping silent, or perhaps they are unsure about the ideas they have whether correct or not, to avoid embarrassing they ignore participation, and that is why students face issues in their speaking skill due to the lack of participation. Hence, teachers should create a good balance between their students in order to motivate and encourage them to speak and interact spontaneously. Low participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher's responsibilities.

- **Mother -Tongue Use**

Most of learners who share the same mother-tongue language feel comfortable using it in the classroom because it is easier for them than using the target one. Harmer (1991) explained the reasons behind the use of mother-tongue language in the class which he pointed out that due to the lack of enough knowledge and the ease of its application for students, they will automatically use their first language to express something and comfortable to do so especially when teachers do not mind that or when they even do apply

it as well with their learners. Lack of the vocabulary of the target language usually leads learners to scrounge words from their native language.

- **Deficient Vocabulary:**

Most of the students find difficulties in using the appropriate words when expressing their thoughts so they use the simple form of language. The teacher must be aware of this psychological factor and help his/her students to feel at ease while using the foreign language.

- **Poor Listening Practice:**

Listening plays a major role in the interactions that occurs between two or more people. Student may have an experience in expressing himself in the foreign language in a conversation. Therefore, the student does not comprehend sufficient elements in the message to be able to make further contribution to the discussion.

- **Lack of Self Confidence and Fear of Making Mistakes:**

In many classes, some students prefer to keep their ideas to themselves because they are afraid of being corrected by the teacher. However, students' mistakes must be corrected, but when the student is attempting to encode his thoughts he should be interrupted as little as possible. This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. Littlewood (1999) said for a foreign language classroom increasing inhibition and anxiety is an easy thing.

B. learning speaking

1. Definition of Learning Speaking

Learning speaking is the way of how learners can communicate with other people in order to be able to interact with them. This involves a wide range of skills, they need to think of something to say in the second language and feel confident enough to try to express it. Then they have to put words phrases and sentences together using grammar and vocabulary to express what they want to say in a way that others can understand.

2. Principles of Learning Speaking

There are principles of learning speaking to conduct for the learners. Which are purposes for practicing learning speaking and criteria of successful learners. The explanation of each literature is as follows:

2.1. Purpose for practicing speaking

The ability to speak fluently purposes not only knowledge of language features, but also the ability to process information and language. In learning language especially learning speaking, the learners need to have more practices and more use that language. Also in learning speaking English, the students need to have more practice in speaking English. The ability of speaking needs to have routine conversation. Harmer (2007) stated that by practicing speaking the students will build some language features as follows:

- **Connected speech**

The effective speakers of English need to be able to produce the individual phonemes of English to use fluent connected speech. In connected speech sound are modified (assimilation), omitted (elision), added, or weakened (through contraction and stress patterning). It is for this reason we should involve students in speaking activities designed specially to improve their connected speech.

- **Expressive devices**

The native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speech, and show by other physical and nonverbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.

- **Lexis and grammar**

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them in the same way, with certain useful phrases which they can produce at various stages of an interaction.

- **Negotiation language**

The effective speaker benefits from the negotiator's language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk. For students this is especially crucial. Speakers also need to structure their discourse if they want to be understood, especially in more written like speech such as giving presentations. They use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they notice that they are not being understood.

2.2. Criteria of successful learners

According to Ur (1991, p.120), there characteristics of successful speaking activity, which are:

- **Learners' talk**

As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pause.

- **Participation**

Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.

- **High motivation**

Learners are eager to speak. Because, they are interested in the topic and have something new to say about it or because they want to contribute and achieve a task objectively.

- **Language Levels**

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2.3. Objectives of learning speaking

Besides building the language features that we have discussed above in the objectives of learning speaking and practicing speaking also will build mental/social processing. If part of speaker's productive ability involves the knowledge of language skill such as those discussed above, success is also dependent upon the rapid processing skill that talking necessitates. According Harmer (2007), the mental/social processing included:

- **Language processing**

The effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habit language processing in English.

- **Interacting with others**

The most of speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow other to do.

- **Information processing**

The quite apart from our response to other feeling, we also need to be able process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture specific, and is not prized by speakers in many other language communities.

3. Micro -and Macro Skills of Speaking

Brown (2004, p. 142-143) Stated that speaking consist of micro skills and macro-skills; which according to him, the micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units and the macro-skills imply the speakers focus on the larger elements: fluency, discourse, function,

style, cohesion, nonverbal communication, and strategic options. The micro- and macro skills total roughly 16 different objectives to assess in speaking. Speaking as well as other skills has a list of various components. The purpose is to serve taxonomy of skills from which the teacher will select one or several that become the objectives for the students to acquire effective speaking strategies. Those are micro-skills and macro-skills.

- **Micro-skills**

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

- **Macro-skills**

1. Appropriately accomplish communicative functions according to situations, participants and goals.

2. Use appropriate styles, registers, implicates, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to face conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

4. Developing Speaking Activities

Harmer (2001) stated three elementary stages to describe the organization of activities focused on the development of speaking skills which related to organizing group -work and pair -work in relation to various communicative speaking activities, which are: pre-activity stage, during-activity stage, and conclusion stag. Those three stages are explained as flow:

- **Pre-Activity Stage**

The first stage, pre-activity stage, includes two focus areas - ‘engage-instruct initiate sequence’, of which the name has been borrowed from Harmer (2001), and ‘grouping students’, it means dealing with the ways that can be initiated in order to divide learners into groups or pairs in case of including group work and pair work activities.

- **During-Activity Stage**

This stage focuses on ‘the roles of the teacher’ that he or she can take on during activities, and what can be suggested concerning the roles of the teacher. Another focus area

concentrates on 'providing feedback during activities'; and finally, 'the mother tongue use' which discusses attitudes towards mother tongue use in the classroom and actions that can be taken to promote the use of English will be included in this stage.

- **Conclusion Stage**

The conclusion stage includes the areas which focus on the process of 'stopping the activity', it means that the appropriate time and method selection; and 'providing feedback' after the activity.

Part two: Video Recording

1. Definition of video recording

According to Chau and Cheng (2009), video recording is the media which is used in teaching speaking by recording the students' speaking performances. It has the ability to self-reflect and it is widely recognized as the desirable learner attribute that can induce the deep learning. Media technologies allowed the users to record audio and video by using video cameras in lecture halls and other learning environments (Odhabi & Nicks-McCabe ,2009). Dali (2012) argues that this strategy is favorably perceived media, especially in providing feedback. In addition, students have the opportunity to view the recording on video more than once.

Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. Thus, recording students' speaking performances allowed the teachers or the students to play and replay the video recording in many times. Hence, the students can do self-evaluation of themselves as well as their fellow friends. As consequences, the students become self-critical, because they can see their problems and trace their improvements. Because of video recording device, the learners have a motivation to communicate with each other and with the teacher (Broady ,1998). Related to this

opinion, the example can be seen in the speaking class using video recording, the students are able to comment on their friends' performances and ask the teacher for the additional comments and suggestions in evaluating session. This situation shows the good interaction between students and teachers.

2. The Importance of Using Video Recording in Teaching and Learning Speaking Skill

- **It is convenient and flexible for teachers to use for assessment.**

Because the speaking is recorded on video, you can decide when and how to assess your students' speaking. Complete your evaluation outside of class or during class and rematch the video numerous times to focus on specific aspects of students' speaking.

- **It supports self-assessment and reflection for students.**

Video recording includes students in their learning process by allowing them to view their recording and identify their speaking strengths and areas to improve. This can lead to improved skills (Dyer, 2015).

- **It improves the digital literacy skills of students.**

Students should learn how to produce online content and use online tools to engage in collaborative work, according to Media Centre (n.d.). The ubiquitous usage of videos has surged, showing the practicality of this skill.

- **It motivates students to speak.**

Most students enjoy recording their speaking, listening to their classmates, and responding. As Laura Giacomini (2019) wrote in her lesson plan activity, "In the era of digital storytelling, students are used to recording and posting short, personal videos on the internet. Consequently, recording themselves while doing a speaking task will come naturally to learners."

3. Video Recording Types

There are different types of video recording which was mentioned by Harmer (2001) that can be used in class which are:

“Off-air”programmers, “real-world”videos, and language leaning videos.

- **Off-air programmers:**

Programs which are recorded from a television channel are called off-air programmer. Some of them are extremely difficult for students to understand, especially where different Accents are used.

- **Real-world video:**

There is no reason why teachers and students should not separately Published videotape material such as feature films or wildlife documentaries, etc. (Harmer, 2001).

- **Language learning videos:**

The main advantage of language learning videos is that they have been designed to student with potential abilities (Harmer, 2001). However, the danger of language learning video is that they fail the quality test because the production is poor, and the situation and the language are inauthentic. The teacher’s choice, therefore, has to be limited to those sequences which the students will accept and enjoy.

4. Techniques for Recording Video

Student have to know the techniques to record a video in order to organize their wrong pronunciation and evaluate their speaking skill and learn different cultural context and body language when the teacher put them in real context to learn the target language and enhance their speaking skills. So that, there are several strategies in order to do recording that is supported by Derry (2007), which are:

- **Conduct Fieldwork Strategically (Planed the Fieldwork)**

It is important to the student to have a plan to his fieldwork that has a relation to the questions as fieldwork unfolds. The teachers ask the students to create a fieldwork about the recording tasks which are given by them to have interactional real-time of recording events.

- **Setting up the Video Recording Tool**

By setting the tool that will be used to record performances and checking the lighting of the recording tool, sound and duration are important, because it leads the high quality of video recording.

- **Treat Yourself as a Recording Device**

There are two things that should be done by the students. Firstly, the students should capture by recording it what is happening, as best they can. Secondly, they should provide an index of these recordings that will later allow them to locate particular events or utterances in a rapidly growing collecting of such recordings.

- **Separate Observations from Inferences**

The students must distinguish between what they observe, on the one hand, and why it happens in a particular way, on the other hand since the videos which they record become a data to provide information to their classmate and their teacher. In addition, the students who record has to give their capacity to remember what they see or hear will quickly be overwhelmed by the volume of information which they encounter in the field, also they should treat their writing in the field as an archive that distinguishes between analytic and observational notes

- **Build Students' Analysis**

It is final analysis. The students should analyze what they have observed. And write them on the paper. This task leads them to be more critical students.

5. Video Recording Tools

Several tools were suggested by Derry (2007) that can be used as sources to teach and evaluate students' speaking performances and to make a very high quality of video recording which are:

- **Camera Phone**

Camera phone is one of the parts of Mobile Assisted Language Learning. It utilized camera inside mobile phone for educational setting. This kind of recording tool is used to record students' speaking performances. Camera phone also can be used by the students to create video recording task. There are two types of video tasks that are video feedback and video project (Korsvold and Brushoff, 1997). Video feedback is the task that allows the student to record their activity. Besides, video project works refers to the use of video as a medium for making a documentaries and news items.

- **Camera DV**

Derry described Camera DV as a mini digital video camera that should have an image stabilization feature (for hand-held use) and true stereo (left/right) audio separation. A rechargeable, long-life battery that will last more than three hours is also highly desirable. A good quality, screw-on wide-angle lens is also very useful, particularly when the learner is filming in restricted spaces. Using a camera into which tapes can be loaded while the camera is attached to a tripod.

- **Microphones**

Several types of mics are useful. Almost any external mic will do a better job of sound capture than will the camera's built-in mic.

- **Tripod**

By attaching the camera to a good quality tripod, the teachers are able to smoothly pan, zoom and lock the camera in a fixed position when the teachers were busy or did the other things.

- **Earphones**

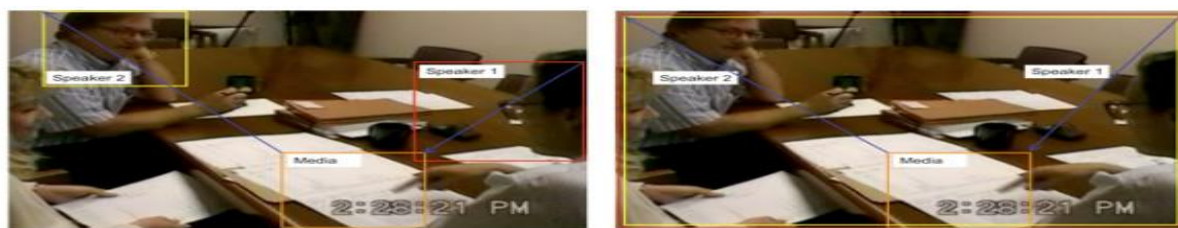
This tool is used to check the sound with earphone at the beginning of a recording and again periodically while recording. A video recording with weak audio will be checked later.

- **Gaffer's Tape**

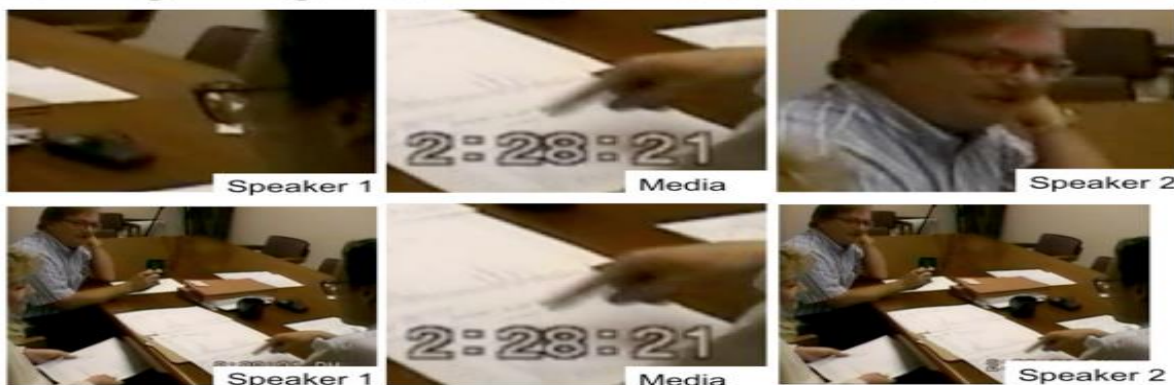
Gaffer's tape (black, cloth tape) allow to tape down the legs of the tripod without leaving marks on furniture or other anchoring objects.

- **Camera Bag**

A durable, spacious camera bag allows carrying the entire rig in one hand while carrying a tripod in the other.



Panning with tight zoom... loses interactional context



Zooming with minimal panning... preserves context

Figure 04: The Way of Recording Video Strategy

5. The Advantages and Disadvantages of Video Recording

Nowadays, most teachers prefer to use video or film rather than any other aid because it helps motivate their learners and magnetize them in the lesson which boost students - centered learning. According to Wilson, video is dynamic because it presents moving images. For students who can't read or write well, it provides a ready-made context. Video can also be controlled, teachers can use the pause button is also lifesavers for the confused students. The use of video-recording on students' speaking in language learning offers several advantages:

First, students can watch and see themselves and their fellow friends' performances. Second, teachers can use video to help students become better speakers in English (Lonergan, 1984; Tomalin and Stempleski, 1990). Also, the use of this technique in educational setting has brought the good things in teaching and learning process. It is clearly appeared when considering how difficult it is for performer-students to assess themselves. By listening and watching to the video-recording as the assessing activity, teachers focus on

each individual's performances easily (Fernandez, 2010). Another great advantage of video recording is that it provides authentic language input. Besides, the learners can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. Furthermore, they can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology. In addition to that, teachers use video for a variety of reason. Video can breathe meaning and life into nearly any lesson and make it understandable for all learners. While using video techniques in classroom the teacher can provide a common experience for all student, generate interest and stimulate imagination because it is motivation tool in classroom in addition to stimulate the development of critical thinking skill thus which can develop students' speaking skill too. Last but not least, Teaching with video Recording technique as an aid reinforce the spoken or written words with concrete images and thus provide rich perceptual images which are the bases to learning. When these materials are used in an interrelates way they make learning permanent. They provide for a great variety of methods. They bring the outside world into the classroom and make the teacher teach efficiently. Last, Harmer (2001) had mentioned that there are many reasons why video can add a special, extra dimension to the learning experience These reasons are:

- **Seing langage-in-use :**

Students can see how speakers' product the language not just hear it which considered as one of most advantages of video. So, it will be easy to any learner to understand the language, learn spelling and pronunciation of that language which boost all most speaking competence.

- **Cross-culture awareness:**

Using video in the language classroom allows students to at the situations far beyond their classroom "outside the classroom", For Instance, video can be used to give the students a chance to record such topics about what kinds of food people eat in other countries and what they wear. By supporting their ideas by visual aid like images to help other student to have a clear visual of that particular culture.

- **The power of creation:**

Students create something memorable and enjoyable when use video cameras themselves. Also the students assess and tests their speaking skill by hearing it in recorded video and gives them the chance to develop speaking and listing ability more and more which boost their speaking proficiency.

However, video recording also has some disadvantages and weak points concerning the use of this technique in teaching speaking. As the examples, recording and watching videos takes time and it can seem not so interesting for students, because they can think that they have already heard “Grosso modo” what was wrong or right in their playing (Fernandez, 2010).

Cost, inconvenience, maintenance and some cases, fear of technology are considered as the main disadvantages also. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students. Nevertheless, the advantages of this learning media compensate for these disadvantages.

6. Impacts of Video Recording Device on Second Language Learning of Speaking skill

The use of video recordings can be especially valuable for non-native teachers and English speaking trainees and trainers as there are several skills that can be further developed by means of this tool such as observation, analysis, and discussion of classroom work. Video recordings allows practitioners to focus on their communicative competence, level of language proficiency, knowledge of essential language functions, style of teacher-student interaction, and other nonverbal elements of their teaching practice (Cordova, 2009). In addition, by self-video recording their performance, students “can observe their own current English speaking proficiency and thus discover areas they need to improve” (Shrosbree, 2008, p. 76). Furthermore, McGovern (1983) states that having students prepare and practice an activity that is to be video recorded, either in class or at home, can raise their interest and give them a sense of purpose, a feeling of satisfaction that emerges from the experience of watching themselves performing. McGovern (1983) points out that this can be a very rewarding activity when students carry out a task or do an activity or presentation that they formerly thought was above their level of proficiency.

7. Providing feedback through video recording in the classroom

Video can be an engaging tool for providing personalized feedback on students’ work. By recording student feedback as videos, you can make it personalized, deliver them fast without taking up classroom time, and share them privately to the intended student. Using video tool can empower the teachers to move from writing comments to giving audio and video feedback which most likely offers some degree of time-saving and the chance to offer full explanations. Teachers could capture students’ work and provide video feedback to the students in a way that they can see their work visually, and connect that with the audio comments. This could improve students’ work by helping them to understand the types of

errors that they are making and why these errors are incorrect, and shape a friendly connection with you, supporting them to be effective in their learning experiences.

teachers could also provide the opportunity for students to give feedback on what they have learned so you know your teaching is helping them to achieve the intended learning outcomes and can adapt teachers' teaching where necessary (for example spending more time on a particular theory if students are struggling to understand it).

8. The Role of the Teacher:

Just as in many English teaching situations, the teacher plays a key role in using the video as an aid for language teaching for s/he has the prime responsibility for creating a successful language learning environment. The teacher should get use of the power of video films. At this point, video should never be considered as a medium which rivals or overshadows the teacher, but it is a useful aid for him. That is, it cannot replace the teacher because it can only teach things which are recorded on, and this makes the learning foreign language attractive. It is certain that the teacher is as effective as the video film in teaching through video, because he is the only person who enables the learners to comprehend what they watch and hear by using some of the communicative techniques.

According to Harmer (2001, 275-276) the teacher's role can be **a controller**, an **assessor** on organizer, a **prompter** and a **participant** as well.

- **A controller:** Because he or she is the only person who controls not only what the learners do but when they speak as well while they are watching the video film.

- **An assessor:** Because he or she assesses the learner's work in order to see how well they are performing. The teacher should wait until the end of the activity and then he must evaluate the learner's outputs. Furthermore, the teacher is an organizer because he needs to be so. He should be a good organizer in teaching the foreign language through video, and

should know exactly what to lead to success. He should not give useless information or confusing instructions to the learners in order not to waste a lot of time. He should clearly explain what they are going to watch and what their task is.

- **A prompter:** Because he acts as a prompter. When there is a silence viewing or what the learners are confused about what to do next, he is expected to encourage learners participate.

- **A participant:** Because he participates in the activities while teaching a foreign language through video. He knows the materials and all the details about them, which help the learners feel comfort and facilitates learning. Considering these factors in mind, the teacher should prepare to promote active viewing and facilitate successful language learning. This requires being familiar with the video materials before they are used in class. The teacher should develop a plan for each video unit and encourage active viewing. To aid comprehension, he should prepare viewing guides which are easy and related to the language level of the students.

Conclusion

Video recording is not only a communicative tool but also an educational handheld material that gets learning rid of place, time, place and offer an appropriate environment where L2and EFL learners feel comfortable at practice their speaking and use English as many as they can. The chapter presented the theoretical part and the literature review of VR _learning technique which disclosed the previous research that was conducted to prove their usefulness in learning speaking skill. Also, the chapter discussed the speaking skill and its factors and difficulties that EFL students suffer from to enhance their fluency. In addition, we mentioned a general review about the use of video recording strategy in the classroom, and its effects and benefits to motivate students and ameliorate what they lack of to boost

their ability to speak by pointing out its importance and impact in the classroom. At the end, we marked the significance of using this technique in improving students' level of speaking skill. The theories that contributed to emphasize the role of VR _learning technique were also presented in this chapter. While using this technique in classroom the teacher can provide a common experience for all student, generate interest and stimulate imagination because it is motivation tool in classroom in addition to stimulate the development of critical thinking skill thus which can develop students' speaking skill too. Teaching with video Recording as an aid boost the spoken with concrete images and thus provide rich perceptual images which are the bases to learning. Furthermore, students can vanquish their speaking difficulties in which VR technique provide helpful strategies as having more practice of the language, abolishing their fear of making mistakes, practicing self-talk, bringing the outside world into the classroom and make the teacher teach efficacious. Besides, Teacher also play a vital role in creating technical atmosphere to record videos within the classroom and help learner to cope with their speaking anxiety and so on. By implementing VR, learners can improve their speaking skill and enhance their foreign language learning.

The next chapter will present the methodology in which the setting, participants, the instruments and the and the procedures of data collection and analysis will be presented in this study.

Chapter three:

Research Methodology

Introduction

This chapter explains the conditions and circumstances under which this research took place. Also deals with the clarification of the research institution, A full description of the participants and the settings in which the research has been done, the research instruments selected which is a questionnaire that has been used in order to gather reliable data for the validity of the research and in turn will be analysed as well in this chapter about the topic, the term questionnaire will be described including the two types we have used; teacher's questionnaire and student's questionnaire. So, in this chapter, the used methodology to answer the research questions will be stated in details with a full description of the participants and the settings in which the research has been done. As it is considered as an opening roof the practical part of this research paper, where gathered data from the two questionnaires will be analysed to investigate the effects of using Video Recording technique in language learning and teaching for both EFL learners and teachers. And the purpose of using a questionnaire also will be provided.

1. The Research Institution

This study took place at Chadli Bendjedid El Tarf University that is a higher education institution located in the large town of El Tarf in the east of Algeria.

The faculty of literatures and languages which was opened by the decree #06-276 of August 16, 2006 consists of three departments: English, French and Arabic. The English department has been opened in 2009 and offered only the "license" degree at the beginning.

Meanwhile it offered "Master" degree in 2014 i.e. there are five levels including both degrees; there are three levels in the "license" degree: First, second and third level. And two levels for the "Master" degree: First and second. The English department contains (16 permanents and 05 contractors) EFL teachers and (427) EFL students from all the levels.

2. Participants

The participants of this research were first year master degree EFL students and EFL teachers from Chadli Bendjedid University, Department of English -El Tarf, for the academic year of 2019/2020. Twelve English teacher and Thirty (30) of 121 Students from the three groups were randomly selected from the same university. Their ages ranged from 22 to 25 years old, males and females with varied levels: advanced, intermediate, and low. They are baccalaureate holders from different streams: natural science, humanities, mathematics, and foreign language. They have different cultures, traditions and accent because they are not all from El Tarf and they came from different regions. But as they come from the government schools, participants share approximately the same educational background. Each student had completed seven years of English Study prior to joining the university track. Four years in the middle school, three years in the elementary school and the four years at university specialized in studying English as a foreign language. The questionnaires with both students and teachers were conducted in English.

3. Research Instruments

A questionnaire was the tool that has been used in order to collect information about the topic in this research which is a set of written questions used for collecting and gathering data information about the variables and the relationship between them. There are two questionnaires in this study; the first one (appendix B) was designed for 12 teachers from the English department of Chadli Bendjedid University- El Tarf, Algeria. The second questionnaire (Appendix B) was designed for 30 students from the same university.

This questionnaire was given to students as a chance to describe their opinions and reactions towards the topic.

- **Aims of Students' Questionnaire**

Students' questionnaire was divided into 03 sections. The first one was related to students' background information (Q1-Q3), it was about their gender, BAC stream and their choice of English branch, whether it is personal or imposed. The second section was about students' attitudes towards speaking skill (Q4-Q8) this section were designed to gather information and data about the students' opinions about this skill. The third section was about students' reactions toward video recording technique (Q09-Q15) this section used to collect data about the benefits of video recording on student's ability to speak and how can using Video Recording overcome their speaking difficulties. Furthermore, their attitudes towards this technique. Also, consideration of Video Recording as worth for teachers to use and the effectiveness of VR technique in teaching speaking skill.

- **Description of Students' Questionnaire**

Learners questionnaire consist of (15) fifteen questions which included close-ended questions from which students Should choose according to the presented options in which learners are required to choose Their answers by ticking the appropriate box.

This questionnaire, thus, is decided into two section. The first section concerns the general information of the learner. The second one includes questions about Video recording, to discover how Learners improve their speaking skill through using Video recording, and to what extent this method is salutary.

- **Aims of Teachers' questionnaire**

Teachers' questionnaire consists only two sections. The first section is about the background information (Q1-Q2), it's about the teachers 'degree and their period in teaching oral expression. The second section is consisted on strategies that uses in teaching speaking skill in classroom (Q 3-Q4). Also, the effectiveness of video recording technique in

enhancing students' speaking skill and its importance's in enhancing their Students' speaking skill.

- **Description of Teachers' questionnaire.**

Teachers questionnaire composed on (15) fifteen questions which included close-ended questions from which teachers Should choose according to the presented options in which the teachers are required to choose Their answers by ticking the appropriate box. And open-ended question in which teachers are required to gives their comment and explanation about their choices as well as their perception. Also, teacher's attitudes toward the perception of student reactions when using Video Recording. In addition to this section, the last three questions are about: teachers 'attitudes toward the students' reactions of recording their videos (Q7), the Video Recording impact on students (Q8), and the last question is about how effective will Video Recording in terms of place of learning (Q9)

4. Research Design and Methodology

Both quantitative and qualitative are used in this descriptive research method. The quantitative data have been used to measure the effects of using video recording strategy on students speaking ability from students' perceptions and teachers' perspectives. This method will be used to solve the previously mentioned research questions and to whether confirm or disconfirm the suggested hypotheses. As a means to reach the end, there will be two questionnaires as research tools, one is directed to students who are whether exposed to use Video Recording or not, and the second is addressed to teachers to see their perspectives about the subject matter under investigation. While, qualitative data have been used to find out and describe the role of video recording in ameliorating students' speaking proficiency, and to describe the speaking skill, its importance, factors, meaning etc.

5. Research Procedures

This study involves a description of the step-by-step process that this work has been passed through which is divided into five chapters according to the APA style 6th edition. The study took place in 2019/2020 school years with the first master degree students at Chadli Bendjedid university.

First of all, we have selected the appropriate research area and defined the research problem, and at the same time we have chosen the suitable topic for it and written the literature review of this topic as a second chapter. Then we have started writing the introductory chapter that is the first chapter by formulating the research aim, objectives, research questions and the hypotheses of this study. After that we have moved to work on the 3rd chapter and since this research demands quantitative and qualitative method, we have designed two questionnaires as an instrument tool to gather the required data information to prove our hypotheses for both teachers and students about their perceptions toward the use Video Recording to enhance EFL learners speaking skill as an effective strategy. Those two questionnaires were delivered via social media "Facebook and Gmail " because of the universal circumstances related to COVID-19.

The student's questionnaire was firstly handed out to a random sample of the first master degree EFL students from both groups. Meanwhile, after collecting their answers, the EFL teachers' questionnaire was distributed. Thus, the process took a week to gather the data from the research tool that we used in this study. Then, we started analysing data, and completing the other chapters together after receiving the teachers' answers.

Conclusion

To sum up, the study was conducted in Chadli Bendjedid University in EL-Tarf, Algeria. The participants were first master student in the English department. Thirty out of the overall number of student (121 decided into 03 groups) were randomly selected. The research design employed both qualitative and qualitative data. Back to the research procedure, the collection of data took place in the second semester of the academic year 2019_2020 about the importance of using video recording strategy on students' speaking skill.

The next chapter will shed light on the analysis of the obtained data.

Chapter Four: Results

Results and Data Analysis

Introduction

This chapter deals the findings of the research and analysis of students' questionnaire which is submitted to 30 EFL students of the English department at Chadli Bendjedid El-Tarf University. In addition, the interpretation of teachers' questionnaire for twelve (12) teachers from the same university. Furthermore, this study gathers data according to those questionnaires to discover different point of views of learners and teachers as well. This chapter composes two, the first involves the analysis of students' questionnaire and the second is about the analysis of teachers' questionnaire. This chapter presents the findings that were obtained from an analysis of these data sets.

1 Students' questionnaire

In order to investigate students' perception towards the effectiveness of using VR technique in enhancing students 'speaking skill, we have administered a questionnaire to 30 first master degree students at the level of English department at Chadli Bendjedid University El-Taref. The questionnaire was divided into two main sections: the first one deals with the background knowledge of students while the second one tackles students' attitude towards Video recording strategy, and perceptions concerning the impact of VR technique on speaking ability.

1.1 Students' questionnaire Results and analysis

Section one: Personal information.

Question 01: Are you male or female?

Table 02 : Students' gender

Options	Participants	Percentage
Male	3	10%
Female	27	90%
Total	30	100%

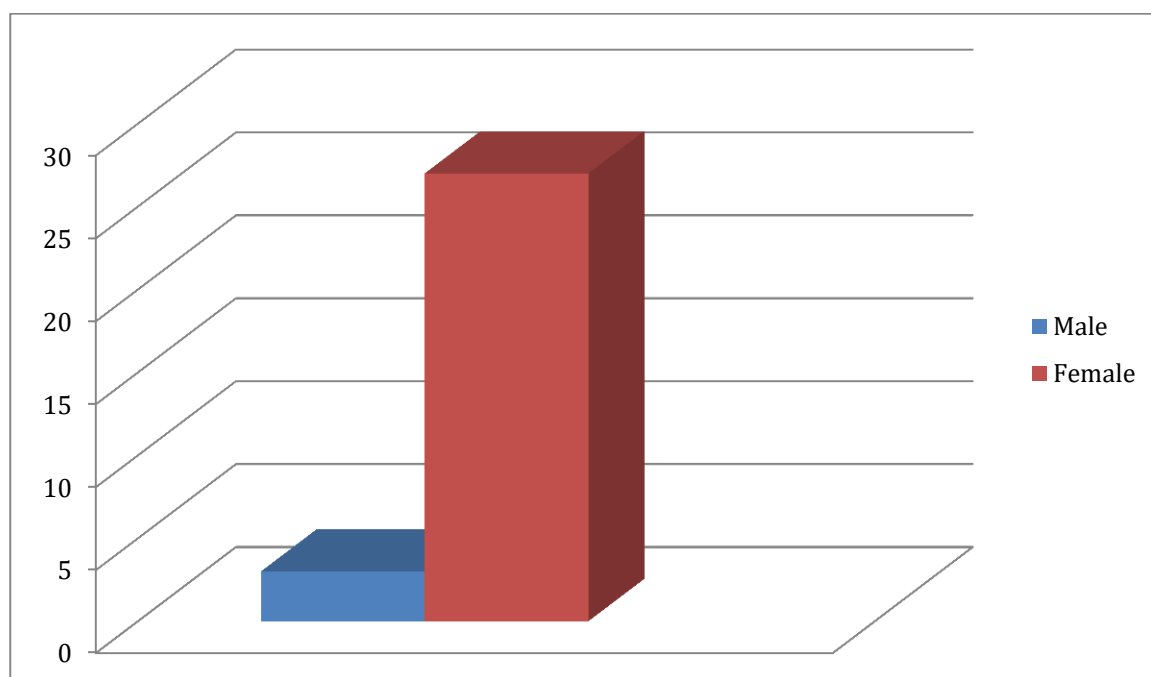


Figure 05: students' gender

From results of the first question, we notice that the majority of the participants (90%) are females, whereas the rest of them (10%) are males, which means that females have more tendency towards learning foreign language than males.

Comments: From the table above we notice that the number of females is higher than the number of males, the high number of females enrolled in the department of English at the University of Chadli bendjedid University –El Taref proves the common belief that females have more tendency towards studying foreign language and English in particular. It means to get a profession as language teachers or interpreters which are commonly consider as feminine jobs in this county. Males generally tend to prefer scientific and technical branches (computing, technology, etc). According to Cambridge researches, this due to many reasons: One of these major reasons are that the two gender has different approach so that males learn better with help of visualization and hearing, while females process languages more efficiently.

Question02: What is your major in the baccalaureate?

Table 03: Students ‘major in BAC

BAC stream	Participants	Pourcentage
Literature	21	70%
Scientific	6	20%
Mathematics	3	10%
Total	30	100%

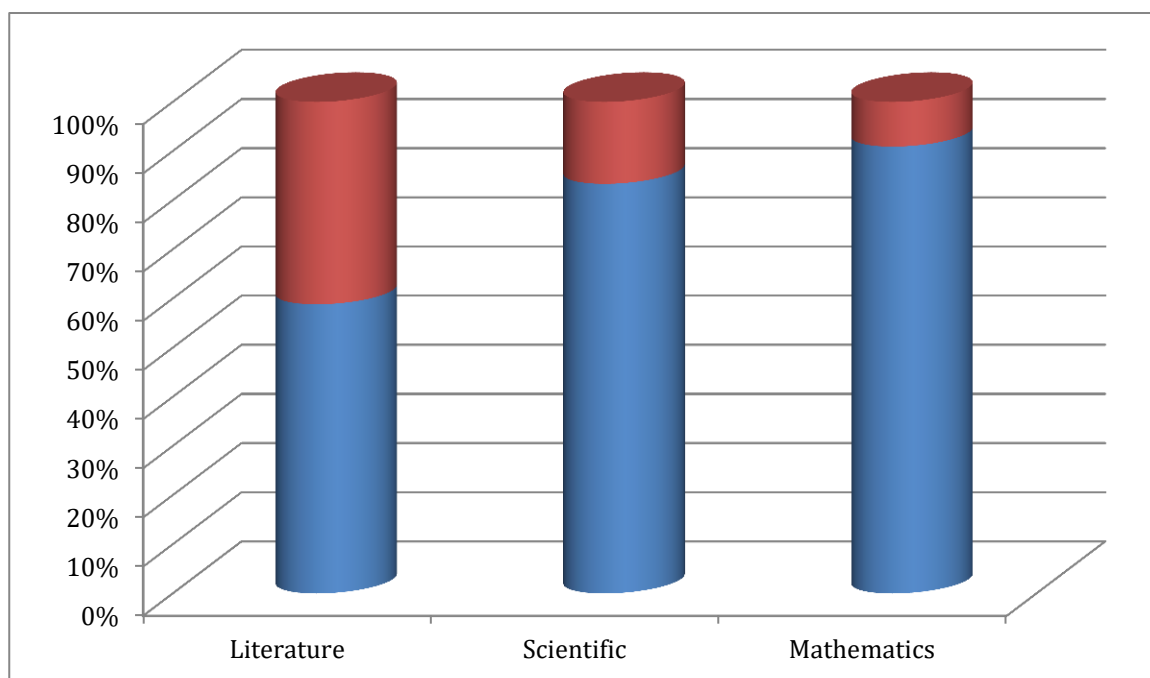


Figure 06: Student major in baccalaureate.

Comment: We notice that 70% of the learner is literature and 20% who are lean a scientific stream and the other are math or technical branch 10 %. Generally, the students of literature both specialist humanistic or foreign languages are choice to complete their specialist and study English language. However, some scientific and technical learner who want to change and Choice to study English as the first international language in the world.

Question 03: Was it your personal choice to study English or were you imposed?

Table 04: Student's choice of English branch.

Options	Participants	pourcentage
Personal	24	80%
Imposed	6	20%
Total	30	100%

The findings of this questions show that the selection of English branch to study of most of students (80%) is their personal will, and only (20%) students were obliged to study because they did not choose this branch by themselves for personal reasons.

Comment: In some cases, the student oriented in his\her one of their choices in the orientation form. In case that all their wishes are rejected, they are referred to this indicator according to the material index.

Question 04: What is your preferable module?

Table 05: Students' favorite model.

Options	Participants	pourcentage
Oral Expiration	16	53.4%
Written Expiration	10	33.3%
Both of them	4	13.3%
Total	30	100%

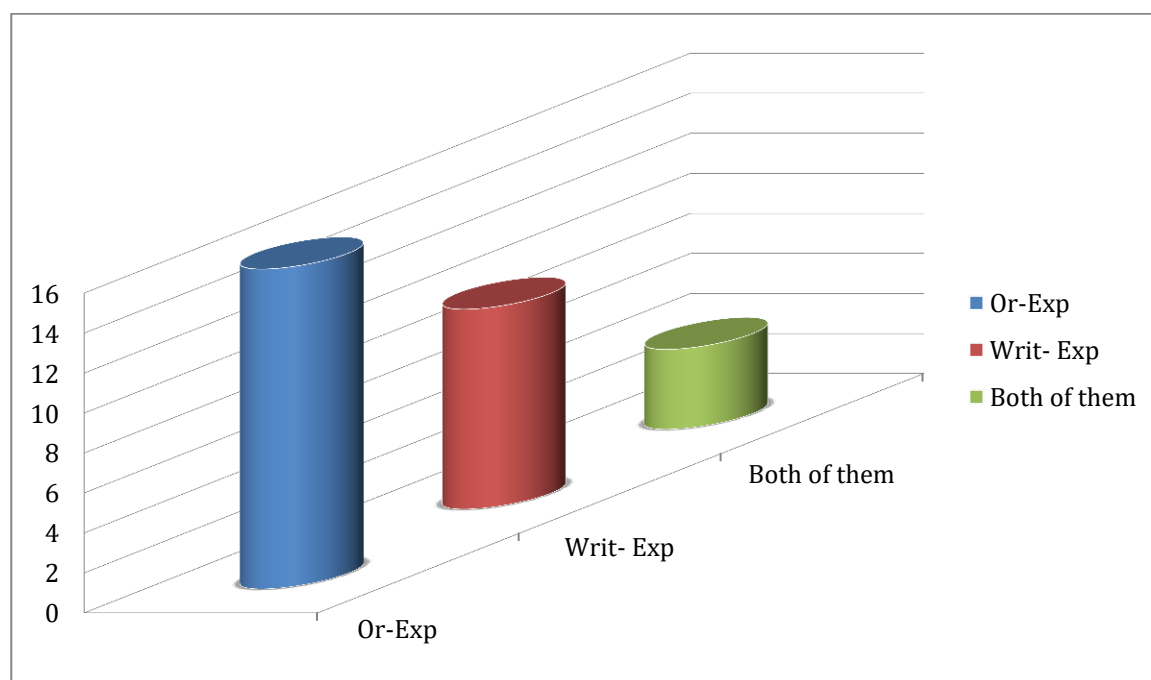


Figure 07: Students' preferable module.

Comment: The table above indicates that (16) participants (53.4%) represented that oral expiration are the most favorite model, whereas written expiration is favored to (10) student and (03) student mentioned that they like them both. From the description of table and figure, and all we know that the most important skill to the students' is speaking skill and they prefer the oral model because they expressed their feeling and motivating freely.

- **Question 05: What is your purpose for choosing English language to learn**

Table 06: Students' purpose for choosing to study English

Options	participants	Parentage
Urge to learn English	7	23.3%
Effective communication	9	30%
Universal langage	12	40%
Others	2	6,7 %
Total	30	100%

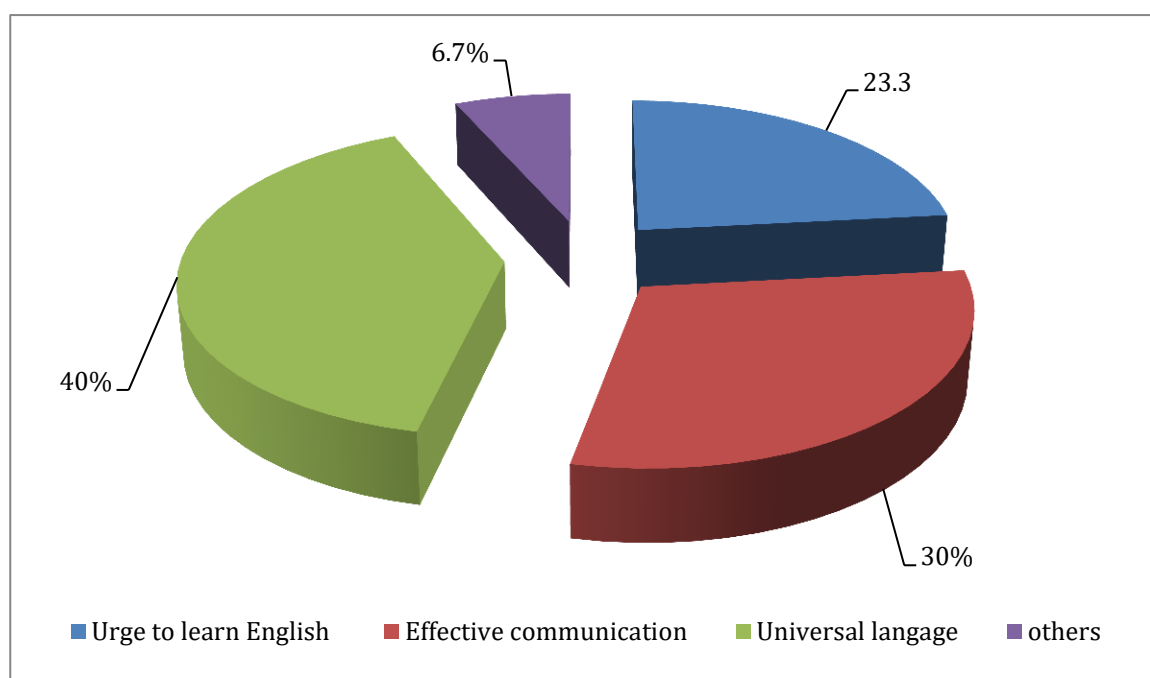


Figure 08: Students' purpose for choosing to study English

The analysis of this question indicates that the choice of majority of students (40%) of English study was because it is a universal language, and the purpose of most of them (30%) was because for effective communication. In addition, some of them (23.3%) have urge to learn English and the rest (6.7%) have other own reasons for their choice.

Comment: Studying universal language that can use to communicate any country and to get understood by many people is the goal of any language learners that's way this choice considered as the most main reason. Effective communication also considered a strong reason for students to choose study English.

Question 06: Which skill are you good at in English?

Table 07: Students' level in English language skills

Options	Participants	percentage
Speaking	2	6.7
Reading	10	33.3%
Writing	14	46.7%
Listening	4	13.3%
Total	30	100%

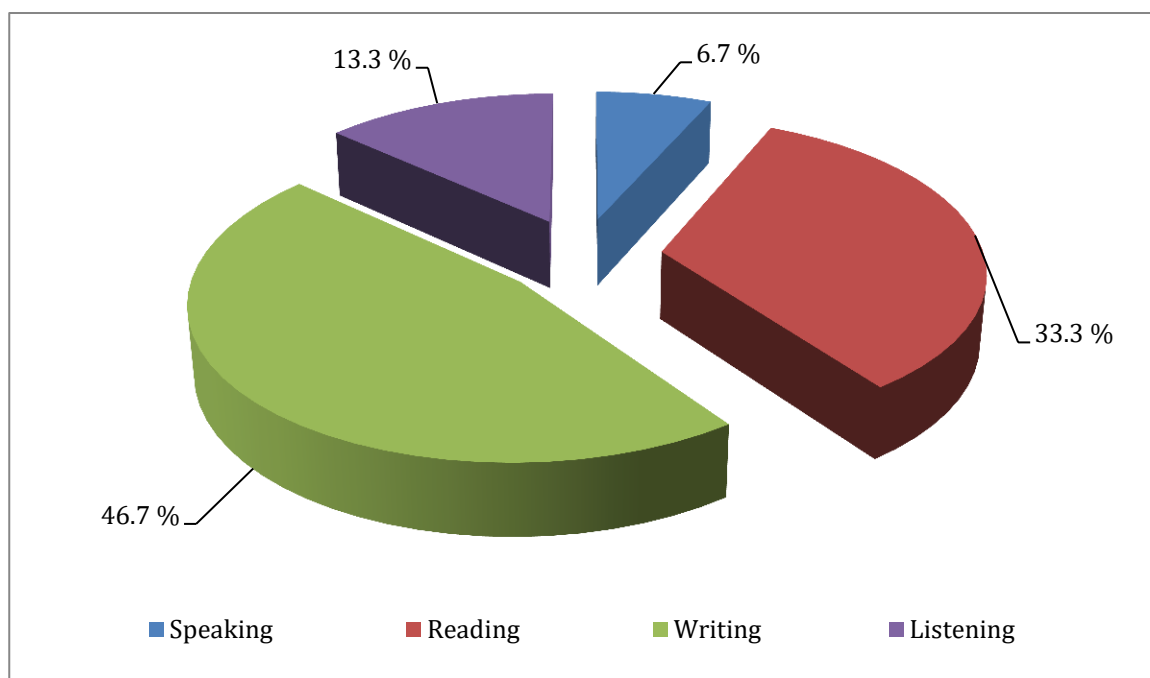


Figure 09: Students' level in English language skills

According to the results of this question, we notice that most of students (46.7%) are good at writing skill, and some of them (33.3%) deal well with reading skill. In addition, only few students (6.7%) are pretty good at speaking skill, and the rest of them (13.3%) have got great listening skills.

Comment: This is due to many factors, we had already mentioned in the theoretical part and the hypothesis that support this idea had proven as well.

Section two: Students' attitudes towards speaking skill:

- Question 07: Which skill do you find the most difficult in English language?

Table 08: Students' difficulties in English language skills.

Options	Participants	Percentage
Speaking	26	86.7%
Writing	00	0%
Reading	00	0%
Listening	4	13.3%
Total	30	100%

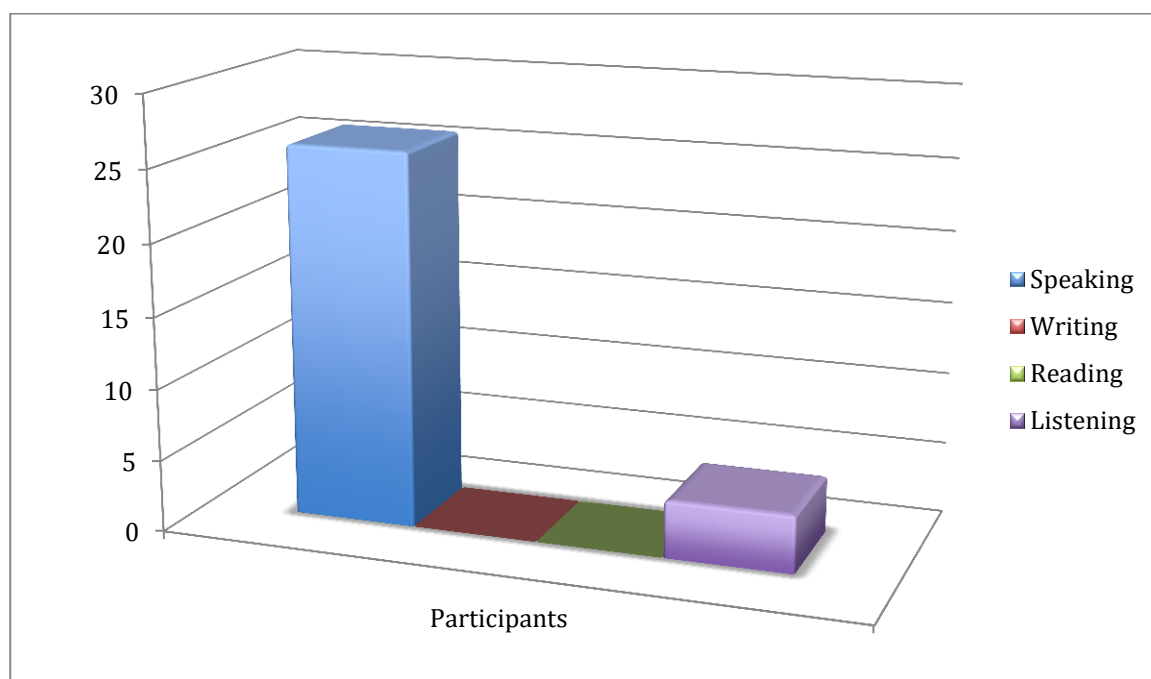


Figure 10: Students' difficulties in English language skills

The results of this question show that students have no problems with reading and writing skills, but the majority of them (86.7%) have got difficulties in speaking skill and only few of them got issues in listening skill.

Comment: This is due to several reasons we had motioned before.

- **Question 08: What is the main speaking problem that seems the difficult for you?**

Table 09: The main Speaking difficulties

Options	Participants	Percentage
Pronunciation difficulties	8	26.7%
Learning grammar	7	23.3%
Learning vocabulary	15	50%
Total	30	100%

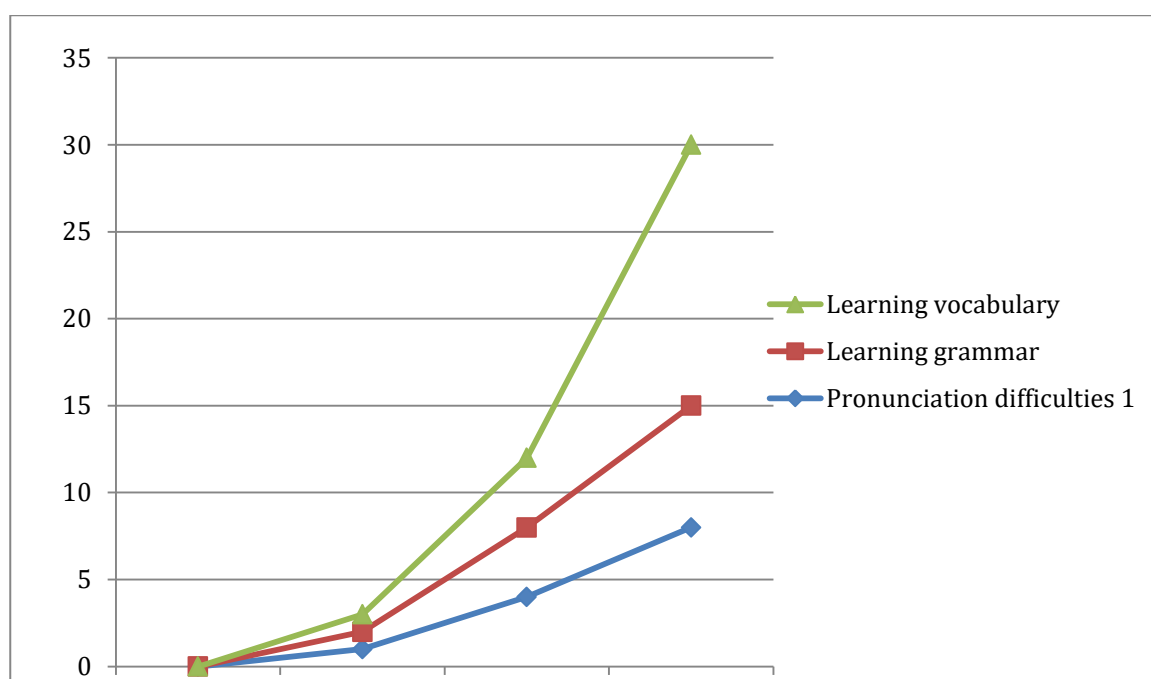


Figure11: The main speaking difficulties

We notice in the findings of this question that learning vocabulary has become burden on the majority of students (50%) to improve their speaking skill, whereas some of them (26.7%) suffer from pronunciation difficulties due to the lack of self-confidence and fear of criticism.

- **Question 09: What is your favorite strategy to use to improve your speaking skill?**

Table 10: Students' favorite strategy in learning

Options	Participants	Percentage
Listening to music	17	56.7%
Discussions	9	30%
Others	4	13.3%
Total	30	100%

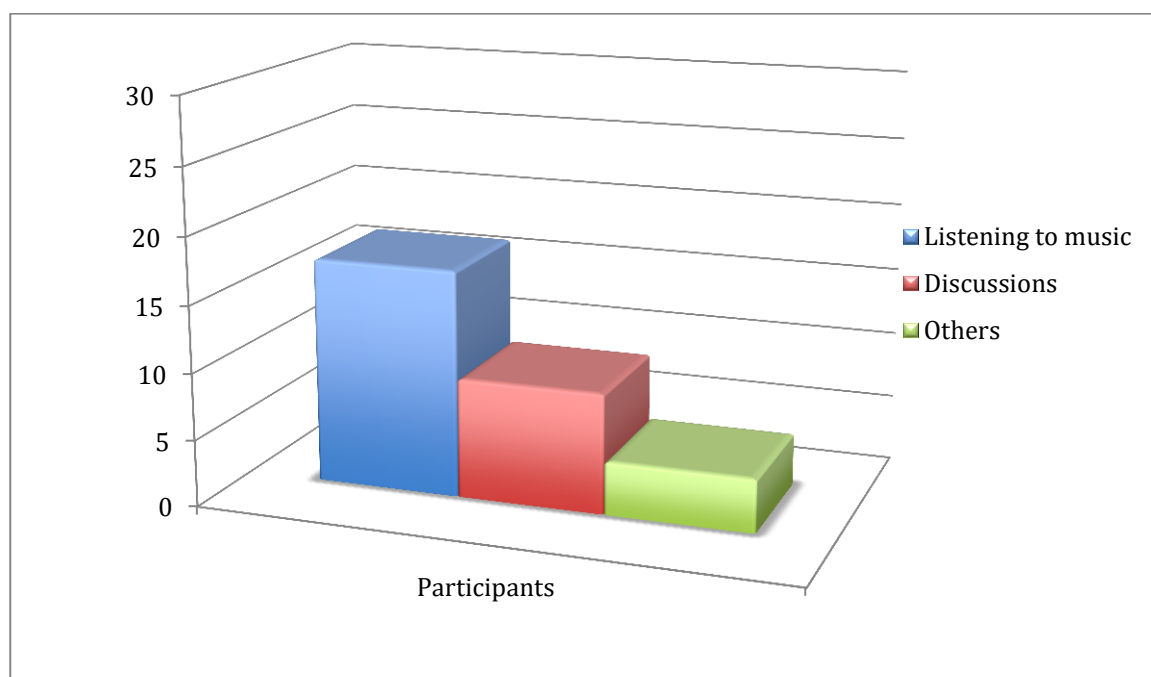


Figure 12: Students' favorite strategy

Through the analysis of this question, we notice that the majority of students (56.7%) like to listen to English songs anywhere and at any time to improve their strategy. However, most of them (30%) prefer discussion activities to get knowledge at the same time they try ameliorating themselves, and the rest students (13.3%) would like to use all of the other strategies in order not to feel bored in their learning process .

Comment: Most of students prefer Learning in an enjoyable way.

- **Question 10: Do you think that learning through the use of video recording helpful to develop your speaking skill?**

Table 11: Students' point of views about learning through the use of video recording

Options	Participants	Percentage
Agree	30	100%
Disagree	00	00%
Total	30	100%

The results of this question show that all the students (100%) said that they agree that the use of video recording helps in enhancing their ability to speak.

Comment: They all argue learning through VR technique because it is the appropriate strategy for them to see their body language and spot on the mistakes they make.

- **Question 11: Do you think that video recording strategy is helpful to overcome speaking difficulties**

Table 12: The use of video recording to overcome speaking difficulties

options	Participants	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

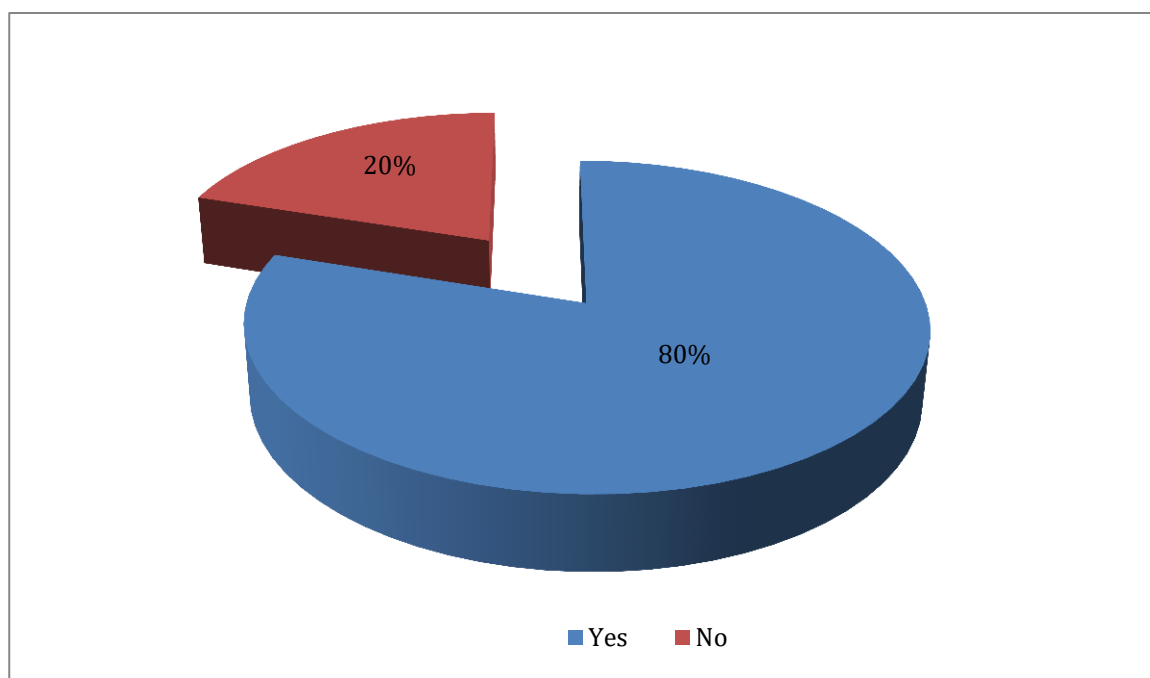


Figure 13: The use of video recording to overcome speaking difficulties

This analysis shows that the majority of learners (80%) agreed that video recording helps to overcome their speaking problems because they can point out what they lack of by watching themselves for self-evaluation. However, the rest of them (20%) disagreed because they said it does not help at solving all of their difficulties depending on teachers' tasks in the classroom.

- **Question 12: How do you feel when using video recording to enhance your speaking skill in the classroom?**

Table 13: Students' attitude towards video recording

Options	Participants	Percentage
Confortable and motived	20	66.7%
Shy and stressed	10	33.3%
Total	30	100%

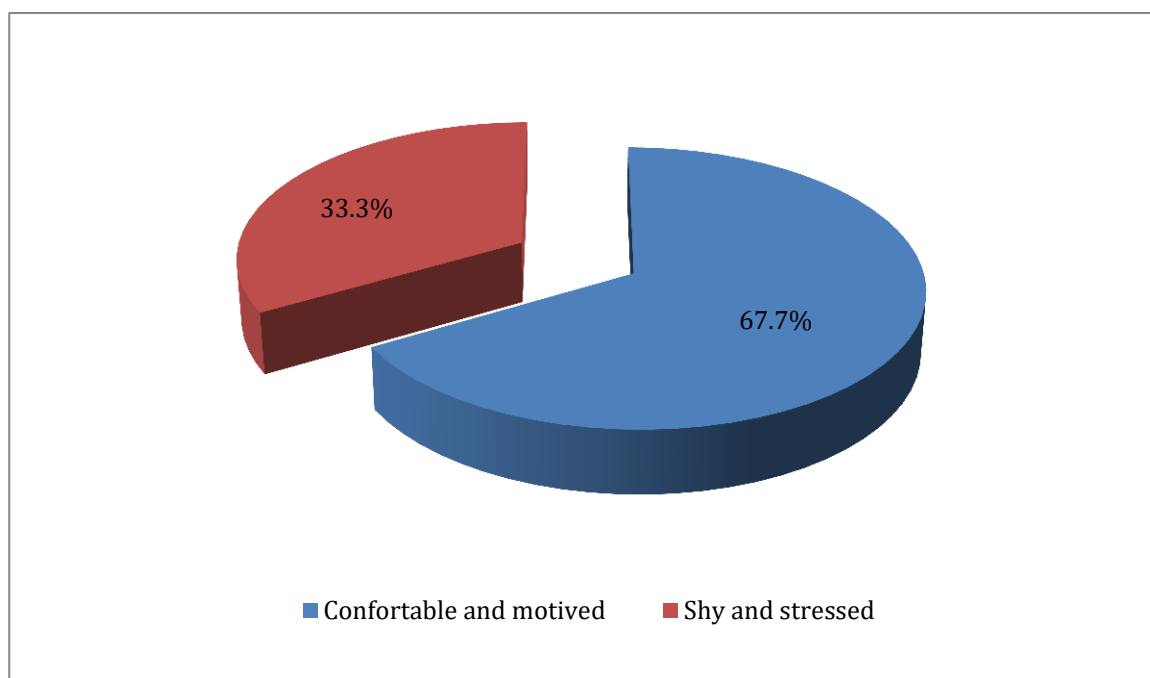


Figure 14: Students' attitude towards video recording

The findings of this question show that the majority of students (66.7%) feel comfortable and motivated to learn, whereas the rest of them (33.3%) said that they feel shy and stressed to be recorded in of front of their classmates.

Comment: This is back to the student 'personality and many other factors and barriers.

- **Question 13: Does the use of video recording technique encourage you to participate in the classroom?**

Table 14: The use of video recording to participate in the classroom

options	Participants	Percentage
Yes	30	100%
No	00	00%
Total	30	100%

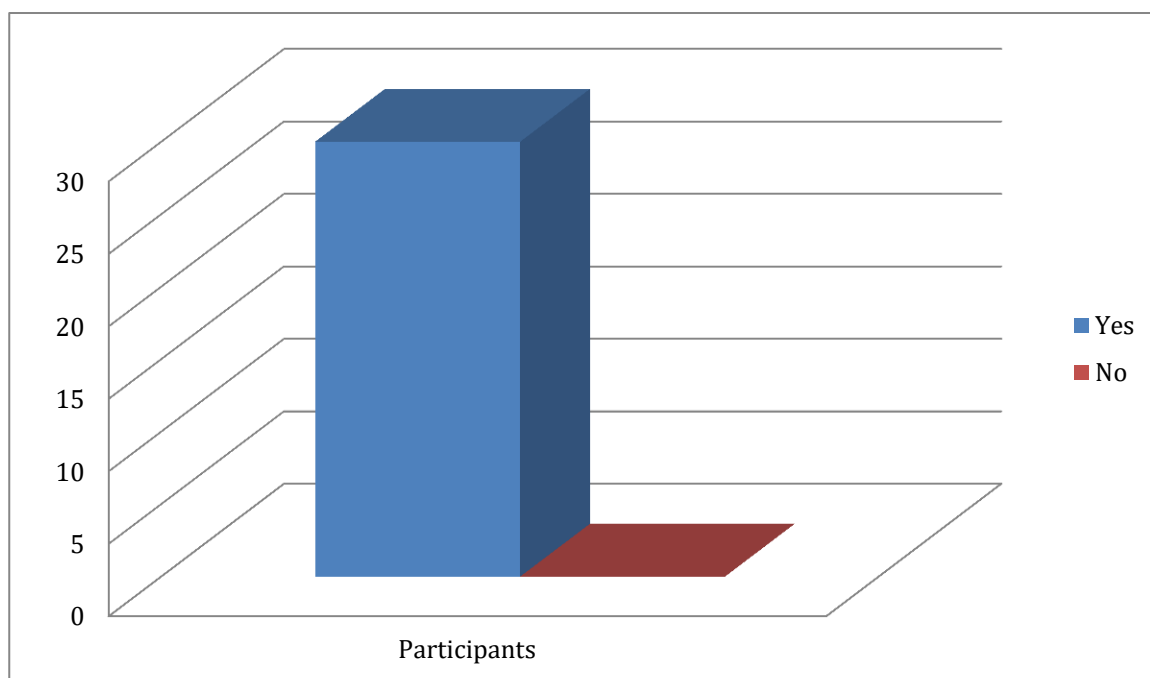


Figure 15: The use of video recording to participate in the classroom

We notice through the analysis of this question that all students (100%) agree that using video recording helps to encourage themselves to participate in the class and encourage even shy learners through time to build self-confidence to speak without fear of making mistakes.

- **Question 14: Rate the extent to which you would like your teacher to teach you using video recording strategy in your classroom.**

Table 15: Consideration of video recording as worth for teachers to use

Options	Participants	Percentage
Dislike	00	00%
Strongly dislike	00	00%
Like	07	23.3%
Strongly like	23	76.7%
Total	30	100%

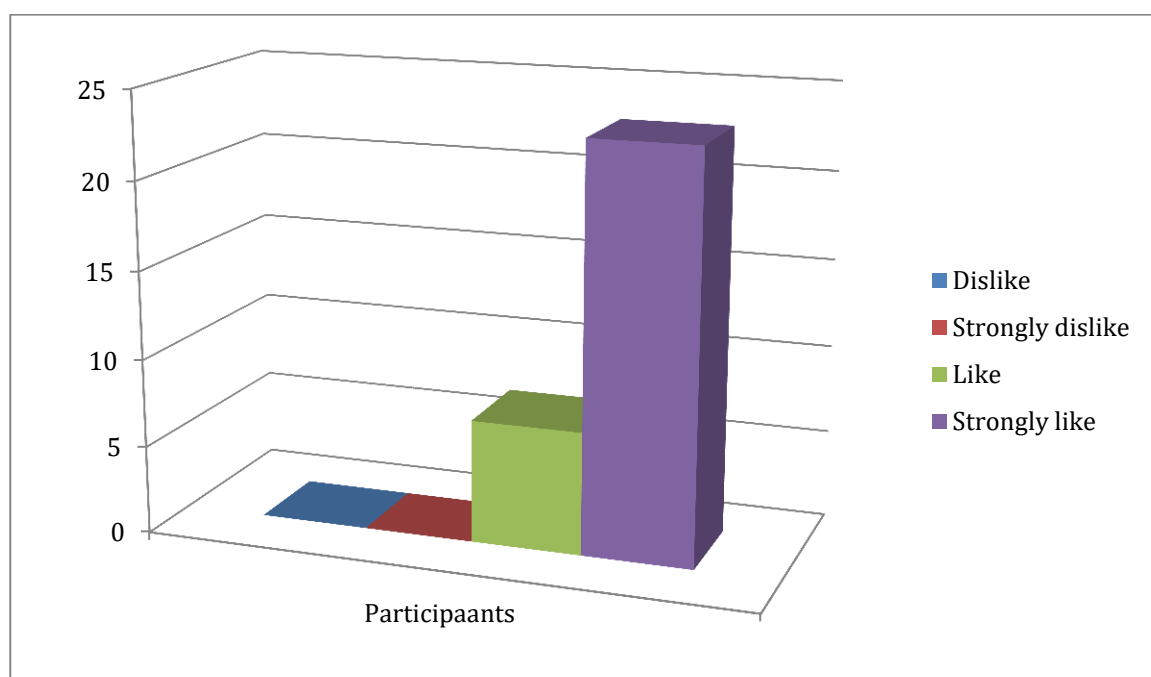


Figure 16: Consideration of video recording as worth for teachers to use

According to this table, we notice that the majority of students (76.7%) strongly would like their teachers to use video recording strategy in the classroom because they said it is the only suitable method to overcome their speaking difficulties, and the rest of them (23.3%) also like their teachers to use it because they said they feel excited to try it to learn in the classroom.

Question 15: what is your point of view towards VR technique effectiveness?

Table 16: Effectiveness of Video Recording technique.

Video effectiveness	Participants	Percentages
A. Raise students' motivation and interest	6	20%
B. Help learners improve and enrich their speaking skill	10	33.4%
C. Bring the foreign language culture context into the classroom.	1	3.3%
D. Facilitates Learning.	1	3.3%
E. Give an opportunity for students for practice and test their language level.	3	10%
F. All of them.	9	30%

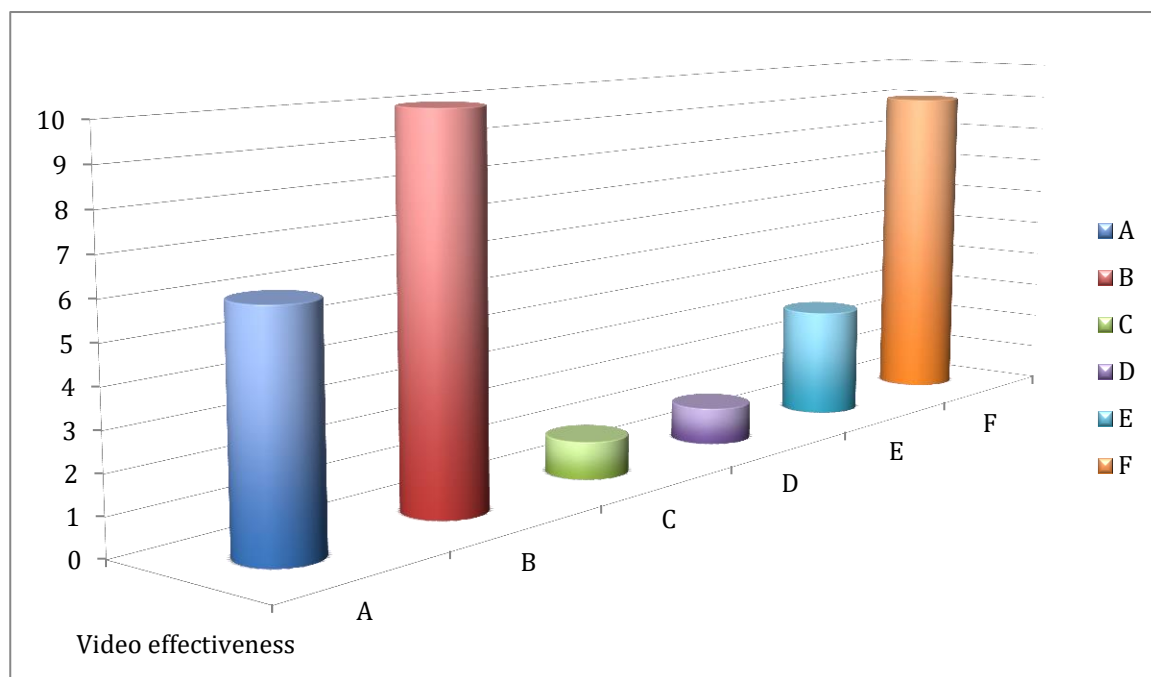


Figure 17: Effectiveness of Video Recording technique.

This analysis shows That the majority of the participants agree that the use of video techniques in classroom is very necessary to them and they see that video techniques is very effective way in learning the necessity of video techniques process. However; only a few of the participants said it's not necessary to use it may be because they don't see it as a teaching material.

2 Teachers' questionnaire

The aim of teachers' questionnaire is to discover teachers' perception towards the effectiveness of using Video Recording in enhancing EFL students' speaking skill. The questionnaire is divided into two main section: The first one is devoted to teachers' background information and the second one deals with teachers' perceptions about the use VR technique in language learning EFL classrooms, teachers' attitude towards the student reaction of Video Recording strategy, teachers' perception towards the impact of VR impact on student, how effective will VR technique in terms of place of learning.

2.2 teachers' questionnaire Results and analysis

Section one: Background information

- **Question 01: What is your degree?**

Table 17: The degree of Teachers

Options	Number	Percentage
Magister/master	9	75%
PhD	3	25%
Total	12	100%

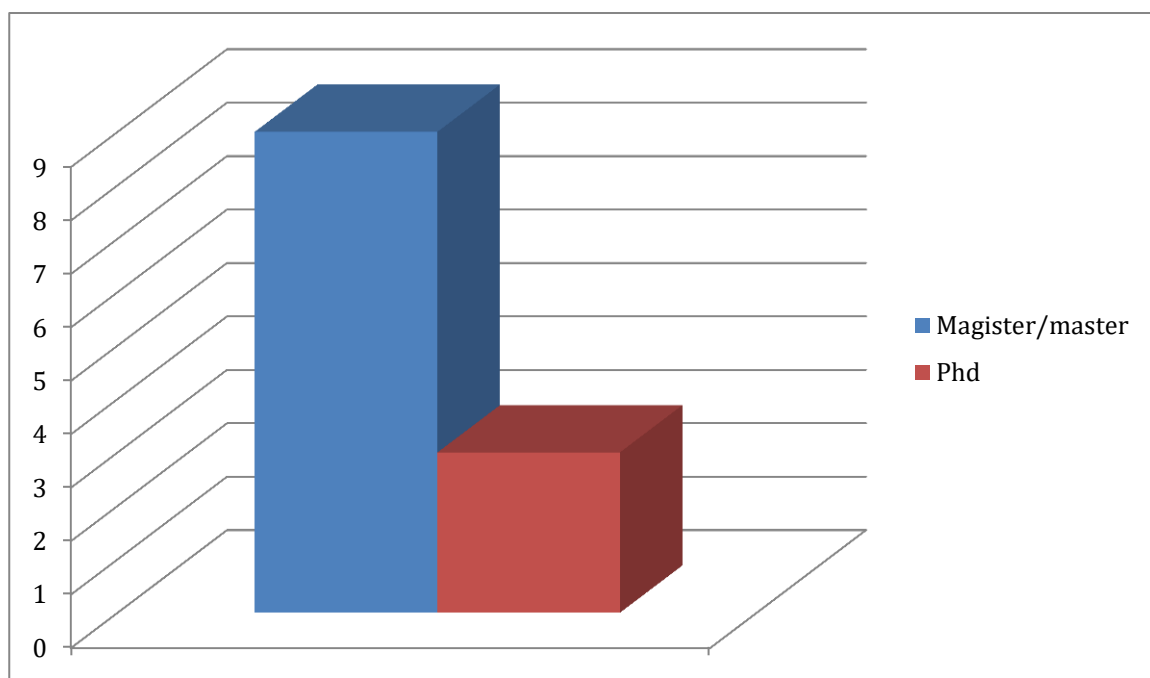


Figure 18: Teachers' degree.

The analysis of this question shows that all teachers qualifications (75%) have the Magister/Master degree. however, just (03) of the participant had PhD degree.

Comment: This is back to circumstances that we undertaking our research in and finding time to request a lager Sample. We had been mentioned in the limitation part.

- **Question 02: For how many years have you been a teacher of oral expression Module?**

Table 18: Teachers'period of teaching oral expression module.

Options	Number	Percentage
Never	2	16,7%
1-2 years	2	16,7%
3-5 years	5	41,6 %
More than 5years	3	25%
Total	12	100%

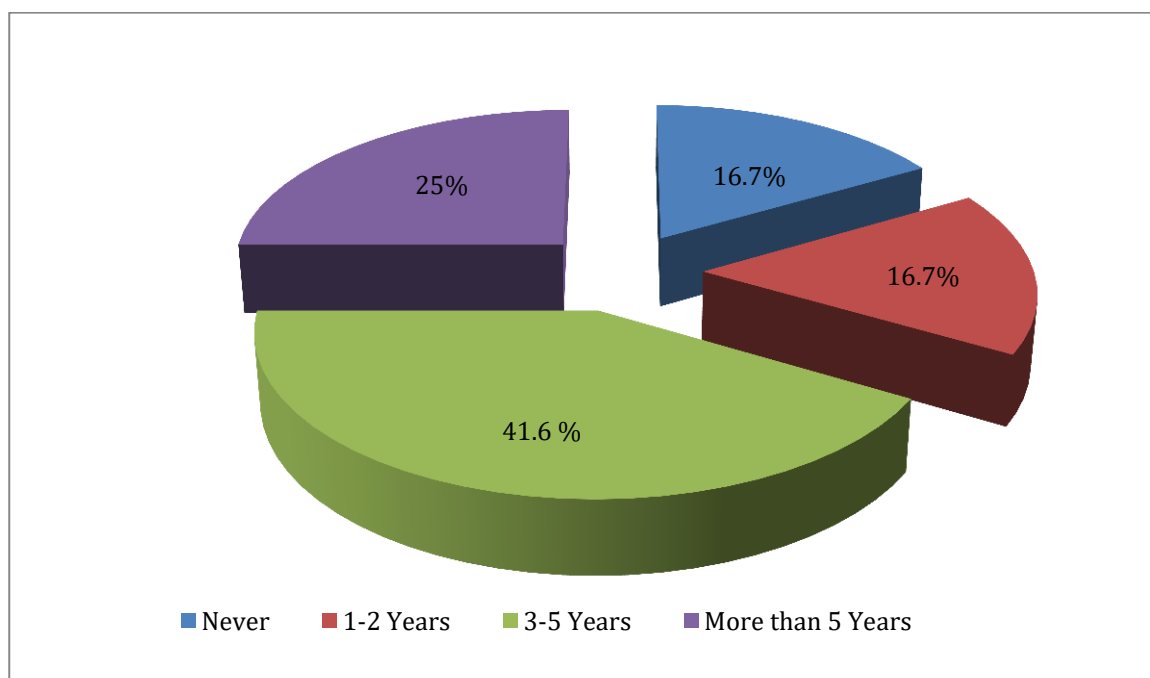


Figure 19: Teachers' period of teaching oral expression module.

The results of this question shows that only two teachers who have not been teaching of oral expression module, and two of them have been teaching this module for two years. Also, five teachers have been teaching this module for three to five years, and three of the teachers taught this module for more than five years.

- **Question 03: What kind of strategy do you use to improve your learners speaking skill?**

Teacher 1: Discussions

Teacher 2, 3, 4: In order to improve the speaking proficiency of learners, I make use of discussions, oral stories, dialogues, debates, listening to video recordings.

Teacher 5, 6: Depends on what my students lack of.

Teacher7: Video recording, use of visual aids (videos/pictures...) performances, monologues,

class discussion and role-play.

Teacher 8: Depends on students' choice to use the method they feel satisfied with to improve themselves.

Teacher 9: There are a lot of strategies that was an oral 'teachers, can use which most of them designed to support the learning goals Which specified in turn, according to an annual ministerial curriculum, but this program limit us from choosing some new and unprecedented strategies since this later limited by other barriers as; pedagogical barriers. That's why most of the time I select a bunch of traditional activities and strategies like: discussion, Role play Story Telling etc. to improve my students 'speaking skills.

Teacher 10: I use the kind of strategy that I think is more designed to suit my students 'interests, style of learning, and mood by setting them in groups of students of same orientations for learning Like: video based Learning as video recording and, audio visual aids to promote my students 'Speaking skills.

Teacher 11: Most of the time, I like choosing strategies that goes more with supporting the collaborative Learning within my students to create a Challenging environment as brain storming.

Teacher 12: The type of strategy used in education in not as important to me as the use of an authentic materials and to fulfil the aims of the learning goals. But, I prefer using dictionary to activate my students' both active and passive vocabulary which is for me activate and empower my students' speaking skill and their oral productions as well.

From the findings above, we notice that most of the teachers use multiple strategies to engage their students to improve their speaking skills depending on what they lack of with full satisfaction except of them who sticks only to one technique which is discussions, and the other one with the visual aids only. But also, we notice that there are some obstacles that

prevent or sometimes discourage the EFL teachers from diversifying the means which is often beyond their control.

- **Question 04: What do you think of using video recording in enhancing EFL students' speaking skill as a new strategy?**

Teacher1: For me, it is a good strategy because it helps students to learn new vocabulary in the proper way from native speakers. They also learn the intonation and they become good listeners of the language as well.

Teacher 2 , 12: Effective.

Teacher 3 , 11: It is a useful strategy.

Teacher4, 5, 6: it is a helpful strategy which students can boost their pronunciation.

Teacher 9: It is one of the effective strategies used in EFL classrooms.

Teacher 7, 8, 10: the most efficient strategy to use in learning.

According to the results above, we notice that all of the teachers share the same positive attitudes toward the effectiveness of integrating VR_ learning in pedagogical setting in EFL and ESL classroom in enhancing students' speaking proficiency.

- **Question 05: In your opinion, Will using video recording method prove to be effective than the traditional ones (brainstorming, role-play, discussion. etc.)**

Table 19: the effectiveness of video recording compared to The traditional techniques.

Options	Number	Percentage
agree	5	41,7%
disagree	7	58,3%
Total	12	100%

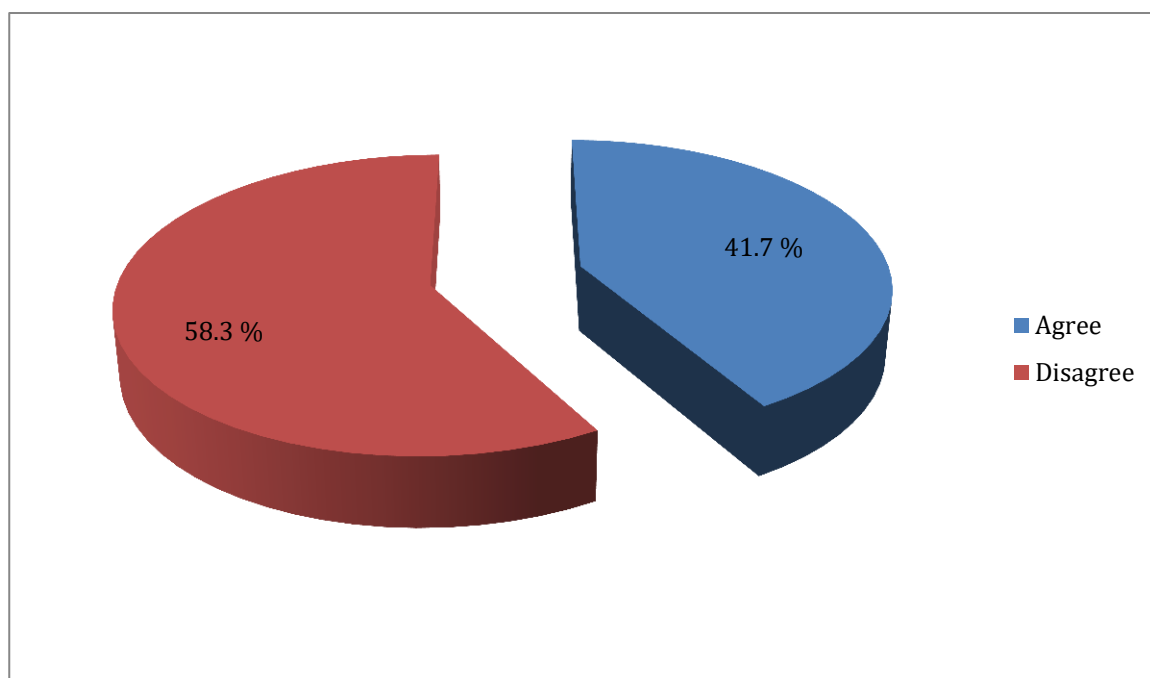


Figure 20: the effectiveness of video recording compared to The traditional techniques.

According to the results of this table, the majority of teachers (58,3%) did not agree that using video recording method prove to be effective than the traditional ones since learning speaking proficiency necessitates the use of multiple methods not only one. However, the rest of them (41,7%) agreed that because it improves all what students lack of.

Comment: This results confirm that teachers had positive perceptions toward implementing VR technique in classroom.

- **Question 06: Do you think that video recording technique will help EFL students to overcome their speaking difficulties?**

Table 20: The importance of video recording in enhancing speaking skill.

Options	Number	Percentage
Yes , It dose help	12	100%
No , not at all	0	0%
Total	12	100%

The findings of this question show that all teachers' attitude towards the use of video recording was positive to overcome students' speaking difficulties.

Comment: This result confirmed by scholars language results in the theoretical part.

- **Question 07: When using video recording in the classroom, do you think that students will be comfortable and motivated to learn?**

Table 21: Teachers' attitudes toward the students' reaction of video recording.

Options	Number	Percentage
Yes, of course.	10	80%
No, I do not think so.	2	20%
Total	12	100%

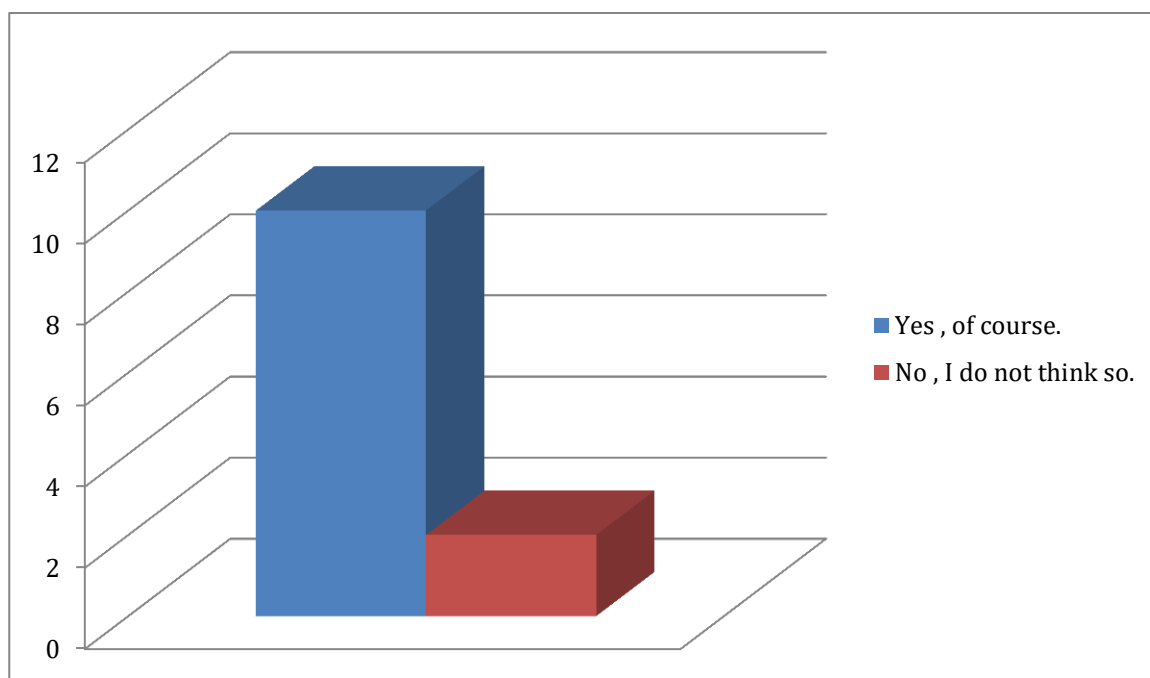


Figure 21: Teachers' attitudes toward the students' reaction of video recording.

According to analysis of the table above, we notice that the majority of teachers (80%) agreed about the use of video recording which motivate students to learn and feel comfortable with it. However, (20%) of them disagree that claim.

Comment: This result confirms that teachers has a positive attitudes toward the students' reaction of video recording.

- **Question 08: Do you agree that video recording method will be more enjoyable for students?**

Table 22: Video recording impact on students

Options	Number	Percentage
Agree	12	100%
Disagree	0	0%
Total	12	100%

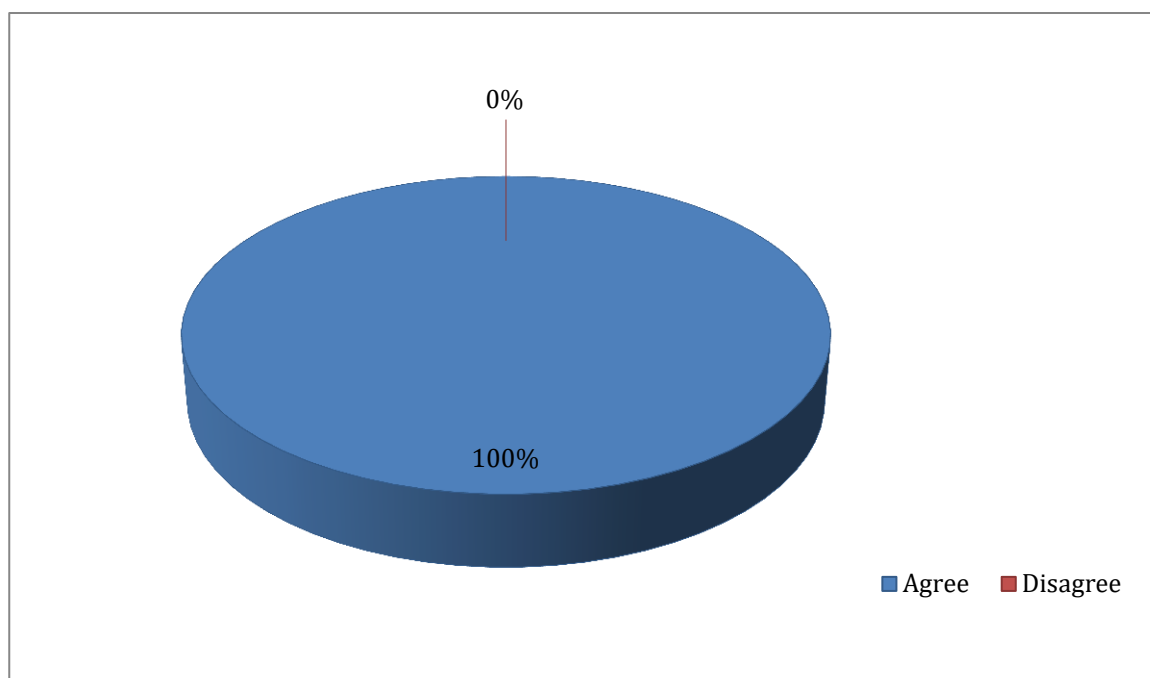


Figure 22: Video recording impact on students

The results of this questions shows that all teachers agree that using recording method changes the classroom atmosphere for students to enjoy learning their needs.

- **Question 09: How effective will this learning strategy be in terms of the pace of learning?**

Teacher 1: It will develop both listening comprehension and speaking skills.

Teacher 2, 3, 4: This strategy is effective for gaining new information and vocabulary in a quick way. It will develop students' listening skill and their comprehension of native speakers. It is also a motivation tool for EFL students to take the challenge of speaking fluently like natives besides to leaning the different dialects of English speakers.

Teacher 5: It will overcome the speaking difficulties that learners have to become fluent.

Teacher6: It is a very effective method/technique as it contributes to enhancing learners' oral proficiency.

Teacher 7: It will motivate students to learn in sense of joy.

Teacher 8: It will enhance students' pronunciation and connected speech.

Teacher 9: It' will help them mostly to promote their selves-correction and to has the chance for better future' oral performance.

Teacher 10: It will overcome most of their psychological barriers as: anxiety, inhabited, stress which considered as one of the most reasons that amped Our students from becoming better speakers as teachers.

Teacher 11: It will improve their overall level of speaking 'skill, their confidence, their selves _corrections, refresh their memories, help them to become a better future's performances in speaking skills.

Teacher 12: It will increase students' feedbacks storage of vocabulary as basic stone of any or all production for a healthy. Understandably speaking performance.

According to the analysis of this question, we notice that video recording is an efficient material to use improve speaking skill based on teachers shared positive point of views toward the implementing of this technique in the EFL classroom.

2. Summary of the results in Relation to the Hypotheses of the study

The results of the present data analysis boost our research hypotheses :

- **Hypothesis one**

An extensive opportunity for Practicing English in both inside and outside the classroom, increasing self-correction, empowering speaking skill ,and prompt the students' feedback in speaking are one of the major effects that Video Recording technique impact on EFL students to master speaking ability.

- **Hypothesis two**

There is a significant relationship between overcoming students speaking difficulties and implementing VR in a pedagogical setting of learning language and speaking skill in particular.

- **Hypothesis three**

Using Video recording techniques in classroom increase the students' motivation of speaking in classroom which is proven within both students' and teachers' questionnaire results.

Conclusion

The aims of this research are to discover the role of video recording in improving students' speaking skill. The analysis of students and teachers' questionnaire shows that video recording helps EFL learners and of course encourages them to gives a better speaking performance in the future. The present paper took place during the second semester; in which (N=30) of students and (N=12) of teachers have answered the questionnaires.

Chapter Five:

Discussion and

suggestion

Introduction

Based on the hypotheses, this chapter discusses the results of the study and the previous theories and research. It then introduces the pedagogical implications of this research. The last section of the chapter provides suggestions and recommendations for students, teachers, English department, and for further studies for future research orientation that are related to the motif of this thesis.

1. Discussions of the Questionnaires

Discussion of the students 'Questionnaire

Since the analysis of both of the two questionnaires showed that students at Chadli Bendjedid University agree about the use of video recording as a new teaching method in the classroom, it has been believed that students will have significant improvement in their speaking ability more through the use of this technique to learn. Also, it has been confirmed that video recording has many effects on their speaking skill to overcome its difficulties they suffer from. In addition, we have realized how helpful the use of video techniques to facilitate teachers task to explain and how much it helps the EFL learners to understand the courses well. Hence, we have realized that the use of this new method can be a great help for educational matters. So that, the results revealed in this study concerning the use of video strategy inside classroom on enhancing students' speaking fluency have validated our hypotheses.

Discussion of teachers 'questionnaire

The findings that we have obtained from teachers' questionnaire indicated that teachers encourage their students to use Video Recording strategy in reading speaking skill performance, and the majority of them support their students to positive attitudes toward this technology and encourage them to used more and more in their future performance .They

have also confirmed that recording videos is helpful in bely students' prior knowledge, and they have listed the effectiveness of implementing this technique in the pedagogical setting of teaching language classroom . The majority of teachers agree that using Video recording is useful in speaking skill. They also believe that VR is helpful technique in facilities learning language process. give opportunity to Practice and test their level of speaking skill. self-correction and replay the video whenever and wherever they want (inside and outside the classroom), and providing feedback which are considered as the main component of critical thinking ability. Teacher also have confirmed that VR technique has a positive effect on EFL students' speaking ability.

From the discussion of the findings of teachers' questionnaire, the second hypothesis, which predicted that teachers have positive perception towards the impact of Video Recording technique on EFL Students 'speaking skill and their motivation is confirmed.

2. The relationship of the Result to previous Theory and Research

The results of this study are similar to previous studies we have already mentioned in the second chapter of the present paper, for many researchers like Efrizal (2012) stated that speaking a great skill to communicate with others everywhere and every day. It's the foundation of all human relationship that students need to express their selves. Also, Hughes (2002) and Brown (1983) argue that it's necessary to be aware about mastering its aspects to accomplish the goal of learning speaking proficiency. Another point provided by Richard (1985), Doff (1998), and Krashen (1982) is students 'speaking affected by four main factors considering the age, aural Medium, social cultural and affective factors are the main factors that provoke their speech barriers and Ur (2000) explain that there are many difficulties hinder students 'speaking skills. Moreover, shrosbree (2008),Harme (2001) and fernandez

(2010), as well as Tomlin and StemPleski (1990) argue that throughout using Video recording technique on students' speaking in language learning offers several advantages: First , student can watch themselves and their Classmate performance Which increase Their critical thinking , rise Their self –assessment, provide An authentic language input , repeat and predict on their language ,provide better feedback to use in future performance .Also, a good way to practice their English not only in classroom. But also, outside the classroom. The most important point is that many researcher as Laura Giacomini (2019) argue that using video recording in classroom motivate students to improve their speaking skills.

3. Pedagogical Implication

Learning speaking skill via Video recording technique is a new way for transforming language learning from traditional to the technological means for learning a language. So through the study and the results gained it appeared that Video Recording Device can be implemented in EFL classrooms, this implication can help foreign learners to access the technology in order to meet their learning needs.

By considering these tools as a new way to learn speaking skill can allow learners to be careful about the advantages of technology to enhance their learning. Video Recording technique can have prolific and advantageous effects on learning if it is used properly and correctly. Moreover, the results showed that most of the types and techniques emanated from this tool such as Language learning Videos, off-air programmersetc . Can be used to learn successfully and they have positive effects on students 'motivation for learning English speaking skill.

4. Suggestion and Recommendations

After conducting this research, we propose these recommendations as follows:

- **Recommendations for EFL teachers**

As an alternative strategy, teachers can use video recording in teaching speaking skill. Also they should create a comfortable atmosphere in the classroom, and encourage the students to speak and provide them activities that are appropriate to figure out their weaknesses. Furthermore, teachers must offer sufficient time for their students to engage them to practice and give them more chance to speak.

- **Recommendations for EFL students**

To boost the level of speaking skill, students should be active and participate in the classroom to find out what they lack of, and they should try the appreciated method to use for self-evaluation and overcoming the issues they have. Moreover, students should not be afraid of making mistakes for building self-confidence to be fluent speakers.

- **Recommendations for Administration at Chadli Bendjedid University**

It will be an appreciated honor to offer new tools for teachers to use for facilitating their teaching process, and a great help for students to improve themselves in their learning career.

- **Recommendations for further research**

For Researchers who will conduct the similar topic, they can use this research as a reference to conduct a research about video recording in speaking on other sample from other universities or in other language skills on students from the same university. Moreover, Ministry of Education and teacher Should be aware of the necessity of such materials in both learning and teaching any foreign language either during the learning process or outside the classroom, and they should encourage their learners to use such

material in during or after learning and look for the different use of the different techniques for this method, and different designed topic to suit the appropriate use of this material.

After that Video Recording device has other types that should be looked for by another researchers and students to enhance the quality of teaching and motivate students to learn. Furthermore, thus study focused on the learners' attitudes toward using Video recording technique for learning, another research can concentrate on the teachers 'attitudes toward this technology device for teaching.

Finally, this study conducted with first year master English learners, if similar studies were conducted, they may focus on other levels for example the effectiveness of this device in secondary schools, middle schools or primary schools in the field of languages teaching. To conclude and for further studies, we suggest conducting the following studies in future:

- Conduct an experimental study to investigate the effectiveness of using Video Recording in enhancing EFL Student speaking skill
- Conduct a similar study of the current study to find out the impact of Video Recording technique at different levels and using different research methods, instruments, and samples.
- Conduct a comparative study between the Video Recording technique and Videotext techniques, and the other videos techniques for the other language skills: Writing, listening, and Reading skills

Conclusion

Throughout this chapter we discussed the hypotheses, that were validated, related to the findings of the study; which signified that video recording will obviously ameliorate students' speaking skill, and the use of it will promote their motivation to learn. Also, its effects on students speaking skill. The results of this study are similar to previous studies we have mentioned in the second chapter, including Shrosbree (2008) and McGovern (1983) study. The pedagogical implications of this study include the benefits of being aware about the positive effect of integrating Video Recording technique in pedagogical setting by focusing on the potentials that Video Recording can offer to both language teachers and learners.

References

References:

- Asher, J., Garcia. (1969). The Optimal Age to Learn a Foreign Language. *The Modern Language Journal*.vol (53). 334-341
- Broady, E. (1998). *Learner attitudes towards self-direction*. London: University Printing
- Brown, H. D. (1983). *Language Assessment Principles and Classroom Practices*. London: Pearson Edition.
- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. (p.271). Upper Saddle River, NJ: Prentice Hall.
- Brown, H.D. (2004). *Language Assessment Principles and Classroom*. (pp. 142-143). Practices. New York: Pearson Education
- Burns, A., & Joyce, H. (1997). *Focus on Speaking*. Sydney: National Center for English Language Teaching and Research
- Cameron, Deborah. (2001). *Working with Spoken Discourse*. Oxford: SAGE Publications, Ltd.
- Cheng, G., & Chau, J. (2009). Digital video for fostering self-reflection in an portfolio environment. *Learning, Media and Technology*, 34 (4), 337-350. DOI: 10.1080/17439880903338614
- Dali, A. (2012). *Video recording technology: an investigation of students' perceptions of the use of video recording technology in developing speaking skill and independent learning*.

- Derry, S.J. (2007). *Guidelines for video research in education: Recommendations from an expert panel*. Data Research and Development Center. NORC: University of Chicago. Retrieved from : <http://drdc.uchicago.edu/what/video-research.html>
- Doff, A. (1998). *Teach English: A training Course for Teacher*. Cambridge University Press
- Dyer, K. (2015, July 21). The importance of student self-assessment. Retrieved from : <https://www.nwea.org/blog/2015/the-importance-of-student-self-assessment/>
- Efrizal, D. (2012). Improving Students' Speaking through Communicative Language Teaching. *International Journal of Humanities and Social Science*, 2(20), 127-134.
- Fernandez, M. (2010). Professional identity: a theoretical frame for research in higher music education. *Changing education in a changing society*. pp. 90-96. Lithuania: University of Klaipeda.
- Finocchiaro, M., & Brumfit, C. (1983). *The Functional-Notional Approach from Theory to Practice*. Oxford: Oxford University Press, Inc.
- Harmer, J. (1991). *The Practice of English Language Teaching*. (3ed). Longman: London and New York.
- Harmer, J. (2001). *How to teach English: An introduction to the practice of English language teaching*. Edinburg: Pearson Education Limited.
- Harmer, J. (2007). *How to Teach English*. Edinburg: Longman.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Hughes, R. (2002). *Teaching and Researching Speaking*. New York: Pearson Education.

- Katchen, J.E. (1996). Using authentic video in English language teaching: Tips for Taiwan's teachers. pp. 256-259. Taipei: The Crane Publishing Company
- Korsvold, A. K., & Rüschoff, B. (1997). *Technologies in language learning and teaching*. Germany: Council of Europe Publishing
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. New York: Pergamum Press
- Laura, G. (2019, January 2). *New Ways in Teaching Speaking*. Retrieved from :
<http://blog.tesol.org/on-teaching-speaking-4-benefits-of-flipgrid-video-recording/>
- Lonergan, J. (1984). *Video language teaching*. Cambridge: Cambridge University Press
- Littlewood, W. (1999). *Communicate Language Teaching*. Cambridge: Cambridge University Press
- McGovern, J. (1983). *Video Applications in English Language Teaching*. Oxford, UK: Pergamum Press and the British Council
- Media Smarts. (n.d.). Digital literacy fundamentals. Retrieved
 from : <http://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/digital-literacy-fundamentals>
- Martinez, F. A. (2006). *Current Trends in the Development and Teaching of the Four Language Skills (Studies on Language Acquisition)*. p.139
- Odhabi, H., & Nicks-McCaleb, L. (2009). Video recording lectures: Student and professor perspectives. *British Journal of Educational Technology*. DOI :10.1111/j. 1467-8535.2009.01011

- Orlova, N. (2009). Video Recording as a Stimulus for Reflection in Pre-Service EFL Teacher Training. *English Teaching Forum*, 47(2), 30-35.
- Richards. (1985). *Longman Dictionary of Applied Linguistics*. England: Longman
- Richards, J. C.&Renandya, W. A. (2002). *Methodology in language teaching*. New York: CambridgeUniversity Press.
- Rivers, W. M. (1968). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press
- Shrosbree, M. (2008). Digital Video in the Language Classroom. *The JALT CALL Journal*. 4(1), 75-84.
- Stempleski, S., & Tomalin, B. (1990). *Video in Action: Recipes for Using video in Language Teaching*. New York: Prentice Hall.
- Shumin K. (1997). *Factors to Consider: Developing Adult EFL Students' Speaking Abilities*. *English Teaching Forum*. vol 35(3). p8.
- Shumin, K. (2002). Factors to consider: Developing adult EFL students speaking abilities. J. C. Richards& W. A. Renandya (Eds.). *Methodology in language teaching* .pp 204-211. Cambridge: Cambridge University Press
- Thornburg, S. (2005). *How To Teach Speaking*. Pearson: Longman.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*.(p.120). UK: Cambridge University Press.
- Ur, P. (2000). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press
- Vilagran, M. (2008). *4 Skills: Speaking*. Cambridge: Unpublished Mini-thesis

Appendix

Appendix A

Students Questionnaire

Dear Students,

This questionnaire is part of research work entitled: " the effectiveness of using Video recording technique in enhancing EFL students "speaking skill". Carried at Chadli Bendjdid El Taref with 1st master EFL students "It is designed to have to have authentic and reliable data. For this reason, you are kindly requested to answer the following questions truthfully and keep in mind that there is no right or wrong answer (please pick the boxes).

Your answers are really important for the validity of my research

Section one : Background Information

- **Question 1: Are you male or female?**

Gender ? ☐ Male ☐ Female ☐

- **Question 2: Was it your personal choice to study English or were you imposed?**

Personnel ☐ imposed ☐

- **Question 3: What is your purpose for choosing English language to learn**

Urge to learn English ☐

Effective communication ☐

Universal language ☐

Others ☐

- **Question 4: Which skill are you good at in English?**

Speaking ☐

Writing ☐

Reading ☐

Listening ☐

- **Question 5: Which skill do you find the most difficult in English language?**

Speaking

Writing

Reading

Listening

- **Question 6: what is the main speaking problem that seems the difficult for you?**

Pronunciation difficulties

Learning grammar

Learning vocabulary

- **Question 7: What is your favorite strategy to use to improve your speaking skill?**

Listening to music

Discussion

Others

- **Question 8: Do you think that learning through the use of video recording helpful to develop your speaking skill?**

Agree Disagree

- **Question 9: Do you think that video recording strategy is helpful to overcome speaking difficulties**

Yes ☐ No ☐

- **Question 10: How do you feel when using video recording to enhance your speaking skill in the classroom?**

Comfortable and motivated ☐ Shy and stressed ☐

- **Question 11: Does the use of video recording technique encourage you to participate in the classroom?**

Yes ☐ No ☐

- **Question 12: Rate the extent to which you would like your teacher to teach you using video recording strategy in your classroom.**

Dislike ☐

Strongly dislike ☐

Like ☐

Strongly like ☐

Question 13: What is your favorite module?

Oral Expiration

Written Expiration.

Both of them

Question 14: What is your major in the baccalaureate?

Literature

Scientific

Mathematics

Question 15 : what is your point of view towards video techniques effectiveness?

A. Raise students' motivation and interest

B. Help learners improve and enrich their vocabulary

C. Bring the foreign language culture context into the classroom.

D. Facilitate learning.

E. Give an opportunity for students for practice and test their language level.

F. All of them.

Thank you very much for your time and collaboration

Appendix B:

TEACHERS' QUESTIONNAIRE

Dear Teachers,

This questionnaire aims to investigate "the effectiveness of using Video Recording technique in enhancing EFL speaking skill" from teachers' perspectives. It is designed to have authentic and reliable data. For this reason, you are kindly requested to answer the following questions by ticking the appropriate box(es) and fill the gaps when needed.

Your answers are really important for the validity of my research.

Section one: Background Information

• **Question 01: What is your degree?**

Magister / Master ☐ PhD ☐

• **Question 02 : For how many years have you been a teacher of oral expression Module?**

Never ☐

1 - 2 years ☐

2 - 5 years ☐

More than 5years ☐

• **Question 03: What kind of strategy do you use to improve your learners speaking proficiency?**

Effective. ☐

It is a useful strategy. ☐

It is a helpful strategy which students can boost their pronunciation. ☐

It is one of the effective strategies used in EFL classrooms.

☐

the most efficient strategy to use in learning.

☐

- **Question 05: In your opinion, Will using video recording method prove to be effective than the traditional ones (brainstorming, role-play, discussion..etc.) ?**

Agree

☐

disagree

☐

- **Question 06: Do you think that video recording technique will help EFL students to overcome their speaking difficulties?**

Yes, It does help

☐

No, Not at all

☐

- **Question 07: When using video recording in the classroom, do you think that students will be comfortable and motivated to learn?**

Agree

☐

disagree

☐

- **Question 09: How effective will this learning strategy be in terms of the pace of learning?**

Thank you very much for your time and collaboration