The Effect of Self-Video Recording on the Development of Students' Speaking skill in Higher Education

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Abstract

The purpose of learning a foreign language is communication, which can be through speaking or writing. That is to say, the mastery of a foreign language can be ensured by being able to speak that language. Thus, this paper investigates the impact of self-video recording on the development of students' speaking skill in an engineering school. To examine the cause/ effect relationship between the two variables, a quasi-experimental study was conducted relying on a pre- and post-tests. Two intact groups were selected and assigned to control and experimental groups. The data were analysed using descriptive and inferential statistics including the mean, standard deviation, independent sample t-test, and effect size. The results of the experiment indicated that there is an effect of self-video recording on the development of students' speaking skill and 6.43% of difference to the treatment. This implies that self-video recording has an effective role in enhancing students' speaking skill. Therefore, it is recommended to use self-video recording as a teaching practice to improve students' speaking skill. It is also recommended to use and test other ICT tools to help students to learn foreign languages in general and speaking in particular.

Key words: self-video recording-speaking-effect- teaching and learning

1. Introduction

Learning a foreign language has become an asset for 21st century learners. In order to master a foreign language, English as a Foreign Language (EFL) learners are required to learn the four skills, namely reading, listening, speaking and writing. Listening and reading are deemed to be receptive skills, whereas writing and speaking are considered productive skills (Donald & Pauline, 2001). As a matter of fact, the main objective of learning a foreign language is communication. Therefore, developing students' productive skills are a necessity if learners want to communicate through that foreign language. English, nowadays, has become a lingua franca. Therefore, learning this language has become a pre-requisite. Frankly speaking, the success of learning English is deeply related to the ability to speak it (Febriyanti, 2011; Morozova, 2013). In connection to this, according to the official guidelines of teaching English as a Foreign Language in Morocco (2007), "learners' success or failure to function orally and effectively in such real-life situations determine the extent to which they are progressing as language learners" (p. 14). In Morocco, different studies have been conducted on the issue of writing as a communicative skill (Abouabdelkader, 1997; Belmekki, 2015; Belmekki, 2017; Belmekki, 2018; Belmekki, 2019; Bentahila, 1982; Chibi, 2018; Hdouch, 2012; Ouaouicha, 1986); however, a small body of research has been conducted on speaking skill or at least not published in Morocco (Bouaassria, 2016; Hammani, 2019; Ibnerrays, 2019). What's more, Moroccan EFL learners rarely have the chance to practice their communication skills outside the class. The lack of such opportunities hinders the development of the speaking skill among EFL learners in Morocco. It is also worth mentioning here that speaking in high schools does not constitute an integral part in the national bac exam. So, since students are test-oriented, the speaking skill is neglected among learners and teachers. This what might partly justify the various problems students' face in speaking in English. At university, students are not tested on speaking because of large groups. Many professors report that it is not easy to interview or ask each student to deliver a presentation in class since it requires a lot of efforts and it is time consuming. Another point that we should mention here is that there are only three published studies investigating the issue of speaking in Morocco (Bouaassria, 2016; Hammani, 2019; Ibnerrays, 2019). In other words, studies that have been conducted on the issue of speaking are not enough. Therefore, more research should be conducted on this issue to seek how to effectively improve the students' speaking skills.

Nowadays, Information Communication Technologies (ICTs) are thought to be useful tools that can be employed to develop students' speaking skills. The use of ICTs, these days, in Morocco has become a necessity due to COVID-19. During the confinement, adopting distance learning in Morocco has become a pre-requisite. A lot of researchers from all over the world such as (Suryani, 2010), (Mikre, 2011), (Bilyalova, 2016), and (Ratheeswari, 2018) have argued that ICT can help students to learn a foreign language. Other studies such as Mullamaa (2010), Klimova and Semradova (2012), Dedja (2015), Bilyalova (2016), and Yuldashevna and Tuhtayevich (2020) have recommended that the use of ICT can develop students' four skills. So, the question that must be raised here is: how can ICTs help students to improve their speaking skill? To answer such a question, you need to verify all components of ICT and see their efficacy in speaking. ICTs consist of different components such as computers, mobile phones, tablets…etc. The current study focuses on the use of video recording as a technique to develop students' speaking skill. The choice of this technique can be explained by the following reasons. First, self-video recording can be practiced outside the class. Second, since having large classes is deemed to be an obstacle to practice speaking inside the class, using video recording is a useful alternative. Third, teachers can assess students' speaking performance through asking them to record themselves. Finally, self-video recording is less time consuming for professors. Accordingly,

the effectiveness of this technique will be tested through an experiment to see whether this tool is effective or not to enhance students' speaking skill. The independent variable (IV) in this study is self-video recording and the dependent variable (DV) is the speaking skill. To test the effectiveness of the IV in the DV, a quasi-experimental study will be conducted.

2. Statement of the problem

English in Morocco is considered as a foreign language. Learners in Morocco in public schools do not start learning English until the middle school. They are not exposed to English until they reach the last year in middle school, and they do not have any chances to practice their speaking outside since the majority of institutions use Standard Arabic or French. So, students rarely have the opportunity to practice their communication skills outside the class. Another reason why students do not practice speaking is that the majority of professors at university test students through writing claiming that they have large groups. Thus, using interviews or/ and oral presentations as assessment tools cannot be easily implemented in such context. In fact, although EFL learners are exposed to courses entitled '*Oral Communication*', '*Spoken English*', '*Business Communication*', and '*Public Speaking*', they are not fully provided with the chance to communicate in class. At university, EFL learners do not adequately practice the speaking skill. This what may account for the different challenges and difficulties students' face in speaking. In the current study, the focus will be on the speaking skill which is deemed to be one of the productive skills that needs more practice to be developed. Therefore, this study suggests self-video recording as a means to develop students speaking skill. To put it differently, this paper investigates the effectiveness of self-video recording as a means to ameliorate the students' speaking skill at university in the National School of Applied Sciences in Marrakech.

3. Research question and hypothesis

The current study sets out to answer the following research question:

To what extent does the use of self-video recording develop the speaking skill among university students at the National School of Applied Sciences in Marrakech?

The research hypothesis of this study is stated as follows:

There is an effect of self-video recording on the development of students' speaking skill among university students at the National School of Applied Sciences in Marrakech.

4. Literature review

Different studies have been conducted to investigate and examine the effectiveness of video recording as a suggested technique to develop students' speaking skills including (Azkiyah & Rahayu, 2018; Göktürk, 2016; Guo, 2013; Ikramah, 2017; Kondal and Prasad, 2020; Mursyidto, 2014; Prisnanto and Purnawan, 2015/2016; Wicaksono, 2018). Most of the reviewed mentioned studies (Azkiyah & Rahayu, 2018; Guo, 2013; Ikramah, 2017; Kondal and Prasad, 2020; Mursyidto, 2014; Prisnanto and Purnawan, 2015/2016; Wicaksono, 2018) revealed that there is a significant effect of self-video recording on the development of students' speaking skill. To illustrate, Kondal and Prasad (2020) revealed that the integration of video recording in speaking classes significantly improved the learners' oral proficiency. It was also found that video recordings encourage learners to participate in speaking activities confidently and efficiently. Another study by Prisnanto and Purnawan, (2015/2016) found that the students' speaking ability improved along with a lot of speaking practices during the video recording assignment. They also asserted that the implementation of the self-introduction video recording improves the students' speaking ability, especially their fluency, self-

confidence and motivation by providing them a lot of speaking activities. Finally, they confirmed that students feel more comfortable to speak in class when we have started using video recordings. Guo (2013) also demonstrated that the use of video recordings as a tool helped improve graduate student presentation skills. Besides, Azkiyah and Rahayu (2018) confirmed that video-recorded speaking task play roles in enhancing students' oral productive skill. Last but not least, Ikramah (2017) argued that video recordings have positive effects towards students' speaking ability. Nevertheless, another study conducted by Göktürk (2016) indicated that the incorporation of digital video recordings into speaking classes improved the learners' overall speaking proficiency; however, it did not lead to a significant improvement in learners' oral fluency.

4.1 Some limitations of previous studies

Different limitations have been noticed while reading these empirical studies. As a matter of fact, there are some researchers who acknowledge some limitations whereas others do not. Based on a critical reading of the previous mentioned empirical studies, the following limitations should be mentioned.

- ✓ Only questionnaire as a research tool used to explore the learners' perceptions about the use of video recordings in developing students' speaking skill and expressing abilities while participating in presentation, group discussion and debate in the ESL classroom. In this study, Kondal and Prasad (2020) have concluded that there is a significant effect of video recording on students' speaking skills even if they have not tested its effectiveness through the use of an experiment. So, it would have been better to use an experiment to test the effectiveness of video recording as a treatment on students' speaking skills.
- ✓ Concerning Prisnanto and Purnawan (2015/2016) and Wicaksono (2018) studies, the researchers have not used neither pre- nor post-tests to examine whether video recording as a tool is effective to ameliorate students' speaking skills or not.
- ✓ In fact, Guo (March, 2013) and Göktürk (2016) use the pre- and post-tests as research tools to investigate the effectiveness of video recording in students' speaking skills. However, a limited sample was used. Only 16 were randomly assigned to control and experimental groups as far as Guo's study is concerned, and Göktürk's study only 10 participants were assigned to the experimental group.
- ✓ There are some studies which do not use any control group. They relied only on one group. Göktürk (2016) can be cited as an example.
- ✓ In some studies, such as Göktürk (2016), the pre- and post-tests were identical. The researcher asked the participants in the pre- and post-tests to talk about the same topic. According to Campbell and Stanley (1963), this is considered as one of the threats to internal validity. To put it bluntly, familiarization with the topic is deemed to be as one of the major threats to internal validity. Due to the familiarity with the topic, participants may make certain improvement in the post-test. There are some researchers who may attribute this improvement to the treatment proposed. Hence, the pre- and post-tests should not be identical in order to avoid this threat.
- ✓ In some studies, the duration of the treatment was not mentioned.

4.2 The current study

This study is different from previous studies in the following ways:

- ✓ Different context: there are some studies which have been done on an ESL context. This study is done in an EFL context.

✓ Sample size: some reviewed studies have relied on a limited number of participants. Instead, this study is based on a large sample.

✓ Research design: as previously mentioned, some studies did not use any control group. This study compares the performance of an experimental and control groups. It is based on pre-test and post-test design.

✓ Another remark that should be raised here is related to the use of different speaking tests in this study in the pre- and post-tests unlike some studies which have relied on similar pre- and post-tests. Relying on the same test affects the internal validity of the study.

It is these points that enable us to account for the originality of the current study and to explain how different it is from previous ones.

5. Methodology

5.1 Research design

Since randomization cannot be achieved in this thesis, the research design of the current study is quasi-experiment. Creswell (2005) argues that such design may occur when researchers need to use intact groups because of the availability of the participants or the setting prohibits forming artificial groups. This quasi-experimental study is used to answer the following research question.

➢ To what extent does the use of self-video recording develop the speaking skill among university students at the National School of Applied Sciences in Marrakech?

To answer this research question, students were selected from the National School of Applied Sciences in Marrakech. Then, those students were assigned to control and experimental groups.

5.2 Sampling

The subjects of this study are third year students from the National School of Applied Sciences in Marrakech. The sample of this study consists of males and females. They are third year students belonging to different branches (GE 'Génie Electrique', GIL 'Génie Industriel et Logistique', GRT 'Génie Réseaux et Télécommunications, GI 'Génie Informatique'). They are 280 students divided into four groups; each group consists of 70 students. For practical reasons, two intact groups (GE and GRT) were included for the experiment. Those two intact groups are assigned to control and experimental groups. GRT class is assigned to CG, and GE class to EG. Those two groups are homogenous. The homogeneity of the two groups is tested through the pre-test. Another point that should be raised here is that the researcher adopted a convenience sample technique.

5.3 Instruments of data collection

5.3.1 Pre-test

Before we introduce the treatment, students in the control and the experimental groups were given a pre-test. to make sure that there are no significant differences between the two groups. The two groups are expected to demonstrate the same level with regard to their speaking skill. This pre-test is meant to avoid certain internal validity threats. Another reason why this pre-test was used is to make sure that the two groups are homogenous. It is hoped that both groups get more or less the same scores and the differences are normal. It means that the scores obtained by the two groups are not statistically significant. Students were asked to record themselves, and those videos are scored by two experienced teachers to make sure that the scores obtained by students are valid.

5.3.2 Post-test

After introducing the treatment which lasted for eight weeks, learners in the CG and the EG were given a post-test. This test is used to measure if there are any differences between the two groups after the treatment. The main purpose of this post-test is to see whether there is an effect of the treatment introduced or not. Students who have not been actively engaged in the treatment regularly (at least eight times) are excluded in the post-test.

5.4 Operational definitions

The main concern of this research paper is to study the effect of self-video recording as a suggested treatment to enhance university students speaking skill. So, in this paper two concepts are included, namely video recording and speaking skills. Operational definitions of those two concepts must be given here.

Speaking includes different sub-skills, namely fluency, accuracy, functions, appropriateness, grammar, turn taking skills, relevant length, responding and initiating, repair and repetition, range of words and discourse markers (Lackman, 2010). In this paper, the focus will be on the three sub-skills which are accuracy, fluency and appropriacy.

With reference to Brown (2004), a checklist was prepared to score students' speaking performance. This checklist is provided to teachers for validity reasons. The criteria used in this checklist reflect the speaking sub-skills we are focusing on this study.

Video recording is the treatment suggested in this experimental study. Students were asked to record a video in which they talk on a suggested topic between three to five minutes. The purpose of using video recording is to build students' self-confidence as it gives them the opportunity to reflect upon their body language.

6. Results of the study
6.1 pre-test results

Table 1

Pre-test Results

	df	Mean	Std. deviation	T	p.05
Control group	54	14.772	0.985	0.793	n.s.
Experimental group	48	14.653	0.64		

Table 1 indicates that the results of the pre-test. It shows that there is no significant difference between the control and experimental groups as far as their speaking skills are concerned. To illustrate this point, the t-value obtained in this study is 0.739, and the critical value at a level of probability of .05 with a degree of freedom of 102 is 1.980. So, the critical value obtained in this study is less than the critical value needed. Therefore, as far as the speaking skill is concerned, we conclude that there is no statistically significant difference between the control and experimental groups in the pre-test results.

6.2 post- test results

Table 2

Post-test Results

	df	Mean	Std. deviation	T	.05
Control group	55	13.589	1.348	2.8	s.
Experimental group	59	14.233	1.138		

Table 2 indicates that there is a statistically significant difference between the control group and experimental groups. This means that there is an effect of self-video recording in the development of students' speaking skills at the National School of Applied Sciences in Marrakech. To account for this, the t-value obtained in this study is 2.8, and the critical value at a level of probability of .05 with a degree of freedom of 114 is 1.980. So, the t-value obtained in this thesis is higher than the critical value needed to reject or accept the research hypothesis. Therefore, our hypothesis is accepted. This implies that the use of self-video recording helps students to improve their speaking skills. According to Hatch and Lazaraton (1991), when the null hypothesis is rejected, it is possible to calculate the strength of association.

Tavakoli defines eta² (η^2) as "a measure of association that can be employed to determine the magnitude of effect size. Eta squared, symbolized by η^2 (the lowercase greek letter eta), is interpreted as the proportion of the total variability of the dependent variable which is explained by the variation in the independent variable" (p. 197). In this study, η^2= 0.064. This means that there is 6.43% of difference between the control and experimental groups as far their speaking skill is concerned. The difference that has been noticed between the two groups is justified by the treatment introduced in this study (self-video recording).

6.3 Hypothesis testing

This study aims to investigate the effectiveness of self-video recording in the development of students' speaking skills among university students in the National School of Applied Sciences in Marrakech. Therefore, in this section, the following hypothesis will be tested.

- There is a statistical difference between the control group and the experimental group in the post test among university students at the National School of Applied Sciences in Marrakech.

To test this hypothesis, an independent sample t-test was used so see whether there is a statistically significant difference between the control and experimental groups in the post-test. Any difference that might be noticed between the two groups can be attributed directly to the treatment introduced in this study. As previously stated, both the experimental and control groups did not have any statistical difference in the pre-test scores as far as their speaking skill is concerned. After the treatment, it was proven that there is a significant difference between the two groups. This shows that there is an effect of self-video recording in the development of students' speaking skills. This means that our hypothesis is accepted with

confidence. In short, this paper proves that self-video recording has an effective role in enhancing students' speaking skills at the National School of Applied Sciences in Marrakech.

7. Discussion

To answer the research question of this study which centers on examining the efficacy of self-video recording in developing students' speaking skill, we relied on a quasi-experimental study using pre-post-test design. The pre-test results allow us to conclude that that there is no significant difference between the control and experimental groups as far as their speaking skill is concerned. However, the post-test results, after eight weeks treatment, confirm that there is a significant difference between the two groups. It is also found that there is a positive effect of self-video recording on the development of students' speaking skill. 6.43% of difference between the two groups is related to the treatment introduced in this study (self-video recording). Even if there is a significant difference between the control and experimental groups, the difference between the two groups is little. This means that more experimental research is needed to account for the remaining percentage (93.57%). These experimental studies should investigate other variables that seem to affect the development of students' speaking skill.

The findings of the quasi-experimental study concur with many previous studies mentioned in the literature review chapter. For instance, Mursyidto (2014) demonstrated that the students' speaking skill improved. The developments were achieved gradually including different sub-skills such as pronunciation, fluency, comprehension, vocabulary and grammar. Additionally, Azkiyah and Rahayu (2018) argued that after the treatment, it was found that the experimental group achieved significantly higher in comparison to control group. Simply put, video-recorded speaking task play roles in enhancing students' oral productive skill. The findings of this study are also in line with Ikramah (2017) who proved that the *t-score* is higher than t-*table* 34,79>2,02 which indicates that there is significant difference between the experimental and control groups after implementing video recording. Accordingly, the researcher concludes that video recording has positive effect on students' speaking ability as shown on the improvement of the students' speaking scores. The findings of the present study also support the results of Prisnanto and Purnawan (2016) who concluded that the implementation of Video Recording Method and the supporting actions could improve the students' speaking participation. Furthermore, Guo's study (2013) revealed that the use of video recordings is a useful tool in improving students' classroom presentations. He also confirmed that "students in the experimental group enjoyed the engaging aspects of using video recordings and found it easy to improve their next presentations after watching their first video recordings; however, students in the experimental group reported: 'it is extremely difficult to assess yourself without being able to review video data'" (p. 91).

However, the present findings disagree with the results reported by Göktürk (2016) who claimed that the use of digital video recordings did not have any statistically significant impact on learners' fluency, a component of oral proficiency. In contrast, Kondal and Prasad (2020) pointed out that the integration of video recordings in speaking classes significantly improved the learners' oral proficiency.

8. Some implications and recommendations

One main conclusion that has been drawn from this study is that self-video recording is an effective tool that can be used to ameliorate students' speaking skill. Based on this conclusion, the following recommendations and implications can be drawn.
 ➢ Teachers should use self-video recording in their classes.

- Teachers should highlight the importance and benefits of ICT in learning a foreign language to their students.
- Teachers should benefit from some teaching trainings on how to integrate ICT in their classes
- Teachers should motivate students to use self-video recording
- Students should train themselves on how to use self-video recording in order to develop their speaking skills
- Students should use self-video recording to develop their autonomy.
- Students should attend some trainings on how to use ICT tools for learning purposes in general and video recording in particular.

9. Some limitations and directions for future research

The findings of the current study cannot be generalized since randomization as a sampling technique was not adopted. So, randomization as a sampling technique should be adopted in future research to be able to generalize the findings of future research projects. What's more, this study uses only tests as research instrument. Thus, researchers are required to use other research tools such as questionnaires, interviews and observations in order to study in details the research gap under investigation. Besides, this study adopts quasi-experiment as a research design. So, relying on both qualitative and quantitative data (mixed method as a research design) will definitely provide better understanding of research gap under study. Another limitation of the study is related to the duration of the treatment. The treatment lasted for only eight weeks, which is probably insufficient to establish whether regular self-video recording has an effect on students' speaking skill. Last but not least, students' and teachers' attitudes were not examined towards the issue. Thus, researchers are required to explore students' and teachers' attitudes towards the use of self-video recording as a means to enhance students' speaking skills. They are also supposed to study students' attitudes before and after the treatment in order to study if there is a change.

10. Conclusion

The purpose of this study has been to test the efficacy of self-video recording in the development of students' speaking. Two research tools which include a pre-test and a post-test were used to address our research question and fill in the research gap. The pre-test results prove that there is no effect of self-video recording on the development of students' speaking skill. After eight weeks treatment, the post-test was employed. The post-test results show that the experimental group performed better than the control group in the speaking test. In other words, there is an effect of self-video recording on the development of students' speaking skill. It also indicated that there is 6.43% of difference between the control and experimental groups. To put it simply, self-video recording has an effective role in enhancing students' speaking skill.

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