

## **Students' Attitudes towards the Use of Self-Video Recording as a Means to Enhance Students' Speaking Skill in Higher Education**

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### **Abstract**

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. Therefore, this paper aimed to examine students' attitudes towards the use of self-video recording as a means to enhance students' speaking skill. To achieve this objective, a questionnaire was administered to students who belong to the National School of Applied Sciences in Marrakech. The data were analysed quantitatively. The results of the students' questionnaire showed that students hold positive attitudes towards the use of self-video in relation to speaking. In light of the findings of this study, we recommend the use of self-video recording to ameliorate students' speaking skill. We also recommend the utility of other Information and Communication Technology tools for facilitating the teaching and learning process.

*Key words:* attitudes, Information Communication and Technology, teaching and learning, self-video recording, speaking

### **1. Introduction**

After the critical period, learning a language becomes challenging. Learners are required to make great efforts to learn a language. In this regard, Brown (2001) argues that:

Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling and acting (p. 1)

Learning a foreign language necessitates the mastery of the four skills which are reading, writing, speaking and listening. According to Donald and Pauline (2001), listening and reading are often categorized as 'passive', 'receptive' or 'input' skills. The other two are often labelled as 'active', 'productive' or 'output' skills. The purpose of learning a foreign language is communication, which can be through speaking or writing. English speaking skill is one of the most significant abilities to be created and improved in language students, especially in a scholarly setting (Morozova, 2013). That is to say, the mastery of a foreign language can be ensured by being able to speak that language. In this regard, Febriyanti (2011) points out that mastering the speaking skill among EFL learners is a must while learning English. Nunan (2001) also demonstrates that "the ability to function in another language is generally characterized in terms of being able to speak that language" (p. 225). Besides, Learners' language competence can be clearly noticed while they are speaking. Hereof, Pishkar, Moinzadeh and Dabaghi (2017) state that speaking is deemed to be greatly contributing to one's image of language competence. Other studies such as Gunn (2007) and Pearson (2008) show that speaking has a significant role in students' personal, academic, and professional success.

Similarly, according to the official guidelines of teaching English as a Foreign Language in Morocco (2007), “promoting learners’ speaking skill is one aspect of developing their ‘communicative competence’” (p. 14). Accordingly, developing students’ speaking skill is a must if one wants to learn a foreign language. In connection to this, Kürüm (2017) maintains that “speaking is considered to be the mostly sought skill for an individual to be accepted competent in a foreign language” (p. 1). Sim and Anamaria-Mirabela (2016) also assert that “the aim of teaching a foreign language is to make students able to communicate well” (p.1). To achieve this goal, researchers and scholars suggest various teaching practices and activities. Thus, in Morocco, students are required to develop their speaking skill in English to master it. Nevertheless, Moroccan students have less opportunities to practice their speaking. Thus, developing the speaking skill among students in Morocco is really challenging. So, the primary concern of the current study is to study and identify students’ attitudes towards the use of self-video recording as a means to develop students’ speaking skill.

## **2. Literature review**

### **2.1 Speaking**

Many experts have defined speaking in different ways. According to Bailey (2005) and Spratt, Pulverness, and Williams (2005), “speaking is the productive, oral skill. Speaking consists of producing systematic verbal utterances to convey meaning. (Utterances are simply things people say)” (p.2). Similarly, Spratt et. al defines speaking as a productive skill which involves using speech to express meaning to other people. Nunan (2003) agrees with Bailey and Spratt et. al that speaking is a productive skill which consists of producing systematic verbal utterances to convey meaning. To put it simply, speaking is considered as a productive skill. It constitutes some verbal meaningful utterances that must be systematic in order to convey a clear message (Ikramah, 2017). In addition to that, Bygate (1987) differentiates between the two productive skills. Writing and speaking skills are mainly used for communication. They can be used to express meaning either oral or written. In this regard, Bygate distinguishes between the two communicative skills stating that:

Speaking is definitely not writing that we say aloud. It is greatly conditioned by the time factor, it involves language produced spontaneously with false starts, repetitions, self-correctness and under normal circumstances, and it disappears, leaving no record but traces in memory (p.51)

Another definition to speaking has been provided by Fulcher (2003) who points out that speaking is the verbal use of language. He also states that speaking is a medium through which we can communicate with each other. So, speaking means the ability to express oneself by using some utterances. The speaker must put his/ her ideas into words and those words must be logically organized so as to convey a clear message. Speaking is also defined by Brown (1994) and Bruns and Joyce (1997) as cited in Mejjila, Calero & Solgado (2014) as “interactive process of constructing meaning that involves producing and receiving and processing information” (p. 20). It is true that there are other definitions of the term speaking. However, the focus in this study is on the definitions which are relevant to the objectives of the present study.

### **2.2 The importance of speaking**

Speaking is a means of communication. Without mastering it, a person cannot transmit his/ her message clearly and express his/ her ideas. Through speaking, students can express their thoughts, share information, ask for clarification or permission, give an advice and maintain social relationship. According to Chaney and Burk (1998), “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety

of symbols” (p. 13). Likewise, Wilson (1997) demonstrates that “talking can be used to connect with others, explore and understand the world and reveal oneself” (p.9). The importance of the speaking skill can best be summarized in figure 1:

**Figure 1**

*The importance of speaking skill*



(Rao, 2019, p.09)

It is true that the mastery of speaking is a must while learning a foreign or a second language. However, it is one of the most challenging and difficult skills to be mastered. According to Bueno, Madrid, and McLaren (2006) as cited in Rao (2019), “speaking is one of the most difficult skills language learners have to face” (p. 8). Another point is that language proficiency level of learners can be determined through speaking. Hereof, Matin (2011) states that “someone’s fluency in speaking measures his/ her proficiency in that language” (p. 237).

One of the 21<sup>st</sup> century skills is learning a foreign language. Learning a foreign language can occur in two contexts, namely foreign language and second language contexts. Learning English, these days, all over the world has become a necessity due to its use in technology and science. Bryson (2003) argues that it is an asset and a need to speak English nowadays. In the same vein, Mejjila, Calero and Solgado (2014) demonstrate that “it is of supreme necessity for a good quality job and to flourish in one’s career” (p. 21). These days, most job applicants for international companies in Morocco who want to pursue their education are required to be fluent speaker in English to increase their chances to be hired. In this respect, Matin (2011) as cited in Hossain (2015) claims that students who opt for pursuing their studies abroad have more opportunities to develop their ability to communicate in a foreign language. Another argument for the importance of learning to speak in English is related to doing research. Researchers are supposed to develop higher proficiency level of English (speaking, reading, writing and listening) in order to have access to published research (articles and reports). Being able to communicate in English also provides researchers with the chance to take part in international conferences as speakers or listeners. In a foreign language context like Morocco, English is not used outside. English is not the language of communication in society. So, Moroccan learners have less opportunities to practice their speaking skills outside the class. This factor can hinder students speaking skills in English. Thus, speaking in English becomes challenging and difficult for learners in Morocco since they have less opportunities to practice their speaking skills.

### **2.3 Sub-skills of speaking**

Lackman (2010) identifies 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. The following table which is based on Masuram and Sripada (2020) and Lackman (2010) summarizes the sub-skills and their application.

**Table 1**

*Speaking Sub-Skills and their Applications*

<b>Speaking sub-skills</b>	<b>application</b>
Fluency- students speak with a logical flow without planning or rehearsal	Students require to focus on meaning in communication than accuracy in activities
Accuracy- students speak using words, pronunciation and structures	Students require to focus on pronunciation of words and structures in activities
Using function- students use phrases for giving advice, request, apologies	Role-plays and simulations require verbal communication for a reason or function
Appropriacy- students require to speak with appropriacy for a situation or deciding for a choice of vocabulary and grammar	Students require to stress on purpose of talking determining what language is appropriate
Turn-taking skills- students practice ways of interjecting	Students need to take turn without irritating the speaker. Listening practice is required
Relevant length- students require to speak at a length appropriate to a situation	Students practice activities which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. A one-word answer is acceptable for a store research survey but would not be sufficient for a job interview
Responding and initiating- students practice by starting a new topic or by making responses	Students practice conversation activities using appropriate words and phrases
Repair and repetition- students practice rephrasing sentences when the speaker feel what was said was not understood	Students practice repairing when they suspect they have not been understood or correction from the speaker
Range of words and grammar- students practice using grammar and vocabulary for speaking on a specific topic.	Students need to know a range of words and grammar that are taught or made aware of words or structures appropriate for specific purpose or contexts
Discourse markers- students practice using words or phrases which organize a speech (connectives such as firstly, secondly, on the other hand, to summarize)	When speakers giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized

(Masuram & Sripada, 2020, pp. 61-62)

## **2.4 The roles of the teacher in a speaking classroom**

Different roles have been assigned to the teacher while teaching a foreign language such as facilitator, manager, director, controller, assessor, and a prompter (Harmer, 2001; Brown, 2004; Sárosdy et al., 2006). Harmer (2001) defines different roles for the teacher while teaching speaking. As for teaching speaking, different scholars in the field of teaching and learning such as Harmer (2001) and Brown (2004) argue that the teacher while teaching speaking can play the role of:

### **2.4.1 prompter**

The teacher should help his/ her students when they get completely stuck while they are talking. Sometimes students, for instance, cannot find the appropriate word to describe a situation, so the teacher can help his/ her student through suggesting a word and let the student finishes his/ her talk.

### **2.4.2 feedback provider**

Teachers should provide students with the right word if they are unable to express an idea. The teachers' feedback can sometimes be direct or indirect. Giving feedback to students while speaking can enable them to overcome different issues related to expressing themselves. Another remark is that teachers' feedback should not be seen as a threat by students. Rather, it should be viewed as a way to develop their speaking skills in particular and other ones in general.

Teachers should not over-correct students' mistakes. Over-correction will not motivate students to practice their speaking skill inside the class. It will make them afraid of making mistakes. Hence, teachers' awareness of when and how to give feedback to students in speaking activities is a pre-requisite (Hossain, 2015).

### **2.4.3 participant**

Teachers should participate in some activities as a partner, but they should not get involved in a team work since it will prevent him/ her to monitor the students and perform other important roles (Sárosdy et al., 2006).

### **2.4.4 Assessor**

“A major part of a teacher's job is to assess the students' work, to see how well they are performing and how well they have performed” (Sárosdy et al., 2006, p. 27). In fact, there are different activities that can be used to assess students' speaking skills such as presentation, discussion, and interview.

## **2.5 Video recording**

### **2.5.1 ICT in education**

Different studies proved the efficacy of using ICT in education in general and teaching foreign languages in particular. These studies include Mullamaa (2010), Klimova and Semradova (2012), Dedja (2015), Bilyalova (2016), and Yuldashevna and Tuhtayevich (2020). Recently, the use of ICT has become a necessity. Due to Covid-19, the use of ICT is no longer a choice, but a necessity. Therefore, effective implementation of ICT tools is considered as a pre-requisite for the success of education. Moroccan educational institutions are newly engaged in the use of ICT. Hence, more training is needed on how to use ICTs effectively. Different studies such as Mullamaa (2010), Klimova & Semradova (2012), Ghaviveker and Rosdy (2015), Dedja (2015), Bilyalova (2016), Roy (2019), and Yuldashevna and Tuhtayevich (2020) have been conducted to test the efficacy of technological tools in teaching and learning. These studies targeted different educational aspects including language learning and more specifically the four skills. As mentioned before, the current study focuses on speaking. Therefore, video recording as one of the ICT tools has been suggested as a technique to enhance students' speaking skills in this study. The next sections are devoted to discussing some definitions which have been suggested by some experts to video recording, the advantages and disadvantages of video recording are discussed as well as the main reasons that lead us to choose video recording

as a treatment in this study. The last section discusses most empirical studies that have been done on video recording in relation to speaking. Based on previous limitations, the originality of the current study is discussed.

### 2.5.2 Definitions

Thesaurus dictionary defines video recording as “a recording of both the visual and audible components” (Roget, 1852). Another definition for this concept has been provided by Ikramah (2017) in which he says that “video recording is the media which is used in teaching speaking by recording the students’ speaking performance” (p. 10). Similarly, Kondal and Prasad (2020) argue that “video recording turns as one of the modes of media that can be used to enhance students’ speaking skills, because the students can witness their speaking performance to self-reflect” (p. 42). Video recording can be also used as an assessment tool. In this regard, Brooks (1999) as cited in Kondal and Prasad (2020) points out that “digital recording such as audio and video recordings are used for assessing speaking skills as part of teaching” (p. 42).

### 2.5.3 Advantages and disadvantages of video recording

It is believed that the use of video recording has brought different advantages and disadvantages to the field of education. In order to better present the major advantages and disadvantages of video recording, table 2 is used. These advantages and disadvantages are drawn from the following studies: Harmer (2001), Fernandez (2010) and Ikramah (2017).

**Table 2**

*Advantages and Disadvantages of Video Recordings*

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>- Students can assess themselves through using video recordings.</li> <li>- Teachers can have the chance to watch students’ performance for different times.</li> <li>- Students can have more chances to practice speaking outside the class.</li> <li>- “Watching students’ recordings performances is the only way of becoming aware of inappropriate postures or involuntary movements, pronunciation, grammar and the likes and this awareness create them self-critical” (Ikramah, 2017, p. 16).</li> <li>- The power of creation, when students use video cameras themselves, they are given the potential to create something memorable and enjoyable (Harmer, 2001).</li> <li>- Students can feel more relaxed to video record themselves instead of talking in front of their classmates.</li>   <li>- Students will not feel stressed or shy when they use self-video recording. Through the use of self-video recording, shy learners can practice their speaking skill alone without</li> </ul>	<ul style="list-style-type: none"> <li>- According to Fernandez (2010) as cited in Ikramah (2017), Recording and watching videos takes time and it can seem not so interesting for students, because they can think that they have already heard what was wrong or right in their playing.</li> </ul>

<p>being afraid of making mistakes in front of their classmates</p> <ul style="list-style-type: none"> <li>- “Recording students’ speaking performances allowed the teachers or the students to play and replay the video recording in many times. Hence, the students did self-evaluation of themselves as well as their fellow friends” (Ikramah, 2017, pp. 10-11).</li> <li>- EFL learners can assess themselves or asking other classmates for feedback before submitting those videos to be assessed by their teachers.</li> <li>- Learners will have other chances to watch and re-watch the videos that they have recorded to improve what needs to be improved.</li> </ul>	
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### 3. Methodology

A questionnaire was administered online for students to examine their attitudes towards the use of self-video recording as a technique to ameliorate their speaking skill. It was addressed to third year students at the National School of Applied Sciences. This questionnaire includes two main sections in addition to a demographic one, and it encompasses 17 items. The first section is devoted to the importance of the speaking skills and the second one to video recording in relation to speaking. The questionnaire was constructed using Google Forms, and the link was shared with respondents via WhatsApp. The link was sent to 280 students. Only 85 students responded to this questionnaire with a response rate of 30.35%. 57.6% of respondents are females and 42.4% are males. This questionnaire is analysed and interpreted quantitatively. Another important remark that must be raised here is that before administering the questionnaire, it has been piloted with 4 master students and two experienced teachers/ researchers.

#### 3.1 Participants

The respondents of this study are third year students from the National School of Applied Sciences in Marrakech. The population 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 (a more detailed description of the respondents is provided in the data analysis section). Another point that should be raised here is that the researcher adopted a convenience sample technique.

#### 3.1 Reliability of the questionnaire

The students’ questionnaire has been piloted with 4 master students and two experienced teachers/ researchers before administering the questionnaire. The suggested remarks have been taken into consideration before administering the final version of the questionnaire to the participants in this study.

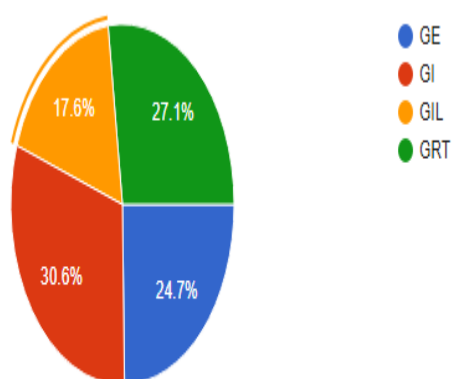
## 4. Data analysis

### 4.1 students' questionnaire

This section aims at analysing students' questionnaire administered to students in the National School of Applied Sciences in Marrakech. As figure 2 indicates the respondents of the questionnaire belong to four branches, namely: GE, GI, GIL and GRT. In this study 57.6% are males and 42.4% are females (see figure 3). Their ages are mainly between 20 and 22 years old (see figure 4).

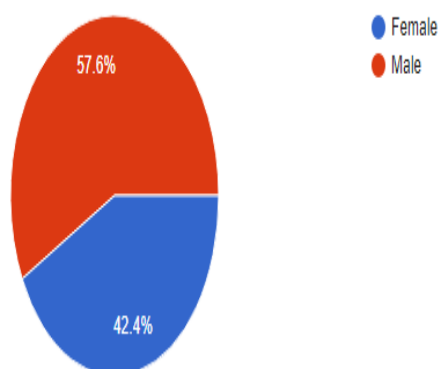
**Figure 2**

*Engineering Branch*



**Figure 3**

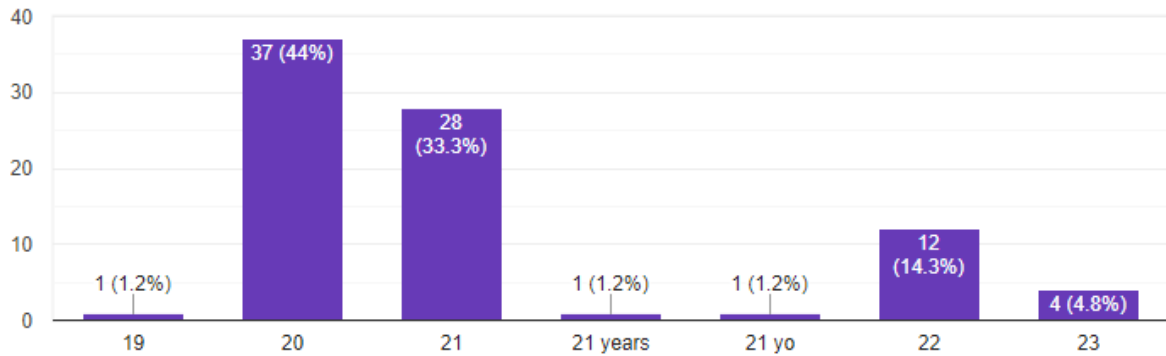
*Students' Gender*



**Figure 4**

*Students' Age*

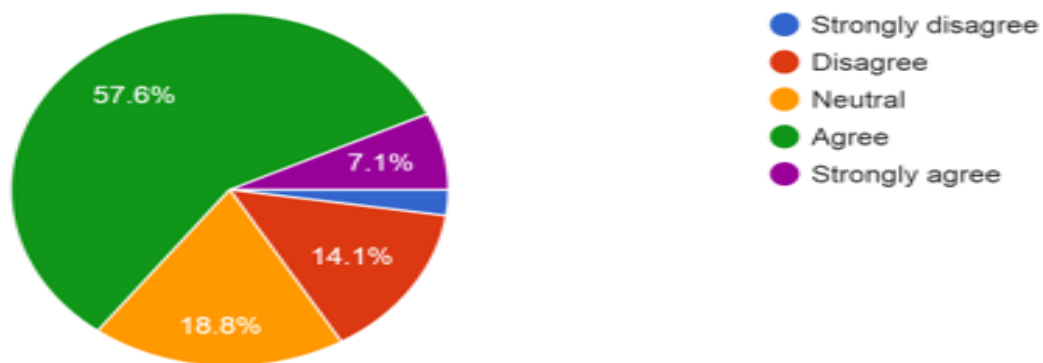




The results of the students' questionnaire are displayed using charts.

**Figure 5**

*The Relation between Being a Fluent Speaker and Being a Successful Learner*



The aim of this statement is to investigate the relation between being a fluent speaker and being a successful learner. Figure 5 indicates that total of 64.7% either strongly agree or agree on the fact that being fluent speaker of English means that you are a successful learner of English., whereas 18.8% of respondents are neutral. This may imply that in order to become a successful learner of English, you have to be a fluent speaker of English.

**Figure 6**

*Engineering Students' Attitudes towards Being Fluent Speakers of English*

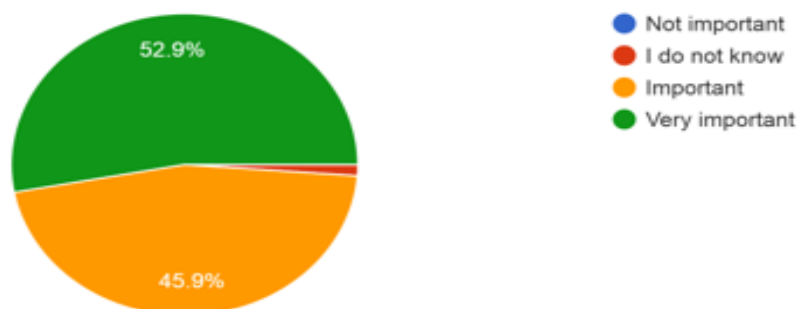


Figure 6 shows that more than 98% of the respondents think that it is important for an engineer student to be a fluent speaker. This indicates that it is a necessity for engineering students to be fluent speakers in English to be successful.

**Figure 7**

*Being Able to Speak in English Is Challenging for University Students*

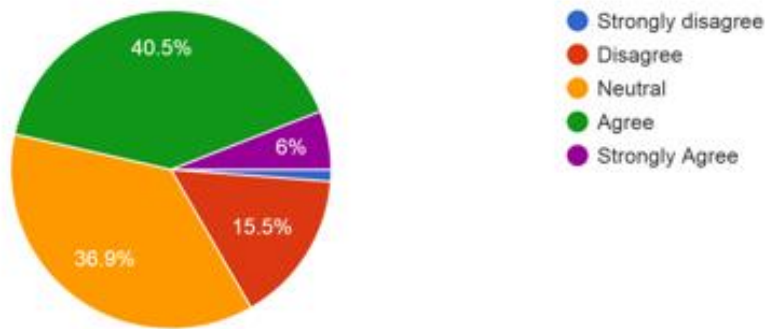
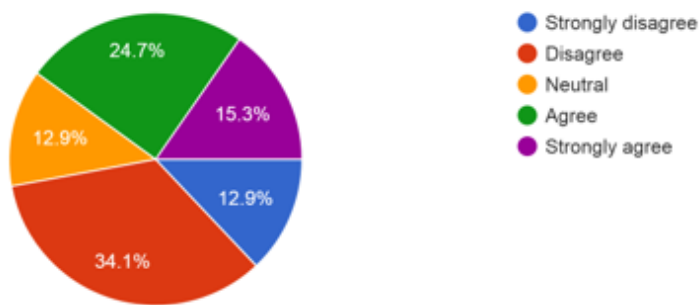


Figure 7 shows that 46.5% of respondents confirm that speaking in English is challenging for university students, whereas 16% maintain that it is not. Another item in the questionnaire has been included to get informed about opportunities for students to practice speaking either inside or outside the class.

**Figure 8**

*Chances to Practice Speaking in English Outside the Class*



**Figure 9**

*Students Have Enough Chances to Practice Speaking in English Inside the Class*

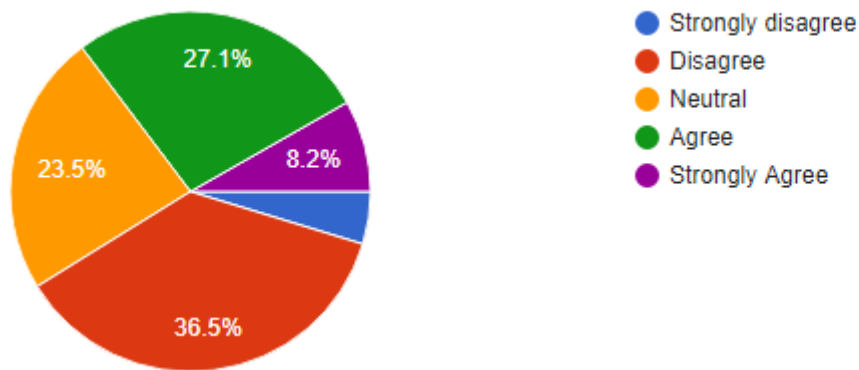
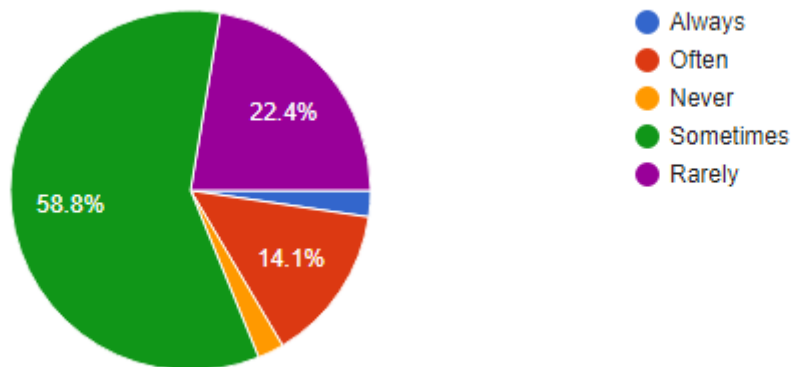


Figure 8 presents that 40% of respondents do not have any chances to practice speaking outside, while only 38% of respondents claim that they have opportunities to practice speaking in English outside the class. 12.9% of participants are neutral. As for the chances to practice speaking inside the class we can report that figure 9 demonstrates that more than 41% of EFL learners do not have the opportunity to practice speaking inside the class, whereas only 35.3% of Moroccan learners claim that they can participate inside the class. Another result to confirm the lack of enough opportunities to practice speaking in class supported by the results displayed in figure 10.

**Figure 10**

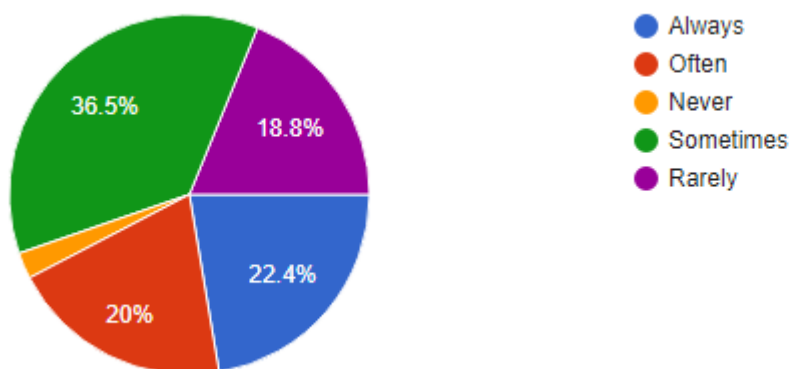
*How Often Do You Speak English in Class?*



Another item in the questionnaire addresses the role of the teacher in motivating students to speak English in class.

**Figure 11**

*Students Are Encouraged to Talk in Class*



36.5% points out that they are sometimes encouraged to talk in class, and 22.4% maintain they are always motivated to talk in class. A more detailed results are depicted in figure 11.

The above-described results are related to respondents’ attitudes towards developing the speaking skills at university. The second section of the questionnaire is about self-video recording in relation to speaking. Most of the items aims to assess the different benefits of using self-video recording especially in connection to speaking.

In order to better highlight the various benefits of self-video recording, the responses of seven statements are summarized in table 3.

**Table 3**

*Attitudes towards the Benefits of Self-Video Recording in Relation to Speaking*

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
Using self-video recording can help me to reduce anxiety.	3.4%	15.5%	27.4%	<b>35.7%</b>	<b>18%</b>
Using self-video recording can help me to be more confident.	2.2%	15.3%	22.5%	<b>43.5%</b>	<b>16.5%</b>
Using self-video recording can help me to be more fluent.	1.1%	16.5%	27.1%	<b>14.1%</b>	<b>41.2%</b>
Self-video recording can provide me with the chance to reflect on my speaking skill.	1.1%	16.5%	22.4%	<b>41.2%</b>	<b>18.8%</b>
Using self-video recording can develop my speaking skill in English.	1.2%	12.9%	20%	<b>49.4%</b>	<b>16.5%</b>
Self-video recording can help me improve my body language.	2.3%	15.3%	22.4%	<b>40%</b>	<b>20%</b>
Using self-video recording can help me to organize the content of my speech.	1.2%	9.1%	13.1%	<b>59.5%</b>	<b>16.7%</b>

**Strongly disagree: SD Disagree: D Neutral: N Agree: A Strongly agree: SA**

Table 3 shows that the majority of respondents hold positive attitudes towards the use of self-video recording in relation to speaking. To illustrate, it indicates that most participants demonstrate the fact that the use of self-video recording can help them:

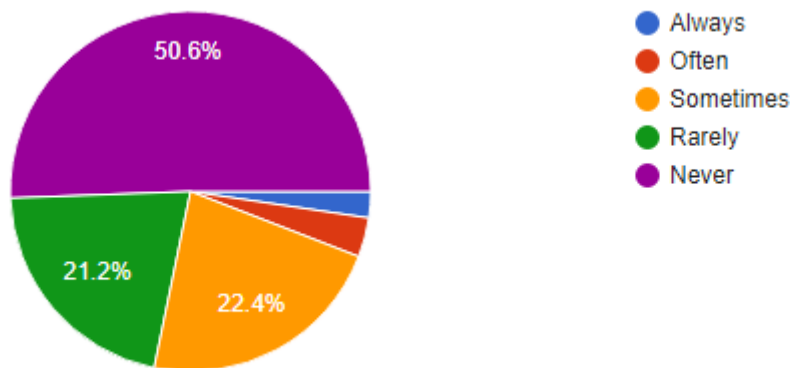
- to be more fluent

- to be more confident
- to organize the content of their speeches
- To reduce anxiety
- To improve their body language
- To develop their speaking skills as well as to reflect upon them

The following statements target the implementation and practical use of this technique as a means to ameliorate students' speaking skills in English.

**Figure 12**

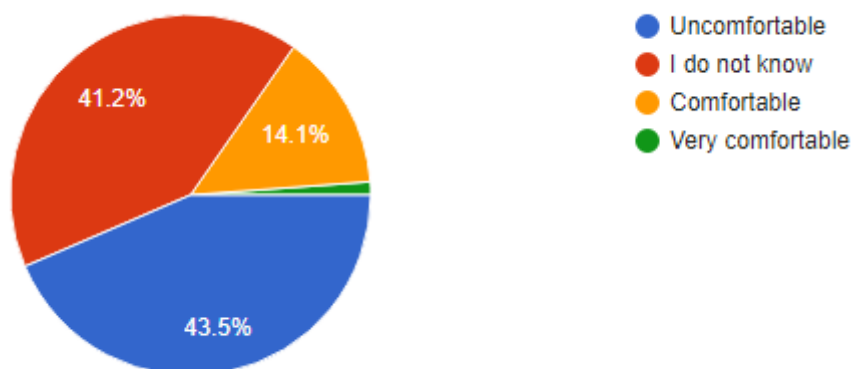
*The Frequency of Using Video Recording to Develop Your Speaking Skills in English*



More than 50% of respondents claim that they have never used self-video recording as a tool to enhance their speaking skills, and 21.2% state that they rarely use this technique, whereas only 2.4% say that they always use self-video as a technique to develop their speaking skills. The fact that students do not use self-video recording as a technique to develop their speaking skills can be attributed to either the lack of awareness or for some practical reasons.

**Figure 13**

*Students' Feelings about Sharing Video Recordings with Other for Feedback*



43.5% of students argue that they are uncomfortable to share their video recordings with other for feedback, while only 15.3% of participants say that either they are comfortable or very comfortable. More than 40% are unsure whether they feel comfortable or uncomfortable to share their self-video recordings with others for feedback. Further research and deep exploration should be conducted to explain and determine the reasons behind lack of practice and being uncomfortable to share their self-recorded videos.

**Figure 14**

*Students Have the Necessary Technological Tools to Video Record Themselves*

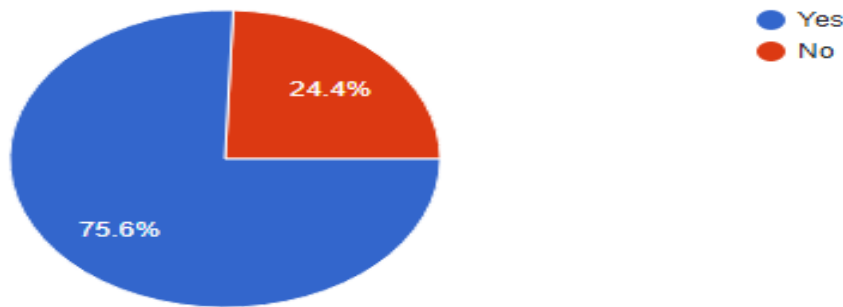


Figure 14 indicates that 75.6% of respondents claim that they have the necessary technological tools to video record themselves, while 24.4% of respondents state that they lack the necessary technological tools.

## **4.2 Main findings of students' questionnaire**

Based on the analysis of students' questionnaire, we can conclude the following points.

- Students' level in speaking correlates with their language proficiency level
- Speaking is challenging for university students
- Lack of enough opportunities to practice speaking neither inside the class nor outside
- Students are sometimes encouraged and motivated to talk in class
- The use of self-video recording is regarded as a useful and helpful technique to be more fluent, more confident and less anxious
- Self-video recording can provide students with the chance to reflect on their speaking skill.
- Using self-video recording can develop our speaking skills in English
- Self-video recording can help students to improve their body language as well as organize the content of their speech
- Most students claim that they have the necessary technological tools to video record themselves
- Most participants in this study are uncomfortable to share their self-video recordings with others for feedback.
- The majority of students point out that they have never used self-video recording as a technique to ameliorate their speaking skills

## **5. Discussion**

This paper is about students' attitudes towards the use of self-video recording as a means to ameliorate students' speaking skill. In order to answer this research question, a questionnaire was used. The analysis of the questionnaire shows that students hold positive attitudes towards

the use of this technique to enhance their speaking skill. This attitude is manifested through the responses of the participants to certain items in the questionnaire. Based on the main findings of the questionnaire, the respondents confirm that: (a) they are ready to use self-video recording as a means to develop their speaking skill, (b) they consider self-video recording a helpful technique to be more fluent, more confident and less anxious, (c) they regard self-video recording useful to develop their speaking skill, and (d) they report that self-video recording assists students to improve their body language and organize the content of their speech. However, most participants in this study do not show the willingness to share their self-video recordings with others for feedback. The fact that most participants are uncomfortable to share their self-video recordings for feedback might be attributed to the degree of trust between the teacher and his/ her students. Thus, further deeper research is required to verify this strong claim. Also, most participants announce that even if they have the necessary technological tools to video record themselves, the majority of them point out that they have never used this technique to ameliorate their speaking skill. This can be explained by the fact that students might not be trained enough to use technology to ameliorate their speaking skill or not aware of the usefulness of self-video recording.

The findings of the questionnaire reveals that self-video recording is highly valued by students because they assume that the use of self-video recording can improve their fluency, self-confidence, body language as well as organize the content of their speeches in particular and their speaking skill in general. This stance is supported by the responses of the different items included in the questionnaire. This conclusion is in consistence with previous studies. For example, Kondal and Prasad (2020) found that video recordings aided to encourage the learners to participate in speaking activities confidently and efficiently. Moreover, Wicaksono (2017) found that learners have positive attitudes towards video recordings. In other words, the majority of participants, if not all, like using video recording in practicing speaking; all students watch their video more than twice means they do self-correction and they practice more. Besides, Göktürk (2016) asserted that the utilization of digital video recordings may not only bolster the learners' self-confidence, but also encourage them to take the risks with the target language.

## **6. Some implications and recommendations**

Based on the findings of this study, the following implications and recommendations can be drawn.

1. Teachers should make students aware of the benefits of self-video recording
2. Teachers should encourage students to use self-video recording
3. Teachers should train students how to use self-video recording (and other ICT tools for learning purposes)
4. Teachers should highlight the importance and the value of the speaking skill in the language learning process
5. Teachers should devote more time to developing students' ability to speak in English
6. Teachers and researchers should conduct an action research/ an experiment to test the effect of self-video recording on developing students' speaking skills
7. Students should make use of self-video recording to develop their speaking skill
8. Students should use other ICT tools to learn languages independently
9. Students should benefit from the various opportunities of ICT in order to become more autonomous learners
10. Teachers and students should benefit from training sessions on how to make use of ICT tools in general and video recording in particular for teaching and learning purposes.

## 7. Limitations and directions for future research

This study has the following limitations:

- The researcher cannot safely over-generalize the findings of the study since the sample was not randomly selected
- Because of some practical issues, it was not possible for us to examine teachers' attitudes towards the issue.
- It would have been better to conduct an experiment to test the effectiveness of self-video recording in the development of students' speaking skill.

Based on the limitations of this study, the following points are suggested for future research.

- Relying on both qualitative and quantitative data will definitely provide better understanding of the issue under study.
- The use of other research instruments such as interviews, test, observation would provide the researchers with more opportunities to deeply analyse and interpret their findings.
- Randomization as a sampling technique should be adopted in future research to be able to generalize the findings of future research projects.
- A deeper analysis of the beliefs and attitudes of different stakeholders (teachers, administrators, and textbook writers) should be considered in future research
- Conducting an experiment to test the efficacy of self-video recording ( the treatment) in students' speaking skill should be taken into account in future research.

## 8. Conclusion

The purpose of this paper is to examine students' attitudes towards the use of self-video recording as a means to enhance students' speaking skills in higher education. Based on the analysis of the students' questionnaire, the respondents confirm that (a) there is a connection between students' language proficiency and their level in speaking, (b) speaking is challenging for university students, (c) there is lack of enough chances for students to practice their speaking skill neither inside nor outside the class, (d) self-video recording is helpful since it assists them to be more fluent, more confident and less anxious, (e) self-video recording provides students with the chance to reflect on the speaking performance, (f) self-video recording assists students to organize their speech as well as improve their body language, (g) they have the necessary technological tools to self-video record themselves, and (h) they have never used self-video recording as a means to ameliorate their speaking skill.



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