

Effectiveness of Video Recording towards Developing Speaking Skills

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Abstract— Speaking is a noteworthy language skill to be mastered in order to obtain success in one's life, yet it is considered to be a crucial skill to be acquired in a language classroom, because of its limited exposure for the second language learners. The present paper attempts to explore the learners' perceptions about the use of video recordings in developing students' speaking skills and expressing abilities while participating in presentation, group discussion and debate in the ESL classroom. Sixty professional students, from a professional college are formed as the sample for this study. To ascertain the effectiveness of using video recording in the classroom teaching for developing the learners' oral skills, the students' questionnaire was administered to acquire the data. The questionnaires were analysed to establish the measures of oral fluency of learners in their video recordings. The results expressed that the integration of video recordings in speaking classes significantly improved the learners' oral proficiency. However, it was found that video recordings aided to encourage the learners to participate in speaking activities confidently and efficiently.

Keywords— Video recordings, Speaking Skills, Language Teaching, Video based learning, Student perceptions

I. INTRODUCTION

Speaking is considered as one of the significant language skills to be mastered in order to get success in one's life, yet it is a difficult and challenging skill to be acquired in a language classroom, because it creates numerous challenges for the second language learners. In any language, speaking is the most frequently used language skill for better opportunities in higher education and career advancement. Speaking is used twice as much as other language skills in our communication (Rivers, 1981). As a result, developing oral skills is a noteworthy skill in ESL classroom settings.

Language bestows numerous functions; communication is one of those to share. Speaking as a productive skill can be directly observed empirically where it involves two or more people in their interaction as a listener and a speaker (Brown, 2004). Consequently, speaking skill captures the first place in teaching and learning a second language. According to Nunan (2001), the ability to function in another language is generally characterized in terms of being able to speak that language (p.225). To develop students' speaking skills, effective teaching methods should be espoused. Thus, teachers must provide an assortment of ways to participate and improve speaking practice outside the classroom than in class activities (O'Malley & Pierce, 1996).

Learners' speech is less fluent, even after certain degree of knowledge on grammar and vocabulary. More so, language learning is active ever since they started education, yet they are deficient in their fluency. Thus, their speechlessness leads to demotivation which hampers academic growth.

To address the problem, 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. Importantly, visual representation has a greater role to drive the attention of the audience, when the learner himself observes his visual presentation; it eventually leaves a room to retrospect. Digital recordings such as audio and video recordings are used for assessing speaking skills as part of teaching (Brooks, 1999). Videos aid the language learners to get motivation to communicate with students and teacher. It also help to improve peer group performance by providing comments and suggestions (Broad, 1998). Teaching with the support of video recording is known as video-aided instruction. According to Harmer (2001), the use of video tapes is a common characteristic in language teaching for many years (p. 282). As a result, the present study focused on the employing of video recordings for the enhancement of speaking skills.

The objective of the present study is to look at the efficacy of video recordings in the classroom to develop speaking skills.

Research Questions

The study attempts to answer the following research questions.

- Is video recording in classroom an effective technique to develop students' speaking skills?
- What are the students' perceptions on integrating video recordings in the classroom teaching?

It is hypothesized that the integration of video recordings in the classroom may assist to develop the students' speaking skills.

II. LITERATURE REVIEW

This section of the paper examines some theories that formed as theoretical underpinnings of the study.

Video recording is a *modus operandi* used in teaching speaking by recording the students' speaking skills. Nowadays, the importance of using video recording, technique as an educational aid utilized for self-reflection. The use of video recordings in speaking class offers numerous benefits and challenges to students and teacher. The students can watch their own video recordings, their classmates' performances and the teachers can use the video for creating the students to become better speakers. Further, students get the opportunity to watch the video more than once for self-evaluation and self-improvisation. As a results, students get aware their problems in speaking and find solution for improvement.

In Santoso (2017) study, the researcher conducted a classroom action research in order to find out the effectiveness of video recording. It was exhibited that the use of video recording in the classroom teaching helped in improving students' performance mainly in three areas such as content delivery, defining the purpose clearly and positive body language. It was also found in the study that the students' performance improved a great extent in those three areas.

Castañeda & Rodríguez-González' study (2011) explored the outcome of self-evaluation using video recordings of oral performance of graduate students. They were instructed to submit multiple recordings on an assigned topic and instructed to reflect on their performance. It was found that the use of video recording improved students' speaking skills and motivation at a great extend.

In another study by Cheng and Chau (2009), it was revealed that the use of video recording facilitated to develop students' self-reflection and self evaluation. It was also found that the learners created videos for reflection of relevant learning needs especially speaking skills.

III. METHODOLOGY

The study was conducted in a language laboratory where all the graduate students are required to attend the course. The quantitative method was adopted for the analysis of the students' questionnaires.

A. Sample

The sample of the study comprises of sixty professional students studying their professional degree program. 43 of them were male and 17 female with an age range between 19 and 22. They had heterogeneous background in regard to the language instruction at school and college level. All of them had almost 10 years of the English language exposure prior to their professional degree program.

B. Research Tool

Students' questionnaire was administered to elicit the learners' perceptions about the use of video recording in developing speaking skills. The questionnaire was divided into 3 categories such as personal details, use of English and attitudes towards speaking skills to find out students' perceptions of video recordings in the classroom. The questionnaires were assessed by three professors in order to obtain their consent. The following procedure was implemented to establish the objective of the study. The questionnaires were distributed to sixty students and instructed them to fill it.

C. Results

The data was analyzed with the adoption of descriptive analysis and discourse analysis for the interpretation of the students' responses elicited from the questionnaires.

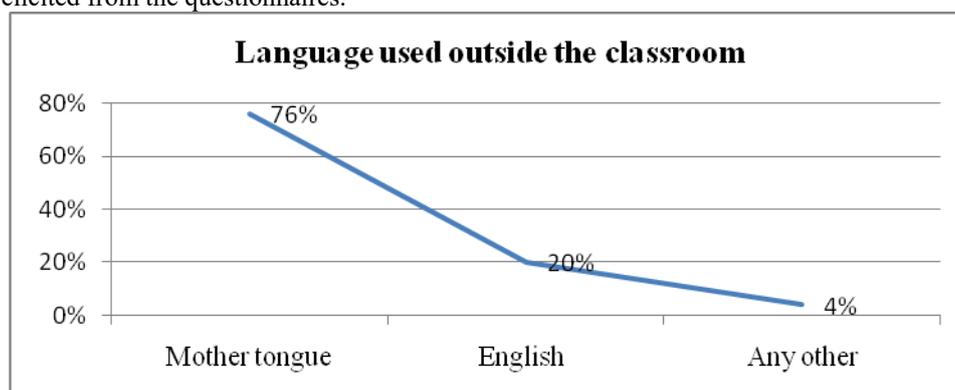


Fig. 1: Language used outside the classroom

The data was found that the majority of the students (i.e. 76%) used their mother tongue for communicating outside the classroom for a variety of purposes whereas only 20% of them used the English language outside the classroom (figure 1).

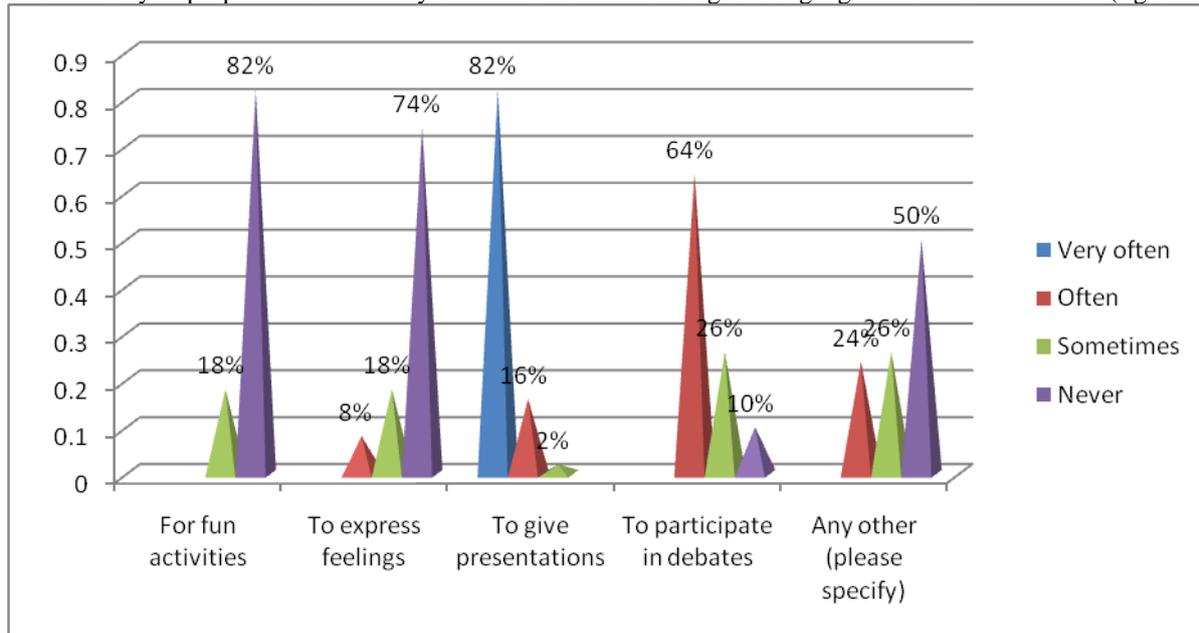


Fig. 2 : Purposes of speaking English

The data was observed that 18% of the students sometimes used the English language for participating in fun activities whereas 82% of them never communicated in English for the participation of any fun activities outside the classroom (figure 2).

The data was found that few students (i.e. 8%) often use English for expressing their feelings whereas 74% of them never used the English language for expressing their feelings (figure 2).

The data was exhibited that the majority of the students (i.e.82%) very often used English for giving presentations and 16% of them often used English for giving presentation. While 2% of them never used English for giving presentation (figure 2).

The data was indicated that the majority of the students (i.e. 64%) often used English to participate in debates and 26% of them often used English for participating in debates. While 10% of them never used English for participating in debates (figure 2).

The data indicated that 50% of the students never used English for any other activities. While 26% of them sometimes used English for various activities and 24% of them often used English for various activities (figure 2).

Is speaking skill important for engineering students?

Yes	No
82%	18%

The data was found that majority of the students (i.e. 82%) stated that speaking skill is important for professional students whereas 18% of them expressed that speaking skills are not important for them.

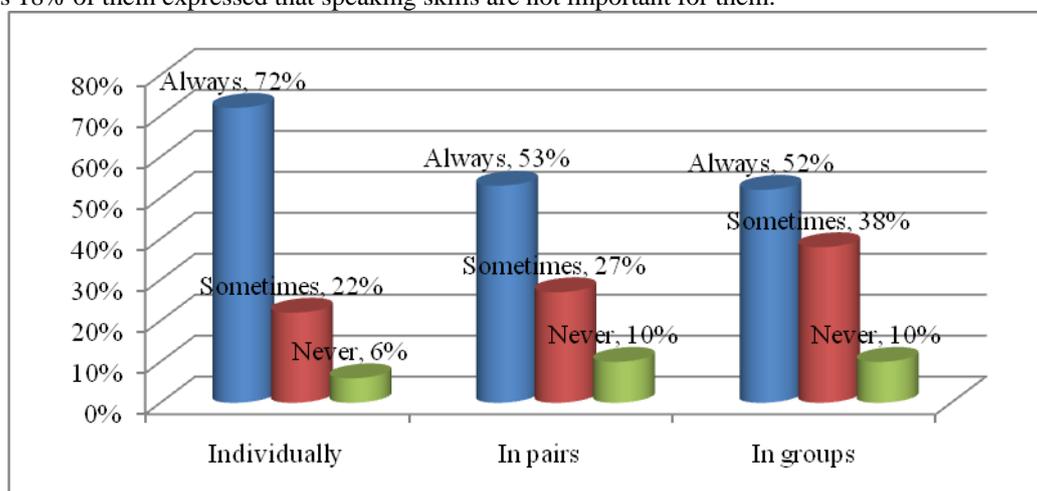


Fig. 3: Mode of activity

The data was exhibited that the majority of the students (i.e. 72%) participated in speaking activities always individually and 22% of them sometimes participated in speaking activities. While 6% of them never participated individually in speaking (figure 3).

The data was indicated that the majority of students (i.e.53%) participated in speaking activities always in pairs and 27% of them sometimes participated in pairs while 10% of them never participated in pairs in any speaking activity (figure 3).

The data exhibited that the majority of students (i.e.52%) participated always in speaking activities and 38% of them sometimes participated in speaking activities while 10% of them never participated in speaking activities (figure 3).

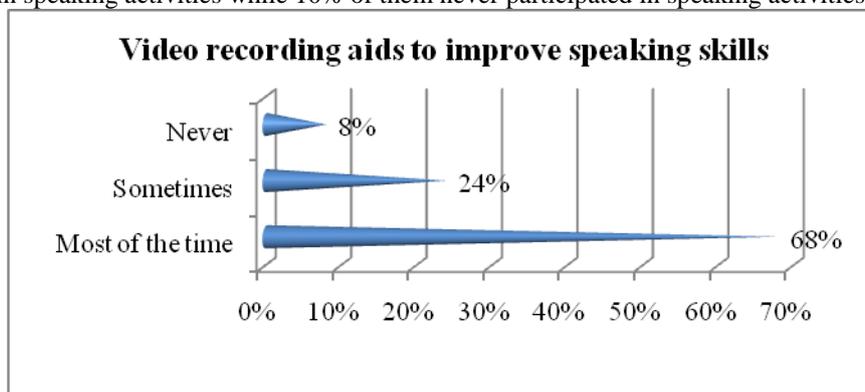


Fig. 4: Video recording helps to improve speaking skills

The data indicated that the majority of the students (i.e.68%) stated that the use of video recording helped them to improve their speaking skills most of the time and 24% of them stated that video recordings assisted them sometimes while 8% of them claimed that video recordings never helped them to improve speaking skills (figure 4).

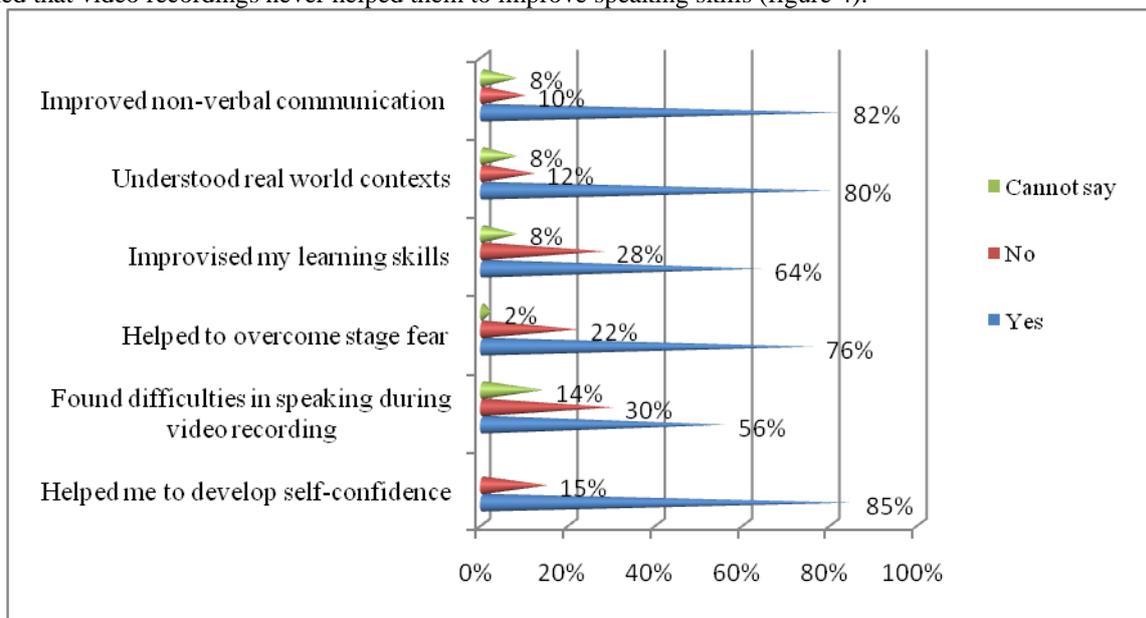


Fig. 5: Aspects of speaking skills

The data exhibited that the majority of students (i.e.85%) stated with the use of video recording helped them to develop their self-confidence whereas 15% of them said that video recording did not help them to develop self-confidence (figure 5).

The data indicated that the majority of the students (i.e. 56%) found difficulties in speaking during video recording whereas 30% of them did not find any difficulties during video recording. 14% of them selected the option that they cannot say (figure 5).

The data exhibited that 76% of the students expressed that the use of video recording helped to overcome their stage fear whereas 22% of them found that video in the classroom did not help them. However, 2% of the students had selected the option that they cannot say (figure 5).

The data indicated that the majority of the students (i.e.64%) had an experience that they improvised their learning skills whereas 28% of them did not improvised themselves. While 8% of them had selected the option that they cannot say (figure 5).

It was analysed that the majority of the students (i.e.80%) said that they understood the real world contexts easily when video recording was done in the classroom context. However, 20% of them did not have any clarity about their learning of the real world context (figure 5).

It was indicated that the majority of the students (i.e. 82%) stated that they improved their non-verbal communication when video recording was incorporated, whereas 18% of them did not improve their non-verbal communication despite of video recordings were incorporated (figure 5).

D. Findings

The following findings were presented based on the data analysis and interpretation.

- It was found that the majority of students employed mother tongue outside the classroom context.
- The majority of students never used the English language other than classroom or formal setting.
- The majority of students communicated in their mother tongue most of the time for expressing feelings easily.
- In professional setting, the majority of the students used the English language for giving/making presentations.
- The students also used the video recording for the development of speaking skills during group discussion/debates.
- It was found that majority of the students expressed that oral skills were important for professional students for their career advancement.
- It was found that the students expressed that they participated in speaking activities most of the time individually than the group or the pair.
- The majority of the students stated that their speaking skills developed, when video recording was incorporated in the classroom for teaching speaking skills.
- It was also found that majority of the learners expressed that with the integration of video recording in the classroom facilitated them to boost self-confidence, overcome stage fear, understand real world contexts and improve their non-verbal communication, improvise learning skills.
- It was also found that the students expressed that they faced several difficulties and challenges in speaking during video recording.

E. Discussion

It was assumed that students found speaking skill is difficult and they are shy in using target language in classroom. To overcome these difficulties and shyness, video recordings were used in the classroom for teaching speaking skills. But, with the help of fellow students, video was recorded and the same was played before the class for the evaluation. Through the study, it was found that there was a significant improvement in students' speaking skills with the use of video recording in the classroom. The learners initially found that the use of video recording in the classroom was distracting, once they were familiarized to it, they used comfortably afterwards in classroom or at home to improve their speaking skills. It assisted students to improve their professional posture to take part in any kind of situation effortlessly. It was an opportunity for students to practice their speaking skills after rectifying them with self-evaluation. They improved positively in the language aspects such as vocabulary, grammar and pronunciation.

There was a significant role of teacher in using videos effectively for the development students' oral skills. Thus, all the speaking activities were guided by the teacher to make them interesting throughout the activities. With guided oral presentation, facilitated the learners to be successful in their oral performance. Accordingly, the study was proved that there was a significant difference toward the students' speaking skills after integration of the video recording in the classroom teaching.

IV. CONCLUSIONS

The study attempted for the exploration of the learners' perceptions about the use of video recordings for the development of students' speaking skills and expressing abilities especially, while participating in group discussion, debate and presentations in the ESL classroom. The results obtained by the analysis of students' questionnaire, it contributed for the improvement of the learners' overall speaking skills. It can be concluded that the use of video recording in classroom teaching context, improved students' speaking skills and it can also be an effective and useful technique in developing oral proficiency. However, students' attitudes towards the use of video recording for improving speaking skills proved that it was an effective for active participation and improvisation. This stance is supported by the questionnaire that was used in the study, majority of the students expressed that video recording aided them to practice speaking that offer them for self-correction and practice more.

The study is suggested that this research can be used as a reference to explore to develop other language skills for the future research.

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