


Video Recording in EFL Learners' Speaking Skills Development: A Literature Review

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*  <https://doi.org/10.54855/ijaile.24124>

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Received: 17/10/2024

Revision: 12/12/2024

Accepted: 13/12/2024

Online: 16/12/2024

ABSTRACT

This literature review explores the use of video recording in English as a Foreign Language (EFL) classrooms, highlighting its effectiveness in improving fluency, pronunciation, and self-confidence. However, it reveals that video recording is often underutilized, especially in Vietnam, where traditional teaching methods prioritize written language and grammar over communicative speaking practice. Key barriers include limited access to technology, insufficient teacher training, and challenges related to self-assessment. The review also highlights gaps in existing literature, particularly the lack of long-term studies and the need for more research on video recording's application in resource-constrained environments. It concludes with practical recommendations for teachers, emphasizing teacher training, better access to technology, and the integration of structured self-assessment.

Keywords: video recording, speaking skills, EFL learners

Introduction

Background of the study

Video recording, also known as videotaping, involves using cameras, smartphones, or photo applications to record audio. Modern technological advances make reviewing and analyzing captured voices possible. Video recording is a handy instrument in language education because students can listen to their speech and work on fluency, pronunciation, and accuracy through their own practice and feedback (Boud, 1999; Zimmerman, 2002).

In linguistics, speaking is one of the most vital skills; it is described as the skill of speech generation that is connected, grammatically competent, and contextually adequate to be performed. It has been argued that these skills are developed hardest because they require the

two language entities and the language itself to be acquired, adapted, and applied (Brown, 2007). In the case of EFL Learners, it involves constraining factors such as an individual's inability to practice a conversation adequately, fear of making errors, and pressure from communicating in real-time (Sato & Kleinsasser, 1999).

On a worldwide scale, a lack of practice and nerves during oral communication hinders the acquisition of speaking skills. As for the Vietnamese context, the problem is exacerbated by the prevailing grammar-translation method that stresses the teachers while ignoring the need for more communicative activities. Such a view of teaching leaves the learners struggling with fluency, speaking confidence, and spontaneity to talk. As a result, the acquisition of speaking skills in Vietnam is often affected by old-fashioned teaching methods, and practical usage is rarely emphasized (Pham & Nguyen, 2019).

Video recording seems to help in overcoming these challenges to an extent. Allowing learners to capture, playback, and evaluate their speech motivates them to learn independently, increases their interest in the task at hand, and enhances their speaking skills with time (Wicaksono, 2017). This is in consonance with the contemporary understanding of second language acquisition, like Swain's output hypothesis, whereby language production is necessary in order to make sense of the language, and with the constructivist perspective, which seeks to promote deep and meaningful engagement with the content (Vygotsky, 1978).

Statement of the problem

EFL learners are presented with a persistent problem of achieving the speaking competency level, which is mainly caused by two areas: lack of opportunities for practice and traditional ways of classroom teaching, which tend to emphasize the written language. In as much as video recording has been shown to enhance speaking skills, such techniques are rarely, if not at all, utilized in classrooms in Vietnam. The major constraints are the poor availability of relevant educational technologies, lack of proper teacher preparation, and students' inability to implement self-assessment techniques as a prerequisite for video recording. In the first instance, this gap is concerned with the theoretical expectations of the benefits of video recording and the practical application of video recording in language classrooms. This divergence reveals the necessity of devising appropriate mechanisms for how video recording can be used as a supportive tool in language teaching focused on language skills' fluency, shape, and content. In addition, existing studies tend to concentrate on short-term approaches, thus failing to explore their sustainability and transferability to different educational environments. The aim of the article is to narrow the existing gap in the literature by reviewing previous studies, reviewing their conclusions, and giving suggestions on how video recording can best be applied in EFL settings. It also calls for the need to focus on the long-term effects of carrying out research on video recording strategies and the use of the strategies in various contexts.

This literature review is focused on analyzing the effect of video recording in developing the speaking skills of EFL learners. Its purpose is to understand the theoretical as well as practical aspects of video recording and its usefulness in enhancing fluency, pronunciation, and accuracy. The review integrates the existing research to demonstrate both the benefits and drawbacks of the video recording method and, at the same time, considers the less elaborated issues like time

limitations in research and difficulties associated with video recording use in a developing country such as Vietnam. Through practical details and suggestions, this review intends to assist educators and researchers in effectively using video recording for language learning technologies.

Literature Review

Theoretical framework

Learning how to speak in the context of EFL is not easy, as it involves synthesizing knowledge and information with communicative skills while responding to a real situation. Several major ideas justify the use of video recording in the teaching process to improve speaking skills.

Speaking is an interactive, productive skill that includes several components, such as fluency, pronunciation, grammar, and context. Still, speaking is generally regarded as one of the most difficult skills for EFL learners to teach and learn, owing to their often poor chances to practice real conversations, too much stress, and negativity about oral tasks. Also, Sato and Kleinsasser (1999) further maintained that, once again, communicative competence in speaking begins with the necessity of providing pupils with the real sociocultural context in which they would be practicing the use of functional language, which is frequently not the case in conventional EFL lessons. In most contexts of English as a foreign language, including Vietnam, the progress made in speaking skills is often affected by classroom dynamics where such activities are downplayed. The noted obstacles highlight the necessity of new initiatives such as video recording whereby learners can practice speaking in an authentic and gentle setting.

Swain's Output Hypothesis (1985) of second language acquisition also known as "pushed output", suggested that producing language is an important factor for learners in the context of a second language. Practicing speaking puts the learner in a position where there are gaps in his language, so he automatically practices and perfects his language. This theory is best suited for video recording assignments since these tasks require learners to use language and review their performance.

For example, in a practical classroom situation, students may be asked to video themselves, give a short presentation, or do a role-play activity. Being able to seize chances and make recordings of these presentations then enables them to hear what they said, figure out what those sounds were as well as what was out of place, and make adjustments. Thus, Swain's emphasis on a looped learning process is greatly enhanced. Video recording acts as a tool that motivates learners to practice language production, which is essential for meaningful production, which in turn enhances language learning.

Vygotsky's Constructivist Theory Vygotsky's theory (1978), particularly with the Zone of Proximal development construct in learning, stressed the need for active participation and the need to scaffold learning. According to Vygotsky, learners tend to reach a higher level of performance when working on tasks with a little more than their current distance in the task. Video recording provides an opportunity for this perspective as students may perform remotely and triangulate feedback from other students or teachers. Practical applications of scaffolding tasks can include video recording of oral language tasks, where learners may be instructed to

record themselves responding to certain questions or giving speeches to practice. This will help students focus on the process of recording as instruction is provided to review the recorded procedures systematically. Such a process, in turn, assists learners in internalizing strategies for effective speaking and largely self-govern the processes over time.

Boud's Self-Assessment Theory It is clear that self-assessment has many important functions, such as promoting learner autonomy and reflective practice. Boud (1999) described self-evaluation as a form of self-assessment that helps students appraise their actual performance and the need for corrective action in particular dimensions. Video recording is one of the practical means of self-assessment in language teaching where students, in their self-reflective exercise, can estimate their speaking skills in aspects of fluency, speech, and grammar.

Zimmerman (2002) adhered to this view and discussed incorporating self-regulated learning, where learners consistently measure their success and change their strategies to achieve specific aims. For instance, a learner may watch herself on a recording and notice that she overuses filler words or pronounces certain words inappropriately, and set for herself aims for improvement in these recordings. Controlled self-evaluation and self-improvement in terms of specific goals set in the recordings improve the overall quality of speaking and enhance the learner's motivation and sense of competence in the speaking activity.

Motivation is crucial as a key component in language studies. Self Determination Theory, presented by Deci and Ryan (1985), also points out that when individuals have intrinsic motivation, they tend to participate in activities and don't quit easily. With regard to motivational enhancement, video assignments could be a part of achieving one since learners' evidence of accomplishment is the video recording. They can be seen to achieve some progress upon watching for several days. Also, the use of video recording eases the burden of working in front of colleagues, one of the key challenges for EFL learners. Wicaksono (2017) pointed out that recording tasks helped the learners practice away from the classroom and provided a safe space that nurtured practicing without fear of captioning over learners' self-esteem. In essence, since video recording encourages students to bring out their own sense of agency and provides a safe environment, the recording of videos fits well with motivational theories that stress the need to limit external motivation.

What is video recording?

Video recording in educational settings is the audio-visual content recording which can be accessed later and made better by learning from them. The educational impact of this technology is that it allows students to see and be shown actual examples of what they have done, creating the possibility for them to be able to be shown how to do it better the next time they are required to perform that action. Video recording has many other purposes, such as building connections, allowing students to witness how they converse, and allowing collaboration and creativity (Nguyen, 2020).

In the context of language acquisition, video recording allows learners to self-assess their speaking skills in relation to aspects like fluency, pronunciation, and grammar accuracy. To watch themselves and their weaknesses and strengths, Fitriyani et al. (2020) refer to video recording as an approach learners can use to learn without supervision. Such perspectives are

consistent with constructivist learning principles which advocate for active involvement of the learner in the learning process and the acquisition of autonomous learning tendencies (Vygotsky, 1978).

In addition, video recording is praised for being easy to use and versatile. Students have the leisure to record and rehearse their sessions over and over again, focusing on areas that need improvement and including comments and suggestions made by other students or the teacher. The same position stands: Widiyawati (2014) points out that it has the potential to boost interest and lower feelings of apprehension since it allows learners to practice outside of the classroom environment and gradually develop confidence when speaking. This medium also has important educational consequences. Teachers can use video recordings to evaluate, give adequate feedback, and incorporate activities that guide students in utilizing the language in real communication contexts. The use of video recording in language teaching is consistent with the global shifts in language teaching practices enhanced by technology use and advocates for the use of both individual and group work in language teaching.

Speaking skills and challenges in learning to speak.

Speaking is the process of making meanings in language; therefore, a person is able to communicate with other people, exchange thoughts and ideas, and show feelings. Together with listening, reading, and writing, speaking was one of the primary skills needed to master a language. However, speaking was said to be one of the most difficult skills to acquire, especially for students of English as a Foreign Language (EFL). Brown (2007) further observed that speaking as a skill included the understanding and the production processes, and learners were expected to combine several aspects: pronunciation, fluency, vocabulary, and accuracy in performance. These elements also required cognitive, linguistic, and social abilities, which made speaking a skill with multiple dimensions.

Fluency developed as the most demanding aspect of speaking, defined as the ability to speak with relative ease. However, for EFL learners, fluency was often not able to be attained because of anxiety and lack of exposure to real language use situations (Derakhshan, Tahery & Mirarab, 2020). Furthermore, many learners also faced difficulties in pronunciation, which she defined as the correct production of sounds and sequences of stress, due to the interferences of their first language (Morley, 2021). The use of correct grammar and vocabulary can often also be a great challenge to many learners as it is seen as accuracy, and most learners tend to focus on fluency, especially in spontaneous speech (Namaziandost et al., 2019). Lastly, interactive communication, which is considered a social ability when speaking, entails taking turns, politeness, and providing context-relevant answers, which are also difficult due to limited authentic communication. This interaction was inhibited by this element of speaking proficiency (Alqahtani, 2020).

These problems were made worse by other factors. Engaged learners often encountered insufficient practice, teacher-centered methods, and other sociocultural factors concerning foreign language speaking. For instance, in Vietnam, learners faced insufficient fluency and self-confidence in speaking, and this was contributed to by the prominence of grammar

orientation in teaching (Pham & Nguyen, 2019). This meant that there was a dire need for changes in dynamics and theoretical paradigms to effectively address speaking skills.

One perspective that greatly influenced the research in this field was Communicative Language Teaching (CLT), which focused on the practical or social use of language. For Sato and Kleinsasser (1999), CLT aimed to develop functional learners through authentic communication exercises. Speaking skills were of major emphasis in this approach since the learners needed to use this skill in real contexts. For example, the Communicative Approach promoted role-plays, discussions, and the construction of tasks that would portray how communication is done in the real world. However, even within EFL contexts, there were conditions for implementing CLT, such as the number of students per class, the level of teacher preparation, and the availability of original materials (Pham & Nguyen, 2019). The use of video recording in speaking tasks was seen as a way out, and it enabled learners to practice speaking and self-reflect on their speaking performance, incorporating the principles of CLT.

In particular, the Output Hypothesis theorized by Swain reiterated the relevance of speaking skills in learning a language. Swain 1985 put forward the theory that speaking or writing as a form of language production was necessary during language acquisition. Speaking motivated learners in the areas of language processing, language hypothesis testing, and language gap identification. In situations where learners needed to speak in real-time, such as in EFL classrooms, taking videos of learners talking provided a better option than face-to-face meetings. In this way, students were able to videotape their speech, examine their speaking output, and seek areas to improve their speaking. This also serves the purpose of active language use, which is agreeable to Swain hypothesis proponents.

The Sociocultural theory proved to be an important help when developing speaking skills. Vygotsky highlighted social interaction and scaffolding as core factors for second language development, suggesting that speaking was learned through engaging with more skilled peers or teachers. The idea of the ZPD allowed one to recognize being assisted in progressing to higher levels of proficiency. Recording videos made it possible because the learners were able to engage in collaborative speaking activities, such as group talks and presentations. They were able to submit their recordings and obtain responses from students and teachers alike, thus creating a more conducive atmosphere for practicing speaking (Namaziandost et al., 2019).

By exploring how the mental processes of speech are executed, cognitive theories of speaking offered a more complete perspective. Levelt (1989) theorized that combining a concept representation, a structure of speech phrases, and pronunciation during speech is necessary. Such breakdowns as an inadequate vocabulary retrieval in the needed communication context, or grammar formulation in a communicative sentence during live communicative events were occasionally witnessed among EFL learners. Cognitive theories raised the idea that such challenges could be overcome through practice and the automaticity of language forms. This view was endorsed by video recording, enabling learners to practice and polish their speaking tasks, gradually increasing their automaticity and self-confidence.

The speakers placed emphasis on the learners' academic autonomy in acquiring speaking skills through self-assessment and reflective learning. Boud (1999) held that self-assessment was

accompanied by the ability of learners to self-appraise, determine their strengths as well as weaknesses, acknowledge their gaps, and set expectations. This was indeed helped through Reflective learning, whereby the learners were able to self-assess their actions and deepen their understanding of the learning process. Recording of speaking performance was consistent with the self-assessment approach as it enabled learners to evaluate how they performed during speaking practice. They were able to look at their videos, see the trends, and modify certain aspects to improve their skills. This cyclical effect improved their speaking skills, self-efficacy, and chances for future growth (Zhang et al., 2020).

Even with these theoretical improvements, the speaking practice was insufficient in many EFL classrooms. Older approaches, such as grammar-translation, emphasized reading and writing skills more than speaking skills, leaving learners with little room for speaking practice. Structural issues like overcrowded classes and a focus on excessively exam-oriented curricula also limited the use of speaking practice. In Vietnam, instruction aimed at practicing grammar created a big gap between learners' language knowledge and their speaking use. Pham and Nguyen (2019) pointed out that learners face difficulties in two areas: fluency and pronunciation, and in the absence of real-life speaking situations, they have problems with spontaneous communication. Such problems raised the importance of using technology and creative approaches like video recording in the process of teaching speaking.

Technology's place in speaking skills enhancement is something that has recently gained a bit of traction. In particular, video recording provided flexible and easily accessible means for learners to practice speaking independently and determine how fast or slow they wanted. This was supported by the research conducted by Fitriyani, who states video recording enabled learners to go beyond classroom borders and extend their practice in an effort to enhance fluency and accuracy. In addition, video recordings allowed learners to receive nonverbal feedback intertwined with audible feedback to harness their comprehension. Zhang and others said video-based self-assessment allows for reflective learning, which can improve speaking performance. Video recording has also been reported to assist in reducing anxiety since learners could rehearse their performance without exposing themselves to the audience, which would gradually build their confidence (Namaziandost et al., 2019).

To sum up this presentation, speaking skills were regarded as difficult but still an important component of the language, needing a combination of fluency, pronunciation, accuracy, and interactive communication. Theoretical perspectives such as CLT, Swain's Output Hypothesis, Sociocultural Theory, and spontaneous narratives such as learners' self-assessments illustrated the communicative and dynamic nature of speaking and its acquisition. Still, notable problems in EFL environments, such as not enough practice and traditional methods of teaching, encouraged the use of video recording as a new method. This enabled learners to self-assess, reflect, and practice repeatedly, which motivated learners to master the challenges faced in these situations and become more proficient in speaking.

Role of Video Recording in Enhancing Speaking Skills

Video recording has changed the way learners of a language, especially the speaking skill, practice language. In this case, learners can record themselves, assess the recordings, and

improve their performance; therefore, video recording promotes self, peer, and reflective learning. The evidence on different educational settings also suggests its effectiveness in tackling some of the common problems faced by learners of English as a Foreign Language (EFL), including fluency, pronunciation, and confidence building.

Self-assessment can be defined as an important aspect of learner autonomy and allows the students to evaluate their speaking skills. Learners can also make use of video footage to assess their performance, see it against standards, and determine parameters for improvement. Self-assessment, in particular, through the use of a video has been shown to promote self-alienation and active participation in the study of speaking performance with some degree of success (Christianson, Hoskins, & Watanabe, 2010; Arthurson, 2020). Khalifa and Marsh (2019) give an example. They reported that the use of video in students' self-assessments about oral presentation skills enhanced their self-awareness. Learners watching their recordings pinpointed preparation, amount of voice, and eye contact as areas that needed attention. These approaches motivated students to practice their speaking skills in order to improve their self-image in real-life situational contexts of public speaking.

Anxiety about speaking skills presents a big challenge for learners of any language. Video recording allows learners to practice their speaking tasks in a simulated environment without the stress of being judged in real time. Learners can also develop fluency as they are permitted to perform the activities several times. Göktürk (2016) noted that video recording not only alleviated the feeling of anxiety among the learners but also heightened their enthusiasm to engage in speaking tasks.

Speaking anxiety is considered one of the major problems when it comes to learning a language. Such learners do not have to speak in front of an audience, as the video recording creates a situation where they can repeat their speaking tasks as many times as necessary. It helps learners build self-esteem while acquiring fluency because they are allowed to do things at their own speed. According to Göktürk (2016), video recording helped learners cope with their fears and encouraged them to be more active in various speaking activities. Likewise, especially video recording provides constructive feedback for Malaysian students' lower confidence levels during lectures

Sidhu (2020) assessed the oral communication of students recorded. The students' performances in oral presentations improved because they were able to rehearse their recordings many times. Further, Driane et al. (2022) stated that video recordings are effective use as speaking assignments where students of MTsN 2 Solok demonstrated progress in their fluency and pronunciation. As a result of evaluating instruction, students learned phonetic and syntactical strategies that corrected their portrayals. Systematically recording students gradually learned the phonetic stress and grammatical structures of the utterance they were performing, improving their overall quality of the performance.

This research explores the benefits of the use of video-recorded presentations in improving English speaking in the Philippines during the COVID-19 pandemic. The findings of the research indicate that students' speaking ability greatly improved when video presentations were incorporated into their teaching practices, proving one more time that technology-

enhanced strategies for language learning can be successfully applied despite pandemic constraints (Siraji, 2023).

Due to the influence of their native languages and lack of opportunities to practice spoken English authentically, EFL learners usually struggle with pronunciation and fluency. Video recording allows learners to rewatch their pronunciation, intonation, and pace, which helps them in these areas. Aprianto and Muhlisin's (2022) study confirmed that self-recorded videos enabled university students to rehearse sentences many times which eventually enhanced their pronunciation and fluency to a large extent.

In addition, Driane et al. (2022) cited the students of MTsN 2 Solok as showing notable developments in fluency and pronunciation because they were routinely asked to participate in video recording diaries. Having a chance to analyze their recordings, learners were able to identify their production of certain phonemes or syntactic structures, which eventually resulted in better performance.

Speaking proficiency entails good interactive communication incorporating turn-taking, appropriate responses, and contextual discourse. With the help of video recording, students are engaged in group work and activities like role play and discussions, which augment the acquisition of these features. Christianson, Hoskins, and Watanabe (2010) designed a video-based self-assessment method that combined individual tasks with group discussions allowing students to assess their contributions and the processes occurring within the group. In support of his argument, Belmekki (2023) claimed that with video recordings, Moroccan students could perform speaking tasks collaboratively and within appropriate contexts – teamwork, in other words. This active learning approach helped combine theoretical learning with practice in real-life communication situations.

Video recording has one remarkable strength: it allows for the archiving of learners' progress over a period of time. Such a progression can be easily profiled, which enhances learners' morale while facilitating the provision of individualized comments from teachers and colleagues. Tukan (2024), for example, noted that students often checked their videos to see their evolution and to practice what they learned, which resulted in better speaking skills over time.

Arthurson (2020) explained that video recordings allowed students to display their work to classmates and collect feedback, which fostered cooperation among students. The cycle of recording, receiving feedback, and then making edits promoted students' overall critical thinking ability and their self-control in language use.

Video recording is one of the modern technologies that can be used when learning languages, and it is suitable for the current trends in teaching. Through the use of digital tools, students are exposed to new learning opportunities that go beyond the conventional classroom. Tsaaniyah and Zaitun (2023) substantiated that self-recorded videos have been more effective for the enhancement of creativity and contribution and were more engaging to secondary school pupils in Indonesia's schools.

Previous Studies on Video Recording in EFL

Fluency Improvement through Video Recording

Over the past several years, English as a Foreign Language (EFL) teachers have utilized video recording as one of the teaching materials in the classroom in an effort to advance their students' speaking skills. Recording videos helps SFL students actively reflect on their speaking performance and evaluate their speaking practices, thereby promoting autonomous and self-paced learning. This technique allows learners to rehearse speaking practice in a distributed manner, which enhances fluency and pronunciation and even builds self-efficacy. Such tasks are particularly useful in EFL situations where students experience factors such as hesitance to speak, limited speaking interactions, and no direct, on-time communication with native speakers.

This paper is concerned with EFL learners and seeks to review the relevant studies concerning the use of video recording as an effective tool in improving speaking skills, pronunciation, fluency, and learners' speaking confidence. The studies include the work of Pardo Soto and Cisterna Zenteno, who explored how video recording could enhance the learner's fluency, while previously, Göktürk, in 2016, focused on pronunciation as a target. Zahida et al. (2021) studied the benefit of video recording on learner speaking confidence as well as addressing some of the limitations, including but not limited to technological constraints that learners face (Mkhitarian, 2021; Dollah & Weda, 2018). These studies enable partial inferences on video filming as a tool in EFL classes, considering its potential and shortcomings, thus signaling the best approach for language acquisition.

Fluency, or the capacity to articulate speech without much effort or pausing, is a typical measure of one's speaking skill. For a learner who speaks English as a Foreign Language (EFL), fluency is particularly hard as it entails processing and producing the language instantly as one thinks of grammar, vocabulary, and pronunciation among other things. Owing to the multifaceted nature of the construct 'fluency,' even normal foreign language classrooms often prove to be inadequate in letting enough students practice oral production of the language in hand. There has been a rapid increase in video recording in the recent past, which is one of the most powerful solutions to this challenge. It allows students to practice, analyze, and improve their speaking skills away from class and without the stress of speaking in real-time.

The study found that participants using media player devices or cell phones to record themselves improved their pronunciation and speaking skills, highlighting the potential of technology to enhance active participation and lead to improved spoken fluency (Calderón Quintero & Nieto, 2017).

Some studies have investigated how, in fact, video recording aided in the development of fluency of EFL learners. One of the main advantages of this practice is that students can evaluate their oral communication skills independently. The students were most focused on the speech of the learner recording them; this enabled them to note their attempts, how many times they paused, articulated a sound or word, or used a filler, making it easy to improve. As a result of viewing their performance frequently, the language learners become aware of fluency problems in the language and become more mindful of the speech patterns and fluency in the language.

Pardo Soto and Cisterna Zenteno (2019) analyzed the smartphone recording applications as a resource for exhibiting tools for improving fluency among English as a Foreign Language learners in Colombia. Among other things, the authors demonstrated how amateurs with no previous experience in video-based speaking tasks developed their initial fluency - an ability to significantly alleviate pauses and hesitation sounds. With the help of smartphone applications, all students could increase the time they have difficulty speaking by practicing at all times and in all possible places. While answering the survey as to the positive aspects of the video recording Pardo Soto and Cisterna Zenteno explained that it is the 'self-assessment of the student: due to the repeating possibilities of the recordings made by students, they were able to define the issue of fluency on the recording and practice more'. The researchers finally established that because video recording 'contains so many components such as practice and opportunities for self-assessment,' it is one of the most effective methods of increasing fluency.

Similarly, Suadi (2020) investigated the effectiveness of video recording in enhancing fluency in the context of EFL in Indonesia. The sample consisted of Indonesian tertiary education students who had to record themselves speaking on a range of topics. The results demonstrated that several students could make progress regarding fluency because they could evaluate their speech and aim at reducing unnecessary pauses. Also, Suadi pointed out that seeing one's answer and practicing it made students feel more at ease about their speech since they could practice it multiple times and only speak when they felt they were fluent enough. Suadi contends that using practice and self-correction in this context is a very effective way of enhancing fluency; in this case, students started to produce more 'natural' speech as time went on.

What Maassen treats in the previous study is accompanied by related research by Fitriyani, Dewi, and Nahartini (2018) who investigated the relationship between self-video recording/fluency growth in Indonesian high school ESL learners. In the investigation, as students captured their recount texts, they were engaged in the exploration of their recorded performances. They observed that video recording was aimed not only at developing fluency but also at gaining precision because students paid attention to reasons that made them block the seamless flow of their speech. As one of the major findings from Fitriyani and others, the students felt more confident and less anxious about using English when speaking as they had the chance to practice speaking in the comforts of their own nondiscriminating spaces. Finally, the authors conclude that the learner's video recording triggered his fluency in speaking because he/she has no pressure to perform and can practice the speaking activity as many times as required.

Similar to these studies, Gong et al. (2019) investigated the role of video recordings in enhancing fluency during oral EFL examinations. This research was conducted with 100 students from Hong Kong who engaged in video recordings as part of their oral language assessment. The results showed that the students who used video recordings during their oral assessments were more fluent, as evidenced by their longer responses. The reduction of first-time speech production and repetitive performative actions led to improved fluency. Gong et al. further revealed that repeatedly watching their video recordings of performances increased student motivation to learn. The findings noted that assessment tasks involving video recordings are reported to improve automaticity due to the freedom to conduct practice sessions.

Although the results of several studies came out as expected, quite a few studies have pointed out certain obstacles which prevent the effective integration of video recording as a technique for fluency enhancement. One major restriction mentioned in Mkhitarian (2021) was the technical aspects involved in video recording. According to Mkhitarian, during the survey, Armenian students and teachers reported low internet speeds, lack of access to appropriate recording devices, and problems with software used for editing videos. Such technical barriers may reduce the usefulness of video recording in improving learners' speaking fluency. Mkhitarian pointed out that for the successful use of video recording, it should be guaranteed that the learners have sufficient access to technology and adequate training on how to use video-making tools.

In addition, students might feel uncomfortable being seen by the camera even though video recording is a good technique for enhancing self-reflection. Such a problem was studied by Zahida et al. (2021) during their research on video self-recording for the purpose of decreasing speaking anxiety. The participants reported positive and negative outcomes from this exposure, where some perceived this experience as worth having, while others reported anxiousness and discomfort looking at themselves on screen. The anxiety about going on camera can have adverse effects on learning, particularly on fluency, since students place more emphasis on how they look or their gestures rather than the words they use.

To summarise, the evidence based on the aforementioned studies has established that video recording can have a profound influence on the ability of EFL learners to perform with a high degree of fluency. A language learner is able to practice his studies by video recording himself, thanks to self-analysis or classmates' comments. Hence, the recording does not pose any time issues, which makes it easier to cope with fluency hurdles. Of course, there are factors that create obstacles, such as some technical issues or anxiety. However, these can be remedied with assistance. Hence, video recording is an effective and practical technique for developing speaking skills in EFL settings.

Improving Self-Reflection and Pronunciation

The scope of communication directly depends on the pronunciation of words in English as a Foreign Language (EFL), and English EFL pronunciation can affect communication. One of the difficult tasks in the English pronunciation practice area is mastering the pronunciation of English sounds by the speakers of languages that don't have such sounds. Pronunciation in EFL learners has also become an efficient self-improvement goal since, through monitoring, students view their speech and can correct their errors.

Video recording allows learners to evaluate their pronunciation by hearing and seeing how they speak. In this manner, self-evaluation is possible, and it is metacognitive in nature. This encompasses active evaluation of one's pronunciation, investigating stress, intonation, rhythm, and/or articulation issues, and evolution over time. The utility of video recording in promoting pronunciation improvement and self-evaluation in learners has also been investigated, with the outcomes indicating that indeed video recording is catalytic to learners' pronunciation improvement.

Thuy Trang and Thi Bich Phuong (2024) study found that Self-Recording Videos (SRVs) significantly improved students' speaking skills. Students found SRVs easy to use, for practicing outside class, and for managing speaking anxiety. The study also found SRVs effective in improving pronunciation, linguistic accuracy, fluency, and communicative competence. However, the findings are limited due to data collected through questionnaires and tests.

Khalifa and Marsh (2019) researched the role of video recording of pronunciation exercises among EFL learners in Saudi Arabia. The study emphasized the use of video recordings to enable students to self-evaluate their oral performance and articulation in video segments. The researchers obtained video records of the speaking problems so that students could self-assess their performance and measure it against that of a native speaker. The findings indicated that learners who practiced using the video recording enhanced their articulation in the recordings and made significant improvement with respect to the vowel sounds produced, the intonation used, and the realization of stress patterns. Khalifa and Marsh further observed that the students were able to recall their speech; this gave learners an insight into their pronunciation difficulties that they were able to rectify during another attempt at a speaking activity.

The current study with the findings of Namaziandost et al. (2019), who studied the importance of video recording as a tool for better pronunciation and fluency. By recording themselves, such students could internally self-correct their phonetic misarticulations such as vowel sounds, consonant clumping, and stress. The investigators noted that engaging in self-evaluation by way of repeated video viewing also had students quickly acquire enhanced pronunciation accuracy and made them practice in a manner that got rid of most such errors. Consequently, students developed a high level of confidence in their speaking skills, directly improving their fluency levels.

Besides improving pronunciation ability, video recording also acts as a medium of self-evaluation among students. Self-evaluation is an evaluation of a student's work and performance in a language activity. Students examine their work, say their strengths and weaknesses, and plan how to improve things. Self-reflection contributes to students taking responsibility for their own learning, according to Boud (1999), making them more autonomous and active. In the case of video recording, self-evaluation enables students to focus on their speech through the lens of pronunciation, pinpoint where they need to work more and assess how good their pronunciation has become with the lapses of time.

As an illustration, Fitriyani, Dewi, and Nahartini (2018) turn their attention to the use of self-video recordings and its effectiveness in helping students be actively involved in improving their pronunciation skills while focus or attention is on the recount texts. This study involved an Indonesian high school where students were instructed to record themselves telling a recount text and later on critique their self-recordings. The researchers were able to establish that students could witness their mistakes in pronunciation of stressed syllables, vowels, and disyllabic words during self-reflection that involved watching learned videos. They could see the problems they had in pronunciation and what to do to solve the problem, so watching recordings made the students more active and involved in the speaking tasks. In their study,

Fitriyani et al. suggested that learners can self- video recording to increase their pronunciation through self-reflection upon their performance and self-correct when needed.

Likewise, Gong et al. (2019) studied the role of video recording in either enhancing pronunciation skills or portraying fluency in EFL. The study indicated that where students were engaged in self-assessment using video, there were instances where students were able to understand the challenges of pronunciation, including distress, stress patterns, tone, and multisyllabic structures. Students could view their own record of events over time so that they would know how to advance any deficiencies next time. Stressing the need to compare and critique one's pronunciation, the researchers observed that such activity enhances their speaking and interaction skills, awareness, self-perception, and confidence in their own pronunciation.

Yet the use of video recording for the enhancement of students' pronunciation and introspection cannot be deemed totally problem-free. As an example, Zahida et al. (2021) studied the effects of self-video recording on speaking anxiety and pronunciation improvement, and found while video recording played a part in student self-evaluation and improved the pronunciation of most students, some students admitted feeling uneasy when watching their own video-casts. Toughness in self-performance during videos led students to fail to be constructively reflective. In subsequent studies, Zahida et al. admitted that students could not be pushed through the self-reflective process due to their fear of going through their recorded files, which is essential for any effort aimed at pronunciation improvement.

Mkhitaryan (2021) introduced the issues of video recording self-reflection within an Online EFL context. While the estimation showed the existence of video recordings that could help students practice their self-evaluation and improve pronunciation, some unhealthy parameters remained, such as poor internet access and lack of training on video usage tools. These same parameters blocked a number of learners from fully participating in the reflection aspects and practice attempts aimed at monitoring and improving pronunciation regularly.

To sum up, video recording is an effective means of improving and evaluating pronunciation as well as promoting self-evaluation in EFL learners. The works examined indicate that video recording helps students pinpoint and resolve issues with pronunciation, such as misplaced stress, intonation, or poor articulation. Moreover, the intervention of self-reflection via video significantly empowers students' learning because they can track their learning and improvement areas by themselves. However, factors such as anxiety, technical obstacles, and self-image may reduce the effectiveness of such a medium. Therefore, it is important to establish a warm, friendly, and non-threatening environment that allows students to use video recordings to practice pronunciation without inhibitions.

Despite video recording being viewed as an effective method of enhancing speaking skills within the context of English as a Foreign Language (EFL), many barriers exist that hinder its large-scale and effective implementation. These barriers most often include technical and psychological barriers, such as anxiety and self-image issues, and also those related to motivation. Video recording presents a value for self-evaluation, fluency, and pronunciation improvements, but these barriers have to be overcome to fully enjoy its benefits in language acquisition.

Accessibility and Technical Problems

The technical aspect of video recording is one of the most commonly experienced barriers to successfully integrating the approach in the EFL classroom. To effectively use video recording, there must be efficient devices that can record content, video editing tools, and efficient internet for uploading content. In places where resources are insufficient, students may be unable to record, upload, and review their speaking tasks due to a lack of appropriate technological infrastructure. According to the survey, videos enhance students' learning development and attitudes towards the subject. This strategy nurtures invention, promotes self-exploration, and expands the lexicon. Furthermore, as technology advances, students are increasingly glued to their phones, which increases learning efficacy and efficiency throughout the lesson (Dinh, 2023).

In another survey, Nguyen and Pham (2022) suggested that students regard technology as a suitable means for improving their spoken skills, e.g., through the use of films, YouTube, video recorders, and PowerPoint. In order for the efficacy to be maximized, teachers have to select appropriate social media to be used in lesson plans. Integrating technology into education is more appealing to students than traditional methods and simplifies learning in the classroom and remotely.

For example, in an EFL context, Dollah and Weda (2018) revealed that certain students enrolled in a graduate EFL program encountered severe technical problems in video recording tasks. Some of the issues included inadequate recording devices, slow broadband connections, and problems with the software, which made it impossible for the students to record and watch quality videos of their practices. These technical hitches were a source of frustration and reduced the level of students' interest in the task owing to the fact that they were incapable of carrying out self-verification or self-criticism on their level of speaking skill. Gong et al. (2019) also pointed out that poor video picture quality and problems with video uploading to the Internet to get feedback were also prevalent. Their study stressed that proper and regular access to good technological devices is a prerequisite condition for instructional videos to become a reliable resource in EFL classrooms for effective teaching and learning.

Anxiety and Self-consciousness

Speaking anxiety stands out as another major problem related to using video in language learning. Priming oneself for recording oneself involving speaking can make an individual self-conscious and lead to discomfort, especially for students who are not used to speaking in a second language or being taped. In many other instances, students can be preoccupied with their looks, pronunciation, or even what they are doing, which can be a disadvantage to their fluent speaking and confidence while doing so.

Zahida et al. (2021) pointed out that although video recording is a great tool for improving one's self, a vast majority of students experience recording anxiety when it comes to watching videos of themselves. A few issues that were raised include students not being comfortable being on video because they were animated or frightened of being critiqued; further, because of the self-recording, students become worse into the criticism of themselves. It advises that a culture

should be nurtured where students are not uneasy about being wrong and can learn from their self-recorded performances.

Correspondingly, Mkhitarian (2021) also investigated the psychological constraints of video recording in the EFL classroom. The research showed that students' unwillingness to engage in video learning resulted from their fear of being judged or their worry about how they would appear during the task. These anxieties greatly affected the capacity of the learners to review the videos as they were more preoccupied with criticism of themselves rather than with improving on themselves. As a remedy, Mkhitarian proposed that there should be a male presentation of video recording in a non-threatening environment where students feel free to attempt using this tool when learning a language.

Lack of Motivation and Engagement

The level of motivation individuals possess is evidently an important factor in determining students' success in completing video recording tasks. Students, for instance, may not resonate with the video recording tasks and hence aim for inconsiderable gains in their speaking skills. Insufficient interest in video tasks seems to bring inconsistency and practice.

Dollah and Weda (2018) dealt with student motivation issues, who could not avoid the perception of video tasks as dull and monotonous. Some students described situations where they saw video assignments not as an important exercise but just as completing a task as part of an academic assessment. In other instances, students' boredom and lack of enthusiasm toward the purpose of the task occurred because of recording and reviewing themselves repeatedly. The study recommended the provision of unambiguous goals, organization of materials into tasks, specificity, and temporal proximity of feedback to video tasks to enhance students' motivation and stimulation.

Wicaksono (2017) also pointed out that in his research focused on using video recording to enhance students' speaking performance, the absence of motivation was one of the problems. Students were more inclined to perform the video tasks when they were embedded in assessments or when teachers provided them with feedback. The research also indicated that allowing students to view how much progress they have made during the course through several recordings of the same video can help develop their intrinsic motivation.

Discussion

A mixed-methods approach is frequently utilized in research studies investigating the effects of video recording on speaking skills. The integration of quantitative approaches, such as tests administered before and after an intervention and learners' qualitative responses, shows how video recording affects learners' speaking ability. For example, Ho & Hong (2019) used a pre and post-test approach in the study of fluency and accuracy among university students in Vietnam. In addition, they used interviews to understand how the learners felt about the use of video recording. Likewise, Wicaksono (2017) used a mixed method for data collection in Indonesia and obtained quantitative speaking performance indicators enriched with the learners' activity videos. In contrast, some studies conducted only quantitative studies; Christianson et al. focused on pre and post-test comparisons and successfully demonstrated pronounced

improvements in pronunciation and fluency. The downside of this methodology is the absence of insights into the learners' inner processes and their interaction with the tool of learning, thus making this approach less ideal than mixed methods.

Although these methods are widely available, they have come with several challenges. Learners tend to struggle with technical challenges when performing video recording tasks, including but not limited to poor video/audio quality, unavailability of good recording devices, and poor internet connection. Such challenges may impair learners' efforts to effectively assess and examine the recordings they have done in their speaking tasks. In addition, self-assessment, which is commonly used in a good number of studies, including this one, can also be quite challenging for those with low skills and little experience in speaking and evaluating themselves. Without any preparation, such learners may overlook and be unable to identify major errors or weaknesses that they could have targeted during the intervention, and this would greatly improve the effectiveness of the intervention.

The results across reviewed studies are similar in endorsing consistent positive results regarding the effect of video recording on speaking skills, focusing on fluency, pronunciation, and accuracy of the learners' speech, especially the non-native speakers of the English language, across all the reviewed studies. For instance, as reported by Ho & Hong (2019), the participants quickly adapted to using video recording, which led to them becoming more fluent over time since their usage of screenshots made them more confident and spoke with fewer pauses. Similarly, Wicaksono (2017) discovered that within a few weeks of practice, pupils from Indonesia who utilized video recording activities enhanced their speaking pace by roughly 25%, and qualitative feedback confirmed that students liked the chance to rectify their own errors.

Putri & Rahmani's (2019) study in Indonesia equally revealed a significant breakthrough with learners reducing pronunciation mistakes by 30%. The present study stressed the importance of repeating practice and the opportunity for learners to listen to their own recordings as important for improving speaking accuracy. Anggraeni et al.'s 2023 study explores the use of Self-Recording Videos (SRV) to enhance English speaking skills among Indonesian EFL students in their 8th semester. The research found that SRV increased students' confidence, improved performance, and allowed them to speak freely without peer or teacher pressure. However, students felt SRV did not fully address their public speaking challenges, lacking real-time interaction and feedback. Despite these limitations, the study concluded that SRV is an effective tool for enhancing speaking abilities, but should be complemented with other methods.

The research conducted by Encalada and Sarmiento (2019) investigated EFL students' views on using Self-Recording Videos (SRVs) to promote speaking skills in universities in Ecuador. This research seeks to address the gap that exists in the literature on SRV use in foreign language use. Participants recorded class content videos and submitted them through Moodle. The study intends to comprehend whether students believe that SRVs can facilitate the development of oral skills in the process of foreign language acquisition, considering the fact that the students' point of view is quite important in the qualitative evaluation of this method.

Besides, Arslan (2020), while working in the Turkish context, reported that video recording users performed much better in speaking fluency and accuracy than the students who practiced speaking with more traditional methods. This indicates that there are advantages to video recording that other methods of practice are unable to introduce. For example, practice through video allows students to pause and reflect on particular parts once they have recorded them. Learners in Vietnam, Indonesia, and Turkey cultures have successfully utilized video recording. However, other moderating factors such as culture and social reasoning could have allowed students' video recording engagement to vary. For example, in Vietnam, pupils may be used to teacher-centered training methods and might face challenges in self-directed tasks such as video recording. In contrast, participants in Indonesia and Turkey may be more or less comfortable due to their schooling and technology facilities.

Discussing the research gaps

Although considerable literature exists on the immediate outcomes of video recording concerning speaking skills, several research gaps remain. One of the missing factors is the long-term evaluation of the impact of video recording. The majority of the reviewed studies, namely Ho & Hong, 2019; and Wicaksono, 2017 concentrated on the most immediate impacts of short-term interventions (4-6 weeks), which helped to understand the effectiveness of fluency and accuracy in speaking after treatment. However, the impact of video recording methods for a long duration is still unknown. Subsequent explorations should aim at how regular exposure to video recording for months or even years will bear on the learners' speaking proficiency, with a specific focus on remembering what was learned and how fluency can be effectively bettered over time.

This study investigates the use of group-based video clips to create 'RVCIG' in the classroom by trying to comprehend the learners' stressors and choices. The findings appear to have both favorable and unfavorable aspects concurrently, and the students have varying sentiments. However, when applying this technique, teachers need to take into account their students' educational past and context. Although this study comprises only 33 subjects who attended an English-speaking class, is limited; hence, RVCIG is recommended for further research. However, this method's effectiveness still requires further studies (Bich, 2022).

The other area is about the understanding of learners' self-assessment skills. Self-assessment, however, is an important element of video recording tasks, and very few studies have been done exploring how well students can evaluate themselves when it comes to speaking. There are issues that Putri & Rahmani (2019) tried to highlight and, which include the order of self-evaluation of common mistakes, especially those that relate to fluency and accuracy. There is also a need to explore the role of video recording in improving self-assessment skills, assisted by teacher feedback or peer evaluation. In addition, there is a lack of insight into how video recording requirements can be met in other educational contexts. Although most of the research was done in universities or private language schools, not much attention has been given to the use of video recording in public schools or other resource-constrained environments. Further studies should try to establish how video recording can be applied in these and other situations where access to equipment is uncommon.

Based on the reviewed studies, video recording has great potential to be used as an effective tool to improve the speaking skills of EFL learners in aspects like fluency, pronunciation, and self-reflection. However, as much as these studies provide an understanding of the usefulness of video recording, they have certain limitations and gaps around the usefulness of video recording in language learning that should be comprehensively addressed. This discussion reviews the strengths and weaknesses, research findings, and aspects that require further investigation of the studies included in the literature review. Additional research perspectives are also proposed.

Methods

A mixed-methods approach has become popular among scholars who explore the effectiveness of video recording in enhancing speaking skills. This involves quantitative aspects, such as speaking test scores before and after the integration of technology, as well as qualitative aspects, such as interviews or surveys aimed at an in-depth understanding of learners' experiences, processes, and practices. For instance, Ho & Hong (2019) and Wicaksono (2017) have pursued this approach in looking at improvements in fluency and accuracy whilst integrating the students' experience and perspectives on video recording. In mixed-methods research, the strength lies in the integration of the quantitative and qualitative dimensions of learners' life experiences as one seeks to understand the learning process.

On the other hand, although this approach has some worth, there are shortcomings. One issue of concern is the learners' self-reported data, which arguably has the risk of bias. Students often perceive themselves as having achieved far more than they actually have, which may arise from motivational reasons or some wish to please the researchers. Self-assessment, which is quite fashionable with video recording studies, may be especially problematic for learners without the critical skills to evaluate themselves in the role of speakers. For example, Putri and Rahmani (2019) observed that certain learners face challenges with determining and assessing certain pronunciation and fluency features they consider too small to matter. All these matters tend to compromise the validity of self-reported data and the validity of self-assessment in the absence of appropriate guidance or teacher feedback.

However, more quantitative studies, such as Christianson et al. (2010), limited their scope to the pre and post-tests of speaking alone's fluency and pronunciation aspects. Although this view was useful in evaluating the level of progress made regarding speaking performance, it did not consider learner experience or understanding or emotional aspects concerning the use of video recording. Hence, processes internally from learners, such as the video tool engagement to overcome speaking anxiety, were not studied further. This shortcoming reveals the position of a mixed-methods approach in the future owing to the wide scope of the impact of video recording on EFL learners.

Results

The reviewed studies collectively support using video recording to enhance EFL learners' fluency, pronunciation, and self-esteem. As in the case of Ho & Hong (2019), it was established that a group of Vietnamese students recorded themselves often to build fluency and confidence. Several students reported that as they reviewed their own recordings, they became more fluent

over time and spoke with less hesitation. Likewise, Wicaksono (2017) observed that Indonesian students recorded themselves speaking 25%, a faster rate of speech than they had three weeks previously, which marked a great improvement in fluency. Also, Fitriyani et al. (2018) and Khalifa & Marsh (2019), who intensified the practice of kids' video watching and declaring phrases, improved their pronunciation skills, avoiding confusion in the pronunciation of vowels or inaccuracies typical for stress.

Nevertheless, these encouraging outcomes are tempered by some limitations as well. Although improvements were seen in fluency and pronunciation, as most studies reviewed, Dollah and Weda (2018) pointed out, some technical problems persist. Students often complained of poor quality of recordings, availability of recording tools, and voice calling problems due to internet connection, which in most cases affected their self-review and analysis of their speech. Such technical issues make it impossible for learners to ditch the video camera and focus only on its recording, rendering this method less useful for self-renewals. Without the necessary technology, the students are likely to assess their speaking less accurately, thus reducing the efficacy of the intervention.

Furthermore, many students felt uncomfortable and anxious when viewing their own recordings, which hampered their ability to fully utilize the self-reflection activity. Similarly, Zahida et al. (2021) highlighted the thoughts of some of the students, who were overwhelmed with appreciation when called upon to review their performances, while some were overcome with emotions of fear and self-blame. This barrier is also significant as it may affect the learners' critical self-evaluation, not only in terms of their pronunciation but also in terms of their fluency. Therefore, even though video recording may be very useful, these limitations regarding emotions must be overcome for improvement to be achieved.

The Long-Term Impact: Motivation and Engagement

A significant gap in the existing body of literature is the focus on the long-term effects of video recording on learners' speaking skills. The majority of studies reviewed, for example, Ho & Hong (2019) and Wicaksono (2017), concentrated on the short-term effects of interventions using video recording, which ranged between four and six weeks. These studies pictured improvements in fluency and pronunciation during the intervention but did not investigate if the learners maintained these gains after the intervention in question was terminated.

Motivation is another rather significant issue that has been overlooked in the literature. Understanding the motivation of the students is crucial, especially for those who seem eager to undertake video recording tasks in the initial stages. As Wicaksono (2017) notes, such students are likely to use video recording on formal occasions or when feedback is given but are likely to abandon the practice over time in the absence of sustained encouragement. In light of the current study, future studies should assess the impact of recording availability over longer periods of time and how it may aid in achieving fluency and confidence in EFL students. Also, it is important to know how the student's motivation for the video recording tasks can be maintained for a longer, shorter duration. It is also helpful for practice integration — video recording is proposed as a sustainable and effective language acquisition device.

Research Gaps

There are still a number of research gaps that need to be addressed in relation to the use of video recording in speaking skills training. A significant avenue for further consideration is the effectiveness of the speaking skills of learners who have recorded themselves through video over a period of time. The studies reviewed mostly examined the short-term impacts of such interventions for 4-6 weeks; little is known about whether these improvements are long-term in nature. Stressing these gaps, future studies need to understand how the chronic use of video recording might influence fluency, pronunciation management, and language skill retention performance.

Students have exhibited flexibility and fluency in using mobile phones or tablets for presenting and speaking. Video recording has enabled them to monitor their learning process and make adjustments themselves. This has also promoted internal motivation and vocabulary enhancement. Future studies should concentrate on recorded-video strategies for interaction and increasing students' speaking confidence in English (Indriani, 2020).

One more area that needs more research is the effectiveness of self-evaluation in the context of speaking skills improvement. Other studies also do very little work in asking students for evaluations of their speaking with target self-assessment, while self-assessment is frequently utilized in video recording tasks. Putri and Rahmani (2019) point out that students have difficulties figuring out even minor fluent issues and accurate correctness. The research should focus on how self-assessment skills can be developed and which particular strategies, such as teacher's or peer's feedback, can help in this process. It appears that self-evaluation in self-recording raises concerns about favored views on how video recording feedback to students in self-recording tasks works.

As discussed by Kondal and Prasad (2020), the study investigated learners' perceptions of video recordings in ESL classrooms, focusing on their impact on speaking skills. Results showed that video recordings improved overall speaking abilities and oral proficiency. Students found video recordings effective for active participation and improvisation, and most expressed that they helped them practice speaking more. The study suggests using video recordings as a reference for developing other language skills.

Lastly, there seems to be very little research conducted on the use of video recording in public school systems or low-resource settings. In the majority of cases, the studies have been carried out in private language schools or universities; however, the application of video recording in poorly funded settings has yet to be explored. Further research should examine the ways in which video recording can be implemented in contexts characterized by low levels of technology and internet availability.

Suggestions

In light of the above evidence and the problems addressed in the study that sought to assess the effects of Video recording on the speaking skills of EFL learners, the authors are able to make several recommendations to teachers, scholars, and policymakers on how to avoid barriers to this tool and invest in its implementation.

The absence of the appropriate technology resources is one impediment to the successful utilization of video recording in many EFL classrooms, and more so in Vietnam. To rectify this situation, educational agencies should consider providing basic video recording facilities like cheap phones or cameras and ensuring decent internet coverage. Teachers may find inexpensive or free video recording and editing software suitable for their projects even in resource-poor settings. Furthermore, embedding video recordings into virtual classrooms or websites could also help students who may find it difficult to access conventional class-based resources.

One of the major barriers to the effective use of video recording in an EFL classroom is the absence of teacher training in the appropriate strategies to be used. They need to know how to integrate video recording in their instructional approaches, or even prepare video recording tasks. This encompasses the training to handle the recording gadgets and the training of how to make captivating video tasks that are in harmony with the learning objectives. Providing opportunities for teachers' professional advancement will also enable them to see video recording as a useful tool for self-appraisal, self-feedback, and self-directed learning.

Self-assessment is key in overcoming the strain of video recording as it makes it possible for students to be their own assessors and speakers in such instances. However, assessment is still challenging for students, most probably owing to their lack of experience or direction. This is why it is very necessary to coach students on how to self-assess. This can be done by having them focus on rubrics highlighting major delivery features, including fluency, prominence, and reiterated thoughts. Teachers can also assist in peer feedback sessions as students observe the recording and critique their classmates.

Most of the studies included in the review above were concerned with the effects of video recording on students' performance on a relatively short-term basis. However, it is also important to consider the influence of this approach on students' speaking ability in the future. It will also be necessary to monitor the situation and do longitudinal studies to check the permanence of improvement in fluency and pronunciation over time. The research should also assess the extent of use of video recording practices in other institutions besides the one in the study because public schools occupy most of them, especially in scarce resource environments. Students' continued use of video recording techniques after the intervention shall provide the educators with some insight into the likelihood of the goals achieved during the intervention phase being maintained long after the intervention.

Conclusion

In conclusion, video recording can be regarded as an effective method for practicing speaking skills among EFL students since it allows for the development of fluency, pronunciation, and self-confidence in a comfortable, flexible environment. The literature reviewed in this study has also demonstrated that, despite its potential, several barriers remain, such as technical barriers, teacher unpreparedness, and self-evaluation problems. Investments in technology and teachers' professional development, as well as the implementation of systematic self-evaluation rules, can solve these problems. At the same time, video recording is very effective in the context of high-intensity practices. However, further studies of this particular aspect remain

scarce. It is also essential that video recording strategies are culturally adapted to the specific contexts in which they shall be used. Also, future studies should concentrate on video recording as a tool for improving speaking skills and other related skills, e.g., listening, writing, etc. In the end, video recording seems a viable way to self-learn, but its effective use in EFL settings needs the right strategies, available resources, and dedication to the problems discussed in this paper. Where instructors make adjustments for local contexts and prepare teachers and students, using video recordings will be geared towards enhancing the speaking skills of EFL learners worldwide.

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Biodata

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