THE EFFECTS OF VIDEO RECORDINGS ON YOUNG EFL LEARNERS' SPEAKING SKILLS AT A PRIVATE LANGUAGE CENTER IN VIETNAM

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Abstract

The effects of video recordings on the speaking skills of young learners at the KAEC language center, as well as their perceptions regarding the benefits of this technique, were investigated. The research employed a quasi-experimental design involving forty-five young students, aged between ten and fifteen. Twenty-three were in the experimental group, and the others were in the control group. Data were collected using pre-tests, post-tests, and a questionnaire administered to the experimental group. Both the tests and survey data were analyzed using a quantitative approach. The results of the tests demonstrated that video-recording activities played a significant role in fostering the communicative competence of the young learners in the experimental group. After applying video recording activities for eight weeks, the experimental group showed considerable positive effects across four components of speaking skills, particularly in vocabulary use and pronunciation. Furthermore, the survey indicated that learners felt highly favorable about the benefits of video recordings in learning speaking skills. These findings encourage educators to proactively utilize video recordings to teach speaking effectively.

Keywords: *Project-based learning, quasi-experimental research, speaking components, speaking skills, Vietnam EFL context, Video recording, young EFL learners.*

1. Introduction

Language is a crucial medium for human communication, utilized daily to convey meaning. Proficiency in English, the predominant global language, is essential for fostering effective communication across diverse cultures. Among the essential skills necessary for effective communication, speaking stands out as one of the most practical skills. Proficient speaking abilities are crucial for expressing messages in real-life contexts.

However, developing speaking proficiency is challenging for many learners, especially Vietnamese students, who often report an inability to communicate effectively despite years of academic instruction, perhaps due to a lack of authentic English-speaking communities and limited classroom time. To supplement this shortcoming, the KAEC language center prioritizes interactive and engaging student-centered teaching methods to foster communicative abilities.

Technological application in language teaching has been utilized for decades. Dudeney and Hockly (2007) asserted that technology can offer new, convenient methods for practicing language and assessing the performance of users. Audio-visual materials, such as video recordings, are widely acknowledged for their efficiency in engaging learners and enhancing motivation. Harmer's (2001) perspective suggests that video-related techniques can expose students to authentic language contexts, bridging the gap between theoretical classroom learning and real-world communication. The incorporation of video, which attracts attention and stimulates curiosity, enriches the learning experience. At the KAEC center, teachers regularly assign speaking tasks requiring students to submit

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video results via online platforms, such as Zalo, Messenger, or Gmail, using smartphones, which are popular and convenient tools for practice.

The primary aim of this study was to investigate the effects of video recordings on the speaking skills of young learners at the KAEC, and to examine students' perceptions about the benefits of this method. The study made an effort to answer two questions: (1) How do video recordings affect EFL young learners' speaking skills? and (2) What are the students' perceptions about the benefits of video recordings in learning speaking skills?

The findings are expected to equip educators with valuable insights into using video recording tasks as a pedagogical tool, promoting a more dynamic and interactive teaching and learning atmosphere, and contributing to the existing body of knowledge on innovative teaching techniques.

2. Literature Review

2.1. Defining Speaking Skills and Evaluation

Levelt (1993) suggested that speaking represents the ability to articulate one's thoughts and emotions effectively. Speaking skills can be conceptualized as the capability to convey ideas, information, and feelings orally, thereby facilitating interpersonal communication in daily life (Gamble & Gamble, 2013). Mastery of speaking, in terms of clarity, accuracy, and fluency, is essential for enhancing interpersonal information exchanges. Consequently, the instruction of a foreign language inevitably includes an emphasis on the development of speaking skills.

Fulcher and Davidson (2007) suggested that speaking skills are fundamentally evaluated based on five essential components: grammar, vocabulary, fluency, comprehension, and pronunciation.

In terms of pronunciation, this appears to be a critical mechanism for producing explicit language during oral interactions. The primary objective is to achieve an accent that is comprehensible to the audience, rather than demanding the replication of native phonetic patterns.

Vocabulary tends to be a critical aspect of enhancing speaking abilities. Alqahtani (2015) states that vocabulary represents the entirety of words necessary for effective communication, noting that a lack of comprehension of the required vocabulary can lead to ineffective communication, even with grammatically correct sentences.

According to grammar, Greenbaum and Nelson (2009) define such a linguistic aspect as a systematic framework of rules guiding word organization to assemble coherent sentences in both written and spoken forms, conveying meaning accurately.

Based on the study of Kormos and Dénes (2004), fluency refers to the ability to articulate thoughts with efficiency, characterized by a smooth flow of speech with minimal pauses or repetition. Fluency can be categorized as cognitive fluency, utterance fluency, and perceived fluency.

About comprehension, Hornby (1979) acknowledges that comprehension is fundamentally the ability to understand and interpret information. In spoken communication, it ensures speakers convey messages clearly so listeners adequately understand the content.

In this study, the evaluation rubric is adapted from the A2 Key for Schools Examination (KET) grading scale of the CEFR. It features four components: grammar, vocabulary, pronunciation, and interactive communication. Thus, the aspects of fluency and comprehension will be indirectly evaluated through the interactive communication dimension.

2.2. Stages of Teaching Speaking

According to the study by Thornbury (2005), there are three theoretical backgrounds for teaching speaking: behaviorism, cognitivism, and social-culturalism.

In terms of behaviorist theory, language is viewed as a process of habit formation. This theory highlights the observable behaviors of learners and emphasizes the role of external stimuli in language acquisition. There are three stages, as in the PPP (presentation, practice, and production) model. In the presentation phase, new vocabulary and language forms are systematically introduced, and some

controlled activities are conducted. Then, the practice phase consists of semi-controlled activities designed to support language comprehension, while the production phase tends to offer free activities for students to reinforce speaking skill acquisition more fluently (Yusuf, 2015).

Secondly, the cognitivist theory views language learning as a process of information processing. Therefore, it pays attention to internal mental processes and the construction of linguistic knowledge. The theory begins with awareness-raising to help learners know about language features and how to use them. The next phase is reconstruction, in which learners reorganize their existing information and internalize new knowledge. In the last phase, automaticity and autonomy are prioritized.

About sociocultural theory, language learning is considered a socially mediated process. The roles of social interaction and cultural context in language learning are emphasized. It starts with the order-regulation stage, where learners initially receive external support and instruction from peers and others to learn language. Then, the appropriation stage lets learners gradually absorb and produce their own language from what they learned from others. At the last stage, self-regulation, learners are able to regulate their own learning process and use language independently.

In the context of the KAEC center, behaviorism is adopted to navigate the teaching practices. Both teachers and students tend to have the perception of the English language as communicative equipment, so to master this tool, students should create and practice good habits. Thus, the PPP model could be utilized as a practical method to train their learning language habits regularly.

The video recording activities can be exercised in different stages of the PPP model. For example, teachers can record videos of students practicing in class at the practice stage, or self-recordings can be assignments for students at the production stage. Due to the time limit and the center's facilitation conditions, video recordings are usually assigned for the students to work at home to expand their practice time and gain more exposure to the language.

2.3. How to Learn Speaking Skills Effectively

Currently, there is a wide range of strategies and methods for learning speaking skills effectively.

First of all, metacognitive and cognitive strategies employ self-regulation techniques, including planning, monitoring, and evaluating speaking tasks. Such mental approaches are thoughtful instruments in fostering learners' awareness of their speaking processes and ultimately contributing to the enhancement of their productive skills (Alsaraireh, 2022; Gani et al., 2015; Kehing & Yunus, 2021).

Second, compensatory and social strategies involve the utilization of gestures or synonyms to address and supplement vocabulary limitations. Besides, participating in social interactions is also helpful to enhance speaking skills within authentic and real-life contexts (Alsaraireh, 2022; Gani et al., 2015).

Third, the integration of technology, such as YouTube, Elsa, or podcasts, can significantly contribute to the development of speaking skills. These platforms are likely to offer a wide range of diverse, supportive, and engaging content that facilitates practice opportunities for learners. The exposure to authentic language use of these tools can allow individuals better learning chances and support more effective language acquisition (Mohzana, 2023; Suseno & Darma, 2024).

An additional contemporary approach involves the implementation of interactive and learner-centered activities in the classroom. For instance, role plays, discussions, and presentations are particularly effective in enhancing speaking skills, as they promote active participation and facilitate the practical application of language (Rizkyta, 2024; Sofian & Ahmad, 2024; Tiwari, 2024).

To effectively develop speaking skills, it is essential to utilize a combination of metacognitive, cognitive, compensatory, and social strategies, which are enhanced by technology and interactive activities. These approaches not only grow language proficiency but also enable students to communicate in real-world contexts confidently. Incorporating these strategies into learning routines can lead to more successful outcomes. Each method carries its own advantages and disadvantages,

which is why the KAEC center typically allows teachers the flexibility to choose the most suitable styles and encourages students to provide feedback on the strategies they prefer.

2.4. Young Learners

In the EFL/ESL contexts, the term "young learners" typically refers to children between the ages of three and eighteen (Nunan, 2016). They are in the process of learning and acquiring English language skills. The definition also might be subdivided into two primary categories: very young and young learners. Very young learners are generally considered to be those aged between three and five years. Educational settings for this group may include preschools or kindergartens.

On the contrary, young learners are typically defined as children between six and thirteen years of age, though in some specific cultural contexts, this definition may extend up to sixteen or eighteen years of age. According to Phillips (1993), the term includes children from their first year of formal schooling, from around five or six years old up to approximately twelve years of age.

Young learners tend to have unique psychological characteristics that significantly influence their learning processes. They usually show a natural curiosity, a strong enthusiasm for play, and a reliance on teachers for guidance. This stage is critical for cognitive development, so engaging in meaningful communicative activities can enhance their cognitive skills (Williams, 2013). Besides, Emotional experiences play a vital role in the development of personality. Young learners are likely to thrive in environments that promote social interaction (Ariyan et al., 2022). These traits make them particularly receptive to learning through interactive and engaging methods, such as game-based or communicative activities, which can notably improve their cognitive and emotional abilities (Zhang, 2020).

The age of young learners in the KAEC is also fairly variable. They are from five to eighteen years old, which means that the students are from late kindergarten to high school. This is also the target customer of the center, accounting for over ninety percent of students. Therefore, in order to consider the effect of video recordings on the main representative group age of the center, students aged from ten to fifteen are chosen for this research.

2.5. Project-Based Learning

Related to project-based learning (PBL), this is an educational approach that prioritizes active, student-centered engagement through the conduct of real-world projects. Essential components of PBL encompass student autonomy, collaboration, effective communication, and reflective practices in the setting of handling realistic issues (De Vivo, 2022; Kokotsaki et al., 2016; Saavedra & Rapaport, 2024).

PBL promotes student autonomy by empowering learners to take risks and responsibility for their education through the establishment of goals and the decision-making process in their projects. This level of autonomy can enhance both engagement and motivation among students (De Vivo, 2022; Kokotsaki et al., 2016).

In terms of collaboration and communication, learners have a chance to work in pairs or groups. This fosters students' capacity to communicate effectively and collaborate with their peers. These teamwork projects are essential for facilitating academic learning and enhancing problem-solving skills (Saavedra & Rapaport, 2024).

Plus, it is important for students to engage in reflections on their learning processes and outcomes. This approach not only enhances their comprehension but also contributes to the continuous improvement of their projects (Kokotsaki et al., 2016).

Regarding real-world relevance, projects in PBL are designed to address realistic problems, which enables students to apply theoretical knowledge to practical scenarios. This alignment fosters the development of critical thinking and problem-solving skills (Ramírez de Dampierre et al., 2024).

2.6. Video Recordings as a Learning Medium

According to Canning-Wilson (2000), video recordings were defined as the organization or arrangement of messages within an audio-visual assistant tool. It is a highly popular learning material

because it allows learners to engage actively at their own pace and situates information within real-life contexts. The use of video recordings has expanded significantly due to the focus on communicative teaching methodologies, offering rich educational resources appreciated by both students and educators.

Video recordings provide several key benefits in the context of learning speaking skills:

Firstly, students can use recorded videos as a resource for self-reflection and analysis. The technique allows students to analyze their spoken language and receive feedback without the pressure of live performance.

Secondly, practicing speaking at home without external observation contributes to building self-confidence and reducing anxiety and shyness. Having clear learning objectives motivates students to speak English more.

Thirdly, video recording tasks allow students more opportunities to speak, providing an appropriate reason and expanded time to practice the language outside the classroom.

Fourthly, video recordings improve different components of speaking skills, including vocabulary, grammar, pronunciation, and interactive communication, as students prepare content and review mistakes.

Last but not least, when assigned as homework, video recordings function as a mini-project, aligning with Project-Based Learning (PBL) components such as autonomy, collaboration, communication, reflection, and relevance to the real world (De Vivo, 2022; Kokotsaki et al., 2016; Saavedra & Rapaport, 2024).

2.7. How to Learn Speaking Skills with Video Recordings

According to Derry (2007), there are several strategies that students should employ to learn speaking skills through video recording activities:

The first step will be to plan an outline for speaking. Students should proactively select a topic of interest. Once a topic is chosen, it is essential for students to gather relevant information and discuss it with peers or classmates. The second step is to prepare the essential video recording tools. Prior to recording, the proper configuration of the recording equipment is crucial. The third step is to build students' analysis. Following the completion of the recording, students should pay attention to self-reflection to evaluate their performance. It is common for students to experience dissatisfaction with their initial recordings due to common issues such as pronunciation or delivery. This often results in multiple retakes as students strive for improvement. To enhance effective speaking skills, both internal factors (e.g., self-confidence, practice) and external factors (e.g., audience engagement, feedback) need to be addressed comprehensively and thoughtfully.

2.8. Review of Previous Studies

Previous studies have consistently supported the efficacy of video recording in enhancing EFL students' speaking skills.

Outside Vietnam, Azkiya and Rahayu (2018) found that a quasi-experimental group using video-recorded speaking tasks showed significant improvement in oral productive skills and expressed a favorable interest in the method. Gromik (2013) found that Japanese undergraduates using mobile phone video recording features for monologues demonstrated increased word count and topic diversity, finding the utilization engaging and beneficial.

Another study conducted by Karasic and Vedantham (2015) explored the efficacy of video creation tools for language acquisition within the context of the Weigle Information Commons at the University of Pennsylvania Libraries. The findings indicated that the implementation of video production activities significantly contributed to language learning outcomes.

Previous research findings are significantly relevant to the present study. The former study conducted by Suadi (2020) demonstrated a significant enhancement in the speaking skills of first-semester students from Class A of the English language education department at Mandailing Natal, achieved through the use of video recording as a teaching method in the speaking class. Both this

study and Suadi's research utilize video recording as a tool to facilitate the improvement of English language proficiency among students. However, the studies differ in terms of their subject populations and the methodology for video creation.

Another research conducted by Nirmawati et al. (2022) employed a pre-experimental design and a purposive sampling technique. In contrast, this research integrates video recordings throughout all stages of the study and does not correlate them to any experiments. Both studies aim to evaluate the efficacy of video recordings as a pedagogical instrument for enhancing various aspects of students' English-speaking proficiency. The findings suggest that both educators and learners can take advantage of video recordings to facilitate a more engaging and interactive teaching and learning environment.

In Vietnam, Dang and Nga (2022) conducted a research paper which investigates the effect of video recording on improving the speaking skills of EFL students. The researchers conducted this study with 26 first-year students majoring in economics and business administration from Thai Nguyen University and divided them into experimental and control groups. The research employed a quantitative methodology, utilizing a quasi-experimental design and a survey instrument incorporating a 5-point Likert-scale questionnaire. The results showed that the experimental group, which used video recording, had higher speaking achievements and significantly improved. Additionally, students had positive feedback on using video recording to improve their oral skills.

Ho and Hong (2019) studied the effects of peer video recordings on the speaking performance of learners to analyze the influence of peer video recordings on non-English major college students' communication skills. There are eighty students separated into two different classes: an experimental group and a control group. The experimental group utilized peer video recording within a task-based approach, while the control group received no such training. The results indicated that the experimental group had significantly better performance than the control group in terms of fluency, grammar, pronunciation, and interactive communication.

While previous studies have underscored the positive influences of video recording activities on EFL students' speaking skills, several gaps remain in the literature that need further investigation.

Talking about the diversity of participants, many studies, including those by Azkiya and Rahayu (2018) and Gromik (2013), primarily focus on one specific aging level, such as tenth-grade students or Japanese undergraduates. More comprehensive research that encompasses a broader range of age groups, language proficiencies, and cultural backgrounds is needed to understand how video recording impacts diverse learners from different ages and backgrounds.

In terms of broader contexts, the previous studies by Karasic and Vedantham (2015), Ho and Hong (2019), and Dang and Nga (2022) focused on controlled environments like university settings, which may not reflect the education institutions of diverse sizes and scales in which EFL learners study. There is a need to explore the applicability of video recording tasks in various educational settings and organizations, such as private language centers or online learning environments, to determine if the benefits reported in controlled studies can be applied in different contexts.

Despite the promising results, there have still been some gaps in the literature related to the general effects of video recordings on a wide age range of young learners and on a small scale as a language center. Most studies have paid much attention to the improvement of students in schools or universities. However, the education at a foreign language center is not totally the same as that of state educational institutions. For these two reasons, this research thrives on evaluating the effect of video recordings on a variety of young learners in the controlled context of the KAEC language center. It is hoped to address and contribute to gaps in the literature, leading the way for more effective pedagogical practices.

3. Methodology and Discussion of Findings

3.1. Research Methodology and Design

This study employed a quantitative methodology using a quasi-experimental design, with pre-

test and post-test evaluation. The independent variable was video-recording speaking tasks, and the dependent variable was the students' speaking skills.

The population comprised young learners aged ten to fifteen enrolled in the KET preparation course at KAEC. A convenient sampling technique was used to select 45 students, divided into two experimental classes (N = 23) and two control classes (N = 22). The study duration was eight weeks.

In the speaking section, both groups followed the PPP (Presentation, Practice, Production) model, using the textbook "Simply A2 Key for Schools," written by Andrew Betsis and Lawrence Mamas and published by Global ELT. The primary distinction was the assignment:

The control group practiced speaking on assigned topics at home and then presented their preparations directly in class for feedback.

The experiment group created a two-minute video monologue or discussion on an assigned topic at home over a ten-day interval. The instructor selected and reviewed the submitted videos, choosing three different videos from all those submitted to show and provide direct feedback in class each session. Videos were submitted via platforms like Zalo or Gmail.

Table 1: The experimental plan for both groups

	Experiment Group	Control Group
Pre-test	Both groups do a pre-test on the first day.	
Teaching Process	Both groups do the same speaking activities in class.	
	Students do video-recording assignments at home for 10 days. Then, their videos are presented and discussed in class in the next review section.	Students practice speaking on assigned topics at home. Then, they present their preparations directly in class in the next review section.
Post-test + survey	Both groups do a post-test on the last day.	
	Do a questionnaire after finishing the post-test.	None

The tests used were modified from the A2 Key for Schools Examination, including four speaking components: grammar, vocabulary, pronunciation, and interactive communication. A 5-point Likert-scale questionnaire was used for the experimental group to gather perceptions (ranging from 1, meaning "strongly agree," to 5, meaning "strongly disagree").

To ensure the reliability of the results, the pretest and posttest are administered and marked by two other teachers at the center, who are experienced and qualified to teach and evaluate KET students. If there was a score difference of one point or less between two examiners, the decided score would be the average of the two scores. If the discrepancy is over one point between them, the researcher would extract the video recordings and then finalize the result. There is one camera in each room of the language center. Besides, the researcher just prepared the testing materials and observed the examination process.

The level of English proficiency among the four classes was approximately identical, as determined by the pre-test evaluation. The researcher was merely an observer, and another teacher, who differed from the other examiners, was the instructor of these classes, following the same teaching procedure in terms of time and content.

The experimental course was designed to be taught over eight weeks, three times a week, on Mondays, Wednesdays, and Fridays. Each teaching session lasted one and a half hours. There was a one-hour speaking lesson on Fridays each week.

3.2. Statistical Findings on Speaking Improvement

According to Hesse-Biber (2010), the minimum sample size for experimental analysis of quantitative research should be at least 21 participants per group. Thus, 45 students from two groups in this research constitute an appropriate sample size.

The mean scores of the pre-tests were statistically similar (Experiment: 2.42; Control: 2.45). The 2-tailed significance of the pre-test was 0.753, confirming no statistically significant difference initially.

The post-test mean scores showed an obvious difference: the experimental group achieved 3.36, compared to the control group's 3.02. The mean gained score for the experiment group (0.93) was significantly higher than the control group (0.57).

An independent samples t-test confirmed the statistical significance of this difference (Sig. 2-tailed = 0.004), leading to the rejection of the null hypothesis and the acceptance of the alternative hypothesis that utilizing English video recordings has a significant effect on young students' speaking skills.

According to the research conducted by Fritz et al. (2012), scholars can apply Cohen's theory to determine the effect size of a given strategy, whether it is either weak or strong.

The calculated effect size of 0.91 suggests a fairly strong effect of video-recording tasks on young learners' speaking skills.

The analysis of individual speaking components showed varying degrees of improvement:

Table 2: Statistics of elemental scores from the experiment group

	Kind of Test	Mean	Mean Difference	Rank
Grammar	Pre-test	2.48	0.69	4
	Post-test	3.17		
Vocabulary	Pre-test	2.61	1.3	1
	Post-test	3.91		
Pronunciation	Pre-test	2.43	0.96	2
	Post-test	3.39		
Interactive Communication	Pre-test	2.17	0.79	3
	Post-test	2.96		

The most substantial improvement was observed in Vocabulary (1.3 mean difference), attributed to increased preparation time. Pronunciation ranked second (0.96 mean difference). The third is interactive communication (0.79 mean difference) and Grammar showed the least improvement (0.69 mean difference).

The histograms of both the pre-test and post-test illustrated that although the variable points are not perfectly normally distributed, they do exhibit symmetrical, bell-shaped curves. The data is evenly distributed around the mean, creating a typical bell curve. Most observations gather near the mean, with fewer observations found in the tails. Consequently, the pre-test and post-test data indicated a normal distribution.

3.3. Students' Perceptions

The reliability of the questionnaire data was high (Cronbach's alpha = 0.83).

Table 3: Reliability statistics

Cronbach's Alpha	Number of Items
0.827	11

Based on the evaluation scale (M=1.00–2.60 being highly favorable), all experimental students held highly favorable perceptions regarding the benefits of video recordings, as the mean score for every question was less than 2.60.

Table 4: Statistics of the questionnaire about students' perceptions of the benefits of video recording in learning speaking skills

Question	1	2	3	4	5	6	7	8	9	10	11
Mean	1.74	1.96	1.83	1.78	2.09	2.22	1.91	2.17	1.78	2.13	1.87

The highest ratings were observed for questions related to:

With respect to self-reflection or reviewing videos, the highest rating was M=1.74. Over 80% acknowledged that video recordings offered an opportunity to review their performance and improve.

In terms of practice opportunities and convenience, over 70% reported that speaking via video was

convenient to practice at home (M=1.83), and approximately three-quarters agreed it provided more opportunities for speaking practice (M=1.78).

Regarding pronunciation improvement, the mean score for this aspect (M = 1.78) indicated high agreement.

Concerning autonomy, approximately 80% acknowledged that video recordings made them feel more autonomous and active (M = 1.87).

These positive perceptions align with the test results, suggesting that the method effectively enhanced oral communication and accuracy by creating a comfortable, low-pressure environment for practice.

3.4. Discussion

Statistical analysis further reveals that the experiment group experienced an increase of 0.9348 points in mean scores, whereas the control group showed a rise of 0.5682 points in those. This significant difference suggests that the experiment group experienced a more considerable enhancement in speaking performance compared to the control group. As a result, the findings indicate that the use of video recording tasks is an effective method for enhancing students' speaking skills, particularly among young EFL learners at the KAEC language center.

The results of the questionnaire also indicated that the vast majority of students agreed on the benefits of video recordings in their learning and speaking processes. These pieces of evidence can prove the effects of this teaching strategy.

To research question 1, the application of video recording in speaking tasks resulted in positive changes across all speaking components for the members of the experiment group, with all differences being statistically significant. This evidence supports the notion that the treatment is both suitable and effective in enhancing students' speaking skills and overall performance.

According to Table 2, in relation to the grammar criterion, the pretest mean score was 2.48, while the posttest mean score rose to 3.17, revealing a mean difference of 0.69. The statistics indicate that the change between the pretest and post-test scores was the least statistically significant and ranked last in overall improvement. The score for this aspect of language is lower than for the others, partly because students can prioritize fluency and often overlook grammar in their speaking performance.

The vocabulary criterion analysis revealed that the mean score for the pretest was 2.61, while the post-test mean score increased to 3.91. Consequently, the mean difference was calculated to be 1.3, and this component was ranked first. It can be inferred that the integration of video recording in the execution of speaking assignments significantly contributed to the enhancement of students' vocabulary proficiency. This phenomenon can be attributed to the increased preparation time that students were afforded before submitting their videos, which allowed them to select appropriate vocabulary thoughtfully. Through this process, students engaged in more effective language learning, resulting in a deeper understanding of new words.

Similar conclusions have been drawn by Suadi (2020), Azkiya and Rahayu (2018), and Ho and Hong (2019), who noted that video recordings facilitate more accurate pronunciation and foster active engagement in interactive communication activities.

Regarding the second research question, following the study by Ho and Hong (2019), the questionnaire developed for this research inquiry employed a 5-point Likert scale, ranging from 1 (strongly agree) to 5 (strongly disagree). Responses scoring between 1.00 and 2.60 were categorized as highly favorable; scores from 2.61 to 3.40 were moderate; and those from 3.41 to 5.00 were classified as low evaluation. Based on the statistics in Table 3.4, all experimental students tended to be highly favorable about the benefits of the video recordings, as the mean of each Question was less than 2.60.

The data presented that all respondents effectively executed the treatment, with the highest ratings observed for Questions 1, 3, 4, 9, and 11 (M = 1.74, 1.83, 1.78, 1.78, and 1.87, respectively). In Question 1, a significant number of students expressed agreement that video recordings could be perceived as an opportunity for students to review and reflect on what they said in the videos.

In Questions 7, 8, 9, and 10, almost all students agreed that Video-recording tasks help them improve various aspects of English speaking, namely vocabulary, grammar, pronunciation, and communication (M = 1.91, 2.17, 1.78, and 2.13, respectively). Various students agreed that video recordings made them more autonomous and active (M = 1.87). Indeed, video recordings created more opportunities to practice speaking English. This also means having more time to practice speaking at home or outside the classroom. This result tended to have a connection with the results of Kim (2014), Hsu et al. (2008), Skiba (2007), Swain and Lapkin (1995), and Göktürk (2016).

Students expressed highly positive opinions regarding the digital video recording activities, which fostered their active engagement through opportunities for rehearsal and editing of video posts. This approach not only released anxiety but also contributed to building their confidence. The act of receiving feedback from peers and instructors served as a motivational factor for the learners. Through the process of obtaining feedback from teachers and peers and engaging in self-evaluation, students became more explicit about their use of pause and hesitation markers in their addresses, noting how these disfluency markers affected their experience as listeners.

4. Conclusion and Recommendations

4.1. Conclusion

This study confirmed that the implementation of video recordings had a significant effect on improving the speaking abilities of young learners at the KAEC. Following an eight-week intervention, the experimental group achieved significantly higher post-test scores compared to the control group.

The enhancement of linguistic competencies varied, with the most significant advancements observed in vocabulary and pronunciation, and the least in grammar. Crucially, the process of self-made video recordings serves as a practical exercise that allows individuals to practice independently, alleviate anxiety, and encourages reflective thinking where students assess and learn from their own errors. Furthermore, student feedback was highly favorable, particularly recognizing the method's value in providing an invaluable opportunity for learners to review their performances and practice speaking English.

4.2. Recommendations

For learners, students should utilize video recording as an alternative medium to practice speaking both within and outside the classroom to foster autonomy growth. They should actively engage with the recordings to critically identify their own linguistic and nonlinguistic errors, which fosters significant improvements.

For educators, teachers should implement video recording in instructional sessions to help students become accustomed to practicing English, even without conversational partners. It is crucial to offer constructive and timely feedback to boost motivation and confidence. For practical application, teachers are advised to establish a joint folder in a centralized database (rather than using individual platforms like Zalo or email) for video submission to ensure efficiency.

For future research, future investigations should employ proper experimental designs with random participant selection and explore the use of digital video projects specifically as an educational tool for learners' self-reflection and self-evaluation.

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