THE EFFECTS OF USING SELF-VIDEO RECORDING ON EFL HIGH SCHOOL STUDENTS' LEXICON KNOWLEDGE

Diem Ngoc Ho[1],
Lap Quoc Trinh[2],
Tuyen Thanh Kim[2i]
[1]Tran Van Bay High School,
Bac Lieu, Vietnam
[2]Can Tho University,
Vietnam

Abstract:

This study aims to investigate the effects of using self-video recording on EFL high school students' lexicon knowledge. Participants include 80 EFL high school students in the Mekong Delta divided into two groups, namely the control and experimental group. Pretest and posttest were done to collect quantitative data before and after the treatment. After the treatment, the results of the experimental groups were higher than that of the control one in terms of lexicon knowledge. Therefore, this study gives recommendations for further studies in other aspects of speaking skills or speaking skills in general.

Keywords: EFL high school students, lexicon knowledge, self-video recording, vocabulary

1. Introduction

In Vietnam, English has become a compulsory subject. Since 1986, in the context of economic renovation and of the open-door policy, English has been taught in all public schools for meeting the requirements of the Ministry of Education and Training (Nguyen and Pham, 2016). According to Nguyen and Pham (2016), due to the many differences between English and Vietnamese, it takes much time for Vietnamese learners to learn and use English fluently. Hoang (1999) claimed that students may achieve the highest scores in the exams, but fail to show their excellence in real-life performance. As a result, students admitted that many of them could not communicate in English outside the classroom both in written and spoken forms after studying five to twelve years of English (Tran, 2013). One of the difficulties they encounter is the limitation of vocabulary or lexical knowledge, which is an essential component of virtually every aspect of language processing. One of the measures is, therefore, making a video recording through a

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[i] Correspondence: email kimthanhtuyen80@yahoo.com.vn

personal computer or a mobile phone. Fortunately, the development of technology has brought many benefits to education. These days, it is not so difficult for someone to afford a smartphone or even a personal computer. It seems true that recording things from these devices is a basic act for most users. It is believed that improving lexicon knowledge through practicing English speaking by making self-video recordings can be an effective way for EFL high school students. Therefore, this study addresses the research question below.

RQ: What are the effects of self-video recording on EFL high school students' lexicon knowledge?

2. Literature Review

2.1. Vocabulary or Lexicon Knowledge

Vocabulary or lexicon knowledge is one of the most important components in learning a foreign language. If there are no words to express a wide range of meanings, communication in a second language cannot happen in any meaningful way (Michael, 1990). In the context of Vietnam, there are many situations in which speakers misunderstand their partners or they cannot express what they think in the English language. With regards to the importance of vocabulary, Robert (1984) considered words as the "*coin of the realm*" of knowledge. Likewise, vocabulary knowledge is fundamental to all language use (Schmitt et al., 2017), and a "*major goal in most teaching programs*" (Thornbury, 2006). In terms of language acquisition, the input must be comprehensible in order for it to be useful and meaningful to the learner and help with the acquisition (Krashen, 1982). However, if learners hardly understand a sizable portion of the vocabulary in the language, this language is not comprehensible, and thus cannot be useful for acquisition as well as for learning.

2.2. Aspects of Vocabulary and Assessing Vocabulary

Saniago and Tira (2019) described three types of aspects of vocabulary, namely meaning, form, and vocabulary use. (See Figure 1)

Figure 1: Teaching nine aspects of vocabulary (Saniago & Tira, 2019)

Aspects	Part	Definition
Meaning	Form & meaning	Is the word a loan word in the L1?
	Concept & reference	Is there an L1 word with roughly the same meaning?
	Associations	Does the word fit into the same set as an L1 word of similar meaning?
Form	Spoken form	Can the learners speak the word accurately if they hear it?
	Written form	Can the learners write the word correctly if they hear it?
	Word parts	Can the learners identify known affixes in the word?
Use	Grammatical functions	Does the word fit into predictable grammar patterns?
	Collocations	Does the word have the same collocations as an L1 word of similar meaning?

	Constraints on use	Does the word have the same restrictions on its use as an L1 word of similar meaning?

In the context of high school, vocabulary is not taught separately from other skills. By contrast, it is taught in combination with four skills such as reading, speaking, listening, and writing. Among three aspects of vocabulary, this study takes into account teaching students vocabulary use. In the current study, assessing vocabulary through speaking tests is a solution in this study because it is not very practical for high school students to take. In fact, assessing vocabulary in speaking can be similar to writing assessment scales. Several well-known instruments such as TOEFL and IELTS tests can be used to assess the quality and range of vocabulary of students during speaking exams. Folse (2006) included that the vocabulary category comprises other four criteria such as range, the correct and appropriate selection of words in speech and their meaning.

2.3. The Interaction between Vocabulary or Lexicon Knowledge and Self-video Recording

Video recording in this research is a task given to students to make a video about some themes. After reviewing and editing videos, students have to submit them to the teacher via Google Classroom or Zalo. The teacher gives feedback and suggestions in order to help students avoid mistakes and improve in the following videos. As mentioned earlier, in the high school context, lexicon knowledge is taught with other skills, so what is the best way to teach vocabulary? Actually, no single answer in previous studies could comprehensively respond to such a challenging question. However, Hulstijn (1992) and Folse (1999) clearly show that learners need multiple encounters with words. Thus, teaching and learning vocabulary should focus on the number of times that the learner has to retrieve the word for applying it to deliver language skills. According to Van et al. (2021), by using all types of audio-visual resources and self-video recordings, foreign language learning is able to be fostered. It must be used for motivating, enhancing acquisition, and facilitating learning, which has a positive impact on learners (Çakir, 2006). Furthermore, McGovern (1983) pointed out that this can be a very rewarding activity when students participate in a task or an activity. These authors also stated that with video recording, students' performance enables teachers and students to recall the activities in the classroom or in the event, and they can focus not only on contributing to communication but also on improving vocabulary.

3. Methodology

3.1. Research Design

This study used both pre-test and post-test to test the effects of video-recording on vocabulary use.

3.2. Participants

Participants in the study include 80 EFL students in Grade 10 studying in two different classes at a high school in the Mekong Delta. The participants are divided into two groups (experimental and control groups) based on the classes assigned by the school. In this study, both the experimental and the control groups have 40 students. In the control group, students were taught speaking skills through the communicative approach. In this approach, the teacher provided input for students to practise speaking and then gave feedback as well as suggestions for improvements in class without making self-video records. Meanwhile, those in the experimental group learnt to speak with the same lesson plans as the control group; nonetheless, recording videos are used as their homework assignments after each speaking lesson.

3.3. Data Collection Instruments and Analysis

To answer the above research question, the researcher used both pre-test and post-test to test whether using SVR technique would have any impact on learners' lexicon knowledge. The data was analyzed using SPSS 2.0.

4. Findings

In order to check the average mean of the participants' lexicon knowledge in the experimental group and control group before and after the study, a Descriptive Statistics test was done. Table 4.1 displays the results of *Descriptive Statistics test*.

From the pre-test results, the mean score of the two groups was not the same. Students in the control group might use vocabulary better than those in the experimental group ($M_{exp.} = 4.90 < M_{con.} = 5.06$). However, after the treatment, the results of the post-test showed that the mean score of the experimental group was higher than that of the control group. This means that the experimental group gained more improvement in vocabulary use than the control group after the treatment (*$M_{exp.} = 6.68 > M_{con.} = 4.87$*).

Then, *Independent Sample T-tests* were done to examine whether the participants from the two groups were different in terms of lexicon knowledge before and after the study. Pre-test results show no significant difference in lexicon knowledge between the control and experimental groups, at *p = .55*. Therefore, it can be concluded that the two groups had the same level of English-speaking ability before the treatment. After the treatment, the results of the experimental group were higher than that of the control one, *at p=.00*. In other words, the experimental group used vocabulary better than the control one after the study.

All in all, the experimental group had improvement in lexicon knowledge through the use of the self-video recording, whereas the control group did not get significant progress after the treatment. Therefore, it can be concluded that the self-video recording technique had positive effects on students' lexicon knowledge. Table 4.1 illustrates participants' improvement in vocabulary use before and after the study.

Table 4.1. Participant's improvement in vocabulary uses before and after the study (N=40)

Test	Group	Min.	Max.	Mean	SD	P
Pre	Experimental	2.50	8.20	4.90	1.22	.58
	Control	3.40	8.10	5.06	.99	
Post	Experimental	3.80	9.20	6.68	1.37	.00
	Control	2.30	7.90	4.87	1.43	

Next, to compare the mean scores of participants' pre-test and post-test within each group on vocabulary use, a Generalized Linear Model for Repeated Measures test was done. The results show that in the control group, students' lexicon knowledge stayed the same after the intervention, *at p=.29.* Meanwhile, the experimental group improved their ability to use vocabulary after the treatment, at *p=.00.* In other words, the treatment considerably affected lexicon knowledge of students in the experimental group before and after the study.

Then, *a Descriptive Statistics Test* was done to get the results of the mean scores of every aspect of lexicon knowledge in the experimental group in the post-test. The test results showed that the range of vocabulary that students used received the highest mean score among the four domains *(M = 1.89).* Meanwhile, the appropriate selection of words is the domain that received the lowest mean score (*M = 1.52*). It seems that students were able to improve vocabulary used during the process of creating speaking crafts, editing and re-recording, but they may need more time to improve how to use words more appropriately. Additionally, the other two aspects, namely correct selection of words and meaning also received a high mean score in the Descriptive Statistics Test. Table 4.2 below displays the results of the tests.

Table 4.2: Participants' lexicon knowledge after the study (N=40)

Aspect	Min.	Max.	Mean	SD
Range	1.00	2.40	1.89	.37
Correct selection	1.00	2.40	1.64	.39
Appropriate selection	0.80	2.30	1.52	.36
Meaning	1.00	2.40	1.63	.34
Total	**0.95**	**2.38**	**1.67**	**.37**

Finally, to examine whether students' vocabulary in the experimental group was significantly improved in every aspect of vocabulary use, Paired Sample T-Tests were done. Table 4.3 below displays the results of the tests. Regarding aspects of vocabulary, namely range, correct selection, appropriate selection, and word meaning, the results indicate a significant difference between the two means, *at p = .00*. In other words, students gained a significant improvement in every domain after the treatment.

Table 4.3: Participants' improvement in every aspect of lexicon knowledge (N=40)

Aspect	Test	Mean	SD	T	p
Range	Pre	1.34	.39	-.80	.00
	Post	1.89	.37		
Correct selection	Pre	1.13	.37	-.76	.00
	Post	1.65	.39		
Meaning	Pre	1.24	.33	-.67	.00
	Post	1.63	.34		
Appropriate	Pre	1.19	.30	-.55	.00
	Post	1.52	.36		

In conclusion, EFL high school students' lexicon knowledge was significantly improved after the treatment of eight lessons. The improvement can be clearly seen in the use of vocabulary in general as well as in every aspect of lexicon knowledge. The results proved that practicing speaking with self-video recording techniques can improve EFL high school students' lexicon knowledge.

5. Discussions

This section deeply discusses the findings of the study in relation to the relevant studies to answer the research question.

The findings of this study are in line with the ones of López (2018), who show that participants' oral performance is improved significantly. This action research intervention also results in an increase in vocabulary, self-confidence, motivation, and fluency. The results are also consistent with those conducted by Koesoemah (2019), which shows that practising speaking English through self-recorded videos can improve students' speaking skills. According to Maria and Sonia (2020), there are some significant improvements in some categories. For example, students significantly improve their speaking abilities, particularly in their accurate use of vocabulary and fluency. Besides, participants in the study of the two authors also give positive viewpoints on the use of the self-video recording. Among the positive aspects, students mention that they improve their vocabulary.

The findings are in accordance with Pham and Nguyen's study (2019), which was conducted on 80 non-English major university students in Vietnam. From the data of the questionnaire, most students said that they were eager to learn with peer video recordings, and they agreed that peer video recordings made them more confident and motivated them to speak English. Students also agreed that peer video recording made them more autonomous. These findings are similar to those of the current study in that students are more confident, motivated to speak English and more autonomous through the process of searching learning sources on the internet and other applications. Among the aspects of speaking skills, interestingly, the learners have a positive attitude towards an improvement in their use of vocabulary, grammatical knowledge, pronunciation, and

speaking fluency. Besides, most students agreed that creating their own content was a valuable learning experience.

Lastly, learning with the self-video recording technique made an important impact on the learners' learning autonomy (Putri, 2019). Students stated that video recording is an interesting thing that can be used to train their speaking skills because they can make videos, review and edit them, and then self-correction gradually helps them increase their self-study. Besides that, confidence and speaking fluency heighten their motivation to speak English. Kırkgöz (2011) also notes that using a recorded-video presentation provides an autonomous learning environment in which learners can practice speaking and check their performance to monitor their learning progress. In this study, taking into consideration lexicon knowledge, learners actively searched for words they needed on the internet, mobile applications, and dictionaries, which helped them widen their vocabulary. Then, they were aware of using lexicon knowledge appropriately and effectively.

6. Conclusions

The results of the study clearly answered the research questions about the effects of self-video recording on EFL high school students' lexicon knowledge. The positive results promised an empirical pedagogical implication that helps EFL high school students improve vocabulary use by practicing speaking English. Undoubtedly, modern technology has a great impact on teaching and learning English as a foreign language. Also, as an affordable technique with the help of a technological device such as a smartphone, or laptop, the self-video recording technique contributes a significant part to English teaching and learning activities in the context of EFL high school.

As reported, although the results of the study showed expected aspects from the data of the tests, it should be reconducted with a larger number of participants. In terms of participants, further studies should be carried out with participants who come from different high schools in different areas. Additionally, further study should investigate other variables, namely speaking performance, speaking motivation, presentation production, communication, or other aspects of speaking skills.

Conflict of Interest Statement
The authors declare no conflicts of interest.

About the Authors
Diem Ngoc Ho is a teacher of English at Tran Van Bay High school, Bac Lieu, Vietnam. Her research interests include technology and vocabulary.
Lap Quoc Trinh is a Doctor of Philosophy, currently working as an English language educator at Can Tho University, Vietnam. He teaches courses on course design and research methods for graduate students. His research interest includes English pedagogy, curriculum studies, and teacher professional development.

Tuyen Thanh Kim is a Doctor of Philosophy, School of Foreign Languages, Can Tho University, Vietnam. Her research interests include Autonomy Learning, Language and Culture, Process Genre Approach (PGA) in Writing, Testing and Assessment, and Curriculum Planning and Development.

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