

**THAI NGUYEN UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES**

---

**NGUYEN THI LE THU**

**THE USE OF VIDEO RECORDING TO HELP 11<sup>TH</sup> GRADE  
STUDENTS IMPROVE SPEAKING SKILL AT CAO BANG  
GIFTED HIGH SCHOOL**

**(Sử dụng ghi hình video để giúp học sinh lớp 11 cải thiện kỹ năng  
nói tại trường THPT Chuyên Cao Bằng)**

**M.A THESIS**

**Field: English Linguistics**

**Code: 8220201**

**THAI NGUYEN - 2018**

**THAI NGUYEN UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES**

---

**NGUYEN THI LE THU**

**THE USE OF VIDEO RECORDING TO HELP 11<sup>TH</sup> GRADE  
STUDENTS IMPROVE SPEAKING SKILL AT CAO BANG  
GIFTED HIGH SCHOOL**

**(Sử dụng ghi hình video để giúp học sinh lớp 11 cải thiện kỹ năng  
nói tại trường THPT Chuyên Cao Bằng)**

**M.A THESIS  
(APPLICATION ORIENTATION)**

**Field: English Linguistics**

**Code: 8220201**

**Supervisor 1: Dr. Hoang Thi Ngoc Diem**

**Supervisor 2: Dr. Nguyen Trong Du**

**THAI NGUYEN - 2018**

## **DECLARATION**

I hereby certify that the thesis entitled “**The use of video recording to help 11<sup>th</sup> grade students improve English speaking skill at Cao Bang Gifted High School**” is the result of my own research for the Degree of Master of Arts. It has not been submitted to any other university or institution wholly or partially.

**Researcher’s signature**

**Nguyễn Thị Lệ Thu**

## **ACKNOWLEDGEMENTS**

I would like to express my deepest thanks to Dr. Hoang Thi Ngoc Diem and Dr. Nguyen Trong Du for their assistance, encouragement as well as their guidance they gave me while I was doing my research.

I would like to take this opportunity to express my gratitude to all lecturers at the Department of Post-graduate Studies, School of Foreign Languages, Thai Nguyen University, whose support and considerations have enabled me to pursue the course.

I am also thankful to selected 11<sup>th</sup> grade students from at Cao Bang Gifted High School for their whole-hearted participation in the study.

Last but not least, I owe my sincere thanks to my family members who have always inspired and encouraged me to complete this study.

Eventually, the study has been completed to the best of my knowledge; however, mistakes and shortcomings are unavoidable. Therefore, I am looking forward to receiving comments and suggestions from readers for the perfection of the course work.

## **ABSTRACT**

Communicative Language Teaching (CLT) is now recognized as a popular teaching approach in Vietnam. It puts much emphasis on developing students' communicative competence. While applying CLT into practice, teachers have been applying various techniques to increase students' participation in English classes. Among a variety of teaching techniques to stimulate students to talk, video recording is seen as a promisingly effective one. This research aimed to find out the effectiveness of using video-recording on improving students' speaking skill among 11<sup>th</sup> form students at Cao Bang Gifted high school. The participants were 30 students in 11<sup>th</sup> grade at Cao Bang Gifted High School. The data was collected by survey questionnaires, semi-structured interview, observations and speaking tests. The research findings indicate that the application of using video-recording method can improve students' speaking ability. The results from the pre-test and post-test show the improvement of students speaking ability with regards to the use of grammar, vocabulary, pronunciation, fluency, and comprehension. The study also proves that applying video-recording method in teaching speaking can raise students' interest and motivation to speak and share ideas with their friends in groups.

## **TABLE OF CONTENT**

DECLARATION .....	i
ACKNOWLEDGEMENTS .....	ii
ABSTRACT .....	ii
TABLE OF CONTENT .....	iii
LIST OF ABBREVIATIONS .....	vi
LIST OF CHARTS AND TABLES .....	vii
<b>CHAPTER 1: INTRODUCTION</b> .....	<b>1</b>
1. Rationale .....	1
2. Aims of the study .....	3
3. Research questions .....	3
4. Scope of the study .....	3
5. The significance of the study .....	4
6. Methods of the study .....	4
7. Design of the study.....	5
<b>CHAPTER 2: LITERATURE REVIEW</b> .....	<b>5</b>
1.1. Speaking skill .....	6
1.1.1. Definition of speaking skill .....	6
1.1.2. The importance of speaking skill .....	7
1.1.3. Factors affecting English speaking abilities.....	7
1.2. Teaching speaking skill.....	8
1.2.1. Definition of teaching speaking .....	8
1.2.2. Assessing speaking skill.....	8
1.2.3. Techniques to improve speaking skill.....	10
1.3. Application of technology in language teaching.....	12
1.3.1. Video recording.....	14
1.3.2. Benefits of using video recording in speaking teaching .....	15
1.4. Previous studies.....	18
<b>CHAPTER 3: METHODOLOGY</b> .....	<b>18</b>
2.1. Research procedure.....	18

2.2. Setting of the study .....	19
2.3. Subjects of the study .....	20
2.4. Intervention description .....	21
2.5. Data collection instruments.....	22
2.5.1. Questionnaire .....	22
2.5.2. Tests .....	23
2.5.3. Observations.....	23
2.5.4. Structured interview .....	24
2.5.5. Data synthesis.....	25
2.6. Data analysis procedure .....	25
2.7. Statistical Hypothesis .....	26
<b>CHAPTER 4: FINDINGS AND DISCUSSIONS .....</b>	<b>28</b>
3.1. Data analysis .....	28
3.1.1. Research question 1: The students’ attitudes toward English speaking skill?.....	28
3.1.2. Research question 2: The effectiveness of using video recording on improving English speaking skill for 11 <sup>th</sup> gradestudents at Cao Bang gifted high School.....	32
3.2. Findings and discussions.....	38
<b>CHAPTER 5: CONCLUSION.....</b>	<b>41</b>
<b>REFERENCES.....</b>	<b>45</b>
<b>APPENDICES .....</b>	<b>I</b>

## **LIST OF ABBREVIATIONS**

<b>CEFR</b>	: Common European Framework of Reference for Languages
<b>CLT</b>	: Communicative Language Teaching
<b>EFL</b>	: English as a Foreign Language
<b>ESL</b>	: English as a second language
<b>FL</b>	: Foreign language
<b>ICT</b>	: information and communication technology
<b>MALL</b>	: Mobile- Assisted Language Learning
<b>MoET</b>	: Ministry of Education and Training
<b>OHPs</b>	: Overhead projectors



## LIST OF CHARTS AND TABLES

### CHARTS:

Chart 3.1. The importance of learning English speaking skill.....	29
Chart 3.2. Students' difficulties in learning speaking English .....	31
Chart 3.3. The Comparison between the Students' Pre-test .....	34
and Post-Test MeanScores .....	34

### TABLE:

Table 3.1. Students' attitude towards the learning of speaking English.....	30
Table 3.2. The Students' Pre-test and Post-Test MeanScores .....	32
Table 3.4. Paired Samples Statistics .....	34
Table 3.5. Paired Samples Test.....	35

## **CHAPTER 1: INTRODUCTION**

### **1. Rationale**

Nowadays, English has become more and more important as an international language. In Vietnam, a large number of students are required to learn it through compulsory programs in schools and universities. With the crucial role of English in the path of industrialization and modernization of the country as well as in the process of integration and globalization in the world, in 2008, the Prime minister approved the project entitled “Teaching and Learning Foreign Language in the National Education System, Period 2008-2020” to thoroughly reform foreign language teaching and learning in the national education system (MoET, 2008). This major aim of the project is to completely change teaching and learning method in national education system with the aim that most of the young graduated from vocational school, college and university can use foreign language indecently, confidently in communication, learning and working in integrated, multi- language, multi- cultural environment by 2020; make foreign language the strong point of Vietnamese. (MoET, 2008)

Specifically, required by Project 2020, by the year 2010, students graduate from primary school, they need to reach A1 level in the Common European Framework of Reference for Languages (CEFR); students finish secondary school, they are compelled to get A2 level in CEFR and students have to qualify B1 level in CEFR when they graduate from high school. However, many of them fail to learn it successfully.

It can be said that these objectives of the Project 2020 are ambitious and hard to achieve. In many English classrooms, specially in an EFL (English as a Foreign Language) classroom students have few opportunities to speak English. According to KateBell (2011), “An EFL classroom is in a country where English is not the dominant language. Students share the same language and culture. The teacher may be the only native English speaker they have exposure to. Students have very few opportunities to use English outside of the classroom”. In many EFL classrooms, the