

الجمهورية الجزائرية الديمقراطية الشعبية



**The Ministry of Higher Education
and Scientific Research**
University of Ahmed Zabana - Relizane
Faculty Art and Languages
Department

وزارة التعليم العالي و البحث العلمي
جامعة احمد زبانه غليزان
كلية الآداب و اللغات
قسم اللغة الانجليزية



From Recording to Refinement: Exploring How Recording
Practice Enhances Oral Proficiency
Case study: Third-year university students at Ahmed Zabana

Academic Master's thesis

Speciality: Language and Communication

Presented by:
Benalloua Inssaf
Bencharef Nacera Samah

Supervised by: Dr. Bouzouina Asma

جامعة غليزان
RELIZANE UNIVERSITY

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

Ahmed Zabana University

Relizane — Algeria
غليزان — جامعة أحمد زبانة



Faculty of Letters and Languages
Department of English



Master's Thesis

Submitted in Partial Fulfillment of the Requirements
for the Master's Degree in Language and Communication

**From Recording to Refinement: Exploring
How Recording Practice Enhances Oral
Proficiency**

Case study: Third-year university students at Ahmed Zabana

Submitted by:

Benalloua Inssaf

Bencharef Nacera Sameh

Supervised by:

Dr. Bouzouina Asma

Dedication

Inssaf's Dedication

I have the honor and great pleasure to dedicate this work

To myself

For the strength I discovered within, the patience I developed, and for holding on through every moment.

For all the challenges that shaped me and every hardship that made me strong

This work reflects my effort, determination, and belief in who I am.

I dedicated it to myself with pride and appreciation.

To my dear father Djilali

Thank you for your constant support and for always believing in me

You have always encouraged me to keep going, even in the hardest moments

Your effort and dedication have shaped who I am today

This would not have been possible without you.

To my dear mother Samira

Words will never be enough to express how grateful I am for your love and care

You have always been my comfort, my guide, and my source of strength in every moment

Thank you for your endless love and unwavering support

To my dear sisters

Besma, Israe, Ritadj, Houda thank you for your love, your encouragement, and the joy you bring into my life

You have always stood by me and lifted me up

You are my strength and my happiness

To my best friend Sameh

Thank you for always being there for me, through both good and difficult times

Your support and presence made this journey easier and more meaningful.

To everyone who supported me, and believed in me. I dedicate this work with all my heart

Sameh's Dedication

I have the honor and great pleasure to dedicate this work

To myself

For the perseverance I managed to keep, the discipline I built, and the efforts I never gave up
For the days of doubt when I kept going anyway, and the difficult moments that I turned into strength.

This work reflects my growth, my determination, and the confidence I learned to build
I dedicate it to myself with gratitude, pride, and respect.

To my dear mother

No matter what I say or do, I will never be able to thank you enough
Your love surrounds me, your kindness guides me, and your presence has always been my strength in facing difficulties
Thank you for always believing in me and supporting me.

To my dear father

I cannot find enough words to thank you for everything you have done and still do for me
You worked hard every day to give me a better life and a good education
Your support, your patience, and your sacrifices mean everything for me
This work is because of you and all your efforts
Thank you for always being there for me.

To my dear sisters

Hadjer, Ibtisseme, Yasmine, and Siren and to my brothers-in-law Abdenour and abderahman, my niece Nawel, and my two nephews Imed and Amir
Thank you for your love, your support, and all the happy moment we share
You always bring joy and strength into my life
I wish you all happiness, health, and success

To my best friend Inssaf

Thank you for your support, your kindness, and for always being there for me
You made this journey easier for me
I am lucky to have you in my life.

***To all those who support me, believed in me, and encouraged me throughout this journey, I
dedicate this work with all my heart***

Acknowledgements

At the completion of this work, we would like to thank Allah the Almighty for his endless blessings in our lives and for granting us the strength, patience, and determination to successfully accomplish this project.

We are sincerely honored to extend our thanks to our supervisor, Mrs. BOUZOUINA ASMAA for her guidance, continuous support, and insightful advice throughout the development of this work, her encouragement, and availability have played a crucial role in shaping this study.

We would also like to express our sincere appreciation to the members of the jury for accepting to evaluate this work and for their time consideration.

Our thanks also go to all our teachers who have contributed to our academic journey and provided us with knowledge and inspiration.

Finally, we would like to thank our families and friends for their constant support, understanding, and encouragement, which have been essential in helping us overcome challenges and achieve this accomplishment.

Abstract

This study seeks to investigate students' attitudes towards Recording Practice Based on Teacher's Feedback in EFL setting as an instructional tool to enhance their speaking skill. Indeed, this research emphasizes the importance of improving students' speaking skill since it is considered as a complex and challenging skill due to the efforts that students do when they interact or communicate. Then, it sheds light on the effectiveness of Recording Practice Based on Teacher's Feedback on enhancing the speaking skill due to its benefits and likeability from the majority of students to develop their oral proficiency. In this study, it is hypothesised that English students at Relizane University would display positive attitudes towards Recording Practice as a language learning tool to develop their speaking skill if they are exposed to it inside and outside the classroom. Two means of collecting data are submitted to both teachers and students at Relizane University. In order to gather the necessary information, we relied on a questionnaire delivered to students and an interview delivered to teachers. The results obtained from teachers' interview and students' questionnaire show that the majority of teachers of speaking/listening modules accept using Recording Practices Based on Teacher's Feedback as a teaching tool to help their students to enhance the speaking skill since they encounter various problems when they communicate, interact, and perform something orally whether in the classroom or outside. In fact, the obtained findings show that both teachers and students have positive attitudes towards the use of recording practice to enhance students' speaking skill. However, some teachers do not use recording activities in their speaking/listening sessions due to time limitation.

Keywords: *Recording Practice, Teacher's Feedback, Oral Proficiency.*

Résumé

Cette étude vise à examiner les attitudes des étudiants envers la pratique de l'enregistrement basée sur le feedback de l'enseignant dans un contexte EFL en tant qu'outil pédagogique pour améliorer leur compétence orale. En effet, cette recherche met l'accent sur l'importance d'améliorer la compétence orale des étudiants puisqu'elle est considérée comme une compétence complexe et difficile en raison des efforts que les étudiants fournissent lorsqu'ils interagissent ou communiquent. Ensuite, elle met en lumière l'efficacité de la pratique de l'enregistrement basée sur le feedback de l'enseignant dans l'amélioration de la compétence orale grâce à ses avantages et à son appréciation par la majorité des étudiants afin de développer leur compétence orale. Dans cette étude, il est supposé que les étudiants d'anglais de l'Université de Relizane afficheraient des attitudes positives envers la pratique de l'enregistrement comme outil d'apprentissage des langues pour développer leur compétence orale s'ils y sont exposés à l'intérieur et à l'extérieur de la salle de classe. Deux moyens de collecte de données sont soumis aux enseignants et aux étudiants de l'Université de Relizane. Afin de recueillir les informations nécessaires, nous nous sommes appuyés sur un questionnaire destiné aux étudiants et un entretien destiné aux enseignants. Les résultats obtenus à partir de l'entretien des enseignants et du questionnaire des étudiants montrent que la majorité des enseignants des modules d'expression orale/compréhension orale acceptent l'utilisation des pratiques d'enregistrement basées sur le feedback de l'enseignant comme outil pédagogique pour aider leurs étudiants à améliorer leur compétence orale puisqu'ils rencontrent divers problèmes lorsqu'ils communiquent, interagissent et réalisent quelque chose oralement, que ce soit en classe ou en dehors. En fait, les résultats obtenus montrent que les enseignants et les étudiants ont des attitudes positives envers l'utilisation de la pratique de l'enregistrement pour améliorer la

compétence orale des étudiants. Cependant, certains enseignants n'utilisent pas les activités d'enregistrement dans leurs séances d'expression orale/compréhension orale en raison de la limitation du temps.

Mots-clés : *Pratique D'enregistrement, le feedback de l'enseignant, La Compétence Orale.*

ملخص

تسعى هذه الدراسة إلى استقصاء مواقف الطلبة تجاه ممارسة التسجيل القائمة على تغذية الراجعة في بيئة اللغة الإنجليزية كلغة أجنبية كأداة تعليمية لتعزيز مهارة التحدث لديهم. في الواقع، تؤكد هذه الدراسة على أهمية تحسين مهارة التحدث لدى الطلبة لأنها تعتبر مهارة معقدة وصعبة بسبب الجهود التي يبذلها الطلبة عندما يتفاعلون أو يتواصلون. ثم تسلط الضوء على فعالية ممارسة التسجيل القائمة على تغذية الراجعة في تعزيز مهارة التحدث بسبب فوائدها واستحسان أغلبية الطلبة لها من أجل تطوير كفاءتهم الشفوية. في هذه الدراسة، تم افتراض أن طلبة اللغة الإنجليزية بجامعة غليزان سيظهرون مواقف إيجابية تجاه ممارسة التسجيل كأداة لتعلم اللغة من أجل تطوير مهارة التحدث لديهم إذا تعرضوا لها داخل وخارج القسم. تم تقديم وسيلتين لجمع البيانات لكل من الأساتذة والطلبة بجامعة غليزان. ومن أجل جمع المعلومات الضرورية، اعتمدنا على استبيان موجه للطلبة ومقابلة موجهة للأساتذة. أظهرت النتائج المتحصل عليها من مقابلة الأساتذة واستبيان الطلبة أن أغلبية أساتذة وحدات التعبير الشفهي والاستماع يقبلون استخدام ممارسات التسجيل القائمة على تغذية الراجعة كأداة تعليمية لمساعدة طلبتهم على تحسين مهارة التحدث لأنهم يواجهون مشكلات مختلفة عندما يتواصلون ويتفاعلون ويؤدون شيئاً شفهياً سواء داخل القسم أو خارجه. في الواقع، تُظهر النتائج المتحصل عليها أن كلاً من الأساتذة والطلبة لديهم مواقف إيجابية تجاه استخدام ممارسة التسجيل لتعزيز مهارة التحدث لدى الطلبة. ومع ذلك، فإن بعض الأساتذة لا يستخدمون أنشطة التسجيل في حصص التعبير الشفهي والاستماع بسبب ضيق الوقت.

الكلمات المفتاحية: *الممارسة القائمة على التسجيل , التغذية الراجعة للأساتذ , الكفاءة الشفوية .*

List of Abbreviations

APA	American Psychological Association
EFL	English as a Foreign Language
ACTFL	the American Council on the Teaching of Foreign Languages
LMD	Licence – Master – Doctorate
L2	Second Language
SLA	Second Language Acquisition

List of Tables

Table 1: agree response	61
Table 2: Teachers' preferences error correction timing	64
Table 3: use of recording practice	64
Table 4: Students' Gender percentages.....	70
Table 5: students' Duration of English study percentages	70
Table 6: students' speaking level in English percentages.....	71
Table 7: Students' responses on enjoying speaking English in classroom activities	72
Table 8: Students' participation in speaking activities percentages	73
Table 9: Students' confidence when speaking English in front of the others percentages.....	74
Table 10: Importance of speaking in learning English percentages	75
Table 11: Students' Difficulties in speaking English percentages	76
Table 12: Students' Main difficulties in speaking English percentages	77
Table 13: Students' Reasons for speaking difficulties in English percentages	78
Table 14: Students' Experience of recording speaking percentages	80
Table 15: Students' Types of recording used by students in English language percentages	80
Table 16: Students' views on recording for oral assessment percentages	81
Table 17: Students' Usefulness of reviewing speaking recording before feedback	82
Table 18: Students 'perception of the role of recording practice in improving pronunciation and fluency percentages	83
Table 19: Students' perception of the effectiveness of teacher's feedback on recorded speaking tasks percentages.....	85
Table 20: Students' views on the role of teacher's feedback in correcting pronunciation errors through recording percentages	86
Table 21: Students' perceptions of the impact of teacher's feedback on improving grammatical accuracy in speaking percentages	88
Table 22: Students' views on the role of teacher's evaluation of recording in increasing speaking confidence percentages.....	89
Table 23: Students' perceptions on the effect of post-recording teacher's corrections on speaking performance percentages	90
Table 24: Students' perceptions of the impact of teacher's feedback on recording in increasing speaking confidence percentages.....	91
Table 25: Students' views on the role of teacher's feedback on recording in motivating oral performance improvement percentages.....	93
Table 26: Students' perceptions on the effectiveness of recording tasks in helping teacher identify speaking errors percentages	94
Table 27: Students' comparison between recording based feedback and immediate oral feedback percentages.....	96
Table 28: students' belief about the effectiveness of recording tasks with teacher's feedback in improving oral proficiency percentages	97
Table 29: Students' perception of the role of recording tasks in reducing speaking anxiety percentages	98
Table 30: Students' opinions on the regular use of recording tasks in speaking courses percentages	99

List of Figures

Figure 1: Frequency of speaking activities	62
Figure 2: Speaking components difficulties.....	63
Figure 3: Students' duration of English study	71
Figure 4: Students' speaking level in English	72
Figure 5: Students' enjoyment of speaking English in classroom activities	73
Figure 6: Students' participation in classroom speaking activities	74
Figure 7: Students' speaking confidence in front of others	75
Figure 8: Students' opinion on the importance of speaking in learning English	76
Figure 9: Students' difficulties in speaking English	77
Figure 10: Students' main difficulties in speaking English	78
Figure 11: Students' reasons for speaking difficulties in English	79
Figure 12: Students' experience with recording speaking	80
Figure 13: Students' types of English speaking recording	81
Figure 14: Students' opinion on using recording for evaluation	82
Figure 15: Students' views on reviewing recording before teacher's feedback	83
Figure 16: Students' perceptions of the role of recording practice in improving pronunciation and fluency	84
Figure 17: Students' perceptions of the effectiveness of teacher's feedback on recording speaking tasks	85
Figure 18: Students' views on the role of teacher's feedback in correcting pronunciation errors through recording.....	87
Figure 19: Students' perceptions of the impact of teacher's feedback on improving grammatical accuracy in speaking.....	88
Figure 20: Students' views on the role of teacher's evaluation of recording in increasing speaking confidence	89
Figure 21: Students' perceptions of the effect of post-recording teacher's corrections on speaking performance.....	90
Figure 22: Students' perceptions of the impact of teacher's feedback on recordings in increasing speaking confidence	92
Figure 23: Students' views on the role of teacher's feedback on recording in motivating oral performance improvement	93
Figure 24: Students' perceptions of the effectiveness of recording tasks in helping teacher identify speaking errors	95
Figure 25: Students' comparison between recording based feedback and immediate oral feedback	96
Figure 26: Students' belief about the effectiveness of recording tasks with teacher's feedback in improving oral proficiency.....	97
Figure 27: Students' perceptions of the role of recording tasks in reducing speaking anxiety	98
Figure 28: Students' opinions on the regular use of recording tasks in speaking courses	100

Table of Contents

Acknowledgements	5
Abstract	6
Résumé	7
ملخص	8
List of Abbreviations	9
List of Tables	10
List of Figures	11
Table of Contents.....	12
General Introduction.....	15
1. Background of the Study	15
2. Statement of the Problem.....	17
3. Research Questions (and Hypotheses)	18
4. Aims and Objectives	19
5. Significance of the Study	20
6. Structure of the Thesis	21
Chapter One: Literature Review	23
1.1. Section One: Oral Proficiency.....	23
1.1.1. Definition of Oral Proficiency	25
1.1.2. Components of oral Proficiency	26
1.1.2.1. Fluency.....	27
1.1.2.2. Pronunciation.....	28
1.1.2.3. Grammar	28
1.1.2.4. Vocabulary.....	29
1.1.2.5. Coherence	30
1.1.3. Speaking Difficulties for EFL Learners	31
1.1.4. Cognitive and Affective Factors Influencing Oral Performance.....	32
1.1.4.1. Speaking anxiety	32
1.1.4.2. Inhibition.....	33
1.1.4.3. Cognitive processing difficulty	34
1.1.4.4. Lack of self-confidence	35
1.1.5. Challenges Commonly Faced by EFL Learners	35
1.1.5.1. Limited vocabulary	35

1.1.5.2. Grammatical difficulties	36
1.1.5.3. Limited practice opportunities	37
1.1.5.4. Pronunciation problems	38
1.2. Section Two: Recording Practice as a Tool for Oral Enhancement	39
1.2.1. Definition of Recording Practice-Based Learning.....	40
1.2.2. Types of Recording Practice	41
1.2.2.1. Audio Recording	41
1.2.2.2. Video Recording	43
1.2.2.3. Screen Recording	45
1.2.3. Mistakes awareness Through Recording for EFL Learners	46
1.2.4. Benefits of recording practice.....	47
1.2.5. Detriments of recording practice	49
1.2.6. Previous Studies	51
Chapter Two: Methodology and Data Analysis	55
2.1. Research Design	55
2.2. Type of Research.....	56
2.3. Objective of Research	57
2.4. Research Instruments	57
2.4.1. Teachers' Interview	58
2.4.1.1. Description of Teachers' Interview	58
2.4.1.2. Administration and aim of the Interview	59
2.4.1.3. Analysis of Teachers' Interview	61
2.4.1.4. Students' Questionnaire	66
2.4.1.4.1. Administration and Aim of the Questionnaire	66
2.4.1.4.2. Description of Students' Questionnaire.....	67
a. Section one: personal information (Q1 - Q3).....	68
b. Section two: students' Attitudes toward speaking English (Q4 – Q7)	68
c. Section three: speaking difficulties (Q8 – Q10)	68
d. Section four: Recording practice in language learning (Q11 – Q15)	68
e. Section five: teacher feedback on Recordings (Q16 – Q22).....	69
f. Section six: Effectiveness of recording practice with teacher feedback (Q23 – Q26).....	69
g. Section seven: Students' opinions (Q27 – Q29)	69
2.4.1.4.3. Analysis of Students' Questionnaire.....	70

Chapter Three: Discussion, Implications, and Limitations	104
3.1 Summary of Key Findings.....	104
3.1.1. Key findings of the interview.....	104
3.1.2. Key findings of the questionnaire	106
3.2. Interpretation of Results	108
3.4. Recommendations for Language Learning	111
3.5. Implications of EFL learning	112
3.6. The Limitation of the Study	114
3.7. Recommendations for Further Research.....	115
a. Suggestions for University	115
b. Suggestions for Teachers.....	116
c. Suggestions for Students	117
General Conclusion	119
References	122
Appendices.....	128
Appendix A: Teachers' Interview	128
Appendix B: Students' Questionnaire	129

General Introduction

Introduction

This general introduction presents the background of the study and highlights the importance of speaking skills in EFL learning as well as the growing role of recording practices and teacher's feedback in enhancing oral proficiency. It also introduces the statement of the problem, the research questions and hypotheses, the aims and significance of the study, and finally provides an overview of the structure of the dissertation.

1. Background of the Study

In today's global education landscape, recording practice has become available tool for individuals aiming to enhance their oral communication skills. This approach allows for a good assessment and reflection. As speakers gain insight into their strengths and weaknesses, they can make specific improvements resulting in better fluency, clarity, and overall effectiveness and their communication.

Alongside the rapid technological advancements of the 21st Century, language teaching has increasingly embraced digital tools and innovative strategies to meet learners' changing needs in EFL contexts. Developing speaking skills has become a primary goal, as learners are expected not only to comprehend the language but also to use it effectively in real-life situations. However, many learners still encounter significance challenges in expressing themselves verbally due to factors like lack of confidence, limited vocabulary, and fear of making mistakes. This creates a disconnection between their knowledge of the language and their ability to apply it and authentic scenarios.

Speaking is one of the four essential language skills and plays a vital role in achieving communicative competence. It is often regarded as the most difficult skill because it requires the

simultaneous application of vocabulary, grammar, pronunciation, and fluency in real-time. For this reason, EFL teachers are encouraged to implement effective techniques that help learners develop their speaking abilities in a meaningful and interactive manner. Traditional teaching methods that rely heavily on immediate oral performance may not always provide adequate opportunities for reflection and improvement.

In this regard, recording practice serves as an effective pedagogical approach that can enhance the development of speaking skills. By recording their speech, learners have the chance to listen to their own performance, recognize their mistakes, and reflect on their language use. This process fosters learners' autonomy and promotes greater awareness of linguistic and paralinguistic elements, such as pronunciation, fluency, and even body language in video recordings. Additionally, recordings enable teachers to offer more details and personalized feedback, which can greatly aid and improve in learners' oral proficiency.

Moreover, incorporating recording activities into EFL classrooms aligns with the principles of contemporary language teaching approaches that focus on learner-centeredness, interaction, and skill integration. Recording tasks can be structured as meaningful communicative activities like presentations, interviews, debates, or podcasts, which not only enhance speaking skills but also engage learners in authentic language usage. These activities establish a supportive environment where learners can practice, assess, and gradually improve their performance.

Despite its potential advantages, the application of recording practice in EFL classrooms may encounter some challenges, such as students' anxiety, technical issues, and the time needed for feedback. Therefore, it is crucial to explore how this method can be effectively implemented and how both teachers and students perceive its impact on improving oral proficiency.

2. Statement of the Problem

Despite the growing focus on teaching speaking in recent years, many EFL classrooms still rely on traditional methods that do not fully address learners' needs. At the university level, speaking is regarded as a vital skill through which students articulate their ideas, engage in discussions, and showcase their communicative competence. However, it is often observed that numerous EFL learners continue to face significant challenges in speaking English fluently and confidently. This issue frequently becomes evident during oral presentations, classroom interactions, and speaking activities when students hesitate, struggle to find suitable ways, or avoid participating altogether.

Most learners indeed encounter challenges such as limited vocabulary, low confidence, anxiety, and a fear of making mistakes, all of which can hinder their oral performance. Traditional speaking instruction often emphasized immediate and spontaneous responses, which may not give learners adequate chances to reflect on their performance or identify their weaknesses. Consequently, students might repeat the same errors without realizing it stalling their progress and hindering meaningful improvement.

To address this issue, it is essential to rethink the strategies used to enhance speaking skills in EFL contexts. Effective learning is closely tied to effective teaching, and selecting the right approaches is crucial for improving students' oral proficiency. Therefore, teachers should implement innovative techniques that offer learners more opportunities for practice, reflection, and gradual growth. Among these methods, recording practice stands out as an available tool that can aid learners in developing their speaking skills.

Recording practice gives the students the opportunity to hear their own speech, recognize their mistakes, and gain a better understanding of their strengths and weaknesses. Additionally, it

allows teachers to offer more precise and tailored feedback, which can lead to improved learning outcomes. However, despite its advantages, this method is not yet widely adopted in many EFL classrooms, and its actual effect on students' speaking proficiency has not been thoroughly investigated.

Furthermore, learners' motivation and engagement are crucial for developing speaking skills. Without effective strategies that promote participation and alleviate anxiety, students may become passive and hesitant to speak. Thus, incorporating recording activities into speaking practice can help foster a more supportive and interactive learning environment.

The importance of this study lies in examining the effectiveness of combining recording practice with teacher's feedback as a means to enhance students' oral proficiency. This research aims to explore how this approach can address the challenges faced by EFL learners and improve their ability to communicate effectively in English. The focus of this study is on Relizane University students, specifically third year EFL learners and their development of speaking skills.

3. Research Questions (and Hypotheses)

Drawing from the afore-mentioned objectives and in order to solve the problems raised in this work the following research questions are formulated:

- What are students' most salient difficulties in speaking?
- To what extent is the implementation of the recording practice based on teacher's feedback in teaching diminish or prevent students' speaking problems?
- What changes would the recording practice based on teacher's feedback bring in terms of students' achievements and attitudes towards the speaking skill?

In order to examine the research questions stated above, the following hypotheses are put forward:

- Students' difficulties in their speaking are related to limited vocabulary, grammatical difficulties, limited practice opportunities and pronunciation problems.
- The implementation of the Recording Practice Based on Teacher's Feedback has a significant effect on third-year EFL students' oral performance.
- The implementation of the recording practice based teacher's feedback may enhance students speaking and develop their oral proficiency in important areas such as: empowering students' creativity, students build their self-confidence, enlarged their vocabulary, pronunciation, and grammar and display positive attitudes towards the skill.

4. Aims and Objectives

The main concern of the present work stems from the actual situation third year LMD students encounter at the department of English at Relizane University. Therefore, the objectives of the present study can be stated as follow:

- First, it sheds light on the major difficulties third year LMD students encounter in speaking.
- Second, it endeavors at investigating the effect of the Recording Practice Based on Teacher's Feedback and more specifically to show that the implementation of such an approach would significantly bring positive results developing learners' oral proficiency.
- Third, it attempts to provide some suggestions so as to help students overcome their speaking deficiencies.

5. Significance of the Study

The significance of this study lies in its importance in enhancing the teaching and learning of speaking skills in EFL classrooms, particularly at the university level. Speaking is often regarded as one of the most difficult skills for students since it requires the use of grammar, pronunciation, vocabulary, and fluency at the same time. Many students feel anxious or lack of confidence when it comes to speaking. Therefore, this study helps to better understand the main difficulties students encounter when speaking English and the reasons behind their struggles to express themselves.

This study is also important because it focuses on using recording speaking tasks accompanied by teachers' feedback as a useful and innovative method to improve oral proficiency. Recoding enables students to listen to themselves, notice their mistakes, and attempt to correct them based on teachers' feedback. It also provides a less stressful environment for practicing speaking. Meanwhile, teachers' feedback plays a crucial role in guiding students, helping them understand their errors, and enhancing their performance step by step.

Furthermore, this study offers both theoretical and practical contributions. On the theoretical side, it provides useful information about speaking skills, common difficulties faced by learners. Practically, it gives helpful ideas for teachers on how to use recording activities in their classes to enhance students' speaking abilities, increase their confidence and anxiety, and reduce their fear of speaking in front of the others.

This study is important for future research as it may inspire other researchers to study recording practice and teachers' feedback across various contexts, it helps improve speaking teaching methods and support more effective learning experiences for students.

6. Structure of the Thesis

The present study consists of three main chapters. The first chapter (the theoretical part) is divided into two Sections. Section one deals with oral proficiency and the speaking skill, the definition of oral proficiency and its components of speaking such as pronunciation, fluency, grammar, vocabulary, and coherence, it also discusses speaking difficulties commonly faced by EFL learners, emphasizing cognitive and affective factors that influence oral performance. In addition, Section two is concerned with recording practices and teacher's feedback. This chapter explores recording as a tool for enhancing oral skills, introducing the concept of recording-based learning and its different types such as audio, video, and screen recording, while discussing how these methods help increase learners' awareness of their mistakes. Furthermore, it highlights both the benefits and Detriments of Recording Practice. The chapter concludes with a review of previous studies and their key findings related to oral proficiency, recording practices, and feedback.

The second chapter tackles the practical part of the study, it is concerned with the research design and procedures used in this study. It presents the type of research adopted, the objective of the study, and the data collection instruments employed: a teachers' interview and a students' questionnaire. This chapter also included the administration, description, and aims of both tools. The questionnaire was organized into seven sections addressing personal information, students' attitudes toward speaking English, speaking difficulties, recording practice in language learning, teacher's feedback on recording, the effectiveness of recording practice combined with teachers' feedback, and students' opinions. In addition, this chapter explains the data analysis procedures used to interpret the collected data.

The third and last chapter is devoted to data interpretation and recommendations. It summarizes the main findings obtained from both the questionnaire and the interview, followed by an interpretation of the results in relation to the research questions and the hypothesis of the study. This chapter also discusses the implication of the findings for EFL learning and highlights the importance of recording practice with teacher's feedback in improving students' oral proficiency. In addition, it presents a set of recommendations for language learning that may help teachers and learners benefit more from recording activities in EFL classroom. Furthermore, the chapter shed light on the limitations encountered during the study and suggests some recommendations for further research. Finally, it provides practical suggestions for university, teachers, and students in order to improve speaking instruction and encourage the effective use of recording practices in language learning.

Chapter One: Literature Review

Introduction

This section discusses the concept of speaking skill and its importance in EFL learning, with a focus on the problems that learners face when trying to communicate orally. Though, many students have studied English for several years, they still struggle to speak effectively due to different linguistic and psychological problems. To start with, this section presents definition of oral proficiency and explains its main components such as fluency, grammar, pronunciation, coherence, and vocabulary. It also highlights the importance of speaking as a key for communication in real-life situation. Then, it sheds some light on speaking difficulties faced by EFL learners, including fear of making mistakes, lack of confidence, anxiety, and limited practice opportunities. Furthermore, this section also introduces recording as a learning tool and explains how it can help learners become more aware of their mistakes and improve their speaking skills over time. It also presents different types of recording, such as audio and video and screen recording, and discusses their benefits and detriments. In addition, the section also reviews the role of teacher's feedback on recording and how it can help learners in enhancing their speaking ability. Finally, it highlights some previous studies related to recording practice and speaking development in order to provide theoretical background.

1.1. Section One: Oral Proficiency

Introduction

Oral proficiency constitutes a fundamental component of foreign language learning, especially in English as a foreign language (EFL) contexts, where the ability to communicate is often viewed as the ultimate measure of language mastery. Although learners may acquire grammatical knowledge and lexical resources through reading and writing activities, using the

language effectively in spoken interactions is a more intricate and challenging skill. This definition highlights that oral proficiency goes beyond just theoretical knowledge; it reflects the practical ability to communicate meaningfully and suitably in genuine contexts.

Oral proficiency is not only about using grammatical structures correctly; it also involves the ability to express ideas clearly and interact effectively with others. It is a dynamic process that requires the integration of different linguistic and cognitive skills. In academic environments, especially at the university level, oral proficiency is essential for classroom participation, presentations, discussions, and academic debates. Being an effective speaker allows students to articulate their arguments, convey critical thinking, and engage actively in intellectual exchanges.

Oral proficiency is widely regarded as a complex construct that encompasses several interrelated components. Oral proficiency includes fluency, pronunciation, grammatical accuracy, vocabulary range, and discourse organization. These elements function together during spoken communication, making speaking one of the most cognitively challenging language skills.

Despite its significance, speaking remains one of the most difficult skills for EFL learners. Difficulties can stem from anxiety, fear of negative evaluation, limited vocabulary, grammatical insecurities, pronunciation issues, and lack of practice opportunities. These obstacles often hinder learners from turning theoretical knowledge into effective oral communication.

Recognizing the complexities of oral proficiency and the challenges of speaking, there is an increasing demand for teaching strategies that promote both language development and students' confidence. Effective instructional methods should focus not just on language

accuracy, but also on fluency, intelligibility, coherence, and self-awareness. Thus, understanding the theoretical foundations of oral proficiency is crucial to investigating new approaches to improving students' speaking skills in academic settings.

1.1.1. Definition of Oral Proficiency

Oral proficiency typically refers to the ability to use spoken language effectively in real-life communication. It reflects a learner's capacity to convey meaning through speech in a way that enables successful interaction. (ACTFL, 2012), described oral proficiency as the capacity to communicate effectively and appropriately in real-life situations using a foreign language. Martin et al. (2013) further discuss this concept within the ACTFL speaking proficiency framework. This emphasizes that oral proficiency goes beyond theoretical knowledge of a language; it involves the practical skill of using spoken language in a meaningful way. As Brown (2004) explained that speaking is an interactive process in which meaning is created through the production, reception, and processing of information during communication.

In language learning, oral proficiency is considered a key goal of instruction. It reflects the learner's practical ability to use spoken language effectively in communication. Oral proficiency is a performance-based skill, showcasing how well learners can utilize language in real interactions rather than merely understanding grammatical rules.

In university environments, oral proficiency pertains to students' capability to articulate academic concepts clearly through spoken communication. This encompasses engaging in discussions, presenting arguments, and interacting in formal academic settings. Fulcher (2003) explains that speaking proficiency refers to the ability to use language appropriately in different situations in order to communicate effectively. In higher education, the effective and contextual use of language is crucial for achieving academic success and fostering intellectual engagement.

Oral proficiency is not a static or abstract idea; it is a skill that can be assessed and cultivated over time. Educational institutions frequently evaluate students' speaking abilities to gauge their communicative competence. In this sense, Nunan (1991, p. 39) states: *“to most people, mastering the art of speaking is the single most important factor of learning a second or a foreign language and success is a measure item of ability to carry out a conversation in the language.”* This perspective emphasizes that oral proficiency can be observed and measured through actual language use.

1.1.2. Components of oral Proficiency

The components of oral proficiency are the key elements that together define a speaker's capacity to communicate effectively in spoken language. They include a mix of linguistic, cognitive, and discourse-related skills that work together to enable successful communication. As noted by Luoma (2004) explains that speaking proficiency is a complex ability that includes different kinds of knowledge and skills, as well as the ability to use them together effectively in real-time communication. This definition highlights that oral proficiency is not merely one skill but rather a collection of interconnected components, each playing a role in the overall effectiveness of speech.

In the field of second language acquisition, researchers have identified several essential elements that structure oral proficiency. Canale and Swain (1980) described these as grammatical competence, sociolinguistic competence, and strategic competence, which collectively establish the framework for communicative competence. These components emphasize the practical skills required for learners to convey meaning clearly, employ suitable language forms, and navigate communication effectively in real-life situations.

1.1.2.1. *Fluency*

Fluency is widely seen as one of the most noticeable indicators of oral proficiency in second language communication. It refers to a speaker's ability to produce spoken language smoothly and continuously, with minimal hesitation, while maintaining the natural rhythm of speech. Fluent speakers can usually express their ideas spontaneously, avoiding excessive pauses, repetitions, or interruptions that could hinder communication. Hedge (2000, p. 54) affirms "*The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation*".

This definition underscores the significance of sustaining a natural and steady flow during conversations. In the context of language learning, fluency is often linked to learner's ability to access linguistic knowledge quickly and organize their ideas effectively while speaking. As learners develop fluency, they become more capable of actively engaging in conversations and articulating their thoughts clearly in real time.

Recent research on SLA has offered deeper insights into fluency and its role in oral communication. Fluency is closely tied to automaticity, which describes the ability to process language quickly without conscious effort (Segalowitz, 2016). When language processing becomes more automatic, learners can concentrate more on meaning and interaction instead of form. Exposure to meaningful speaking activities helps learners reduce hesitation and enhance the flow of their speech over time. As a result, fluency does not only reflect linguistic competence but also signifies a learner's confidence and effectiveness in communication. Therefore, fluency is often viewed as a crucial element of oral proficiency and an essential goal in language teaching and learning.

1.1.2.2. Pronunciation

Pronunciation is a vital aspect of oral proficiency as it directly impacts how clearly spoken language can be understood by listeners. Kenworthy (1987) explains that the main goal of speaking is to be understood by others. It covers the accurate production of speech sounds along with the correct application of stress, rhythm, and intonation patterns specific to a language. These components work together to make sure that spoken messages are clear and meaningful in communication. This definition highlights that pronunciation involves not only producing sounds correctly but also doing so in a manner that allows listeners to accurately grasp the intended message.

In the field of L2 learning, pronunciation is crucial for effective oral communication. Even when learners have a solid vocabulary and grasp of grammar, poor pronunciation can hinder listeners' understanding and lead to confusion. Recent research has shifted the focus of pronunciation instruction from achieving a native-like accent to prioritizing intelligibility, which means speech that others can easily understand. Derwing and Munro (2015) argue that intelligible pronunciation is the primary goal for language learning because it facilitates successful communication in real-world situations. These findings indicate that pronunciation is an essential component of oral proficiency science, as it ensures that spoken language is effectively received and interpreted by listeners. Consequently, developing clear and intelligible pronunciation is a key for learners aiming to communicate successfully in L2.

1.1.2.3. Grammar

Grammar is a crucial aspect of oral proficiency, as it offers the structural framework that helps speakers arrange words into Meaningful sentences. It encompasses the rules related to

morphology, syntax, and sentence formation, which allow speakers to express their ideas accurately and coherently. Without a fundamental grasp of grammatical structures, communication can become unclear or ambiguous. Canale and Swain (1980) explain that grammatical competence includes knowledge of vocabulary and the rules of language such as morphology, syntax, semantics, and phonology. This definition underscores the significance of grammatical knowledge in enabling speakers to produce well-formed utterances that others can understand.

In spoken communication, grammar plays a vital role in helping speakers articulate relationships between ideas and convey precise meanings. For instance, grammatical structures enable speakers to express time, causality, conditions, or emphasis in their speech. In language learning, developing grammatical competence enhances the learner's ability to construct clear and meaningful messages during interactions. Modern teaching approaches stress that grammar should not be taught as isolated rules but as a resource for effective communication. Larsen-Freeman (2014) suggests that grammar functions as a dynamic system that speakers utilize to create meaning across various contexts. This view sees grammar not merely as a collection of rules but as a flexible tool that facilitates communicative expression.

1.1.2.4. Vocabulary

Vocabulary is a fundamental aspect of oral proficiency, as it provides speakers with the linguistic tools needed to express their ideas and convey meaning. A strong vocabulary enables learners to describe experiences, formulate arguments, and respond effectively in conversations. Even learners with a solid grasp of grammar may find it difficult to articulate their thoughts clearly without adequate lexical knowledge.

In the field of SLA, vocabulary knowledge greatly impacts learners' ability to engage in conversations and express themselves accurately. When learners have a broader range of vocabulary, they can choose words that precisely capture their intended meanings. Nation (2013) notes that the size of one's vocabulary is vital for language proficiency because it affects how learners can comprehend and produce language across various contexts. Similarly, Schmitt (2020) highlights that vocabulary knowledge encompasses not just understanding words meaning but also knowing how these words are used within different contexts. This includes familiarity with collocations, word associations, and registers, all of which enhance effective communication. As learners broaden their vocabulary, they gain more flexibility in conveying ideas and participating in meaningful exchanges. Thus, vocabulary development is seen as a key factor in enhancing oral proficiency since it allows speakers to communicate their thoughts more clearly, accurately, and effectively.

1.1.2.5. *Coherence*

Discourse competence, commonly known as coherence, is a vital element of oral proficiency, as it pertains to the logical organization and clarity of ideas within spoken discourse. It allows speakers to connect their thoughts in a meaningful order, making it easier for listeners to grasp the message being conveyed. When speech is coherent, ideas are presented in a structured and understandable way, facilitating comprehension and interaction.

In academic and professional settings, coherence is crucial for presentation, discussion, and debate because it enables listeners to track arguments and understand the speaker's message successfully. It assumes even greater importance since speakers often need to present complex ideas, arguments, or explanations in an organized fashion. Effective speakers can clearly connect their thoughts and guide listeners through their reasoning. Recent research in discourse studies

has further highlighted the importance of coherence in spoken communication. McCarthy (2017) points out that coherence enables speakers to forge meaningful connections between ideas, thereby enhancing overall communication clarity. In language learning contexts, developing coherence typically involves practicing the organization of spoken discourse and mastering linking expressions that indicates relationships between ideas. As a result, coherence is regarded as a crucial aspect of oral proficiency because it ensures that speech is not only grammatically correct but also logically organized and meaningful for listeners.

In university settings, the development of these components is pivotal because academic communication requires clarity, accuracy, and a structured approach. By focusing on fluency, pronunciation, grammatical correctness, vocabulary, and organization of discourse, students can improve their oral skills, engage actively in classroom discussions, and carry their academic knowledge confidently.

1.1.3. Speaking Difficulties for EFL Learners

The act of speaking is widely regarded as one of the most complex and demanding skills for EFL learners. While they may gain considerable knowledge of grammar rules and vocabulary, the challenge lies in effectively transferring that knowledge into spontaneous oral communication. This gap between understanding and performance demonstrates that speaking is not just about knowing the language; it is also about using it efficiently and appropriately in real-world situations.

In contrast to receptive skills like reading and listening, speaking demands immediate language processing, real-time production, and interactional competence. Learners must concurrently retrieve vocabulary, apply grammatical structures, organize their thoughts logically, and produce clear pronunciation, all while engaging with their conversation partners. This

simultaneous requirement makes speaking cognitively demanding and often stressful for learners. As Thornbury (2005) explains that speaking is not simply the oral production of written language, but a real-time process of language production. This emphasizes that speaking necessitates learners to mobilize various linguistic and cognitive resources at once. In essence, learners are not only generating language but also managing time constraints and communicative pressures.

Consequently, speaking challenges should be viewed as interconnected phenomena influenced by cognitive, emotional, linguistic, and contextual factors. Recognizing these hurdles is vital for creating effective teaching strategies, especially innovative methods such as recording practice, which can help learners overcome these obstacles by offering opportunities for reflection, repetition, and self-correction.

1.1.4. Cognitive and Affective Factors Influencing Oral Performance

Speaking in a foreign language is not only about learning or knowing words and grammar, but also about how students think and feel. Learners need to think fast, organize their ideas, and choose the right words while speaking. On the other hand, their feelings also play an important role. For example, fear, anxiety, low confidence, or lack of motivation can make students hesitate or avoid speaking. Even if they know the answer, they may feel shy or afraid of mistakes.

1.1.4.1. Speaking anxiety

Speaking anxiety is one of the most extensively studied emotional factors in SLA and is recognized as a significant barrier to oral performance. Learners often feel fear, nervousness, and tension when asked to speak, especially in evaluative or public situations like classroom presentations or oral exams. This emotional response can severely impede their ability to

perform well. According to Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope (1986), language anxiety refers to the feeling of worry or fear that learners may experience when they are involved in situations related to using L2. They further emphasize that fear of negative evaluation is a primary source of this anxiety. Such fears frequently lead learners to be overly cautious, prioritizing mistake avoidance over meaningful expression.

More recent studies have confirmed and expanded upon these findings identified three main types of speaking anxiety: state anxiety, trait anxiety, and situation-specific. Anxiety is stemming from communication apprehension, test anxiety, and fear of negative evaluation. These categories show that anxiety can arise from both internal traits and external situations, posing an ongoing challenge in language learning.

Furthermore, Elov et al (2025) explain that learners often experience anxiety due to shyness, low confidence, and uncertainty, which can reduce their participation in speaking activity. This decrease in participation limits practice opportunities and hinders language development.

1.1.4.2. *Inhibition*

Inhibition is a key psychological factor that hinders learners' willingness to speak in a foreign language. It refers to the internal barriers that stop learners from expressing themselves freely due to feelings of fear, embarrassment, or self-consciousness. These emotions often arise when learners find themselves in situations where they feel exposed or judged. Ur (1996) notes that learners often feel shy and hesitant to express themselves in a foreign language classroom. This inhibition is closely tied to the fear of making mistakes and being judged by others. Consequently, learners may choose to remain silent instead of risking embarrassment.

Additionally, Brown (2001) explained that emotional factors such as embarrassment can act as an affective filter, preventing learners from effectively receiving and producing language. When this filter is prominent, learners struggle more with processing or producing language effectively. Recent studies further emphasize the ongoing issue of inhibition in contemporary learning environments. This indicates that, despite technological advancements, psychological barriers continue to play a significant role.

Moreover, this avoidance behavior limits practice opportunities and reinforces learners' hesitance. Therefore, inhibition remains a considerable psychological barrier that restricts learners' involvement in communicative activities and inhibits the full development of their speaking abilities.

1.1.4.3. *Cognitive processing difficulty*

Speaking entails intricate cognitive processes that require learners to generate ideas, organize them linguistically, and express them in real time. This simultaneous processing places a significant cognitive burden on EFL learners who have not yet automated their language skills. Levelt (1989) notes that speech production encompasses several stages from intention to articulation, including conceptualization, formulation, and articulation. Each of these stages demands mental effort and coordination, making speaking a particularly challenging task.

Recent research highlights that cognitive pressure poses a significant obstacle to speaking. Learners improve their speaking when they use tools that allow repeated practice. This reduces pressure and helps them become more fluent over time. Through consistent practice, learners can gradually automate certain processes, thereby making speaking less cognitively taxing.

This insight is especially pertinent to our thesis; recording practice enables learners to rehearse and reorganize their speech, which helps lower cognitive load and enhance performance. With repeated exposure and self-monitoring, learners can achieve greater control over their speaking processes.

1.1.4.4. *Lack of self-confidence*

Self-confidence is vital for learners when it comes to their willingness to communicate. Those with low confidence often shy away from speaking situations, even if they have sufficient language skills. This tendency to avoid speaking limits their chances to practice and enhance their speaking abilities. Nunan (1999) explains that many learners hesitate to speak because they do not feel confident in their speaking ability. This lack of confidence frequently arises from past negative experiences, such as making mistakes or facing criticism.

Recent studies strongly support this observation. Elov et al. (2025) discovered that low self-confidence is directly linked to decreased participation and heightened anxiety during speaking tasks. This connection highlights the close relationship between confidence and anxiety. This limitation affects their capacity to fully articulate their thoughts, resulting in lower-quality communication. These findings suggest that confidence is not only a psychological aspect but also a key factor influencing actual language performance. Thus, fostering learners' confidence is crucial for enhancing their speaking skills.

1.1.5. *Challenges Commonly Faced by EFL Learners*

1.1.5.1. *Limited vocabulary*

Limited vocabulary is one of the most commonly reported linguistic challenges in EFL speaking. Learners often find it difficult to articulate their ideas due to a lack of lexical resources, leading to a gap between their intended message and what they can actually express. This

limitation can be particularly frustrating, as learners may have clear concepts in their minds but struggle to find the right words to communicate them effectively. Vocabulary is not just a supportive element of language but a crucial requirement for communication. Without a passable vocabulary, learners cannot fully engage in conversations or convey complex thoughts.

Recent research confirms that vocabulary limitations continue to be a significant barrier. Nation (2013) emphasizes that limited vocabulary knowledge can significantly hinder learners' ability to speak fluently and express their ideas clearly in L2. This indicates that a deficiency in vocabulary directly impacts learners' ability to speak smoothly and with confidence.

Consequently, this limitation often results in hesitation, code-switching, and simplified expression. Learners may depend on basic vocabulary, shy away from complex ideas, or revert to their native language when they cannot find the right words. These strategies diminish communicative effectiveness and may harm learners' confidence. Therefore, expanding learners' vocabulary is crucial for enhancing both fluency and accuracy in speaking.

1.1.5.2. *Grammatical difficulties*

Grammatical challenges significantly impact learners' speaking abilities. Creating grammatically correct sentences in real-time demands a high level of automaticity, which many learners have yet to achieve. Although they may grasp grammatical rules conceptually, applying them during spontaneous speech poses a considerable challenge. Canal and Swain (1980) described grammatical competence as knowledge of lexical items and rules of morphology and syntax. However, simply having this knowledge does not ensure effective communication; learners must also be able to utilize these rules swiftly and accurately during interactions.

Recent research shows that learners often struggle to apply their grammatical knowledge in real-time conversation. Grammar continues to be a central concern in oral production, even for those who have thoroughly studied the rules.

In spontaneous communication, learners frequently prioritize meaning over accuracy, which can result in mistakes related to sentence structure, verb tense, or agreement. While this may facilitate ongoing conversation, it can compromise clarity and correctness. Therefore, addressing grammatical difficulties should involve practice-oriented methods that emphasize both fluency and accuracy.

1.1.5.3. *Limited practice opportunities*

Limited practice opportunities greatly impede the development of speaking skills. In many EFL settings, learners have minimal exposure to English outside the classroom, which restricts their chances to practice speaking in real-life situations. Without consistent practice, learners struggle to achieve fluency or build confidence in their speaking abilities. Bygate (1987) emphasizes that speaking skills develop mainly through the amount of practice learners become. This highlights that speaking is a skill that develops through active use rather than through passive learning.

Recent studies confirm that insufficient practice continues to be a significant obstacle. Learners' challenges stem not only from their abilities but also from their learning environment. In these settings, learners may find it harder to engage in meaningful communication, which hampers their progress.

Consequently, learners may find it difficult to develop fluency, confidence, and automaticity in their speaking skills. This underscores the importance of alternative methods for

practice, such as recording-based learning, which enables learners to practice independently, reflect on their performances, and gradually enhance their speaking skills.

1.1.5.4. *Pronunciation problems*

Pronunciation challenges significantly impact learners' clarity and effectiveness in communication. Correct pronunciation is crucial for ensuring that the listener clearly grasps the speaker's message. Nonetheless, many EFL learners find it difficult to produce specific sounds, stress patterns, and intonation. Dalton and Seidlhofer (1994) explained that pronunciation involves producing meaningful sounds that are important for listener understanding. This definition highlights that pronunciation holds meaning only when it facilitates communication and understanding.

Recent research underscores that pronunciation continues to be a significant barrier. Incorrect pronunciation is among the most prevalent speaking challenge, suggesting that these issues are common among learners. Problems with pronunciation lead to decreased fluency and communication breakdown. When learners are not understood, communication becomes ineffective, which can result in frustration and a decline in motivation.

Difficulties with pronunciation can undermine learners' confidence, making them more unwilling to speak. They may worry about being misunderstood or judged by others. Thus, enhancing pronunciation necessitates ongoing practice, feedback, and exposure to authentic language use.

1.2. Section Two: Recording Practice as a Tool for Oral Enhancement

Developing oral proficiency implicates ongoing practice, reflection, and meaningful interaction with spoken language. In recent years, recording practice has become a valuable educational strategy that allows learners to actively monitor and improve their oral performance. The authors (Harrison 2002, Freeth & Fry 2005) claim that more research is needed on digital recording as a learning and teaching method in the skills laboratory (p.02). This technique is rooted in reflective learning theory, which highlights the importance of consciously evaluating experiences for better learning outcomes. Unlike traditional speaking activities in the classroom, recording practice enables learners to capture their spoken output, review it critically, and identify areas for enhancement. Brown (2004) described speaking as an interactive process that involves constructing meaning through producing, receiving, and processing information. This approach turns speaking from a one-off activity into a reflective learning experience, enabling learners to consider their strengths and weaknesses more objectively.

This section scrutinizes recording practice as a tool for oral improvement from different angles. First, it defines learning based on recording practices and classifies it within reflective and self-directed learning contexts. Second, it outlines different types of recording_ audio, video, and screen recordings_ emphasizing their educational significance. Third, it looks at how recording increases learners' awareness of mistakes. Finally, it addresses both the advantages and possible drawbacks of recording practice in EFL contexts. Through this systematic analysis, recording practice is presented as a strategic method that can significantly enhance oral proficiency.

1.2.1. Definition of Recording Practice-Based Learning

Recording-based learning is a didactic method where learners' spoken performances are captured using technology and later revised by replication, analysis, and progress. Unlike spontaneous classroom interactions that vanish once they happen, recorded speech becomes a permanent resource that can be revisited multiple times. This performance allows learners to shift from immediate communication to analogical reflection. In recent years, this approach has brought increasing attention in language education due to its effectiveness and promoting Active learning. As Kessler (2018) notes, “*Yet we can easily create opportunities for learners to record their oral production for speaking and pronunciation improvement while presenting them with feedback from native speakers, peers, instructors, and others*” (p.206). This features the role of recording as a tool that facilitates ongoing improvement rather than just capturing a single performance.

The theoretical basis of recording-based learning is strictly tied to reflective practice. Schön (1983) added the idea of a practitioner being able to Reflecting on his or her intuitive knowledge while engaged in the action of teaching (p.13). In the context of EFL speaking, recording qualifies learners to reflect "after action" enabling them to analyze their pronunciation, fluency, grammar, and organization. Additionally, recording-based learning aligns with contemporary perspectives on learner-centered education.

Furthermore, this approach is closely related to the concept of “noticing” in SLA. Schmidt's theory states, “*learners must notice features of their output in order to modify and improve it*”(p. 115). It is necessary for learners to consciously compare their target language input and output. Based on the findings in these two case studies, Schmidt drew the conclusion that “*intake is what learners consciously notice*” (Schmidt, 1990, p.149).

Recording offers a practical tool to facilitate this noticing process by making learners' speech observable and analyzable. This converts speaking from a fleeting classroom activity into an ongoing developmental process where learners actively monitor and upgrade their performance over time.

1.2.2. Types of Recording Practice

Recording in EFL contexts can take various forms, each serving distinct pedagogical purposes. Moreover, the choice of a specific recording type depends on the instructional objectives and the speaking skills that teachers seek to enhance. Each mode of recording has unique benefits that support different aspects of oral proficiency, including accuracy, fluency, pronunciation, and overall communicative effectiveness.

1.2.2.1. Audio Recording

Audio recording focuses only on the spoken voice and is regarded as one of the most effective tools for enhancing oral proficiency in EFL contexts. Unlike other types of recordings, it enables learners to fully concentrate on their speech production without the added stress of visual performance. This approach is particularly useful for analyzing essential aspects of speaking, including pronunciation, intonation, stress patterns, fluency, and grammatical accuracy. Through audio recording, learners can listen to their own speech multiple times, benefit from the teacher's evaluation, and feedback. By reviewing their recorded speech, they can pinpoint issues like hesitation, repetition, fillers, and unclear articulation. They may also recognize problems related to rhythm, pauses, and sentence structure that are often missed during real-time Communication. This reflective process encourages learners to become more conscious of their speaking habits and areas requiring improvement. One of the obstacles of learning speaking is contradiction between class materials and courses, so that most of the teachers do not

facilitate situations for real practice in speaking. Besides, the teacher should take into account learners' interest and needs. *“Learners should take part in oral activities to exchange spontaneously their thought in second language speaking”* (Derakhshan et al., 2015) (p.178). This highlights one of the significant challenges in EFL learning environments where opportunities for authentic communication are limited. Audio recording helps address this challenge by offering learners more chances to practice speaking independently beyond the limitations of classroom time.

Recent research further validates the effectiveness of audio recording in language learning. Likewise, *“audio-recorded media can help teachers solve problems such as student engagement”* (Alharbi 2025) (p.89). These findings show that audio recording not only increases practice time but also enhances the quality of learners' speaking performance under teacher's guidance. In addition, repeated listening aids the noticing process, which is crucial for language development. *“The notion of noticing”* which is a concept introduced by the scholar Schmidt under *“Noticing Hypotheses”* in SLA theory, highlights the necessity for learners to spot their linguistic errors to correct them. Learners can listen to their own recordings and identify deviation between their intended message and what they actually produce. Recent studies continue to emphasize the significance of this process. *“The adoption of audio as a medium for reflection had been taken mostly as electronic records of reflection, considered less demanding and less intrusive than videotaping”* (Bergman, 2015) (p.03). This suggests that audio recording fosters metacognitive awareness, allowing learners to take charge of their own learning journey. Furthermore, audio recording can help relieve anxiety for some learners since it enables them to practice privately before speaking in front of others.

This private practice space eliminates the immediate pressure of being evaluated by an audience, giving learners the chance to experiment with language without the fear of making mistakes. Consequently, they may feel more at ease while practicing their speaking skills and gradually build their confidence. Recent studies support this psychological advantage. The depth of interactions can be affected by how much the speakers trust each other. This is particularly true in competency development. The most beneficial discussions occur when students are divided into smaller groups (Petsilas et al., 2019) (p.11).

Moreover, audio recording fosters learner autonomy by promoting students to take charge of the teacher's feedback in academic learning. Learners can record, listen, get stored by the teacher's feedback and evaluation, and re-record their speech until they are comfortable with their performance. This ongoing circle of practice and reflection leads to gradual improvement and strengthens learning habits.

1.2.2.2. Video Recording

Video recording captures both verbal and non-verbal elements of communication, making it an effective tool for enhancing speaking skills in EFL contexts. It 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) (p.52). In contrast to audio recording, which focuses just on spoken language, video tolerates learners to see their whole communicative performance, including facial expressions, gestures, posture, and eye contact. The use of video recording has been found by many disciplines for many years to be an effective technique to help students evaluate and improve their oral presentation skills (Hamilton, 2012; Guo, 2013; Nikolic, Stirling, & Ros, 2018) (p.17). This is particularly vital in academic environments, as successful oral

communication does not rely just on linguistic accuracy but also on the ability to express meaning through suitable non-verbal signals.

In many university settings, students are expected to give presentations, take part in discussions, and engage in familiar speaking tasks. These situations does not only correct language usage but also confidence, clarity, and effective body language. Thus, video recording offers learners a more comprehensive perspective on their performance, enabling them to understand how various communication elements work together to convey meaning. According to Hattie & Timperley, (2007); Hamilton, (2012), “*students’ feedback offers another perspective to help teachers assess and enhance students’ oral presentation skills*” (p.17). This dual assessment enhances learners and their understanding of how meaning is communicated not just through words but also through physical expression. For instance, students might realize that their gestures are limited, their eye contact is lacking, or their posture deceives a lack of confidence, all of which can impact the effectiveness of their communication.

Recent studies further confirm the benefits of video recording in language learning. Video recording provides the advantage of improving students’ understanding of their learning process (Swaffar & Vlatten, 1997; McNulty & Lazarevic, 2012; Murphy & Barry, 2016) along with the potential disadvantage of confusion caused by too much sensory information (Nikolic et al., 2018) (p.17). These results show that video recording plays a key role in the comprehensive development of oral proficiency. Additionally, video recording facilitates the teacher's assessment and reflective learning for the learner, which are vital for language development. By reviewing their recorded performances, learners can more objectively evaluate their strengths and weaknesses, and they can pinpoint issues related to pronunciation, fluency, grammar, as well as non-verbal elements like eye contact and body language.

This enhancement can be attributed to the chance for repeated viewing and correction when learners watch their recordings several times; they become increasingly aware of their performance and can gradually implement changes. Additionally, video recording aids learners in developing presentation skills, which is crucial for both academic and professional environments. Thus, oral communication skills should be taught early at the undergraduate level and not postponed until students reach the postgraduate level (Chan, 2011) because teaching these skills in an undergraduate curriculum provides a good foundation for students (Freeman & Lynd-Balta, 2010) (p.16). Successful presentations require not just clear speech but also confident delivery, suitable gestures, and audience engagement.

By practicing through video recording, learners can refine their skills in a controlled and reflective setting. Moreover, video recording can help reduce anxiety over time. While some learners may initially feel uneasy about being recorded, repeated exposure to video practice can build familiarity and confidence.

1.2.2.3. Screen Recording

Screen recording is becoming more dominant in online and blended learning environments where digital tools are fundamental for teaching and learning. It captures learners' spoken explanations beside digital presentations like slides, documents, or other visual materials shown on the screen. This multimodal recording approach is particularly significant in university settings where students often need to present research projects, clarify academic concepts, or deliver structured presentations used in technology. Unlike audio or video recordings on their own, screen recordings combine spoken language with visual aids, enabling learners to showcase the ability to convey ideas clearly while organizing and presenting information effectively. Online language courses leverage multimedia resources to engage students and enhance their

learning experience (Hubbard, 2020) (p.29). This is especially beneficial for enhancing academic speaking skills since students must articulate their thoughts accurately and fluently while logically structuring their content and supporting their explanations with suitable visual elements.

Screen recording allows learners to reflect on both their oral explanations and how they manage visual support. This dual focus improves academic speaking competence, as students learn to align verbal clarity with a well-organized visual presentation. For instance, learners might assess whether their explanations correspond to the content on the slides, if their pacing is appropriate, and whether their transitions between ideas are smooth. As noted by Anas et al (2021), *"If the teachers are creative and innovative, they can create even more exciting activities for their students and engage them in the virtual learning environment."* (p. 185). This indicates that screen recording not only supports in skill development but also promotes active participation among learners. By engaging with digital tools, learners become more devoted in the educational process and are motivated to take a more active role in building their knowledge. Another significant benefit of screen recording is its capacity to improve communication pressure, like other recording methods, it enables learners to practice in private and re-record their presentations until they feel confident in their performance. This helps reduce anxiety and allows them to concentrate on enhancing both content and delivery.

1.2.3. Mistakes awareness Through Recording for EFL Learners

One of the most important contributions of recording practice in education is that it improves learners' awareness of their own mistakes. When learners listen to or view their recordings _audio, video, or screen_, they can spot pronunciation errors, grammatical mistakes,

limited vocabulary, and moments of hesitation that might have gone unnoticed during real-time speaking.

In the Output Hypothesis, learners either 'notice' that something is missing in their own production or they 'notice' the difference between their own production and the target language as Schmidt & Frota (1986) also claim in their 'notice the gap' principle (p.264). Recording supports this noticing process by enabling learners to focus on their output more consciously. Additionally, it is believed that these correction methods provide the most suitable language input needed by the learner for the effective functioning of the “feedback loop” essential in the restructuring of their “interlanguage.” It is suggested that learners’ self-monitoring and self-correction of errors leads to the higher learner autonomy and personal involvement necessary to reach higher “proximal zones of development” (Vygotsky, 1978) (p.10). With repeated analyses, learners gradually enhance their ability to improve their oral proficiency.

1.2.4. Benefits of recording practice

Recording practice offers a variety of instructional benefits that make it an effective tool for enhancing oral proficiency in EFL contexts. Unlike traditional speaking activities, which are often constrained by time and immediate classroom interaction, recording-based tasks allow learners to engage in extended practice, reflection, and improvement. These benefits contribute not only to linguistic development but also to psychological and cognitive growth.

First, recording facilitates delayed and detailed feedback, which can be more effective than immediate correction during live speaking situations. In traditional classroom settings, interruptions for correction may hinder learners' fluency and heighten anxiety. Conversely, recording allows both learners and teachers to review performances post completion, enabling more suitable and constructive feedback. This type of feedback is particularly beneficial, as it

allows learners to contemplate their performance without the stress of real-life communication. According to Dihoff et al. (2003), Performance on discrete tasks should be facilitated by the provision of immediate, self-corrective feedback, although there may be some learning tasks, such as concept learning, that might be facilitated when feedback is delayed rather than immediate (p.23). This supports deeper learning and long-term improvement.

Second, recording practice facilitates repeated practice, which is vital for developing fluency. Learners can record their speech multiple times, compare the various versions, and gradually refine their performance. This repetition process helps learners automate language use and diminishes hesitation while speaking. Recording naturally promotes repetition and refinement of performance, making it a valuable tool for enhancing fluency. Recent studies support this effect. Task repetition resulted in improvement in language learners' speaking consistent with some previous studies (Lynch and Maclean, 2001; Ahmadian and Tavakoli, 2011) that found support for the beneficial effect of repetition on accuracy. The result of this study also supports the previous studies (Bygate, 2001; Lynch and Maclean, 2001; Ahmadian and Tavakoli, 2011) that found repetition to be beneficial with the fluency of speaking skill (p.51). This indicates that consistent practice through recording directly contributes to smoother and more confident speech production.

Third, recording builds confidence over time. When learners see their progress across several recordings, they foster a stronger sense of achievement and control over their speaking abilities. This visible advancement can be very motivating and encourages learners to keep practicing. Recent research further underscores this psychological benefit. 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” (p.59). This suggests that recording practice does not only enhance performance but also positively affects learners' attitudes towards speaking.

Fourth, recording aids in the development of metacognitive skills. Through recording, learners enter a cycle of planning, monitoring, and evaluating their speech, helping them become more aware of how they learn and how they can enhance their speaking abilities. Metacognitive regulation is a process that involves a person's planning, monitoring, and evaluating of his/her cognition. It was established that students who adopt metacognition have mastered how they learn; therefore, these learners are more effective problem solvers and performers (Veenman et al., 2006; Alam & Ahmad, 2024) (p. 2416). Recording offers a practical method for learners to implement these metacognitive strategies in real learning scenarios.

Last but not least, Recording facilitates practice opportunities in a structured and accessible manner. This ensures that each learner can address their specific weaknesses without learning being limited by the class's pace.

1.2.5. *Detriments of recording practice*

Despite the advantages of recording practice, it can also present some drawbacks that should be carefully considered in EFL contexts. While activities based on recording can enhance learning, they may also introduce psychological, technical, and pedagogical challenges if not implemented properly.

One major concern is the potential rise in learner anxiety, especially during the initial use of recording tools. Some learners may feel uneasy or stressed when aware that their performance is being recorded as possible evaluated. This discomfort may arise from fear of making mistakes, being judged by others, or having their performance permanently documented. As Krashen

(1981) claimed, “*There appears to be a consistent relationship between various forms of anxiety and language proficiency in all situations, formal and informal. Anxiety level may thus be a very potent influence on the affective filter*” (p. 29). This indicates that anxiety can hinder language learning by restricting learners’ ability to affective process and produce language. Recent studies support this limitation.

Watching video recordings and self-assessing performance might increase anxiety and stress (Hill et al.2000, Riley & Manias 2004, Watts et al. 2009) (p.02). However, this anxiety tends to lessen over time, as learners become more accustomed to the recording process. For this reason, it is essential for teachers to gradually introduce recording activities and foster supportive learning environments that encourage risk-taking and minimize fear of judgment. Offering positive feedback and focusing on progress rather than perfection can help reduce learners’ affective filter. Besides psychological factors, technical challenges can also influence how effective recording practice is. Learners might face issues related to device accessibility, internet connectivity, or a lack of familiarity with recording tools. These obstacles can lead to frustration and diminish the time available for productive practice. Recent studies emphasize these challenges.

Some studies assert that barriers are indeed often intermingling in practice (e.g., Levin & Wadmany, 2008; Tarman, 2016) (p.738). This points to the necessity for providing adequate technical support and training for successful implementation. Privacy concerns can also pose a significant drawback. Some learners might feel uneasy about sharing their recordings with peers or instructors, particularly if they lack confidence in their speaking abilities. Such apprehensions could hinder participation or limit the authenticity of their performance. Another limitation is that learners may become overly focused on minor details, like pronunciation accuracy, while

overlooking broader communication effectiveness. An excessive emphasis on correctness can result in speech that feels unnatural and less fluent. Also, having technical equipment and skills may not ensure the success of teachers in technology integration (Cuban, Kirkpatrick, & Peck, 2001; Ertmer, 1999) (p.738). Thus, time constraints can be challenging for both students and teachers. The process of recording, reviewing, and providing feedback on multiple recordings demands additional time and effort, which may not always be manageable in large classes or within tight schedules.

1.2.6. Previous Studies

The increasing integration of technology in language education has prompted numerous researchers to explore how recording practice can improve oral proficiency among EFL learners.

Some researchers have examined the pedagogical effects of recording tasks in EFL speaking classrooms. Lynch (2007) conducted a classroom-based study where university students recorded their oral presentations and later reviewed their performances. Lynch mentioned that video allows learners to observe not only what they say, but how they say it, emphasizing the reflective aspect of recording practice.

In a similar vein, Gromik (2012) explored the use of mobile phone video recording among EFL learners in Japan. Students were tasked with producing short weekly video recordings in English. The research employed a longitudinal approach to determine if repeated recording tasks would lead to improved speaking output and fluency over time. Gromik mentioned that digital video tasks afford a repeated opportunity for language production in a structured format. Additionally, Mennim (2012) analyzed how repetition and self-monitoring, which recording practices provide, affected accuracy and fluency.

Moreover, Swain (1985), while not specifically focused on recording, introduced the output hypothesis, arguing that learners who monitor their own output are more likely to notice gaps in their interlanguage. This theoretical framework supports recording in being a tool for reflective learning.

Globally, these studies typically used experimental or quasi-experimental designs, often including pre- and post-tests to estimate improvements in oral proficiency. The participants were primarily university EFL learners, which closely aligns with the context of the current study.

1.2.7. The Main Findings

The findings of these studies mostly suggest that recording practice positively influences the development of oral proficiency. Students who reviewed their video recordings showed noteworthy improvements in presentation skills, confidence, and the organization of their ideas. The reflective viewing process allowed learners to pinpoint weaknesses in their delivery and non-verbal communication (Lynch, 2007).

An increase in students' speaking fluency and the volume of language they produced over time. Regular video recording assignments heartened students to speak more freely and decrease their hesitation. The element of repetition proved especially effective in enhancing smoother speech performance (Gromik 2012). Repeated self-recording led to clear developments in grammatical accuracy and lexical complexity. By reviewing their recordings, learners could identify and correct errors before attempting the task again (Mennim, 2012).

These results are reliable with Schmidt's (1990) noticing hypothesis claimed that it is necessary for learners to consciously compare their target language input and output. Based on the findings in these two case studies, he drew the conclusion that "*intake is what learners*

consciously notice” (p.149). Recording practice aids this noticing process by allowing learners to detect gaps between their attended message and actual performance.

In summary, previous research indicates that promoting repetition, self-monitoring, and reflective awareness, which all appear within the recording practice during speaking activities, improve oral skills. Nonetheless, variations in context, duration, and implementation advocate that further empirical research is essential to assess its effectiveness across different EFL environments. Therefore, this study aims to scrutinize how recording practice improves oral proficiency among Relizane University EFL learners, contributing additional evidence to the existing literature.

Chapter Conclusion

The present chapter consists of two main sections. The first section presents the oral proficiency definition, the main components of oral proficiency, speaking difficulties for EFL learners, including cognitive and effective factors influencing oral proficiency and challenges learners commonly faced in the language learning process. The chapter attempts to explore some difficulties that might face language learners during the speaking/listening sessions. In addition to that, some lights are shed on cognitive and effective factors influencing oral proficiency and challenges learners commonly faced. However, learning English nowadays has become more challenging for EFL learners who need to develop their language proficiency. Teachers have to provide effective teaching materials that will engage and motivate learners. In this respect, the focus of the second section is recording practice, including its definition, types, and importance in providing opportunities for both teachers and learners to reflect on the recordings with the aim of achieving significant improvements.

Finally, the section ends with a discussion about the previous studies and the main findings in relation to the use of recording practice in teaching and learning process.

Chapter Two: Methodology and Data Analysis

Introduction

After shedding the light on the theoretical background of the study, the present chapter provides the methodological framework. At this level of research, investigation takes place, and the research hypotheses are submitted to test. The chapter offers a broad description of an interview for EFL teachers and a questionnaire for EFL learners used in this study, besides a comprehensive analysis of the results obtained and its interpretations. It reports the way data have been collected, designed, administered, and analyzed.

2.1. Research Design

Research design refers to the overall plan that directs the study process, including the methods used for data collection and analysis. It offers a clear framework that aids researchers in systematically and organized addressing the research problem. Creswell (2014) explained that research design involves the procedures used in collecting, analyzing, and interpreting data. In educational research, a well-structured design ensures that the collected data are relevant to the study objectives and effectively help answer the research questions.

In this study, the research design was chosen to investigate the role of recording practice in improving EFL learners' oral proficiency. Instead of using an experimental intervention, the study takes a descriptive approach that focuses on gathering data regarding learners' and teachers' perceptions and experiences with recording practice in speaking activities. This approach enables the researchers to develop a broader understanding of how recording activities are viewed and applied in learning English as a foreign language.

To meet this goal, two data collection tools were utilized. A questionnaire for learners and interview with teachers. These tools allow for gathering both quantitative and qualitative

information. A questionnaire is commonly employed in educational research because it enables researchers to collect data from many participants within a short timeframe. As Brown (2001) explained that questionnaires are useful tools for collecting information about learners' attitudes, perceptions, and experiences in language learning contexts.

In addition to the questionnaire, an interview was conducted with EFL teachers to gain deeper insights into their professional views on using recording practice for teaching speaking skills. The interview allows participants an opportunity to elaborate on their opinions and experiences, yielding available qualitative data. According to Cohen, Manion, and Morrison (2018), interviews allow participants to express their perception and experiences in depth. Thus, combining questionnaires with interviews enhances our understanding of the phenomenon being explored.

2.2. Type of Research

The current study employs a descriptive research design aimed at detailing and analyzing a specific phenomenon without altering any variables. Descriptive research is frequently used in educational studies to explore participants' opinions, attitudes, and experiences within particular learning environments. As noted by Cohen, Manion and Morrison (2018), this type of research aims to describe, interpret, and explain existing conditions and relationships in educational contexts.

In this investigation, the descriptive approach is applied to examine learners' perceptions of speaking challenges and their views on the importance of recording practice for improving oral proficiency. The questionnaire administered to students gathers quantitative data about their attitudes towards speaking activities and recording practices. Concurrently, the interview with

teachers offers qualitative insights derived from their professional experience in teaching speaking skills and integrating recording activities into language classrooms.

By combining these two research methods, the study seeks to gain a more comprehensive understanding of how recording practice can enhance learners' oral performance.

2.3. Objective of Research

The primary goal of this research is to investigate the potential impact of recording practice on enhancing oral proficiency among EFL learners. Specifically, the study seeks to explore learners' perceptions of recording activities and how these practices might increase their awareness of their speaking performance.

Another aim of the study is to identify the challenges learners encounter when speaking English and to assess whether recording practice can help them in recognizing and correcting their errors. Additionally, the research intends to gather teachers' professional insights regarding the effectiveness of recording activities in speaking instruction.

Teachers' interviews are particularly valuable as they offer perspectives rooted in practical classroom experience. As Kvale (1996) explains the interview are used to understand participant's experiences and perspective in depth. Consequently, the information gathered from teachers enhances the study's findings and contributes to a more comprehensive understanding of how recording practice can support the development of oral proficiency and EFL learning environments.

2.4. Research Instruments

In this research, data is gathered using two primary methods: an interview with teachers and a questionnaire for students. The questionnaire is given to third year EFL students to collect information about their speaking challenges and attitudes towards oral expression. Additionally,

an interview is conducted with EFL teachers to gain their insights on how recording and feedback can enhance students' oral proficiency.

By employing both qualitative and quantitative approaches, the researchers are able to obtain more reliable and comprehensive data regarding the research issue. The questionnaire provides generalizable data concerning students' experiences, while the interview provides detailed insights into teachers' practices and opinions. As Clark-Carter (2001) noted, the choice of research instrument is influenced by the study's nature and its research questions.

Therefore, the first phase involves conducting interviews with teachers to support and interpret the qualitative data. The second phase employs the questionnaire to identify students' needs, challenges, and perceptions. This combination of tools facilitates a deeper understanding of how recording practices can improve learners' oral proficiency.

2.4.1. Teachers' Interview

This section focuses on the teachers' interview and its results. The interview was used to understand teachers' opinion and experiences about using recording practice as a tool to improve students' speaking skills. It also aims to provide deeper insights into teacher's classroom practices and their attitudes toward integrating recording activities in speaking courses.

2.4.1.1. Description of Teachers' Interview

The teachers' interview was the initial procedure used in this study. It involved the valuable participation of six educators who currently teach English at the English department of Relizane University. The interview consisted of ten (10) questions, promoting the teachers to offer explanations and insights based on their teaching experiences and perceptions regarding students' oral proficiency and the effectiveness of recording practices in improving speaking skills.

At the outset, we asked our interviewees about the significance of speaking skills in learning English as a foreign language. They were also asked about how frequently they assign students' oral presentations or speaking activities during class. Additionally, they were requested to describe their students' level of oral proficiency and identify the main challenges that students encounter while speaking English.

Furthermore, during the interview, the teachers were asked to specify which aspect of speaking, pronunciation, fluency, grammar, vocabulary, or coherence poses the greatest challenge to their students. The interviewees were also questioned about when they typically correct students' speaking mistakes, whether during the presentation or after the students have finished speaking. This aimed to gather information on the feedback techniques employed by teachers during oral performance.

The participants were also asked if they had ever recorded their students during oral presentations or speaking activities. They were asked whether recording students' speech enables teachers to pinpoint mistakes more accurately and if providing feedback based on these recordings helps students recognize their speaking errors.

Lastly, the teachers were requested to outline the benefits and challenges that recording practices might pose for improving students' oral proficiency. This aimed to capture teachers' perceptions on using recording as a teaching tool and its potential impact on enhancing learners' speaking performance.

2.1.4.2. Administration and aim of the Interview

To investigate EFL teachers' perceptions of listening/speaking modules at Relizane University regarding the use of recording practice as a teaching tool to enhance students' oral proficiency, we conducted a structured interview with six (06) listening/speaking teachers.

The teachers' interview is conducted primarily to explore educators' perspectives on the use of recording to enhance students' oral proficiency. The goal is to determine whether teachers believe that recording students' oral performance, along with subsequent feedback, can effectively help learners in developing their speaking skills. This approach allows researchers to devise teachers' general attitudes toward incorporating recording practices into the teaching of speaking within EFL classrooms.

The interview aims to investigate teachers' opinions about the role of recording practice in improving student's awareness of their speaking errors. Specifically, it investigates whether recording helps learners identify their errors in pronunciation, fluency, grammar, and vocabulary, and if this awareness leads to an improvement in their overall oral performance. Additionally, the interview seeks to gather teachers' opinions on the significance of feedback provided after recordings and how it can assist students in correcting their mistakes.

This instrument aims to examine whether teachers regard recording as an effective and practical teaching strategy. It attempts to identify if they believe that recording enhances students' confidence, encourages participation, and fosters more active involvement in speaking activities. The interview also explores whether teachers feel that recording helps learners in practicing speaking during class and promotes greater autonomy in their learning process

Furthermore, the interview aims to determine teachers' willingness to incorporate recording into their teaching methods and whether they find it applicable within their classroom settings. It also seeks to uncover any potential challenges or limitations that could impact the use of recording, such as student anxiety, time limitations, or technical issues.

The teachers' interview is designed to provide clear and comprehensive insights into educators' perceptions of recording as a pedagogical tool. It supports the study by offering a deeper understanding of whether recording can be viewed as an effective approach for enhancing students' oral proficiency from the perspective of teachers.

2.1.4.3. Analysis of Teachers' Interview

This section is concerned with the analysis of the teachers' interviews which were carried out with the objective of examining the perceptions held by the EFL teachers on issues pertaining to speaking difficulties and the effectiveness of recording practices in facilitating teacher's feedback on students' oral competence. The interview was intended to get the teachers' perspectives concerning speaking activities, student's oral performance, speaking problems, and recording practices.

Question one: How important do you think speaking skills are in learning English as a foreign language?

Variable	Agree Response
<i>Number of teachers</i>	06

Table 1: agree response

The responses to the first question reveal that all teachers unanimously consider speaking to be a crucial skill in learning English as a foreign language. They stress that speaking allows learners to communicate effectively, share their ideas, and engage with others. Moreover, some interviewees point out that speaking is closely tied to learners' confidence and overall language development. This suggests that speaking is not just a productive skill but also an important indicator of learners' proficiency level.

Question two: How often do you ask students to perform oral presentations or speaking activities in class?

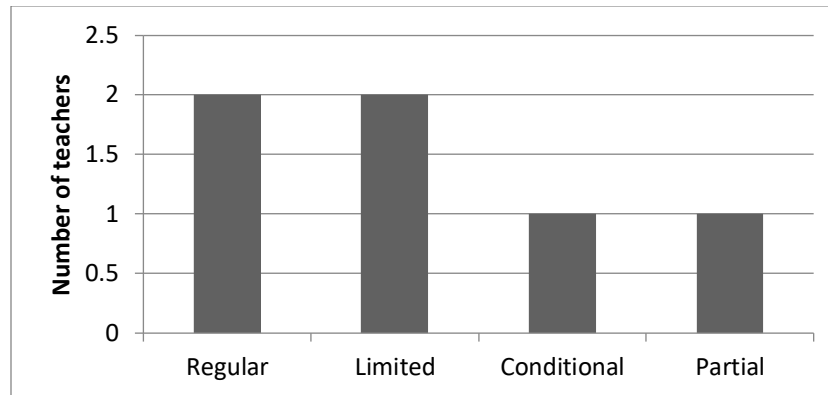


Figure 1: Frequency of speaking activities

Teachers' responses indicate that there is a difference in how often speaking activities are used. Some teachers say they frequently incorporate speaking tasks like discussions and presentations into their lessons. Others note that they use these activities occasionally or based on the specific module being taught. A few interviewees point out that time constraints or the structure of the curriculum restrict the use of speaking activities. This variation implies that speaking practice is not uniformly applied in all classrooms.

Question three: How would you describe your students' level of oral proficiency?

The analysis of the responses shows that students' oral proficiency levels are generally inconsistent. Most teachers characterize their students as having an average or mixed level, with some learners able to express themselves clearly while others struggle with fluency and confidence. Some interviewees also mention that students' speaking skills may seem stronger than their other abilities, while others point out limitations in actual performance. This suggests that learners' oral proficiency is not uniform and varies significantly among individuals.

Question four: What are the main difficulties your students face when speaking English?

Based on the teachers' feedback, students encounter various challenges when speaking English. The most commonly cited difficulties are limited vocabulary, fear of making mistakes, low self-confidence, and anxiety about speaking in front of others. Additionally, some teachers highlight hesitation and an over-dependence on their native language as further barriers. These insights suggest that the difficulties in speaking extend beyond just language issues to include psychological factors that influence learners' readiness to communicate.

Question five: Which component of speaking do your students struggle with the most?

a. Pronunciation b. fluency c. grammar d. vocabulary e. coherence

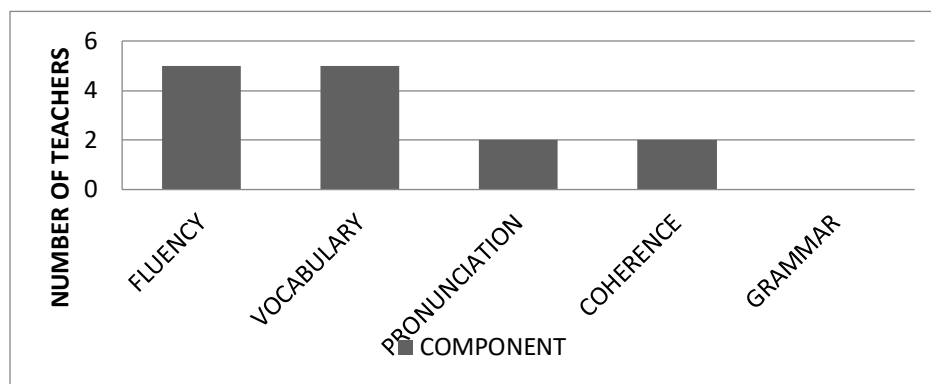


Figure 2: Speaking components difficulties

The analysis reveals a strong agreement among teachers about the primary components of difficulty. Most interviewees point to fluency and vocabulary as the most challenging areas. Learners frequently find it hard to quickly come up with suitable words, impacting the smoothness of their speech and causing hesitation. Additionally, some teachers highlight pronunciation and coherence as secondary issues. This indicates that speaking difficulties are closely tied to both lexical constraints and the ability to maintain a fluid and continuous flow of speech.

Question six: When do you usually correct students' speaking mistakes?

- a. during the presentation b. after they finish speaking

Feedback timing type	Number of teachers
<i>After speaking (Delayed correction)</i>	04
<i>Mixed (During & After)</i>	01
<i>During speaking (Immediate)</i>	01

Table 2: Teachers' preferences error correction timing

As it shown in the answers of the sixth question, most teaches prefer to address students' speaking mistakes after they have finish speaking rather than during the presentations. Two of the interviewees noted that interrupting students while they are speaking can undermine their confidence and disrupt the flow of communication. Therefore, they opted for delayed correction to encourage students to share their ideas freely. However, another teacher mentioned that corrections may sometimes be made during the presentation and at other times afterward, depending on the type of mistake. These responses suggest that most teachers lean towards a feedback strategy that is both delayed and non-intrusive, which fosters student participation and lessens anxiety.

Question seven: Have you ever recorded your students during oral presentations or speaking activities?

Recording practice	Number of Teachers
<i>Used recording</i>	00
<i>Never used recording</i>	06

Table 3: use of recording practice

All interviewees answered negatively to this question and confirmed that they have never recorded their students during oral presentations or speaking activities. While they recognized the potential benefits of recording, none had implemented this approach in their teaching

practices. This suggests that recording practices are absent in the context examined, with teachers primarily relying on traditional methods for assessing speaking performance.

Question eight: In your opinion, does recording students' speech help you identify their mistakes more accurately? Why?

All teachers agreed that recording students' speech helps identify mistakes more accurately. Two interviewees noted that recording allows educators to replay students' performances multiple times, enabling thorough identification of errors in pronunciation, grammar, vocabulary, and fluency. Another teacher mentioned that recording can also help differentiate between language mistakes and errors stemming from anxiety or speaking too quickly. These responses suggest that teachers hold a strong positive view of recording as an effective method for enhancing evaluation accuracy and better understanding students' oral challenges.

Question nine: Do you think that giving feedback based on recording helps students become more aware of their speaking mistakes?

The majority of teachers affirmed that feedback derived from recording enhances students' awareness of their speaking errors. They indicated that when students listen to or watch their own performances, they often notice mistakes they overlooked while speaking. Teachers specifically mentioned errors related to pronunciation, grammar, fluency, and vocabulary. One teacher added that feedback should be delivered thoughtfully, either privately or indirectly, to prevent embarrassing students. These insights suggest that feedback based on recording fosters self-awareness, reflection, and learner autonomy.

Question ten: What advantages and challenges do you think recording practices may bring to the improvement of students' oral proficiency?

Most teachers acknowledged that recording practices can offer several benefits for enhancing students' oral proficiency. They explained that recording enables teachers to provide

detailed feedback, help learners track their progress over time, and allow them to recognize recurring mistakes. Additionally, recording promotes self-evaluation and gradual improvement through reflection and correction.

However, the interviewees also pointed out some challenges. They noted that students may experience anxiety or discomfort when being recorded, which could hinder participation or impact their natural performance. Furthermore, teachers highlighted the time-consuming nature of reviewing recordings and giving individualized feedback. Other teachers mentioned technical issues such as poor audio quality or insufficient equipment. These responses indicate that while recording is regarded as a valuable educational tool, its effective implementation relies on addressing emotional, practical, and technical barriers.

2.1.4.4. Students' Questionnaire

2.1.4.4.1. Administration and Aim of the Questionnaire

The current study aims to investigate students' attitudes toward the use of recording practices to enhance their oral proficiency. The data were collected through the use of a questionnaire administered to third-year students of English at the University of Relizane during the academic year (2025/2026). The questionnaire was designed to gather students' opinions about their level of speaking proficiency, the difficulties they face when speaking, and their perceptions of recording as a learning tool. It also sought to determine whether students support the use of recording practices as a means to improve pronunciation, fluency, confidence, and overall speaking performance.

The students' questionnaire is designed with the main objective of identifying learners' level in speaking English as well as exploring their opinions about the use of recording as a tool for improving oral proficiency. Its goal is to gather relevant information about students'

current capabilities in oral expression, focusing on critical areas such as fluency, pronunciation, grammar, and vocabulary. By doing so, the researchers aim to achieve a clear understanding of the students' speaking abilities and the challenges they may face when communicating in English.

Additionally, the questionnaire seeks to explore students' attitudes towards speaking activities overall, including their confidence levels, their willingness to engage in oral tasks, and the difficulties they encounter during classroom interactions. This provides a bigger perspective on their speaking performance and the factors that may impact their oral production.

The questionnaire aims to investigate students' views on recording practices and whether they believe that recording their spoken performances can help improve their speaking skills. It also examines their reactions to being recorded, whether they feel at ease or anxious, and whether they find feedback based on these recordings useful for identifying and correcting mistakes.

Overall, the questionnaire provides essential data about students' speaking level and their opinions regarding the effectiveness of recording as a pedagogical tool. It contributes valuable insights into learners' perspectives and their assessment of recording practices in enhancing their oral proficiency.

2.1.4.4.2. Description of Students' Questionnaire

The (80) students who participated in the questionnaire were randomly selected from the total population of third-year LMD students in the English Department at the University of Relizane. This sample was chosen with the understanding that third-year students typically have more experience with learning English and engaging in oral classroom activities during their

studies. We also took into account awareness of the significance of the four language skills, particularly speaking, as well as the various challenges they may face that could impede their oral performance. Furthermore, these students are expected to possess enough experience to assess the effectiveness of feedback as a contemporary method for enhancing oral proficiency.

The questionnaire comprises twenty-nine questions organized into seven sections, each aimed at providing specific information relevant to our study. The questions include both open-ended and closed formats.

a. Section one: personal information (Q1- Q3)

The first section focuses on gathering general information about the participants, such as their gender, the number of years they have been studying English, and their self-assessment of their speaking level in English.

b. Section two: students' Attitudes toward speaking English (Q4 – Q7)

This section aims to collect data regarding students' attitudes towards speaking English in classroom activities. It explores whether they enjoy speaking exercises, their confidence levels when speaking publicly, and whether they view speaking as an essential skill for learning English.

c. Section three: speaking difficulties (Q8 – Q10)

This section is intended to uncover various challenges that students encounter when speaking English. It assesses whether students face any difficulties while speaking, identifies common issues such as anxiety, pronunciation, vocabulary, grammar, or fluency, and examines potential reasons for these challenges.

d. Section four: Recording practice in language learning (Q11 – Q15)

This section included five questions aimed at exploring students' past experiences with recording themselves while speaking English. It investigates what types of recording they utilized, whether recording enables teachers to evaluate oral performance more effectively, if reviewing recordings before receiving feedback is beneficial, and whether recording practice contributes to improvements in pronunciation and fluency.

e. Section five: teacher feedback on Recordings (Q16 – Q22)

This section contains seven questions aimed at gathering information on the role of teacher feedback after reviewing students' recordings. It seeks to determine whether this feedback can enhance speaking skills, correct pronunciation errors, improve grammar, assist students in organizing their thoughts clearly, boost speaking performance, increase confidence, and motivate students to advance their oral proficiency.

f. Section six: Effectiveness of recording practice with teacher feedback (Q23 – Q26)

This section consists of four questions designed to assess the effectiveness of integrating recording speaking tasks with teacher feedback. It explores whether recordings enable teachers to identify mistakes more clearly, if this feedback is more beneficial than that given during oral presentations, whether this approach can enhance oral proficiency, and if it helps reduce speaking anxiety.

g. Section seven: Students' opinions (Q27 – Q29)

The final section included three questions, providing students with the chance to share their personal opinions and suggestions. It examines whether students believe that recording speaking tasks should be a regular feature in speaking courses. Additionally, it highlights the advantages of recording these tasks and receiving teacher feedback, along with how teachers can utilize recording activities to improve students' speaking skills.

2.1.4.4.3. Analysis of Students' Questionnaire

The analysis of the students' questionnaire is presented in both tables and charts to make the results clearer and easier to follow. These visual tools help organize the data and give an overall view of students' responses. They also make it easier to notice common patterns and understand students' opinions about recording speaking skills.

Section one: General Information.

Male	Percentage	Female
34	42.5%	46

Table 4: Students' Gender percentages

The first section of the questionnaire aims at identifying the gender distribution of the participants. As shown in the table “four”, forty-six students, representing (57.5%), were females, while thirty-four students, representing (42.5%), were males. Female students make up the majority of the sample. This balance means both genders contributed to the study, allowing for a diverse range of opinions.

Question two: « How long have you been studying English? »

ANSWERS	TOTAL	FREQUENCES
Less than 5 years	12	15%
5-10 years	34	42.5%
More than 10 years	34	42.5%

Table 5: students' Duration of English study percentages

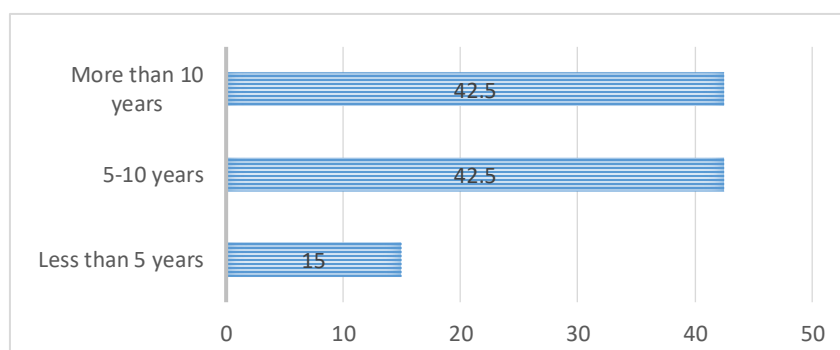


Figure 3: Students' duration of English study

This question seeks to collect information regarding students' experience with learning English. According to the table “five” and the figure “three”, twelve students, representing (15%), have been studying English for less than five years. Thirty-four students, or (42.5%), reported studying English for five to ten years, while another thirty-four students (42.5%), also indicated they have been studying for more than ten years. Most respondents have significant experience in learning English. This means that students are able to provide reliable opinions about speaking skills and language learning practices.

Question three: « How would you evaluate your level in speaking English?»

<i>ANSWERS</i>	<i>TOTAL</i>	<i>FREQUENCES</i>
<i>Very good</i>	12	15%
<i>Good</i>	37	46.25%
<i>Average</i>	28	35%
<i>Weak</i>	03	03.75%

Table 6: students' speaking level in English percentages

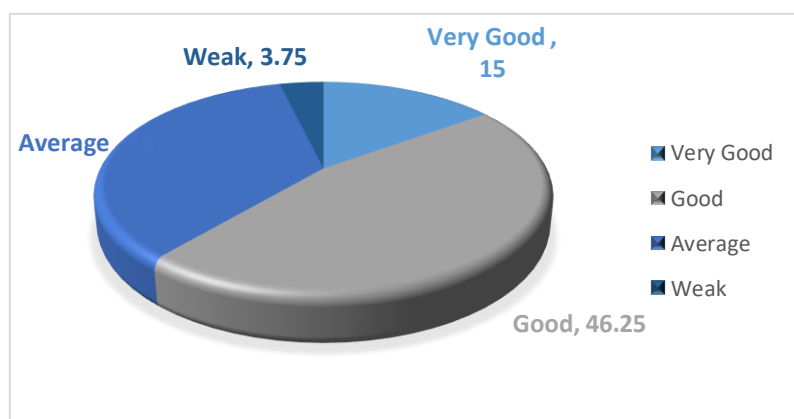


Figure 4: Students' speaking level in English

The table “six” reveals that thirty-seven students (46.25%) rated their speaking skills as good, while twenty-eight students (35%) considered their level average. Additionally, twelve students (15%) rated their skills as very good, whereas only three students (3.75%) described their ability as weak. These findings imply that most learners view their oral proficiency as satisfactory, although some still encounter challenges when speaking.

Section 2: Students' Attitudes toward Speaking English.

The objective of this portion of the survey is to probe into students' attitudes towards speaking English, discover their perceptions, self-confidence, involvement, and major challenges that face them while performing this linguistic function.

Question four: « Do you enjoy speaking English during classroom activities? »

<i>ANSWERS</i>	<i>TOTAL</i>	<i>FREQUENCES</i>
<i>YES</i>	56	70%
<i>NO</i>	05	06.25%
<i>Sometime</i>	19	23.75%

Table 7: Students' responses on enjoying speaking English in classroom activities

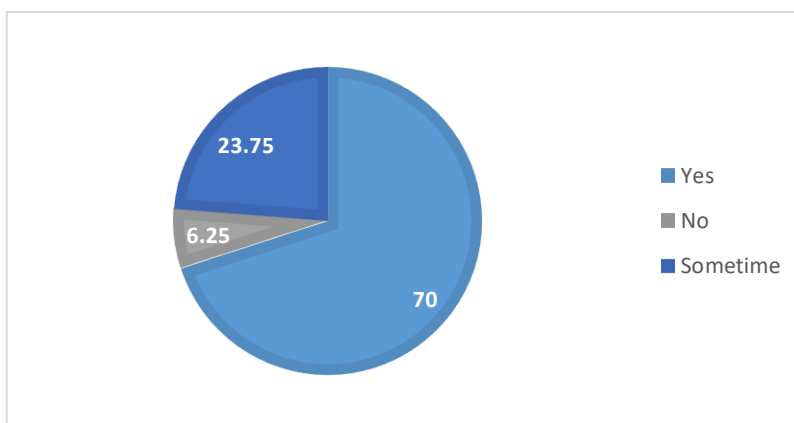


Figure 5: Students' enjoyment of speaking English in classroom activities

The results indicate in the table “seven” and the figure “five” that fifty-six students (70%) responded positively, while nineteen students (23.75%) chose sometimes, and only five students (6.25%) answered no. This suggests that most participants hold positive attitudes toward speaking English in class and generally enjoy participating orally.

Question five: « How often do you participate in speaking activities during class? »

ANSWERS	TOTAL	FREQUENCES
<i>Always</i>	19	23.75%
<i>Often</i>	21	26.25%
<i>Sometime</i>	38	47.5%
<i>Rarely</i>	02	02.5%

Table 8: Students' participation in speaking activities percentages

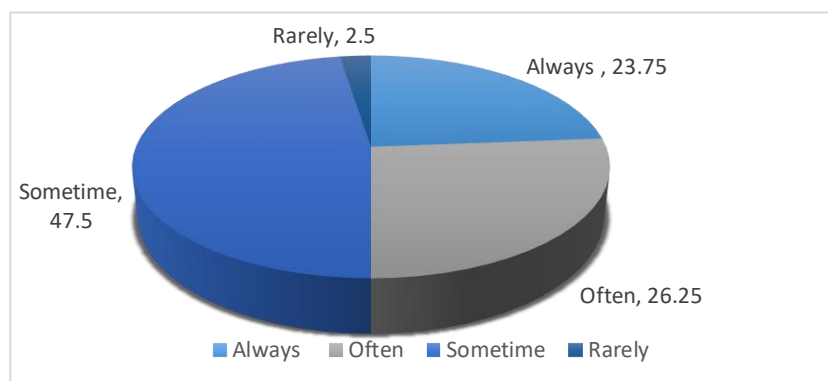


Figure 6: Students' participation in classroom speaking activities

This question aims to gather insights about students' participation in speaking tasks. The data from the table “eight” and figure “six” reveal that thirty-eight students (47.5%) indicated that they sometimes engage in speaking activities. Twenty-one students (26.25%) reported doing so often, while nineteen students (23.75%) claimed they always participate, and only two students (2.5%) stated they rarely participate. We notice that the majority participate either sometimes or often. This means that students are involved in speaking activities.

ANSWERS	TOTAL	FREQUENCES
YES	31	38.75%
NO	04	05%
Sometimes	45	56.25%

Table 9: Students' confidence when speaking English in front of the others percentages

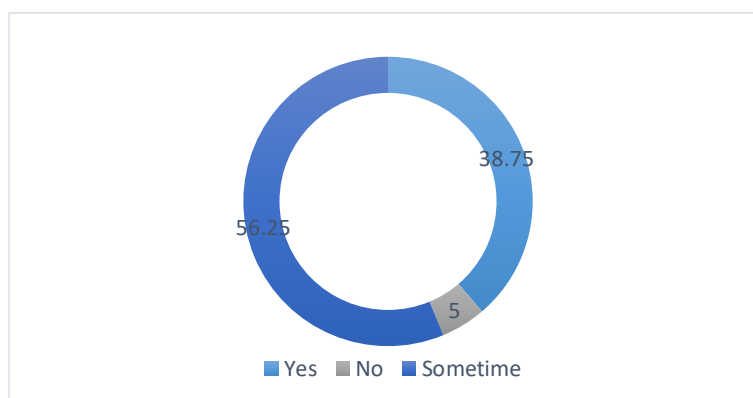


Figure 7: Students' speaking confidence in front of others

The results show in the table “nine” and the figure “seven” that forty-five students (56.25%) answered sometimes regarding their confidence levels when speaking English. While thirty-one students (38.75%) responded “Yes” and only five students (5%) said “No”. It seems that confidence among many learners is somehow unstable, since the highest percentage chose sometimes. This implies that students’ confidence may be influenced by the classroom environment or the nature of the activities.

Question seven: « Do you think speaking is an important skill in learning English? »

ANSWERS	TOTAL	FREQUENCES
Strongly Agree	58	72.5%
Agree	20	25%
Neutral	02	02.5%
Disagree	00	00%

Table 10: Importance of speaking in learning English percentages

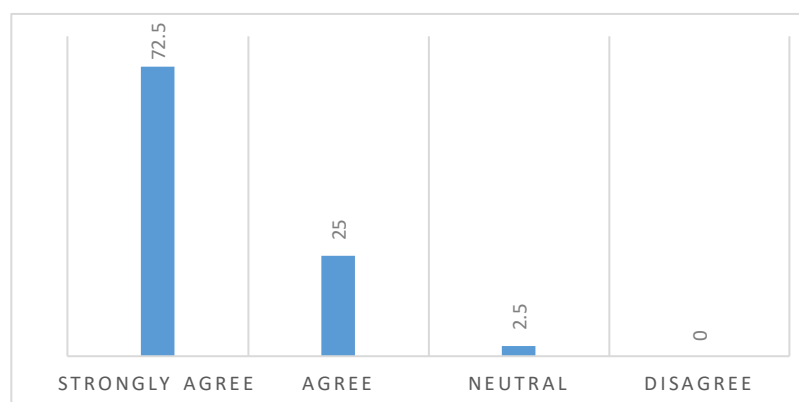


Figure 8: Students' opinion on the importance of speaking in learning English

This question is intended to assess students' views on the significance of speaking skills. The data shows in the table “ten” and figure “eight” that fifty-eight students, accounting for (72.5%) strongly agreed that speaking is a crucial skill in learning English. Twenty students (25%) agreed, while two students (2.5%) remained neutral. No students chose to disagree. These results clearly show that students recognize the significance of speaking as a key language skill.

Section 3: Speaking Difficulties

This part of the questionnaire is designed to determine the challenges students encounter while learning English as a foreign language. This study attempts to analyze the linguistic and psychological barriers that could hinder the students' oral proficiency in terms of their limited vocabulary, poor pronunciation, inability to express themselves freely, and fear of committing errors while talking.

Question eight: « Do you face difficulties when speaking English? »

ANSWERS	TOTAL	FREQUENCES
YES	62	77.5%
NO	18	22.5%

Table 11: Students' Difficulties in speaking English percentages

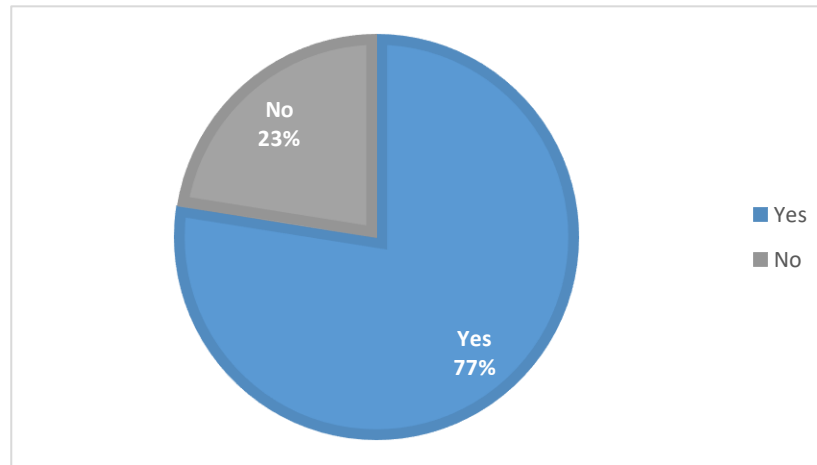


Figure 9: Students' difficulties in speaking English

According to the table “eleven” and the figure “nine”, the majority of respondents, sixty-two students representing (77.5%) answered yes, while just eighteen students (22.5%) said no. this shows that speaking English continues to pose challenges for most learners despite their years of study. Therefore, oral expression can still be viewed as one of the most difficult skills for EFL students.

Question nine: « If yes, what are the main difficulties you face? »

ANSWERS	TOTAL	FREQUENCES
<i>Lack of vocabulary</i>	38	61.29%
<i>Grammar Mistakes</i>	17	27.42%
<i>Pronunciation Problems</i>	14	22.58%
<i>Lack of confidence</i>	21	33.87%
<i>Fear of Making Mistakes</i>	29	46.77%
<i>Lack of speaking Practice</i>	22	35.48%

Table 12: Students' Main difficulties in speaking English percentages

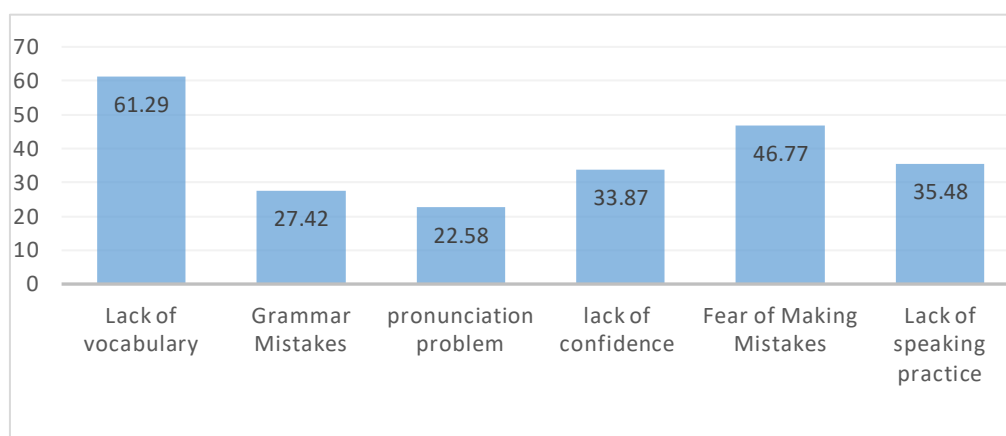


Figure 10: Students' main difficulties in speaking English

This question seeks to gather information about the challenges students encounter while speaking English. The data indicate in the table “twelve” and the figure “ten” that thirty-eight student, or (61.29%) reported “lack of vocabulary” as their main difficulty, making it the most prevalent issue. “Fear of making mistakes” was the second most common concern, selecting by twenty-nine students (46.77%). “Lack of speaking practice” was noted by twenty-two students (35.48%) followed by “lack of confidence” with twenty-one students (33.87%). “Grammar” errors were mentioned by seventeen students (27.42%) and “pronunciation issues” were identified by fourteen students (22.58%). These findings suggest that both linguistic and psychological factors negatively impact students’ oral performance.

Question ten: « What do you think is the main reason behind these speaking difficulties? »

ANSWERS	TOTAL	FREQUENCES
<i>Limited opportunities to practice speaking</i>	39	62.90%
<i>Lack of confidence</i>	11	17.74%
<i>Fear of being judged by others</i>	23	37.10%
<i>Limited language knowledge</i>	16	25.81%

Table 13: Students' Reasons for speaking difficulties in English percentages

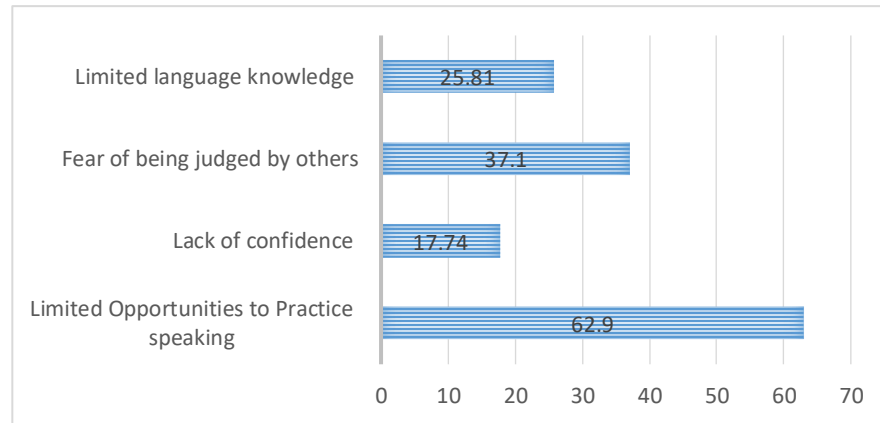


Figure 11: Students' reasons for speaking difficulties in English

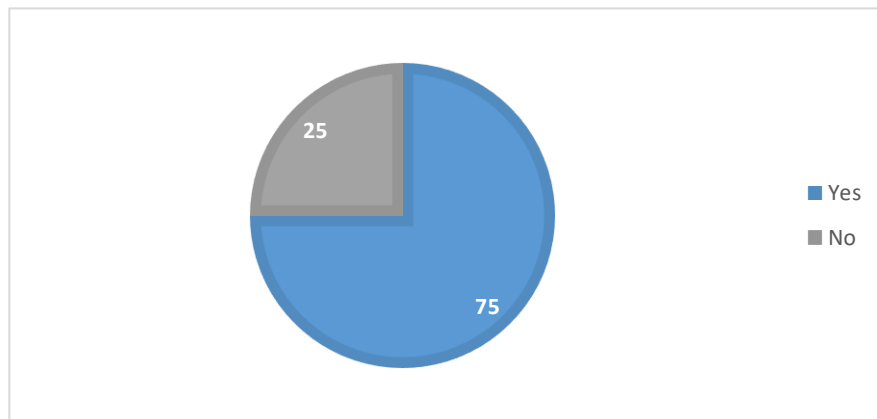
The table “thirteen” and the figure “eleven” reveals that thirty-nine students, or (62.90%) identified “limited vocabulary” as the main cause of their speaking difficulties. Twenty-three students (37.10%) believed that “fear of judgment from others” contributed to this issue. Sixteen students (25.81%) pointed to “limited language exposure”, while eleven students (17.74%) chose “lack of confidence” as a factor. This means that vocabulary limitations are a key reason for speaking challenges, along with emotional barriers such as fear of negative evaluation.

Section 4: Recording practice in Language Learning

The following section of the questionnaire is designed to assess the opinions of the students regarding the use of recorded practices in learning languages and how they help improve speaking skills. The questions will also seek to explore the opinions of the learners regarding the usefulness of recording practices and the feedback provided by teachers using the recordings.

Question eleven: « Have you ever recorded yourself speaking English?

ANSWERS	TOTAL	FREQUENCES
YES	60	75%
NO	20	25%

Table 14: Students' Experience of recording speaking percentages*Figure 12: Students' experience with recording speaking*

This question is designed to generate information about students' previous experience with recording themselves speaking English. The findings show in the table “fourteen” and the figure “twelve” that sixty students (75%) responded yes, while twenty students (25%) said no. This indicates that most students have prior experience with recording themselves practicing English. Such familiarity may help facilitate the use of recording practices in speaking courses.

Question twelve: « If yes, what type of recording did you use? »

ANSWERS	TOTAL	FREQUENCES
Audio recording	25	31.25%
Video recording	14	17.5%
Both	21	26.25%

Table 15: Students' Types of recording used by students in English language percentages

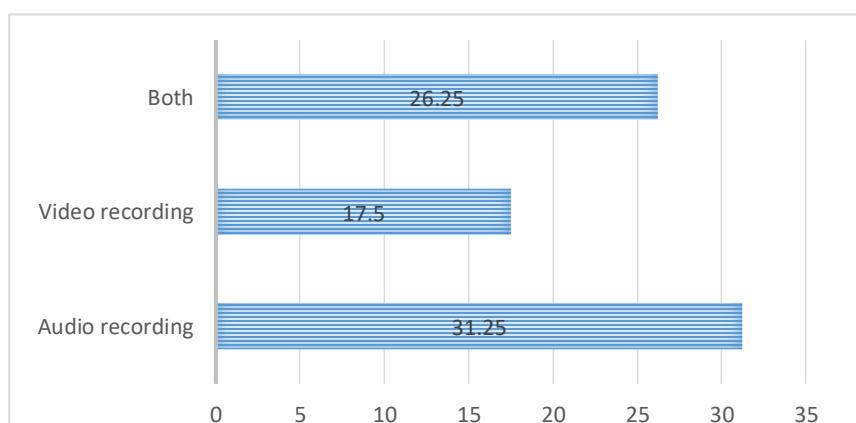


Figure 13: Students' types of English speaking recording

As indicated in the table “fifteen” and the figure “thirteen”, twenty-five students, or (31.25%) selected “audio recording”. Additionally, twenty-one students (26.25%) indicated they used “both” audio and video recordings, while fourteen students (17.5%) chose “video recording” only. These results show that audio recording is the most favored option, likely due to its convenience and accessibility for students.

Question thirteen: « Do you think recording your speaking can help teachers evaluate your oral performance more accurately?

ANSWERS	TOTALE	FREQUENCES
Strongly Agree	15	18.75%
Agree	37	46.25%
Neutral	24	30%
Disagree	04	05%

Table 16: Students' views on recording for oral assessment percentages

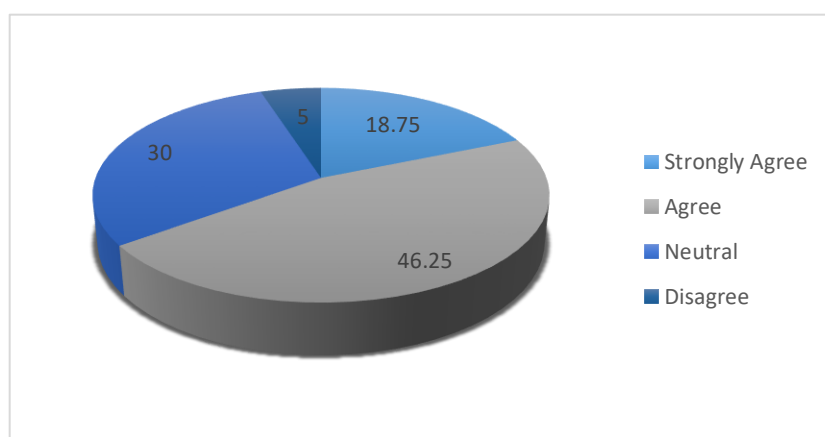


Figure 14: Students' opinion on using recording for evaluation

The findings indicate in the table “sixteen” and the figure “fourteen” that thirty-seven students, making up (46.25%) agreed with this statement, while fifteen students (18.75%) strongly agreed. Twenty-four students (30%) remained neutral on the issue, and just four students (5%) disagreed. This indicates that a majority of respondents believe that recording student speech allows teachers to assess oral performance in a more accurate and objective way.

Question fourteen: « *Do you think reviewing your recording before receiving teachers' feedback is useful?* »

ANSWERS	TOTAL	FREQUENCES
<i>Strongly Agree</i>	22	27.5%
<i>Agree</i>	36	45%
<i>Neutral</i>	18	22.5%
<i>Disagree</i>	04	05%

Table 17: Students' Usefulness of reviewing speaking recording before feedback

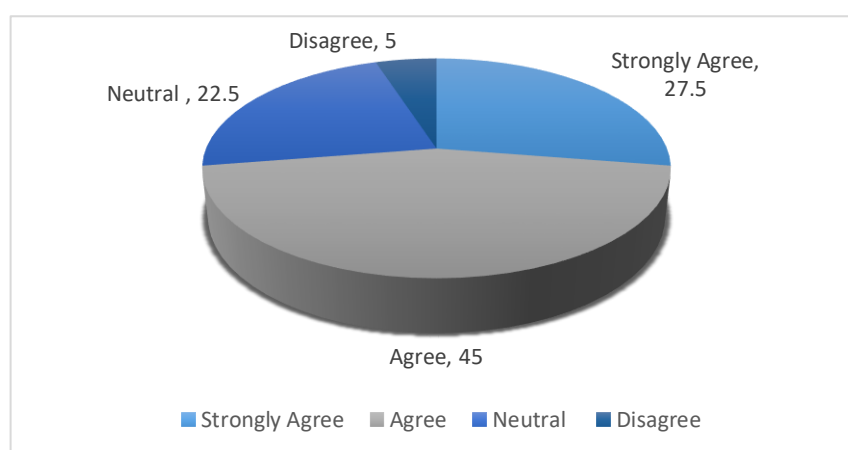


Figure 15: Students' views on reviewing recording before teacher's feedback

According to the table “seventeen” and the figure “fifteen”, thirty-six students, or (45%) agreed that reviewing their recording before receiving teacher feedback is useful. Twenty-two students (27.5%) strongly agreed, while eighteen students (22.5%) were neutral on the subject. Only four students (5%) disagreed. These findings suggest that students view self-review as a valuable process that helps them identify mistakes and benefit more effectively from teacher feedback.

Question fifteen: « Recording practice encourages students to improve their pronunciation and fluency? »

ANSWERS	TOTAL	FREQUENCES
Strongly Agree	24	30%
Agree	42	52.5%
Neutral	14	17.5%
Disagree	00	00%

Table 18: Students 'perception of the role of recording practice in improving pronunciation and fluency percentages

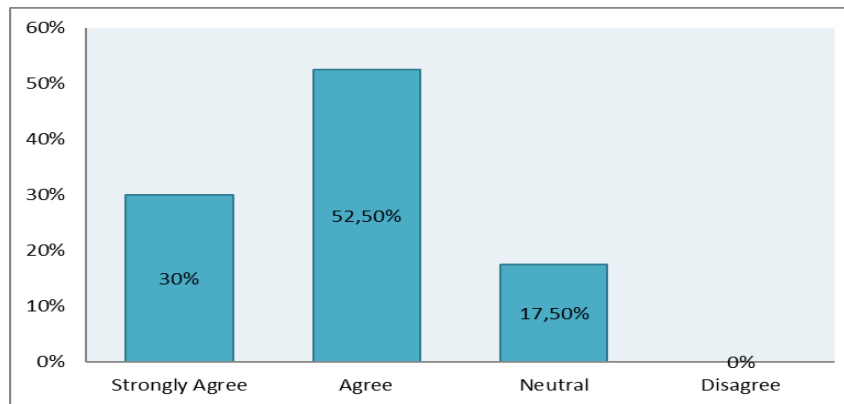


Figure 16: Students' perceptions of the role of recording practice in improving pronunciation and fluency

Table “eighteen” shows that most students (52.5%) believe that recording their practice helps them enhance their pronunciation and fluency. Additionally, a significant proportion of students (30%) strongly agree with this statement. This clearly suggests that the majority of learners view recording as an available tool for developing their speaking skills.

Conversely, a smaller percentage of students (17.5%) remain neutral, indicating they may be uncertain about the effectiveness of recording practice or have not had enough experience with it to form a definite opinion. Notably, no students (0%) disagreed with the statement, further reinforcing the positive perception of recording practices among learners.

These findings strongly suggest that students see recording activities as beneficial for improving pronunciation and fluency. The high agreement rate reflects their recognition of the importance of repeated practice and self-assessment in enhancing their oral performance. Consequently, incorporating and recording practice into speaking courses could be an ineffective strategy to help learners develop their speaking abilities and gain greater confidence in using English.

Section 5: Teacher feedback on Recordings

This part of the questionnaire is designed to examine the students' views regarding the effectiveness of teacher's feedback concerning the recording of speaking activities. The aspect of teacher feedback involving recording of speaking activities as a means of helping students improve their speaking skills including pronunciation, grammar, fluency, organizing ideas, confidence, and motivation will be considered here.

Question sixteen: « *Do you think teachers' feedback on recording speaking tasks can help improve students' speaking skills?* »

ANSWERS	TOTAL	FREQUENCES
Strongly Agree	22	27.5%
Agree	42	52.5%
Neutral	15	18.75%
Disagree	01	01.25%

Table 19: Students' perception of the effectiveness of teacher's feedback on recorded speaking tasks percentages

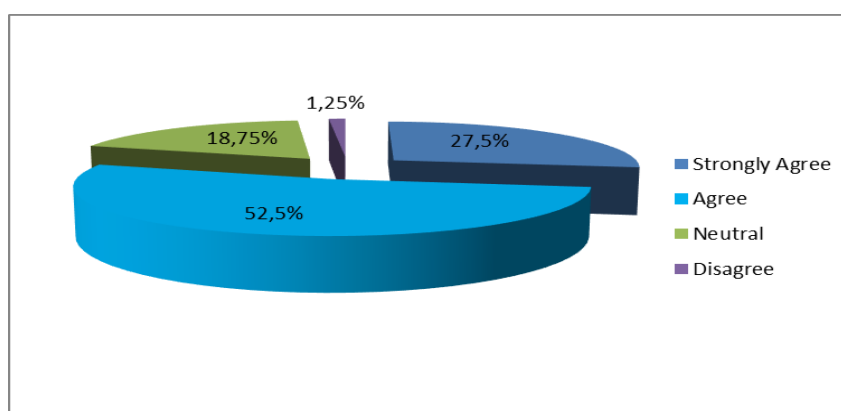


Figure 17: Students' perceptions of the effectiveness of teacher's feedback on recording speaking tasks

The table “nineteen” indicates that most students (52.5%) feel that feedback from teachers on recorded speaking tasks can help improve their speaking skills. Moreover, a significant number of students (27.5%) strongly agree with this point. This demonstrates that most learners have a positive attitude toward the role of teachers' feedback in enhancing their oral performance.

However, 18.75% of students remain neutral, suggesting they might not be fully convinced about the effectiveness of such feedback or may not have experience in sufficiently in their learning environment. Only a tiny percentage of students (1.25%) disagreed, indicating that negative perceptions are nearly nonexistent.

These results suggest that students generally view teachers' feedback on recordings as a useful and effective method for improving speaking skills. It also suggests that learners value constructive feedback and consider it crucial for developing their pronunciation, fluency, and oral proficiency.

Question seventeen: « Teachers' feedback on recording can help students correct their pronunciation mistakes »

ANSWERS	TOTAL	FREQUENCES
<i>Strongly Agree</i>	26	32.5%
<i>Agree</i>	41	51.25%
<i>Neutral</i>	13	16.25%
<i>Disagree</i>	00	00%

Table 20: Students' views on the role of teacher's feedback in correcting pronunciation errors through recording percentages

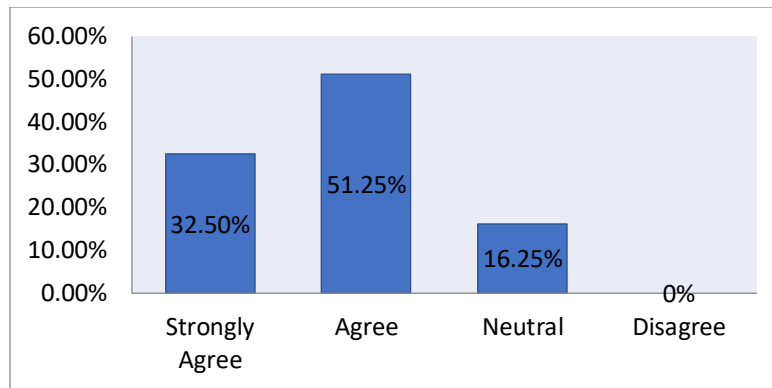


Figure 18: Students'views on the role of teacher's feedback in correcting pronunciation errors through recording

The results in table “twenty” and the figure “eighteen” indicate that most students (51.25%) agree that feedback from teachers on recordings can help them correct their pronunciation errors. Additionally, a significant portion of students (32.5%) strongly agree with this statement, suggesting a strong belief and the effectiveness of this type of feedback.

Conversely, 16.25% of students remain neutral, which may imply uncertainty about its effectiveness or a lack of complete experience with its benefits. Importantly, none of the students (0%) disagreed with the statement, indicating no negative attitudes toward this practice.

Overall, it is clear that most students believe teachers’ feedback on recordings is crucial for improving pronunciation. This can be attributed to the fact that recordings enable learners to hear their own speech and gain a clearer understanding of their mistakes when paired with teachers’ guidance. These findings suggest that recording-based feedback is both motivating and effective in enhancing students’ pronunciation skills.

Question eighteen: « Teacher's feedback on recording can help students improve their grammar when speaking. »

ANSWERS	TOTAL	FREQUENCES
Strongly Agree	24	30%
Agree	33	41.25%
Neutral	17	21.25%
Disagree	03	07.5%

Table 21: Students' perceptions of the impact of teacher's feedback on improving grammatical accuracy in speaking percentages

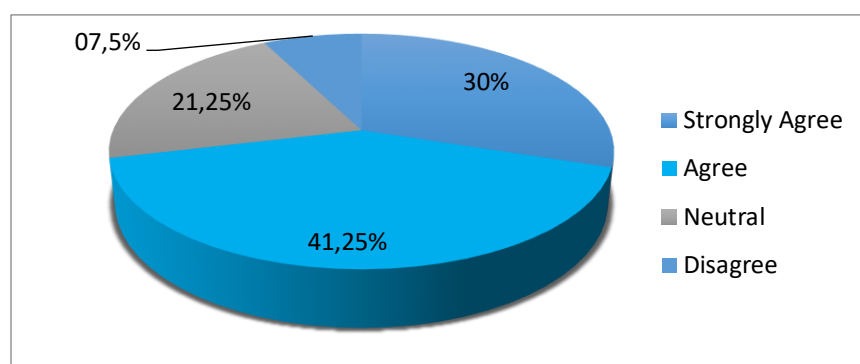


Figure 19: Students' perceptions of the impact of teacher's feedback on improving grammatical accuracy in speaking

In terms of grammar, table “twenty one” shows that the majority of students (41.25%) agree that teachers’ feedback on recordings can assist them in improving their speaking grammar. Moreover, 30% strongly agree with this view, highlighting that many learners recognize the significance of feedback for developing grammatical accuracy.

On the flip side, 21.25% of the students are neutral, which might indicate they are not entirely sure about the effectiveness of this type of feedback or have had limited experience with it. A smaller group (07.5%) disagreed, showing that only a few students do not find the teacher’s feedback on recordings helpful for improving their grammar.

The responses reveal that over half of the students have a positive view regarding the role of teachers' feedback on recordings and enhancing grammatical accuracy. This suggests that learners are generally aware of how vital feedback is for improving their speaking skills and achieving more accurate language usage.

Question nineteen: «Teacher's evaluation of recordings can help students organize their ideas more clearly when speaking.»

ANSWERS	TOTAL	FREQUENCES
Strongly Agree	26	32.5%
Agree	33	41.25%
Neutral	19	23.75%
Disagree	04	02.5%

Table 22: Students' views on the role of teacher's evaluation of recording in increasing speaking confidence percentages

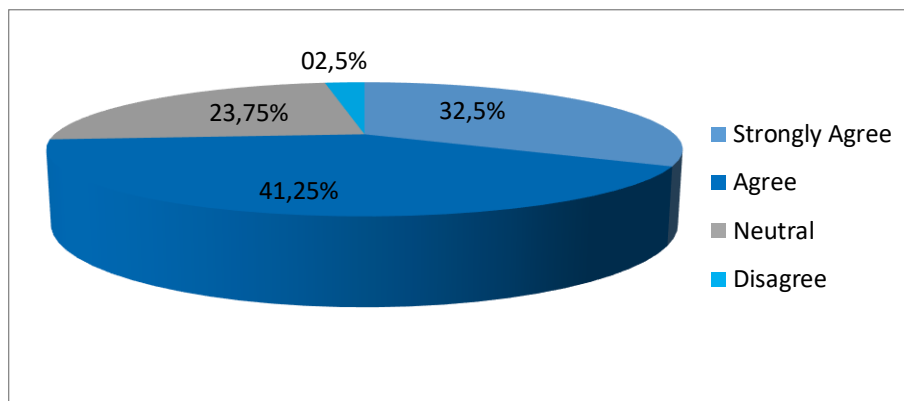


Figure 20: Students' views on the role of teacher's evaluation of recording in increasing speaking confidence

The table “twenty two” and the figure “twenty” indicate that a significant majority of students (41.25%) believe that teachers' evaluations of recordings can assist them in organizing their ideas more clearly while speaking. Furthermore, 32.5% of students strongly agree with this statement, suggesting that many learners acknowledge the value of this practice for improving their speaking organization. Conversely, 23.75% of students remain neutral, which may imply

uncertainty regarding its effectiveness or a lack of full experience with its benefits. A small fraction of students (02.5%) disagreed, indicating that only a few learners do not see the worth in this type of evaluation.

This suggests that most students recognize the importance of teachers' evaluations of recordings and helping them articulate their ideas more clearly during speaking. However, it is essential to note that some students still feel neutral or less convinced, which may relate to varying learning experiences or differing levels of exposure to feedback based on recordings.

Question twenty: « Receiving teacher's corrections after recording can help students improve their speaking performance. »

ANSWERS	TOTAL	FREQUENCES
Strongly Agree	30	37.5%
Agree	39	48.75%
Neutral	10	12.5%
Disagree	02	01.25%

Table 23: Students' perceptions on the effect of post-recording teacher's corrections on speaking performance percentages

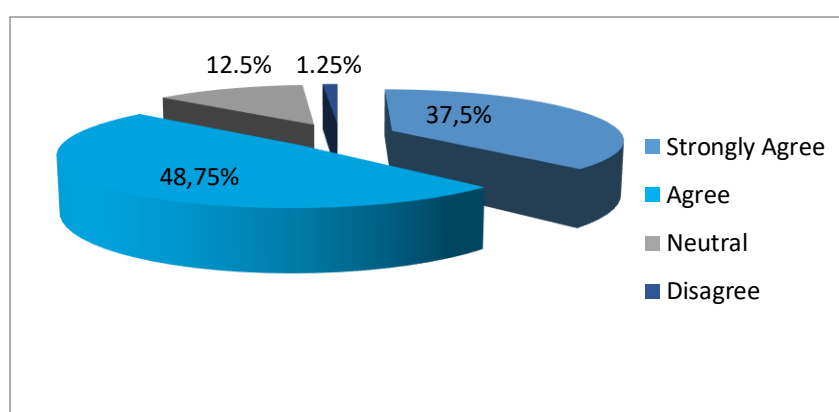


Figure 21: Students' perceptions of the effect of post-recording teacher's corrections on speaking performance

Looking at table “twenty three”, we see that a large majority of students (48.75%) agree that receiving the teacher’s corrections after recording can enhance their speaking performance. Additionally, a notable percentage (37.5%) strongly agree with this statement, indicating that most learners have a favorable view of post-recording feedback.

On the other hand, 12.5% of students remain neutral, which might suggest they are not completely sure about the effectiveness of this practice or have not experienced it enough. Only a tiny percentage (1.25%) disagreed, showing that negative opinions are nearly nonexistent.

This indicates that the study participants generally recognize the significance of teachers’ corrections after recording for improving their speaking performance. Such feedback seems to play an important role in helping learners to identify weaknesses, enhance accuracy, and develop overall performance.

Question twenty-one: «Teachers’ feedback after reviewing the recording can increase students’ confidence in speaking English.»

ANSWERS	TOTAL	FREQUENCES
<i>Strongly Agree</i>	25	31.25%
<i>Agree</i>	42	52.5%
<i>Neutral</i>	11	13.75%
<i>Disagree</i>	02	02.5%

Table 24: Students' perceptions of the impact of teacher's feedback on recording in increasing speaking confidence percentages

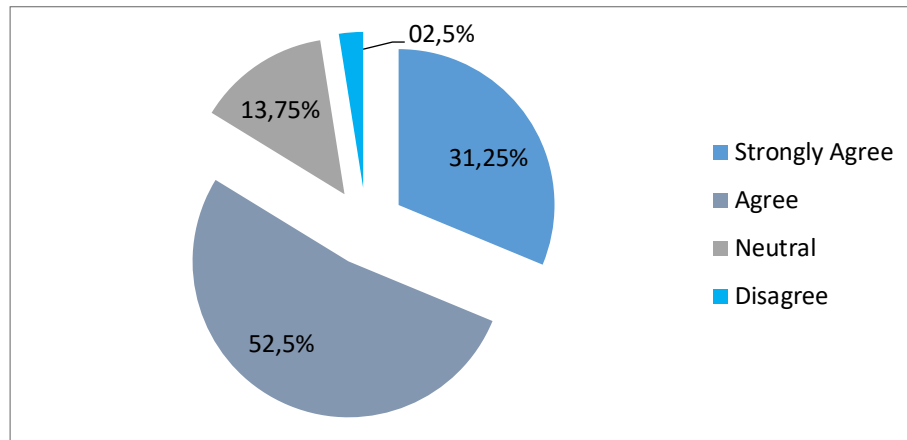


Figure 22: Students' perceptions of the impact of teacher's feedback on recordings in increasing speaking confidence

The table “twenty four” above reveals that a significant majority of students (83.75%) view teachers’ feedback on recordings positively as a means to boost their confidence in speaking English, with 52.5% agreeing and 31.25% strongly agreeing with this, suggesting that most learners feel such feedback helps them become more comfortable and self-assured when speaking. Additionally, a smaller group of students (13.75%) remained neutral, possibly indicating an uncertainty about its effects or limited experience with it. Only a very small fraction of students (02.5%) disagreed with this viewpoint. These results clearly show that teachers’ feedback from recordings plays a crucial role in enhancing students’ confidence and encourages them to engage more actively in speaking activities.

Question twenty-two: « Teacher's feedback on recording can motivate students to improve their oral performance. »

ANSWERS	TOTAL	FREQUENCES
Strongly Agree	16	20%
Agree	45	56.25%
Neutral	14	17.5%
Disagree	04	06.25%

Table 25: Students' views on the role of teacher's feedback on recording in motivating oral performance improvement percentages

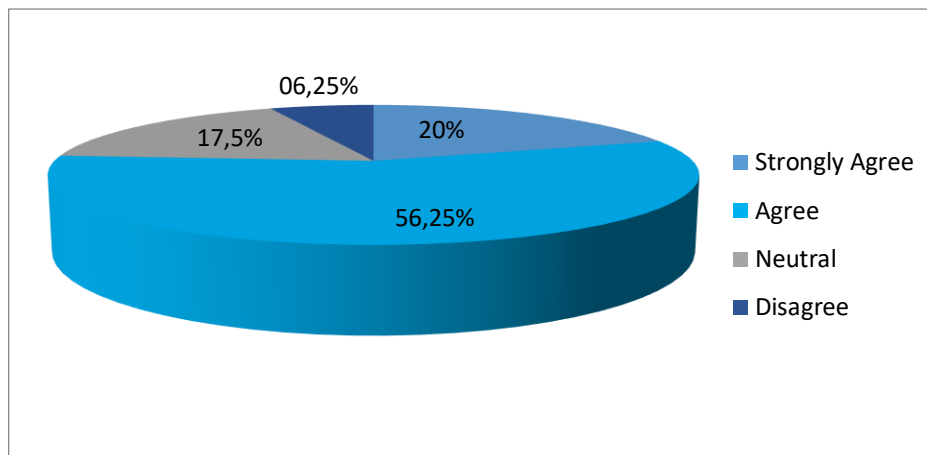


Figure 23: Students' views on the role of teacher's feedback on recording in motivating oral performance improvement

This question aims to investigate students' views on how teachers' feedback from recordings motivates them to enhance their oral performance. The results in the table "twenty five" and the figure "twenty three" above indicate that most respondents hold a positive stance toward this approach. More than half of the students (56.25%) agreed that the teacher's feedback on recordings inspires them to improve their speaking skills. While 20% strongly agreed with this, highlighting that a large number of learners acknowledge the significance of feedback, boosting their motivation, and encouraging skill development.

Furthermore, (17.5%) of the students selected the neutral option, which might suggest they are unsure about its effectiveness or have not fully experienced its benefits. Conversely, a smaller percentage (06.25%) disagreed with this statement. Overall, these findings illustrate that teachers' feedback based on recordings is viewed as an effective motivational tool that aids students in enhancing their performance and participating more actively in speaking activities.

Section 6: Effectiveness of Recording Practice with Teacher Feedback

This part of the questionnaire attempts to investigate the opinions of the students concerning the efficiency of recording speaking tasks together with teacher's feedback in order to improve their speaking proficiency. The aspect under discussion concerns students' opinions about the importance of such a technique in detecting errors in speaking, improving speaking performance, overcoming anxieties, and developing speaking skills in general.

Question twenty-three: « Do you think recording speaking tasks allows teachers to identify students' mistakes more clearly? »

<i>ANSWERS</i>	<i>TOTAL</i>	<i>FREQUENCES</i>
<i>YES</i>	49	61.25%
<i>NO</i>	06	07.5%
<i>Not Sure</i>	25	31.25%

Table 26: Students' perceptions on the effectiveness of recording tasks in helping teacher identify speaking errors percentages

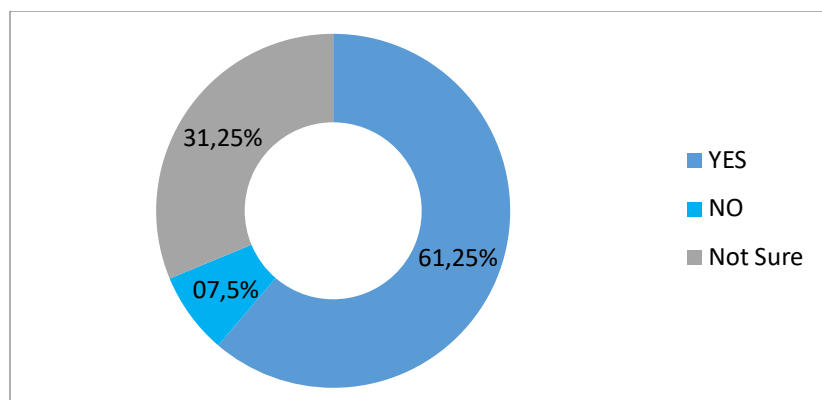


Figure 24: Students' perceptions of the effectiveness of recording tasks in helping teacher identify speaking errors

As indicated in the table “twenty six”, a significant majority of participants (61.25%) responded with “Yes”, suggesting that recording speaking tasks helps teachers identify students’ mistakes more clearly. This implies that most students recognize the effectiveness of recordings as a tool for a more accurate evaluation of their speaking abilities. Additionally, 31.25% of respondents selected “Not sure,” which could indicate uncertainty about its impact or a lack of sufficient experience with this method. Conversely, only a small percentage (07.5%) answered “No”. Thus, the vast majority of students either support or are open to the notion that recording can assist teachers in detecting errors more effectively. Overall, these findings emphasize the perceived significance of recording practice in enhancing the assessment of students’ oral performance.

Question twenty-four: « Do you think teachers' feedback on recording is more useful than feedback during oral presentations? »

ANSWERS	TOTAL	FREQUENCES
Strongly Agree	15	18.75%
Agree	22	27.5%
Neutral	30	37.5%
Disagree	13	16.25%

Table 27: Students' comparison between recording based feedback and immediate oral feedback percentages

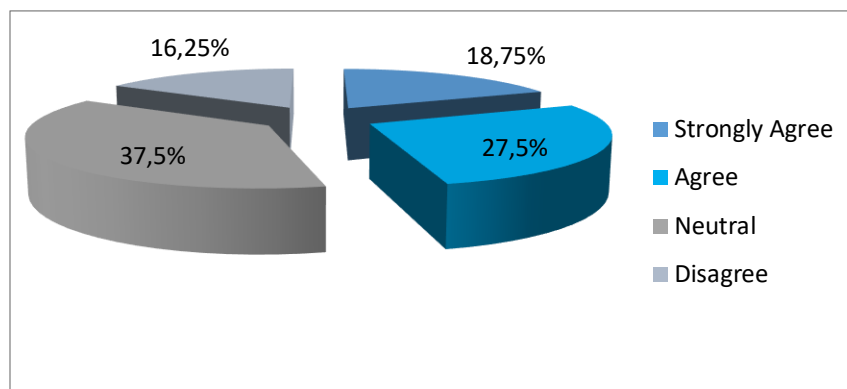


Figure 25: Students' comparison between recording based feedback and immediate oral feedback

The table “twenty seven” and figure “twenty five” indicate that the largest segment of students (37.5%) chose the neutral option when asked whether feedback from teachers on recordings is more useful than feedback given during oral presentations. This suggests that many learners are uncertain about which type of feedback is more effective, possibly due to having experienced both methods or being unaware of their differences. Moreover, a noticeable percentage of students (27.5%) agreed and (18.75%) strongly agreed, accounting for (46.25%) of the total sample. This indicates that nearly half believe feedback based on recordings is more advantageous than immediate oral feedback. Conversely, 16.25% of respondents disagreed with

this statement, demonstrating that a smaller group still prefers traditional in-class feedback during oral presentations. These results show that while there is a trend toward favoring recording-based feedback, opinions among students remain divided, with many expressing uncertainty. This may suggest that both types of feedback hold value in the learning process and can work together to enhance students' speaking performance.

Question twenty-five: « Do you believe that recording speaking tasks followed by a teacher's feedback can improve oral proficiency? »

ANSWERS	TOTAL	FREQUENCES
YES	50	62.5%
NO	05	06.25%
Maybe	25	31.25%

Table 28: students' belief about the effectiveness of recording tasks with teacher's feedback in improving oral proficiency percentages

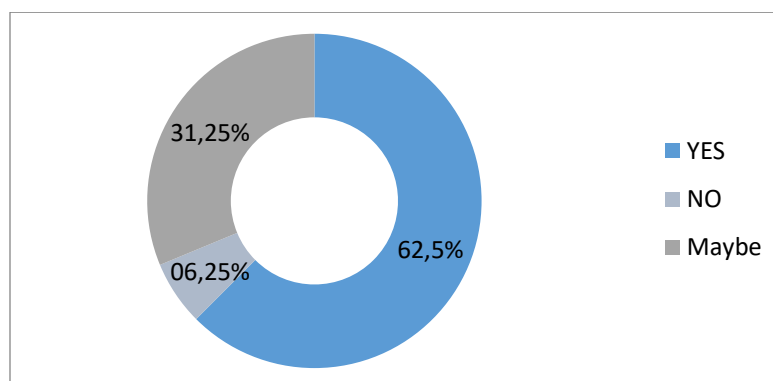


Figure 26: Students' belief about the effectiveness of recording tasks with teacher's feedback in improving oral proficiency

As shown in the table “twenty eight” above, a significant majority of participants (62.5%) responded with “Yes”, indicating that they believe recording speaking tasks accompanied by a teacher's feedback can enhance oral proficiency. This suggests that most students recognize the

effectiveness of integrating practices with the teacher's guidance to improve their speaking skills. Conversely, 31.25% of the respondents chose "Maybe", indicating that a notable number of students are unsure about the effectiveness of this method or have not fully experienced its advantages. Meanwhile, only a small percentage (06.25%) answered "No", demonstrating that very few students dismiss the value of this approach.

These results suggest that most students view recording combined with the teacher's feedback as an available strategy for improving oral proficiency, while a smaller group remains hesitant or uncertain about its full potential.

Question twenty-six: « Do you think this method could help reduce students' anxiety when speaking English? »

<i>ANSWERS</i>	<i>TOTALE</i>	<i>FREQUENCES</i>
<i>YES</i>	49	61.25%
<i>NO</i>	03	03.75%
<i>Maybe</i>	28	35%

Table 29: Students' perception of the role of recording tasks in reducing speaking anxiety percentages

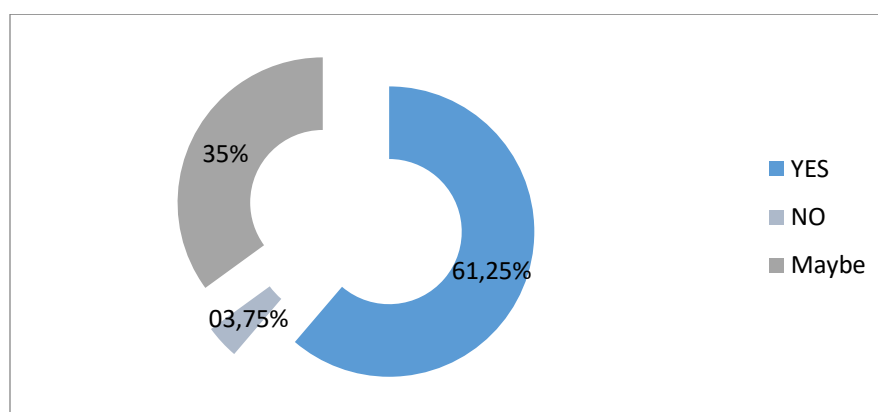


Figure 27: Students' perceptions of the role of recording tasks in reducing speaking anxiety

This question received responses from the entire sample. As indicated in the results above (table “twenty nine” and figure “twenty seven”), a majority of students (61.25%) believe that this method can help alleviate anxiety when speaking English. This implies that most learners see recording tasks as a supportive strategy that can help them feel more comfortable and less stressed during speaking activities.

On the other hand, a considerable portion (35%) selected “Maybe”, which suggests that many students are still unsure about its effectiveness or have not fully experienced its impact on reducing anxiety. Meanwhile, only a very small percentage (03.75%) answered “No”, indicating that very few students reject the notion that this method can assist in lowering speaking anxiety.

These findings imply that most students regard recording practices as an effective way to reduce anxiety, while others remain skeptical, emphasizing the need for proper implementation to ensure learners feel at ease when using this method.

Section 7: Students' opinions

The following portion of the survey is focused on collecting opinions and feedbacks of the students regarding the use of recording exercises based on teacher's feedback in speaking classes. The goal is to examine their attitudes towards using the technique regularly in ESL classes and to assess what they think about how it can be used to improve speaking abilities.

Question twenty-seven: « Do you think recording speaking tasks should be used regularly in speaking courses? »

<i>ANSWERS</i>	<i>TOTALE</i>	<i>FREQUENCES</i>
<i>YES</i>	37	46.25%
<i>NO</i>	10	12.5%
<i>Maybe</i>	33	41.25%

Table 30: Students' opinions on the regular use of recording tasks in speaking courses percentages

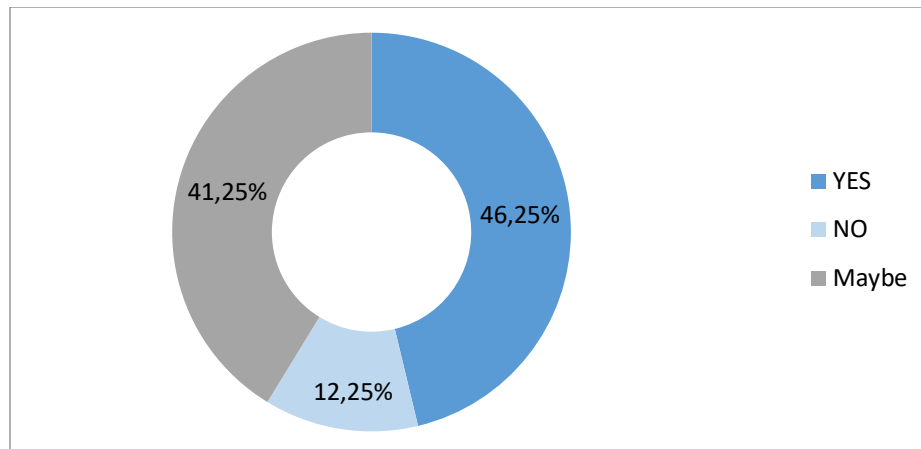


Figure 28: Students' opinions on the regular use of recording tasks in speaking courses

Table “thirty” reveals that almost half of the students (46.25%) think recording speaking tasks should be regularly incorporated into speaking courses. This suggests that a substantial number of learner’s advocate for this approach in a classroom setting. Additionally, 41.25% of students responded with “Maybe”, indicating a notable level of hesitation or uncertainty about its frequent use, potentially due to limited experience or concerns regarding anxiety and comfort.

Conversely, only 12.5% of respondents answered “No”, indicating that a small minority of students oppose the regular use of recording tasks. These findings imply that while many students are receptive to incorporating recording practices in speaking courses, a significant portion remains uncertain, underscoring the need for careful implementation to ensure that students feel comfortable and can effectively benefit from this method.

Question twenty-eight: « In your opinion, how can teachers use recording activities to improve students’ speaking skills? »

The responses to question twenty-eight reveal that most students feel that recording speaking tasks and receiving feedback can enhance and improve their oral proficiency. Many students noted that this approach assists learners in identifying mistakes related to grammar, fluency, pronunciation, and vocabulary. For example, some students mentioned phrases like

“clearly notice your mistakes”, “correct grammar mistakes”, and “pronunciation problem”, demonstrating that recording allows learners to locate their weaknesses more easily.

Additionally, many students highlight how recording tasks help in enhancing fluency and pronunciation. This is obvious from comments such as “gain fluency”, “enhance pronunciation”, and “speak better and more easily”. Therefore, students regard recording as a practical method for improving their speaking skills.

Moreover, several respondents highlighted the significance of building confidence and reducing anxiety. For example, phrases like “more confidence”, “less stress”, and “not afraid to speak” suggest that students view recording as a helpful approach, particularly for those who are shy and for those who have anxiety.

Furthermore, many participants underlined the value of teacher feedback following recordings. They believe that such feedback helps them enhance future performance and identify weaknesses, as revealed in statements like “teacher feedback helps them and guides them” and “helps address weaknesses”.

Some other students have pointed out that recording practices allow students to track their progress and self-evaluate through repeated listening. However, a few students expressed “not sure” and “uncertainty” about this method since they had never tried it before.

Therefore, the majority of students’ support using this method of recording for speaking tasks along with teacher feedback. They see it as an effective strategy for correcting mistakes, enhancing fluency and pronunciation, improving confidence, reducing stress and anxiety, and developing speaking skills.

Question twenty-nine: « What do you think are the benefits of recording speaking tasks and receiving the teacher's feedback? »

The responses to question twenty-nine indicate that most students believe teachers can utilize recording activities primarily for task-based speaking practices, such as presentations, debates, podcasts, and role plays. For example, some students suggested “create a podcast, “record conversations, or debates and oral presentations, highlighting their preference for interactive and hands-on tasks. They stressed the importance of providing feedback from teachers to help learners recognize and correct their mistakes, particularly in areas like pronunciation, grammar, and fluency. As shown in comments like “by checking their mistakes,” and “offering feedback” and suggestions for improvement.

Additionally, many students pointed out the significance of repetition through recording, listening to their performances, and re-recording to gradually enhance their speaking skills. This is evident in responses such as “record, listen, and re-record” and “repeating the task to boost fluency and accuracy”. Furthermore, several participants noted that recording activities encourage self-reflection, as students become more aware of their weaknesses when they listen to themselves, exemplified by phrases like “asking students to listen to themselves”.

Others noted that such practices help develop various aspects of speaking, including fluency, vocabulary, coherence, and even body language. This was reflected in comments like “improved pronunciation and body language” and “focus on fluency and coherence”. Additionally, some students recommended incorporating technology such as video recordings and pronunciation apps to enhance learning. For example, they said “video recording is better because the students can see their body language” and “using AI pronunciation apps.”

However, a few students raised concerns about certain challenges, such as anxiety or familiarity with this approach. They expressed feelings in statements like “some students may

feel anxious” or “I have no idea”. Therefore, it can be concluded that most students endorse using recording activities as an effective strategy for improving speaking skills, provided these activities are structured and paired with appropriate feedback and engaging in tasks.

Chapter Conclusion

This chapter is mainly concerned with the analysis of the different data gathered. It represents a detailed description of the two data tools, the interview administered to teachers and the questionnaire to third-year students. In fact, results obtained from the research instruments have enabled the researchers to draw valuable conclusions concerning the teaching of speaking. The students' survey questionnaire has revealed an interesting fact about their difficulties in speaking, as it has not been developed in spite of the speaking courses. It has also highlighted teachers' worries about their students' weak level, and their awareness about the effectiveness of the recording practices might have on enhancing students' oral achievements. This chapter has drawn attention to teachers' needs for an urgent adjustment of their teaching strategies to meet the requirements needs of students.

Chapter Three: Discussion, Implications, and Limitations

Introduction

After presenting the theoretical background and the research design in the previous chapters, the present chapter represents the final stage of this study. It focuses on presenting and interpreting the results gathered from both teachers' interviews and students' questionnaires. At this point, the main findings are analyzed and summarized in relation to the research questions and theoretical framework to assess the study's hypothesis.

In this chapter, the results are explained in a clear way and show why they are important for EFL learners, especially when it comes to enhancing speaking skills through recording and teachers' feedback. The chapter also suggests some practical pedagogical implications and valuable recommendations for both teachers and students.

Finally, it addresses the study's limitations and suggests ideas for further research. In summary, this chapter wraps up the study and presents simple insights to help improve speaking, teaching, and learning in the EFL context.

3.1 Summary of Key Findings

3.1.1. Key findings of the interview

The analysis of the teachers' interviews reveals key insights into the teaching and development of speaking skills in EFL contexts. All teachers unanimously agree that speaking is a vital aspect of language learning as it facilitates communication, encourages interaction, and boosts learners' confidence. However, despite this common understanding, the execution of speaking activities varies significantly across classrooms. Some educators incorporate these activities regularly, while others implement them only sporadically or based on contextual

factors like time constraints and curriculum requirements. This inconsistency highlights a lack of systematic practice opportunities for students.

Regarding students' oral proficiency, the findings suggest that learners typically exhibit uneven and mixed levels. Some can express themselves clearly, while others face challenges with fluency and confidence. This variation is closely tied to difficulties identified by teachers, which include both linguistic and psychological aspects. The most frequently mentioned obstacles are limited vocabulary, fear of making mistakes, anxiety, hesitation, and low self-esteem, all of which negatively impact students' willingness and ability to speak. Notably, teachers widely agree that fluency and vocabulary are the most challenging areas since students often struggle to recall appropriate words quickly, resulting in interrupted speech and a lack of coherence.

Concerning error correction, most teachers favor delayed feedback over immediate interactions. They believe that interrupting students while they speak can undermine their confidence and disrupt the flow of communication. This approach indicates a pedagogical preference for fostering a supportive and less stressful learning environment. Interestingly, although none of the teachers reported incorporating recording practices in their classrooms, all expressed strong belief in their potential effectiveness. They agreed that recording students' speech could lead to more accurate error identification, as it allows for repeated listening and deeper analysis of learners' performance.

Moreover, teachers noted that feedback based on recordings can greatly improve learners' awareness of their mistakes by listening to or watching their own performances. Students can identify errors related to pronunciation, grammar, fluency, and vocabulary, which encourages

self-reflection and promotes learner autonomy. Additionally, recording practices were seen as advantageous for tracking progress over time and supporting ongoing improvement.

However, teachers also pointed out several challenges tied to the use of recordings. The most significant concerns include heightened student anxiety, discomfort with being recorded, time limitations associated with review and recordings, and given feedback, as well as technical issues like poor audio quality or insufficient devices. These insights suggest that while recordings are regarded as a valuable and effective teaching tool, integrating them into classroom practice necessitates careful consideration of emotional and practical aspects to ensure successful implementation.

3.1.2. Key findings of the questionnaire

The analysis of the students' questionnaire provides valuable insights into their perception of speaking skills, the difficulties they face, and their attitudes toward using recording practices with teacher feedback in EFL contexts. Overall, students displayed a very positive attitude toward speaking; as the great majority regarded it as a crucial skill for learning English and expressed enjoyment during speaking activities in class.

However, participation in oral tasks was not always consistent, as many students reported that they only sometimes engage in speaking activities and that their confidence when speaking in front of others fluctuates. This indicates that while learners recognize the importance of speaking, emotional barriers continue to impact their performance in class.

In terms of students' oral proficiency, most participants rated their level as good or average, with only a small minority considering it weak. Despite these relatively favorable self-assessments, many acknowledged experiencing difficulties when speaking English.

The findings suggest that students' speaking issues are both linguistic and psychological. The most commonly reported challenges included limited vocabulary, fear of making mistakes, insufficient speaking practice, lack of confidence, grammar errors, and pronunciation difficulties.

Vocabulary limitations emerged as the most significant obstacle since many learners find it challenging to quickly and accurately choose the right words during conversations. Additionally, fear of negative judgment and anxiety were notable factors diminishing learners' willingness to speak.

Regarding recording practices, the results indicate that most students have previously recorded themselves speaking English, primarily through audio recordings or a mix of audio and video formats. This familiarity suggests that learners are comfortable using technological tools, which could ease the incorporation of recording activities into speaking courses.

Furthermore, students largely agreed that recording their speaking tasks can help teachers in evaluating oral performance more effectively because these recordings allow for repeated listening and detailed analysis of pronunciation, grammar, fluency, and overall performance. They also felt that reviewing their own recordings before receiving feedback from teachers is beneficial, as it encourages self-awareness and helps them identify mistakes on their own.

The questionnaire further illustrates that students have a distinctly positive view of teacher feedback based on recordings. Most respondents concurred that this type of feedback can help in improving pronunciation, grammar, fluency, organization of ideas, and overall speaking performance. Additionally, many students felt that combining recording practices with teacher feedback could boost their confidence, motivate them to enhance their skills, and promote more active participation in speaking tasks. This suggests that students find feedback on recording to

be more reflective, detailed, and beneficial compared to relying solely on traditional in-class corrections.

Another key finding is that many learners viewed recording activities as a way to reduce anxiety. Speaking through recording allows students to practice in a less worried environment before they perform publicly, which can help shy or hesitant learners engage more confidently; however, some respondents expressed uncertainty about the regular use of this approach, likely due to limited experience with it or doubts regarding its practical application. Only a small minority showed negative attitudes toward recording practices.

The open-ended responses supported these findings by highlighting that recording tasks facilitate self-assessment, progress tracking, repeated practice, and a deeper awareness of personal strengths and weaknesses. Students also emphasized the importance of constructive teacher feedback in guiding improvements and addressing recurring mistakes. Therefore, it can be concluded that learners generally endorse the use of recorded speaking tasks followed by teacher feedback as an effective educational strategy for enhancing oral proficiency, boosting confidence, and fostering a more supportive environment for speaking development in EFL classrooms.

3.2. Interpretation of Results

In summary, the data gathered from both the teachers' interviews and students' questionnaires were analyzed to address the research questions and evaluate the proposed hypothesis. The results offer a thorough overview of the challenges students face in speaking, as well as the effectiveness of teachers' feedback based on recording practice in enhancing oral proficiency.

The findings indicate that speaking is regarded as one of the most crucial skills in learning English as a foreign language. Both teachers and students expressed positive views

about the importance of speaking for communication, interaction, and building confidence. However, despite this recognition, the results show that students still encounter significant difficulties when it comes to practicing speaking. This supports the first hypothesis, which suggests that students' speaking issues stem from limited vocabulary, grammatical challenges, insufficient practice, opportunities, and pronunciation problems.

Specifically, the results highlighted vocabulary deficiency as the most pressing challenge for learners since many students struggle to articulate their thoughts due to a lack of suitable words. This challenge directly impacts their fluency and causes hesitation and incoherence in their speech. As noted in existing literature, vocabulary is a vital aspect of language proficiency; without adequate lexical knowledge, learners cannot effectively communicate meaning. Additionally, issues with grammar and pronunciation were also identified, further hindering students' oral performance and diminishing their confidence.

Additionally, psychological factors were found to play a significant role in speaking difficulties. Many students reported feeling afraid of making mistakes, anxious, and lacking confidence when speaking in front of others. Similarly, teachers noted that these emotional barriers hinder students' participation in speaking activities. This supports the notion that successful language learning relies not only on linguistic skills but also on learners' emotional readiness and motivation.

With regard to classroom practices, the findings revealed that speaking activities are not implemented consistently. While some teachers incorporate them regularly, others use them only occasionally due to time constraints or limitations in the curriculum. This inconsistency decreases students' opportunities to effectively develop their speaking skills. Therefore, it can be

concluded that insufficient practice is a major factor contributing to students' law oral proficiency.

In terms of error correction, most teachers prefer providing delayed feedback rather than interrupting immediately. This suggests that teachers strive to create a supportive learning environment where students can express themselves freely without the fear of being corrected during their speech. Such approaches align with the principles of communicative language teaching, which highlight the importance of maintaining communication flow and minimizing learners' anxiety.

The results also provided compelling evidence supporting the second hypothesis regarding the effectiveness of recording practice-based teachers' feedback. Although teachers mentioned that they do not currently incorporate recording activities in their classrooms, they strongly believe in the potential benefits. Similarly, students expressed very positive attitudes towards recording practices, with most agreeing that recording their speech helps in improving pronunciation, fluency, grammar, and organization of ideas.

Moreover, both teachers and students highlighted that recording enables a more accurate identification of mistakes. By listening to their own recordings, learners become more aware of their errors and can reflect on their performance. This process encourages self-assessment and learner autonomy, both crucial for effective language learning. Additionally, teachers' feedback based on recordings is viewed as more detailed and beneficial compared to traditional in-class corrections since it allows teachers to provide individualized and constructive feedback.

However, alongside these positive perceptions, some challenges were also noted. Teachers highlighted issues such as time constraints, technical limitations, and students' discomfort with being recorded. Similarly, a few students voiced uncertainty or negative feelings

regarding the regular use of recording activities. These challenges indicate that implementing this method requires careful planning and adaptation to classroom conditions.

In light of these findings, the third hypothesis is confirmed as teachers' feedback based on recording practices seems to positively influence students' achievements and attitudes towards speaking. It aids in improving various facets of oral proficiency, including vocabulary usage, fluency, pronunciation, and grammatical accuracy, while also boosting learners' confidence, motivation, and engagement.

Overall, the results of this study reveal that all those students encounter various linguistic and psychological hurdles in speaking; the integration of recording practices along with effective teachers' feedback significantly enhances their oral performance. Therefore, embracing such innovative strategies in EFL classrooms can help bridge the gap between theoretical knowledge and practical language use, ultimately leading to improved learning outcomes.

3.4. Recommendations for Language Learning

Based on the findings of this study, there are several recommendations that can help students enhance their English speaking skills. First, students should be provided with more opportunities to engage in speaking activities that are recorded by the teacher. This approach enables learners to express themselves freely without interruptions and later receive detailed feedback on their performance.

Recording students' speaking tasks can be particularly beneficial as it allows learners to listen to their performances afterward. By doing so, they can identify mistakes in pronunciation, grammar, and fluency, gaining a clearer understanding of areas needing improvement. Repeating this process over time can help students gradually develop their speaking abilities.

Additionally, students should take the teacher's feedback seriously. Feedback based on recordings tends to be clearer and more detailed than immediate corrections. Learners should strive to understand their mistakes and apply the necessary adjustments in their future speaking tasks for effective improvement.

Students are also encouraged to practice speaking more frequently both in and out of the classroom. Even when recordings are made by the teacher, learners can still practice English in everyday situations such as discussing topics with classmates or engaging in simple conversations. This practice builds confidence and alleviates the fear of speaking.

Furthermore, since vocabulary has been identified as a significant challenge, students should work on expanding their vocabulary. Regularly learning new words and incorporating them into speaking activities can facilitate smoother communication.

Finally, students should not fear making mistakes. Recording activities should be viewed as learning opportunities rather than sources of anxiety. With consistent practice, support from teachers, and constructive feedback, students can steadily boost their confidence and improve their speaking skills over time.

3.5. Implications of EFL learning

The findings of this study hold several significant implications for EFL learning, particularly in enhancing students' speaking skills. First, the results show that students consider speaking as a very important skill; many encounter challenges such as limited vocabulary, fear of making mistakes, and low confidence. This highlights the need for learners to receive more support and additional opportunities to practice speaking in a safe and supportive environment. Recorded activities can play a key role, as they allow students to practice without the pressure of performing in front of others.

Moreover, the results show that most students are already familiar with recording tools, this mean that incorporating recording practices into EFL learning is practical and easy to apply. Teachers can use simple tools like mobile phones or online platforms to assign speaking tasks, which also facilitate learning outside the classroom, as students can practice anytime and anywhere, which increases their exposure to the language.

Another important implication is that recording can help students become more aware of their mistakes when guided by the teacher. When teachers share recordings with them, learners have the opportunity to notice problems related to grammar, pronunciation, and fluency more clearly. This process allows students to reflect on their performance with the teacher's support rather than relying only on themselves. In addition, using recording, listening, and re-recording can help learners develop their speaking skills more effectively.

Teachers' feedback plays a crucial role in this process. The findings indicate that students benefit a lot from feedback based on recording because it is clearer and more detailed. This form of feedback enables learners to identify their weaknesses and understand how to improve them. Consequently, students can build greater confidence and feel more motivated to communicate in English.

Recording practice can also help reduce anxiety. Many students experience nervousness when speaking in front of others, but recording allows them to practice more easily and comfortably. This can encourage shy students to engage more and enhance their speaking skills over time.

However, for this method to be effective, it should be used regularly and in an organized way. Teachers need to guide students on how to use recordings effectively and properly, and provide clear feedback.

Overall, the study indicates that combining recorded speaking tasks with teachers' feedback is a powerful strategy for enhancing oral proficiency in EFL contexts. It supports the development of essential speaking elements such as fluency, pronunciation, grammar, and vocabulary while helping students become more confident, independent, and motivated learners. Therefore, incorporating recording practices into EFL education can significantly improve students' speaking performance and create a more effective and meaningful learning experience.

3.6. The Limitation of the Study

The findings of this study show generally positive results regarding the use of recording practice with teachers' feedback to enhance the speaking skills of EFL third-year students at the University of Relizane. However, some limitations should be taken into consideration. First, although the study was initially intended to be an experimental study, this objective could not be fully achieved. Some teachers reported that they do not use recording in their classes due to time constraints. They explained that recording activities is time-consuming and difficult to manage within a limited class session. In addition, some teachers mentioned that they focus mainly on preparing students for tests and exams, which leaves little room for implementing new techniques such as recording practices. This shows that teachers have different strategies and priorities in their teaching, which affects the possibility of conducting the experimental part of the study.

Second, the sample of the teachers' interview was limited to only six teachers out of ten. Four teachers refused to participate in the interview, either because they did not want to be recorded or because they did not have enough time. In fact, one teacher mentioned that an appointment should be arranged in advance due to strict scheduling. Moreover, arranging suitable schedules for conducting the interviews was challenging, as teachers had different

timetables and responsibilities. This limitation may have affected the variety of opinions and reduced the generalization of the results.

Therefore, while the study provides useful insights into the effectiveness of recording practices in improving speaking skills, these limitations should be considered when interpreting the findings.

3.7. Recommendations for Further Research

Recording practice-based teachers' feedback is a tool that should be implemented in EFL classes to develop students' communicative skills, generally, and speaking proficiency, specifically. Based on the results obtained from teachers' interviews and students' questionnaires, it is necessary to provide some recommendations in order to help them to use recording practices effectively in EFL classes.

a. Suggestions for University

From the results of this study, we observed that there are some obstacles facing third-year students in the English department at Relizane University due to the lack of materials such as digital devices, digital recorders, feedback tools, and data show in speaking/listening classes.

- The university should provide enough materials for foreign language learners to meet their needs. Hence, these elements should be available for such a strategy:
 - ✓ Recording devices (e.g., smartphones, tablets, digital recorders).
 - ✓ Recording software or apps (e.g., dedicated language learning platforms).
 - ✓ Cloud storage or sharing platform (for easy file upload).
 - ✓ Feedback tools (e.g., rubrics, structured reflection sheets).
 - ✓ Clear recording guidelines or schedules.
 - ✓ Headphones or microphones (for improved audio quality).

- The university should also provide the library and the internet room for such implementation since they provide books, magazines, journals, and theses.

b. Suggestions for Teachers

Teachers' interviews show some problems that they face in EFL classes during speaking/listening sessions. So, some suggestions might be proposed:

- They should use the appropriate strategies by dividing the whole session time into two equal parts to practice more, since the majority of them take just half an hour to discuss, answer, and present. As Brown (2001) explains that “*interaction involves exchanging ideas and thoughts collaboratively between learners*”, which highlights the importance of giving students enough time to participate in classroom communication.
- Teachers should give the students more time to express their ideas in the target language, especially those who have problems with speaking skills. According to Harmer (2007), “*many students feel inhibited when trying to speak in a foreign language classroom*”, which means that teachers should encourage learners by providing a supportive speaking environment.
- Instructors should use different methods like role play, interviews, and dictation, which are related to the curriculum, to help them benefit as much as possible.
- The teachers should carry this equipment for a better experience:
 - ✓ Digital feedback form (criteria-based)
 - ✓ Audio comment tools (for marking and leaving notes within recordings)
 - ✓ Structured feedback rubric (for consistent assessment criteria)
 - ✓ Digital platform (e.g., Google Forms or integrated app feedback section)
 - ✓ Guidelines for audio feedback sessions (structured plan for presenting feedback in class)

In this regard, Hattie and Timperley (2007) explain that feedback has a strong influence on students' learning and achievement, which makes the use of feedback tools important in improving speaking performance.

- The instructors are suggested to rely on a very useful tool called “[Mote](#)”, which is an online educational tool that allows teachers to give feedback using voice recordings instead of standard written comments. It enables instructors to record personalized audio responses directly on students' work, which are then automatically transcribed into text with easier access and comprehension. The tool integrates seamlessly with platforms like “Google Classroom” and “Google Docs”, making it easy to use within current digital learning environments. By enabling students to listen to feedback multiple times. It improves understanding and aids in enhancing skills such as pronunciation and fluency, making it especially beneficial for recording-based language teaching/learning strategies.

c. Suggestions for Students

Based on students' attitudes, some suggestions and recommendations might be proposed for EFL students to enhance their speaking proficiency:

- EFL students should be aware of the importance of developing their English language. Hence, it is better to learn how natives speak by imitating native speakers through recording themselves and relying on the teacher's feedback several times, and deeply understanding oral proficiency components, fluency, pronunciation, grammatical accuracy, vocabulary range, and discourse organization.
- Students should bring such elements into the classroom for a better learning environment:
 - ✓ Notebook or journal (for self-reflection notes).
 - ✓ Earphones or headphones (to listen carefully to recordings).

- ✓ Pen or pencil (to jot down improvement points during class).
 - ✓ Their own recording device (for follow-up recordings).
 - ✓ A goal-setting sheet (to track specific targets they want to improve).
 - ✓ A device for playback (like a smartphone or tablet) to review their corrected recordings at home.
- Students should be aware of the importance of classroom interaction in developing their speaking skills.
 - Students should reduce their inhibition problems through interaction with others inside the classroom.
 - EFL students need to practice the English language outside the classroom for the sake of improving their speaking skills.

Chapter Conclusion

This chapter presented and interpreted the data collected from both the teachers' interviews and students' questionnaires. The findings also indicated that practicing through recordings, coupled with the teacher's feedback is viewed as an effective strategy to improve oral proficiency. These results just need more supportive technology-driven and student-centered methods in EFL classrooms, which were represented in the implications for EFL learning. Consequently, it is recommended that teachers incorporate structured recording activities, offer constructive feedback, and cultivate low anxiety in learning environments. However, this study is limited by its sample size and time constraints. Therefore, further research is encouraged to explore this approach on a large scale and through experimental designs to better evaluate its effect on students' speaking development.

General Conclusion

In recent decades, there has been a huge call for skills integration in the teaching-learning process due its significant impact on developing learners' performance. The present research work was designed to assess the effectiveness of using the recording Practices based on teacher's feedback upon third year students' speaking achievement at the Department of English at Relizane University. This study is therefore aimed at finding out the factors that may affect students' achievement along with implementing the approach as the remedy towards students' speaking progress.

This work was initiated by providing the theoretical part underlying the research issue. The first chapter reviewed the literature of the oral proficiency, its definition, components, speaking difficulties and challenges faced by EFL learners, including the recording practice as the study's core with its definition, types, benefits and detriments, then, it outlined the previous studies that tackled the usage of such practices in educational landscape of English Teaching and Learning.

In the second chapter was devoted to the research design and methodology; it highlighted a detailed description of the teachers' interview and students' questionnaire used, type of research, research objectives, research instruments, and the data collection and analysis procedures.

In the last chapter, the results were summarized as key findings, set of recommendations and suggestions were proposed for the sake of improving students' speaking abilities, including some limitations of the study which the researchers found as challenges to do the research. The results emerging from the research instruments are interpreted and discussed in relation to the research questions and the formulated hypotheses. With regards to the first research question

which was about most students' difficulties in their oral performance, the data obtained from the needs analysis, the interview and the questionnaire revealed that most students' main difficulties are related to limited vocabulary, grammatical difficulties, limited practice opportunities and pronunciation problems. Therefore, the data gathered confirm the first hypothesis.

The implementation of such an approach requires more effort to design and well planned lessons with suitable activities that suite students' needs and the approach's principles. In addition to creating an appropriate environment that facilitates the teaching-learning process to gain success. Consequently, on the bases of the results obtained the researchers offered a set of suggestions and recommendations which are believed to help teachers overcome the problems identified in this study.

What appears from the present study is that the current teaching of speaking needs to be reconsidered. Teachers should adjust their own methods, open space for new ideas and techniques to enhance students' speaking skill. Yet, it is worth adding that the teacher is responsible for helping students develop their speaking by delivering a well-managed classroom, which is one of the most important aspects to consider as it paves the way for a successful teaching-learning process. Besides, raising students' awareness about the importance of the speaking skill in EFL context. Accordingly, what lead students display a positive attitude towards the learning of speaking is their motivation, teachers should look for what actually motivate students instead of what they think is motivating. Developing such feeling increase students' energy, creativity and encourage them to produce.

Learning a language means acquiring the four language skills to succeed in using the language either for academic or social purposes, the four language skills cannot be conducted as separate elements they are interrelated and complete each other for better communicative

purposes. Therefore, incorporating listening, speaking and reading to writing will make students interested, motivated and more engaged in tasks. Based on the results provided it is agreed that skills integration increased students' opportunities for real communication, created more interaction, upheld participation and made the learning process more lovely and productive.

Moreover, the teacher should be updated to the technological advances in such globalized era since using technological tools has become an integral part of today's language learning, its use in the classroom becomes inevitable. Integrating technology tools into speaking activities boost students' engagement and motivation in the learning process, improves the quality of education, and enable teachers to differentiate instructions. Making the oral class interesting requires looking for various techniques and materials that help learners to be engaged and stimulated towards learning through incorporating pictures, video-based activities, using graphic organizers...etc.

Thus, the present study has yielded some results regarding the effects of the Recording Practice based on Teacher's Feedback upon third year students' performances. It is hoped that it would give both EFL teachers and learners perceptive strategies to be able to cope with the problem under investigation, make speaking a fruitful and an enjoyable task and help learners to become native-like speakers. There always remain opportunities for further research into the area so as to enlarge the scope of investigation and address other angles of the research.

References

Ali Derakhshan¹ , Atefeh Nadi Khalili² & Fatima Beheshti² (2016). Developing EFL Learner's Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies*, 6(2), 177-186. <http://dx.doi.org/10.5539/ells.v6n2p177>

Alharbi Homood (2025). Secondary ELA Mentor Teachers' Feedback on Pre-service Teachers' Video-Recorded Lessons. *USF Tampa Graduate Theses and Dissertations*, 01-144. <https://digitalcommons.usf.edu/etd/10840>

Anam Shams, Muhammad Ajmal, Sohaib Alam*, Afsheen Salahuddin, Farhan Ahmad, and Sameena Banu (2025). The Role of Metacognitive Strategies in Enhancing Communication and Cognitive Learning. *Theory and Practice in Language Studies*, 15(7), 2415-2422. <https://doi.org/10.17507/tpls.1507.34>

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Longman

Bygate, M. (1987). *Speaking* (1st ed.) Oxford: Oxford University Press

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Pearson Education.

Cecilia KY Chan (2021). Students' perception of written, audio, video and face-to-face reflective approaches for holistic competency development. *Active Learning in Higher Education*, 24(3), 01-18. <https://doi.org/10.1177/14697874211054449>

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1(1), 1—47 p <https://doi.org/10.1093/applin/I.1.1>

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications. (book)

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge. (book)

Clark-Carter, D. (2001). *Doing quantitative psychological research: From design to report*. Psychology Press. (book)

Dihoff, R. E., Brosvic, G. M., Epstein, M. L., & Cook, M. J. (2005). Provision of Feedback During Preparation For Academic Testing: Learning is Enhanced by Immediate But Not Delayed Feedback. 01–48.

Derwing, T. M., & Munro, M. J. (2015). *Pronunciation fundamentals*. John Benjamins

Dalton, C., & Seidlhofer, B. (1994). *Pronunciation*. Oxford: Oxford University Press

Elov, B., Abdullayeva, I., Raupova, L., Kholikov, A., & Mirkasimova, M. (2025). Speaking exams with less anxiety in Intelligent Computer-Assisted Language Assessment (ICALA): Mirroring EFL learners' foreign language anxiety, shyness, autonomy, and enjoyment. *Language Testing in Asia*, 15(1), Article 3. 1--13 p <https://doi.org/10.1186/s40468-024-00340-x>

FARRELL THOMAS S. C. (2012). Reflecting on Reflective Practice: (Re) Visiting Dewey and Schön. *TESOL Journal*, 3(1), 07-16. <https://doi.org/10.1002/tesj.10>

Fulcher, G. (2003). *Testing second language speaking*. Pearson Education.

Gromik, N. A. (2012). Cell phone video recording feature as a language learning tool: A case study. *Computers & Education*, 58(1), 223–230. <https://doi.org/10.1016/j.compedu.2011.06.013>

Holoszai, J. (2024). Aspects of digital among foreign language learners in secondary education. https://dspace.kmf.uz.ua/jspui/bitstream/123456789/4108/1/Holoszai_Jozsef_Aspects_of_digital_learning_among_foreign_language_learners.pdf

Hossein Bozorgian 1+ Seyyede Maryam Kanani2 (2017). TASK REPETITION ON ACCURACY AND FLUENCY: EFL LEARNERS' SPEAKING SKILL. *International Journal of English Language and Literature Studies*, 6(2), 42-53. <https://doi.org/10.18488/journal.23.2017.62.42.53>

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford University Press

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal* 70(2) 125—132 p <http://www.jstor.org/stable/327317>

Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>

Ismail Anas^{1,2,*}, Muhammad Basri² , Andi Musdariah¹ , Rosidah Anas³ (2021). Teaching Speaking Online Using Digital Mind Mapping Software (Dmms) and Screen Recording Tool (Srt): A Practical Method. *Advances in Social Science, Education and Humanities Research*, 621. 182-187. <https://doi.org/10.2991/assehr.k.211224.018>

Ingebjørg Strand, Lise Gulbrandsen, Ashild Slettebø and Dagfinn Naden (2016). Digital recording as a teaching and learning method in the skills laboratory. *Journal of Clinical Nursing*, pp.01-11. <https://doi.org/10.1111/jocn.13632> Digital Object Identifier (DOI)

Kessler, G. (2018). Technology and the future of language teaching. *Foreign Language Annals*, 51(1), 205–218. <https://doi.org/10.1111/flan.12318>

Kritikos, E. I. (2005). Guided self-monitoring and correction of fossilized errors due to transfer of rules of L1 to L2: Can we set new parameters in foreign language acquisition? Harvard University. https://www.researchgate.net/publication/270886002_Guided_Self-monitoring_and_Correction_of_Fossilized_Errors_Due_to_Transfer_of_Rules_of_L1_to_L2_Can_we_set_new_parameters_in_Foreign_Language_Acquisition

Kenworthy, J. (1987). Teaching English pronunciation. Longman.

Kvale, S. (1996). Interviews: An introduction to qualitative research interviewing. SAGE Publications. (book)

Lynch, T. (2007). Study Listening: A Course in Listening to Lectures and Note-taking. Cambridge University Press.

Luoma, S. (2004). Assessing speaking (1sted). Cambridge: Cambridge University Press.

Levelt, W. J. M. (1989). Speaking: From intention to articulation. Cambridge, MA.: MIT Press.

Larsen-Freeman, D. (2014). Teaching grammar. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed.). National Geographic Learning.

Mohamed M. Khalifa Tailab¹ & Nicole Y. Marsh¹ (2020). Use of Self-Assessment of Video Recording to Raise Students' Awareness of Development of Their Oral Presentation Skills. *Higher Education Studies*, 10(1), 16-28. <https://doi.org/10.5539/hes.v10n1p16>

Martin, C. L., Swender, E., & Rivera-Martinez, M. (2013). Assessing the oral proficiency of heritage speakers according to the ACTFL proficiency guidelines 2012 – Speaking. *Heritage Language Journal*, 10(2), 211–225. <https://doi.org/10.46538/hlj.10.2.5>

Michael McCarthy (2017). *Discourse analysis for language teachers*. Cambridge : Cambridge University Press.

Nguyen Thi Phuong Nhung (2020). Noticing Hypothesis in Second Language Acquisition. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 25(6), 26-30.

Nguyen Truc Phuong (2024). Video Recording in EFL Learners' Speaking Skills Development: A Literature Review. *International Journal of AI in Language Education*, 1(2), 52-76. <https://doi.org/10.54855/ijaile.24124>

Nunan, D. (1991). *Language teaching methodology. A text book for teacher* New York: Pentic Holl Intermediate (U K) LTD

Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge : Cambridge University Press.

Nunan, D. (1999). *Second language teaching & learning*. Heinle & Heinle.

Paul Mennim (2011). Learner negotiation of L2 form in transcription exercises. *ELT Journal*, 66(1), pp. 52–61. <https://doi.org/10.1093/elt/ccr018>

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in Second Language Acquisition* (pp. 235–253). Newbury House.

Segalowitz, N. (2016). Second language fluency and its underlying cognitive and social determinants. *International Review of Applied Linguistics in Language Teaching*, 54(2), 79--95 p. <https://DOI.org/10.1515/iral-2016-9991>

Schmitt, N. (2010). *Vocabulary in language teaching*. Cambridge : Cambridge University Press.

Scott Thornbury (2005), *How to Teach Speaking*. Pearson Education.

Talat Mehmood (2018). Bridging the Gap: Change in Class Environment to Help Learners Lower Affective Filters. *Arab World English Journal (AWEJ)*, 9, Pp.129- 144. <https://dx.doi.org/10.24093/awej/vol9no3.9>

Tarman, B., Kilinc, E., & Aydin, H. (2019). Barriers to the Effective Use of Technology Integration in Social Studies Education. *Contemporary Issues in Technology and Teacher Education*, 19(4), 736-753. <https://citejournal.org/volume-19/issue-4-19/social-studies/barriers-to-the-effective-use-of-technology-integration-in-social-studies-education>

Ünlü, A. (2015). How alert should I be to learn a language? The noticing hypothesis and its implications for language teaching. *Procedia – Social and Behavioral Sciences*, 199, 261–267. <https://doi.org/10.1016/j.sbspro.2015.07.515>

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge : Cambridge University Press.

Appendices

Appendix A: Teachers’ Interview

Teachers’ Interview

- 1. How important do you think speaking skills are in learning English as a foreign language?
.....
.....
.....

- 2. How often do you ask students to perform oral presentations or speaking activities in class?
.....
.....
.....

- 3. How would you describe your students’ level of oral proficiency?
.....
.....
.....

- 4. What are the main difficulties your students face when speaking English?
.....
.....
.....

- 5. Which component of speaking do your students struggle with the most (pronunciation, fluency, grammar, vocabulary, or coherence)?
.....
.....
.....

- 6. When do you usually correct students’ speaking mistakes: during the presentation or after they finish speaking?
.....
.....
.....

- 7. Have you ever recorded your students during oral presentations or speaking activities?

-

8. In your opinion, does recording students' speech help you identify their mistakes more accurately? Why?

.....

9. Do you think that giving feedback based on recordings helps students become more aware of their speaking mistakes?

.....

10. What advantages and challenges do you think recording practices may bring to the improvement of students' oral proficiency?

.....

Appendix B: Students' Questionnaire

EFL Learners' Questionnaire

Investigating the Role of Recording Practice in Enhancing EFL Students' Oral Proficiency

Dear student,

This questionnaire is part of a research study conducted to investigate the role of recording practice in improving students' oral proficiency in English. Your responses will help understand learners' perceptions of speaking difficulties and the usefulness of recording activities in language learning.

Please answer the following questions honestly. Your responses will remain **confidential** and will be used **only for academic research purposes**.

Section 1: Personal Information

1. Gender
 - ☐ Male
 - ☐ Female
2. How long have you been studying English?
 - ☐ Less than 5 years
 - ☐ 5–10 years
 - ☐ More than 10 years
3. How would you evaluate your level in speaking English?
 - ☐ Very good
 - ☐ Good
 - ☐ Average
 - ☐ Weak

Section 2: Students' Attitudes Toward Speaking English

4. Do you enjoy speaking English during classroom activities?
 - ☐ Yes
 - ☐ No
 - ☐ Sometimes
5. How often do you participate in speaking activities during class?
 - ☐ Always
 - ☐ Often
 - ☐ Sometimes
 - ☐ Rarely
6. Do you feel confident when speaking English in front of others?
 - ☐ Yes
 - ☐ No
 - ☐ Sometimes
7. Do you think speaking is an important skill in learning English?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

Section 3: Speaking Difficulties

8. Do you face difficulties when speaking English?

- ☐ Yes
- ☐ No

9. If yes, what are the main difficulties you face? (You may choose more than one)

- ☐ Lack of vocabulary
- ☐ Grammar mistakes
- ☐ Pronunciation problems
- ☐ Lack of confidence
- ☐ Fear of making mistakes
- ☐ Lack of speaking practice

10. What do you think is the main reason behind these speaking difficulties?

- ☐ Limited opportunities to practice speaking
- ☐ Lack of confidence
- ☐ Fear of being judged by others
- ☐ Limited language knowledge

Section 4: Recording Practice in Language Learning

11. Have you ever recorded yourself speaking English?

- ☐ Yes
- ☐ No

12. If yes, what type of recording did you use?

- ☐ Audio recording
- ☐ Video recording
- ☐ Both

13. Do you think recording your speaking can help teachers evaluate your oral performance more accurately?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

14. Do you think reviewing your recordings before receiving teacher's feedback is useful?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

15. Recording practice encourages students to improve their pronunciation and fluency.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

Section 5: Teacher Feedback on Recordings

16. Do you think teacher's feedback on recorded speaking tasks can help improve students' speaking skills?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

17. Teacher's feedback on recordings can help students correct their pronunciation mistakes.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

18. Teacher's feedback on recordings can help students improve their grammar when speaking.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

19. Teacher's evaluation of recordings can help students organize their ideas more clearly when speaking.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

20. Receiving teacher's corrections after recording can help students improve their speaking performance.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

21. Teacher's feedback after reviewing recordings can increase students' confidence in speaking English.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

22. Teacher's feedback on recordings can motivate students to improve their oral performance.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

Section 6: Effectiveness of Recording Practice with Teacher Feedback

23. Do you think recording speaking tasks allows teachers to identify students' mistakes more clearly?

- ☐ Yes
- ☐ No
- ☐ Not sure

24. Do you think teacher's feedback on recordings is more useful than feedback during oral presentations?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

25. Do you believe that recording speaking tasks followed by teacher's feedback can improve oral proficiency?

- ☐ Yes
- ☐ No
- ☐ Maybe

26. Do you think this method could help reduce students' anxiety when speaking English?

- ☐ Yes
- ☐ No
- ☐ Maybe

Section 7: Students' Opinions

27. Do you think recording speaking tasks should be used regularly in speaking courses?

- ☐ Yes
- ☐ No
- ☐ Maybe

28. What do you think are the benefits of recording speaking tasks and receiving teacher's feedback?

(Open-ended question)

.....

.....

.....

.....

.....

.....

29. In your opinion, how can teachers use recording activities to improve students' speaking skills?

(Open-ended question)

.....

.....

.....

.....
.....
.....

Thank You for Your Participation

Your contribution is highly appreciated and will help improve the understanding of effective methods for developing students' speaking skills.