



# Students’ Perceptions of Speaking English in Front of the Class Versus Speaking English via Self-Recorded Videos Posted on a Private Facebook Group

**Praweerata Sukrutrit**

praweerata.s@msu.ac.th, Department of Western Languages and Linguistics, Faculty of Humanities and Social Sciences, Mahasarakham University, Thailand

<b>APA Citation:</b> Sukrutrit, P. (2023). Students’ perceptions of speaking English in front of the class versus speaking English via self-recorded videos posted on a private Facebook group. <i>LEARN Journal: Language Education and Acquisition Research Network</i> , 16(1), 272-295.	
Received 12/08/2022  Received in revised form 31/10/2022  Accepted 21/11/2022	<b>ABSTRACT</b>  This study investigated students’ perceptions of speaking English in front of the class versus speaking English via self-recorded videos posted on a private Facebook group. In Thailand, most Thai students are shy and have less confidence in speaking English. Providing them with a new type of practicing English might encourage them to have more confidence when speaking English. The research methods for this study included distributing questionnaires, conducting semi-structured interviews, and making observations. The data were collected from an English classroom at a government university in Northeastern Thailand and via the course’s private Facebook group. Second-year undergraduate students who enrolled in the ‘Communicative English for Tourism Industry 2’ course participated in this study. The results revealed that most students preferred speaking English via self-recorded videos posted on the private Facebook group as opposed to speaking English in front of the class. They gave various

	<p>reasons such as gaining more confidence, feeling more relaxed, having more fun, and experiencing learner autonomy. Thus, using self-recorded videos posted on the private Facebook group can be an alternative English teaching and learning tool for English classes in order to enhance students' confidence in speaking English.</p> <p><b>Keywords:</b> A private Facebook group, self-recorded videos, speaking English in front of the class, Thai students' perception, confidence in speaking English</p>
--	--

## Introduction

Speaking English is one of the language skills that English as a foreign language (EFL) students are worried about, including Thai EFL students (Akkakoson, 2016). This skill can reflect their anxiety about using the English language. Young (1990) considered this foreign language anxiety to be a complex phenomenon that can affect or obstruct the learning process. In this regard, in order to alleviate students' anxiety in speaking English, this study was conducted to analyze students' perceptions of English-speaking platforms by comparing their views about speaking English in front of the class versus speaking English via self-recorded videos posted on a private Facebook group. After knowing their perceptions, preferences, and their opinions about the pros and cons of each speaking platform, it would be easier for teachers to support what they already have or what they lack in practicing speaking English. As a result, this may directly help to improve their speaking performance.

Why do we have to look at students' perceptions of speaking English in front of the class versus speaking English via self-recorded videos posted on a private Facebook group? The answer is that their perceptions of the two speaking platforms can help teachers improve their own teaching methods and find strategies to support students' learning preferences, which can in turn enhance their speaking competence. Preference is considered the most important part of the decision-making process for students to decide to learn something. According to Dörnyei and Ushioda (2011), learner preference can affect their choices, participation, effort, and determination. Furthermore, successful learning and activities depend on students' needs, not the teachers' interests (April & Fahrur, 2022; Cameron, 2001). Therefore, teachers who put emphasis on this psychological aspect in terms of students' learning preferences in their classes can help promote student learning. If students do dislike the teaching methods, the learning environment, and the learning platforms for practicing speaking English, etc., they might have low motivation to practice speaking English, for example. Thus, we still need to

give importance to students' learning preferences so as to increase the positive emotional side of their learning behavior, which can facilitate the improvement of their learning and skills. Teachers should allow students to take part in selecting their choices in learning (Nunan, 1999). To find these answers, gathering their perceptions in various aspects between two English-speaking platforms, as well as the results of speaking performances when speaking English in front of the class after practicing speaking English via self-recorded videos posted on the private Facebook group, distributing questionnaires, conducting semi-structured interviews, and making observations were all used as the research methods.

We can see that students at this age are quite familiar with making their self-recorded videos by either posting them on TikTok or YouTube for their entertainment. Nevertheless, these video recordings can be related to language learning as well. In some studies, videos are chosen to supplement language activities, attract students' attention, and make the lessons more interesting in a classroom platform (Prema & Kumar, 2018; Wang, 2015). In addition, some studies show that YouTube is an interesting platform where students can create English-speaking videos to enhance their self-confidence in speaking English (Ahn & Lee, 2016; Sun & Yang, 2015).

For this study, a private Facebook group was selected to be the platform for students to submit their English-speaking video assignments because it has more private features that only members in the class can see what they post on the group; in addition, this platform is very convenient because most students already know how to use it. More specifically, with the aim to find an alternative channel to encourage Thai students who are shy to practice speaking English in front of the class, the private Facebook group is where students share their self-recorded videos. Thus, the results of students' perceptions of speaking English in front of the class versus speaking English via self-recorded videos posted on the private Facebook group can help teachers who teach English speaking decide whether or not to use this online private Facebook group platform together with students' self-recorded videos for English-speaking class, especially outside of the class hours. Moreover, although there are some studies about students' perceptions of the use of Facebook groups (Awidi et al, 2018; Dizon 2015; Low & Warawudhi, 2016; Tananuraksakul, 2015; Ulla and Perales, 2021), little is known about tertiary students' perceptions of the application of self-recorded videos posted a private Facebook group toward speaking English particularly. To fill this research gap, this study was conducted.

## Literature Review

### Facebook in General

Facebook is one of the social networking sites (SNS's) which is very popular among users worldwide, especially those between the ages of 18-34 years (Statista Research Department, 2021). That means the ages of users are 18 years old and up, and these people definitely include university students. Facebook was established by Mark Zuckerberg in 2004. Facebook is very popular because Facebook users can do many activities on it such as creating profiles, sharing pictures, videos, music, etc. Moreover, they can use it to express their feelings, which they might not be able to do in their face-to-face communication.

Obviously, the initial aim of creating Facebook was not for academic purposes. Nevertheless, the academic environment has been increasingly supported by the digital environment in many parts of the world, especially via using Facebook (Halawati & Soh, 2013; Istifci & Dogan, 2021; Lam, 2012; Öztürk, 2016). Several studies showed that English teachers paid more attention to the use of Facebook as an online English learning environment (AbuSa'aleek, 2015; Al-Dheleai & Tasir, 2017; Bdaiwi, 2017; Blattner & Fiori, 2009; Jassim & Dzakiria, 2019; McCall, 2017). In addition, many researchers presented the advantages of using Facebook for learning in their studies. For example, Lam (2012) presented that Facebook can help improve students' motivation in learning. Also, González et al. (2015) showed that Facebook can help students have a social network and strong community support outside of the class. Furthermore, Faryadi (2017) found that the effectiveness of Facebook in English language learning is to improve students' English proficiency by learning new words and terminologies.

### The Private Facebook Groups in Educational Contexts

Apart from Facebook in general or personal Facebook as mentioned previously, there are Facebook groups that have more specific features for those who have the same interests and purposes to do or to share some things in common with someone in the group. These Facebook groups have two types of settings: public and private settings. On public Facebook groups, anyone can see who is in the group and what they post whether video files, pictures, or comments; while on private Facebook groups/Facebook closed groups, only members can see who is in the group and what they post.

There are studies about Facebook groups in educational contexts in particular. For instance, Ariffin et al. (2021) recently explored TESL trainee teachers' experiences of using the Facebook group as a medium of reflective practice in terms of content and feedback references. All three trainee

teachers were teaching in primary schools in Malaysia. They shared their experiences in the Facebook group and were motivated by each other's posts, which helped to promote a positive learning environment. Thus, not only students but also teachers/trainee teachers can gain benefits from using a Facebook group in an educational context. In addition, Santoso (2021) reviewed various activities that EFL students can do through a Facebook closed group and found that students felt comfortable with this e-environment. Furthermore, Barbosa (2017) studied activities for developing oral skills through a Facebook group for students at the primary level; results showed that the Facebook group can be a medium for students where students give and receive feedback from their friends and increase flexibility for their learning. Moreover, Ekoc (2014) showed that Facebook groups can be used to communicate with students outside of the controlled classroom where they are free of the traditional pedagogic concerns as most classrooms have. Also, Facebook closed groups have privacy features that can help students feel secure and not fear unfamiliar intervention. Hence, with the many positive aspects of the use of Facebook closed groups or private Facebook groups, it is not uncommon to see many teachers and students use them nowadays in the educational context. Particularly, in the midst of the Covid-19 epidemic crisis, private Facebook groups have been one of the platforms that teachers select to transfer their knowledge to students, assign classwork, exchange ideas, and do teaching and learning activities together.

### **Using Videos to Engage Students in Speaking English**

Apart from the background of the use of Facebook groups for educational contexts, there is some research related to this study in terms of using videos to engage students in speaking English. For example, in the study of Sun and Yang (2015), students could improve their own language learning strategies and process by using self-made video tasks with YouTube and Facebook platforms. In addition, Anida and Patmasari (2018) studied students' video projects in their English-speaking class and showed that speaking English via video recording can help students see their own weaknesses and mistakes and thus try to improve their speaking skills. Furthermore, Encalada and Sarmiento (2019) who assigned students to submit their video tasks on the Moodle platform said that self-recorded videos can help students speak English with less fear. It can be seen that the studies mentioned above rarely integrated the use of the private Facebook group platform with self-recorded videos together, which might bring some other positive effects towards practicing speaking English in particular due to using different platforms or different environments. Although there are many platforms that can be used to enhance student speaking performance, this

study only focuses on two platforms: the classroom and the private Facebook group.

### **Anxiety or Fear of Speaking English in Front of the Class**

Speaking English in front of a crowd or in front of a class can cause anxiety in a speaker because of low-self confidence in public, fear of making mistakes, lack of preparation, lack of public speaking skills, and shyness (Dansieh et al., 2021). Dansieh et al. also discovered in their study that context or the type of setting where the speech occurs plays a very important part in public speaking. Therefore, speaking English in front of the class versus speaking English via self-recorded videos might get different results in terms of students' anxiety toward the type of setting. For example, a formal or strict environment in a classroom can affect learners' anxiety (Hashemi, 2011). Furthermore, Mak (2011) identified factors that can cause speaking-in-class anxiety such as fear of negative evaluation, negative attitudes toward the English class, negative self-evaluation, speaking in front of the class without preparation, and being corrected when speaking. However, in Thailand, one of the main causes of students' anxiety in speaking English in the classroom is a lack of vocabulary (Akkakoson, 2016). Other anxiety factors involve, for example, audience, lack of grammatical knowledge, lack of confidence, and lack of positive attitudes toward the English language (Inthakanok, 2009).

## **Research Methodology**

### **Theoretical Framework**

This study was conducted on the grounds that students' affective factors should be reconsidered or paid more attention to by teachers who teach English speaking. The definition of "affective" relates to moods, feelings, or emotions. In Krashen's Affective Filter Hypothesis Theory, there are three major affective factors that have a significant role in second language acquisition: motivation, self-confidence, and anxiety (Krashen, 1986). He stated that negative emotions such as anxiety, fear, or shyness can impede a person's ability to acquire a language. In this regard, English teachers should maintain students' positive affective factors such as motivation and self-confidence, and at the same time decrease students' negative affective factors such as anxiety, fear, or shyness. In order to recognize students' affective factors in an English-speaking class, we need to explore their perspectives/perceptions. Hence, this study applied Krashen's theory of affective factors to the perceptions of students towards two speaking platforms (speaking English in front of the class and speaking English via self-recorded videos posted on a private Facebook group) in order to get the

results that can help support their positive affective factors and decrease their negative affective factors in the English-speaking class.

## **Purposes of the Study**

This mixed-methods study was conducted in order to investigate students' perceptions of speaking English in front of the class versus speaking English via self-recorded videos posted on a private Facebook group. Also explored was how speaking English via self-recorded videos posted on a private Facebook group affects students' performances when they speak English in front of the class.

## **Research Questions**

There are two research questions in this study.

1. What are students' perceptions of speaking English in front of the class versus speaking English via self-recorded videos posted on a private Facebook group?
2. How does speaking English via self-recorded videos posted on a private Facebook group affect students' speaking performances when they speak English in front of the class?

## **Participants and Settings**

This study was conducted at a government university in Northeastern Thailand. There were 70 students who responded to the questionnaires and 66 students joined the semi-structured interview in this study. They were second-year undergraduate students who enrolled in the 'Communicative English for Tourism Industry 2' course. It is a 4-hour course that can provide students with enough time to practice speaking English. By observing participants' English speaking in front of the class in the first few weeks of the course, it was found that they had various English proficiency levels. However, most of them were shy and lacked the confidence to speak English in front of the classroom. Only 7-8 students spoke English confidently. All of them were non-English major students. They spoke English in front of the class 6 times in this course (3 times for the first three weeks of the course and 3 times after joining speaking English via self-recorded videos posted on the private Facebook group). They spoke English via self-recorded videos posted on the private Facebook group 4 times (from the fourth to the seventh week of the course). The topics of speaking were related to Thailand Tourism and other topics related to the content in the textbook of this course.

## Instruments

Four instruments were utilized in this study.

**1) Facebook Group of the Course:** The private Facebook of the course 'Communicative English for Tourism Industry 2' was created in order to communicate with students outside of the class hours about announcements, assignments, course materials, and particularly to collect and observe English-speaking self-recorded video clips from students in this study.

**2) Questionnaire:** A questionnaire comprising 15 items asked students about their perceptions of speaking English in front of the class and speaking English via self-recorded videos posted on the private Facebook group of the course. The questionnaire was designed in the form of closed-ended questions in order to see students' answers as percentages.

**3) Interview:** The semi-structured interview was conducted to get more in-depth qualitative data about students' perceptions of speaking English in front of the class and speaking English via self-recorded videos posted on the private Facebook group.

**4) Observation:** Observation was also an instrument used by the researcher who is also the teacher of the course in order to observe students' speaking performances both in the classroom and in their recorded videos on the Facebook group.

## Data Collection and Analysis

This study used a triangulation strategy to increase the validity of the findings by using three research methods to collect the data as follows.

The survey questionnaires were distributed to 83 students in the class at the end of the course and they were returned by 70 students. The questionnaire comprised 15 questions asking about their perceptions of speaking English in front of the class versus speaking English via self-recorded videos posted on the private Facebook group. To analyze the data from the questionnaires, a quantitative method in the form of percentages was used to show the results of the closed-ended questionnaires. All results were presented in the form of a table.

After receiving the questionnaires from students, the researcher collected the data again by using the qualitative method of conducting a semi-structured interview. Sixty-six students voluntarily joined the interview session. The interview comprised 15 questions asking in deeper detail about their perceptions of speaking English in front of the class versus speaking English via self-recorded videos posted on the private Facebook group of the course. After getting the data from the interview recording, all data were

transcribed, coded, and analyzed by using thematic analysis (Braun & Clarke, 2006).

The observation was also one of the research methods in this study. The researcher observed students' speaking performances in both verbal and non-verbal communication. For verbal communication, the evaluation of speaking competence was adapted from Brown (2004) by looking at the following: 1) fluency when speaking English by considering smooth communication with no pauses, no repetition, and not looking at a script; 2) the preciseness of using grammar with few errors; 3) pronunciation by focusing on stress, intonation, and articulation; and 4) vocabulary by focusing on the use of appropriate words that convey exact meanings. To evaluate non-verbal communication, the researcher observed their facial expression (happy or unhappy), gestures (such as using hands appropriately when speaking), tone of voice (loud or not loud enough), eye contact (looking at the audience appropriately), emotion (being stressed, nervous or excited or not), and confidence (being shy or having anxiety or not). These criteria were used to observe students when they were speaking English both in front of the classroom and via self-recorded videos posted on the private Facebook group of the course.

## Findings

### Findings from the Questionnaires

The data from the questionnaires about students' perceptions of speaking English in front of the class versus speaking English via self-recorded videos posted on a private Facebook group are summarized in the table below. There were 15 statements in the questionnaire, and there were 70 students participating in this stage. A 5-point Likert scale with responses in all the different levels of agreement is presented in the table. The scale is ordered respectively from Strongly Disagree to Strongly Agree and higher values show higher agreement/disagreement.

**Table 1**

*Students' perceptions of English speaking in front of the class versus English speaking via self-recorded videos posted on a private Facebook group*

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I prefer speaking English in front of the class to speaking English via self-	13%	70%	7%	6%	4%

recorded videos posted on the private Facebook group.					
2. I have more confidence in speaking English in front of the class rather than speaking English via self-recorded videos posted on the private Facebook group.	10%	76%	4%	6%	4%
3. There are advantages of speaking English face-to-face in front of the class.	0%	1%	0%	73%	26%
4. There are disadvantages of speaking English face-to-face in front of the class.	8%	3%	10%	50%	29%
5. There are advantages of speaking English via self-recorded videos posted on the private Facebook group.	0%	1%	0%	23%	76%
6. There are disadvantages of speaking English via self-recorded videos posted on the private Facebook group.	64%	13%	3%	14%	6%
7. I have problems when speaking English via self-recorded videos posted on the private Facebook group.	81%	3%	3%	10%	3%
8. There are differences in speaking results between speaking English in front of the class and speaking English via self-recorded videos posted on the private Facebook group.	7%	4%	9%	21%	59%

9. I make more grammatical mistakes when speaking English in front of the class rather than speaking English via self-recorded videos posted on the private Facebook group.	6%	6%	4%	63%	21%
10. I feel more nervous when speaking English in front of the class rather than speaking English via self-recorded videos posted on the private Facebook group.	4%	6%	0%	6%	84%
11. Good English speaking depends on speech channels.	19%	51%	11%	13%	6%
12. The number of listeners can affect speaking English in front of the class.	3%	7%	3%	17%	70%
13. I have confidence in speaking English via self-recorded videos posted on the private Facebook group due to not facing a lot of people.	4%	6%	6%	27%	57%
14. I prefer having English-speaking tests in front of the class to having English-speaking tests via self-recorded videos posted on the private Facebook group.	14%	17%	7%	19%	43%
15. I have more confidence in speaking English in front of the class after practicing speaking English via self-recorded videos posted on the private Facebook group.	3%	4%	3%	13%	77%

From Table 1 above, the focus is on the answers of 'Strongly disagree', 'Disagree', 'Strongly agree', and 'Agree', as only a few students chose 'Neutral'. In statement 1, we can see that most students (83%) do not prefer speaking English in front of the class to speaking English via self-recorded videos posted on the private Facebook group. In statement 2, most students (86%) do not have more confidence in speaking English in front of the class compared to speaking English via self-recorded videos posted on the private Facebook group. In statement 3, the majority of students (99%) agree that there are advantages of speaking English in front of the class. In statement 4, some students (11%) agree that there are disadvantages of speaking English in front of the class while most students (79%) disagree with this statement. In statement 5, most students (99%) realize the advantages of speaking English via self-recorded videos posted in the private Facebook group. In statement 6, some students (20%) agree that there are disadvantages of speaking English via self-recorded videos posted on the private Facebook group while most students (77%) disagree with this statement. In statement 7, most students (84%) disagree with the statement that they have problems when speaking English via self-recorded videos posted on the private Facebook group. In statement 8, most students (80%) realize differences in speaking results between speaking English in front of the class and speaking English via self-recorded videos posted on the private Facebook group. In statement 9, most students (84%) agree that they make more grammatical mistakes when speaking English face-to-face in front of the class rather than speaking English via self-recorded videos posted on the private Facebook group. In statement 10, 90% of students agree that they feel more nervous when speaking English face-to-face in front of the class rather than speaking English via self-recorded videos posted on the private Facebook group. In statement 11, most students (70%) disagree that good English speaking depends on speech channels. In statement 12, the majority of students (87%) agree that the number of listeners can affect speaking English in front of the class. In statement 13, most students (84%) agree that they have confidence in speaking English via self-recorded videos posted on the private Facebook group due to not facing a lot of people. However, in statement 14, 62% of students agree that they prefer having English-speaking tests in front of the class to having English-speaking tests via self-recorded videos posted on the private Facebook group. In statement 15, most students (90%) agree that they have more confidence in speaking English face-to-face in front of the class after practicing speaking English via self-recorded videos posted on the private Facebook group.

To sum up, the findings based on data from the questionnaires show that most students prefer speaking English via self-recorded videos posted on the private Facebook group because they have more confidence. Most of

them realize that there are both advantages and disadvantages of speaking via both channels. Also, they experience differences in speaking results between these two channels. Most of them make more grammatical mistakes and feel more nervous when speaking in front of the class. In addition, the number of listeners can affect their English speaking in front of the class. However, most of them realize that good English speaking does not depend on speech channels.

### **Findings from the In-Depth Interview**

There were 15 questions for the interview session. The interview was deployed so as to find deeper details of participants' perceptions of English speaking in front of the class versus English speaking via self-recorded videos posted on a private Facebook group. After transcribing the data, the researcher coded and analyzed it to find the meaningful themes (Braun & Clarke, 2006) as follows.



#### ***Students' Perceptions of Speaking English in Front of the Class***

From the in-depth interviews, some students preferred speaking English in front of the class to speaking English via self-recorded videos posted on the private Facebook group because they realized the advantages of speaking English in front of the class: 1) having a chance to practice their confidence in speaking English in front of a large audience, which is quite similar to practicing public speaking; 2) having a chance to notice their classmates and teacher's facial expression; 3) having a chance to ask questions with the teacher about their speaking; 4) having some excitement; and 5) not wasting time preparing self-recorded videos.

However, most students didn't prefer speaking English in front of the class because they realized the disadvantages of speaking English in front of the classroom which were 1) being too nervous, 2) losing confidence when some friends laugh, and 3) being unable to memorize the prepared speech when they see their friends and teacher face-to-face.



#### ***Students' Perceptions of Speaking English via Self-Recorded Videos Posted on the Private Facebook Group***

From the in-depth interviews, most students preferred speaking English via self-recorded videos posted on the private Facebook group to speaking English in front of the class because: 1) they felt more relaxed; 2) they could practice speaking English many times until they gained more confidence to post their speaking videos on the private Facebook group; 3) they had no pressure from their friends and teacher; 4) they could see their

own face and their gestures via self-recorded videos; 5) they were able to correct their incomplete speech, adjust their tone of voice, and recheck grammatical mistakes before submitting them; 6) they felt fun speaking English by using animated mask effects when making self-recorded videos; 7) they had more time at home or anywhere to practice speaking English via self-recorded videos posted on the private Facebook group before the submission deadline; 8) they were able to improve their speaking by learning from other friends' speaking videos posted on the private Facebook group; 9) they had more concentration while speaking English via self-recorded videos posted on the private Facebook group; 10) they always got digital support by receiving the 'Like ' or 'Love ' and positive classmates' comments to their self-recorded videos posted on the private Facebook group; 11) they had freedom to manage their own work within the deadline; and 12) their anxiety and shyness were decreased.

However, some students liked both choices which were speaking English in front of the class and speaking English via self-recorded videos posted on the private Facebook group because they could practice their speaking and gain benefits from both platforms.

### ***Factors Affecting Students' Confidence When Speaking English in Front of the Classroom and Speaking English via Self-Recorded Videos Posted on the Private Facebook Group***

It was found that factors that affected most students' confidence in speaking English in the classroom were the number of the audience in the classroom, the audience members' eye contact, and fear of making grammatical mistakes. If there were more listeners, they would lose confidence easily. On the contrary, they had more confidence when speaking English via self-recorded videos posted on the private Facebook group because 1) they felt that they were not stared at by their teacher and friends, 2) they had more time to practice speaking English until they gained more confidence to post their videos on the private Facebook group, 3) they received more supportive feedback on the private Facebook group in that their friends posted comments to support them and gave them reactions such as 'Like ' or 'Love ' to their self-recorded videos, and 4) they were able to use animated mask effects to conceal their own face when speaking English which helped them reduce their shyness.

### ***Results from Practicing Speaking English via Self-Recorded Videos Posted on the Private Facebook Group Towards Their English Speaking Performances in Front of the Class***

It was found from the in-depth interviews that most students had more confidence in speaking English in front of the class after practicing speaking English via self-recorded videos posted on the private Facebook group since they practiced speaking English several times before posting their self-recorded videos on the private Facebook group and finally they got more familiar with speaking English. Presented below are examples of student opinions that showed their satisfaction after practicing speaking English via self-recorded videos posted on the private Facebook group.

#1 *"I am really surprised that I can speak English in front of the class better after practicing speaking English via self-recorded videos posted on the private Facebook group for only 4 weeks."*

#2 *"I like to speak English via self-recorded videos posted on the private Facebook group very much. I'm a shy person so I used animated face mask effects from my mobile app to hide my real face when speaking English via self-recorded videos posted on the private Facebook group. These animated mask effects helped me a lot to reduce my anxiety and nervousness."*

#3 *"I am a person who needs support when I speak English in front of the class, but I've never got it until I posted my speaking English videos on the private Facebook group of this course. I got much digital support from my classmate every time I posted my self-recorded video. My friends gave me the 'Like' or 'Love' emoticon. This made me feel good and want to practice speaking English more and more. I think after I had practiced speaking English via self-recorded videos posted on the private Facebook group for a while, I felt more confident to speak English in front of the public or in front of the classroom. Thank you, teacher. Thanks for providing us with a useful channel to practice speaking English."*

### ***Good English Speaking Depends on Speech Channels or not***

Most students agreed that good English speaking did not depend on speech channels but depended on practicing. However, most of them preferred speaking English via self-recorded videos posted on the Facebook group because they felt less nervous. They realized that if they had more time to practice speaking English, they would speak English better, especially in front of the class. However, some students thought that good English speaking depended on speaking channels. These students felt that if they faced few audiences when speaking English like when they speak English alone via self-recorded videos posted in a private Facebook group instead of speaking English in front of the class, they would get more confidence and thus could speak good English.

---

***Preference for Having English Speaking Tests in Front of the Class Rather Than Having English Speaking Tests via Self-Recorded Videos Posted on the Private Facebook Group***

Although most students had positive perceptions of speaking English via self-recorded videos posted on the private Facebook group, they preferred having English speaking tests in front of the class because 1) they spoke just one time (if they spoke English via self-recorded videos posted on the private Facebook group, they might not be satisfied with their speaking and had to speak English until they were satisfied with it) and 2) they wanted to test their confidence when speaking English in public and measure their public speaking ability from the classroom platform. However, some students in this class preferred having English speaking tests via self-recorded videos posted on the private Facebook group because 1) they could choose their best speaking video before posting it on the private Facebook group, 2) they didn't feel nervous compared to speaking English in front of the class, and 3) they could edit and decorate their videos and these activities made them feel very happy although it was a speaking test.

### **The Findings from the Teacher's Observation**

From the teacher's observation, there were many unfavorable reactions from students toward speaking English in front of the class in the first three weeks before starting speaking English via self-recorded videos posted on the Facebook group. For instance, most students were shy, looked at the ceiling all the time when they spoke English in front of the class, rarely had eye contact with friends and the teacher, spoke with a low voice, looked serious and nervous to recite their script in a limited time, and had hesitation, lots of repetitions and pauses. Moreover, it seemed that most of them were in their private world, trying hard to prepare for their talk in front of the class. Also, most of them produced quite a lot of grammatical errors. On the contrary, it was found that most students' overall performances in speaking English via self-recorded videos posted on the private Facebook group were different. For example, they looked more relaxed and comfortable, they used more natural gestures when speaking, they had more happy smiles, they had more creative ideas in presenting their English speaking in the form of videos, they had fewer grammatical errors, and they had more confidence in speaking English. Initially, most shy students used animated mask effects such as a rabbit mask, a wolf mask, or doll masks to conceal their own faces when recording their speaking videos. However, when students got more familiar with speaking English via self-recorded videos posted on the private Facebook group for about 3-4 weeks, most of them did not wear the mask

effects anymore. In addition, on the private Facebook group of the course, they sent messages or emoticons to support each other. For example, they sent positive comments under their friends' videos such as "Wow, well-done!", "I like your video", "I want to speak like you.", "Perfect😊😊😊!" or emoticons such as 'Like 🍷' or 'Love ❤️' to their friends' videos posted on the private Facebook group. Besides, when they came back to speak English in front of the class again from the 8<sup>th</sup> week to the 10<sup>th</sup> week, after practicing speaking English via self-recorded videos posted on the private Facebook group for 4 weeks, their speaking performances improved satisfactorily compared to their speaking in the first three weeks of the course. Noticeably, they had more confidence by speaking with a clearer and louder voice and using more body language such as facial expressions and eye contact appropriately.

## Discussion



RQ1: What are students' perceptions of speaking English in front of the class versus speaking English via self-recorded videos posted on a private Facebook group?

It can be seen from the findings that most students have positive perceptions of speaking English via self-recorded videos posted on the private Facebook group due to several reasons. For example, they did not feel nervous compared to speaking English in front of the class, they were able to see their own face and their gestures, they were able to adjust their tone of voice, their incomplete speech and correct their grammatical mistakes until they were satisfied; moreover, they had more concentration while speaking English, they felt that they were not stared at by their teacher and friends and had no pressure from them as they experienced in the class; in addition, they received more supportive feedback on the private Facebook group from their friends' positive comments to support them and gave them reactions such as 'Like 🍷' or 'Love ❤️' to their self-recorded videos, they gained more confidence and reduced their shyness because they were able to use animated mask effects which could conceal their own face, and they were able to improve their English speaking by learning from other friends' speaking videos posted on the private Facebook group. Obviously, this is a favorable environment for students to practice speaking English without pressure. This is in line with findings of some researchers who advise language teachers to create a more informal, more relaxed, friendlier, and less anxiety-provoking language classroom environment (Akkakoson, 2016; Dansieh 2021).

Although most students realized the disadvantages of speaking English in front of the class which made them too nervous, lose confidence when some friends laughed, and unable to memorize the prepared speech

when they saw their friends face-to-face, they agreed that this classroom platform was still important for them to test their real confidence in public speaking, especially for the speaking test. Some of them preferred the classroom platform to speak English because they would like to have some excitement and have eye contact with their classmates and teacher. Most importantly, they do not want to waste time preparing self-recorded videos and uploading them.

Furthermore, from the findings, there were also some students who liked both English speaking in front of the class and English speaking via self-recorded videos posted on the Facebook group because they gained benefits and could practice speaking English from both platforms.

Accordingly, we can see that speaking English via self-recorded videos posted on the private Facebook group can be an alternative tool and platform for practicing their English speaking and boosting their confidence apart from practicing speaking English in front of the class. Most students enjoy speaking English via self-recorded videos and posting them on the private Facebook group because they are familiar with these types of technology. This is in accordance with Anida and Patmasari (2018) who observed that students are not bored with creating videos so they can do it happily. In addition, speaking English via self-recorded videos helps students practice assessing their own English-speaking performances by rechecking their own mistakes and their own gestures before posting their videos on the private Facebook group. Moreover, they are naturally motivated to create interesting videos and rehearse their talk well before posting them on the private Facebook group because they know that their videos will be seen by their friends in class and if they speak well or very well, their friends will send 'Like ' or 'Love ' emoticon for them. At the same time, they can see other friends' videos and compare their friends' speaking performances with their own speaking performances. Thus, students are in the process of self-assessment automatically. When students see that other friends' videos are better than their videos, they will learn and improve their speaking performances and styles for the next time. Hence, this private Facebook group is like a notice board where all students can see other friends' English-speaking videos posted and can help students learn lots of examples of speaking.

RQ2: How does speaking English via self-recorded videos posted on a private Facebook group affect students' performances when they speak English in front of the class?

After students had practiced speaking English via self-recorded videos posted on a private Facebook group for a month, they came back to practice speaking English in front of the class again. However, their speaking performances had already been changed in positive ways; for example, they

had more confidence, had more eye contact with their classmates and teacher, had a louder voice, had happier faces, and had fewer grammatical errors. Thus, letting students have an alternative platform for speaking English via self-recorded videos posted on the private Facebook group is a big turning point in boosting students' confidence in speaking English. This is because they get familiar with speaking English in a relaxed, flexible, and supportive environment on the private Facebook group.

To discuss further from the findings in terms of affective factors, in the initial stage when students spoke English in front of the class, there were many negative affective factors such as low self-confidence, anxiety, and shyness. However, when students had a chance to practice speaking English via self-recorded videos posted on the private Facebook group, their positive affective factors were increased such as having more self-confidence, less anxiety, and less shyness on both platforms.

Furthermore, the private Facebook group seems to have a scaffolding function in terms of teacher and peer feedback. Scaffolding is defined by Verenikina (2003) as a teaching or learning environment that can help students complete tasks and move them to a higher level of competence. The teacher and friends of this course can use the private Facebook group platform to comment on students' or classmates' videos constructively. This helps the video owners get encouragement, know their mistakes, and improve their speaking performances to a higher level next time. Also, the way of using the private Facebook group to support their speaking skills that students may lack in the classroom platform can also be considered as scaffolding as its aim is to help students master their speaking skills beyond their current levels. However, after students can master the speaking skill, this scaffold should be removed because a scaffold is only a temporary support to help students complete tasks beyond their current levels or skills (Liang, 2010).

## **Conclusion and Implications**

The results of this study indicate that students' perceptions of speaking English via self-recorded videos posted on the private Facebook group are very positive and are better than their perceptions of speaking English in front of the class. In this respect, it demonstrates that speaking English via self-recorded videos posted on the private Facebook group can be an optional platform to enhance students' confidence in speaking English and it can be a platform to provide students with speaking activities outside of the classroom context. This helps students experience an e-environment context and promote their autonomous learning. From the study, most students preferred autonomous learning in that they could take charge of their own learning by managing their own time before the deadline, their own

content, their own assessment, and their own additional techniques in speaking. Therefore, the teacher can apply and adapt this flexible and autonomous style to teaching speaking English in front of the class and let students control their own learning as they get familiar with the flexible and relaxed environment on the private Facebook group. Additionally, the teacher should give them more time to prepare their talk in front of the class so as to reduce their pressure or anxiety (Max, 2011). Nevertheless, although most students preferred speaking English via self-recorded videos posted on the private Facebook group to speaking English in front of the class, it does not mean that English speaking in front of the class is not necessary. In real-life situations, students still need to talk with people face-to-face and sometimes they need to talk in front of a wide audience or what we call 'public speaking'. Thus, speaking English in front of the class should be the main platform, and speaking English via self-recorded videos posted on the private Facebook group can be the supplementary or temporary platform to build students' confidence in speaking English. Once students have more confidence or get more familiar with speaking English, the teacher can switch them to speaking English face-to-face in front of the classroom solely. On the other hand, the teacher can let them practice speaking English both in front of the class and via self-recorded videos posted on the private Facebook group interchangeably or every other week so that students can gain benefits from speaking English from both platforms. Importantly, the teacher should not forget to give students positive or encouraging feedback about their speaking for both speaking platforms so that students can improve their speaking next time. On the private Facebook group platform, students' self-recorded videos can be seen and shared with classmates which helps students learn speaking techniques from each other and they can write constructive comments under classmates' videos. Also, the teacher of the course can give direct feedback on each student's videos on this platform. Alternatively, the teacher can also give students feedback privately through their Facebook Messenger platform to save their face, especially shy students. In the future, there might be a lot of technologies that are useful for English language learning and speaking. Therefore, teachers who teach English speaking in the digital age need to stay updated with technologies and find interesting and beneficial ones that can help motivate students' interests in practicing speaking English and enhance students' speaking performances. This is a real challenge for all teachers who teach English speaking in the future.

### **Limitations and Suggestions for Further Research**

The results of this study might be limited because of the number of participants and the number of courses (from only one course). To make the results more generalizable, further research might collect data from students

in other universities, from students in different years, and from students in other courses. Also, future research can focus on an assessment of students' speaking performances based on a certain rubric in more detail. This will enable researchers to identify specific areas of improvement that can be induced by self-recorded videos posted on the private Facebook group. Furthermore, future research can make a comparison among the use of self-recorded videos on various platforms not only a classroom and a private Facebook group platform.

### Acknowledgments

I would like to thank the faculty of Humanities and Social Sciences, Mahasarakham University, for providing funds for this research. Also, the researcher is grateful to the MSU Human Research Ethics Office for approving this study (No.015/2021) and the students of the course for willingly participating in the study.

### About the Author

**Praweerata Sukrutrit:** A lecturer and a researcher at the Department of Western Languages and Linguistics, Faculty of Humanities and Social Sciences, Mahasarakham University, Thailand. Her research interests include language learning and teaching, language learning and technology, and conversation analysis.

### References

- Abusa'aleek, A. O. (2015). Students' perceptions of English language learning in the Facebook context. *Teaching English with Technology*, 15(4), 60-75.
- Ahn, T. & Lee, S. (2016). The user experience of a mobile speaking application with automatic speech recognition for EFL learning. *British Journal of Educational Technology*, 47(4), 778–786.
- Akkakoson, S. (2016). Speaking anxiety in English conversation classrooms among Thai students. *Malaysian Journal of Learning and Instruction*, 13, 63-82.
- Al-dheleai, Y. M., & Tasir, Z. (2017). Using Facebook for the purpose of students' interaction and its correlation with students' academic performance. *The Turkish Online Journal of Educational Technology*, 16(4), 170-178.
- Anida, A., & Patmasari, A. (2018). The students' perceptions of creating videos to engage them in speaking. *ELS Journal on Interdisciplinary Studies in Humanities*, 1(3), 272-287. <https://doi.org/10.34050/els-jish.v1i3.4757>

- April, F. L., & Fahrur, R. (2022). Scaffolding talks in teaching speaking skill to higher education students, why not? *Asian Pendidikan*, 2(1), 42-79.
- Ariffin, N., & Shahidan, N., & Lip, S. M., & Sulaiman, S. H., & Abidin, A. Z. (2021). TESL trainee teachers' experiences of using Facebook group as medium of reflective practice: Content and feedback preferences. *Proceedings of the 4<sup>th</sup> International Conference on Education "Innovative and Sustainable Education in Times of Challenges" Prince of Songkla University* (pp. 22-34).
- Awidi, I., & Paynter, M., & Vujosevic, T. (2018). Facebook group in the learning design of a higher education course: An analysis of factors influencing positive learning experience for students. *Computers & Education*, 129, 106-121.  
<https://doi.org/10.1016/j.compedu.2018.10.018>
- Barbosa, C. (2017). English language learning through a Facebook group: Activities for developing oral skills. *BELT - Brazilian English Language Teaching Journal*, 8(2), 220-233.  
<https://doi.org/10.15448/2178-3640.2017.2.28205>
- Bdaiwi, S. (2017). Facebook-assisted communication in EFL learning: A case study of UHD students of English. *Journal of University of Human Development*, 3(3), 642-647.
- Blattner, G., & Fiori, M. (2009). Facebook in the language classroom: Promises and Possibilities. *International Journal of Instructional Technology and Distance Learning*, 6(1).
- Braun, V., and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.  
<https://doi.org/10.1191/1478088706qp063oa>
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices* Addison Wesley Longman, Inc.
- Cameron, L. (2001). *Teaching languages to young learners*. Ernst Klett Sprachen.
- Dansieh, S. A., Owusu, E., & Seidu, G. A. (2021). Glossophobia: The fear of public speaking in ESL Students in Ghana language teaching. *Language Teaching*, 1(1). <https://doi.org/10.30560/lt.v1n1p22>
- Dizon, G. (2015). Japanese students' attitudes towards the use of Facebook in the EFL classroom. *The Language Teacher*, 39(5), 9–14.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Longman.
- Ekoc, A. (2014). Facebook groups and as a supporting tool for language classrooms. *Turkish Online Journal of Distance Education*, 15(3), 18-26.

- Encalada, M. A. R., & Sarmiento, S. M. A. (2019). Perceptions about self-recording videos to develop EFL speaking skills in two Ecuadorian universities. *Journal of Language Teaching & Research*, 10(1).  
<https://doi.org/10.17507/jltr.1001.07>
- Faryadi, Q. (2017). Effectiveness of Facebook in English language learning: A case study. *Open Access Library Journal*, 4, 1-11.  
<https://doi.org/10.4236/oalib.1104017>
- González-Ramírez, R., Gascó, J. L., & Llopis Taverner, J. (2015). Facebook in teaching: Strengths and weaknesses, *International Journal of Information and Learning Technology*, 32(1), 65-78.  
<https://doi.org/10.1108/IJILT-09-2014-0021>
- Halawati, A. J. S., & Soh, R. (2013). The integration of authentic learning principles and Facebook in service learning. *The Turkish Online Journal of Educational Technology*, 12(4), 192-199.
- Hashemi, M. (2011). Language stress and anxiety among the English language learners. *Procedia-Social and Behavioral Sciences*, 30, 1811-1816.
- Holec, H. (1981). *Autonomy in foreign language learning*. Oxford: OUP.
- Inthakanok, I. (2009). Speaking anxiety of a group of Thai EFL university students: Its sources and coping strategies. *Journal of Education Silapakorn University*, 1(2), 82–101.
- Istifci, I., & Dogan Ucar, A. (2021). A review of research on the use of social media in language teaching and learning. *Journal of Educational Technology and Online Learning*, 4(3), 475-488.
- Jassim, L. L., & Dzakiria, H. (2019). Effective use of Facebook in improving English communication skills: A conceptual paper. *Human and Social Sciences*, 46(2), 763-769.
- Krashen, S. D. (1986). *Principles and practice in second language acquisition*. Pergamon Press.
- Lam, L. (2012). An innovative research on the usage of Facebook in the higher education context of Hong Kong. *Electronic Journal of e-Learning*, 10(4), 378-386.
- Liang, J. S. (2010). Scaffolding for automotive air conditioning learning environment. *Computer applications in engineering education*, 18(4), 736–749. <https://doi.org/10.1002/cae.20280>
- Low, P., & Warawudhi, R. (2016). Undergraduates' attitudes toward the use of Facebook in fundamental English course. *International Journal of Information and Education Technology*, 6(12), 934-939.
- Mak, B. (2011). An exploration of speaking-in-class anxiety with Chinese E.S.L. learners. *System*, 39, 202-214.  
<https://doi.org/10.1016/j.system.2011.04.002>

- McCall, F. (2017). Using microblogs on Facebook to develop students' academic reading and writing skills. *University of Sydney Papers in TESOL*, 12.
- Nunan, D. (1999). *Second language teaching and learning*. Heinle and Heinle.
- Öztürk, Ebru. (2015). Facebook as a new community of inquiry environment: An investigation in terms of academic achievement and motivation. *Journal of Baltic Science Education; Šiauliai*, 14(1), 20-33.
- Prema, E., & Kumar, B. G. (2018). Use of technology in the teaching of Telugu concepts to create enthusiastic learning environment – A case study among educators. *Journal of Language Teaching and Research*, 9(4), 724-730. <https://doi.org/10.1759/jltr.0904.07>
- Santoso, M. N. (2021). Utilizing a Facebook closed group for EFL e-learning environment: Students' views. *Studies in English Language and Education*, 8(3), 1026-1044.
- Statista Research Department (2001). *Distribution of Facebook users worldwide as of July 2021, by age and gender*. Retrieved from <https://www.statista.com/statistics/376128/facebook-global-user-age-distribution/>
- Sun, Y. C., & Yang, F. Y. (2015). I help, therefore, I learn: Service learning on Web 2.0 in an EFL speaking class. *Computer Assisted Language Learning*, 28(3), 202–219.
- Tananuraksakul, N. (2015). An investigation into the impact of Facebook group usage on students' affect in language learning in a Thai context. *International Journal of Teaching and Learning in Higher Education*, 27(2), 235-246.
- Ulla, M. B., & Perales, W. F., (2021). Facebook as an integrated online learning support application during the COVID-19 pandemic: Thai university students' experiences and perspectives. *Heliyon*. <https://doi.org/10.1016/j.heliyon.2021.e08317>
- Verenikina, I. (2003). Understanding scaffolding and the ZPD in educational research. *Joint AARE/NZARE Conference*, 1–8.
- Wang, Z. (2015). An analysis on the use of video materials in college English teaching in China. *International Journal of English Language Teaching*, 2(1), 23-28.
- Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23(6), 539-553.