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ELT IN A GLOBALIZED WORLD: THE BOUNDARIES AND BEYOND

An Analysis on the Use of Video Project towards Students Speaking Skill: A Study of Undergraduate Students at English Department in University of Sultan Ageng Tirtayasa

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Abstract

The researchers chose video project and speaking skill as the variable and title of their paper because the researchers realized that everything would end up with technology as the world which human lived in. So does the educational sector, the educational sector will also be affected by the globalism era with technology on it that force students to learn more innovative way with technologies. The objective of this research was to find out the use of video project towards students speaking skill at English Department in University of Sultan Ageng Tirtayasa. The researchers used qualitative research and implementing case study as the research method. There were three classes involved in this research. Each class consisted approximately of 40 students. Applying video project in the teaching learning process of speaking, the researchs revealed that there was significant improvement with 80% of students has improved the five speaking skill aspects (Pronunciation, Vocabulary, Fluency, Comprehension, and Grammar). The result of the questionnaire showed that 80% students (separated into two sections agree, strongly agree) have positive responses towards the use of video project towards their speaking skill. Therefore, it is suggested that the lecturer should use video project in their teaching learning process especially speaking skill.

Keywords: Teaching Speaking; Video Project; Speaking Skill

Introduction

One of the important skills that should be mastered by undergraduate students at university level is Speaking skill. Speaking is an important skill to learn and master especially at university level. Because at university level, undergraduate students should already master speaking skill in order to talk fluently with English language. Harmer (2001: 269) said, “to speak fluently is not only affected by

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language features knowledge, but also affected by how the speaker processes the information and language". Due to the reason, undergraduate students practice their speaking skill with a speech since it has a lot of important factors and assessments that can standardize their speaking skill. Speaking skill especially speech should be taught and practiced in the language classroom to make students able to speak or to communicate and give the information in English fluently with a speech practice. Accordingly, it is very important for university students to have a good speaking ability to enhance themselves because most tasks, home works, and tests are full of English words. Because the students get in to the global era of information and technology, the development of learning English especially speaking skill is also being improved.

The improvement of innovation in technology these days encounters the college students to learn English simpler and more entertaining. Students nowadays know about numerous sorts of innovation. Hyun-Suk, Sub, and Jin-il (2000) emphasized that video is one of the advancements that can be utilized as an instructing media. Video is an innovation of electronically catching, recording, preparing, putting away, transmitting, and remaking pictures speaking to scenes and movement. A video gives moving pictures and sounds. In a speaking class, a video is utilized to show the undergraduate students how to be great speakers. Chau and Cheng (2009) emphasized that video has the ability to self-reflect and it is widely recognized as the desirable learner attribute that can induce the deep learning. From the video, students can distinguish motions, feeling and familiarity. In a speaking class, the utilization of a video can be a task for students to make a narrative video about themselves in English. Through rehearsing their speaking ability in the camera, they used to communicate in English. In addition, utilizing a video in the class is likewise even more intriguing for the students. Through a video project, the students are required to comprehend the material effectively. Since during the time they spent to make a video, they can get input from their practice, see progressively about the theme, which is being examined, and perform self-reflection on their speeches.

The accomplishment of teaching and learning English is affected by the student's perception. In the event that the lecturer knows the students view of educating and learning English, the lecturer can choose the proper instructing strategy for students. The students will have the option to gain proficiency with the materials if they comprehend their own perception. By understanding their own recognitions, they will realize what they need and what media that is valuable for them. On the off chance that the students have great recognitions on the showing method, which is given by the lecturers, it can lead the lecturers and students to accomplish a decent aftereffect of the English teaching and learning process. On the off chance that the students have negative recognitions, the lecturer should change or alter the teaching method to get the students interest of material in the learning process. Based on the previous study, video project based on student's perception could affect students speaking skill (Agustina, 2012;

Riski, 2016; Ikramah, 2017). It could help students speaking skill by doing a video recording as a media to make the project and as speaking needs video project is completely the answer for every lecturer who have some difficulties on scoring the student's project. However, those previous studies are less specific about what kind of video project they had observed.

Therefore, this study was aimed to find out the use of video project in students speaking skill. This research was conducted at the first semester of English Department in University of Sultan Ageng Tirtayasa. This research was directed to analyze what is the use of video project towards student's speaking skill. With the explanation above, the researcher entitles this research as "*An Analysis on the Use of Video Project towards Students Speaking Skill (A Case Study of Undergraduate Students at English Department in University of Sultan Ageng Tirtayasa)*"

Method

The researchers used qualitative approach for the research. Cresswell (1994: 62) stated, "Qualitative research is described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences". The qualitative research explains the data of the research descriptively and analytically. A case study was employed as a research design to answer the research questions. Case study was chosen because this research focused on special interest, and look for the detail of interaction with the context itself.

The instruments used in this study were observation and questionnaires. McLeod (2014) emphasized that questionnaire is used to get a huge number information by the people. A questionnaire can be also thought as the written interview. The questionnaires were used to measure the percentage of students who have good or positive perceptions of the video project. In this research, the data gathered from questionnaires were presented in the form of description. The researchers aimed to find out the use of the video project in students speaking class towards their speaking skill. The participant of this research was all of the students at first semester on English Department at University of Sultan Ageng Tirtayasa who took Survival Speaking subject and have experienced video project. The reasons why all of the classes were selected in this study are all classes had experienced the video project and all of classes were willing to be participants.

Lodico (2006) emphasized observation is a tool of research that requires systematic and careful examination of the phenomena being studied. It means that observation is systematic and interprets clearly the action, interaction or the meaning of the event in collecting the data. Observation was chosen to collect the data applied in the English teaching-learning process in the classroom. Right after the class, the observation had been recorded online. From the observation, the researchers gained the data to answer question number 1.

The aim of the questionnaires instrument was to get the data about the students' perceptions on the video project. Babbie (1997: 22) said, "a paper that has some questions that used for analysis is questionnaire". The researchers conducted a questionnaire because the researchers intended to know students' responses about their experience in creating video projects. The researchers designed a close-ended statement to gather the data. McLeod (2014) emphasized that answering the fit answers of the choices that already decided by the researcher is the structure of the close-ended questionnaires.

The researchers took the questionnaire from Riski Aninda Sari from University of Sanata Dharma (*Students Perception on the Video Project in Their Speaking Class: a Study of 11th Grade of SMAN 1 Kasihan Students*, 2016) and speaking score rubric from Suwandi from University of Mataram (*Designing Speaking Test*). The data needed to be covered by close-ended statements with Likert scale to answer the formula of the research. Those close ended-statements were designed based on the theories about the process of creating video projects and the students' responses on the video projects. The researchers made statements about creating video project because those questions are to know the student's challenge or obstacle of creating the video. The statements about the student's perception were used to answer the research question. The results were counted into a percentage. Then the data were interpreted in the form of description. The researchers also discussed the questionnaires with the lecturer of Public Speaking Subject before to make sure the questionnaires understandable for each student.

The students who had positive perceptions chose "strongly agree and agree". That means video project helped them to speak English better. For students who cannot choose anything about the statements, they chose "neutral". For students who choose "disagree and strongly disagree", they have bad perceptions on the video project. Then the researcher drew the data from the answer of questionnaires form. The total of agreement answers was divided into the number of the students who had filled the questionnaires and then timed it 100%.

Picture/Table 1.

$\sum x$: total respondents who choose the same agreement $\sum n$: total all respondents
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$\frac{\sum x}{\sum n} \times 100\%$

Discussion

In 12 October, the researchers conducted the observation via google meeting. Lecturer sent a video about formal greeting/informal greeting and asked the undergraduate students to watch the videos. The aim of the lecturer sent the video was to let the undergraduate students watch the example of the formal/informal greeting in daily live. After watching the video, the lecturer explained the material about formal greeting and informal greetings. The lecturer wanted to let undergraduate students know the material from lecturer's perspective. After all of the undergraduate students got some experiences with the videos and lecturer's explanations, the lecturer asked some students to do a formal and informal greeting. Some of undergraduate students were able to do formal and informal greetings but some undergraduate students were still confused about the formal and informal greetings but the undergraduate students' excitement of the material was good because almost all of students contributed for making an example about formal and informal greeting.

In 19 October, the researchers took a second observation via google meeting. In the beginning of the class, the lecturer sent video about daily conversation. After watching the video, lecturer asked undergraduate students about the content of the video. The aim of lecturer to ask the undergraduate students was to let the undergraduate students express their perception towards the video. After expressing undergraduate students' perception on the video, the lecturer asked them to do a daily conversation with other students. The reason why lecturer asked undergraduate students to do daily conversation was to let the students experienced daily conversation after watching the video. After doing some daily conversation, the lecturer explained about expression of times and tenses. The aim of lecturer explaining about expression of times and tenses were to prepare the undergraduate students about material for the midterm test. After the lecturer gave the material about expression of times and tenses, the lecturer asked the undergraduate students to make a video project titled as "unforgettable moment". The lecturer asked the undergraduate students to make a video about their unforgettable experiences.

Questionnaire Results

The first statement shows that 20.99% chose strongly agree, 24.69% chose agree, 23.46% chose neutral, 2.47% chose strongly disagree, and 27.16% chose disagree. It means almost half of the undergraduate students never had an experience to make a video using English and some of the undergraduate students had experience making a video using English.

The second statement shows that twentyone undergraduate students (25.93%) chose strongly agree, fourty seven undergraduate students (58.02%) chose agree, twelve undergraduate students (14.81%) chose neutral, and one student (1.23%) chose disagree. It means that almost all of undergraduate students agreed the process of making the video project made them understand the topic of their video.

The third statement shows that twenty-two undergraduate students (27.16%) chose strongly agree, thirty-three undergraduate students (40.74%) chose agree, nineteen undergraduate students (23.46%) chose neutral, one undergraduate student (1.23%) chose strongly disagree, and five undergraduate student (6.17%) chose disagree. It means that half of the undergraduate students before recording the video usually wrote the material in a piece of paper. Somehow, some of the students sometimes wrote it in a piece of paper.

The fourth statement shows that thirty seven undergraduate student (45.68%) chose strongly agree, thirty three undergraduate students (40.74%) chose agree, seven undergraduate students (8.64%) chose neutral, one undergraduate student (1.23%) chose strongly disagree, and three undergraduate students (3.70%) chose disagree. It means that almost all of undergraduate students set their minds to make a good video project for a good score.

The fifth statement shows that six undergraduate students (7.41%) chose strongly agree, twenty-seven undergraduate students (33.33%) chose agree, thirty-two undergraduate students (39.51%) chose neutral, two undergraduate students (2.47%) chose strongly disagree, and fourteen undergraduate students (17.28%) chose disagree. It means that half of them know how to make a good video project and the rest of undergraduate students did not know how to make a good video project.

The sixth statement shows that eighteen undergraduate students (22.22%) chose strongly agree, forty undergraduate students (49.38%) chose agree, sixteen undergraduate students (19.75%) chose neutral, two undergraduate students (2.47%) chose strongly disagree, and five undergraduate students (6.17%) chose disagree. It means that almost all of them read their video text before they started the video project to make sure to do it efficiently.

The seventh statement shows that sixteen undergraduate students (19.75%) chose strongly agree, twenty-nine undergraduate students (35.80%) chose agree, twenty-four undergraduate students (29.63%) chose neutral, three undergraduate students (3.70%) chose strongly disagree, and nine undergraduate students (11.11%) chose disagree. It means that half of them were sure that there was no mistake in their videos and the rest of the students were not sure there was no mistake in their videos. It proves that undergraduate students did their video project in a different way.

The eighth statement shows that seventeen undergraduate students (20.99%) chose strongly agree, forty one undergraduate students (50.62%) chose agree, sixteen undergraduate students (19.75%) chose neutral, two students (2.47%) chose strongly disagree, and two undergraduate students (2.47%) chose disagree. It means that almost all of undergraduate students memorize their texts so many times before their recorded it. In this case, almost all of the undergraduate students had the same way to remember their own texts to make a good video project.

The ninth statement shows that three undergraduate students (3.70%) chose strongly agree, four undergraduate students (4.94%) chose agree, nine undergraduate students (11.11%) chose neutral, twenty undergraduate students (24.69%) chose strongly disagree, and forty-four undergraduate students (54.32%) chose disagree. It means that almost all of the undergraduate students recorded the video project more than once. In line with the previous statements, students had their own difficulties in the process of making a video project.

The tenth statement shows that forty undergraduate students (49.38%) chose strongly agree, thirty-one undergraduate students (38.27%) chose agree, eight undergraduate students (9.88%) chose neutral, and one undergraduate student (1.23%) chose strongly disagree. It means that almost all of the undergraduate students agreed that they recorded the video more than once. In line with previous statements, every undergraduate student had their own difficulties to make their own video project.

The eleventh statement shows that one undergraduate student (1.23%) chose strongly agree, fourteen undergraduate students (17.28%) chose agree, thirty two undergraduate students (39.51%) chose neutral, eleven undergraduate students (13.58%) chose strongly disagree, and twenty three undergraduate students (28.40%) chose disagree. It means that half of them agreed they ask other people's help to make a video project and the rest of the students disagreed that they did not ask other people's help.

The twelfth statement shows that eleven undergraduate students (13.58%) chose strongly agree, twenty-four undergraduate students (29.63%) chose agree, thirty-five students (43.21%) chose neutral, four students (4.94%) chose strongly disagree, and six students (7.41%) chose disagree. It means that almost all of them agreed that they did not involve anyone to create the video project. In line with previous statement, the researchers knew that almost all of them did the video project by themselves and some students involved someone to create the video project.

The thirteenth statement shows that eleven students (13.58%) chose strongly agree, thirty-seven students (45.68%) chose agree, twenty-seven (33.33%) chose neutral, and six students (7.41%) chose disagree. It means that almost all of the students agreed that they got some difficulties in the process of making the video project and some of students seems did not have any difficulties in the process of making the video project.

The fourteenth statement shows that thirty-three students (40.74%) chose strongly agree, thirty-seven students (45.68%) chose agree, seven students (8.64%) chose neutral, two students (2.47%) chose strongly disagree, and one student (1.23%) chose disagree. It means that almost all of students agreed that they watched their own videos to make sure there was no mistake in their video.

The fifteenth statement showed that nine students (11.11%) chose strongly agree, forty-five students (55.56%) chose agree, twenty-four students (29.63%) chose neutral, and two students (2.47%)

chose disagree. It means that half of the students realized that they found grammatical mistakes in their video and some of the students still did not know where the grammatical mistake in their videos was.

The sixteenth statement shows that twenty-seven students (33.33%) chose strongly agree, thirty-seven students (45.68%) chose agree, fifteen students (18.52%) chose neutral, one student (1.23%) chose strongly disagree, and one student (1.23%) chose disagree. It means that almost all of the students recorded their videos again until they were convinced not making any mistakes. Because almost all of the students still had many mistakes in the process of making the video project.

The seventeen statement shows that twenty-six students (32.10%) chose strongly agree, forty-three students (53.09%) chose agree, ten students (12.35%) chose neutral, and one student (1.23%) chose strongly disagree. It means that almost all of the students agreed that the video project could enhance their fluency in speaking skill.

The eighteen statement shows that twenty-two students (27.16%) chose strongly agree, forty students (49.38%) chose agree, fifteen students (18.52%) chose neutral, and three students (3.70%) chose strongly disagree. It means that almost all of the students agreed the video project could enhance their grammar knowledge.

The nineteen statement shows that twenty-five students (30.86%) chose strongly disagree, forty-eight students (59.26%) chose agree, five students (6.17%) chose neutral, and three students (3.70%) chose strongly disagree. It means that almost all of the students agreed the video project could enhance their pronunciation.

The twenty statement shows that twenty-six students (32.10%) chose strongly agree, forty-five students (55.56%) chose agree, nine students (11.11%) chose neutral, and one student (1.23%) chose strongly disagree. It means that almost all of the students agreed the video project could enhance their vocabulary knowledge.

The twenty-one statement shows that twenty-six students (32.10%) chose strongly agree, thirty-five students (43.21%) chose strongly agree, and nineteen students (23.46%) chose neutral. It means that almost all of the students agreed they found their way to improve their speaking skill by the video project. Somehow, some of the students were still not sure whether they found their way to enhance speaking skill by the video project.

The twenty-two statement shows that twenty-eight students (34.57%) chose strongly agree, thirty-five students (43.21%) chose agree, seventeen students (20.99%) chose neutral, and one student (1.23%) chose strongly disagree. It means that almost all of students agreed by the video project students could enhance their confidence in speaking English.

The twenty-three statement shows that fifteen students (18.52%) chose strongly agree, thirty-seven students (45.68%) chose agree, twenty-six students (32.10%) chose neutral, one student (1.23%)

chose strongly disagree, and two students (2.47%) chose disagree. It means almost all of the students agreed that by this video project they could find their strengths in speaking skill. Somehow, some of the students were still not sure whether they found their strengths in speaking skill.

The twenty-four statement shows that twenty students (24.69%) chose strongly agree, forty-one students (50.62%) chose agree, fifteen students (18.52) chose neutral, two students (2.47%) chose strongly disagree, and three students (3.70%) chose disagree. It means almost all of the students agreed that by this video project they could find their weaknesses in speaking skill.

The twenty-five statement shows that thirty students (37.04%) chose strongly agree, thirty-seven students (45.68%) chose agree, thirteen students (16.05%) chose neutral, and one student (1.23%) chose disagree. It means almost all of the students agreed that by this video project it could help the students to improve their speaking skill.

The twenty-six-statement showed that forty-four students (54.32%) chose strongly agree, twenty-seven students (33.33%) chose agree, nine students (11.11%) chose neutral, and one student (1.23%) chose strongly disagree. It means almost all of the students agreed that by this video project they were motivated to speaking English better.

Students Challenges

According to the result of instruments, there are some challenges that students feel while took a learning material from the lecturer and while making a video project. Some of the students having some difficulties in learning tenses in the teaching and learning process in the class. Some of students were still confused about what kind of tenses were going to be used in this video project. Second, the lecturer did not teach the students enough about how to make a good video project. Some of students still did not understand how to make a good video project and some of the students had not experienced the making of video project before. Third, some of students were not accustomed to make a video project. When they were on senior high school, they were not accustomed having a video project for their task, for some students having video project as task was something new. Fourth, some of students were still having a problem in speaking English fluency. It is shown by the results that 52.5% students still chose scale number three (Fluency is a lot disturbed by language problem) so it seems mother language was a big problem in fluency for speaking English. Fifth, some of students were also still having many problems in comprehension of their speaking skill, 38 students chose scale number 3 after doing peer scoring, which is, understands most of what is said when speaking is slowed down a bit despite repetition.

Conclusion

There were many students responded on the questionnaire. In conclusion, in the process of teaching learning, and the process of creating the video project most of the students agreed and

understood what they were going to do. Somehow, almost all of the students felt that they could learn many new things for their speaking skill by the video project. Almost all of the students had good responses towards their speaking skill scores in a peer scoring with their friends.

Students also faced some obstacles in the teaching learning process and the process of making a video project. Some of students were still not accustomed to make a video project in senior high school so they lacked in technical issues and in using English. In addition, the lecturer less frequently gave the technique how to make a good video project. Undergraduate students also had some problems with fluency and comprehension in learning speaking skill.

Suggestion

With all regard to the conclusion above, the researchers proposed the following suggestions:

1. For lecturer

The researchers suggested lecturer to use video project as an innovation for enhancing the speaking skill. Because video project can enhance their speaking skill in pleasant way. Afterwards, students can explore their ideas by the video project.

2. For Students

By the video project, students could have a lot of fun in learning English. Because it is technologies benefits of using video project for teaching English. When it comes to technologies students always hype to try something new.

3. For Future Researchers

In teaching speaking an interesting media is necessary, because students are tired using the old methods that they experienced already. By using video project as an innovative media for learning speaking skill, students can enhance their speaking skill with many new and fun things. Though there are still many aspects which can be analysed about video project itself. Therefore, it is expected that the future researchers can develop this study with consideration of the different cultures and linguistic content.

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