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SCIENTIFIC RESEARCH

Topic: STUDENTS' PERCEPTION OF LEARNING ENGLISH SPEAKING SKILLS THROUGH VIDEO CONFERENCING APPLICATIONS

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ABSTRACT

The research was carried out with the aim of research on the way they using online meeting apps into learning speaking process. The involved participants were the secondary students in the Apollo English Center in Hochiminh City. The range of number students were 12 people form speaking classes. The combination of qualitative and quantitative research methods will be applied to collect and analyse data for this study.

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CONTENT

1. INTRODUCTION

1.1. Rationale

In Vietnam, modern technology has been invested significantly in recent years. With economic integration, more foreign investment has been put in education in Vietnam; for example, many schools have been using projectors and touch screens in teaching. On the other hand, online teaching has become very popular due to the advance in technology. In addition, the value of online learning has come to light in some tough situations, such as the Coronavirus 19 outbreak and other natural disasters that force campuses to close down. At this time, online learning software has been popularly applied with high speed all over the world. The transmission of the virus has taken its toll on not only foreign language centers which often offer classes during the evening hours, but also elementary, middle, and high schools that operate during the day. On the same occasion, students need to be in contact with teachers to improve English speaking skills better, but in Coronavirus 19 out-break it is impossible to go to school and learn face to face with teachers.

Further, after the Coronavirus 19 epidemic, everyone must stay at home to work or even studying will be done at home with many different online meeting applications. Most software includes many useful features without any payment such as record chat boxes, video calls, video recording, and screen sharing. Keeping pace with the sensitive situation as Corona 19, these applications such as Zoom, Skype, Microsoft Teams and Google Meet have been innovated to be more friendly and functional than before.

Consequently, this research was carried out to find the effectiveness in applying online meeting applications to improve speaking skills for the students at the Apollo language center in Go Vap.

1.2.   Research Goal

The purpose of this study is to provide an overview of some of the most commonly used applications in Vietnam, and explore what features can be exploited to improve learners' speaking skills. We can then discover the advantages and disadvantages of these online meeting applications so that users can decide which items can be used effectively for online learning. In this research, the researcher focused on how students could improve their speaking skills with the support of information technology. In addition, the researcher hopes to improve efficiency and effectiveness of video conferencing applications to make courses more effective for students. Besides, the research is expected to give them a few methods to enhance their speaking skills in the next few year.

1.3.   The Significance Of The Research

The research results are expected to beneficial to the teaching and learning process of teachers and students at the Apollo language center in Go Vap in particular and at other Apollo language centers in general. They can provide other researchers with useful data to further research in the future.

1.4.   The Scope And Limitation Of The Research

My limitation in this study is the time and research experience. Because of being short of time, the researcher only conducted research on some selective students at the Apollo language center in Go Vap. Within the scope of the research and because of time limitation and lack of experience, the researcher could not study all aspects of

the problems but just focused on the main factors influencing students' speaking ability.

1.5.   Research Questions

The main research questions of the thesis are as follows:

- How do online meeting tools enhance speaking skills of the students at the Apollo language center in Go Vap?
- What is student's perspective in the use of online meeting tools to improve their speaking skills?

2. LITERATURE REVIEW

2.1.   Definitions Of The Key Terms

Teaching online, Zoom application, Online teacher, Online learning, Teacher's perspective, Student's perspective, Teaching by interactive video conference, Teaching skills using videoconference, Teacher cognitions.

2.2.   Review Of Previous Works

In today's world, with the advancement of technology, mobile applications and the Internet, live streaming has become prominent day by day. High access to technology and the Internet as well as the popularity of social media allows people to use live streaming for their personal use, sharing of information, communication, and many more. As the world develops and changes rapidly, it is important for students to keep updated and familiar with any development in the information and communication technology. This familiarity would enable students to make use of the technology to enhance their learning.

Vietnamese education or individual Vietnamese teachers and students recognize that the useful of different alternatives out there. It is not impossible anymore since every house is geared enough equipment to support learners. The studying becomes undemanding anywhere, any way, any times that you want with no more limitation.

In this section, the researcher will talk about some well-known online meeting items on recent days. It is indispensable to compare them to give the readers a critical view to make a right decision.

"Speaking activities (role-play, discussion,...) make students more active in the learning process and at the same time make their learning more meaningful and fun for them." Hayriye Kayi said in his survey about Teaching Speaking: ACTIVITIES TO PROMOTE SPEAKING IN A SECOND LANGUAGE.

"Students involved in video communications are more motivated and interested in the topic and have high levels of achievement in critical thinking and problem-solving when compared to students physically in the classroom" In THE VALUE OF VIDEO COMMUNICATIONS IN EDUCATION research, S. Ann Earon, Ph.D. said that.

"Students are familiar with using the Internet for different purposes, games, social net-works, blogs, Wikipedia, etc. They will certainly not be inhibited from querying aspects related to their learning process." From the research of DISTANCE TUTORIALS WITH SKYPE María Jesús Sánchez said that…

"Culture shock may be another challenge faced by both teachers and students in attending the virtual class. Some students may feel uncomfortable or confused at the beginning." In the research of USING GOOGLE HANGOUTS FOR TEACHING ENGLISH ONLINE, Mr. Afrianto said that.

2.3.   General Background Of Online Meeting App

2.3.1. Zoom.us

"Zoom is a cloud-based video conferencing service you can use to virtually meet with others - either by video or audio-only or both, all while conducting live chats - and it lets you record those sessions to view later. When people are talking about Zoom, you'll usually hear the following phrases: Zoom Meeting and Zoom Room. A Zoom Meeting refers to a video conferencing meeting that's hosted using Zoom. You can join these meetings via a webcam or phone. Meanwhile, a Zoom Room is the physical hardware setup that lets companies schedule and launch Zoom Meetings from their conference rooms."

That's what Maggie Tillman and Adrian Willings[1] talked about Zoom and Zoom for business. Without any fee, the user can take it for 40 minutes right then the meeting will be ended up by the app, the host has to create a new one and invite participants to join back again. "Smooth running, nice interfaces, expedient features, etc..." are phrases you can hear when asking about Zoom Meeting software. After the period of Coronavirus 19, it was in top 4 app of the most using from post 2019 to pre 2020 with a huge access and downloading. Excepting of the time-limited, Zoom was supposed to be the best app among these current items.

2.3.2. Skype

Following to Joseph Keller from the iMoor page, "Skype is a video, audio, and text communication app available across multiple platforms. Free to download and use, for the most part, Skype is an excellent tool for keeping in touch with friends or working remotely with colleagues."

Skype has got a thickness history in the digital world. From the first release in 2003 until now there were 100 million users on monthly. Microsoft Corporation started integrating the Skype into its technologies in both using on computer and mobile phone, accepting all operating systems with a number of participants joining in a call. Day after day, a variety version of Skype entered social and seize the essence of the humans' demands. The main part of it used for business purpose and interact with family and friends through different components. Depending on the Coronavirus 19, it has been wide-open to education with a simple interface, a wide range of funny emotional icon collections and gif, changing background or even blur it off which supported the user for downloading it.

2.3.3. Microsoft Team

"Microsoft Teams lets you host audio, video, and web conferences with anyone inside or outside your organization. Teams of 10 or 10,000 can meet in one place, no matter how many places they're in. You can easily share files, participate in one-to-one and group chats, and more, all with enterprise-grade security. You can also use Skype to participate in one-to-one chats and calls with Microsoft Teams users." [3]

Perhaps, this item is familiar with teacher more than students, the foundation aim to business or group working but after that they expanded immediately and maintained to educational aspect with different great features. It is quiet pragmatic to run an online classroom but it's slightly hard to get used to the usage at the first touch. The user may confuse of choosing the group of using and if you choose "family and friends", Teams will move forward you to Skype which was acquired by the king of technology – the Microsoft enterprise.

2.3.4. Google Meet

"Google Meet, also known as Google Hangouts Meet, is built to let dozens of people join the same virtual meeting, and speak or share video with each other from anywhere with internet access. A Google Meet organizer can share whatever is on their screen with everyone on a call, and any participant can turn their own audio and/or video feed off at any time, participating however they want." [4]

Google Hangout is a pre-version of Google Meet so they are the same in features and interfaces. Besides that, Google Hangout could not record video or audio so the user just only use it online call or video and practice English speaking, discussing a topic without any recording. And that was a real limitation from this app.

2.4.   Teaching Speaking Method

"Communicative Language Teaching (CLT) which is an approach to the teaching of second and the foreign language, emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "Communicative Approach". Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity."

Speaking is an important skill in language learning as well as not an easy skill to learn or teach. Many students believe that they need knowledge of the linguistic form, meaning and functions. CLT gives primary importance to the use or function of the language and secondary importance to its structure or form. This

does not mean that knowledge of grammar is not essential for effective communication, rather systematic treatment of both functions and form is vital.

2.5.   Activites

Teaching CLT was not easy at all. It demands the tenderly observation from the teacher to vary different tasks to attract the learner. Hence, activities would be used by depending on the level of the students. In my source classes, they were used these four activities below in and outside the classroom to practice from influent level to accurate level.

2.5.1. Role Play

According to Harmer (1998:92) role-play activities are those which students are required to imagine that they are in different situations and act them out. First of all, based on the same step of discussion activity, teacher asked students make a group of 2 or 3. Teachers set the basis of the activity, made a list of topics and explained in detail what was expected from them. Then, students had a period of time to prepare a play according to topics. After that, each group chose one topic randomly. Therefore, role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles.

2.5.2. Brainstorming

Brainstorming technique is the technique that makes students active to convey the idea about the topic spontaneously in learning classroom. It also aims to encourage and motivate students' speaking activity in front of the class. Brainstorming technique is conducted by making several groups of students. After

that, the teacher asks the students to brain and storm the list of ideas in a small group by using mind mapping and story mapping. After that, the students use story mapping to develop the words into stories by creating main ideas.

3. METHODOLOGY

3.1. Place of investigation

This research took place at Apollo English Language Center in Go Vap District, Hochiminh City where there were research subjects suitable for the topic. Apollo English Language Center has 45 branches throughout Viet Nam, 21 of which are in Ho Chi Minh City. Apollo English Language Center in Go Vap branch was established in April 2016. It has nearly 800 students, 11 native teachers and Vietnamese team after 4 years of establishment. This center provides modern facilities supporting the process of the research.

3.2. Participants

The class of 12 students from secondary 1 level in Apollo English took part in the project. They were all completing their mid-term exam of module A, all between 10 and 11 years old, and residing in the Hochiminh city. Their English language competence could be described as ranging between B1 and A2, according to the Common European framework of reference for languages. Based on a pretreatment background questionnaire, we found that 5 participants admitted that they had not yet had any opportunity to communicate with a foreigner in English, and another 7 students described their real-life interaction with foreigners as very occasional and involving an exchange of basic information.

3.3. Research Methods & Research Methodology.

3.3.1. Research Methodology.

The research applied the case study to conduct a study on students attending speaking classes. A mixed method was applied, combining qualitative and quantitative approaches. According to the research problem, researcher has collected qualitative and quantitative data.

3.3.2. Research Methods.

The students were in young age so their parents did not allow much use of social networking. It was better to survey them during class breaks and give them a questionnaire. Questionnaires with 7 questions were used in this investigation. They displayed the understanding of using online meeting applications and also showed their feeling after the learning progress. The data including the standardized answers, opening and closing questions and plain words in English were collected.

3.3.3. Procedures

Before starting a lesson, the students must completed their placement test with speaking test. Then, teacher asked the students to work in pairs or in groups to brainstorm the topics such as vocabulary, structure, and grammar. Instead of having ideas down on their notebooks, the students got everything on their computers. The students could continue to discuss the topics together at home if they did not have enough time to finish them face-to-face in class. After that, the teachers looked at the outlines and made suggestions at the next session. Because the students were provided with necessary vocabulary, grammar, structure and outline, they had enough confidence to finish their homework as well as possible.

In this section, I present a short description of the project with particular attention paid to the description of stages that make up the task-based activity.

As part of the project requirement, the students completed two part of video-conferencing assignments in the language online class, students had to perform both students and creators of online classes on software. This way of organizing the assignments aimed to exploit the full potential of the videoconferencing sessions and to maximize the learning experience. The project consisted of a number of steps described below.

Step 1: Preparing as a teacher and students were organized into small teams consisting of 3 or 4 participants and each group was responsible for designing one class teaching speaking skill that application the video conferencing that would be suitable for a student applicant from secondary level.

Step 2: Students are instructed as a teacher of a classroom on how to use four online teaching software such as Zoom, Skype, Google Meet and Microsoft Team. Preparing for the class, this stage involved both lesson plan and invitation to class in online software, as well as individual and group work. First, we will discuss the individual assignments linked with the students' roles as students and then we will describe the group work tasks based on the students' roles as teacher of the class.

Step 3: Students organize the class and invite friends into their classrooms and bring up the topics from last week's talk assigned to present in the classroom.

We will assess students' speaking skills such as a placement test in their classes. Finally, at the last stage of the project, I asked the students participants to fill in evaluation questionnaire that consisted of seven 4-point scale close-ended

questions and two open-ended questions. The analysis of these responses provide insights into the participants' experience from a first-person, retrospective point of view, and most of all, allows us to answer the research questions posed in the previous section.

3.3.4. Data Analysis

Data analysis is the next step after completing the data classification. By using a paper survey and uploading it on Google Form, the researcher could put the data in and process the information. Due to the small number of participants, it is very useful and effective to use this software for the analysis process. These types of charts were designed depending on the specific purpose of each question. At the end of the process of converting data into charts and tables, the researcher analyzed the numbers, percentages and compared them based on the information displayed.

4. FINDINGS AND DISCUSSION

4.1.   Findings.

Question 1. Which apps have you used to learn speaking skills? (Check all the boxes that are appropriate)
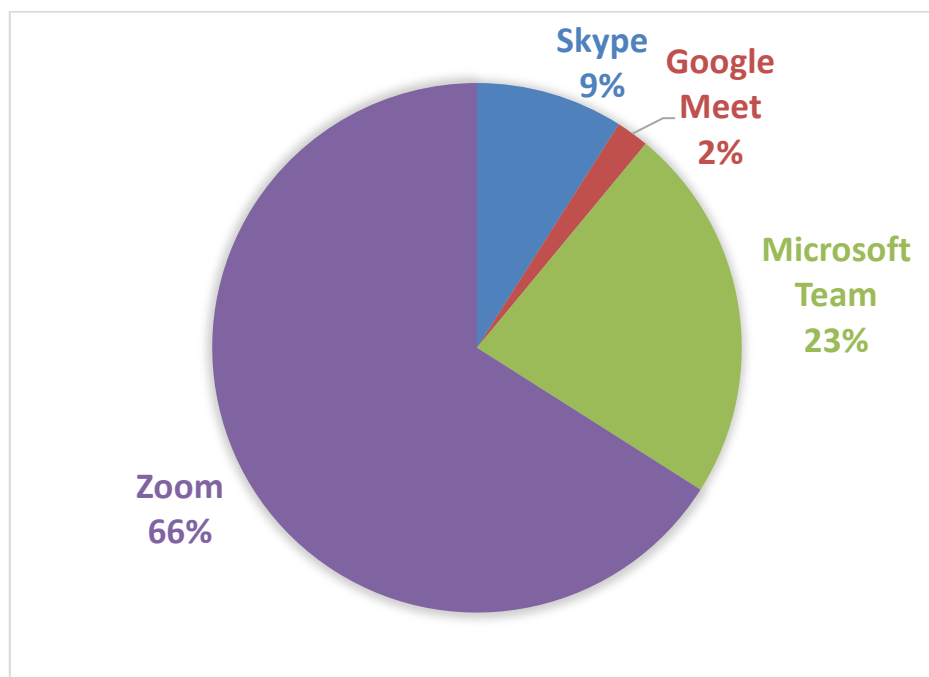
The chart shows which apps secondary student use in speaking leaning. It can see clearly that Zoom occupy a main position compare to other softwares.

There are 66% students use Zoom in their learning and it become the most popular online meeting app among students. The next one is Microsoft Team which accounts for 23 percent of total apps. The percentage of Skepy is also higher 9%. Google Meet hit the lowest point at 2%.

Question 2. How did you know these apps?
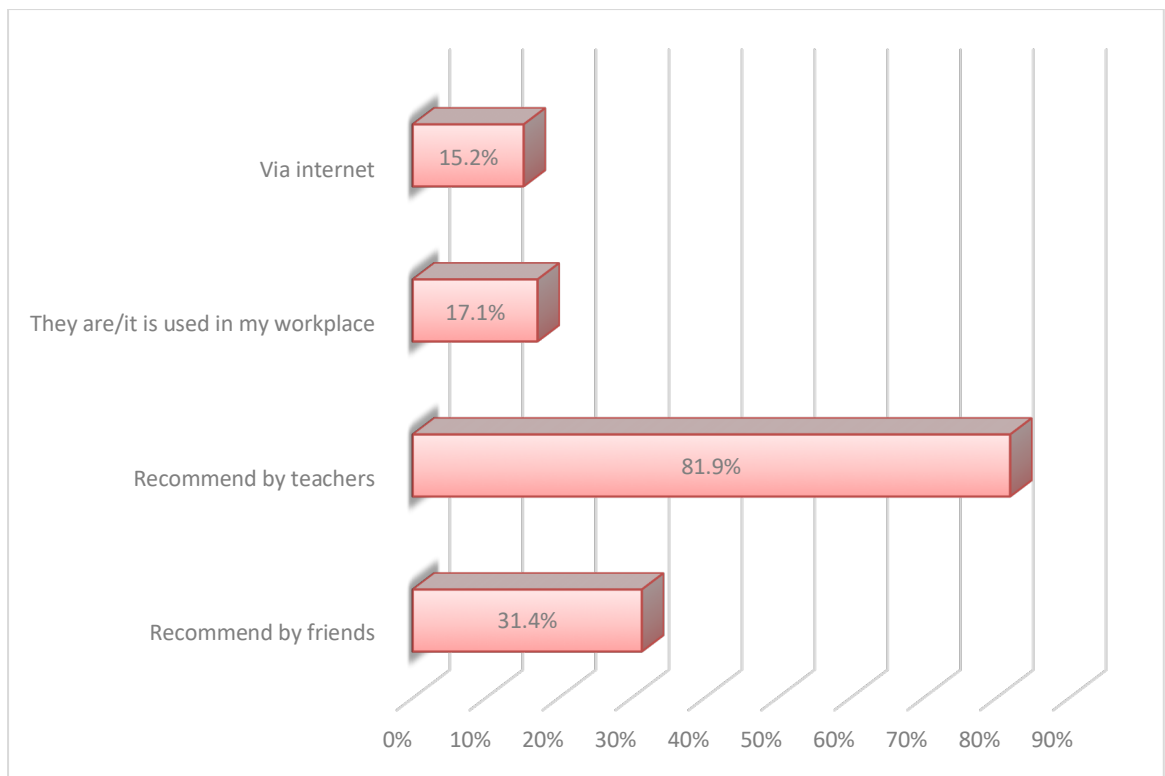
The bar graph provides information about the way English major-students access to these online meeting apps. There is a significant difference in the percentage of student's online meeting softwares accession.

More than three quarter of the total students (81.6%) know meeting app by teacher recommendation. The percentage of people know these app via is slightly higher than know by recommended in workplace. Besides, students access online meeting apps because of friend's recommendation.

Question 3. How much do you agree that meeting apps support your speaking learning process?
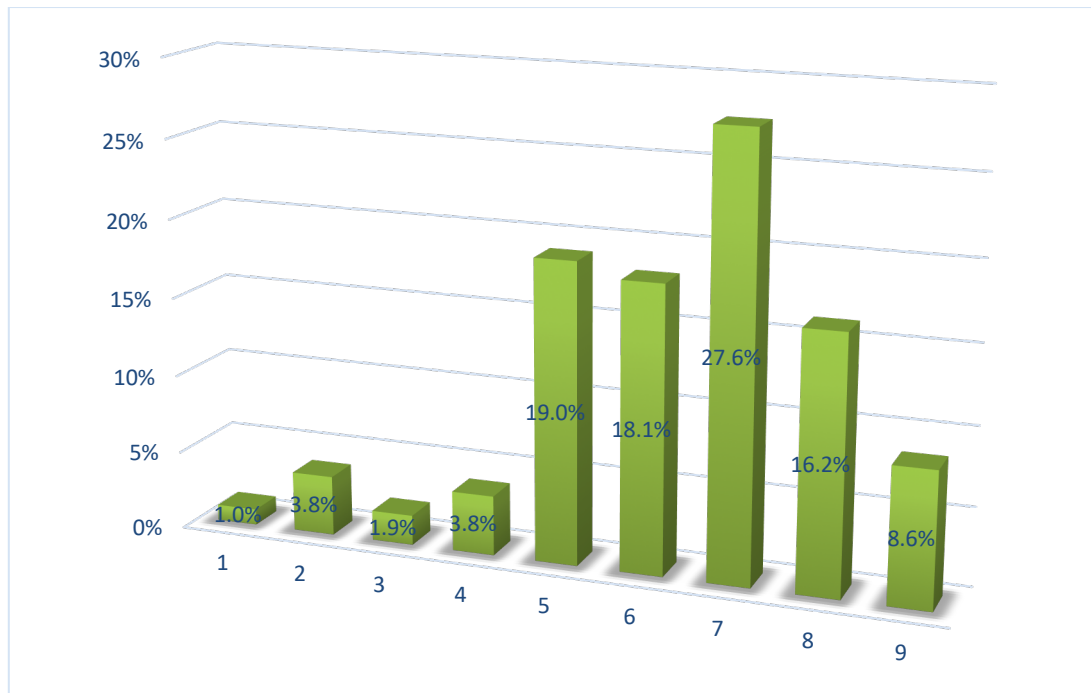
The chart gives information about the level of proficiency in the use online meeting apps of students. Overall, the percentage of students acquires the feel of technology tools is in the majority.

According to the graph, there is 27.6 % students have the level of good using in seven-ninth. Most students have the level between 5 and 9 when they applying online meeting to their speaking learning. Less than 10% of students face to some problem during using these meeting apps.

Question 4. Meeting apps are easy to use when learning speaking skills.

	1	2	3	4	5
Series1	1.9%	9.5%	41.9%	35.2%	11.4%
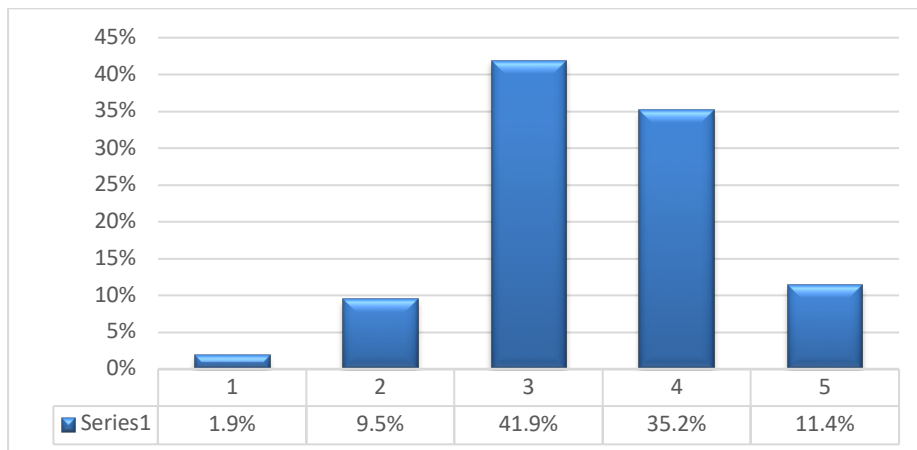
In this graph, the figures will shows the level of agreement from the participants about the statement that online meeting items are simple to apply in learning speaking. Most of them suppose it normal in usage into speaking English.

The proportion of neutral answer is higher than four other columns with 41.9% chosen answers. On the other hand, the large percentage of number participants click in 4/5 as an agreement with the statement is 35.2%. Exceptionally, there is 1.9% of disagreement with the statement.

Question 5. You are confident when using meeting apps when learning speaking skills.

Intructors: **Nguyen Thi Kim Chung, M.A and Nguyen Long Tien, MA**
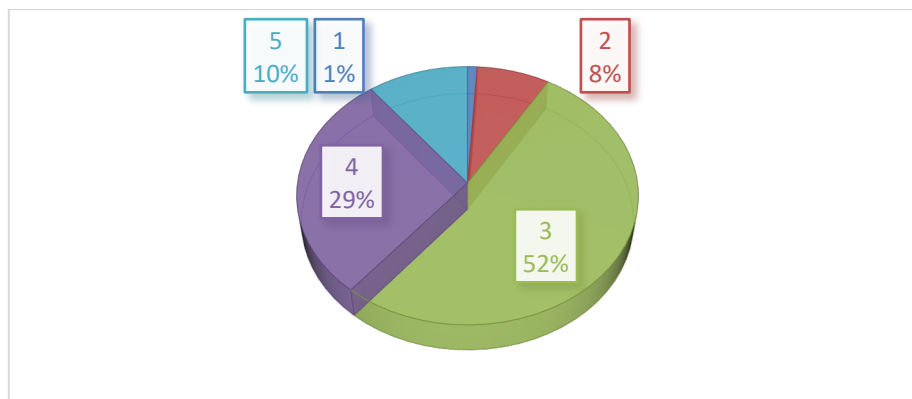
The bar chart shows the level of confidence when applying meeting app in speaking learning. It can be seen that most of students are self-confidence enough to use technology tools.

A half of students suppose that they are quite good at using meeting app when learning speaking skill. The percentage of freshmen has a good ability account for 28.6% of total. Students are excellent in technology tools is one in ten. The proportion of students realize it is hard to use meeting apps in learning speaking is at 8.6%.

Question 6. What do you feel in your speaking learning process by using online meeting software?
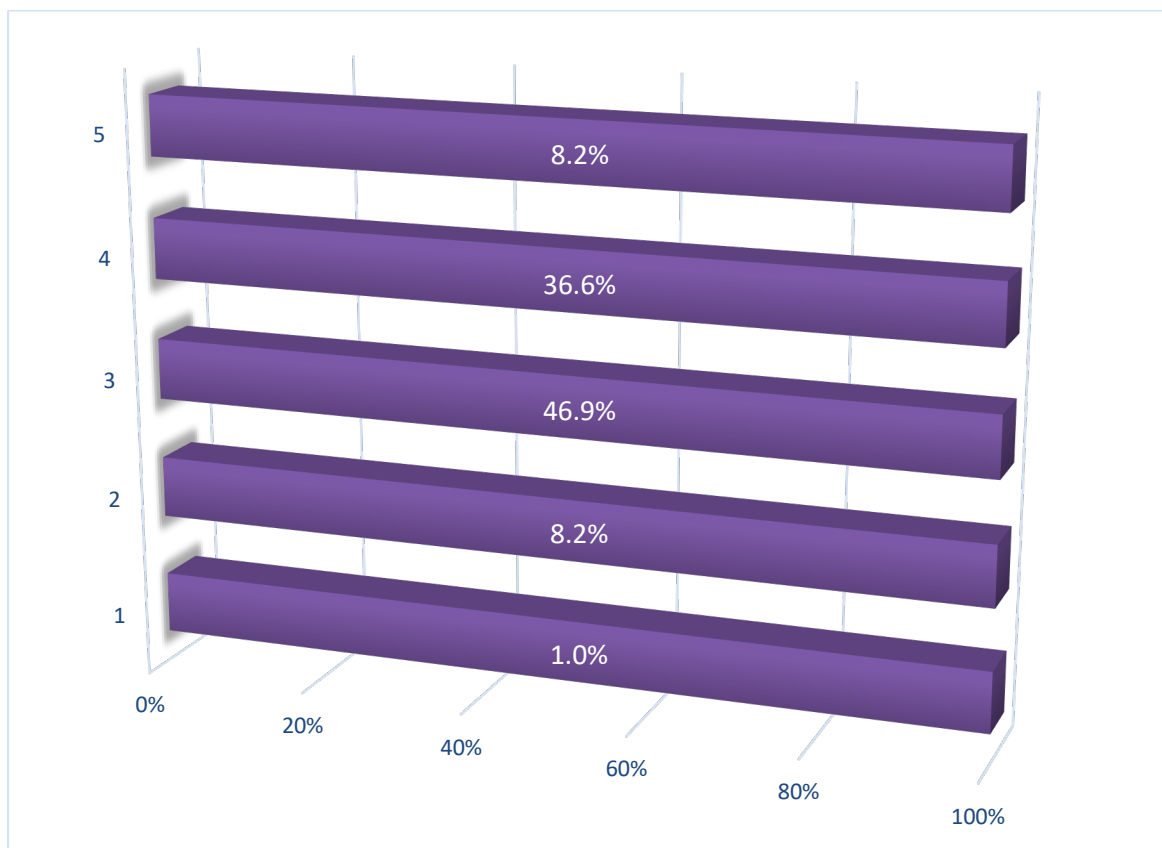
The bar chart illustrates how much students agree that they are more influence in speaking after practicing on meeting apps.

It is clear that English major students rate their level of speaking gets a definite progress. The proportion of students think they are more influent make up at 36.6% of total. There is 8.2% learners strongly agree they speak smoothly after practicing on meeting software. Besides, some of students are not in improving account for 9.2% even though they also use technology tools to their learning.

Question 7. Which statement best describes your speaking skills now?
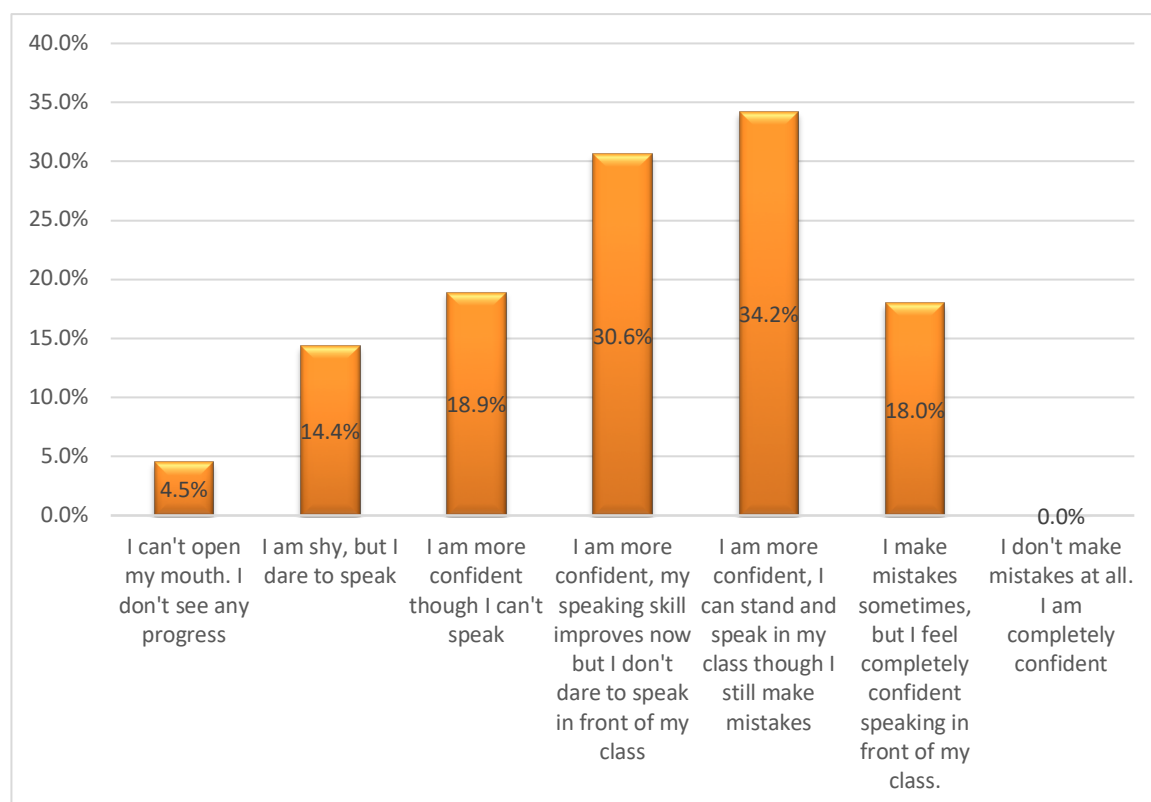
The bar chart portrays the facility in their current speaking skill after a process. The speakers suppose that more self-confident and try to speak even though they can make mistake in front of the class which is shown as the highest number with 34.2%. On the other hand, no one could ensure that they "don't make mistake at all" so it also holds 0% as the smallest number on the chart, followed by the options "I can't open my mouth. I don't see any progress" (4.5%), "I am shy, but I dare to speak"

(14.4%), "I am more confident though I can't speak" (18.9%), "I am more confident, my speaking skill improves now but I don't dare to speak in front of my class" (30.6%), 18% of the option "I make mistakes sometimes, but I feel completely confident speaking in front of my class."

4.2. Discussion

The results indicate that there are enormous limitations in their ability of speaking skills. Most of the participants did not have faith in themselves, were afraid of the judgement around, and lacked necessary materials when explaining such diversified vocabulary topics, grammar, situations. Some of them needed to prepare the notes and perform with the notes closely in their place. They are used to learning everything by heart so that is not strange to see this when they learn the other language.

5. CONCLUSION

Following the consequence of the survey to the secondary students at the English center in applying online video conferencing applications for the enhancement of the speaking skills lasting for about three weeks. At the first stage of the study, the researcher could realize that the participants obviously have the foundation of the language. Through some observation in their classes, they revealed their aptitude in a particular side such as they were good at discussion but the materials in use were Vietnamese about an English issue. They knew how to be flexible when they could not reach the aim with this application, they would immediately exchange information with each other not just waiting for the help from the teachers. However, what are the main reasons for their low speaking skills? To answer the questions, the

researchers carried out this study to investigate the problems and give the solutions for the participants.

During the survey, the first reason appeared here that they had a good base of knowledge but lacked skills. They studied in the traditional way which led to the fact that they did not practice much or approach to their real life materials. That may be the reason why they did not know how to express themselves in any aspects or maybe hesitated to face others around. The most significance is their English idiolect since they have known the basic group of vocabulary, phrases and structures from the general knowledge at school. In speaking one, they were required to reach the advanced topics and apply complicated structures so the participants were struggled in completing a short talk. In addition, relying too much on the smart dictionary created a poor habit whenever they wanted to speak up, they had to look up the dictionary firstly before showing up their ideas. Thus, it was likely to be another reason why they did not feel confident in communicating because they did not have time to prepare the material words. The hugest reason in this section was their awareness of learning. They acquired the strategies of achieving the language and skills, but they did not practice much. Their practice depended on the requirement from the teachers.

It is important to suggest that they use the new method to make their homework more attractive than the old style and from that point maybe they could choose the appropriate one for their learning speaking progress. In contrast, they could meet the intricate usage of these tools but right then they would see the service of them. It might help the participants contact with friends, make videos of all the products, help them solve the group work without any meeting outsides. Their clumsy difficulties in the sentence creation would be rescued by many practice tasks with the tools. The

phones, cameras or laptops are not just as equipment, they could do more than you thought if you know how to utilize them properly.

With the period of time and also being stuck at home for Coronavirus 19, the researcher have just clarified the first state of the survey; the background information and usage of the Meeting apps which were not explored in the depth of the security or other usages; basing on the given results from the participants to come to the final assumption in this study. Moreover, the study was applied in a certain case study so the results of this survey are not the most standard for the survey. It was the first time handling the thesis with this big topic, the researcher could not avoid the gauche presentation of the figures or some ideas in the study.

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