Saudi EFL Teachers' Perceptions Towards Assessing Speaking Through Student-made Videos

Arwa K. Alkhelifi, Rasha M. Alaudan

King Saud University, Riyadh, Saudi Arabia

In the current technological era, video conferencing and direct one-to-one video communication has become a norm in everyday people's life. This research aims to investigate the effectiveness of student's self-made videos as a valid method in evaluating the level of improvement in speaking skills for students studying English as a Foreign Language (EFL). The researcher selected an informative quantitative research approach, which implements a logical method for selecting the participants in the study. The main participants of the study consist of a total of 68 EFL teachers, who utilized various evaluation and teaching methods during their journey in the teaching English as a Foreign Language. The research approach adopted a survey-based method that use a five-point Likert scale to obtain the raw data, then analyzing it using the best-fit and the most statistically suitable methods. The results suggest that student's self-made videos are considered a valid and practical method for evaluating speaking skills from teacher's point of view. Several reasons justify the provided conclusion including saving the time in the class for more important tasks, increasing student's creativity, boosting students' self-confidence due to the increase in the training window, improving soft skills like self-learning, and finally, reducing common exam anxiety for the students, as well as, for the EFL teachers.

Keywords: self-made videos, EFL, classroom, speaking, technology

Introduction

Recent advances in the communication between humans have developed in a progressive and magnificent way. These advances in technology allowed the students, especially the EFL students, to be exposed to various sources of information and environments that result in a huge positive impact on their learning experience. The best-fit description of the term technology, that is applicable in this teaching style, is "the use of a system that relies on computer chips, digital applications, and networks in all of their forms" (Healey et al., 2008).

The implementation of technology-based methods and teaching styles in the field of language education has expanded dramatically in the past decade (Garrett, 2009; Parmaxi, 2020). These observations clearly arise during the COVID-19 period, where the effect of the lockdown imposed by many countries around the world forced them to replace regular education style to the technology-based education. In this technological era, the adaptation of new technologies in various aspects of life produced a great influence on teaching English as a Foreign

Arwa K. Alkhelifi, Department of Curriculum and Instruction, College of Education, King Saud University, Riyadh, Saudi Arabia.
Rasha M. Alaudan, Ph.D., Assistant Professor, Department of Curriculum and Instruction, College of Education, King Saud University, Riyadh, Saudi Arabia.

Language (EFL), taking all the advantages of that, especially the flexibility and accessibility of reaching to the sources of information anywhere and anytime.

The teaching style of English as a foreign language has evolved over the years. Various techniques and methods were adopted to enhance the learners' experience and to maximize the benefits of teaching. Videos have been one of the most convenient ways to reflect the level of improvements in various skills, like speaking. The simple requirements and the availability of this teaching method have increased its popularity, since the only requirement to utilize this method is the access to any social media platform, smartphone, and video editing software, which are available to almost everyone. This provides the students with the capability of expressing their thoughts and ideas digitally and being evaluated by their EFL teachers. Along with these technological advances, there are also advanced challenges, for example, there is an urgent need to adopt up-to-date assessment tools to evaluate the videos produced by students. They need to rely on clear criteria for evaluation to give rational judgments on students' progress and achievements. Assessment has been defined as "a broad concept that includes all activities undertaken by teachers and students to get information that can be used diagnostically to modify teaching and learning" (Black, 1998), therefore, assessment is considered an essential part of the learning process. Implementing these methods in students' assessments enables teachers to build a clear background about the strengths, the weaknesses, and the progression of the students. Moreover, implementing various assessment methods is considered an important key performance indicator that is valuable, especially in building and modifying future teaching and assessment methods.

By adopting the online assessment methods, teachers can evaluate learners' progression via online formative assessment tools. Formative assessment is defined as a diagnostic process with feedback over the course, whereas summative assessment is the final judgment at the end of the learning period (Boston, 2019). The online formative assessment tools have significantly replaced the traditional face-to-face methods and techniques, contributing to the enhancement of the learners' digital and language skills. It was shown in the literature that utilizing new tools for ongoing formative assessments in the context of Saudi secondary schools was a demand that became a necessity during the COVID-19 pandemic (Assulaimani, 2019). Research that is interested in online or cloud formative assessment tools is commonly conducted using tools that were specially designed, and can handle the assessment criteria by providing comprehensive feedback. These commonly used tools include, and not limited to, Google Forms, Microsoft forms, Blackboard, Plickers, Socrative, and Kahoot (commonsense.org., 2022).

On the other hand, there are other tools, including vlogging and video recording or streaming, that are not especially designed to be formative assessment tools. However, they have the potential to be one of the best tools due to the comprehensive feedback that they provide. Teachers can effectively use vlogging to assess a student's progress by watching their video blogs as an online formative assessment tool. Vlog is one of media latest technologies that opened new ways of communication through public created media (Baran, 2007). Vlogs are forms of blogging activities using video as the tool over its main media sources, which is text and audio (McCarthy, 2010). Moreover, vlogging in general can be described as a personal video recording that can be shaped in the form of video that is updated and distributed publicly through various video-sharing platforms. For instance, the most commonly used vlogging platforms currently include YouTube®, TikTok®, Snapchat®, and Instagram®. Vlogging as a form of formative assessment tools is the main scope of this study. Particularly, this research is conducted to identify Saudi EFL teachers' perceptions towards assessing speaking through student-made videos.

Statement of the Problem

The continuous change to the educational systems worldwide which are faced by various obstacles like wars and quarantine due to health concerns is forcing educators to investigate new methods for students' assessment. Student-made videos have the potential to be used as an assessment tool. There is little known about this topic based on published articles in the literature. There are several remotely related articles that investigate the same assessment technique (Davies, Hadfield-Law, & Turner, 2018; Hoepner & Hemmerich, 2020; Khan, Hassan, Husain, & Jetley, 2019). However, more elaboration and scientific analysis in the literature regarding using videos as an assessment tool is needed, especially in the EFL university classes.

To overcome this gap in the literature, the present study focuses on the perceptions of Saudi EFL teachers' perceptions towards assessing speaking through student-made videos. It is expected from this study to identify not only teachers' perceptions. In addition to that, the study highlights the benefits of using self-made videos to assess students' achievements and progression and presents suggestions and recommendations to overcome the challenges and weaknesses of the video-based assessment experiences in the future.

Literature Review

The focus in the literature review is to discuss the key topics that are related to the use and the implementation of video technology in the English language teaching classes locally and what implications and effects they had on the learning experience. First, the review discussed the ongoing adaptation of advanced computerized related technology in EFL classes in general. Second, the review investigated the effectiveness of using technological tools in classrooms. Third, the review investigated information on the literature about the perception of both teachers and students towards the use of online videos in the learning process. Finally, the review investigated the expected challenges that might face educators and learners while incorporating videos in the EFL classes.

The Effects of Implementing Computer Technology in Educational Classes

In the context of EFL classrooms, the role, and the importance of utilizing computer technology for teaching, motivating, and assessing students has always been an interesting topic among researchers and educators that are involved in the effectiveness of technology in English Language Teaching and Learning (ELTL). This topic has been investigated by many scholars and researchers from different points of views. One of the examples that investigated this topic is the study that was done by Canals (2020), whose main target is to investigate the effects of virtual exchanges on oral skills and motivation. The results of the study revealed that using virtual exchanges increased the students' motivation to learn a foreign language and added a sense of purpose to collaborate with other learners while carrying out communicative tasks. In their study, they were able to evaluate the usefulness of engaging in a virtual language exchange (VE) to practice oral communication with native English speakers. The study was done at Spanish University using two groups of students, one group utilized VE and in the other group they did not use VE in their learning experience. The results were collected from the students' grades and evaluating questionnaires that were done by the two groups. When the quantitative data results undergo statistical analysis, it was suggested that VE enhanced students' oral communication skills and improved the motivation to learn English as a foreign language. Moreover, VE improved the collaboration ability with other English language learners.

Another study which is interested in the adaptation of advanced technology and communications especially in EFL classes is the study that was done by Lin and Hwang (2018). In this study they have evaluated the effectiveness of flipped classrooms in an online community-based flipped learning approach in courses that were directed to EFL learners whose main objective is to deliver oral presentations. The platform that was hosting this study was Facebook, and it was selected because of the facilitating and recording peer-to-peer ability of this platform during the classes and the evaluation. The eighteen-week study concluded that the oral presentation done by students who utilized flipped classes using their phone in the selected online platform was enhanced, and there was a significant increase in students' participation and more interactive behaviors in the online flipped courses.

It is essential to find out whether these used advanced technologies inside the classes are useful or not from an educational point of view. One study explored this topic by evaluating the use of educational technology for teaching English as a foreign language (EFL) at selective various primary schools. Various surveys and observation sheets provided for four months to approximately 15 teachers and 150 students resulted in positive findings. It has been suggested that the students feel motivated and interested when using technological tools in classrooms in general, and that is because technology enables them to learn more effectively according to their individual needs in an interactive way. Collectively it will induce and raise students' curiosity (Solano, Cabrera, Ulehlova, & Espinoza, 2017). Another study investigated specifically the usefulness of student-made video projects in the development of their English language skills. The main target for this research concluded the most English skills that are affected positively by engaging video projects in the learning process. Also, the research interested in the perception of student-made video projects in the learning experience. This research used quantitative data obtained from a close-ended questionnaire that was provided to 31 students who were studying English. Other qualitative data were used in the research by performing group observation, group reports, and semi-structured interviews. Results from the research suggested that during the preparatory phase of the video projects, the students noticed that the writing skills developed rapidly as compared to other skills. However, in the production phase of the video projects students stated that their speaking skills trained the most. Finally, in the video presentation phase of the video projects students stated that their reading and listening skills were the two English skills that developed the most. Collectively, it has been suggested that using videos earned its popularity to cover various learning skills in the English language and will have a positive effect on the learning experience (Puspa, 2016).

Implementing Videos in Educational Classrooms

Adopting video technology in classrooms is not only widely used in this era, but also it is highly valued to implement teaching styles and techniques that are more effective and creative. Furthermore, videos in various forms are an integral part of teachers' and students' lives, which will ease implementing these techniques into the EFL classroom. In a recent study that investigated the perceptions of EFL learners' and teachers' toward the use of online videos in EFL classes during the pandemic, the study's findings demonstrated that the teachers had a positive perception towards the use of online videos. Also, the study suggests that videos are a useful and effective method for teaching the English language (Alshraideh, 2021). However, the content of online instructional videos must be carefully prepared and planned.

It is widely accepted in the literature that the use of videos as a source of information or evaluation method is effective for teaching and learning. For example, it has been hypothesized that using video material makes

learning more interesting, relevant, useful, and motivates students in the classroom (Bajrami & Ismaili, 2016). Not only teachers utilize videos in their teaching, but the students also can implement video materials in various classroom activities. Besides being considered a creative way, this implementation of videos can also improve learning outcomes, and provide a positive environment in the classroom. Similarly, another study on a total of 70 students taking compulsory academic English speaking skills courses in Turkey showed that YouTube provides long-term benefits to the students, improving their learning competence (Balbay & Kilis, 2017). Based on the analyzed results, it is suggested that most of the students found it extremely useful to provide supported video materials specifically designed to the class on the YouTube platform.

Effects of Student-made Videos on Education

Researchers have carried out many investigations regarding learning English through Videos. According to one study that investigated the use of subtitled videos in order to teach grammar, it has been found that students' grammatical accuracy was developed (Mohammed, 2013), referring these findings to the role of pictures and texts to attract the students' attention rather than using the text only. Another study has investigated the use of YouTube in the education process (Albahiri & Alhaj, 2020). The researchers concluded that YouTube has had great advantages in facilitating English language learning in many aspects such as listening, pronunciation, cultural understanding, and spoken discourse.

Another research paper by Ahmad (2014) discussed the effect of vlogging on student teachers' teaching self-efficacy. The experiment is designed in a way where the classes are divided into two groups. First group used vlogging as a teaching method, and the students were trained in vlogging and created a group vlog. Also, they were able to videotape themselves during teaching practice and uploaded the videos to the vlog for further comments from the rest of the class. Second group is the control group where they did not incorporate vlogging in the teaching. It has been concluded that students who utilized vlogging during English teaching classes improved their self-efficacy in a significant way as compared to the second group who did not use vlogging, and these results were evaluated according to the teaching self-efficacy scale that was delivered to all the groups.

Effects of Student-made Videos on Speaking Anxiety in Educational Environment

There are closely related previous studies that investigated the topic from another point of view. For example, one study addressed the problem of English language speaking anxiety among adult ESL learners by introducing vlogging as one of the learning activities and as an assessment of speaking skills. The main objective of this research was to establish whether vlogging assignments could assist in alleviating speaking anxiety among adult learners and in determining whether the students' vlogs posted in the class's Facebook group could be used as part of the course's speaking assessment to replace face-to-face presentation (Madzlan, Seng, & Kesevan, 2020). The findings of the study were positive since student-made videos provide a non-threatening learning environment for the learners. On the other hand, there are some studies that have directed their efforts to predict the challenges of using videos in education for assessment or for teaching. For instance, a research article pointed out one of the common problem for using videos in educational environments which is the ability of students to memorize facts and steps and recalling them accurately but lacking the ability to implement the acquired knowledge creatively in a new, unknown problem-solving situations (Kurz, Llama, & Savenye, 2004).

Challenges and Obstacles of Implementing Student-made Videos in Education

Another point of view regarding incorporating student-made videos in the learning process is presented by the research done by Anas (2019). In this article, they stated that even though the literature has shown that student-

created videos could enhance learning, there is a lack in the description of how the videos that are useful should be created. Also, there are several challenges that might arise during the video-making process such as preparing the materials for the video, setting the video shooting scene if applicable, selecting the most convenient video recording tool and the ability of the student for editing the video before the submission. Several common challenges might arise during the video-making process like the ability of the student active learning, the ability of building the vocabularies for the video, being comfortable with the autonomous learning, having high self-confident character, and finally the technological skills that the students have to create an acceptable and professional video project that serves the educational needs. Another study that was done by Manan and Azizan (2022) to discuss psychological difficulties that might face students during the incorporation of video projects in the English learning process. Their main target is to investigate the presence of anxiety in the adult English students when they are using vlogging as one of the learning activities. In brief, researchers were aiming to require some students to perform a personal Vlog as an assignment and publish that video on Facebook. Then, the vlogs will be evaluated as part of the course's speaking assessment to replace face-to-face presentation. Also, they will monitor the level of anxiety of students who performed the Vlog as compared to the other students. The data from the 14-week study suggest that vlogging can be considered as an effective approach in evaluating the speaking skills of the students since it can improve the students' English talk time outside class, which might be attributed to the increase in the students' self-confidence and reduce the speaking anxiety. This study aimed to investigate the effect of vlogging on EFL student teachers' teaching self-efficacy. A pretest-posttest control group design was adopted, consisting of a control group and an experimental group, each consisting of 12 4th-year EFL student teachers at Faculty of Education, Suez University. A teaching self-efficacy scale was prepared and administered to both groups before the experiment.

Brief Summary

In general, the literature has a significant number of research articles that discuss the use of professionally made videos to supplement educational classes and lectures with realistic situations, images, and discussion. Also, it is filled with examples in which instructors created digital materials to supplement class content through podcasts, vodcasts, and short digital videos. However, little is known about student-made video and incorporating it in the educational process. To fill this gap, in this research the researcher applied student-made video project to improve students' learning experience.

Research Methodology

Introduction

This section discusses the basic framework of the method approach used in this study to reach a logical conclusion based on scientific foundations in relation to the topic under discussion: "Saudi EFL Teachers' Perceptions Towards Assessing Speaking Through Student-Made Videos."

Research Questions

Three research questions were formulated for this study, which are:

(1) What are the perceptions of EFL teachers on student-made videos as a speaking assessment tool in Saudi Universities?

(2) How beneficial would using self-made videos be in assessing students' achievement and progression?

(3) What are the most significant challenges of using self-made videos as an assessment tool?

Research Design and Data Collection

The survey was established to evaluate EFL teachers' perceptions of assessing English speaking through student-made videos in Saudi universities. It is provided in both English and Arabic languages to make sure that the participants fully understand the idea of the questions since Arabic language is their main language. All responses are based on a five-point Likert scale that aims to identify the participants' perception of each asked question, and to easily analyze the data on a scientific approach. The participants were informed that their responses are valuable and important to the researcher and no personally identifiable information is collected and all responses are kept confidential and blinded to improve their confidence in the survey.

The survey was distributed to the targeted participants through an online questionnaire platform to improve the accessibility and to enhance the number of the completed responses.

Questionnaire Participants

The questionnaire of this study relied on the participation of around 70 EFL teachers who are used to assess student in various English language skills, especially the speaking skill in Saudi Universities. In the survey, we wanted to have the opinion of both male and female teachers who have an experience as an EFL teacher for a period ranging from one to more than six years of teaching.

Initial Pilot Survey

The questionnaire of this study was initially distributed to a small group of participants which was around five people. Their feedback about the survey was useful since they provide some important notes like rearranging the order of the scale and providing accurate translation to some of the point. These notes were corrected and included in the final version of the distributed survey.

Statistical Analysis

Data are presented as means and the standard deviation (SD). Significant differences are determined by t-test analysis. Data are considered significantly different when $p < 0.05$ and that was when the mean more than or equal to 2.00, since it is the number associated with the degree of freedom of 60. Minitab 18 software, and Excel program were used for analyzing the data and plotting the graphs. The scale correction that was used to fit the mean results is listed below in Table 1.

Table 1

Mean Values Scale Correction

Relative weight	Degree of attitude	Mean value
1	Strongly disagree	5.00-4.20
2	Disagree	4.20-4.40
3	Neutral	3.40-2.60
4	Agree	2.60-1.80
5	Strongly agree	1.80-1.00

The questionnaire's reliability was calculated based on the Cronbach's alpha formula, which is shown in the graph. Then the alpha value was compared to the Cronbach's alpha guide to investigate the reliability of the questionnaire.

Table 2

Cronbach's Alpha Internal Consistency Guide

Cronbach's alpha	Internal consistency
0.90 and above	Excellent
0.80-0.89	Good
0.70-0.79	Acceptable
0.60-0.69	Questionable
0.50-0.59	Poor
Below 0.50	Unacceptable

Results

The Survey General Information Results

In this part, we identified the participants in the survey from different points of view. There were 68 responses included in the survey, and we wanted to know the percentage of male teachers to female teachers, and the result was as follows.

Table 3

The Percentage of Male Teachers to Female Teachers

Participants	No.	Percentage (100)
Male teacher	41	60.3
Female teacher	27	39.7
Total	68	100

In the next step, the researcher wanted to know the percentage of the participants who had any experience, or did they take any courses related to making or evaluating videos? And the result were as follows.

Table 4

The Participants Who Had Any Experience, or Did They Take Any Courses Related to Making or Evaluating Videos?

	No.	Percentage (100)
Participants with previous experience	42	61.8
Participants without previous experience	26	39.2
Total	68	100

Survey Validity and Reliability Results

To validate the survey externally, it was initially distributed to experts for evaluation to provide feedback. All approved and suitable comments were considered and reflected in the final version of the questionnaire. To validate the survey internally, the correlation coefficients between each question (questions 1 to 21), and between the total number of points in each section were calculated. The Pearson correlation coefficient confirmed the validity of the questionnaire as shown below.

Table 5

The Pearson Correlation Coefficients for the Relationship Between Each Item and the Total Score

	Section	The questions	Pearson correlation *R*
Q1		Creating a self-made video allows students to be autonomous learners.	0.581*
Q2		Using technology develops students' language skills and other personal skills like self-confidence.	0.411*
Q3		Working on a self-made video project makes students feel a sense of achievement after finishing the task.	0.574*
Q4	I	Self-made videos that are used for assessment will have a positive impact on students' communication skills and learning readiness.	0.635*
Q5		Students feel comfortable while expressing themselves in their self-made videos.	0.374*
Q6		It is useful to implement self-made videos to teach public speaking techniques.	0.644*
Q7		Students expressed great appreciation for and satisfaction with the blended learning course that combine regular and digital learning.	0.620*
Q8		Teachers' ability to repeat the student-made video multiple times increases the accuracy of the speaking skill assessment.	0.681*
Q9		Assessing speaking skill through students-made videos saves the time spent in assessment.	0.613*
Q10		Self-made videos increase the accuracy of the assessment.	0.659*
Q11	II	Self-made videos help the teacher to perform a fair students' assessment using unified assessment rubric.	0.688*
Q12		Self-made videos may encourage the teacher to add more scores on creativity and content.	0.670*
Q13		Self-made videos help teachers to recognize the strengths for each student.	0.518*
Q14		Self-made videos allow the students to edit the videos to produce better language.	0.576*
Q15		Students face many technical challenges when making and editing videos for English speaking assessments.	0.501*
Q16		The background noises might reduce the volume of original speaker which might affect the teacher's judgment.	0.434*
Q17		Students' lack of experience in using the technology hindered them from making videos for English speaking assessment.	0.564*
Q18	III	The ability of the students to revise and repeat the self-made videos reflects the false level of speaking during the assessment.	0.542*
Q19		The lack of the face-to-face feedback during the assessment will make students not take it seriously.	0.277*
Q20		Video files usually are too large to be uploaded to the teacher to be evaluated and they consume a lot of data and money.	0.292*
Q21		Creating a video takes a lot of time because students forget what to say and then they need to shoot the video again.	0.335*

* Correlation significant at the 0.05 level (2-tailed) for the degree of freedom = 60 is 0.25.

Table 6 below shows that the Cronbach's alpha for the entire questionnaire is 0.86, this value indicating that the entire questionnaire is good, which means to be very reliable in term of measuring the expected outcomes.

Table 6

The Cronbach's Coefficient Alpha Results for the Questionnaire

Questionnaire	No. of items (questions)	Alpha value
Saudi EFL teachers' and students' perceptions of assessing speaking through student-made videos	21	0.86

Section-I Results

In this section, the participants gave their opinions regarding the teachers' general perception towards

student-made videos as a speaking assessment tool. This section consists of seven questions. The mean, standard deviation, degree of agreement, percentages, and rank of each item were calculated as follows.

Table 7

The Mean, SD, Percentage and the Degree of Each Question in Section-I

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. dev	Percent	Degree
(1) Creating a self-made video allows students to be autonomous learners.	5	2	5	22	34	4.15	1.16	82.94	Agree
(2) Using technology develops students' language skills and other personal skills like self-confidence.	1	1	5	20	41	4.46	0.82	89.12	Strongly agree
(3) Working on a self-made video project makes students feel a sense of achievement after finishing the task.	1	1	3	21	42	4.50	0.78	90.00	Strongly agree
(4) Self-made videos that are used for assessment will have a positive impact on students' communication skills and learning readiness.	1	3	4	24	36	4.34	0.89	86.76	Strongly agree
(5) Students feel comfortable while expressing themselves in their self-made videos.	1	2	4	24	37	4.38	0.85	87.65	Strongly agree
(6) It is useful to implement self-made videos to teach public speaking techniques.	4	1	6	27	30	4.15	1.05	82.94	Agree
(7) Students expressed great appreciation for and satisfaction with the blended learning course that combines regular and digital learning.	1	3	7	31	26	4.15	0.89	82.94	Agree
						4.30	0.92		Strongly Agree

The above table shows that the participants expressed strong agreement with the seven questions in section-one. The mean Likert-scale response score was 4.30, which corresponds to the "strong agreement" category. It is worth mentioning that three items did not conclude a "strongly agree" mean, which are the answer to the questions 1, 6, and 7.

Section-II Results

In this section, the participants gave their opinions based on their experience regarding how beneficial using student-made videos can be for speaking assessment. This section consists of seven questions. The mean, standard deviation, degree of agreement, percentages, and rank of each item were calculated as follows.

Table 8

The Mean, SD, Percentage, and the Degree of Each Question in Section-II

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. dev	Percent	Degree
(8) Teachers' ability to repeat the student-made video multiple times increases the accuracy of the speaking skill assessment.	2	1	5	29	31	4.26	0.89	85.29	Strongly agree
(9) Assessing speaking skill through students-made videos saves the time spent in assessment.	1	1	7	29	30	4.26	0.82	85.29	Strongly agree

Table 8 to be continued

(10) Self-made videos increase the accuracy of the assessment.	**2**	**1**	**6**	**25**	**34**	**4.29**	**0.92**	**85.88**	**Strongly Agree**
(11) Self-made videos help the teacher to perform a fair students' assessment using unified assessment rubric.	0	3	12	31	22	4.06	0.83	81.18	Agree
(12) Self-made videos may encourage the teacher to add more scores on creativity and content.	1	3	7	23	34	4.26	0.92	85.29	Strongly agree
(13) Self-made videos help teachers to recognize the strengths for each student.	1	3	8	25	31	4.21	0.92	84.12	Strongly agree
(14) Self-made videos allow the students to edit the videos to produce better language.	3	1	6	22	36	4.28	1.01	85.59	Strongly agree
						4.23	0.90		Strongly agree

The above table shows that the participants expressed strong agreement with the seven questions in section-two. The mean Likert-scale response score was 4.23, which corresponds to the "strong agreement" category. It is worth mentioning that only one item did not conclude a "strongly agree" mean, which is the answer to question 4.

Section-III Results

In this section, the participants gave their opinions based on their experience regarding the challenges and obstacles of using student-made videos for assessment. This section consists of seven questions. The mean, standard deviation, degree of agreement, percentages, and rank of each item were calculated as follows.

The table below shows that the participants were neutral with the seven questions in section-III. The mean Likert-scale response score was 3.17, which corresponds to the "Neutral" category. It is worth mentioning that the answers for the questions 16, 18, 19, and 21 were statistically non-significant (NS), so they were not included in the analysis, because their t-test value was below the 2.00 which is the cut-off point for the degree of freedom of 60.

Table 9

The Mean, SD, Percentage, and the Degree of Each Question in Section-III

	Strongly disagree	disagree	Neutral	Agree	Strongly agree	Mean	Std. dev	Percent	Degree
(15) Students face many technical challenges when making and editing videos for English speaking assessments.	5	11	20	18	14	3.37	1.20	67.35	Neutral
(16) The background noises might reduce the volume of original speaker which might affect the teacher's judgment.	9	15	11	20	13	3.19	1.34	63.82	NS
(17) Students' lack of experience in using the technology hindered them from making videos for English speaking assessment.	4	14	18	23	9	3.28	1.12	65.59	Neutral
(18) The ability of the students to revise and repeat the self-made videos reflects the false level of speaking during the assessment.	3	23	19	13	10	3.06	1.14	61.18	NS
(19) The lack of the face-to-face feedback during the assessment will make students not take it seriously.	12	18	13	14	11	2.91	1.36	58.24	NS

Table 9 to be continued

(20) Video files usually are too large to be uploaded to the teacher and they consume a lot of data and money.	**4**	**15**	**16**	**17**	**16**	**3.38**	**1.23**	**67.65**	**Neutral**
(21) Creating a video takes a lot of time because students forget what to say and then they need to shoot the video again.	8	21	14	13	12	3.00	1.30	60.00	NS
						3.17	1.24		Neutral

NS: non-significant.

Discussion

The main idea of this project is to investigate the Saudi EFL teachers' perceptions towards assessing speaking through student-made videos. The project started by performing a comprehensive background regarding the available information related to this topic in the literature. The researcher found that the implementation of self-made videos in the assessment of English speaking is not a heavily discussed topic (Sanderson, Kearney, Kissell, & Salisbury, 2016; Yeates et al., 2020). Especially, in the area of the Kingdome of Saudi Arabia, and further investigation is needed.

The next step performed was to specify the major question that this project needs to answer. These questions were directed toward the perceptions of EFL teachers on student-made videos as a speaking assessment tool, and how beneficial they think using self-made videos can be in assessing students' achievement and progression, and finally, what they think the most significant challenges of using self-made videos in the assessment process are. These questions were established based on the comprehensive research in the literature.

The survey was established consisting of 21 questions covering three main sections, which are correlated to the previously raised major project questions. A sample of the survey was delivered to experts in the field for their valuable feedback, their input was implemented in the second version of the survey.

Pilot survey was distributed to small group of the targeted population and their feedbacks were implemented in the final version of the survey. The survey was delivered to the targeted participants, it was completed by 68 participants. The data were analyzed in quantitative scientific method.

The first analysis performed was to investigate the survey validity and reliability. Pearson correlation was used for the validity testing, while the survey reliability was tested by Cronbach's Alpha.

Based on the Pearson correlation results, we can conclude that the survey is valid to test the project question, and that because Pearson correlation coefficient (R) for the relationship between each question and the (R) for the total score is higher than 0.25 and considered significant at the 0.05 level for the two-tailed test, taking into consideration the degree of freedom at around 60 participants (Schober, Boer, & Schwarte, 2018). Also, when the Cronbach's Alpha was calculated for all the 21 questions it was 0.86 which places the survey questions in the range of good internal consistency (Bujang, Omar, & Baharum, 2018).

When we look at the 1st section, we see that participants gave their opinions regarding the teachers' general perception towards student-made videos as a speaking assessment tool. In general, the participants do strongly agree to the fact that self-made videos enhance autonomous learning, language skills, and other personal skills. Also, they think that the students will feel the sense of achievement after finishing the task, and it has positive impact on students' communication, and public speaking techniques. They notice also that students express themselves through videos and they recommend combining regular and digital learning in the assessment process.

All these conclusions are reflected quantitatively by the mean of Likert scale equal to 4.30, which places the direction of this section in the "Strongly agree" category based on the two-tailed test value. This conclusion is similar to other journal articles that investigated a closely related topic (Brimble, 2008).

The 2nd section took a different approach by investigating the participants about their opinion about how beneficial using student-made videos can be for speaking assessment. Similar to the previous section, the participants in the second section do strongly agree also to the fact that adopting student-made videos is very beneficial to both the teachers and students by various methods like: increasing the assessment accuracy, saving the class time, increasing the assessment transparency, and enhancing the creativity. All these conclusions are reflected quantitatively by the mean of Likert scale equal to 4.23, which places the direction of this section in the "Strongly agree" category, based on the two-tailed test value. This conclusion is similar to other journal articles that investigated a closely related topic (Caratozzolo, Lara-Prieto, Hosseini, & Membrillo-Hernández, 2022).

In the 3rd section, some differences in conclusion were noticed. This section investigates the challenges and obstacles of using student-made videos for assessment. The participants have mixed opinions regarding three topics, which are the presence of background noise effects on the students' assessment, the presence of the misleading assessment due to the ability of students to repeat making the videos, and lack of the face-to-face feedback during the assessment which will make students not take it seriously. The two-tailed test values for the questions 16, 18, 19, and 21 are statistically non-significant (NS), so they were not included in the analysis, because their t-test value was below the 2.00 which is the cut-off point for the degree of freedom of 60.

However, in the 3rd section also, the participants were in general neutral towards the questions related to facing many technical challenges like the inability to upload the video to the teachers, or the inability to make videos. This was clearly appeared quantitatively by the mean of Likert scale to these questions equal to 3.17, which places the direction of this section in the Neutral category, based on the two-tailed test value.

Conclusion

The survey investigates the Saudi EFL teachers' perceptions towards assessing speaking through student-made videos. The result from this project suggests that the participants do encourage the adaptation of student-made videos as a valid and effective tool to improve and enhance their learning experience and to boost their professionality in their future work.

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Appendix I

This survey was established to evaluate EFL teachers' perceptions of assessing English speaking through student-made videos in Saudi universities (En/AR). This response sheet is based on a five-point Likert scale that aims to identify the Saudi EFL teachers' perceptions of assessing speaking through student-made videos in Riyadh province. It is one of the study tools and a requirement to obtain a master's degree.

تم تصميم هذا الاستطلاع لمعرفة تصورات معلمي اللغة الإنجليزية كلغة أجنبية عن تقييم مهارة التحدث باللغة الإنجليزية من خلال مقاطع الفيديو التي يصنعها الطلاب في الجامعات السعودية (بالإنجليزية). تستند ورقة الإجابة هذه إلى مقياس ليكرت المكون من خمس نقاط، والذي يهدف إلى تحديد تصورات معلمي اللغة الإنجليزية كلغة أجنبية في السعودية لتقييم مهارة التحدث من خلال مقاطع الفيديو التي يصنعها الطلاب في منطقة الرياض. يعتبر هذا الاستطلاع أحد أدوات البحث التي استخدمتها الباحثة لنيل شهادة الماجستير.

Please note that:

- Your response is valuable and important to the researcher and the field of education, no personally identifiable information is collected.
- All responses are kept confidential and blinded, so please feel free to respond.
- Participation is voluntary and for scientific research purposes only, no identifiable information is collected.

الرجاء أخذ ما يلي بعين الاعتبار:

- إجابتك على هذا الاستبيان قيمة ومهمة للبحاث ومجال التعليم ولا يتم جمع أي معلومات شخصية.
- يحافظ الباحث على سرية البيانات فلا تتردد بالمشاركة.
- لك حق الاختيار في المشاركة إذ أن المشاركة في هذا الاستبيان طوعية ولأغراض البحث العلمي فقط ولا يجمع الباحث أي معلومات عن هوية المشاركين.

Instructions:

Please read and encircle the most appropriate response for each statement indicating the level at which you rate your perception. It is essential to realize that your first reaction to the statement is the most accurate response; therefore, do not spend too much time on a single question.

التعليمات:

يرجى قراءة الأسئلة ثم اختيار الإجابة الأكثر ملاءمة التي تعكس رأيك الصريح، ومن الضروري أن تدرك أن ردة فعلك الأولى على السؤال هي الأكثر دقة لذلك، لا تضيع الكثير من الوقت في الإجابة على سؤال واحد.

The Researcher: Arwa Alkhelaifi, TESOL Department, College of Education & Instruction, King Saud University.

الباحثة: أروى الخليفي - جامعة الملك سعود - كلية التربية – قسم تدريس اللغة الإنجليزية للناطقين بلغات أخرى.

Part One
General Information

الجزء الأول
معلومات عامة

1   You are a   هل أنت

| o | Male teacher | مُعلّم | o |
| o | Female teacher | معلمة | o |

2   Did you take any courses related to making or evaluating videos?   هل سبق لك حضور مواد تدريبية تتعلق بعمل أو تقييم مقاطع الفيديو؟

| o | Yes | نعم | o |
| o | No | لا | o |

3   Do you have any experience as an EFL teacher for university students?   هل لديك خبرة سابقة بتعليم اللغة الإنجليزية لطلاب المرحلة الجامعية؟

o	Less than a year	أقل من سنة	o
o	Two to three years	سنتين إلى ثلاث سنوات	o
o	Four to six years	أربع إلى ست سنوات	o
o	More than six years	أكثر من ست سنوات	o

Note: reports written by Ginther (2013) and Knoch et al. (2016) which stated that teachers' experiences and their language background may influence the assessment process, so the assessment results will be different from one to another.
(Assessing Students' Speaking Skill in Online EFL Speaking Course Through Students' Self-made YouTube videos)

Part Two

Survey Questions

الجزء الثاني

أسئلة الاستبيان

The answers in Part two depend on Likert scale which is a type of psychometric response scale, in which responders specify their level of agreement to a statement typically in five points:
1) Strongly disagree.
2) Disagree.
3) Neither agree nor disagree.
4) Agree.
5) Strongly agree.
So please choose a number from 1-5 based on your agreement with the given statement.

تعتمد الإجابات في (الجزء الثاني) على مقياس ليكرت وهو نوع من مقياس الاستجابة السيكومترية، حيث يحدد المستجيبون مستوى موافقتهم على العبارة عادةً في خمس نقاط وهي:
(1) لا أوافق بشدة.
(2) لا أوافق.
(3) محايد.
(4) أوافق.
(5) أوافق بشدة.

لذلك يرجى اختيار الرقم من واحد إلى خمسة بحسب مدى اتفاقك مع الجملة المذكورة

First section: Teachers' general perception towards student-made videos as a speaking assessment tool.

<u>القسم الأول:</u> انطباعات المعلمون العامة تجاه استخدام مقاطع الفيديو المصنوعة من قبل الطّلاب باعتبارها وسيلة لتقييم مهارة التحدث.

1   Creating a self-made video allows students to be autonomous learners

1 تجربة صنع الفيديوهات المنشأة من قبل الطلبة تمنحهم القدرة على التعلم الذاتي

o	Strongly disagree.	لا أوافق بشدة.	o
o	Disagree.	لا أوافق.	o
o	Neither agree nor disagree.	محايد.	o
o	Agree.	أوافق.	o
o	Strongly agree.	أوافق بشدة.	o

2   Using technology develops students' language skills and other personal skills like self-confidence.

2 استخدام التكنولوجيا تطور لدى الطلبة المهارات اللغوية، والمهارات الشخصية الأخرى مثل الثقة بالنفس.

o	Strongly disagree.	لا أوافق بشدة.	o
o	Disagree.	لا أوافق.	o
o	Neither agree nor disagree.	محايد.	o
o	Agree.	أوافق.	o
o	Strongly agree.	أوافق بشدة.	o

3   Working on a self-made video project makes students feel a sense of achievement after finishing the task.

3 العمل على مشاريع الفيديوهات المنشأة من قبل الطلبة يجعل الطلبة يشعرون بالإنجاز بعد إنهاء المهمة.

o	Strongly disagree.	لا أوافق بشدة.	o
o	Disagree.	لا أوافق.	o
o	Neither agree nor disagree.	محايد.	o
o	Agree.	أوافق.	o
o	Strongly agree.	أوافق بشدة.	o

4   Self-made videos that are used for assessment will have a positive impact on students' communication skills and learning readiness.

4 الفيديوهات المنشأة من قبل تؤثر إيجابياً على مهارات التواصل لديهم وقابليتهم للتعلم

o	Strongly disagree.	لا أوافق بشدة. o
o	Disagree.	لا أوافق. o
o	Neither agree nor disagree.	محايد. o
o	Agree.	أوافق. o
o	Strongly agree.	أوافق بشدة. o

5   Students feel comfortable while expressing themselves in their self-made videos.

5 يشعر الطلبة بالراحة أثناء تعبيرهم عن نفسهم من خلال الفيديوهات المنشأة من قبلهم

o	Strongly disagree.	لا أوافق بشدة. o
o	Disagree.	لا أوافق. o
o	Neither agree nor disagree.	محايد. o
o	Agree.	أوافق. o
o	Strongly agree.	أوافق بشدة. o

6   It is useful to implement self-made videos to teach public speaking techniques.

6 من المفيد دمج مقاطع الفيديو المصنوعة من قبل الطلّاب لتعليم مهارات الخطابة

o	Strongly disagree.	لا أوافق بشدة. o
o	Disagree.	لا أوافق. o
o	Neither agree nor disagree.	محايد. o
o	Agree.	أوافق. o
o	Strongly agree.	أوافق بشدة. o

7   Students expressed great appreciation for and satisfaction with the blended learning course that combines regular and digital learning.

7 يشعر الطلبة بالرضى العظيم والتقدير عندما يقدم المنهج الدراسي بطريقة تعليمية مدمجة بين التقليدي والرقمي

o	Strongly disagree.	لا أوافق بشدة. o
o	Disagree.	لا أوافق. o
o	Neither agree nor disagree.	محايد. o
o	Agree.	أوافق. o
o	Strongly agree.	أوافق بشدة. o

Second section: How beneficial using student-made videos can be for speaking assessment?

القسم الثاني: مدى فائدة استخدام مقاطع الفيديو المصنوعة من قبل الطلّاب باعتبارها وسيلة لتقييم مهارة التحدث.

1   Teachers' ability to repeat the student-made video multiple times increases the accuracy of the speaking skill assessment.

1 قدرة المعلم على إعادة المقطع المقدم من الطالب عدة مرات يزيد من دقة تقييم أداء الطالب أثناء تقييم مهارة التحدث

o	Strongly disagree.	لا أوافق بشدة. o
o	Disagree.	لا أوافق. o
o	Neither agree nor disagree.	محايد. o
o	Agree.	أوافق. o
o	Strongly agree.	أوافق بشدة. o

2   Assessing speaking skill through students-made videos saves the time spent in assessment.

2 تقييم مهارة التحدث بالإنجليزية من خلال الفيديوهات المنشأة من قبل الطلبة تحافظ على الوقت المستغرق للتقييم

o	Strongly disagree.	لا أوافق بشدة. o
o	Disagree.	لا أوافق. o
o	Neither agree nor disagree.	محايد. o
o	Agree.	أوافق. o
o	Strongly agree.	أوافق بشدة. o

| 3 | Self-made videos increase the accuracy of the assessment. | الفيديوهات المنشأة من قبل الطلبة تزيد دقة التقييم | 3 |

o	Strongly disagree.	لا أوافق بشدة.	o
o	Disagree.	لا أوافق.	o
o	Neither agree nor disagree.	محايد.	o
o	Agree.	أوافق.	o
o	Strongly agree.	أوافق بشدة.	o

| 4 | Self-made videos help the teacher to perform a fair students' assessment using unified assessment rubric. | الفيديوهات المنشأة من قبل الطلبة تساعد المعلم على التقييم العادل للطلبة باستخدام مصفوفة موحدة للتقييم | 4 |

o	Strongly disagree.	لا أوافق بشدة.	o
o	Disagree.	لا أوافق.	o
o	Neither agree nor disagree.	محايد.	o
o	Agree.	أوافق.	o
o	Strongly agree.	أوافق بشدة.	o

| 5 | Self-made videos may encourage the teacher to add more scores on creativity and content. | الفيديوهات المنشأة من قبل الطلبة تمكن للمعلمين من زيادة درجات إضافية مقابل المحتوى والإبداع | 5 |

o	Strongly disagree.	لا أوافق بشدة.	o
o	Disagree.	لا أوافق.	o
o	Neither agree nor disagree.	محايد.	o
o	Agree.	أوافق.	o
o	Strongly agree.	أوافق بشدة.	o

| 6 | Self-made videos help teachers to recognize the strengths for each student. | الفيديوهات المنشأة من قبل الطلبة تسمح للمعلمين بالتعرف على مكامن القوة لكل طالب | 6 |

o	Strongly disagree.	لا أوافق بشدة.	o
o	Disagree.	لا أوافق.	o
o	Neither agree nor disagree.	محايد.	o
o	Agree.	أوافق.	o
o	Strongly agree.	أوافق بشدة.	o

| 7 | Self-made videos allow the students to edit the videos to produce better language. | الفيديوهات المنشأة من قبل الطلبة تسمح لهم بتحريرها بعد التدرب وإنتاج لغة أفضل | 7 |

o	Strongly disagree.	لا أوافق بشدة.	o
o	Disagree.	لا أوافق.	o
o	Neither agree nor disagree.	محايد.	o
o	Agree.	أوافق.	o
o	Strongly agree.	أوافق بشدة.	o

Third section: Challenges and obstacles of using student-made videos for assessment.

القسم الثالث: التحديات والعقبات لاستخدام مقاطع الفيديو المصنوعة من قبل الطلاب باعتبارها وسيلة للتقييم.

| 1 | Students face many technical challenges when making and editing videos for English speaking assessments. | يواجه الطلبة تحديات تقنية عديدة عند انشاء وتحرير مقاطع فيديو لكي يتم تقييمهم عليها في مهارات التحدث بالإنجليزية | 1 |

o	Strongly disagree.	لا أوافق بشدة.	o
o	Disagree.	لا أوافق.	o
o	Neither agree nor disagree.	محايد.	o
o	Agree.	أوافق.	o
o	Strongly agree.	أوافق بشدة.	o

2   The background noises might reduce the volume of original speaker which might affect the teacher's judgment

2   الأصوات الصاخبة المصاحبة للفيديوهات في الخلفية من الممكن ان تؤثر في جودة كلام المتحدث فيؤثر بذلك على تقييم المعلم

o Strongly disagree.	لا أوافق بشدة. o
o Disagree.	لا أوافق. o
o Neither agree nor disagree.	محايد. o
o Agree.	أوافق. o
o Strongly agree.	أوافق بشدة. o

3   Students' lack of experience in using the technology hindered them from making videos for English speaking assessment.

3   تمنع قلة خبرة الطلبة حول التعامل مع التقنية من صنع فيديوهات خاصة بهم أثناء التحدث بالإنجليزية لكي يتم تقييمهم عليها

o Strongly disagree.	لا أوافق بشدة. o
o Disagree.	لا أوافق. o
o Neither agree nor disagree.	محايد. o
o Agree.	أوافق. o
o Strongly agree.	أوافق بشدة. o

4   The ability of the students to revise and repeat the self-made videos reflects the false level of speaking during the assessment.

4   قدرة الطلبة على مراجعة وإعادة الفيديوهات التي قاموا بتصويرها تعكس مستوى مخالفاً لواقع الطالب في التحدث عند تقييمه

o Strongly disagree.	لا أوافق بشدة. o
o Disagree.	لا أوافق. o
o Neither agree nor disagree.	محايد. o
o Agree.	أوافق. o
o Strongly agree.	أوافق بشدة. o

5   The lack of the face-to-face feedback during the assessment will make students not take it seriously.

5   فقدان التوجيه المباشر من قبل المعلم أثناء التقييم يجعل الطلبة بأن لا يأخذوا التقييم على محمل الجد

o Strongly disagree.	لا أوافق بشدة. o
o Disagree.	لا أوافق. o
o Neither agree nor disagree.	محايد. o
o Agree.	أوافق. o
o Strongly agree.	أوافق بشدة. o

6   Video files usually are too large to be uploaded to the teacher and they consume a lot of data and money.

6   عادةً ما تكون ملفات الفيديو كبيرة جدًا بحيث يتعذر رفعها للمعلم لتقييمها وتستهلك الكثير من البيانات والمال

o Strongly disagree.	لا أوافق بشدة. o
o Disagree.	لا أوافق. o
o Neither agree nor disagree.	محايد. o
o Agree.	أوافق. o
o Strongly agree.	أوافق بشدة. o

7   Creating a video takes a lot of time because students forget what to say and then they need to shoot the video again.

7   عادةً يستغرق إنشاء مقطع فيديو وقتًا طويلاً لأن الطلبة ينسون ما سيقولونه أثناء الإعداد، ويحتاجون بعد ذلك إلى تصوير الفيديو مرة أخرى

o Strongly disagree.	لا أوافق بشدة. o
o Disagree.	لا أوافق. o
o Neither agree nor disagree.	محايد. o
o Agree.	أوافق. o
o Strongly agree.	أوافق بشدة. o