

USING SMARTPHONE VIDEO RECORDER AS A TOOL TO IMPROVE STUDENTS ENGLISH SPEAKING SKILL

Nirmawati¹, Syamsiarna Nappu², Farisha Andi Baso³

^{1,2,3}Universitas Muhammadiyah Makassar, Indonesia

nirmawati597@gmail.com

ABSTRACT

This research aimed at finding out whether or not using smartphone video recorder as a tool is effective to improve the students' English speaking skill in term of accuracy (pronunciation) and fluency (smoothness). This research applied pre experimental research with one group pre and post-tests design. There were two variables: independent variable and dependent variable. Independent variable was smartphone video recorder and dependent variable was the students' speaking skill. The populations of this research were the tenth grade students of SMAN 9 Makassar. The numbers of population were 396 students. The samples were 20 students that were chosen by using Purposive Sampling Technique. The result of this research showed that the t-test value of accuracy (pronunciation) (9.32) which was higher than the value of t-table (2.09) while the t-test value of fluency (smoothness) (8.17) which was higher than the value of t-table (2.09). It meant that there was significant difference between before and after giving the treatment. It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It was concluded that using smartphone video recorder as a tool is effective to improve the students' speaking skill on descriptive text in term of accuracy (pronunciation) and fluency (smoothness).

Key words: Speaking Skill, Smartphone Video Recorder, Accuracy, Fluency.

ABSTRACT

Penelitian ini bertujuan untuk mengetahui apakah menggunakan perekam video ponsel pintar sebagai alat yang efektif atau tidak untuk meningkatkan kemampuan berbahasa Inggris siswa dalam hal akurasi (pelafalan) dan kefasihan (kelancaran). Penelitian ini menggunakan penelitian pra eksperimen dengan desain satu kelompok sebelum dan sesudah tes. Ada dua variabel: variabel independen dan variabel dependen. Variabel independen adalah perekam video telepon pintar dan variabel dependen adalah kemampuan berbicara siswa. Populasi penelitian ini adalah siswa kelas sepuluh SMAN 9 Makassar. Jumlah populasi adalah 396 siswa. Sampel adalah 20 siswa yang dipilih dengan menggunakan Purposive Sampling Technique. Hasil penelitian ini menunjukkan bahwa nilai uji-t akurasi (pelafalan) (9,32) yang lebih tinggi dari nilai t-tabel (2,09) sedangkan nilai uji-t kefasihan (kelancaran) (8,17) yang lebih tinggi dari nilai t-tabel (2,09). Itu berarti ada perbedaan yang signifikan antara sebelum dan sesudah memberikan perlakuan. Ini menunjukkan bahwa hipotesis alternatif (H_1) diterima dan hipotesis nol (H_0) ditolak. Disimpulkan bahwa menggunakan perekam video ponsel pintar sebagai alat efektif untuk meningkatkan kemampuan berbicara siswa pada teks deskriptif dalam hal akurasi (pengucapan) dan kefasihan (kelancaran).

Kata kunci: Kemampuan Berbicara, Perekam Video Ponsel Pintar, Akurasi, Kefasihan.

INTRODUCTION

The advancement of information and communication technologies (ICT) these days are undeniable impact on every aspect of human life. Mobile devices as the latest and most

sophisticated ICT tools were immensely use to assist people in fulfilling their needs, solving problems, and satisfying their wants. According to (Dogan & Akbarov, 2016), their usage in social areas is an imperative rather than a choice and turns out to be a primary needs of life.

Among the mobile devices, mostly own and use among people was the smartphone. Smartphone provided a lot more features and applications. Accessing data and information, playing games working on office work, and shopping can organize in one device altogether. These facilities affected almost all people of all ages. Smartphone become more accessible to younger consumers. Most, if not all students nowadays already have their own smartphones in their pockets. (Huang, Lin, & Chuang, 2007) believe they are positive attitudes toward electronic devices, contents, and activities on the internet. Smartphone provided access to their needs to keep connect to the network and prove their existence through the social media. More than that they can see pictures, watch and create videos to be share with their peers in social network. They become more familiar with using smartphone.

As the researcher watched through the development of the students at a senior high school, she found that the growth of smartphone changed their preferences and habits in both negative and positive ways. Spreading information and accessing sources of learning become easier but the other effects cannot ignore. Amount of time the students spend with their smartphone are excessive. They prefer spending their after-school time to go online and chatting to reading their school books. They brought the smartphone to school, even with the risk of confiscate. It is almost impossible to keep them away from the smartphone.

So the teaching learning processes must be dynamic and keep on adapting to the social changes in the students' environment. Teachers supposed able to adjust the lesson to the students' preferences, needs, and habits. Considering the current state of the students regarding their attachment to smartphone, the researcher believed that this better consider constructive instead of a time consuming activity. Smartphone integration into the learning process can be a potential tool in constructing knowledge and enhancing the students' skills.

Therefore, the researcher utilize smartphone in teaching and learning process. Wang & Higgins (2006) said that many people would lack the motivation needed to use smartphone learning consistently. Psychologically, people are likely to use smartphone for communication and entertainment only as they use to do not for learning. Playing games, listening to music, checking

feeds in social media, replying messages in BBM, WhatsApp, LINE or any other chatting applications is more prefer than reading learning materials since it requires more effort. Focusing attention on the learning will be very challenging. Dogan & Akbarov (2016) find that students really like learning on their mobile devices, because they think that the process is interactive and interesting.

By considering the statements above, the researcher decided to conduct a research entitle Using Smartphone Video Recorder as a Tool to Improve Students English Speaking Skill (A Pre-Experimental Research Design at the Tenth Grade of SMAN 9 Makassar).

LITERATURE REVIEW

Mobile Assisted Language Learning (MALL)

1. The Concept of Mobile Assisted Language Learning (MALL)

El-Hariry (2015) stated that mobile learning as any form of learning that occurs by using a mobile device. Base on this definition, wireless handheld devices held the most important role in assisting the students' learning process. The handheld devices make it possible to the learners in accessing any kind of resources to deep their understanding of the classroom content. The portability and accessibility of mobile devices is a great potential to assist students in gaining knowledge anytime and anywhere.

2. Advantages and Disadvantage of Mobile Assisted Language Learning (MALL)

a. Advantages of Mobile Assisted Language Learning

Kim & Kwon (2012) indicates some benefits of using MALL as follows. First, it allows the students to access language learning materials easily and communicates with people anytime and anywhere. Second, it facilitates the students' participation in collaborative and individualize language learning activities allowing rapid development of speaking, listening, reading, and writing skills. Third, it offers various resources and tools for language learning that encourage students to be more motivate, autonomous, situate and socially interactive.

b. Disadvantages of Mobile Assisted Language Learning

Mobile learning in classrooms offer various advantages which able to help the students in their educational process. However there are some disadvantages. As state by

Wang & Higgins (2006) that students would lack the motivation needed to use mobile phone learning consistently. The many applications provide in the mobile devices, in this case the smart phone potentially disrupt the concentration of the students in the classroom.

Smartphone

1. Smartphone Video Recording

Numerous features and applications have explored to see the effectiveness of smartphone to be integrated in language learning. Much of the research conduct with smart phones focuses on vocabulary, reading, and listening skills (Gromik, 2013; Bozdogan, 2015). However, some researchers also investigate the use of smartphones as tools in speaking classes such as Gromik (2013) and Shakarami (2014). There are two technological tools in smartphones which can be used for speaking. They are video recording feature and audio recording feature (Bozdogan, 2015). Both have investigated by different researchers to apply in the higher education settings and are prove to be effective.

2. Smartphone Use in Speaking Class

Smartphone-based learning, due to the many applications and features available which can use for recording and playing multimedia contents, also allows its owner to become an active producer of content (Gromik, 2009). During in-class speaking tasks, students can record themselves to evaluate pronunciation or prepare for a speaking task. Pipe in Milliner (2015) introduce an effective way to generate peer feedback when he introduce an activity whereby students record a short conversation and then share it with another team who will transcribe and critique the conversation.

Speaking

1. The definitions of speaking

Another definition comes from Cameron (2001:40). She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. And also Caroline (2005: 45) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behavior.

2. Variables of speaking

Briefly, speaking performance refers to the students' skill to produce spoken language accurately, fluently, and comprehensibly. The description of speaking accuracy and fluency will explain in the following details:

1. Accuracy

Speaking accuracy lies on acceptable pronunciation, correct grammar and appropriate word choice. Brown (2001, 286) states that accuracy achieved to some extent by allowing learners to focus on the element of phonology grammar, and discourse in their spoken output. In teaching English speaking the teacher has to explain to the learners to speak language accurately (clear articulate, grammatically, and phonologically correct) and fluent (flowing and natural) language. The components of accuracy include pronunciation, vocabulary and grammar.

a) Pronunciation

According to oxford dictionary (2008:352) Pronunciation is the way in which a language or particular word or sound is spoken. Sometimes the listener does not understand what we are talking about because lack in pronunciation.

b) Vocabulary

It is impossible without mastering vocabulary. Therefore this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they know because they lack of practicing and use them. Word knowledge come into two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write (Kamil and Hiebert, 2001)

2. Fluency

Hornby (1995: 122) defines fluency as the quality or condition of being fluent. Fluency is a highly complex notion relates mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence pattern are connected, how sentence patterns vary in word-order and omit elements of structure and also certain aspects of the prosody of discourse.

a) Smoothness

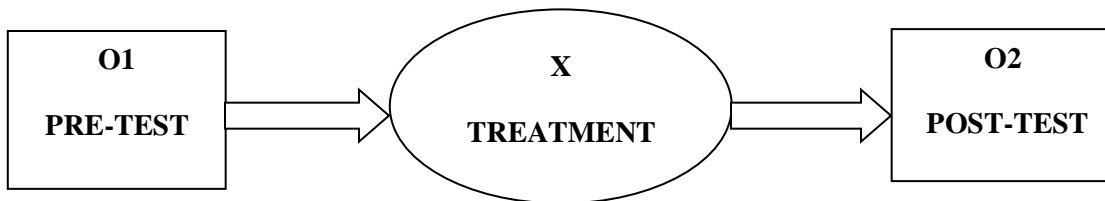
Smoothness is the ability of speaking English through a good clustering and reduces forms (Brown 2001, 267). A good clustering is to speak English with phrasal fluently. It means that speak English not word and reduce form are to use English with contraction, elisions and reduce vowels.

b) Self Confidence

Speaking is the oral communication. Many students have no self-confidence so they cannot communicate with other people. They sometimes fell embarrassed to speak English. Self-confidence or as psychologist call it self-esteem has its in early experience.

METHODOLOGY

This research was pre-experimental research used one group pre-test post-test design in order to find the significant improvement of students' speaking ability by using three steps interview.



The populations of this research were the tenth grade students of SMAN 9 Makassar. There were 12 classes (8 IPA classes and 4 IPS classes). Each class consist 33 students. The numbers of population were 396 students. This research applied purposive sampling technique. The main goal of purposive sample technique is to focus on particular characteristics of a population that are of interest. The sample chose one of the 12 classes of populating; it was X.IPA.1 class. And the numbers of sample were 20 students.

In collecting data, the instruments of this research were speaking test and recording. The speaking test used to find out the students' speaking skill. The speaking test used in pre-test and post-test. The pre-test aimed to find the basic speaking skill of the students while the post-test aimed to see the progress in the students' speaking skill. Meanwhile recording used to be a

documentation of this research. During this research, the researcher recorded all matters relating to the study. The researcher recorded the students' pre-test, treatment and post-test.

FINDINGS

The findings of the research showed the result description of the research through the mean score of the students in pre-test and post-test in term of accuracy (pronunciation) and fluency (smoothness) achievement by using smartphone video recorder as a tool in teaching English. The findings obtained by speaking test at the tenth grade of SMAN 9 Makassar described as follow:

1. The Effectiveness of Smartphone Video Recorder in Term of Accuracy

The improvement of the students' accuracy through smartphone video recorder had different in pre-test and post-test. The result of the students' pre-test and post-test could be seen in the following table:

Table 1 The Improvement of Students' Accuracy

Indicator	The Students' Score		The Improvement (%)
	Pre-Test	Post-Test	
Accuracy	46.35	74.65	61,05%

Table 1 showed that the improvement of students' accuracy was 61.05% after using smartphone video recorder as a tool in teaching English. The mean score of the students pre-test was 46.35 and the mean score of the students post-test was 74.65.

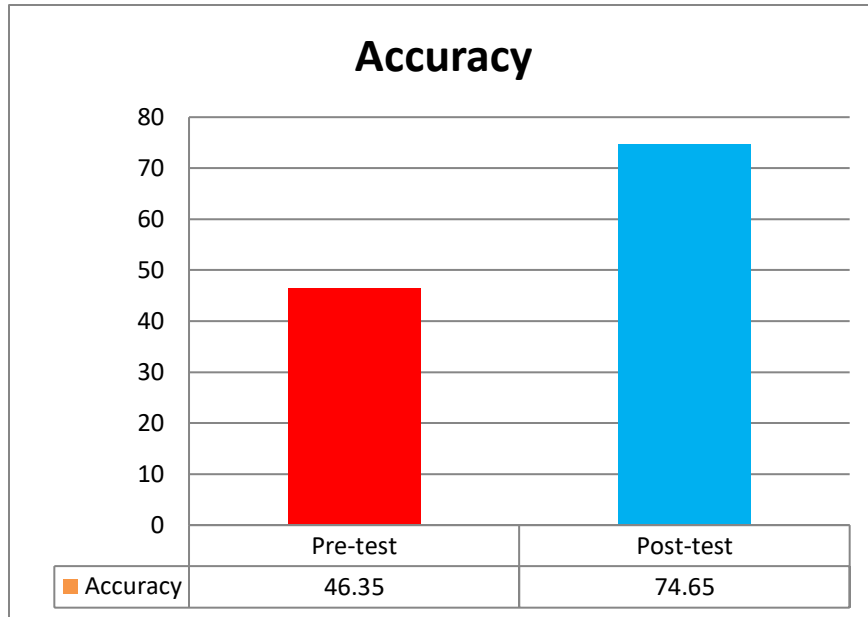


Figure 1 Students' Improvement on Accuracy

Figure 1 showed that there was improvement of students' accuracy through smartphone video recorder with the mean score of pre-test was 46.35 and the mean score of the post test was 74.65.

Table 2 The Classification of Accuracy in Pre-Test And Post-Test

No	Classification of Accuracy	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	81-100	0	0%	11	55%
2	Good	61-80	5	25%	6	30%
3	Fairly Good	41-60	8	40%	2	10%
4	Fair	21-40	5	25%	1	5%
5	Poor	0-20	2	10%	0	0%
Total			20	100%	20	100%

Table 2 showed that the classification of students' accuracy in pre-test there were 5 (25%) students got good score, 8 (40%) students got fairly good score, 5 (25%) students got fair

score and 2 (10%) students get poor score. After giving treatment, there was improvement in post-test were 11 (55%) students got excellent score, 6 (30%) students got good score, 2 (10%) students got fairly good score and 1 (5%) students got fair score.

2. The Effectiveness of Smartphone Video Recorder in Term of Fluency

The following table showed the distribution of main score, pre-test, post-test and the improvement of the students' fluency.

Table 3 The Improvement of Students' Fluency

Indicator	The Students' Score		The Improvement (%)
	Pre-Test	Post-Test	
Fluency	47.6	76.4	60.08%

Table 3 showed that the improvement of fluency was 60.08% after using smartphone video recorder as a tool in teaching English. The mean score of pre-test was 47.6 and the mean score of the post-test was 76.4.

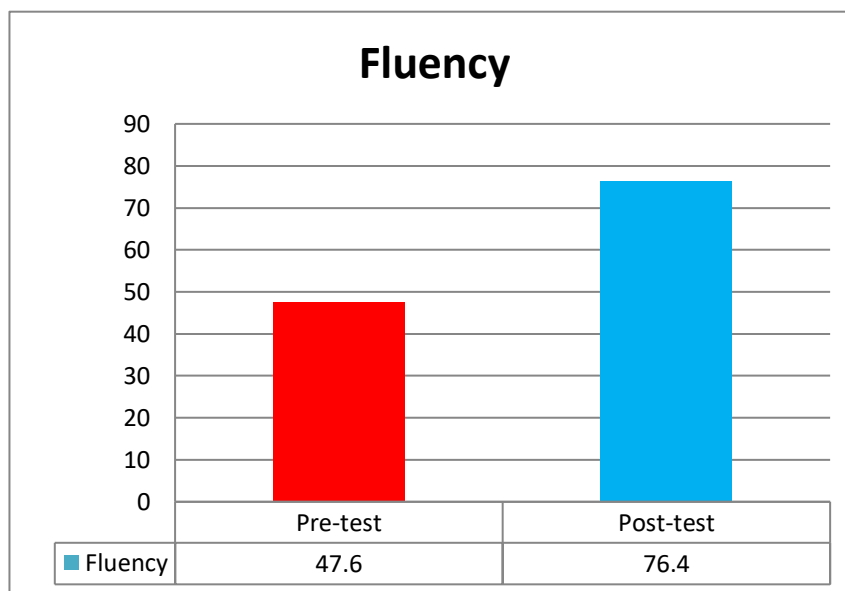


Figure 2 Students' Improvement on Fluency

Figure 2 showed that there was improvement of students' fluency through smartphone video recorder with the mean score of pre-test was 47.6 and the mean score of post-test was 74.4. Based on the result, it concluded that using smartphone video recorder is affective to improve students' accuracy.

Table 4.4 The Classification of Fluency in Pre-test and Post-test

No	Classification of Fluency	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	81-100	0	0%	11	55%
2	Good	61-80	8	40%	5	25%
3	Fairly Good	41-60	4	20%	4	20%
4	Fair	21-40	6	30%	0	0%
5	Poor	0-20	2	10%	0	0%
Total			20	100%	20	100%

Table 4.4 showed that the classification of students fluency in pre-test there were 8 (40%) students got good score, 4 (20%) students got fairly good score, 6 (30%) students got fair score and 2 (10%) students got poor score. After giving treatment, there was improvement of the post-test were 11 (55%) students got excellent, 5 (25%) students got good score, 4 (20%) students got fairly good score.

DISCUSSION

The discussion section deals with the interpretation of the finding derived from the result of statistical analysis through speaking test.

1. The Effectiveness of Smartphone Video Recorder in Term of Accuracy

The research findings indicated that using smartphone video recorder as a tool is affective to improve students' speaking performance in term of accuracy (pronunciation). It could be seen from the result of students score in post-test that higher than the score of pre-test.

Before giving treatment, most of students have difficulties in speaking and most of the words have to be found in the dictionary. When they were standing in front of the class, they worried about mistake, losing face, and fearful of criticism. Several students were wrong in pronounced words and they speak dominated by errors accuracy focused on pronunciation.

The students' pronunciation got the lowest score in the pre-test. They did many mistakes even though they used a familiar and the simple words. The examples of their inappropriate pronunciations were presented as follows:

“Akkarena beach is one of the [famos] beach in Makassar. The beach is [lokatid] on Tanjung Bunga Street. Many people [aften] come to relax or enjoy in the beach.”

In pronunciation, some of the students did not know the meaning of words they said and some of them did not know how to pronounce it well. Many students did miss pronounces [‘feimes] into [famos], [lau’keitid] into [lokatid], [‘afn] into [aften] and other miss pronounces words. It could be the main problem in the future if it had not corrected. It could make misunderstanding between the speaker and the listener. In order to solved the problems. The researcher used smartphone video recorder as a tool in teaching and learning process.

To know whether or not using smartphone video recorder as a tool is affective. The researcher gave pre-test, treatment and post-test to the students. When the researcher gave pre-test, the result of students' pre-test was low. It caused that students did many mistakes in speaking. And also their speaking performance was less good. Most of the students were fear to speak while stand up in front of the class, difficult in speaking and do not know what they were going to say. Almost of them were confused, spent much time to think, did inappropriate pronunciation, and did not know how to describe some place.

In the same day, the researcher informed to the students that they have to make one video (30 seconds) in the home then collected two days later and that video would be presented in front of the class. The researcher implemented the different video production with (Gromik N. A., 2012) which first they wrote a script which they then memorized. Next students spent some time on practicing and on video recording their speech. Some students previewed the performance before sending it to the teacher. If the students were not satisfied with their performance, they repeated the above routine until a satisfactory was achieved.

When the researcher gave first treatment to the students, most of them did many mistake in pronounce a words, less vocabulary and many grammatical and lexical errors causing a breakdown in a communication and their speaking influenced by mother tongue. Their speaking performance in term of pronunciation was less good.

To solve the problem, the researcher gave comments and suggestions to the students based on their mistakes. The researcher asked the students to review their video recording and learn from their mistake to be better than before. The improvement of the class situation before and after treatment was the students more enthusiastic, motivated, and interested in teaching and learning process. At the time, the students enjoy the teaching and learning process. While the students' speaking performance were good day by day. It happened after collected their weekly video recording. They learned a lot (pronounce a words correctly, improved their vocabulary, understand what they want to say, understand the meaning of their speech, increased their self-confident, and enjoy the learning process).

This research same with (Sharkami, 2014:103) which said that the recording feature of the hand phone made the students to review, evaluate and revise their assignment prior to final submission stage and therefore, to enhance their communicative ability or performance. Although some students found the hand phone activity challenging at first few weeks, it turn to manageable and enjoyable assignment to them at later stages. Nearly, all the 18 students of the experimental group believed that recording and sending hand phone audios was beneficial for developing communicative skill. It also occurred to the students of SMAN 9 Makassar. They improved their pronunciation through their own video recorder. From their video recorder, they can be learned to review, evaluate, practice and revise their pronunciation. And definitely it made them good on speaking performance in term of accuracy (pronunciation).

The explanation on the discussion above showed that using smartphone video recorder as a tool in teaching and learning process is affective to improve students' speaking performance in term of pronunciation. It can be seen from the mean score between pre-test and post-test. The mean score of pre-test was 46.35 and the mean score of post-test was 74.65 with the improvement was 61.05%. The students of SMAN 9 Makassar were positive attitudes towards the smartphone video recorder. It made them interested and enjoyed in teaching and learning process.

2. The Effectiveness of Smartphone Video Recorder in Term of Fluency

The result of students' pre-test in term of fluency (smoothness) was low (47.6). Most of them felt nervous so they only used limited vocabulary, spent much time to think what they were going to say, long pauses, limited expression and it influenced their speaking

performance on accuracy. Based on the data, some of the students produced sounds like *[emmm]* and *[eee]* when they tried to find appropriate words. And also when they were speaking, they still influenced by the mother tongue. In case the students speaking performances in term of fluency (smoothness) was still low and should be improved. Therefore the researcher used smartphone video recorder as a tool in teaching and learning process to improve the students' English speaking performance on fluency.

The researcher informed to the students that they have to make one video recorder at home. The video contained their own video that they would recorded their own selves then spoke in English about tourist places in Makassar and the time limit was 30 seconds. The video collected two days later and it presented in front of the class as the first treatment to the students. Then the researcher gave critics and comments about their performance in front of the class. The students learned from mistakes of their selves or their friends' performance. And they did the best performance day by day during the treatment.

On the first and the second treatment, most of student still nervous, long pauses, limited expression, and spent much time to think. But on the third until the last treatment, there were improvement on their speaking performance on fluency (smoothness). They learned a lot from their video production and their performance in the class. They review, evaluate and revise their assignment and learn from mistakes then they presented the best performance in front of the class. There was a student's who speak without too great effort with range of expression and only two unnatural pauses. There were some of students speak fairly smooth, they make an effort at time to search for words, fair range of expression and not too many unnatural pauses.

This research is similar with (Gromik, 2015) which the result indicated that students were able to produce video digital stories to express their opinion regarding the teacher-selected themes, in the target language. The implications for teaching and learning clearly indicate that smartphone-based video storytelling is a relevant task for language learners who will have to become conversant with this medium of learning. Although the students of SMAN 9 Makassar found smartphone video production activity challenging at first few weeks, it turned to manageable and enjoyable assignment to them. And also same with (Karmila & Mahmud, 2017) which the result has shown that both high and low anxiety groups of students achieve

higher score when they are taught by using smartphone compare to their score when they are taught by using conventional model of teaching. This means that the use of smartphone integrated model of teaching can overcome the students' anxiety in speaking English.

Using smartphone video recorder as a tool in teaching and learning process is affective to improve the students' speaking performance in term of fluency (smoothness). It can be seen from the mean score of post-test that higher than pre-test and the result of t-test. The pre-test was 47.6 while post-test was 76.4 with the improvement 60.08% and the result of t-test in fluency was 8.17 and t-table was 2.09. Therefore the value of t-test was higher than the value of t-table ($8.17 > 2.09$). It showed that the null hypothesis (H_0) rejected and the alternative hypothesis (H_1) was accepted. It means that there was significant different between the result of students' speaking performance after giving treatment by using smartphone video recorder as a tool in teaching English.

CONCLUSION

Based on the findings and discussion in a previous chapter, the researcher concludes that:

1. Using smartphone video recorder as a tool is effective to improve the students' accuracy in term of pronunciation. It is approved by in the pre-test was 46.35 and in the post-test it becomes 74.65.
2. Using smartphone video recorder as a tool is effective to improve the students' fluency in term of smoothness. It is approved by in the pre-test was 47.6 and in the post-test it becomes 76.4.

BIBLIOGRAPHY

- Brown, H. 2001. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. San Fransisco: Addisowesley Longman, Iac.
- Bozdogan, D. 2015. MALL revisited: current trends and pedagogical implications. *Procedia-Social and Behavioral Sciences*, 195(2015)932-939
- Cameron, L. 2001. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.
- Caroline, T. 2003. *Practical English Language Teaching Young Learners*. New York: Mc. Graw-Hill.

Dogan, A. & Akbarov, A. 2016. Teachers' Attitudes toward the Usage of Mobile Devices in EFL Classroom. *European Journal of Educational Research*, 5(1), 11-17.

El-Hariry, N.A. 2015. Mobile phones as useful language learning tools. *European Scientific Journal* June 2015 edition vol.11, No.16

Gay, L.R., et al. 2006. *Educational Research: Competencies for Analysis and Application (Eight Edition)*. Colombus: Pearson Prentice Hall.

Gromik, N.A. 2009. Producing cell phone video diaries. In M. Thomas (Ed.), *Handbook of research on Web 2.0 and language learning*. Hershey (PA): Information Science Reference.

Gromik, N.A. 2012. *Investigation of the cell phone video recording feature by Japanese undergraduate EFL learners*. PhD Thesis, James Cook University.

Gromik, N.A. 2013. Cell phone video recording feature as a language learning tool: A case study. *Computers & Education* 58 (2012) 223–230.

Gromik, N.A. 2015. The Effect of Smartphone Video Camera as a Tool to Create Gigital Stories for English Learning Purposes. *Journal of Education and Learning*. 4(4), 64-79.

Heaton, J.B. 1988. *Writing English Language Tests: A Practical Guide for Teachers of English as a second or Foreign Language*. 2nd ed. England: Longman.

Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: University Press

Huang, J. H., Lin, Y. R., & Chuang, S. T. 2007. Elucidating user behavior of mobile learning: A perspective of the extended technology acceptance model. *The Electronic Library*, 25, 585–598.

Kamil, M. L., & Hiebert, E. H. (2001). *The Teaching and Learning of Vocabulary: Perspectives and Persistent Issues*. Mahwah, NJ: Erlbaum.

Kim, H., & Kwon, Y. 2012. Exploring smartphone applications foreffective mobile-assisted language learning. *Multimedia-Assisted Language Learning*, 15(1), 31-57.

Milliner, B. 2015. Using smartphones in the language classroom: Making the most of core smartphone apps. *Accents Asia*, (8), 1, pp. 9-11.

Jurnal Keguruan dan Ilmu Pendidikan (JKIP)
FKIP Unismuh Makassar, Volume 9 No. 1 June 2022
ISSN: 2356-0347 E-ISSN: 2615-7209
Oxford. 2008. *Oxford University Press*. New York: Victoria Bull.

Shakarami, A., Khajehei, H., & Hajhashemi, K. 2014. Tech-assisted language learning tasks in an EFL setting: Use of hand phone video recording feature. *International Journal of Applied Linguistics & English Literature* Vol. 3 No.5; Pages 100-104.

Wang, S. & Higgins, M. 2006. Limitations of mobile phone learning. *JALT CALL Journal*, 2(1), 3-14.