ENHANCING STUDENTS' SPEAKING PERFORMANCE: ROLE OF FEEDBACK AND BLENDED-LEARNING

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ABSTRACT

This case study research aims to investigate the correlation between blended learning and feedback (online/face-to-face) on the speaking performance of students from Kolej Matrikulasi Selangor (KMS) who sat for the Malaysian University English Test (MUET) in 2017. More specifically, the study aims to introduce blended learning with a combination of feedback to improve students' speaking performance while enhancing the effectiveness of teaching and learning as a whole. The comparison and analysis of the data involved three stages – pre speaking test, mock speaking test and the real speaking exam. All the marks from the stages were compared. From the analysis it showed that from pre-test marks to mock test marks, 17.7% respondents improved between 20 to 28% marks, 29.4% of the respondents had shown improvement of marks between 12 to19%, and 29.4% also improved between 8 to 11% marks. Whereas, changes from mock speaking stage to the real speaking exam indicated 6% of the respondents achieved 20% and above marks, 24% improved between 12 to 19% marks and another 24.9% respondents showed improvement between 8 to 11% marks. From the study it was also found that positive feedback together with the use of EdPuzzle application during the teaching sessions of speaking received positive outcomes from the students whereby they became more motivated consequently improved the marks for MUET speaking. Although for some respondents the changes might not be very significant, but the researchers could see positive improvement (through observation) especially in terms of confidence level of the respondents. We hope that the propositions of our recipe of blended learning could bring insights to educational practitioners in similar academic disciplines.

Keywords: blended learning, online instruction, online/face-to-face feedback, speaking skills and strategies, MUET

1.0   INTRODUCTION

The English learning objective has its general aim to produce students who are capable of using English not only in academic context but also in other social contexts. However, matriculation students study English for also another reason, which is to get prepared to sit for MUET examination. MUET examination which consists of four papers, namely; listening, speaking, reading and writing, is a determinant for the students to get a place in university. Among all the four papers, students seemed to be passive and hesitant to perform in speaking. This is because to be able to perform in speaking, they could not memorize the content. Instead they need to have good strategies, confidence as well as content to be a good speaker. English teachers agree that practice makes perfect and surely such reinforcement is very crucial to ensure the success of speaking. However, time would be an issue here. Thus, there is a need for teachers to find other alternative way that save class time alongside interesting for students as well.

The term blended learning was first introduced in the business world in early 2000s in connection to corporate training (Sharma and Barrett, 2007) which later was employed in higher education (MacDonald, 2006). Although some argued that blended learning is just simply a coined-term used in corporate training with no approach to teaching or learning, Masie (2006) stated that blended learning has been a major part of learning and instruction as long as the pedagogical approach involved different teaching strategies. Thus, having said this, it gave the ideas to the researchers to apply this concept in teaching and learning not only to tackle the issue mentioned earlier but also to observe the effectiveness of the strategy.   Though blended learning is not a new term, the growing of technology today makes this concept to be more popular in which there are hundreds of softwares, websites, applications and tools that support blended learning especially in learning languages. Combined with face-to-face/online feedback, the implementation of these techniques are seen as meaningful in teaching speaking to matriculation students. Therefore, this case study proposed the implementation of teaching speaking skills and strategies using tools which are MUET speaking videos created from EdPuzzle.com – a suggested website for blended learning - with combination of face-to-face/online feedback with an aim to confirm the results whether blended learning approach specifically online application contributes to the improvement of students speaking performance.

2.0   LITERATURE REVIEW

The idea of infusing technology into face to face language curricular programs has gained a lot of attention since the approach of blending Computer-assisted Language Learning (CALL) application with face to face interactions (Aguilar, 2012). Since education system keep on changing to suite the social, political and economic challenges, it has forced educational organizations and educators to evolve with various innovative ideas. "Over the last 2 decades, educational improvement efforts have placed increased emphasis on curriculum standards and on having the multiple parts of the education system reinforce each other as part of an aligned system. An outgrowth of this trend has been a renewed interest in linking technology and curriculum" (Smith & O'Day, 1990, as cited in Aguilar, 2012). In consequence, the use of Information Communication Technologies (ICTs) has started to spread through curriculum programs worldwide and its commonly known as blended learning.

Since blended learning is still a developing field and has no specific, agreed upon definition, few scholars have different opinion about its definitions. Some working definitions of blended learning are as follow:

- Blended learning is "a formal education program in which a student learns at least in part through online delivery of content and instruction with some elements of student control over time, place, path, and/or pace, and at least in part at a supervised brick-and-mortar location away from home." (Staker & Horn, 2012, p.3)

- Blended learning is "a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities." (Dziuban, Hartman, & Moskal, 2004, p.3)

- Blended learning is "a hybrid of classroom and online learning that includes the conveniences of online interaction without the complete loss of face-to-face contact." (Rovai & Jordan, 2004, p.1).

On the other hand, Gruba and Hinkelman (2012) as quoted in Tomlinson and Whittaker (2013) categorised taxonomy of blended learning into 4 categories.

Table 1: Taxonomy of terms related to blended learning

Term	Definition
Web-enhanced	Subject that make use of a minimal amount of online materials, such as posting a syllabus and course announcements.
Blended	Subject that utilise some significant online activities in otherwise face-to-face learning, but less than 45 percent.
Hybrid	Subjects in which online activities replace 45-80 percent of face-to-face class meetings.
Fully online	Subjects in which 80 percent or more of learning materials are conducted online.

Although Gruba and Hinkelman (2012) categorised online learning through percentages, Tomlinson and Whittaker (2013) believed that the terms are synonymous. As long as there is any combination of face-to-face with computer technology; either online or offline activities or materials, all these can be considered as blended in L2 classrooms.

Taking into consideration on what has been said by Tomlinson and Whittaker, how is it possible to provide the most effective language learning experience? Aguilar (2012) proposed that discussions on blended learning must be connected to the issues of design. To find the right combination of face-to-face and any online models, teachers and curriculum designers must address few logical questions pertaining to this like what to be accomplished through face-to-face interactions and online learning, how often should learners completed the assignments, how teachers will interact through online, which applications are suitable with the objectives and what will the learning communities get at the end of every course. All these questions must be addressed and teachers, especially should have rich knowledge beyond information from the textbooks and existing lessons.

Beetham and Sharpe (2007) suggested four-step process for course designers or teachers to design blended learning model:

- Investigation – who are my users and what do they need? What principles and theories are relevant?
- Application – how should these principles be applied in this case?
- Representation or modelling – what solution will best meet users' needs?
- Iteration – how useful is it in practice? What changes are needed?

Although there is a widespread acceptability of blended learning pedagogy, to design and implement is very challenging especially for course designers to know where to begin. It is also crucial for course designers to know their reasons for employing blended learning. Tomlinson and Whittaker (2013) concluded the reasons from literature reviews as follow:

Figure 1: Reasons for blended learning implementation
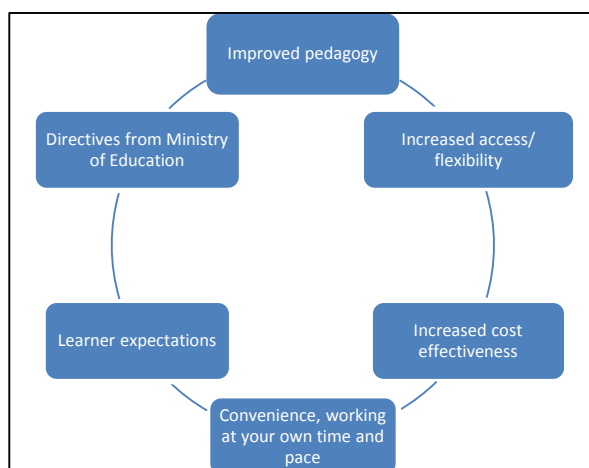
In addition to these reasons, Tomlinson and Whittaker (2013) had also summarised additional reasons based on the case studies published in their book entitled *Blended Learning in English Language Teaching: Course Design and Implementation. T*he followings are the additional reasons:

Table 2: Additional reasons for blended learning implementation

Additional reasons	Details
Motivation	Learners will feel motivated in the process of learning thus enhancing autonomous learning.
Autonomy	Integrating the use of ICT could foster more independent and collaborative learning among the learners.
Collaboration	Use of technology helps to make the course or subjects learnt to be more interactive and provide more opportunities for collaboration.
Market reach	Refers to online learning courses offered by certain institutions or organization which may appeal to the teachers or course designers get involve in online courses training to ensure quality of blended learning models.
Experiential learning	Participants (both teachers and students) will have deeper insights into the process of learning as well as the opportunity to experience the methods and strategies used. Consequently, this exposure may help students to construct their own learning course.

The effectiveness of blended learning in L2 classrooms is not said without evidence. An example of L2 learning that promotes flexibility for students to work independently was reported in one of the studies by Collopy and Arnold (2009) who studied a group of 80 undergraduate teacher candidates who were enrolled in a data for school improvement course. The students were split into three classes and received the curriculum in three different ways. One class was taught completely online, and the other two classes delivered the curriculum in a blended format, that included both online and face-to-face instructions using different types of blend. At the end of the course, candidates who were in the blended model classrooms reported significantly higher levels of learning than those in the online group. Additionally, they were reported to have more confident to involve in the lesson and to feel more comfortable applying the knowledge they had acquired.

In a similar study, Felix (2003) found that the incorporation of technology into face-to-face instruction helped L2 learners of Italian, Japanese and English feel more comfortable with technology and the learning of L2. About two third of participants in Felix's study believed that web-based activities facilitated learning. The students with more positive attitude were those who had been exposed to activities with clear goals, organized task and immediate feedback.

Hence, online learning can provide students with more options regarding subject matter and mode of instructions to cater to their individual backgrounds, needs and interests. Students have convenient, on-demand access to course materials and lectures, which allow them to progress through the course at their own pace. Additionally, the more autonomous nature of blended learning nudges students to improve their metacognitive awareness, which has been shown to be an important element of student success (Brown & Bransford, 2000). In other words, when educators use blended learning models, they can encourage students to reflect and think about how they learn and change their study habits to match their needs.

In comparison to traditional classrooms, blended learning is seen as one of the most important advances in education (Thomas, 2003). To say that blended learning is going to replace traditional classroom could be a misconception. Anyhow, depending on the learners and availability, traditional classroom still plays a role in instilling knowledge on students.
 To conclude, blended learning is a learning that involves online in which the teachers play a crucial role in designing the blended learning environment that is right for their students, subjects and context. To quote Tomlinson and Whittaker (2013), there is no single perfect blend when considering blended learning because it is grounded on the notion of flexibility. The most important aim is to find the most efficient combination of two modes of learning for the learners.

3.0   METHODOLOGY

This case study employed classroom action research (CAR). The steps of the CAR; planning, implementation, observation and reflection were implemented. The case study was conducted in two cycles. The subjects were 17 students who enrolled for MUET 2016/2017 academic year. The data were collected by scoring individual oral presentation and participation in each cycle. Field notes and observation were also conducted from the speaking recording/ video sent by the students. Feedback was given based on the way individual students speak and respond to the task given. All the tests were rated and graded using the MUET speaking marking scheme. (Note: Improvement shown by the students indirectly correlate to the role of feedback that was given in every session after speaking presentation).

Data was collected and compared from the following phases to identify how much blended learning has helped to improve students' speaking performance:

Phase 1:
Pre-test Results are compared to Mock MUET speaking results

Phase 2:
Mock MUET speaking results are compared to Actual MUET speaking results

Phase 3:
Actual MUET speaking results are compared to Pre-test results

Besides the analysis of quantitative results, five students were selected randomly from the class to give some verbal feedback for the purpose to investigate the effectiveness of blended learning implementation on the students.

The main tool used in this study was EdPuzzle, retrieved from https://edpuzzle.com/. The speaking videos retrieved from YouTube as a primary source to introduce students to speaking component were uploaded through this website. Video recordings which were recorded and uploaded by students and short video clips on students' feedback on the use of blended learning in teaching and learning of speaking component were other tools used in this case study. All these tools reflected the implementation of blended learning as suggested in the study.

4.0 PLANNING AND IMPLEMENTATION STRATEGIES

4.1 Planning Stage

4.1.2 Reflection on the teaching-learning process in classroom

The main aim of English language teaching should be to produce learners with the ability to use English efficaciously and appropriately in communication (Davies & Pearse, 1998) and this aim is also in line with the learning outcome of MUET. Therefore, our students who have learnt English for the past 11 years or more should be able to speak fluently, but unfortunately, in reality, not all are fluent in communication due to lack of competencies in the language itself. Not only that, through years of experience, failure to speak well does not lie only on incompetencies of the target language but also lack of content and confidence. In order to speak in another language, one must have linguistic competence, sufficient vocabulary and syntax knowledge (Nunan, 1999).

Based on our observations, 75% of the students had less ability to:

a) use correct language grammatically
b) speak fluently with confidence
c) use vocabulary and expressions appropriately for the intended purpose and audience
d) develop and organise ideas cohesively
e) manage discussion accordingly

In relation to MUET, what has always happened in the classroom is students listened passively to the explanation on MUET speaking tips and component. To enhance their understanding, lecturers would normally let them watch the speaking sample video in class. These could be considered as insufficient because there is no guarantee that students understand what have been taught and watched. Thus, there is a rising need to implement different approach in introducing and teaching speaking to ensure the effectiveness of the lesson as well as to fulfil the learning outcome.

4.2 Implementation strategies

The following is the planning for the activities:

Dates	Activities	Mode	Rational
July 2016	Identified students' strengths and weaknesses through Table topics (presentation)	Mode: In class/face-to-face.	Rationale: To determine the students' ability in speaking task.
July-Oct	Introduced the students to MUET speaking skills and component	Mode: Online through Edpuzzle (Flipped Learning)	Rationale: To assist the students in understanding about speaking through video watching. Besides, they could watch a few times to enhance understanding.
Nov	Conducted Pre-test (1) in class + Feedback	Mode: In class/face-to-face	Rationale: To assess the students' speaking skill and to take note of the students' improvement.

Dec	Treatment 1: Students watched videos and attempt questions simultaneously (Blended learning)	Mode: Online through Edpuzzle (Blended Learning)	Rationale: To ensure the students understand the content that they watched. Other than that, teacher could also assess the students' understanding through checking the their answers in EdPuzzle
	Treatment 2: Students sent their own video recording of speaking practice to the lecturer's email (Gdrive). Then, lecturer would check and upload it in Edpuzzle with feedback. (Students' practice + Feedback)	Mode: Online through Edpuzzle and email or Gdrive (Blended Learning)	Rationale: Students could watch their own or friends' videos with feedback for improvement in speaking. Therefore, it saved the time for practising in class and encouraged independent learning.
9-20 January 2017	Conducted post-test 1: Mock MUET Speaking (Verbal feedback from comments written by inter-raters)	Mode: In class/face-to-face	Rationale: To compare their performances with the two presentations done earlier.
23-27 January 2017	**Post-test 2: MUET Speaking Exam** ***Results in early May**	Mode: Face-to-face	Rationale: To compare the speaking scores in order to investigate the effectiveness of the activities conducted.

4.3 Implementation Stage

4.3.1 Collaborative tool - The use of technology

4.3.1.1 Video recording

Rationale: The availability of a variety of media technologies allow users to record video and audio files in a reasonably short amount of time leading to the increased use of videos in various learning environment (Odhabi & Nicks-McCaleb, 2009). Due to its benefit, video recording is seen as a way to save learning classroom time. Not every teaching and practice need to be done face-to-face. Students can also learn to be more independent and responsible of their own learning.

4.3.1.2 Edpuzzle learning application

Rationale: In traditional learning classrooms, teachers are responsible for systematically communicating information, skills, and enforce the system. However, combined with technology that takes place over the internet, both students and teachers do not need to physically attend the class and complete the task. 80% of the course content and practices can be done primarily online. Beside that, in classroom, it is quite challenging to trace students' understanding on what have been taught. Thus, the use of Edpuzzle can help to track progress since the application not only allows users to watch but also to respond to the questions that appear simultaneously as they watch the videos. Other than that, with an access to Edpuzzle, students can watch the videos with feedback given by the lecturer a few times and can always come back to compare their performance (refer Appendix A).

4.3.2 Feedback

Feedback is important to make students aware of errors and for lecturers to give tips to avoid those errors again during speaking performance. Feedback gives students motivation to work on the errors and overcome their problems for better results in their speaking task and performance.

Based on research results, some researchers postulate that the feedback in learning and teaching is beneficial for learners (Titchener, 2008; Evan, Hastshorn & Strong-Krause, 2011). Teachers' feedback gives students the ability to express their ideas without any worries of making errors because their errors are part of the learning process, which they learn through their lecturers in the classroom.

This case study is conducted to show the central role that feedback plays during the learning process, how lecturers help students to correct their errors and improve their oral performance.

This study emphasizes the most important lecturer's duties, which are showing students errors and suggesting to them advice and criticism to correct their own errors. The effective lecturer gives such advice and suggestions to students through face-to-face and online instructions to enhance students' speaking level, to produce correct and meaningful sentences during speaking performance.

5.0   FINDINGS AND DISCUSSION

5.1 Collection of data and its comparison from the three phases

Below are the results from all the tests reflecting students' achievement on the effectiveness of the suggested methods:

Table 1: Students' results in Pre-test, Mock MUET, MUET Speaking and
Percentages of change from Pre-test to Mock MUET, from MOCK MUET
to Actual MUET Speaking and from Pre-test to Actual MUET Speaking

Students (PST)	Pre-test	% of Change from Pre-test to Mock MUET Speaking	Mock MUET	% of Change from Mock MUET to Actual MUET Speaking	MUET Speaking (Feb 2017)	% of Change from Pre-test to Actual MUET Speaking
Student 1	28	11.11	33	-2.22	32	8.89
Student 2	26	8.89	30	6.67	33	15.56
Student 3	25	11.11	30	6.67	33	17.78
Student 4	28	0	28	17.78	36	17.78
Student 5	24	13.33	30	4.44	32	17.78
Student 6	24	15.56	31	4.44	33	20.00
Student 7	26	-4.44	24	4.44	26	0.00
Student 8	23	17.78	31	-6.67	28	11.11
Student 9	24	28.89	37	-17.78	29	11.11
Student 10	27	0	27	-2.22	26	-2.22
Student 11	26	13.33	32	-13.33	26	0.00
Student 12	24	20	33	-15.56	26	4.44
Student 13	24	15.56	31	-13.33	25	2.22
Student 14	24	20	33	-8.89	29	11.11
Student 15	25	0	25	-4.44	23	-4.44
Student 16	25	8.89	29	0	29	8.89
Student 17	27	6.67	30	-2.22	29	4.44

Pre-test is a stage where students did first speaking activity after a teaching lesson about MUET speaking component. The activity was done very closely and marks were taken during the presentation. After every group presentation, comments were given with a hope that students would improve in the mock test as well as in the real speaking exam. Second stage of the activity was a mock test and similar format applied. Marks were taken also and compared to the pre-test stage. In order to triangulate the results, the marks gathered from the real MUET exam was compared to the earlier stages.

Table 1 shows all the students improved in the Mock MUET compared to pre-test results. From the analysis it showed that from pre-test marks to mock test marks, 17.7% respondents improved between 20 to 28% marks, 29.4% of the respondents had shown improvement of marks between 12 to19%, and 29.4% also improved between 8 to 11% marks. Whereas, changes from mock speaking stage to the real speaking exam indicated 6% of the respondents achieved 20% and above marks, 24% improved between 12 to 19% marks and another 24.9% respondents showed improvement between 8 to 11% marks. Overall, only one candidate showed a dip in her Mock MUET result (-4.44). Fortunately, this particular student (Student 7) managed to score 26 in MUET speaking test, which was a higher score compared to MOCK MUET.

Analysis for stage 3 which is the marks gathered from the real MUET exam didn't really show much improvement. This is because (1) The marks achieved in mock MUET test can be considered as high thus significant different was not really seen, (2) examiners for both stages- mock and real MUET speaking exam- were different whereby examiners for mock exam were internal examiners whereas examiners for MUET exam were external; those appointed by Malaysian Examination Council. However, in terms of credibility and experience of the examiners for both stages were quite similar because they are teachers who teach MUET and have undergone continuous training for MUET papers. In short, improvement shown may not necessarily be exceptional because other factor like existing knowledge of English language should be taken into consideration. Students cannot improve their language tremendously in a limited time. Fortunately, the students managed to improve on strategies in turn taking, organisation of ideas and usage of discourse markers.

Although the improvement showed is not very significant and only minimal, students did show a lot of improvement in terms of their confidence level and speaking strategies. This could be due to feedback strategy. However, such improvement which is not quantitative is not recorded and reported closely but can be observed during the T&L process.

Incorporating blended learning in the lesson made students showed better commitment in the practices given to them. They took time to organise group practices and recorded their speaking practices to be evaluated and given feedback by lecturer. This displayed students' motivation to better their speaking skills although the process was tedious and time consuming. 'Motivation' is in line with what Tomlinson and Whittaker (2013) summarised as one of the reasons of blended learning implementation. Students looked forward to lecturer's feedback and tried to improve their speaking skills based on the comments and recommendations given by lecturer whether face-to-face or non-face-to-face feedback.

5.2 Students' Feedback on the use of EdPuzzle as a learning tool (Students' testimonies)

Five participants were called to give verbal feedback about the use of EdPuzzle in teaching and learning.

Student 1: *…online learning is really good and convenient. It helps me a lot to learn how to *speaking during the MUET test. I have watched several videos…It taught me how to speak well/fluently*

Student 2: *I can do EdPuzzle whenever I'm free and it… since we are Y generation, we all always use our phones, so, we can instead using social media we can also *learning by using EdPuzzle. I think it is very helpful in learning. So, I suggest *for you to use EdPuzzle.*

Student 3: *… it helps me when I want to learn English independently. Then, it also helps me to learn more about how to speak, how to identify when I make a mistake…*

Student 4: *… I can watch videos online and tips on MUET speaking test especially on EdPuzzle and can repeatedly watch them for better understanding.*

Student 5: *… there *is a lot of videos like MUET speaking test that we can learn it and we can learn it outside the class. So, it's flexible, *it's many time that we can watch it and very exciting because video, because right now, today, people, mostly use hand phone to study, everywhere they can keep hand phone, so, everywhere we go we can learn about English from that application…*

NB: The students' verbal recordings are put in written form and thus there are grammatical errors originally made by the students due to instantaneous response or lack of proficiency in English.

The students' responses show that they preferred to use EdPuzzle as an enrichment or reinforcement activities outside the class. In class the students may miss certain speaking tips shared verbally by teachers but in EdPuzzle the students can repeat the videos or pause the videos to comprehend better. Since the students are of the Y-generation, they are well-versed with the digital world. So, EdPuzzle is not an obstacle for the students to learn better in speaking skill otherwise the students would not do the exercises or watch the videos in Edpuzzle.

5.3 Feedback from lecturers on the effectiveness of treatments (through   lecturers' observations)

We found that using EdPuzzle for speaking exercises and sending video recordings through emails can be a tremendous help for teachers and students' learning process. With only an hour of tutorial class, teachers cannot afford to observe or monitor all the students in detail or meticulously. Hence, the videos sent through emails enabled us to determine the students' weaknesses and strengths within our own time.

Limiting students to practice (and more practice) is insufficient for speaking development and thus teachers need to plan additional activities that can guide students to understand and acquire enablers of proficient speaking, such as language knowledge, discourse skills and strategies (Goh, 2014). Using EdPuzzle in this study has enabled teachers to plan ahead for speaking exercises. EdPuzzle could engage students in meaningful and visible learning process where they watched the videos and did the exercises online.

Besides, the students' videos (simulation of MUET Speaking) which they recorded and sent to email would help teachers to be more organised and able to identify students' weaknesses and strengths. Some of the students' videos were edited for general feedback. For example, in Video 1 Candidate D told the examiner that she does not have any further ideas to share. So, this mistake would be shared in the class to ensure that other students would not repeat the same mistake. Candidates were not aware that they cannot tell the examiners that they do not have any more ideas. After the feedback from lecturers due to their recordings, they had paid attention to it. When lecturers' feedback of the videos shared in the class, the students would know specifically what they should or shouldn't do in MUET speaking.

6.0   CONCLUSION

6.1 Strengths and weaknesses of the collaborative tools/pedagogy method

6.1.1 Improvement based on the intervention results

Since time is very limited and an issue here, improvement that was able to be conducted with the students was the kind of feedback given. Students were told to refer to their uploaded videos with comments and they were to compare their

own achievement. Students also tried as much as possible to do speaking practice and recorded it to be shown to the lecturer.

6.1.2 Added intervention methods/strategies/recommendations

For learners:
- Students should explore different methods and techniques to develop their proficiency level without waiting for the lecturers' feedback.
- Students should be aware of the relation between listening and speaking, thus, how the skills complete each other to improve their speaking skill.
- Students should not be embarrassed or afraid of making errors because it is part of the learning process.

6.2 Implementation issues and ways to overcome

Being an educational institution plus being encouraged to reinforce 21st century learning, access to internet is an obvious issue here. Not all students could afford to have good access to internet with their own data plan. Some depend on college Wi-Fi; however, the access is limited and quite slow. This is a hindrance to ensure the effectiveness of technology used in learning since video is quite a big file to be uploaded to their email. To overcome this problem, students shared funds to acquire a better internet data plan to enable better sharing of their work.

6.3 Conclusion

Speaking skill requires students to express their ideas and points of view clearly and coherently during the oral performance. In this study, we focused on the difficulties students faced during oral presentation sessions. The effect and role of lecturers' feedback in developing students' oral performance proved very essential. Providing students with feedback according to their needs, and strengthening their weaknesses through blended learning approaches by using technology to identify errors and giving positive and corrective feedback, whether face-to-face or non-face-to face, help build confidence and improve their delivery of ideas and points of view. The use of suggested website, therefore, bring positive perceptions towards students whereby students are more committed and motivated in doing speaking practices although the process may be time consuming. Students also look forward to lecturer's feedback and tried as much as they can to improve based on the given feedback. Hence, it is necessary for the students to receive feedback that makes them aware of the errors and give them guidance to avoid such errors again during their speaking performance. Effective feedback combined with blended learning approaches using technology as a platform to improve students' speaking performance is a way forward to build confidence and greater delivery of ideas among students. Overall, incorporating video feedback is an effective pedagogical strategy and should be encouraged.

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