

FOREIGN LANGUAGES AND VIETNAMESE

**TEACHERS AND STUDENTS' PERSPECTIVES ON
VIDEO-RECORDINGS FOR ENGLISH PRESENTATION
SKILLS COURSES DURING COVID-19 TIME****LE MAI VAN* - HOANG THI QUYNH DUONG****

ABSTRACT: This study investigates second year English-majored students and EFL teachers' perspectives of the value of video-recordings in English presentation skill courses at Hanoi University of Industry to promote the effectiveness of this teaching approach. Data were collected quantitatively and qualitatively through surveys with second year English-majored students and semi-structured interviews with EFL teachers. Findings found that both students and teachers regarded video recordings as an alternative approach to enhance students' presentation skills. There remained several challenges that hindered the application of the approach such as student unfamiliarity of technology, limitation of body language performance, motivation due to non-audience and inaccurate assessment due to quality of the video -recordings. Pedagogical implications are discussed.

KEY WORDS: perspectives; video-recordings; presentation skills; teaching approach; advanced.

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1. Introduction

Presentation skills is considered to be a critical skill for English-language learners (ELL) who are going to participate in an increasingly globalized work environment (Danielewicz-Betz & Kawaguchi, 2014; De Grez et al., 2014). Oral presentation skills play a key role in academic events (e.g., seminars and conferences) as well as in business settings where companies compete to deliver products and services (Aryadoust, 2015). However, university learners find this skill challenging due to lack of real practice and confidence. Furthermore, this matter is even more serious during Covid-19 pandemic as teaching and learning take place remotely. In order to handle this issue, the researchers examined how video recordings which were made on student personal devices facilitate student presentation skills.

Video recordings were used for educational purposes to permit students to watch and assess their performance (Ritchie, 2016) after the invention of the video recorder by Charlie Ginsburg in 1951 (Fukkink et al., 2011). The use of technology was considered to be a useful tool in education. Literature has continued to indicate that the use of video recordings has been found to be beneficial to help students in their performance. Video recordings have been applied successfully to allow students to watch and assess their presentations (Fukkink et al., 2011; Guo, 2013; Nikolic et al., 2018; Yamkate & Intratat, 2012; Yoo et al., 2009). Evidence from other researchers in this area has shown that the use of video technology on raising student awareness of their improvement is useful.

Obviously, making video recordings is of great importance in promoting students' presentation skills. Understanding how teachers and students perceive video recordings about its role and challenges in presentation skill courses could help teachers promote their teaching quality as well as students' presentation skills and their language proficiency.

In order to achieve this aim, the following research questions were formulated:

Research questions:

- 1) What are EFL teachers' perspectives of the use of video recordings in promoting students'

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presentation skills?

2) What are second-year students' perspectives of the role of video recordings in enhancing their presentation skills?

2. Literature review

2.1. Presentation skills

2.1.1. Definition of presentation skills

Presentations are referred as brief discussions of a specific topic provided to listeners with the aims of imparting knowledge or to promote discussion. Presentation skills is considered as an important skill which is used frequently in the working environment. Joughin (2007) adds that presentation is a way to transmit ideas of other people to audience with anxiety at a low level. Furthermore, it is used to impart studied material that students applied to make their own meaning from other opinions. Normally, an oral presentation involves a presenter presenting a topic of interest or a task with or without help of a visual aid which is normally in the form of Microsoft PowerPoint Presentation, Prezi, SlideShark, Keynote or any equivalent application that helps to complement the oral presentation.

2.1.2. Role of presentation skills

It has been noted that the oral presentation skills in English are pivotal in current academic career as well as professional success. Oral presentation skills are necessary for undergraduates in this modern means of communication era (Soomro et al., 2019). In any ESL classes, presentations are a useful way to facilitate students to practise their language skills, particularly speaking. They are also a good learning and assessment method to build self-confidence even though it could be a nerve-wrecking experience to most language learners (Ahmad & Lidadun, 2017). As Wilhelm (2014) asserts that making a presentation can be a distressing or exciting experience. Presentation skills involve successful combination of verbal and non-verbal languages which are challenging to presenters. On the other hand, this is the process of discovering knowledge from different sources of materials to pass on to others.

2.1.3. The role of video recordings in presentation skill lessons

Previous research found various benefits of using video in ESL lessons and one of the benefits is its ability to provide authentic language learning environment for the students (Xioning, 2007).

According to Berlian and Mohamad (2011) and Wilhelm (2014), presentation skills provide little intrinsic motivation and little long-term skills development because the students probably fail to see how good they are in presenting the materials and what aspects that they need to improve on. This limitation can be minimized with the use of videos in making presentations.

According to Ahmad and Lidadun (2017) "Producing a video presentation complements the nature of oral presentation, which is also a part of task-based learning where the presenters are encouraged to share their thoughts and ideas with others and a platform for them to expand their understanding and creativity by applying what they have learnt in class" (p.388). Wilhelm (2014) asserted that making a video presentation allows students to improve effective communication since they are given the opportunity to watch and give critical comments on their own videos. He also added that digital video recordings provide students chance to explore of their own projects- both verbally and physically when making a speech or presentation, helping them finding out their strengths and limitations in their own presentations.

Video recording was used for educational purposes to allow students to see and assess their performance (Ritchie, 2016). Yorke and Longden (2008) showed that video presentation supported student-centred lessons, constructivist learning theory, allowing students to actively engage in their learning process as well as build their own knowledge and promote learner autonomy. Video recordings are used as lens to assess student performance and provide them beneficial conceptual insights and help them to address their learning problems on (Paul et al., 1998). The use of video

recording during communication has been found to be an effective way to help students adopt and learn from the observers' perspectives (Guo, 2013; Nikolic et al., 2018).

2.2. Previous studies

There have been several studies on the use of video recordings in teaching presentation skills globally. Using videotaped presentations journals, reflections, peer and instructor feedback and observations with 16 students in a state University, Guo (2013) found that making video recordings was a useful way to improve students' presentation skills as they were interested in getting involved in aspects of using video recordings. With the aim of investigating the influence of video recordings on students' presentations, Ahmad (2017) conducted a study with 111 diploma students from different programmes at a university in Malaysia. The participants were asked to complete questionnaires with 20 items about their experiences in making a video presentation for their movie review task. The findings showed that video presentations are an effective tool to assist English language students to promote their oral presentation skills. Students had chance to get involved in their own learning actively and develop their motivation as well. Video presentations enabled students to become more independent, organised and creative. In USA, Tailab and Marsh (2019) explore whether the use of self-assessment of video recording made students aware of enhancement of their oral presentation skills. Sixty-eight students were chosen to participate the study. Data were collected through video recordings and self-assessment questionnaires. The study reflected the positive views of students on video recordings as they were more confident, better prepared, less nervous during the final presentation. The findings also showed that watching a video recording of students' presentations helped them to raise the awareness of the improvement of their oral presentation skills. In a different context, Yamkate and Intratat (2012) conducted a study with a group of students in a university in Thailand. Data were gathered through video recordings and questionnaires. The study showed that students held strong support of video recordings as they assisted students' self-evaluation skills so as to develop their presentation skills. Conducting an action research to examine if the use of mobile-video recordings increase Japanese university students' English language presentation skills. Research participants were 129 undergraduate economics students from nine classes completed a paper-based survey and a group of seven students participated in a focus group interview. The study showed that although cultural differences between Western and Japanese styles of presentation could make students anxious mobile-video recordings were viewed as a great tool to increase self- and peer reflective feedback and, thus, could facilitate the development of students' EFL presentations.

Definitely, making video recordings has much influence on the improvement of students' presentation skills. As such, it is really crucial to understand the benefits and challenges of this teaching approach when applied in presentation skills course. However, little research dealing with this field has been conducted in Vietnam, especially in higher education context. Therefore, this study seeks to fill this gap.

3. Research methodology

3.1. Research setting and participants

In the current study, the research site selected is at Hanoi University of Industry (HaUI). Research participants were five EFL teachers at its Faculty of Foreign Languages and 120 English-majored students of 4 classes, of which 78 were female and 42 were male. All of them are in the age of twenty regarded as second-year students. These students have experienced four semesters in which they were trained four subjects of language skills including listening, speaking, reading and writing. The level of these students has increased considerably since the first semester with all students gaining the intermediate level. In the third semester, they had an opportunity to study Presentation Skill as a compulsory subject which trains students how to produce a successful presentation with specific exercises to practice. Actually, in Speaking and Reading classes, students also had to make at least

one oral presentation individually or in group during those semesters. That helps them to promote their knowledge about a particular topic and enhance their language skills and presentation skills as well.

The presentation skill course lasts 15 weeks from 7th September 2020 to 20th December 2021 with three progress tests. One of the tests involves students' presentations which took place in the 10th week. Students are required to make a presentation in the class with the topics they are assigned at the beginning of the course. Due to the Covid-19, school closures have resulted in a dramatic change in education with the rapid growth of e-learning. Particularly, at this university, presentation skill courses took place remotely and via media platforms. Accordingly, this first progress test was evaluated through students' video recordings of their presentations.

Students were first provided an assessment criteria sheet designed by teachers which they can base on to self-assess their presentations. Then, they had to review their video recordings with the given criteria checklist and then made changes if necessary. Finally, students submitted their first video and the final one which was edited to get their score for the subject.

3.2. Data collection

In this present study, data were gathered through questionnaire survey and in-depth interview. The questionnaire includes 12 closed questions and three open-ended ones which were adapted of a variety of materials from literature on the field of the use of video recordings in enhancing students' oral presentations skills (Ahmad & Lidadun, 2017). Both types of questions measured participants' opinions of video recordings as a means of improving their oral presentation skills. The students' impressions of the advantages of using video recordings were conveyed in six of the twelve closed-ended questions, while their perspectives on the drawbacks of this teaching method were asked in the other six. The questionnaire was structured on five likert scales (1= strongly disagree, 2= disagree, 3= neutral, 4=agree, 5= strongly agree). Three open-ended questions were designed to elicit additional information from participants regarding the benefits and challenges of using video recordings that was not included in the closed-ended ones. Semi-structured interview was used to investigate five EFL teachers' perceptions of the role of video recordings to develop students' presentation skills. The interview lasted for approximately 30-45 minutes. The interview guide includes three questions investigating their views on the advantages, disadvantages and suggestions for better implementation of video recordings in this presentation skills course.

The questionnaire data were condensed, quantified, and analyzed through Excel. Data from interviews were transcribed verbatim manually. The results were measured in the percentage, then they were illustrated and systematized by tables.

4. Findings and discussion

4.1. Benefits of the role of video recordings

On the basis of responses given by the participants, findings of this section were transformed and classified into six emerged headings namely good experience, confident enhancement, more practice opportunity, language improvement, learning autonomy and self-awareness of strengths and weaknesses

Each finding below is subject to percentage of disagreement, neutrality or agreement of the participants in this study. The findings statistically have been represented in Table 1 below.

* SD = Strongly Disagree D = Disagree N = Neutral A = Agree SA = Strongly Agree

Table 1. Benefits of video recordings

Benefits	SD	D	N	A	SA
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Good experience	0%	0%	7%	60%	22%
Confident enhancement	0%	0%	20%	65%	15%
More practice opportunity	0%	0%	7%	13%	80%
Language improvement	0%	4%	23%	67%	6%
Learning autonomy	2%	6%	16%	60%	16%
Self-awareness of strengths and weaknesses	3%	4%	13%	73%	14%

Data obtained from questionnaires generally showed that students held positive attitudes towards the use of video recordings in their presentation skills course. The results shown in Table 1 indicate that the most prominent benefits that students recognized were more practice opportunity and self-awareness of strengths and weaknesses (93% and 87%) respectively. It means students could have more time for their practice of presentation skills when self-video recording than being required to make presentations in real classes. During reviewing their videos, they could notice good points and limitations of language proficiency as well as non-verbal language.

Additionally, they responded that video recordings provided them with good experience (82%) and more chance to build up their confidence (80%). This means students enjoyed the time when they made video recordings, making them become more confident in their learning process.

Finally, learning autonomy and language improvement were also considered as beneficial outcomes obtained from video recordings. While 76% agreed that their autonomy could be improved, 73% believed that video recordings could facilitate their language development.

Regarding the use of video recordings in promoting students' presentation skills, almost all teachers (around 80%) showed their strong agreement on its benefits. This teaching method offers students time flexibility, enhances students' learning autonomy, improves their English proficiency as well as ability of self-correction. Teachers' perspectives were elaborated in the following excerpts:

"Yes, they would surely be aware of the tasks they had to accomplish" (Teacher 2-Interview).

"Students were given opportunities to adjust their private schedule to their study" (Teacher 5-Interview).

"Well, before submitting their final products, students have to spend time on revising their presentations and making the recordings until they satisfy" (Teacher 3- Interview).

"When students rehearse their presentations, their pronunciation, their use of vocabulary and grammatical structures can be much better" (Teacher 4- Interview).

"Being aware of their strengths and weaknesses is another benefit that the task can bring to students, I think. They can learn from their mistakes, too" (Teacher 1-Interview).

In short, both teachers and students held positive attitudes towards the role of video recordings in a presentation skills course. They consider this approach as an essential part to promote students' presentation skills. This finding is in line with Ritchie (2016) and Yorke and Longden (2008). In their study, Yorke and Longden (2008) affirmed that making video recordings facilitated students to notice and determine their weaknesses in non-verbal language use. Actually, this approach allows students to be more confident, autonomous and proficient in their language study since all students

revealed that “the use of video recordings effectively enhanced their presentation skills” (Guo, 2013, p. 100).

4.2. Challenges of the use of video recordings

The results of this section were classified into six headings, namely technological obstacles, body language limitation, demotivation due to non-audience, Getting stress, Time consuming, and Hindrance of performance due to lack of immediate feedback, and statistically presented in percentage in Table 2 below.

*SD = Strongly Disagree D = Disagree N = Neutral A = Agree SA= Strongly Agree

Table 2. Challenges of the use of video recordings

Challenges	SD	D	N	A	SA
Technological obstacles	15%	10%	13%	47%	15%
Body language limitation	14%	14%	44%	10%	18%
Demotivation due to non-audience	10%	8%	12%	38%	32%
Getting stress	3%	17%	7%	60%	13%
Time consuming	10%	15%	10%	50%	15%
Hindrance of performance due to lack of immediate feedback	12%	5%	13%	58%	12%

The above data revealed that 73% of students considered getting stressed as the most challenging factor that they faced when making video recordings. This was due to the repetition of the task with the great effort to create a perfect product for the sake of good marks. Surprisingly, demotivation due to non-audience and lack of immediate feedback accounted for the same percentage (70%). Students' interest may easily be reduced when presenting without being observed, their potential can not be developed. Importantly, working without comments from others could hinder their performance since they could not see their weaknesses to improve. Another barriers included time consuming (65%), technical obstacles (62%), body language limitation (28%) impeded their ways to become effective presenters. Although limited space for recording a perfect image was also an obstacle for presenters, this factor did not have much effect on a large number of students.

Talking about the difficulties of this learning approach, fair and accurate assessment was the most prominent aspect that teachers faced. Due to students' different technological capacities, the quality of recordings could not reflect real students' competence. For example, sound quality affected students' pronunciation and camera angle would affect students' body language as well. Like students, another obstacle that teachers found was the lack of immediate feedback which influenced students' performance. Obviously, immediate feedback always plays a beneficial role in enhancing students' presentations since it helps them to notice the weaknesses and adjust themselves. Teachers' views on this issue were described in the following excerpts:

“Sometimes I find it difficult to give correct marks for students because of the poor quality of the recordings” (Teacher 2- Interview).

“ High-level students can recognise their mistakes easily and know how to overcome them, however, with low-level ones, immediate comments are really essential” (Teacher 5- Interview).

“Technical skills, lack of audience and immediate feedback would hinder the quality of students’ video-recordings and teachers’ evaluation” (Teacher 1- Interview).

In general, both teachers and students confirmed the importance of immediate feedback in the process of making video recordings during this course as it provides students the chance to notice their weaknesses. Therefore, lack of this feedback is considered as one of the obstacles by both of them. Furthermore, technical problems were also reported as a hindering factor that influenced the outcome of students’ final product. While students recognized some other challenges such as getting stressed, time consuming, body language limitation, teachers had their own difficulty like fair and accurate assessment.

5. Conclusion and recommendations

This study realized that the use of video recordings is extremely beneficial to students’ language learning despite some challenges raised in the video making process. Having the opportunity to view the video-recordings enables students to notice their language weaknesses and strengths. Furthermore, their confidence can be enhanced thanks to their repeated practice. Importantly, this approach allows students to develop their autonomy and language competence. With the above mentioned advantages, it is possible that the use of video-recordings can be incorporated in other language subjects and other learning tasks. However, in order to reduce the obstacles that students can face during their process of video recordings and self-assessment, it is advised that students’ technological skills should be trained at the beginning of the course. In addition to that, students need to be guided to assess themselves via a provided checklist. Reflections should also be assigned to students, assist them to review their work.

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Quan điểm của giáo viên và sinh viên về hoạt động quay video trong các lớp dạy kỹ năng thuyết trình trong giai đoạn COVID-19

Tóm tắt: Nghiên cứu này tìm hiểu quan điểm của sinh viên năm thứ hai chuyên ngành tiếng Anh và của giáo viên về vai trò của hoạt động quay video trong môn Kỹ năng thuyết trình bằng tiếng Anh tại Trường Đại học Công nghiệp Hà Nội nhằm phát huy hiệu quả của phương pháp dạy học này. Dữ liệu được thu thập định lượng và định tính thông qua các cuộc khảo sát với sinh viên năm thứ hai chuyên ngành tiếng Anh và phỏng vấn bán cấu trúc với giáo viên dạy tiếng Anh. Nghiên cứu cho thấy cả sinh viên và giáo viên đều coi việc quay video là một phương pháp thay thế để nâng cao kỹ năng thuyết trình của sinh viên. Tuy nhiên, vẫn còn một số thách thức cản trở việc áp dụng phương pháp này như học sinh không quen với công nghệ, hạn chế về hiệu suất ngôn ngữ cơ thể, động lực do không có khán giả và đánh giá không chính xác do chất lượng của bản ghi video. Qua đó, nghiên cứu cũng đưa ra đề xuất nhằm nâng cao hiệu quả của việc quay video trong môn học kỹ năng thuyết trình.

Từ khóa: quan điểm; ghi hình; kỹ năng thuyết trình; phương pháp dạy học; nâng cao.