ENHANCING ORAL PRESENTATION SKILLS THROUGH VIDEO PRESENTATION

Norazrina Ag Ahmad
Academy of Language Studies, Universiti Teknologi MARA, Sabah, Malaysia
noraz329@sabah.uitm.edu.my

Bernadette Peter Lidadun
Academy of Language Studies, Universiti Teknologi MARA, Sabah, Malaysia
bernadette@sabah.uitm.edu.my

Abstract

Technology has evolved rapidly over the years and we cannot deny how significantly it has affected the teaching and learning process in the English language classrooms. Educators around the world use various technologies in their classrooms simply because they believe that technology could promote an interesting learning experience aside from being an effective learning tool. As such, the advent and abundance of newer technologies have allowed for the prevalent use of videos in the ESL classrooms because they can be used to stimulate ESL students in using the English language. With regard to this pedagogical development, this study looks at the impacts of video presentation production by ESL students, particularly in doing an assignment on a movie review. 111 undergraduate students were purposely selected as representative samples in the study. A set of questionnaire was devised and tested for reliability (Cronbach's Alpha = 0.896) to collect data on the students' experiences in their production of the video presentations. 12 video presentations were also selected and examined to describe how

the students completed or approached their video presentation task. The findings demonstrate the potential of videos in motivating and enhancing students' experiences and skills in ESL learning especially in terms of oral presentation skills as well as strategic planning and creativity. This was not only bound in a classroom setting but also beyond this boundary.

Keywords

Technology, Video Presentation, Oral Presentation Skills, Movie Editing Skills, Creativity

---

1. Introduction

With the massive development of technology, ESL instructors are now adopting and integrating technologies in classrooms. This includes the incorporation of numerous teaching and learning tools like radios, televisions, videos, animations and even movies (Burt, 1999; McGill, 2010; Orlova, 2003). These tools are utilized to complement the textbook and to inject element of fun into the English lessons. The use of video in an ESL classroom, particularly, has helped English language instructors from different parts of the world to stimulate students' interest to learn English through an exciting way (Berlian Nur & Mohamad Jafre, 2011). In fact, this is not a new phenomenon in the ESL classroom as videos have been proven to aid in language lessons since the early 1960s (Williams & Lutes, 2007).

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). Videos added realism and helped with communication skills development (Willmot, Bramhall & Radley, 2012). This is because videos normally portray real language, spoken at a normal pace and complemented with expressions and gestures. In another study by Tati, Paul and Golingi (2016), it was found that ESL learners would use imitation strategies in practising English language and to reduce their anxiety in speaking the language. Thus, the authenticity in videos is important as ESL students lack the exposure to authentic language, as they are not living within the target language context. Using videos gives the students an opportunity to experience the target language in an authentic or natural context (Passey, 2006; Williams & Lutes, 2007). This will eventually help to reduce the anxiety in using the language.

Another major benefit of integrating videos into the ESL classroom is its motivating factor. A research by Willmot, Bramhall and Radley (2012) showed that there was strong evidence that videos could inspire and engage students when videos were integrated into student-centred learning activities. It was further found that the authentic element of the video reporting

could motivate the students and enhance their achievement and learner autonomy compared to the traditional way of report writing (Bramhall & Radley, 2008). When using videos, students are more motivated to learn English because it is presented in an interesting and meaningful way (Dikilitas & Duvenci, 2009; Jakes & Brennan, 2005). The audiovisual element could help to stimulate students' interest as they can both listen to and watch the actions in the videos. As a result, they will pay more attention to the lessons and are better able to understand the lessons because they are provided with content, context and language. Hence, when they are motivated to learn English, they will also be motivated to use and improve their language skills. This leads to the next important aspect of using video in ESL classrooms.

The use of video in English language lessons is also proven to improve language skills and oral presentation skills because the authentic content could be exploited to enhance the students' vocabulary and grammatical knowledge (Berlian Nur & Mohamad Jafre, 2011). As stated by Sotto (2007), students need to actively engage in the learning activities to reinforce essential knowledge and skills. So, using videos will enable the students to experience and participate in a more active learning experience while improving their cognitive skills (Williams & Lutes, 2007). Furthermore, the use of videos can also be maximised to enhance students' writing and speaking skills because they are encouraged to express their opinions of what they have watched (Berlian Nur & Mohamad Jafre, 2011). According to Ron, Chih-Wei, Chih-Chao and Shi-Jer (2017), students who are exposed to the use of technology such as movies had greater writing performance in terms of content, organization, creative thinking and general writing mechanics. Such experience would normally extend to stimulate and initiate active discussion, debate and positive feedback among the students. Hence, videos should be fully utilised to integrate all the skills with the help from the instructor.

It is notable that in most of the studies mentioned, they focused on how videos could be integrated into ESL lessons by ESL instructors, particularly as a resource and instructional materials in the classroom, helping them to comprehend the language aspects more. On the other hand, in recent years, there are emerging trends of ESL students producing videos as part of their English language task or class presentation. There is strong evidence that the production of videos by the students is able to provide them with the joy and challenges of assessments that could improve motivation and quality of work. In one study, it was found that almost 90% of the respondents mentioned that they have better subject knowledge when they present learning materials in the form of videos and 80% felt that they really enjoyed the class (Willmot et al.,

2012). The students felt that they were more involved in the learning process when they present their task in the form of videos.

In any ESL classroom, oral presentations are part and parcel of the activities or assessments. Presentations are a great way to have students practise their language skills particularly speaking, reading, writing and listening as well as improving their linguistic knowledge (Teaching English, 2005). 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. As Wilhelm (2014) quoted, "Giving a presentation can be a devastating experience – or a pleasant journey of wonder and discovery". 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 Power Point Presentation, Prezi, SlideShark, Keynote or any equivalent application that help to complement the oral presentation. Unfortunately, oral presentation is often viewed as a restrictive chore and does not encourage deep learning (Willmot et al., 2012). It provides 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 minimised with the use of videos in making presentations (Berlian Nur & Mohamad Jafre, 2011; Wilhelm, 2014; Willmot et al., 2012).

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. Willhelm (2014) stated that doing a video presentation enables the students to build effective communication because they have the chance to view and analyse their own videos. He further claimed that digital video recording gives us opportunity for "…discovery of the self we project – both verbally and physically when giving a speech or presentation". Students are able to see their own performance in the videos and are able to identify their strengths and weaknesses, learning from their respective characteristics and idiosyncrasies.

In a similar study, it was found that video presentations which support student-centred lessons, support constructivist learning theory where students are actively involved in the learning process, creating knowledge and learning how to learn at the same time (Yorke & Longden, 2008). In other words, using video presentation helps students to develop learner autonomy. Moreover, when the students produce a video presentation, the reception and

comprehension by the audience members and examiner are also improved and more accurate because of the paralinguistic and linguistic elements offered by video presentation (Harmer, 2001; Hick, Hughes & Stott, 1982; Wilhelm, 2014).

As mentioned earlier, most of the studies on the integration of videos in ESL classrooms emphasized on how ESL instructors teach language components using videos. Research on ESL students' experiences of producing videos as a medium to practise and produce the target language has not been documented extensively. Thus, it is significant to explore the students' efforts and experiences in completing their English language task using a video presentation. This study looks at the feedbacks and experiences of ESL students in producing a video presentation as part of their English language learning task.

2. Research Questions

The following research questions were addressed in this study:

1) To what extent does using a video presentation enhance the ESL students' oral presentation skills?

2) To what extent does using a video presentation enhance the ESL students' strategic planning in completing a task?

3) To what extent does using a video presentation in completing a task develop the ESL students' creativity in presentation?

3. Methodology

3.1 Participants

Participants were 111 diploma students from various programmes at Universiti Teknologi MARA, Sabah, Malaysia. They were between 18-21 years old ranging from beginner to intermediate level of English language proficiency. The students were in their third semester and were required to take an English language course, ELC230, known as "Integrated Language Skills 3" which aimed to enhance the English language proficiency of diploma students in the four language skills, i.e. reading, writing, listening and speaking. In this course, the students needed to complete several on-going assessment tasks and one of them involves doing an oral commentary on a movie or TV programme. In other words, they needed to present a movie review in front of an examiner and their classmates. For the purpose of this study, the students were assigned to do their movie review individually in the form of a video presentation.

3.2 Instruments

3.2.1 Questionnaire

A questionnaire that contained 20 items was devised and distributed randomly to 111 participants. Prior to distribution, the questionnaire was pilot-tested and was found to have high internal consistency (Alpha reliability coefficient = 0.896). There were no items found to have weak correlation with the total items. The questionnaire was designed to get feedbacks from the participants about their experiences in creating a video presentation for their movie review task.

3.2.2 Movie Review Video Presentation Guidelines

In this study, the participants were required to produce a movie review presentation in the form of video. In order for the participants to be able to produce this movie review using video, they were given a set of guidelines for their reference. The guidelines provided aimed to help the participants fulfil the requirement of the task which included content, delivery and language. Twelve video presentations produced by participants were purposely selected and described in relation to the three aspects stated in the guidelines. The purpose of examining these videos was to explore their experiences on the process involved in producing the videos.

3.3 Data Analysis

The quantitative data obtained in this study were statistically analysed using the Statistical Package for Social Sciences software version 21.0 (SPSS). The participants' scores in the questionnaire were analysed and described using descriptive statistics. Twelve video presentations were qualitatively analysed, categorised and described according to the elements stated in the guidelines: Content, Delivery and Language. The students' strategies and responses in producing the movie review videos were described in the section on findings and discussion.

4. Findings and Discussion

This section presents the results of data analysis and findings of the study. First and foremost, it was found that 73% of the participants enjoyed watching their own movie review. Meanwhile, 98.2% enjoyed watching their friend's movie review. This indicated that the video viewing session in their classroom could be one of the classroom activities which were much anticipated by the students. A learning session that cultivates interest among the students as founded in constructivist theory is believed to eventually engage students to construct knowledge for themselves, become actively involved and hence, learn how to learn while they are learning (Willmot, Bramhall & Radley, 2012). The participants did not only learn some skills throughout

the process of planning and presenting the movie review, but they also enjoyed learning from their peers.

4.1 Video presentation enhances the ESL students' oral presentation skills

Table 4.1 *Students' Feedbacks on Using Video Presentation*

Item	Statement	Agree (Percentage)
1	I liked creating the movie review using video.	91%
2	I would have preferred presenting the movie review verbally in class.	72.1%
3	I preferred presenting the movie review using video.	88.3%
9	I would be more confident presenting the movie review in class.	69.4%
10	I was confident presenting the movie review using video.	84.7%
11	I had more opportunities to improve my presentation of the movie review using video.	95.5%
14	I had more time to practise presenting the movie review using video.	87.4%
15	I improved my language while ding the movie review using video.	91.9%
16	I improved my presentation skills while doing the movie review using video.	92.8%

It should be noted that generally, 91% of the participants stated that they liked using video in completing their movie review assignment. Although 72.1% stated that they would have preferred to present their movie review verbally without using video in class, 88.3% still preferred presenting using their video presentations. The participants must have gone through the necessary process of completing their video presentations which became the crucial part of the learning process itself. At least 84.7% said they were more confident using videos to make the movie review. This could be due to the scenario where they were given the time, flexibility and freedom to complete their task at their own time and space. Prior to doing this movie review task, students were given a briefing and guidelines were provided for their reference. Hence, with good planning and creativity, completing the task could be a good platform for the students to showcase their abilities in producing not only an entertaining form of presentation, but also a fulfilling and meaningful form of learning which enhances their language skills as a whole.

The study, through the questionnaire, found that 95.5% of the participants agreed that they had more opportunities to improve their presentation using video. Significantly, this indicated

that using a video presentation was able to create the desired learning opportunities for students where they had more opportunities to improve their presentation. 87.4% said they had more time to practice their movie review presentation when they use videos. This means that the participants had more time to practice their movie review presentation using video before the evaluation in class. In general, ESL students would need a lot of effort and time to prepare themselves before doing any oral presentation in any setting particularly when it involves an assessment or evaluation of their presentation. Thus, this study may conclude that the use of video in doing an oral presentation not only could encourage the students to be more prepared for their presentations but in some ways, it also could help the students to improve their language.

This study found that 91.9% of the participants said that using the video in doing the movie review helped them to improve their language while 92.8% said they managed to improve their presentation skills. This relates clearly to the fact that a presentation normally involves three stages which are planning, practicing and presenting. These include revision of key language areas and language functions, introduction and ordering of main points and the conclusion (Teaching English, 2005). Students would also need to look at transition signals as well as to prepare appropriate visuals to help them in the presentation. It can therefore be concluded that these stages lead to the improvement of language and oral presentation skills among the students.

4.2 Video presentation enhances the ESL students' strategic planning in completing a task

Since a presentation involves the three prominent stages - planning, practising and presenting, it is important to discuss the participants' responses to the questionnaire items which aimed to answer Research Question 2: To what extent does using a video presentation enhance the ESL students' strategic planning in completing a task? Even though 77.5% agreed that using video was time-consuming and 93.7% felt that doing the movie review using video was challenging, it is important to note that the length of time spent by the participants in producing the video presentation had incorporated the learning phases which benefitted the participants in terms of improvement in their language as well as their presentation skills. On the other hand, 85.6% of the participants agreed that they learned to organise their movie review content using the videos. As mentioned earlier, Wilmot et al. (2012) stated that video production adds to the challenge and pleasure of completing assignments that consequently enhances motivation and language production quality. This is also supported by Passey (2006) in a study which discovered that using moving images and sound to communicate a topic is indeed engaging and insightful. It enables students to acquire a range of transferable skills in addition to film making

itself which include research skills, collaborative working, problem solving, technology, and organisational skills (Passey, 2006).

When the videos were examined, it was found that the students had shown evidence of good planning which led to the production of not only clear but very entertaining video presentations. The participants needed to do careful planning on the content of their movie review video presentation as a time limit of 7 minutes for the total length of the video presentation was given. The students' strategic planning in relation to the Movie Review Video Presentation Guidelines is described as the following:

4.2.1 Use of appropriate introduction

The video presentations displayed clear and well-organised introductions which included greetings and production details. Obviously, the participants had to plan to include short but very entertaining introductions that were able to attract the attention of the classroom to stay tuned to watch the whole video production.

4.2.2 Summary of the plot

The video presentations contained aptly summarised plots which were neither too lengthy nor too short. This shows that the participants had done some good research on their chosen movie and had successfully selected all the important parts of the plot of the movie to be presented using video.

4.2.3 Description of characters

The video presentations also displayed clear flow of descriptions of the characters in the movie. The participants described the most important or prominent characters in the movie followed by other supporting characters. The video presentations also include additional information about the heroes or heroines in their chosen movie.

4.2.4 Sharing on lessons of life or moral values

Most lessons learned in ESL classrooms normally would integrate moral values. The movie review task was a good avenue for the participants to share their views on what they had learned through the chosen movie. It was apparent that the participants had planned well to include this substance towards the end of the video presentation. Some sharing evidently showed that not only were the participants able to complete this movie review task but they were also able to engage themselves in learning some lessons of life.

4.2.5 Sharing on overall opinion of the movie

The video presentations also presented well-planned movie reviews which included the participants' clear overall opinions of the movie. The participants included their opinions clearly in the conclusion at the end of the video presentation. A short recommendation to watch the movie was also given by the participants before thanking the viewers for watching their video presentation. The carefully planned flow of the video presentation showed that the participants had successfully managed to complete their task within the given time frame and limit.

4.3 Video presentation enhances the ESL students' creativity in presentation

Besides enhancing students' abilities in planning strategically to complete a task, using video presentation also enhances students' creativity in doing presentation. With regards to Research Question 3: To what extent does using video presentations in completing a task develop the ESL students' creativity in presentation? The ESL students showed creativity in completing their video presentations through their delivery styles. Based on the twelve video presentations, it was noted that the participants used lively and suitable expressions appropriately. In addition, they were also able to inject appealing animations, well-placed captions and attractive graphics or images. The participants were also able to use not only correct transitions but also special effects to signal distinct aspects of the movie review. Besides that, they also successfully added sound effects and soundtracks to evoke certain emotions in the viewers. All these creative techniques were able to help the participants convey their message effectively and successfully.

4.4 Research limitations and scope of future research

This study focussed on only one type of language task where students had used video presentations. It would be useful if the video presentation production be widely observed not confined to movie reviews only but also in other language tasks particularly for speaking tasks that emphasise oral presentation skills. A wide selection of samples from various language courses also would capture a wider perspective of the video production experience. The data analysis of the selected video presentations was limited to certain criteria outlined in the rubric. An extensive research should be conducted to identify relevant criteria in analysing the video presentations. This is due to the fact that there are many angles that can be observed through the production of video presentations.

5. Conclusions and Recommendation

Video presentations are a great tool in helping English language students to enhance their oral presentation skills. They present students with the opportunity to be actively engaged in their own learning and increase their motivation to do their best in delivering their presentation. This study concludes that video presentation should be woven into ESL classrooms so that students are trained to become independent, challenged, motivated, organised and creative. The findings indicate considerable success in achieving the outcomes of improved knowledge and transferable skills. ESL students' presentations were more strategically planned and creative as they were encouraged to explore and enhance their skills in oral presentation, video production and editing. They also did better in their language, facial expression, eye contact as well as body language since they were able see themselves on the screen and improve accordingly. This study also shows that video provides a convenient and accessible means of assessment in the creation of short video presentation on a movie review task. However, it is possible that the use of video presentation can also be incorporated in other subjects and other learning tasks. The findings from the questionnaire and video analysis described above add quantitative and qualitative evidence to support these claims. Undeniably, there is obvious potential to use video presentation in English language courses as well as other language courses so that students can benefit significantly in their language learning process.

REFERENCES

Berlian Nur & Mohamad Jafre. (2011). The use of video in ESL teaching and learning: Youtube's potential as a resource. Diges Pendidik, 2, 94-104.

Bramhall, M. D. & Radley, K. (2008). Promoting learner autonomy: students using media to inspire their learning. International Symposium in Engineering Education: Student-centred learning in small groups, Loughborough, UK.

Burt, M. (1999). Using videos with adult English language learners. Retrieved from http://www.ericdigests.org/2000-2/videos.htm

Dikilitas, K., & Duvenci, A. (2009). Using popular movies in teaching oral skill. Procedia – Social and Behavioral Sciences, 1 (1), 168-172. https://doi.org/10.1016/j.sbspro.2009.01.031

Harmer, J. (2001). The practice of English language teaching (3rd Edition.). Edinburgh Gate: Longman.

Hick, S., Hughes, G., & Stott, C. (1982). Video for analysis and correction of learner

performance. In M. Geddes & G. Sturtridge (Eds.), *Video in the language classroom.* London: Heinemann Educational Books

Jakes, D. S., & Brennan, J. (2005). Capturing stories, capturing lives: An introduction to digital story-telling. Retrieved from http://www.jakesonline.org/dstory_ice.pdf

McGill, D. G. (2010). Ten task-based ESL/EFL video lessons. The Internet TESL Journal, 16 (1). Retrieved from http://iteslj.org/Lessons/McGill- VideoActivities.html

Orlova, N. F. (2003). Helping prospective EFL teachers learn how to use songs in teaching conversation classes. The Internet TESL Journal, 9 (3). Retrieved from http://iteslj.org/Techniques/Orlova-Songs.html

Passey, D. (2006). Digital video technologies enhancing learning for pupils at risk and those who are hard to reach. In Childs, M., Cuttle, M., & Riley, K. (Eds.), DIVERSE proceedings: 2005-2006: 5th International DIVERSE Conference, Glasgow Caledonian University. Glasglow: Glasgow Caledonian University Press.

Sotto, E. (2007). When teaching becomes learning: A theory and practice of teaching (2nd Edition). London: Continuum International Publishing Ltd.

Tati, J. S., Paul, C., & Golingi, L. B. (2016). English language anxiety among Community College learners: How can it be overcome? PEOPLE: International Journal of Social Sciences, 2 (3). https://doi.org/10.20319/pijss.2016.23.3853

Teaching English (2005). Student Presentations. Retrieved from https://www.teachingenglish.org.uk

Ron, C. Y., Chih-Wei, L., Chih-Chao, C., & Shi-Jer, L. (2017). Using of Micro-Movies for Teaching Chinese Writing at Junior High Schools in Taiwan. PEOPLE: International Journal of Social Sciences, 3 (1). https://doi.org/10.20319/pijss.2017.31.144164

Wilhelm, T. (2014). Effective use of multi-faceted video feedback for ESL speech/presentation course. Humanising Language Teaching, 16 (1). Retrieved from http://www.hltmag.co.uk/feb14/sart05.rtf

Williams, R. T., & Lutes, P. (2007). Using video in the ESL classroom. Takamatsu University Journal, 48, 1-13.

Willmot, P., Bramhall, M., & Radley, K. (2012). Using digital video reporting to inspire and engage students. Retrieved from http://www.raeng.org.uk

Xiaoning, W. (2007). On the use of video clips in college English teaching. Canadian Social Science, 3 (2), 84-86.

Yorke, M., & Longden, B. (2008). The first-year experience of higher education in the UK, York, Higher Education Academy. Retrieved from http://www.heacademy.ac.uk/assets/York/documents/resources/publications/exchange/FYEFinalReport.pdf