



Using Video-based Learning to Improve Presentation Skills for fourth- year English Majors at Hanoi Open University

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Abstract. The purpose of the study is to investigate the fourth-year English majors' perceptions of using video-based learning and their practices in learning presentation skills at the Faculty of English, Hanoi Open University. A questionnaire survey was employed to gather the data for the study. The structured questionnaire was administered to 261 participants from class K27. The survey results revealed that almost all students were aware of the importance of presentation skills and video-based learning. The findings also showed the problems faced by the fourth-year students in learning Presentation Skills. Most students agreed they were not confident because of the anxiety of making mistakes when giving presentations. In addition, the results indicated that video-based learning would bring several benefits to improve teaching and learning processes. As can be seen from the quantitative data, the students' opinions about using video-based learning to enhance presentation skills were positive. As a result, some suggestions were provided in this study to help the teachers apply video-based learning in their lectures and motivate the students to improve their learner autonomy effectively.

Keywords: Presentation Skills, Video-based Learning, Learner Autonomy.

1. Introduction

1.1 Rationale of the study

Over the past few years, electronic learning has become an increasingly significant part of education at many universities worldwide, particularly in Vietnam. This kind of learning environment allows students to improve their learning process. Many innovative technology-based teaching and learning approaches have had positive results, and information technology has been effectively implemented in educational settings. People approach technology and use it as a new paradigm in foreign language teaching and learning. Technology is seen as a tool for language learning, and more widely, as a tool for social development. There are many benefits to the rapid technical improvements in the digital age, which permeate all sectors of life, including education.

Practical communication tasks need the use of presentation abilities, mainly English presenting skills. They are regarded as one of the most profound ways to voice thoughts and succeed in personal, professional, and entrepreneurial endeavours. According to Gentle (2021) [7], a lesson to hone your presentation abilities is a significant investment in your career, your business, and yourself. You can gain an advantage over your competition and feel more at ease and confident speaking in front of an audience by enrolling in classes given by qualified specialists [7]. Therefore, developing strong presentation skills, especially in English, is essential as it is the language of international business and communication.

Many universities are increasingly moving away from traditional learning methods towards learner-centered ones. According to Chandha and Chowdury (2023) [3], collaborative learning is

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shifting from the traditional lecture-based classroom to a more learner-engaged one [3]. As students gain various abilities necessary for learning, this transformation may impact their learning results. Successful presentations support the students' growth in collaborative teamwork, critical thinking, and creative inquiry. However, a display is complex because the presenter needs several abilities to do it well. These include picking a topic, creating an outline, gathering information, compiling content, and convincingly responding to challenging queries. Presenters must most critically overcome their anxiety about speaking in front of an audience or making mistakes.

There still exist many problems in learning the presentation skills of English majors in Vietnam generally and at Hanoi Open University, mainly because they need to familiarize themselves with how to use authentic materials in their learning process. Video-based learning has become an effective method to develop students' English competency. Therefore, the researchers decided to conduct a paper titled "Using Video-based Learning to Improve presentation skills for fourth-year English Majors at Hanoi Open University to enhance students' presentation skills. This article assesses the fourth-year English majors' attitudes towards presentation skills and the application of video-based learning (VBL). Furthermore, it analyzes the benefits of using VBL as a cutting-edge teaching method to promote students' presentation skills in classrooms and their self-study abilities.

1.2 Research Questions

To fulfill the purpose of the study, the survey was seeking to answer the following research questions:

1. What are the perceptions towards presentation skills and the application of video-based learning of the fourth-year English majors at Hanoi Open University?
2. What problems do fourth-year English majors at Hanoi Open University face in learning presentation skills?
3. What are the benefits of video-based learning to improve presentation skills for fourth-year English majors at Hanoi Open University?

2. Literature review

2.1 Overview of previous studies

Presentation plays a crucial part in language learning and teaching. Presentation abilities are the art of visually appealingly conveying information while keeping the audience's attention. It calls for applying verbal and nonverbal communication techniques, including tone, body language, and facial expressions. A well-designed presentation can make it easier for the audience to absorb. It recalls complicated ideas and information by presenting them clearly and straightforwardly.

Dolan (2017) mentioned that a strong presentation should have three elements: Introduction, Body Language and Movement, Content and Conclusion, and Verbal Delivery [4]. Meanwhile, Sivadjati (2016) implied that for the strategies to overcome those problems, the participants proposed studying more about grammar, mastering the topic, and calculating the time [24]. Radzuan and Kaur (2011) conducted a research paper using the qualitative method with 44 students at the University Malaysia Pahang, Malaysia. The study showed that students' technical knowledge was insufficient, they had obstacles with their English language proficiency, and they experienced anxiety when giving English presentations [19]. According to Vitasari et al. (2010), the study was carried out using a quantitative approach to learn more about students' experiences, sentiments, and

viewpoints regarding anxiousness during the learning process. The findings revealed that students struggled with social, language, and anxiety related to class presentations [26].

Nguyen, V.T. and Nguyen, X.K. (2023) investigated the effects of video-based reflection on learners' speaking skills and attitudes towards this method with the participation of twenty-four second year-non-English-majored students at Thanh Dong University. The findings revealed students' positive attitudes towards video-based learning, and several pedagogical implications were proposed which may be beneficial for improving students' speaking skills [16].

2.2 Theoretical background

Definition of presentation skills

According to Rosenzweig (2021), a presentation is a means of communication with audiences through a slide show, a demonstration, a lecture, or a speech in which speakers employ both words and pictures. Presenters in the technological era use PowerPoint to provide information or media via slides with flexible presentation styles [21]. Dolan (2017) notes that communicating involves several presentation skills. As can be inferred from the descriptions above, presentation skills are essential in various language-learning activities inside and outside the language classroom [4].

Definition of video-based learning

Video-Based Learning (VBL) is a method in which a course syllabus is fully covered by video clips (not exclusively) as a replacement or supplement to live lectures. The comprehensive coverage should include all the lectures but may also cover solutions to the course exercises (Ghilay, 2017) [8]. In addition, "Video-based learning is a remote training method that relies on live or prerecorded video to teach new skills and knowledge", says Vinikas (2022), a tech industry writer who is passionate about video and internet marketing. Video-based learning employs visuals, graphics, on-screen text, and audio to create a multisensory learning experience [25].

The roles of technology and video-based learning in teaching and learning processes

Recently, innovative teaching methods have become an essential requirement for the educational sector of all countries in the world. Teaching activities must incorporate methodological innovations to adapt to new technological conditions and fully use technological advancements. Chandha and Chowdury (2022) state "Technology helped to transcend the barriers of time and space and thus, creating more opportunities to increase the chance to use more collaborative tasks efficiently and offering assurance of better learning and communication" [3]. Pham and Vo (2023) suppose that "Combining face-to-face lectures with technology results in mixed learning and reversed lessons" [18].

The use of VBL in foreign language teaching and learning has many positive effects on the teaching and learning process. It makes it easier for teachers and students to use new technologies. The new VBL formats and technology have recently significantly impacted teaching and learning approaches.

Many academic studies and papers have investigated and studied VBL environments from various aspects, including potential usage, impacts on learning outcomes, levels of satisfaction, and effectiveness. Kramer et al. (2020) pointed out that combining videos and simulations in online learning environments is a viable educational technology tool for teachers [14]. Nickl et al. (2022) also studied the effects of video-based simulations as educational technology tools for initial teacher education. The findings highlighted the importance of individualization in learning that depended on individual learner characteristics; learners navigated differently through simulations, which affected learning experiences and outcomes [17]. Lemke (2007) emphasized that working

with videos allowed teachers to experience teaching from a different perspective, as they got 'inside' a learning event, thus having a rich tool for self-reflection [15].

The benefits of video-based learning to improve presentation skills

"Video technology has become one of the newest technologies being adopted in teaching oral presentation skills," noted Miskam and Saidalvi (2020) [11]. In earlier research, video technology had proven helpful in enhancing students' oral presentation abilities. The presentation skills could be further improved using video editing tools. Video technology, according to Brophy (2004), "has the capacity to capture the complexity and immediacy of teaching in the classroom much more than other technologies" [2]. Furthermore, Reinders and White (2010) demonstrated that teachers used advanced technology in the classroom to accomplish educational objectives. Thus, the evolution of language teaching and learning must be connected to technology due to several considerations [20].

Difficulties in learning presentation skills

Academic presentation involves communication using English as a foreign language. People with difficulties communicating with people are likely to experience more anxiety in a foreign language class because they encounter various challenges that negatively affect their ability during the oral presentation (Horwitz et al., 1986) [10]. It was found that native and non-native speakers reported experiencing linguistic and psychological difficulties with academic oral presentations (Morita, 2000) [12]. Additionally, speaking in front of a crowd is among the hardest things for EFL students (Rumiyati & Sefitika, 2018) [22]. Besides, pronunciation, anxiety of making mistakes, unfavorable evaluations, a lack of vocabulary and grammar understanding, lack of preparation, and even teachers' attitudes are other factors that affect students' speaking abilities (Dornyei & Clement, 2001; Mukminin et al., 2015) [5,13]. Therefore, several Vietnamese learners do not have successful presentations.

There have been many studies investigating the effects of VBL in language learning. They have focused on the impacts of VBL in language learning. However, only some studies have approached the effects of VBL in learning presentation skills. Therefore, the authors would like to analyze "Using Video-based Learning to Improve Presentation Skills for fourth-year English Majors at Hanoi Open University."

3. Methods

3.1 Pedagogical Setting and Participants

The presentation skills module is a compulsory subject including two credits and being taught in the 7th term of the English bachelor's degree program. It provides students with essential knowledge and skills relating to presentation, such as how to open a presentation, use body language, design, and use PowerPoint, describe charts, respond, answer and end the production. The students are equipped with teamwork, independent work, time management, and critical thinking skills.

The research participants were 261 fourth-year students in classes K27 at the Faculty of English, Hanoi Open University. The fourth-year students were chosen because they had never been trained in video-based learning and had difficulties learning presentation skills. Furthermore, they have been studying the presentation skills in the 7th term, so they could more easily access the method than others. When the researchers gathered the data for this study, these students had finished the sixth term of the school year 2022-2023 and started the seventh term of 2023-2024. With 12 weeks

for presentation skills (30 periods in class and 60 periods of self-study), applying video-based learning was a valuable method to overcome challenges in practising presentation skills and motivate the students in their autonomous learning process.

3.2 Design of the study

To achieve the aim of the study, a quantitative approach was employed. A survey was conducted with the participation of 261 fourth-year students in classes K27 at the Faculty of English, Hanoi Open University. The questionnaire consisted of 12 multiple-choice questions. All of them are closed-ended ones which focused on their perceptions of students towards the importance of presentation skills and using video-based learning, the frequency of using video-based learning to improve presentation skills, difficulties that fourth-year English majors at Hanoi Open University face and the benefits of using VBL as a cutting-edge teaching method to promote students' presentation skills in the classroom and their self-study abilities.

3.3 Data collection and analysis

Data collection

A questionnaire was used to collect data on the students' perceptions of video-based learning and their practices in learning presentation skills. The researcher used an electronic (Internet-based) survey "because of their speed and accessibility" Saris and Gallhofer (2007) [23]. The data were collected from the questionnaire survey sent via Google form link to 261 fourth-year students in classes K27 to identify the perceptions of presentation skills and VBL, the problems faced by learners, and the benefits of using video-based learning.

Regarding validity and reliability, three language specialists were consulted to check the unity between the questionnaire items. The initial questionnaire was tested and improved to make it more comprehensive, reliable, and valid for data collection.

Data analysis

The quantitative data from the questionnaires was reviewed for meaningful facts, figures, and the students' perceptions and practices. The results and discussion of the questionnaire analysis were then based on each aspect's statistical data and percentages.

4. Findings and discussion

4.1 Findings

The perceptions of the importance of presentation skills and the frequency of using video-based learning to improve presentation skills

Figure 1.a. demonstrates that 83.1% of students understood the significance of presentation abilities. Thirty-nine students (14.9%) thought that it was necessary. Therefore, it is undeniable that presentation is crucial to language learning and teaching. Nearly all students acknowledged the value of video-based learning.

1. What do you think about the importance of presentation skills?

261 câu trả lời

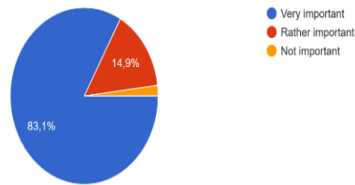


Fig. 1.a. The perceptions of the importance of presentation skills

The perception of the students' use of video-based learning responsibility is shown in the following graph. It illustrates how frequently video-based learning is used; many students (48.6%) said they occasionally used it, while 28.2% often used it to strengthen presentation abilities, and 13.9% admitted they always used it.

3. How often do you use video-based learning to improve your presentation skills?

259 câu trả lời

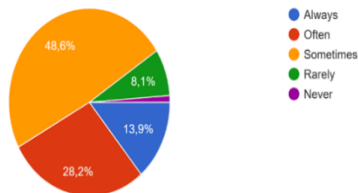


Fig. 1.b. The frequency of using video-based learning to improve presentation skills

The problems faced by the fourth-year English majors in presentation Skills

This figure aimed to illustrate some problems students encountered while practicing English presentation skills. The results shown below honestly reflect students' opinions.

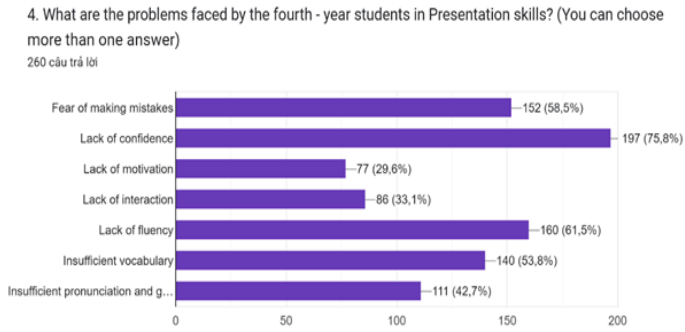


Fig. 2. The problems faced by the fourth- year students in English speaking skills

The bar chart displays the fourth-year students' difficulties with their English presentation skills. Unexpectedly, 197 students (75.8%) said they lacked confidence when practising their presentation skills. Because they are seniors, the outcome exceeds the authors' expectations. Numerous other issues also interfered with their ability to study, including poor vocabulary (53.8%), lack of fluency (61.5%), and fear of making mistakes (58.5%). They also agreed that their pronunciation and grammatical accuracy encountered several difficulties. It may prevent them from giving presentations effectively, and it can be a barrier to applying presentation skills. The students also found a severe lack of motivation (29.6%), so creating favourable learning environments and inspiring their interest in learning is essential. A lack of interaction would lead to failure, and 33.1% of students agreed because communication and body language are always indispensable in public speaking.

The benefits of video-based learning to improve presentation skills

The following bar chart shows the benefits of video-based learning to improve presentation skills.

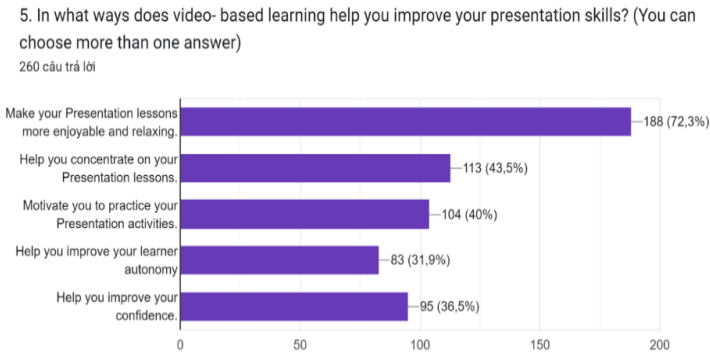


Fig. 3.a. The benefits of video-based learning to improve presentation skills

To identify several benefits that the videos help the students improve presentation skills, the researchers discovered that VBL technologies played a significant role in learning. Unexpectedly, 188 out of 260 students (72.3%) admitted that video-based learning made their presentation lessons more enjoyable and relaxing. The bar chart shows the benefits of video-based learning to enhance

presentation skills. It is essential because a good learning environment will motivate or inspire students. Besides, VBL helped them concentrate on their lessons (43.5%), encouraged them to practice more (40 %), improved their confidence (36.5 %) and learner autonomy (31.9%) respectively. They are remarkable figures, indeed. As a result, video-based learning is helpful in teaching and learning processes.

6. Video-based learning helps you improve your presentation skills well. (You can choose more than one answer)
259 câu trả lời

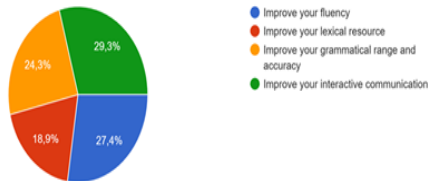


Fig. 3.b. The benefits of video-based learning to improve fluency, lexical resource, grammatical range, and interactive communication

Practically, the survey revealed that VBL also helped to improve their interactive communication (29.3%), fluency (27.4%), grammatical range (24.3%), and lexical resource (18.9%), respectively. Advances in technology and the growth of E-learning provide teachers and students with unique opportunities to enhance learning and teaching.

In addition, VBL also helps to improve skills in body language. Body language certainly assists the presenter's confidence in natural performance and reinforces the speaker's opinion and communication. 173 out of 258 students thought that using VBL improved their facial expressions. Over half of students (52.3%) chose eye contact, and persuasively, 60.9 % for posture or gestures.

7. Video-based learning helps you improve your body language well. (You can choose more than one answer)
258 câu trả lời

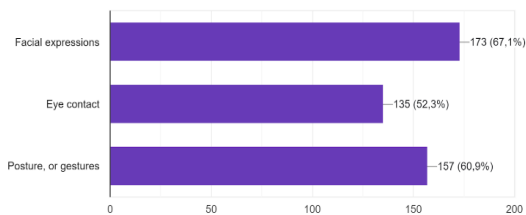


Fig. 3.c The benefits of video-based learning to improve body language

Interestingly, VBL helped the students get valuable feedback on the audience's reaction. 50.6% of students said they could understand the audience's response by watching videos. They might realize the audience's attitude if they were interested, bored, or confused, so 237 students (91.9%) thought they could adjust the delivery, pace, tone, or content to suit their needs and expectations.

9. Based on the audience's body language, you can adjust your delivery, pace, tone, or content to suit their needs and expectations.
258 câu trả lời

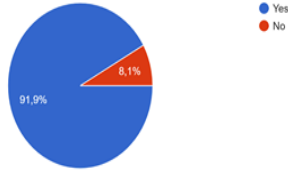


Fig. 3.d. Based on the audience’s body language, the students can adjust their delivery, pace, tone or content.

The researcher also investigated the opinion of using VBL to improve learner autonomy and received several satisfactory responses. Almost all students (91.9%) believed VBL was an excellent option to encourage them to self-study. In the study, they thought VBL was a helpful autonomous learning tool. 95.3% of students wished to utilize the diversified online resources fully. As a result, the students favoured a wide range of sources, and the Internet and modern technology are now beneficial open sources for assisting learners in their learning process, particularly in autonomous learning.

11. Video-based learning method helps you self-study to improve your presentation skills effectively.
259 câu trả lời

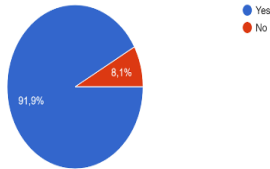


Fig. 3.e. The benefits of video-based learning to improve learner autonomy

4.2 Discussion

Based on the theoretical background mentioned above and the findings on the results and discussion, the study concludes with several recommendations for using VBL to improve English presentation skills for fourth-year English majors at Hanoi Open University.

Using video-based learning to combine traditional classroom lessons with computer technology

Practically, the teachers should introduce the uses and benefits of video-based learning, instruct how to get information from videos, instruct how to practice under video-based learning; choose videos based on the content of the lectures and require students to practice. The teachers also select appropriate online activities in line with the classroom lessons to provide more opportunities for the learners to practice presentation activities. It will enable the learners to practice public speaking skills effectively.

Moreover, there are several websites that teachers might use or recommend to their students. The website <https://www.techlearning.com/features/youglish> claims that YouGlish is a handy tool for

individuals and teachers. The agency also provides tips on improving English pronunciation written below the video, including the phonetic pronunciation and suggestions of other words that help with pronunciation. Teachers can use the Restricted Mode to use these videos and guides in the classroom. With more than 100M tracks, YouGlish gives you fast, unbiased answers about how English is spoken by real people and in context. Besides, the students can take full advantage of the website <https://www.ieltspodcast.com/ielts-vocabulary> to improve lexical resources and <https://www.oxfordonlineenglish.com/improve-english-grammar> to enhance grammatical accuracy. Furthermore, the website: <https://www.ted.com/talks> also helps the students improve their presentation skills with many recorded public-speaking presentation videos that were originally given at the main TED (technology, entertainment and design) annual event or the satellite events around the world.

Using video-based learning to improve learner autonomy in learning presentation skills

The usage of the Internet and other Internet-based technologies in education has multiplied recently. The findings showed that students were positive towards using online resources to improve their presentation skills. Students who want to learn languages more effectively may benefit from it. On the Internet, there are many open sources. Students will be able to use their presentation skills effectively with video-based learning.

According to Gardner (1996), independent language learners can plan their learning to accomplish their set objectives [6]. Therefore, Benson (1997) points out that independent language learners can demonstrate progress and interpret learning outcomes. The researcher agrees with the point of view because autonomous language learners can identify the targets in their learning and make progress in the individual learning process [1].

With a duration of 12 weeks for presentation skills (2.5 periods/week), the fourth-year students do not have much time to practice in the classroom, so the teachers should have suitable stages for learner autonomy as follows:

- Stage 1: Provide weekly videos for students based on topics (videos must be suitable for the content taught in class and based on the textbook - English for Presentations) (Grussendorf, 2007) [9]

In the 1st and 2nd weeks, the videos' content focuses on welcoming the audience, introducing and dealing with nervousness.

In the 3rd and 4th weeks, the videos' content was based on body language and tips on presenting to an English-speaking audience.

In the 7th, 8th and 9th weeks, the content of videos provided concentrates on types of visuals, graphs and charts, and tips for describing trends.

The videos provided dealt with tips for handling questions in the last three weeks.

- Stage 2: Require the students to practice at home under the supervision of the teacher

- Stage 3: Access and give feedback on student's learning and practice.

5. Conclusion

This study explored the fourth-year English majors' perceptions of video-based learning and their practices in learning English presentation skills. In addition, it attempted to find the problems the students encountered in their learning process. The most significant findings related to technology application and student's awareness of learner autonomy were clarified. The questionnaire survey

data are expected to be valuable for teachers and students. Remarkably, the recommendations of using video-based learning inside and outside the classroom will motivate the fourth-year English majors at Hanoi Open University to improve their presentation skills. Based on the result of this study, it can be implied that videos can contribute positively and effectively to language teaching and learning.

Future research should be done with more participants from the Faculty of English-Hanoi Open University, from first-year students to seniors. It will help the research findings be more objective, and the authors may have a deeper insight into the effectiveness of video-based learning to improve presentation skills in teaching and learning processes. Furthermore, authentic video material must be carefully chosen to ensure the difficulty level is appropriate, and the contents suit the student's interests.

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