

Exploring the Benefits and Challenges of Using Video-recorded Presentations in Group Settings

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ABSTRACT

Presenting is an important aspect of the students' academic experience in many tertiary institutions in Vietnam. Many modules at higher education use oral presentations as a form of assessment and require students to verbally engage in small and large group settings to enhance learning. Thanks to technological developments, presentations can be given both directly in class and through online platforms. The aims of this research were to gather the students' insight into delivering group presentations through video recording. A qualitative survey was completed by 82 English-majored students from Faculty of Legal Foreign Languages, Hanoi Law University. All participants have completed their presentation skill course and were asked to write reflections at the end of the course. Based on students' written feedback, thematic analysis was done to identify the benefits of recorded presentations as perceived by students and the difficulties faced by presenters in producing a video presentation. The results of this survey reveal that although there might be some challenges regarding video-making skill and lack of real audience, video-recorded presentations are advantageous for students as they boost motivation for learning, improve language skills, and help develop job-related competencies. From the findings of the research, some practical recommendations are made for language educators in similar contexts looking to integrate video technology into their teaching practices.

Keywords: Video Recorded, Groupwork, Oral Presentation, ELT, Presenting Skill

INTRODUCTION

Oral presentations play an important role in language teaching and learning process, particularly in EFL classrooms. Thus, they have been widely used in higher education institutions, creating opportunities for students to practice the target language (Nouairia, 2019). Nouairia asserts that delivering oral presentations enables students to regularly practice English, boosts their self-confidence, and aids in the development of communication skills. Furthermore, oral presentations contribute to improving pronunciation and teach students how to effectively present and defend their points of view. (Belaman et al., 2022) maintain that through oral presentations students can develop their speaking skills and boost their confidence. A study by Nguyen (2020) produced a similar finding in which oral presentations help boost students' self-confidence, teach them to speak correctly, enhance their vocabulary as well as develop students' soft skills.

Along with the technological advancements in the digital age, traditional teaching methods have been transformed. In EFL classrooms, the use of multimedia such as video-recorded presentations have gained greater attention for its potential to enhance student learning. As stated by Nicolaou et al. (2019), video, as the most dynamic and demanding form of content, integrates various elements such as text, images, and sound, making it a powerful medium. It plays a dominant role in both everyday activities and the educational process, particularly in technology-enhanced learning environments. Likewise, video productions can

serve as both products of the course and tools for personal knowledge development. They also engage learners in meaningful peer and self-evaluation processes, helping them recognize their strengths and areas for improvement. Video presentations can improve students' basic English language skills, increase their self-confidence and motivation to learn (Fithrotul'Aini et al., 2024). Furthermore, recordings provide learners with an opportunity to self-reflect, correct mistakes and release them from the anxiety of performing before a live audience, thus enhancing the constructivist classroom environment (Hallemans, 2021).

Despite the growing interest in incorporating video-recorded presentations in EFL classrooms around the globe, the use of video for presentations is relatively uncommon in Vietnam. Therefore, this study was conducted to explore the benefits and challenges associated with video-recorded presentations as perceived by Vietnamese student presenters. To obtain the given research objective, two research questions are laid as follows: (1) What are the benefits of video recorded oral presentations in group settings? (2) What difficulties do students face in delivering groupwork presentations through video recordings?

This research would contribute to the current literature on educational technology and student engagement by discovering the use of video-recorded presentations among Vietnamese students. While much of the existing research has focused on Western educational contexts, there is a notable lack of studies examining how video-based learning tools are utilized in Southeast Asian countries, particularly in Vietnam. This study addresses this gap by providing insights into the potential benefits and challenges of video presentations in this specific educational setting. Readers will find this research particularly relevant as it not only sheds light on how video presentations can enhance student learning and communication skills but also uncovers the unique ways in which local educational practices and technological infrastructure influence their effectiveness. The findings from this study thus offer practical insights that can inform teaching practices and enhance learning outcomes for both teachers and students.

Oral Presentations in EFL classroom

Oral presentation in EFL context is a form of public speaking in which speakers use visual aids to present their ideas in a group or individually on a particular English topic. In fact, most of the teachers who teach speaking for EFL learners use the oral presentation as an oral assessment to assess students' speaking ability.

According to Girard et al. (2011), an oral presentation offers several important advantages for students' learning, including: promoting greater interaction in the classroom, encouraging active participation in the learning process, boosting students' motivation to learn the language, and significantly enhancing their communication and presentation skills. Keen & King (2002) also said that oral presentation allows learners to integrate their four language skills and promotes learner's autonomy and collaboration in their study.

An effective oral presentation involves many crucial elements. As Evans & Maggie (2001) note, key characteristics of a strong presentation include organization, visuals, voice, clear signaling, and delivery. First, a well-structured presentation is important, as it enables the audience to follow along with ease. In planning the structure, speakers should consider both the content and the audience's expected background knowledge. Second, visual aids play a significant role in engaging the audience and supporting the speaker's message. Regarding voice, Powell (2000) emphasizes that controlling speech pace and using voice techniques—

such as stress, pausing, intonation, volume, and silence—are essential for creating impact and ensuring clarity. Clear speech helps the audience follow the presentation and stay attentive. Additionally, using signaling transitions effectively allows the audience to understand the flow and key points of the presentation. Lastly, the delivery of the presentation is crucial. As Chikh & Dich (2016) point out, even the best content can fail if it's not delivered properly. Speakers should maintain eye contact, incorporate both verbal and non-verbal cues, and adjust their tone of voice accordingly to keep the audience engaged.

Groupwork (Cooperative learning)

Cooperative learning, or group work, is widely recognized as one of the most effective teaching methods, offering numerous advantages for learners. Slavin (1995) highlighted several key benefits of this approach, including the development of critical thinking, boosted self-confidence and self-esteem, enhanced social skills, and increased engagement in learning. Johnson & Johnson (1999) emphasized that students achieve the best learning outcomes when collaborating in groups, as they feel a greater sense of responsibility for both their own learning and their peers' success.

To effectively implement cooperative learning in the classroom, teachers must adhere to five core principles: positive interdependence, individual accountability, face-to-face interaction, interpersonal and social skills, and group processing (Johnson & Johnson, 2009). Regarding the first principle, Kagan (1994) argued that positive interdependence is crucial for ensuring the success of cooperative learning, as it encourages each group member to contribute their best efforts toward achieving the group's learning goals. The second principle stresses the importance of individual responsibility, ensuring that every student is accountable for their specific role in completing the group task. The third and fourth principles focus on fostering an interactive environment in the classroom, which enhances students' speaking abilities and facilitates knowledge sharing. Lastly, Kagan emphasized the teacher's role in developing students' discussion, decision-making, leadership, and trust-building skills, all essential for effective collaboration in group work.

Video Recordings (ICT) Integration in EFL classroom

ICT integration in the EFL classroom can be defined as the use of digital technologies—such as computers, the internet, multimedia tools, and mobile devices—to enhance the language teaching and learning process. This approach has become increasingly important these days, where technology plays a crucial role in everyday communication. Studies have demonstrated that the use of ICT tools enhances autonomous learning, optimizes targeted outcomes, increases learner motivation, and supports improved performance in the EFL classroom (Azmi, 2017). Videos, podcasts, language learning apps, and online platforms enable students to access real-world materials, such as news articles, movies, and social media, exposing them to diverse accents, dialects, and cultural contexts. This exposure fosters a deeper understanding of the language and its practical applications.

Video materials are increasingly recognized as an effective tool for teaching EFL to learners both inside and outside the classroom. The integration of videos into traditional classroom settings make learning and teaching more engaging and meaningful. Videos can be utilized in various instructional contexts, such as presenting content, initiating discussions, illustrating specific topics, as well as in self-study and evaluation. In contrast to traditional

methods of teaching English, video-based courses effectively implement student-centered teaching strategies. According to Bajrami & Ismaili (2016), many media and many styles of visual presentation are useful for the language learner. He asserts that “all audiovisual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learners use their eyes as well as their ears; but their eyes are basic (p.330-340)”. In other words, video makes the meaning clearer by illustrating everything in a way that is not possible with words, which proves the well-known saying “a picture is worth thousand words”.

Previous Studies on the Benefits and Challenges of Using Video Recorded Presentations (VRP) in Group Settings

Video recording is not an entirely new practice in teaching and learning activities as it has been done in various educational contexts. For example, Montazemi (2006) investigates the benefits of utilizing video presentations in a Taiwanese technology-mediated learning environment. The finding indicated that the respondents found it more useful to be in a learning environment supported by the utilization of video presentations. VRP can also greatly enhance students' presentation skills and delivery techniques in Malaysia (Zainuddin & Che'Lah, 2022). Through oral presentations, video recording, and editing, their presentations became more organized and creative. Also, recording themselves and correcting their errors helped presenters improve their vocabulary, facial expressions, eye contact, and overall delivery.

Regarding students' motivation, incorporating video recording tasks could effectively mitigate students' anxiety in oral presentation performances (Ngadiran et al., 2024). Being recorded motivated students to practice more, both individually and in groups, and to focus on improving nonverbal communication skills. The extended availability of the recordings also led to increased attention to their appearance and attire (Nguyen, 2024). Compared to traditional in-class presentations, VRP brings Indonesian students more flexibility, enables self-evaluation and assessment of their own speaking skill as well as fosters students' autonomy in learning (Indriani, 2020). They also recognized VRP's benefits concerning self- and peer-assessment, such as being able to repeatedly view the recordings and to objectively notice areas of their performance that needed improvement (Toland et al., 2016).

However, like all educational technology, VRP are not without limitations. There are concerns about privacy and personal property while using mobile video recording devices. Additionally, cultural differences between Western and non-Western presentation styles such as Japanese speaking styles could be a potential source of tension pointed in Toland et al. (2016)'s study. Students' body language was claimed to be less effective in recorded presentations. By watching the video, Thai students could clearly realize their mistakes, resulting in a decrease of self-confidence (Yamkate & Intratat, 2012). Unlike live presentations, VRP were less preferred by some Korean students for increasing learners' workload due to the added element of making a recording, removing room for mistakes, therefore not reflecting one's true command of the target language (Hallemans, 2021).

Previous research on video-recorded presentations has mostly concentrated on their use in different Asian educational and professional environments, where technological infrastructure and cultural values differ from those in Vietnam. While these studies have explored the integration of video presentations into English Language Teaching (ELT) in these

countries, few have specifically investigated their impact within the Vietnamese context. In particular, there is a lack of research on how video recordings influence the presentation skills of English-major students and the technological challenges that may hinder the widespread adoption of video-based learning and communication tools. This study seeks to address this gap by examining the potential opportunities and pedagogical challenges of using video-recorded presentations in Vietnamese educational settings, with the aim of offering recommendations to enhance their effectiveness in similar ESL contexts.

METHODS OF RESEARCH

Participants

The current study was conducted with English-majored students at the Faculty of Legal Foreign Languages, Hanoi Law University. The participants are freshers who study English as their major. The expected language proficiency level of the students at this level is pre-intermediate (B1) and they are destined to reach advanced level (C1) to successfully obtain a bachelor's degree majoring in English. At the moment the study was conducted, the students had just completed a compulsory course named "Presentations in English". This course was designed to equip students with basic knowledge and skills needed to deliver a presentation in English. After the course, students were asked to make a video group presentation on a given topic, which accounted for thirty percent of their final course assessment.

Convenience sampling method was utilized in selecting the participants. Being in charge of teaching the course, the researcher invited her own students to take part in the survey by writing reflective journals at the end of the course. Eighty-two students agreed to take part in the survey. Among these, nearly four out of ten students (34/82) have got some experience in doing pre-recorded presentations while six out of ten students (48/82) affirmed that this was the first time they delivered a VRP, so it was a new experience for them.

Teaching context and methodology

The oral presentation class was taught during two sessions per week over a five-week period. The total number of credit hours for classtime was 28 credit hours, with one credit hour equivalent to 50 minutes. Traditionally, courses in English at the researcher's teaching institution would be taught in small classes attended by forty students at most. However, due to the temporary shortage of lecturers, the university administration determined that this course would be taught with bigger audience. Classes were large, with an average of 80 students per section.

With restricted instruction time and big class size, the course was process-oriented, focusing on different steps of preparing and delivering an oral presentation. Most of the lectures start with the teacher's instruction of structures, useful languages and techniques. Students are then allowed to practice these steps in groups and complete their presentation step by step and deliver their final recorded product at the last week of the course. Taking into consideration the challenges by the class time limitation and overcrowded class size, the best option was to have students record and submit their presentations online instead of delivering live presentations in class hours. Table 1 illustrates how the course is planned and delivered.

Table 1 Sample Course Syllabus

Week	Lessons	Main target skills	Student's activities
1	Step 1	- The structure of the start and the finish of a presentation - Useful phrases at the start and finish	- Select a topic and make an outline for group presentation - Design the start and finish of the presentation - Practise delivering the start and finish
	Step 2	- Jumstart techniques - Techniques to finish with a bang	- Revise the start and finish to make them more impressive
2	Step 3	- How to use visuals - How to present visuals	- Design the PowerPoint slides with key points and visuals - Practise presenting the visuals
3	Step 4	- Powerful techniques for presenters	- Writing the transcriptions for the presentation with powerful techniques incorporated.
	Step 5	- More techniques for positive and dramatic presentations	- Revise their transcriptions with more techniques - Practise delivering the body of the presentation
4	Step 6	- 'Love the audience' techniques	- Vary their activities to suit different kinds of audience
	Step 7	- How to deal with questions from the audience	- Practise dealing with questions
5	Presentations		- Put all steps together - Record and video the group's presentation - Submit the video to a Google link
	Peer feedback & Teacher feedback		- Comment, give feedbacks, exchanges ideas. - Write feedback on their video recording activity.

Data collection and analysis

Qualitative research as defined by Maxwell (2013) "is research that is intended to help you better understand (1) the meanings and perspectives of the people you study, seeing the world from their point of view, rather than simply your own; (2) how these perspectives are shaped by, and shape, their physical, social, and cultural contexts; and (3) the specific processes that are involved in maintaining or altering these phenomena and relationships." In the current research, the author aimed to seek for students' perceptions of delivering their group presentations through a video, which was a new teaching approach for most of the participants. Thus, a qualitative research design would effectively align with the author's objectives.

Students' written feedbacks at the end of the course were used to collect qualitative data for the research. Two open-ended questions were posted on the board at the last session of the course and students were invited to respond to these questions as specifically as they can. Participation was anonymous so that students would not have the impression that their feedback would impact their final grade. Questions were presented in both English and Vietnamese. Students were welcome to respond using either language that they found easier to convey their thoughts. Then, responses in Vietnamese were translated into English for the author's analysis. The majority of students responded using Vietnamese (55/82) with the remaining (27/82) responding in English.

Once the data was collected from respondents' written reflections, important reoccurring themes and patterns in the information were identified and categorized,

permitting the researcher to compare the results to the existing literature in the matters under investigation.

RESULTS AND DISCUSSION

This study was aimed to explore perspectives of first-year English-majored students on the benefits and difficulties of using pre-recorded video to deliver an oral presentation in group settings. The data analysis revealed numerous themes, including video-making skill, audience, motivation, linguistic competence, and career-oriented skills. These themes were categorized into positive and negative aspects of delivering a VRP, and discussed using the relevant literature.

Positive Aspects of Video Recorded Presentations

Boosting Learner's Motivation

The data revealed that the video-making project enhanced students' motivation to learn English. Many students have favorable attitudes towards their collaborative task because this project offers them a good chance to "*share ideas and learn from others' perspectives*" (Std # 51). Student # 72 also commented that he really loved his groupwork as his leader was "*devoted*" and all members were "*very professional*". Similarly, student #34 added that her group work was amazing. "*Everyone works hard. The leader is fair and distributes the tasks reasonably. Everyone actively contribute ideas to make the presentation more perfect.*" A shared presentation also means "*less workload for each member*" (Std #22), "*more interaction*" (Std #17) and "*a fun working environment where students can enjoy each other's company and build lasting memories.*" (Std # 34). Introvert students specially enjoy this task because pre-recorded video creates "*less pressure*" (Std # 33) when they speak in front of a small audience.

Engaging in video-making activities also contributes to increased student interest in delivering presentations. According to student #9, her group members "*feel the happiest*" the day they recorded their presentation. Although it took them a long time to finish the video, but they were all "*full of energy and had a great time*". Student #5 and her teammates also "*enjoyed the camera device*" and tried their best to "*make the final product the best*". These findings from students' reflections are in line with findings from previous studies such as Montazemi (2006), Ngadiran et al. (2024), and Nguyen (2024). A key finding from the current study which hasn't been noted in those mentioned works is that video recording task is motivating for students as it involves co-operative learning.

Enhancing Language Learning Process

Throughout the project, the students were able to improve their language skills, particularly English writing and speaking skills.

Student #70 stated that she had to write the presentation's transcription in English prior to their recorded presentation. She had to think about what she should write in the script, what techniques she should apply to make the language of the presentation more powerful. Thus, her writing skills were improved. Student #55 also affirmed that he paid more attention to his word choice, grammar and spelling mistakes to ensure an error-free written submission of the presentation.

Numerous students affirmed that they paid more attention to their language on a recorded presentation. For instance, students #6 *“practice (her) pronunciation and intonation several times to sound like a presenter”*; student #19 *“spent all day to practice (her) part because (her) speaking skills was not very good”*. Additionally, as the recording was shared, teammates could check and revise their peers’ speaking, which contributes to better language learning experience for students. *“Our group cross-checked each other’s part. We read the transcript and revised all the weak sentences together. Then, we read aloud the script to check the pronunciation of difficult words. I have learnt a lot from them”* said student #35. These results are also consistent with the findings of earlier research. As stated by Zainuddin & Che’Lah (2022), VRP helps students improve their word choice and delivery when they record and correct their errors themselves. Also, the use of recordings contributes to students’ better preparation, more practice Nguyen (2024) and higher autonomy thanks to the chances to self-assess and peer-assess their filmed presentations (Indriani, 2020; Toland et al., 2016).

Acquiring Employability Skills

From students’ perspectives, video presentations are useful for them to develop several job-related skills such as problem-solving skills, communication skill, or leadership skills. Although this collaborative task generally creates a positive environment for students to learn English, problems are unavoidable. For instance, student #3 said *“there were some arguments because of contrasting opinions on content and visual aid”* in her group. Likewise, student #10 mentioned *“the communication during the process of preparing our presentation wasn’t very smooth since everyone has a different personality and opinion”*. For some learners acting as team leaders, they also had difficulties with members who *“delayed and missed the deadline”* (std #80), *“did not listen to others and did his own way”* (std #22) or *“were not really into their task and lack of connection”*. Therefore, during their groupwork, participants have to learn how to *“balance different opinions”* (std #36), *“connect the team”* (std #61), *“respect others’ ideas and lower self-esteem”* (std #15). Through these efforts, students were finally able to *“reach an agreement on one idea”* (std #10), *“settle the difference and finish the product”* (std #3).

Technical skills are among the most critical competencies for success in the future workplace. In doing this project, students have chances to improve their competences to design presentation slides using Powerpoint or Canva, write transcriptions in Word and GoogleDoc, speak in front of the camera.

“At first, I am very embarrassed and feel unnatural speak in front of the camera. Then, I try my best to keep calm and enjoy this task. It should be very useful for our future jobs related to teaching or interpreting” (std #46)

“This is the first time I have delivered a VRP. It’s a new experience for me. I learn how to improve my IT skills from the smallest points such as choosing letters size in Word, choosing the best color for the background and writing a collaborative transcript using GoogleDoc.” (Std #70)

Challenges of Video Recorded Presentations

Video-making

Although this project involves the use of different technical skills, the most challenging aspects faced by students are during the production and edition phases. First, video making takes more time as *"the video cannot be completed in a time and often takes students two to three times to record"* (std #49). In addition, some students have troubles deciding on time for their filming because they have *"different schedules"* (std #30, std #46, std #72). Also, *"setting up the recording software"* makes students confused as *"there are many applications to choose from"* (std #11). Finally, *"editing the video is also as time-consuming as filming the video"* (std #55). These findings are clearly articulated in Hallemans (2021)'s study where students expressed concerns that VRP increased learners' workload because of the additional task of recording.

Audience

Compared to onsite presentations where students speak in front of a live audience, VRP are often conducted at students' own time and venue within their group members. Though this might be beneficial for some introvert presenters, many consider this mode of presentation as a hinderance to their interactive skills. Student #44 felt *"bored"* as there were only three members in his group acting as audiences, so his interactions were not as good as he expected. Similarly, student #61 feel *"less confident because there is no audience to interact with."* The absence of an actual audience is recognized in Hallemans (2021)'s study as one of reasons why recorded presentations are said by respondents to be easier, thus less challenging, than live presentations.

CONCLUSIONS

This qualitative research utilized written feedbacks to investigate how beneficial and problematic VRP could be from Vietnamese learner's perspectives. It is discovered from the study that the participants in this study encountered difficulties in making their videos and dealing with unreal audience when presenting as a group. However, they recognized several benefits of using recorded presentations in their EFL classroom, such as boosting students' motivation to learn English, enhancing different aspects of language learning and preparing students for future job markets. Findings from this study are in line with those of many previous authors and provide some new insights into the current literature on video-recorded presentations.

Like all educational technologies, VRP is not a one-size-fits-all solution that will instantly turn students into masters of public speaking. However, when used thoughtfully, it can be an effective tool for teaching English-language presentation skills. Instructors should carefully consider the insights from this research, as well as the unique context of their teaching environment. Based on the findings, it is recommended that instructors combine VRP with live presentations to provide students with the opportunity to engage with a real audience while also gaining valuable experience with ICT in their language learning. Additionally, both instructors and students should stay updated on the use of ICT tools in general, as well as enhance their video-making skills for maximum benefit.

Although the research questions have been well answered, limitations are unavoidable in this study. First, the only survey tool used in the study is students' written feedbacks. Thus, this qualitative descriptive method can only be applied to a small sample size and it is relatively time-consuming. Further researchers should consider employing other instruments using quantitative data or mix-method to explore bigger population in different teaching and learning contexts. Second, in order to investigate the benefits of using VRP on students' language acquisition, potential researchers could conduct an action research design to test the real feasibility of this teaching approach.

Although the research questions have been effectively addressed, limitations are unavoidable in this study. First, the study relied solely on students' written feedback as the survey tool. As a result, this qualitative descriptive method is limited to only a small sample size and is relatively time-consuming. Future researchers should consider incorporating other instruments that gather quantitative data or use a mixed-methods approach to explore larger populations across diverse teaching and learning contexts. Second, to better assess the impact of VRP on students' language acquisition, potential researchers could employ an action research design to test the practical feasibility of this teaching approach.

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