Teaching English through Vlogging and In-class Presentation: A Preliminary Comparative Study

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Lazo, Yeismy Jasmin & Kim, Gina. (2019). Teaching English through vlogging and in-class presentation: A preliminary comparative study. *The Linguistic Association of Korea Journal*, 27(4), 105-116. This case study aims to find out the differences between in-class presentation and vlogging by comparing the scores of the five presentation assignments by high school students in South Korea. The findings revealed that the vlogging group showed higher presentation grades as the study progressed in the categories of grammar, elocution and speed, eye contact, and non-verbal communication compared to their peers who did presentations in class. However, the confidence scores were higher for the in-class presentation group in the beginning but ended up the same for both groups in the last assignment. To find out the student's perceptions about presenting in class and vlogging, a survey was administered. All the participants regardless of the groups they were in said that they feel more confident after the presentation assignments and thought their English speaking skills have improved after the oral presentations. The students in the vlogging group seemed to prefer using cell phones to record their presentations and the in-class presentation group seemed to like giving presentations to a live audience except one student who said she prefers vlogging. Therefore, this study suggests using both methods in an English class or giving options to students to choose the form of presentation but suggests that vlogging may have better results.

Key Words: technology in class, smart learning, oral presentation, in class presentation, vlogging

1. Introduction

Recently, the syllabi of many educators are incorporating technology as a learning tool in the ESL and EFL classroom. Especially in an EFL setting, there is a larger need for authentic teaching material since there is less chance of input or interaction outside the classroom. This is because most English language learners aim to achieve communicative language skills. Wang (2003) reported that 84% of the participating EFL freshmen students in the study chose 'speaking' as the skill that needed most improvement.

It is generally agreed upon that opportunities should be given to students for oral presentations to motivate and enhance speaking skills. Grez, Valcke, & Roozen (2009) states that social cognitive theory can be used to support the development of students' oral presentation performance and the first stage in the development is the observation of a social model. In other words, complex human behaviors such as oral presentation skills are learned by observation through modeling (Bandura, 1986).

Many believe that implementing technology in the classroom provides visual information and is more student-centered (Lee & Park, 2008). Blogs were and still is being created and written by individual users to create their personal online space. Then, as people notices the effectiveness of blogs for collaboration projects, they started to be used as collaborative, social web tools and adopted in education (Jung, 2018). More recently, one of the most

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popular technologies adopted in the English classroom is video blogs(vlogs) which consist of people speaking in front of a camera filming themselves. Although there is this recent trend implementing the use of vlogs for educational purposes, research on incorporating vlogs or vlogging in the ESL and/or EFL classroom is still quite rare.

Research questions for this preliminary study are as follows: 1) What are the differences in five presentation scores between students giving in-class presentations versus students that presented through vlogging? 2) What are the student perceptions on the presentation methods that they were assigned to?

2. Literature Review

2.1 Technology in the Classroom

Brinton (2001) terms media tools as "important motivators" in language because media materials lead to authenticity to the classroom, reinforcing the direct relationship between the outside world and the classroom. Today, the learning process is characterized by being informed and entertained through a combination of complementary signals which easily respond to our senses. Clifton and Mann (2011) saw that as a result: the engaging of conversation and commentary has shown to raise motivation. June, Yaacob, & Kheng (2014)'s study on YouTube videos in the classroom showed that the students were able to visualize the lecture and remember more due to student interest. Also, YouTube stimulated students' critical thinking skills and using videos was an easier way to collaborate and socialize with classmates. Hsu et al. (2008) concluded that audio blogs in their study were effectively used as an e-portfolio tool to collect and archive students' speaking performance stating that audio blogs facilitates instructor-student communication and works as an instructional tool to conduct formative and summative assessments. In Sun (2009)'s study, 46 Taiwanese college students were each asked to upload 30 voice blogs as an out-of-class activity for additional opportunities to increase their oral proficiency. Findings showed that the students perceived the improvement of oral communication skills as the biggest benefit of voice blogging. Furthermore, they viewed voice blogging as a useful means of self-presentation, information change, and social networking. Therefore, incorporating technology is no longer a necessity but it is a demand from the students for teachers to provide a more up-to-date lesson(Clifton and Mann, 2011).

2.2 What is a Vlog?

The word "vlog" originates from the words "video blog" and is "a form of blogging for which the medium is video" (Gao, Tian, Huang, and Yang, 2010:15). The difference between a blog and a vlog is that blogs communicate through written words whereas vlogs use spoken words to communicate their thoughts and opinions as the user faces the camera towards them and talks to the YouTube audience. This means that the content is produced through a video, rather than text. The point of a vlog is to self-express towards a wide audience through media. According to Gao et al., (2010), the word "vlog" is just one of many terms to describe the action of making self-created visual content. Other words include video-cast, Online TV, and vidcast. The act of making a vlog is called vlogging, and the person who makes the vlog is called a vlogger. One of the most common types of vlogs is a conversational vlog which "presents a monologue setting in which vloggers display themselves in front of the camera and talk"(Aran, Biel, & Gatica-Perez, 2014, p. 1). In Korea, a vlog is called v-log.

2.3 Reported Benefits of Vlogging

Exposure to vlogging in the classroom has shown an improvement on various areas of English-speaking development such as Shih's (2010) study combining vlogs with the traditional face to face training. 82% of student's first vlog scored very poorly exhibiting "grammatical errors, poor pronunciation, bad camera angles, background noise, speaking too quickly, articulation, content nervousness, and dull facial expressions" (Shih, 2010, p. 888).

However, all of those students improved in those areas at the end of the study. Other benefits discovered were the advantage of students viewing their speeches again and identify their own mistakes later to revise them and improve the quality of their speech. In addition, students also had access to their peer's videos which was a visual representation of their peer's strengths, weaknesses, and they learned from their peer's mistakes. Hung's (2011) study presented similar reoccurring benefits within students during an exploration of audiovisual application in the classroom. These were "visual representation, relief from time constraints, self-evaluation, professional development, wider audiences, peer learning, and technical capability (Hung, 2011, p. 1).

Moon (2016)'s study explored the effects of a video-recording English speaking task model on Korean learners. The learning model, a form of mobile learning, was developed to facilitate the learners' output practice applying advantages of a smartphone and Text-to Speech. The results showed the positive effects of the speaking task on the domain of pronunciation, speaking, listening, writing in terms of students' confidence, as well as general English ability. Also, Jang (2015) proposed that vlogging using smart phones and the use of YouTube is a timely and needed teaching method for foreign language classrooms in South Korea.

3. Methods and Procedures

3.1 Participants

The participants of this study were ten high school students attending an all-female high school in South Korea. The selection of participants came from a pool of students enrolled in an advanced English program in which they were chosen as they were in the top ten percentile rank from all the students. Out of the ten students, five participants were placed in the in-class presentation group to perform their presentations in the classroom with an audience. The other five students were placed in the vlogging group where they were to create their own vlogs by filming themselves performing their presentation in front of a camera.

3.2 Data Collection and Analysis

The participants were given five speaking assignments with the same topics as Table 1 shows. The in-class presentation group gave the presentations in front of nine classmates and the presentation was recorded by a camera. The vlogging group students showed their pre-recorded video to the nine students.

The assignments were done bi-weekly. Both the in-class presentation group and the vlogging group followed the same experimental protocol. The students voted on the topic order they wished to present and the first presentation topic was about their favorite beauty product.

Table 1. Topics for Presentation Assignments

Assignment number	Presentation Topics
#1	What is your favorite beauty product?
#2	What do you want to major in and why?
#3	If you were stranded in an island, what three things would you take?
#4	Who is your family?
#5	Who are you?

A native professor of English was hired as a grader for the presentation assignments. A scoring rubric which was created by the researcher based on two rubrics named *Student Oral Language Observation Matrix* from San Jose Area Bilingual Consortium (2018) and *Oral Presentation Grading Rubric* by the International Reading Association (2013) was given to the grader. The rubric was a 5-point scale and had scoring categories for grammar, eye

contact, elocution & speed, non-verbal cues, and confidence (Appendix A). Vlogs and video recordings were given and exact transcription of every participants' presentations was provided to the grader for accurate grading. The researcher cross checked the score results and did not have any conflicting opinions. After receiving the scores, a T-test was administered to find out the two groups' differences.

Also, a survey was administered to examine the participant's perceptions about the presentation assignments. The survey questions included overall opinion, how much time they spent practicing for the presentations and whether they thought they improved though the task and lastly their preferences between in-class presentation or vlogging.

4. Results

4.1 Presentation Scores

The presentations were scored in five main categories: grammar, eye contact, elocution & speed, non-verbal cues, and confidence. The below figures show the results by comparing the vlogging group and in-class presentation group in each category.
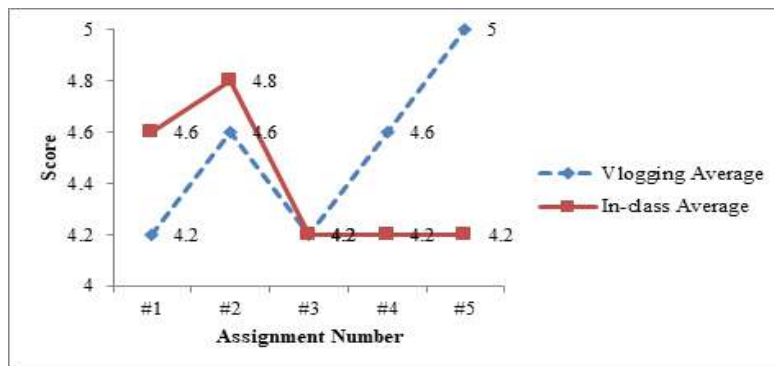

Fig. 1. Grammar Score Average

Figure 1 shows the results for grammar scores. For the first and second assignments, the in-class presentation group scored higher than the vlogging group by and average of 0.4 and 0.2 but for assignments 4 and 5 the vlogging group got higher scores by 0.4 and 0.8. The vlogging group got perfect 5 points for the last assignment for Grammar.
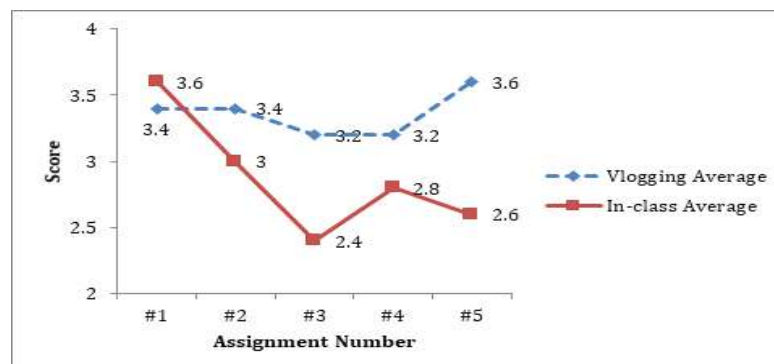

Fig. 2. Eye Contact Score Average

Figure 2 shows the score for students using direct eye contact with the audience or camera while giving the

presentations. The vlogging group's eye contact score average remains the same for the first two assignments (3.4) and then drops slightly for the next two (3.2) and for the fifth assignment goes up to 3.6. As for the in-class presentation group, there is a sharp decrease in eye contact scores from assignment #1 to #3 and for the fifth assignment is 2.6 which is one average point less than the vlogging group.
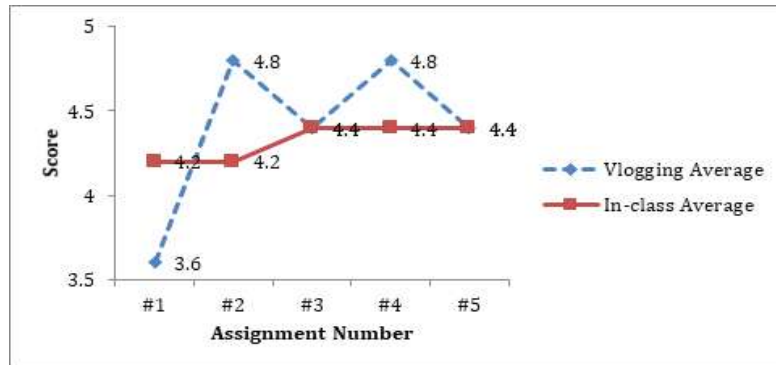

Fig. 3. Elocution and Speed Score Average

In Figure 3, the results for elocution and speed scores are given. For assignment #1, the in-class presentation group scored 4.2 whereas the vlogging group scored 3.6 but for assignment #5, both groups scored 4.4. The in-class presentation group showed a little progress going from 4.2 to 4.4 but the vlogging group got rather high scores for assignments #2 and #4 with 4.8 out of 5.

The scores for non-verbals cues are shown in Figure 4. The average scores are quite similar for both groups. However, it is worth noticing that the in-class presentation group got higher scores for only assignment #1 and for the rest, the vlogging group got higher marks.
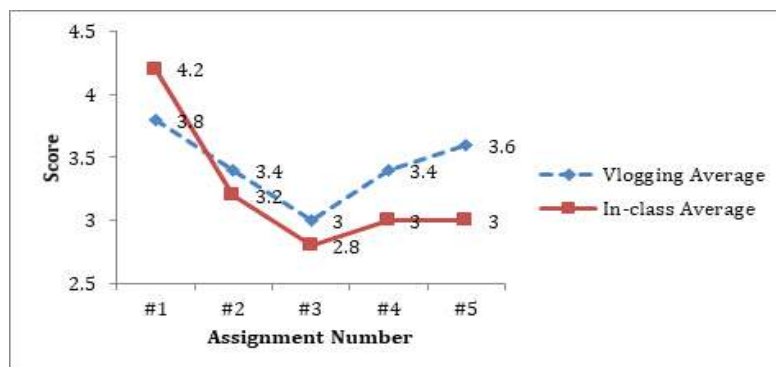

Fig. 4. Non-Verbal Cues Score Average

In Figure 5, the results of scores for confidence is given. In the first assignment, the in-class presentation group exhibited a higher score of 4.2 compared to the vlogging group's 3.0. However, both groups averaged the same for the final assignment which shows that the confidence level ended on equal levels. It is worth mentioning that the confidence score gradually increased for the vlogging group.
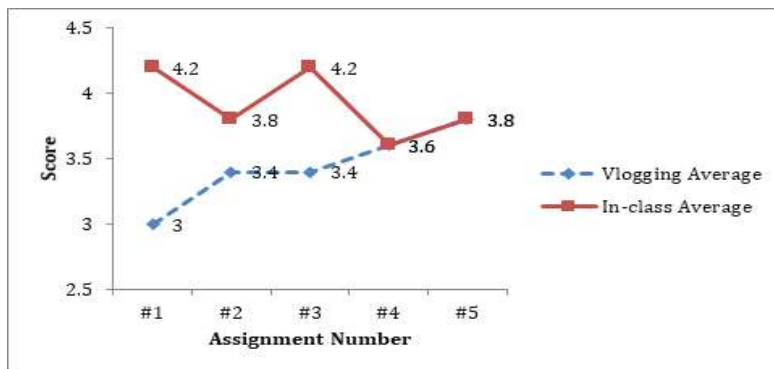
Fig. 5. Confidence Score Average

The overall scores were calculated by adding up the average scores of all the categories and presented in Figure 6. The results show that the in-class presentation group averaged a higher score of 20.8 points in the first assignment compared to the 18 points scored by the vlogging group. However, the in-class presentation group showed a sharp drop to 18.2 for the third assignment and remained at 18 for the next two assignments. On the other hand, the vlogging group scores went up from 18.2 to 19.6 and then to 20.4 from assignments #3 to #5.

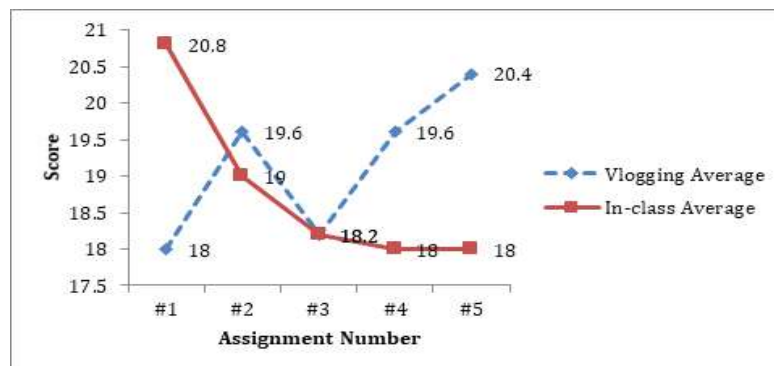Fig. 6. Overall Assignment Score Average

In conclusion, the vlogging group showed a higher score in the sections of grammar, eye-contact, elocution & speed, and non-verbal cues compared to the in-class presentation group at the end of the oral presentation assignments.

T-tests were administered to investigate the two groups' differences. As Table 2 shows, significant difference was only found for assignment 5.

Table 2. T-test Results on Presentation Assignments

Assignment	Group	N	Mean	SD	t	p
1	In-class presentation	5	20.8	2.17	2.256	.504
	Vlogging	5	18.0	1.73		
2	In-class presentation	5	19.0	0.71	-.583	.576
	Vlogging	5	19.6	2.19		
3	In-class presentation	5	18.0	1.87	-.156	.880
	Vlogging	5	18.2	2.17		
4	In-class presentation	5	18.0	0.71	-1.725	.123
	Vlogging	5	19.6	1.95		
5	In-class presentation	5	18.0	1.22	-3.207	.012.
	Vlogging	5	20.4	1.14		

(p<.05)

4.2 Perception Survey Results

Table 3 shows the students' opinion on the oral presentations. Both the in-class presentation group and the vlogging group expressed that the assignments were enjoyable and that it was helpful in improving English skills.

Table 3. Overall Student Opinion

Question: What is your overall opinion on the assignments?		
In-class Group	Student 1	I developed my writing and speaking skills a lot.
	Student 2	I think it was just for me!
	Student 3	It was really fun and made me think about a lot of interesting topic.
	Student 4	(I like) Presenting in front of the children (students)
	Student 5	(I like) Presenting my opinions in front of other class friends.
Vlogging Group	Student 6	The ability to speak English has increased.
	Student 7	It was good to be able to practice speaking.
	Student 8	It helped me to practice the presentation and overall it was much more natural to stand in front of the camera.
	Student 9	I was able to practice speech and write a variety of text.
	Student 10	Not bad, it was great.

Table 4 shows the amount of time the students spent on average to practice for the assignments. Interestingly, the students in the vlogging group spent more time. When averaged, the in-class presentation group spent about 19 minutes to prepare when the vlogging group spent about 67 minutes per presentation.

Table 4. Practice Time

	Question: How long did you practice?	
In-class Group	Student 1	30 seconds ~ 1 minute
	Student 2	5 ~ 7 minutes
	Student 3	25 minutes
	Student 4	30 minutes
	Student 5	30 minutes
Vlogging Group	Student 6	5 minutes
	Student 7	30 minutes
	Student 8	40 minutes ~ 1 hour
	Student 9	1 hour
	Student 10	3 days (1hour each day)

To the question, "Do you feel more confident after your presentation assignments?", all the participants answered "yes". Also, when asked "Do you feel like your English speaking skills improved after presentations?", all students said "yes". There was no difference between the two groups.

Table 5. Presentation Method Preference

	Question: Do you prefer vlogging assignments over the in-class presentation method? Please explain.	
In-class Group	Student 1	Vlogging with a cell phone because it is less nervous.
	Student 2	I will choose presenting in class because I can look my pose well and I don't have my cell phone.
	Student 3	I think presenting in class is much easier than vlogging with a cell phone.
	Student 4	Presentation is more fun.
	Student 5	Presenting because I love presenting in front of other people.
Vlogging Group	Student 6	Yes. I was more confident than usual because there was no audience.
	Student 7	It is better(method) to feel different and less burdened than the previous presentation.
	Student 8	Yes, because in front of many people, the camera is less tense than in front of it.
	Student 9	Yes, these days, cell phones are very common in the digital age.
	Student 10	Cell phone because I can be alone. I feel more comfortable and less scared when I'm alone.

The survey results for presentation method preference is shown in Table 5. All the students in the vlogging group said that they preferred presenting and recording in front of a camera. Four out of five students answered that they prefered in-class presentation in front of an audience.

5. Discussion

Five presentation topics were given to ten female high school students in South Korea as speaking assignments. Half of them were asked to give in-class presentations and the other half vlogging using cell phones. The presentations were rated in 5 categories and the results showed that the in-class presentation group's average scores decreased in areas of grammar, eye contact, non-verbal cues, and confidence as the assignments progressed but the elocution & speed score rose. For the vlogging group, grade averages elevated in grammar, eye contact, elocution & speed and confidence but not for non-verbal cues. However, the non-verbal cue scores for the vlogging group were higher than the in-class presentation group's.

For grammar score improvement in the vlogging group (Figure 1), it could be estimated that since the average presentation practice time (Table 4) was 67 minutes, the students in the vlogging group might have self-corrected their mistakes as they watched and listened to themselves on the video. Also, non verbal cue scores tended to drop for the in-class presentation students and this could be explained by the dullness of having the same none students as audience. It is thought that less stimulus and excitement was felt by the students in the in-class presentation group.

The results of this study can be compared to the results of Shih (2010)'s study where students improved their English-speaking skills in various sections such as "enunciation, articulation, facial expressions, posture, and gestures" (Shih, 2010:895). Shih (2010) suggests that use of vlogging is a respectful addition to the EFL class as it gives the students the independence, opportunity to view their own performances, and the motivation to memorize and not make mistakes.

According to the results of the perception survey in this study, all the students regardless of the group thought that the oral presentation assignments were helpful and useful. The participants answered that they gained confidence through the experience. However, there was a difference in the time they spent for practicing. In-class presentation group admitted to spending less than 30 minutes per assignment. Students in the vlogging group invested more time in doing their performance and had the opportunity to fix or re-record their presentations. Lastly, the vlogging group students seemed to prefer vlogging as a method of oral presentation, but four students out of five in the in-class presentation group said they like presenting in front of their peers.

The limitation of this study is that the sample was small as a total of ten female students participated. It is suggested that future studies include a larger sample of students including male students to find out the difference between in-class presentation and vlogging in effectiveness and preference. Also, the limitation of the study is that only one evaluator rated the presentations.

This study suggests that EFL students gain confidence through oral presentation experience. The students who are asked to give oral presentation by vlogging may invest more time in practicing and therefore show better results in areas such as grammar, eye contact, elocution & speed, and confidence. It might benefit the students to give them options from in-class presentations or vlogging since the students preferences could vary.

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Appendix

PRESENTATION GRADING RUBRIC

	1 < 10% accurate in that domain / minimum requirement not met, or no attempt	2 > 30% accurate in that domain / minimum requirement met	3 > 50% accurate in that domain / average, passing grade	4 > 75% accurate in that domain / above average skills	5 > 90% accurate in that domain / excellence
Grammar	Ex: Presenter used incorrect sentence structure in all of presentation. Grammar errors in most of presentation.	Ex: Presentation structured incorrectly with grammatical errors.	Presenter used simple sentence structure with a few grammatical errors.	Presenter used good sentence structure with few grammatical errors.	Presenter had no grammatical errors.
Eye Contact	Student fails to make eye contact with camera or audience completely Ex: Looking at notes, wall, back of room.	Student appeared to be reading notes most of the time and/or had little eye contact.	Use of direct eye contact with audience/ camera, but still returns to notes.	Consistent use of direct eye contact with audience or camera and returns to notes a few times.	Student maintains excellent eye contact with the whole room or camera. Student does not look at notes.
Elocution & Speed	Student mumbles and speaks too low or too high. Audience unable to understand presentation due to too many pronunciation mistakes. Student spoke too fast or too slow.	Occasional mumbling during the presentation. Unstable speed. Student goes from slow/fast to normal speed vice versa.	Student's voice is clear with okay pronunciation. Speed staggers at first, but student balances the speed	Students voice is clear with good pronunciation. Student's volume was good for most of the presentation. Student spoke at a steady speed with very little pauses	Student uses a clear loud voice, no mumbling, and loud enough to be heard. Student spoke at a steady speed that was understandable throughout the whole presentation.
Non-Verbal Cues	Student exhibits bad posture, no hand movements, no body movement, and no other cues. Student is distracted.	Student exhibits some bad posture, few hand move-ments, and a few cues. Student has awkward gestures or movements that distract the audience.	Some of student's gestures supported the speech and some gestures distracted the speech.	Student exhibits good posture, hand gestures, and other non-verbal cues.	Student exhibits perfect posture, hand gestures, and non-verbal cues which maintains the audience attention.
Confidence	Shows absolutely no interest in topic presented. Speaker appears very uneasy and insecure, fidgets during entire presentation, long pauses, or stumbles on words. There is no energy in the presentation.	Shows some negativity toward topic presented. Speaker is mostly standing in one place. There is little energy in the presentation.	Speaker seems neutral about their presentation. Some pauses, but able to correct themselves. Shows small signs of being nervous.	Few pauses and little fidgeting. Shows little signs of being nervous and smiles constantly.	No signs of nervousness, little to no pauses, and student is very enthusiastic.

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