A study on the effect of video sharing and peer feedback on English presentation performance

By

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partial fulfillment of the requirements for the degree of
Master of Arts in TESOL

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I/We have acknowledged all main sources of help.

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Approval

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of Fall, 2019 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in TESOL on 9th December, 2019.

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Abstract

This paper aims at exploring the effect of sharing students' video recorded presentations, and peer feedback through small Facebook groups on their presentation performances. Twenty students of English fundamental course recorded their presentations in smart phones, uploaded them in their Facebook group, exchanged peer feedback among the group members, and tried to incorporate peer feedback in their final presentation which was recorded in a classroom setting. Their recorded presentations were rated by two professional English language teachers using the rating scale (Yamashiro & Johnson, 1997) for measuring presentation performance that contained fourteen sub- skills. The data was collected from the video tracks and focused group discussion. The results revealed that the overall performance of presentation has improved noticeably. Subsequently, out of fourteen sub-skills, the students' improvement in projection, introduction, conclusion, language, vocabulary, etc was statistically significant. Eventually, the qualitative data sketched that new video sharing and peer feedback project fostered a positive learning environment and promote students' confidence.

Keywords: EFL, Presentation performance, Video sharing, Peer feedback.

Dedication

This is to Lady Syeda Sarwat Abed, who has always been a helping hand, a mentor and a guide whose encouragement motivated me in every step of my journey to completing my degree. I do not know how to express my appreciation and gratitude to my mentor Lady Syeda Sarwat Abed.

Acknowledgement

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List of Acronyms

EAP   English for academic purposes

GTM   Grammar translation method

CLT   Community language teaching

CALL   Computer-assisted language learning

MALL Mobile-assisted language learning

ESL   English as a second language

SCT   Social cognitive theory

CLE   Collaborative learning environment

BBA   Bachelor of Business Administration

CSE   Computer Science Engineering

EEE   Electrical and Electronics Engineering

SPSS   Statistical Package for the Social Sciences

PFM   Peer feedback marking

WIFI   Wireless Fidelity

FGD   Focused Group Discussion

Chapter-1

1. Introduction

This introduction chapter includes brief background and recent studies on English presentation skills, problem statements, rationale of the study, significant of the study, and limitations of the study.

1.1. Background

Presentation is a formal speech or talk to the audience that shares the information, ideas, opinion in a structured way. A well-structured presentation holds a clear objective, relevant contents and standard language for the delivery. Thus, presentation skills can be described as a process to put words together in a meaningful order which reflects the thoughts and opinions. De Grez (2009) defines oral presentation competence as "the combination of knowledge, skills, and attitudes needed to speak in public in order to inform, self-express, to relate and to persuade"(p. 5). Also, presentation is an inevitable ingredient of speaking skills and it is treated as a most complicated part since many things have to be considered while presenting any contents using a second language or foreign language. Therefore, the second language learners have been encountering numerous difficulties at presentation skills. For example, Brown and Morrissey (2004) found that the participant's anxiety prolongs the performance of presentation. In many cases, students are expected to present at different international conference but they are not enough confident about their oral performance (Pallos & Pallos, 2011). Thus, most of the students struggle a lot though they have good command in English and thus, presentation phobia exists in their entire education journey. In addition, students also face challenges to make their presentation cohesive.

In response to this problem, a few researchers identified that peer feedback helps students enhance the language development. In this connection, cheeler, Macluckie and Albright (2010) reveal that immediate feedback through peer tutor helped develop the oral presentation performance of secondary students without any unexpected behavior from the peer relationships (p. 84). Hence, feedback from the peer mates makes a bridge of well-trusted relation whom students can feel comfortable though sometimes, this scenario shows negative responses. For example, in many occasions, students do not take peer feedback seriously like teachers' feedback.

Nowadays, educational technology are used to promote language skills including presentation skills in many cases, for example "the integration of technology into the classrooms considerably improves the learning and teaching of English language skills" (Gilakjani, 2019, p. 95). In fact, some researchers have found that some specific attention is required with the help of technology in order to develop the presentation performance. McNulty and Nazarevic (2012) reveal that video technology brings a positive impact among the EFL learners and it has been considered as a unique tool in this area, though it is vivid that simply students are experiencing the video for listening practice in the classroom yet the entire community of EFL does not embrace the video sharing for language acquisition. Therefore, EFL learners are going through some peevish experiences in order to learn English. Thus, the use of technology and video tracks as the materials of English language teaching are increasing day by day and for which, the teachers are showing interest for using video tracks as some classroom materials in order to ensure the acquisition environment of English language teaching. At the same time, learners are motivated to use video as their learning tools because of its pleasurable attributes but still, ensuring the video tracks as teaching and learning materials in the EFL is challenging due to some certain

reasons (Cakir, 2006). Furthermore, it has been noticed that the video tracks can be used as an assessment tool in the listening comprehension and so, video sharing has a radiant ground in the EFL (Coniam, 2001).

Likewise, in Bangladesh, the level of performance of students in the class is not satisfactory and most of the cases students memorize their contents, language without proper communication with the audience at the tertiary level (Jahan & Jahan, 2008, p. 41). In fact, presentation skill is one of the skills which is widely ignored in classes and assessments in school and college level. As a result, many students find it as an uphill task at tertiary level. No research has been done to address this problem in the context of Bangladesh. Thus, this research aims at exploring the effect of video sharing and peer feedback on students' presentation skills.

1.2 Problem statement

The EFL learners have public speaking phobia at different levels and consequently, the students do not perform better due to lots of complicated situations. For example, Hsu (2015) says that Grammar Translation method (GTM) has been using as a dominant English language teaching method in Asia for a long time though Community language teaching (CLT) is getting emphasized recently. Also, he mentions that most of the EFL classrooms are larger size along with poor presentation skills of EFL learners. In this situation, the EFL learners do not get an environment of language acquisition yet learners have to cultivate four skills such as reading, listening, writing and speaking and speaking skill has been considered as a most complicated among them. The speaking skill requires input of phonetics, grammar, words, ideas etc and it also demands response instant which is a hard attempt for some learners. As a result, learners'

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affective filters becomes so high and learners cannot perform well. So, speaking skill needs more effort and support to make it flexible to the learners. And Tsai, (2003) says that EFL learners of Asian have public speaking phobia and their affective filters are always high as EFL learners do not get sufficient and effective resources for the practices. Even some learners do not want to keep focus on oral performance of English language but they keep more stressed on writing because of low anxiety of writing performance. Likewise, (King, 2002) mentions that public speaking anxiety and limited opportunities of speaking practices are the important reasons and which is not considered as a normal phenomenon to EFL teachers. Therefore, learners feel nervous and then, it has negative impacts on your self-esteem. Having interest of being fluent and accurate of second language but unfortunately they cannot reach their goal (Iwashita, 2010).

Hosen (2015) says that CLT was introduced in 1990 in Bangladesh after GTM failed to achieve the proficiency of English language (p. 95). In Bangladesh, it has been found that students neither got the direct touch of GTM nor the full advantages of CLT for the English language learning (Alam, 2014, p. 1). Thus, deficiency of English language always exists among English learners in Bangladesh. Consequently, presentation phobia is the ultimate outcome of this complicated situation because students are not good at speaking in English though English is taught as a foreign language in Bangladesh from primary level to tertiary level and four skills like reading, writing, speaking, and listening have been considered in the curriculum. At the same time (Khan, 2007) says, students of Bangladesh often make mistakes with English pronunciations, words, meanings, and sentences and there are some obvious reasons for such errors

However, speaking skills have been ignored both in the class and tests. For this many students are not fluent in English presentation let alone leing competent in it. Thus it is necessary to look into how to amplify students' presentation skill to accommodate in an English medium university.

1.3 Aim of the study

This paper aims at exploring the effect of video sharing and peer feedback on English presentation performance.

1.4 Specific Objectives of the study

1. To assess presentation performance through video-sharing and peer feedback.

2. To examine the specific skills of presentation through video-sharing.

3. To investigate EFL learner's perception towards video sharing.

1. 5. Research Questions

1. What are the effects of video sharing and peer feedback on EFL learners' presentation performance?

2. What are the significant changes in fourteen presentation skills for this intervention?

3. What are EFL learners' perceptions towards video recording, sharing and peer feedback?

1.6. Research Hypothesis

Hung and Huang (2015) conducted a semester-long video blog project where they found students' significant improvement in presentation performance and noted students' mixed perceptions related to accelerating both learning and enhancing. The previous research also shows that peer feedback also contributes to students' presentation skills. Thus, combining video sharing and peer feedback might yield a significant improvement in students' presentation skills and lower affective filter which leads to anxiety.

1.7. Rationale of the study

The purpose of this study will be examined the effectiveness of video sharing of presentation and peer feedback at the tertiary level in Bangladesh. Some studies have done on video vlog and peer feedback in Asia such as (Hung, Haung, 2015 & Hung 2016), however, no work has been done in Bangladesh. There has been researching regarding speaking skills but specifically, research on presentation skills is missing in Bangladesh.

1.8. Significance of the study

Presentation is a common and most significant skill for the students of the university and thus mastership of presentation skills has been considered as the most expected and important to the students (Barry, 2012). Therefore, students of EFL always motivate to achieve the mastery skills of presentation of their target language and consequently students come under some fundamental English courses which have been offered by institutions. However, since the purpose of the study

was to reveal the impact of video sharing through peer feedback in presentation skills, the research was also examined the other specific micro-skills of presentation skills for instance gesture, posture, etc along with the perceptions about technology-based language learning among young learners of Bangladesh at tertiary level.

Bangladeshi undergraduate students have twelve years of English exposure at primary and secondary level which usually provides students with ample and adequate understanding of English grammar. Upon entry at university, students have to complete some fundamental courses of English and those courses provide task-based interactive learning to achieve the communication competency. For example, interactive activities for reading, listening, speaking and writing are conducted in the classes. Under those courses, the students have to perform many tasks since those tasks and project works have been assigned by the teachers and the nature of activities both individual and group also. However, most of the students struggle with presentation skills due to numerous reasons such as indifference, public speaking phobia, word limitation, the vague idea about sentence structure, etc. Thus, there have been a few studies in the similar area in Asian context and no significant resource has been formed on video sharing and presentation skills in the context of Bangladesh.

1.9. Limitations of the study

The control group was absent in this research, only the results have been skated from the experimental group. This research could get more intensive findings by comparison between control group and the experimental group. Due to the absence of a control group, this research

was depended on the experimental group. Therefore, this study cannot claim that, only video sharing and peer feedback contributed to enhancing the presentation performance of learners. In this situation, more researchers can invest more effort and time in this area.

Chapter-2

2. Literature review

2.1. Introduction

The literature review chapter includes genre of study, speaking skills of English language, presentation skills, feedback, feedback provisions, technology in feedback, video sharing as a mobile-assisted language learning tool, video sharing and presentation performance, usages of technology, peer feedback and video sharing in the context of Bangladesh, and theoretical framework.

2.2. Genre of study

This study resides in the field of Mobile Assisted Language Learning (MALL) and Computer Assisted-Language Learning (CALL). More particularly, video sharing through peer feedback to improve presentation skills at the tertiary level in Bangladesh. Video sharing is a multimedia system that allows watching a video clip on the different web for example, Google, YouTube, different social media, etc. Concurrently, video sharing belongs to enormous educators and scholars in the education field (Snelson, Rice, & Wyzard, 2011). At present, video sharing is the latest and fastest-growing medium of learning and teaching which has also been the most adopted and accepted medium to the educators and learners in the twenty-first century. Also, it has been noticed that this new technology-based strategy has adopted some humanistic aspects in the teaching and learning of language such as feedback, observation etc. However, some studies have shown that the system of video sharing has manifestly influenced of individual life from

different aspects. For example, a synchronized online video sharing system enhances the online personal relation and hence this relation develops the social life (Shamma, Bastea-fortea, Joubert, & Liu, 2008).

2.3. Speaking skills of English language

Speaking skill has been treated as a complicated skill because of its prompt nature and students cannot speak well because they have a problem with vocabulary, the contents, ambiguous ideas about the sentence structure, etc (Sunarti, 2015). But it is a mandatory skill for effective communication for both first and second languages' speakers. Al-Sibai (2014) also found that students need practice and use of English as a Foreign Language (EFL) and English as a second language (ESL) in oral communication as it is the most expected common skill which is immensely complicated. Many studies have identified that oral language development has been ignored in the many classrooms even, most of the practice of oral communication is done by the teachers in the classroom environment where students are dominated and therefore, students do not improve much in oral communication (Hosni, 2014, p.22). So,Presentation skill is a significant form of speaking skill and many students have presentation phobia as they have weak command on speaking skills. So, researchers need to keep focused on this gap to mitigate this situation. Thus, this study investigates to improve English speaking and presentation skills at tertiary level in an EFL context.

2.4. Presentation skills

Alshare and M. Hindi (2004) mention that graduates with communication competency are always expected by the employers and hence presentation skill takes an important place to students (p.6). At the same time, Alwi and Sidhu (2012) narrate that the students of language courses at tertiary level are considered as effective presenters and also, the teachers of this level assume so. Unfortunately, many tertiary students cannot claim themselves that they have a strong position on presentation (p. 98). Even, these weak students of presentation skills feel that oral presentation is the most challenging process in the classroom. It is very translucent that oral presentation is essential for effective communication in the EFL classroom although teachers always find out presentation phobia from the students. To be specific, some active students do research and collect information for better contents but there is no certain claim that students can perform a better presentation due to some valid reasons such as lack of techniques, anxiety, imitation, etc. Students can get the lifelong positive results of oral presentation in all subjects of their education procession along with their professional benefits, if the oral presentation is guided and managed perfectly (King, 2002). This similar situation exists in the context of Bangladesh and this study aims at findings ways in promoting presentation skills and learning anxiety.

2.5. Feedback

Feedback is known as "All post-response information that is provided to a learner to inform the learner on his or her actual state of learning or performance" (Narciss, 2008, p. 127). The

positive and constructive feedback can produce good learning experiences but feedback can generate the negative impacts on the learners as well. To an extent this statement, there are some learners who are not ready for negative feedback and thus, they feel underestimated sometimes. For instance, the positive feedback intervention has certain impacts on learning but with the change of tasks, intervention in the learning process and also, the feedback grows some limitations, for example, students become reluctant to explore all kinds of learning materials, etc.

2.6. Feedback provision

However, it insists the systematic learning to the students (Goodman, Wood, & Hendrickx, 2004, p. 261). Juwah et al, (2004) and also they mention that good feedback should have a constructive review and positive recommendations which can provide an enjoyable learning experience to the learners. Iron (2008) says good and timely feedback helps students for their effective learning and enhances the relationship between teachers and students. Nonetheless, teachers and students may face some challenges in the provision period such as for teachers it may be time-consuming and repetitive (p. 1). On the other hand, student engagement does not exist in this situation because of prompt feedback. So, it is important to adopt technology for effective and constructive feedback.

2.7. Feedback using technology

Feedback is a common form of teaching and learning. The widely used feedback process or mode is written, although the written feedback encounters some challenges. For instance, Crook

et. al, (2012) mention that, written feedback is time- consuming, fewer students' participation and quality of written form feedback is another concern (p. 386). At the same time, the researchers find out the students prefer to use audio and video mode as a feedback form since these latest modes of feedback are more personal, reliable and qualities. To be more specific, learners and educators expect the application of technology in feedback form so that both have positive experiences in this. In addition, some learners are more interested to get feedback through video mode because it allows individual appearance and variation (Godwin, & Jones, p. 12). This study also explores the effect of feedback using technological tools.

2.8. Peer feedback on English presentation

Patri (2002) says that, it has been noticed that peer discussion makes scopes of interaction. As a result, the opportunities of peer feedback let students to know their strengths, weakness, threats, and opportunities of presentation in English. To support this statement Ahangari, Rassekh-Alqol and Hamed mention that *"*when assessment criteria are definitely established, peer assessment empowers students to evaluate the performance of their peers in a manner comparable to those of the teachers." Hence, the study investigates the impact of peer feedback on English presentation skills whether it has any positive impact or not on presentation skills.

2.9. Video sharing as a mobile-assisted language learning tool

Hulme, Norris, and Donohue, (2015) explain

language activities that include listening or viewing video clips can be enhanced by the use of learners' own devices (with headphones). This will increase learner autonomy by allowing learners to make decisions about pausing, rewinding and the use of subtitles. This practice will provide a more focused, less distracted listening or video watching environment than a single teacher controlled central player.

Besides, some cautions should be considered in this area; all the learners might not have mobile devices, learners' might not interest to use their own WIFI or data due to personal cost, Some students might not well skilled of mobile application etc. Sun (2012) examines the effectiveness of blogging on presentation and the perceptions towards this new tool among the students. The research found that overall performance was satisfactory but some certain areas such as pronunciation, language, accuracy, etc did not improve much. Therefore, the efficiency of blogging on presentation performance is questionable and it should be explored in the next studies.

2.10. Video sharing and presentation performance

Presentation is the core heart of speaking skills and thus presentation can be addressed as the major sub skills of the target language. Hence, presentation skill is a productive skill like

speaking, writing and therefore, presentation skills need more attention and care from the learners and educators. Unfortunately, presentation skills are treated in a different way and it makes it stiffer to the learners. However, the advent of technology in education has mitigated the degree of difficulties and overt new dimensions in language teaching and learning. Presently, educators have integrated blogs or video sharing into the English language teaching such as presentation, vocabulary, etc. For example, Sun (2009) examines the corresponding between blogging experience and the intervention of voice blogging project made some utmost impact to the learners. The results of his research showed that the forty-six college students applied some strategies and followed five stages namely conceptualizing, brainstorming, articulation, monitoring and evaluating through video and voice blogging. Also, the students took this blogging as a tool of self-learning, self-presentation, information exchange, and social networking. Afterwards, the researcher found that most of the students put effort for their project work at the beginning but students did not give equal time and effort at the end of the project due to time constraints and lack of motivation.

Next, Huang and Hung (2010) say that they introduced an electronic portfolio project in which students uploaded their individual audio tracks of speech and each student maintained own ID of their blog. The qualitative data through interview revealed that doing self-practice of speaking via electronic audio portfolio helped to identify the improvement areas of EFL learners, appointed extra speaking practices, reduce anxiety, and documented learning process. Yet, they found two discrepant results from this project; there was no face to face interaction and hidden actual speaking proficiency through rehearsal or self-practice opportunities. Thus, this study aims to recheck the effect of video sharing on English presentation performance.

Moreover, it has been explored that video-blogging strategy for English speaking learning is more effective than narrative strategy even learners are motivated towards this new strategy in order to learn speaking skills of English language. To be precise, an experimental task has been adopted for this research work and data with the normal distribution was collected through survey questionnaire from forty-four students at the university level though this study does not contain adequate studies about video blogging and speaking skills of English language (Rakhmania, & kusumaningrum, 2017). To justify the concept of this study, the current research work determines to explore it in details.

To support the statement, (Gromik, 2011) mentions that video recording helps students to increase their vocabulary and hence it steps up students to get expected performance of presentation skills. In this project, students were asked to make their video presentation for thirty seconds on teacher's given topics in a week and students followed. The survey data revealed that video recording through mobile phone can be a very useful and interactive technique in the field of language teaching yet students do not believe this same technique can be applicable for the other courses and subjects. Therefore, my study also aims to reveal the effect of video sharing and the peer feedback on English presentation in the context of Bangladesh.

2.11. Usages of technology, peer feedback and video sharing in the context of Bangladesh

Akbar (2005) says E-learning is a new concept to the Bangladeshi learners. To be more specific, there are some obvious reasons for example lack of computer and internet access, unskilled of using technology etc. Even, sometimes students prefer to have physical interaction of teaching materials instead of using digital contents (Parvin & salam, 2015, p. 57). Howsoever, some

studies regarding English language and technology have done in Bangladesh with strong findings such as Begum (2011) finds that cellphones can be used in the EFL classroom as an instructional tool. Also, the integration of technology has improved student's performance and promoted their interests in the EFL activities (Afrin, 2014).

On the contrary, Sultana (2009) says "peer correction is becoming increasingly popular among the practitioners". Since the peer feedback holds some benefits such as helps to identify the improvement areas, provides some suggestions, etc but the contribution and effectiveness of video sharing or video sharing with peer feedback in English language teaching and learning have not been explored yet in the context of Bangladesh. Therefore, it is necessary to conduct research in this area to mitigate the gap in Bangladesh.

2.12. Theoretical framework

a.   The social cognitive theory (SCT) relates with this present study. It has been sketched that the social cognitive theory has contribution to the students' oral presentation development through observation and imitation (Bandura, 2005, p. 1;Grez, valcke, & Roozen, 2009, p. 113). The social cognitive theory has four stages in the observation learning process. Firstly, the learners must observe some particular model behaviors such as cognitive abilities, perceptual abilities, etc from a strong attention and then, the leaner recall the observed behaviors that they want to improve. Next, the learners reproduce the observed attitudes and therefore, they should have some certain reasons as the motivation (Harare, 2016, p. 146-147).In a nutshell, the social cognitive theory states that a certain portion of human learning depends on observation in different social context, interaction, and influence. To be more vivid, the theory holds that people remember the sequence of events and use that acquired knowledge or information through

observation of modelling. Therefore, this claim has been made the principles of social cognitive theory can be applied for the students of universities. For instance, students practice some specific language skills before giving presentation and also they take feedback from their peers (Hung, & Huang, 2015, p. 616-617; Grez, valcke, Roozen, & 2009, p. 113). Consequently, this observation model influences students' individual performance of oral presentation skills. Also it has been recommended that the students of college already have some prior experience of giving presentations and observing others performance of presentation. Under these circumstances, students received feedback from the experts also. Thus, students can learn and improve their presentation through observation learning process.

Social-Learning Theory
Bandura's Theory of Observational Learning

Attentional Processes	Retention Processes	Production Processes	Motivational Processes
Determine how closely the child will pay attention to the model	Determine how well the child will remember the model's behaviour	Determine how well the child can reproduce the model's behaviour	Determine how motivated the child is to imitate the model
Examples:	Examples:	Examples:	Examples:
Interest value of model's behaviour	Child's use of memory strategies, such as organization or rehearsal	Complexity of the model's behaviour	Vicarious incentives to the child
Child's level of arousal	Child's cognitive level	Child's physical skills	Incentives to the child for imitation
Child's expectations			

Modelled Events: → ... → Matching Pattern

Figure 1.2 Bandura's model of observational learning. Adapted from Albert Bandura, *Social Learning Theory*, © 1977, p. 23. Reprinted by permission of Prentice-Hall, Inc., Upper Saddle River, New Jersey.

Figure 1: Social learning theory

b. Furthermore, the current study also embeds with constructivism theory as its represents collaborative learning. Hussain (2012) proposed that, constructivism allows students scopes of cooperative and collaborative learning (p. 180-181). Again, Alzahrani (2016) said that by

following collaborative learning activities for example students' engagement, participation, interaction, and working together are the factors to achieve common academic goals (p. 892).
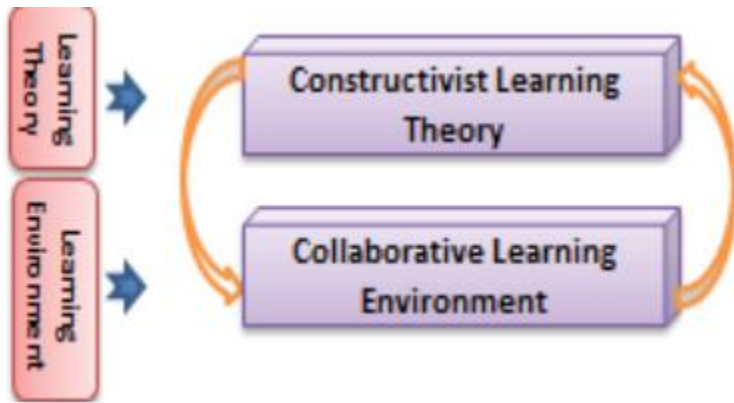
Figure 2: The relationship between CLT and CLE

He also claimed that, the collaborative learning can be applied in the e-learning environment as well (Alzahrani, 2016, p. 893).
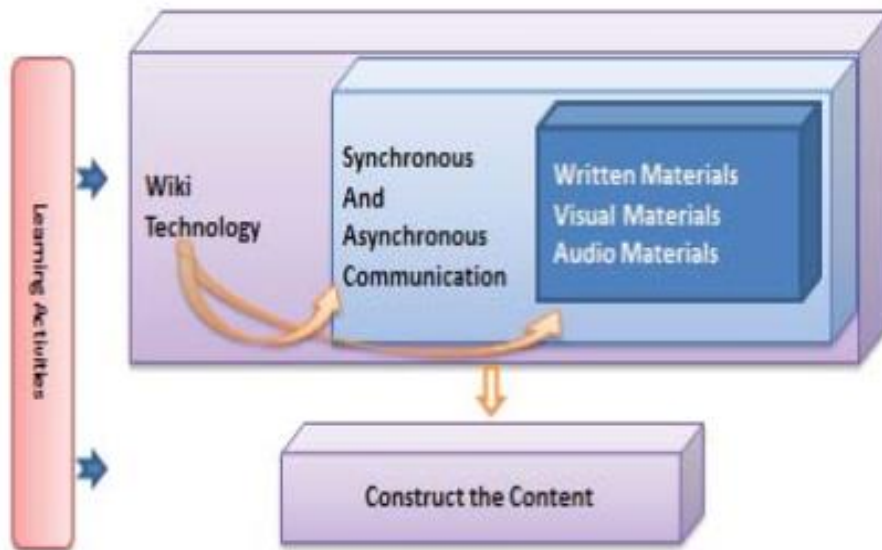
Figure 3: Collaborative learning activities in E-learning environment

c. Next, sociocultural theory by Vygotsky is highly attached with this study since the socio-culture theory supports students' interaction and that is the crucial part of this research for example peer feedback. According to Vygotsky (1980) the sociocultural theory states the human intentions, probability, and development of these intentions and possibilities (p.79). Also, Thurlings, et al (2013) mention that, feedback process starts with a certain stage and this feedback helps students to move to the next stage with desired achievement.
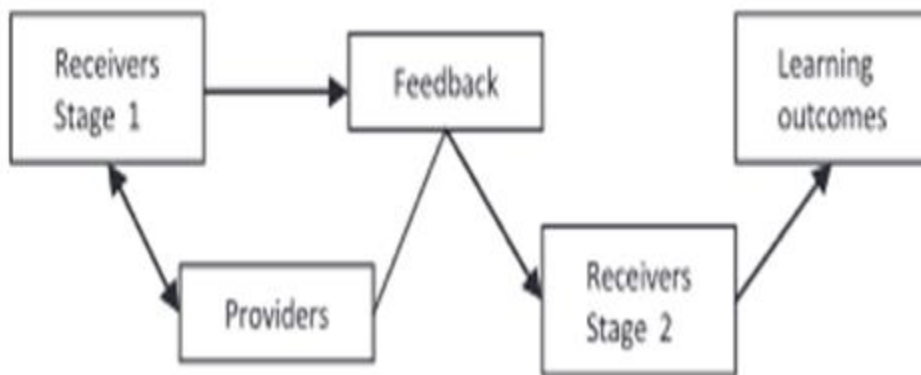
Figure 4: The feedback model for social cultural theory

Chapter 3

3. Method

3.1. Introduction: This chapter focuses on methods of the study, source of data, analytical tools of data and etc. Also, this section covers about the participants, process of intervention.

3.2. Background of the target group/participants

The twenty participants of this study were the students of a private University in Dhaka, Bangladesh. The participants of my study belonged to Eng-101 course (credit and fundamentals). Since they were the students of the first year and some of the students had to attend one or two English courses according to their English language proficiency level before attending Eng-101 course. Hence, they had previous experiences of in-class presentations as the course requirements. There was the correlation between the course objectives with my study objectives such as improving presentation performances, easy and flexible access to the participants, etc. Approximately 12 years of formal education was the entrance requirement of taking admission into the University and English education covered a big portion of their 12 years of formal education. In addition, their age ranges from 18 years to 20 years old.

3.3. Introduction and objectives of the English Fundamentals Course

The study has been implemented in English for Academic purposes (EAP) class. The objectives and rationale of this course are given below;

a. **Rationale:** The English Fundamentals (ENG-101) course serves four skills of English language; speaking, writing, listening, and reading. The competence and performance of these four skills are expected in the academic institutions and also in the professional sector. Besides, this course focuses on speaking skills through task-based activities and it drives students to enhance their communication skills.

b. **Aims and outcomes of course:** These are following objectives that students will be able to achieve from this course;

- Prepare and deliver academic speeches in group and individually by maintaining appropriate art of presentation such as correct pronunciation, pitch, stress, intonation, etc.

- Apply the knowledge of group work such as giving the floor, sharing tasks, giving constructive feedback.

- Moreover, improve the reading skills and practice the well-organized academic writing.

3.4. Process of intervention

As a part of this study, the project has been introduced to the participants in the 3rd week of semester and instructed students to make their own Facebook groups. Based on instructions, the participants made their individual group. The twenty-four students participated into six groups and each group has four students. The privacy of each group was secured and thus, members from the other groups cannot see the activity of another group. Therefore, participants felt secured. As the next instruction, the participants made their first video presentations and shared

with their group members on Facebook in the 6th week of semester. The duration of recorded videos was five to ten minutes.
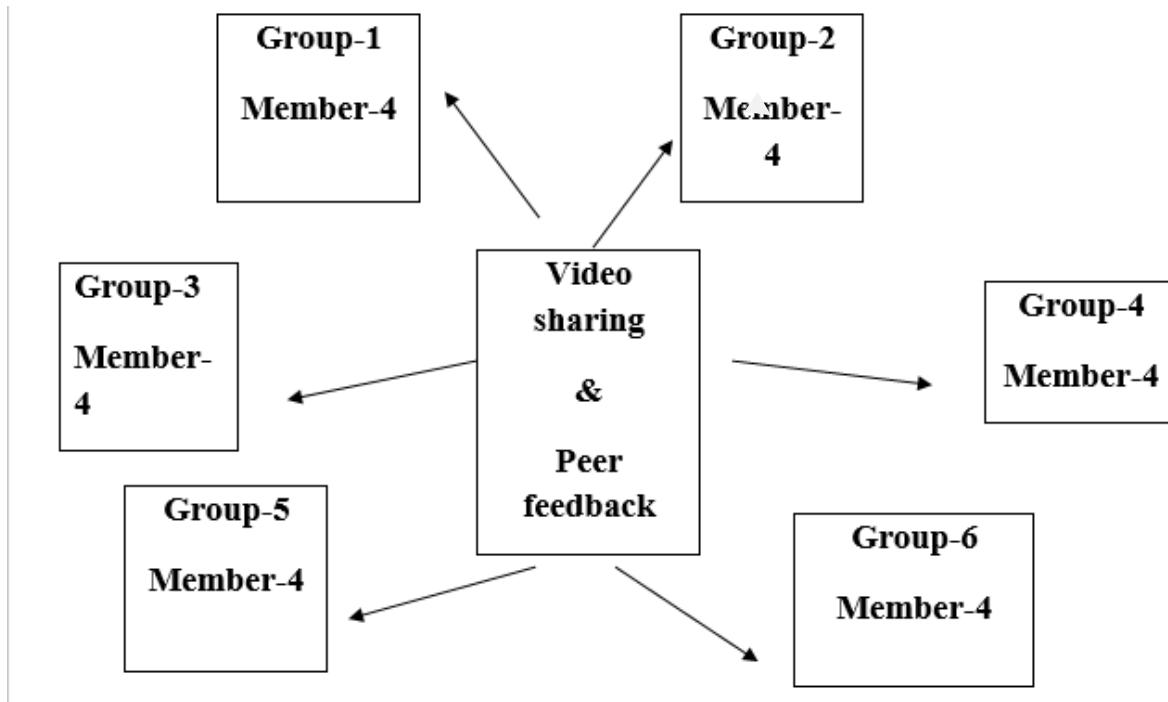
Figure 5: Process of Facebook group

Afterwards, the students observed their group members' videos and gave the feedback based on peer feedback sheet. The feedback sheet had been provided on Facebook closed groups. Under this process, the students took a week to observe video recorded presentation and provided feedback to other members in the group. Then, the students were asked to keep practicing and doing rehearsal their presentation based on peer feedback which was considered as an intervention. Meanwhile, the first video of the presentation had been marked by the two EFL teachers and preserved the data for the study purpose. Finally, the students were told to perform

next presentations on the same topic at the end of the semester and those presentations had been recorded also. Then, those video tracks of final presentation had been assessed by the raters.
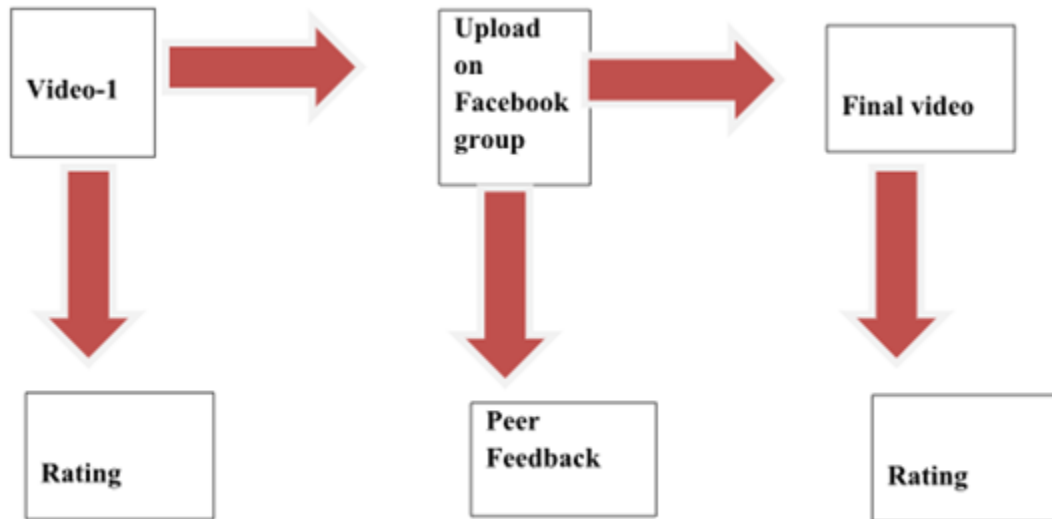
Figure 6: Process of video intervention

3.5. Instruments of the study

a.   **Rating scale:** The rating scale is an assessment tool and method of an individual by another person and it is a systematic way to express an opinion regarding a trait, subjects, objects, situation or character. The rating scale is done by teachers in the education field to assess a students and it provides an indication to the teachers about the degree of a particular character or situation. Also, the rating scale is used to examine the performance of tasks, skills, level of accuracy etc.

The EFL educators have been using rating scale on public speaking for a long time and it has been introduced by Yamashiro and Johnson in 1997. It has been pointed that "For EFL students

electing to study speech communication at a highly-ranked private university, the teacher, peer, and self-assessments using the public speaking rating scale have acceptable levels of reliability and validity" ("Yamashiro", n.d).

b. **Advantages of rating scale:** The rating scale is a standard tool for both qualitative and quantitative data. It helps to measure the specific value of research objective which is reliable for analysis. Also, the data from the rating scale is flexible and adaptable along with less time consuming for the data analysis.

c. Limitations of rating scale: The rating scale has been using widely in the research area, although it has some certain limitations such as the data manipulation is easier and there is a lack of unity among the evaluators. Furthermore, it has been noticed that the rating scale can be a source of common errors which can claim the validity against the rating scale. For example, unique personality of raters, personal ambiguity, bias, attitude of the raters, less scope of observation, etc.

d. Rater training: Before starting the rating, there was a small training of raters. The raters rated five students as a sample rating before the final rating. Subsequently, two EFL teachers rated the students' video recorded presentations. This rating process had some basic steps like;

1. Scoring the first video recorded the presentations individually
2. Average the score from the other raters through discussion.
3. Scoring the final video recorded the presentations individually.

4. Average the score from the other raters through discussion.

3.6. Qualitative data analysis: The qualitative data has been collected through the focused group discussion from twenty students and the whole discussion took 20 minutes. The purpose of this qualitative data collection was to know the perception towards video recording, sharing and peer feedback.

3.7. Quantitative data analysis: Total score of pretest (First recorded presentations) and post-test (Second recorded presentations) have been calculated with a mean and standard deviation of pretest and post-test score. Percentage of score was calculated for individual participant in pretest and post-test and then mean percentage of score was determined for both tests. SPSS 22 version has been used for processing and analyzing this quantitative information whereas excel was used for preparing table and graph.

4. Findings and discussions

4.1. Introduction

The study examined the students' overall performance of presentation by following the video sharing and peer feedback strategies and this research sketched the significant improvement of EFL learners at the tertiary level. Subsequently, fourteen sub skills of presentations have been analyzed through pretest and post-test. In addition, the research also investigated the learners' perception about the video sharing and peer feedback strategies. The data was presented following chronology depending on the quantitative and qualitative version. At first, the quantitative findings and next quantitative findings were presented.

Based on findings, this study addressed some crucial aspects and strategies in EFL fields which are immensely connected with the recent changes in English language teaching and learning a foreign language such as technology in EFL, mobile assisted language learning, rethink of learning and teaching strategy, and perceptions towards the video sharing of presentation with their peers.

4.2.   Q. Overall performance of presentation

In the question number 1, the study explored the overall presentation performance of twenty students and the data revealed that the overall performance of presentation improved significantly. There are some tables and graphs represent the students' overall presentation performances;

A. Results of pre-test and post-test

Serial Number of students	Pre-test results of Experimental group(out of 56)	Post-test results of Experimental group(out of 56)
1	21	26
2	23	28
3	29	30
4	20	28
5	24	30
6	22	27
7	27	29
8	20	27
9	29	35
10	25	30
11	21	29
12	24	30
13	25	29
14	21	29
15	25	31

16	25	30
17	22	29
18	18	29
19	28	36
20	25	33

Table 1: Results of pre-test and post-test

Table 1 shows the detailed results of the pre-test and post-test of an individual's performance. This table represents the following marks of twenty students. For example, the first column of the table represents the number of the students, the second column of the table represents the score of pre-test (First video-recorded presentations), and the last column represents the score of the post-test(Second video-recorded presentations). Also, the table reveals that the students got different scores out of 56 based on fourteen sub-skills from their first recorded presentations and second recorded presentations and each sub-skill contains four marks.

B. The result of pre-test and post-test in sum, mean, and standard deviation

Sum		Mean		Standard Deviation	
pre	post	Pre	post	pre	post
474	595	23.70	29.75	3.09669	2.48945

Table 2: Results in sum, mean and standard deviation

The table 2 views the sum of pre-test and post-test, mean of pre-test, post-test and standard deviation respectively. The sum shows the overall performance in pre-test and post-test of twenty students where students achieved 474 in pre-test and 595 obtained in post-test. Also, the mean reveals the participants got 23.70 in pre-test and 29.75 in post-test. Consequently, the standard deviation carries a significant value of pre-test and post-test, for instance 3.09 in pre-test and 2.48 in post-test.
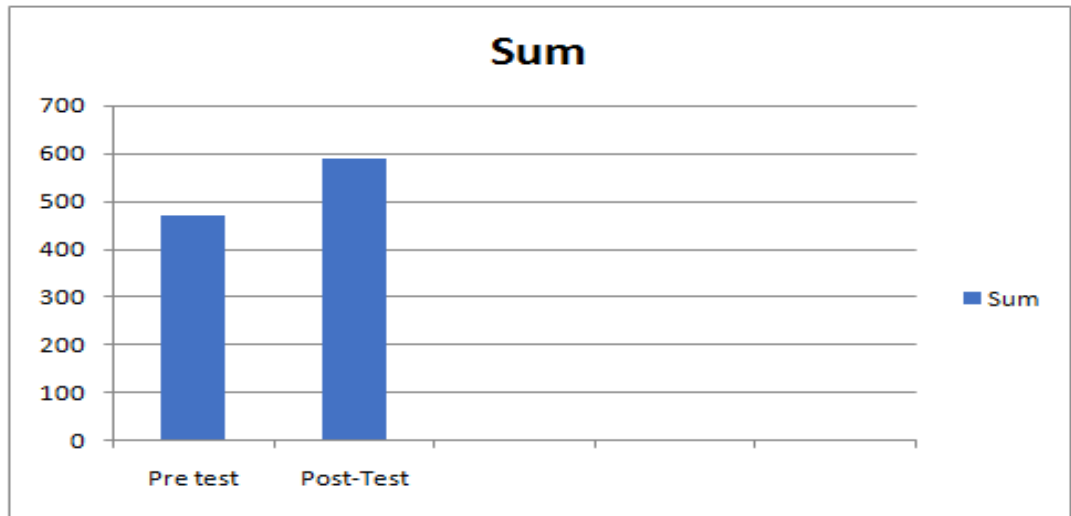

Figure 7: Sum of pre-test and post-test

This graphic represents the sum of pre-test and post-test. The small bar shows the total value (474) of pre-test and next bar shows the value (595) of post-test.
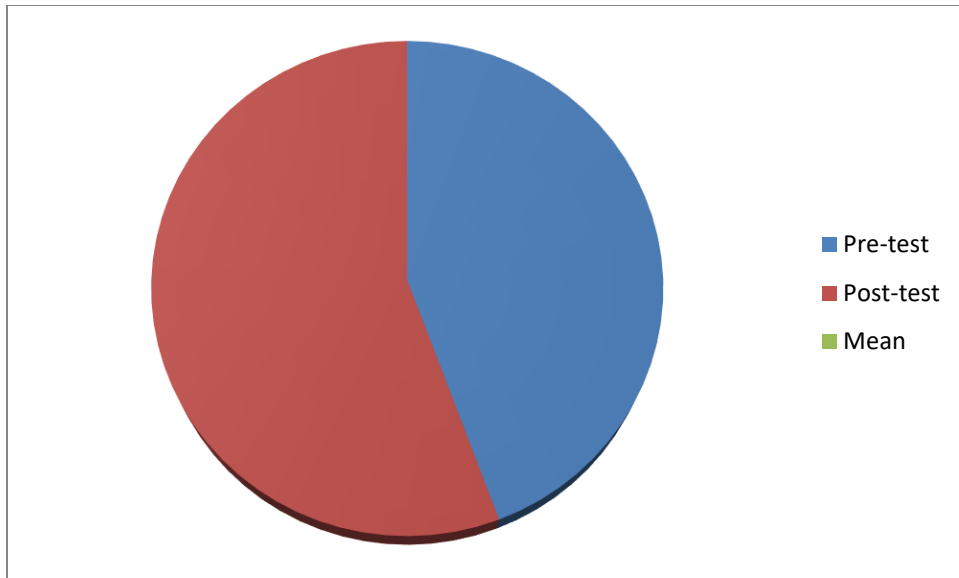
Figure 8: Mean of pre-test and post-test

The blue portion of pie chart shows the mean value of pre-test and next portion represents the mean of post-test. There is significance difference from the pre-test mean and therefore, the participants improved their presentation skills.

In discussion, the overall score of pre-test and post-test has been examined. This study found that the video sharing along with peer feedback has improved their presentation skills significantly. According to Hung (2011) says video blog holds seven attributes as a language learning tool such as visual representation, time friendly, self-development, professional development, larger audience, peer learning and technical capability. He also investigates video blog allows students to archive their performance as a video track and analyze their own development areas by reviewing the stored video of presentation. Another previous study shows that, critical peer feedback and he concluded that peer feedback correspondences with the teacher's feedback by

conferring several benefits from the PFM (Peer Feedback Marking), for example, it enhances the student's learning through reflections, analysis, and diplomatic criticism (Falchikov, 1995, p. 176). Also, Aydin supports the video blog as a language learning tools since it reflects on interactions & communication, basic language skills, the learner's motivation, and etc. Therefore, this paper has drawn a positive image of using video sharing tool for learning (Aydin, 2014, p. 244-245). However, the present study of presentation performance and previous studies on same areas have positive correlation and findings. The present study finds that students develop their presentation performance by following some specific tools and guidelines such as video sharing and peer feedback. Therefore, the findings of this study support the previous research's outcome.

In general, the improvement of presentation through video sharing can be verified by Social-Learning theory of Bandura. Observation and imitation are the core components of learning where learners acquire/learn something from the observation of modeling, as human behaviors are considered as a complicated attitude (Bandura, 1986). In the same way, this current study procedure the learning process that a group of students observed their presentation from the archived video and incorporated their learning. So, observation and imitation were the paramount parts of this study like social-learning theory.

4.3 Q.2. Significance changes of fourteen sub- skills of presentation

The aim of the question number 2 was to explore the significant changes of fourteen sub-skills of presentations through paired sample T test.

Item	Mean (pre-test)	Mean (post-test)	Std (pre)	Std(Post)	Sig
Pre & post projection	1.75	1.90	.71635	0.55251	.330
Pre & post pace	1.65	2.40	.67082	.50262	.000
Pre & post intonation	1.60	1.85	.68056	.58714	.171
Pre & post diction	1.75	2.20	.71635	.61559	.046
Pre & post posture	1.85	2.35	.58714	.48936	.008
Pre & post eye contact	1.55	1.90	.68633	.64072	.049
Pre & post gesture	1.85	2.05	.81273	.60481	.330
Pre & post introduction	1.90	2.00	.71818	.64889	.330
e & post body language	1.55	1.85	.60481	.48936	.083
Pre & post conclusion	1.60	1.95	.59824	.51042	.005
Pre & post topic choice	1.70	2.30	.65695	.47016	.000
Pre & post language	1.50	2.25	.60698	.63867	.000
Pre & post vocabulary	1.60	2.50	.59824	.60698	.000
Pre & post purpose	1.85	2.25	.58714	.44426	.002

Pre & post total	23.70	29.75	3.09669	2.48945	.000

Table 3: Paired samples (T-test)

The table of paired T test shows that the participants of the study performed better after the intervention in most of the skills. Considering statistical significance level (i.e. below 0.05), the table shows that purpose, vocabulary, language, topic choice, conclusion, introduction, eye contact, posture, diction, pace improved significantly whereas rest of the sub-skills did not improve significantly such as projection, intonation, gesture, body language, etc.

It has been proved that our hypothesis supports this finding that incorporated video sharing and peer feedback can enhance the presentation performance. Incorporated video sharing and peer feedback represents the collaborative learning environment and it is the core theme of constructivist learning theory. Also, some previous studies found video sharing and peer feedback as a useful tool.

4.4. Q. 3. EFL learner's perceptions of video sharing

For the question number 3, the study investigated the students' opinions about the video sharing and peer feedback technique through a focused group discussion which was transcribed and classified in different codes. Finally four themes have been emerged from the codes which were represented in the following table:

Theme	Code	Example
1. Improved learning environment and affixed new learning- *Video recording and sharing*	New technique; positive learning experience; feedback from the peer; enhance presentation skills; frequent practice of presentation	"In this technique, we have more opportunities to practice based on feedback and consequently, it improves our presentation skills". "Video recording is a proof that we know the actual problem such as how first slow I was talking, I came to know from my video tracks of presentation and then I worked on it".
2. Promoted confident- *Peer feedback*	Conscientious realization on improvement areas	" I got feedback from my friends and I found it as a great help"
3. Non-threatening environment	Not worried of virtual stage; comfortable with virtual audience	"It is okay with us. Since we are sharing our video within our known audience so it's not a big deal"
4. Difficulties with feedback form and rating of group mates' presentation	Not interested of Peer-feedback form; challenges of rating (written feedback)	"Feedback form is challenging for some of us".

The first theme represented the student's explored new and positive learning experiences. Some of them mentioned that they have been learning English, more precisely the presentation but they never experienced recording of their presentation performance. So, some participants were excited to add new learning technique to enhance their English language. In addition, they added that the equipment of video recordings was available to them such as smart mobile phone, internet on mobile phone, WIFI at home, different social apps which they can use for learning though they specifically addressed for English language learning. To support this statement (Meurant, p.169, 2007) says that, Korean EFL students fond of using the mobile camera for video recording to attach with the English and its culture. Also, other participants of this study said that "Video recording is a proof of our performance and we came to know our actual improvement areas from the video tracks such as how slow or first I was talking. Then, I worked on it".

Afterwards, the next theme revealed that peer feedback on recorded presentations helps to enhance the areas where improvements were needed. The participants experienced that the peer feedback really helpful with some positive outcomes; for instance, some students believe that peer feedback was authentic because they belonged to the same standard qualifications and went through the same situation in the classrooms. At the same time, they mentioned that getting feedback from the classmates' aided to boost our confidence level. Also, some students enjoyed much in feedback provision because they found funny sometimes that drives to the learning process subconsciously. For example, one student said that now "we had discussions physically about the feedback in the classrooms that helped us to grow up our competency of presentation in English". According to (Philip, Susan, Busturkmen, p. 161) explored that the peer interaction affected the language form in the assigned tasks of the class. In response, the peer feedback

supported students to build up their language through interactions and it has impacts on their classroom activities preciously on languages. In addition, students believed that they performed better in the final presentation because they incorporated peer feedback. peer feedback has added a new thought from this research for example, the study explored that incorporating peer feedback helped students to perform better in their final presentation. Furthermore, The peer feedback can be treated as constructive, corrective when it is accepted positively (Topping, 2009, p. 22). He also mentioned that "It is also essential to the development and execution of self-regulatory skills" So, peer feedback can be considered as a significant resource of video sharing tool for language learning.

The third theme revealed another favorable finding to the research is, most of the participants had no phobia about the virtual observers and the stage although they never went through experience of video recording of their presentations. One of the participants mentioned that "I am always nervous to give presentation but did not feel nervous to make a video of my presentation for the virtual audiences". Another participant said "It is okay with us since we our presentation videos have been shared within our known audience and therefore, it is not a big deal to us".

Conversely, the last theme revealed that the participants faced some technical challenges such as the mobile phone does not have enough space to record the presentation, sometimes students do not have proper knowledge of operating certain functions of mobile phone, ensuring the internet connection is challenging, and the quality of the data connection was another major concern of technical problems. The student said "my mobile phone did not have enough space and therefore, I could not make the video recording in my mobile phone". Similarly, Chinnery, (2006) mentioned that MALL (Mobile Assisted Language Learning) has certain limitations

which are convoluted. For example, the quality of audio and video tracks since different mobile phones have different regulations, sometimes the portable service of mobile phone cannot be served, virtual keyboarding is missing in some cell phones, and power limitations. Again he mentioned that "While mobile technologies are advancing, their output is quickly moving from verbal to visual, a clear disadvantage for language learning" (p.13).

In discussion, the last findings of this study have brought some positive and comprehensive scenarios in the EFL field for instance; improved learning environment and promoted confident and non-threatening learning process. Based on data from the FGD (Focused Group Discussion) described the video sharing as a tool for language learning. According to that, the video sharing tool enhanced the learning environment by providing a maximum of dimensions of learning such as they can compare their presentations, find out the model presentation, get easy access and etc. Furthermore, this new strategy helps students to reshape their confident level such as "Blogging also positively affects the perceptions of and attitudes towards EFL learning" (Aydin, 2014, p. 252). Also, (Maulidah, 2017, p. 12) says "blogging has close relation with the use of social media. It impacts psychologically to students when they prepare their performance. They will perform their best presentation in their blog. Consequently, the use of blog significantly improves students' self-presentation especially in their speaking performance". In addition, non-threatening or low affective filter is another outcome of this strategy. The participants are very much familiar with technology, different blogs, and hence they enjoyed recording their presentation. It cultivates to upgrade the learner's enthusiasm through fun while in the learning process (Maulidah, 2017, p. 123). Therefore, it has been proven that video sharing is acceptable to the EFL learners in order to enhance their oral performance.

5. **Conclusion**

Performing presentation in English is a big deal to the EFL learners. In Bangladesh, the students face difficulties to present their contents and there are some obvious reasons; long-term practice of GTM, large size of classroom, high affective filters, lack of resources, less efforts on oral performance, speaking skills are ignored in the classroom, no assessments, etc. But there is no doubt about the demand of English. In English, oral proficiency is expected by the academic staff, employers and hence, learners are motivated to get expected competency and performance of presentation. But the EFL learners struggle more to acquire their target language's proficiency. Consequently, the students of EFL need to adopt some new strategy along with their regular activities such as video sharing, peer feedback. Based on new realization, this study explored the impact of video sharing through peer feedback on presentation performance, perception towards this new strategy and found deeper thoughts of it for instance, students improved their presentation performance by adopting new tools named video sharing of presentation and peer feedback on that shared presentation. In this study, students also mentioned about their positivism towards the video sharing and peer feedback. They want to use this to improve their presentation performance since they do not have virtual stage phobia even they hold easy access to required technological resources like mobile phones, internet access, Facebook account, Gmail account, etc.

For this, based on qualitative and quantitative analysis, the researchers have determined to propose some strategies in the English language teaching and learning, more precisely, in order to enhance the presentation performance in English. Such as the teachers of Bangladesh can add video sharing task along with very constructive and vivid instructions to teach presentation in English through peer feedback can be emerged with this task by ensuring constructive feedback.

Since students of EFL have presentation phobia and they do not have enough scopes to practice or rehearsal for English. Hence, it could be an opportunity to practice before the final presentation and also, students of Bangladesh experiences the uses of technologies like mobile phones, laptops, and different social media, thus they will accept it cordially as they did in this study.

Furthermore, this same recommendation can use in different contexts like India, Chaina, Philiphine, etc as those countries learn English as a foreign or second language and they encounter the same difficulties like Bangladesh for example presentation phobia, presentation is not taught nonetheless presentation skills have high demand in their context. Even more, technological supports are available to them. So they can consider this tool and implement in their context to improving the presentation skills.

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Appendix A.

Peer Feedback Form

Rating (1: weak, 4: great)

For whom you are giving feedback?

_____

Feedback provided by:

_____

Projection – (Spoke aloud enough for the audience)

   (1)   (2)   (3)   (4)

Intonation- (Used appropriate stress and pausing)

   (1)   (2)   (3)   (4)

Diction- (Spoke clearly-Did not mumble; did not use inappropriate stress)

   (1)   (2)   (3)   (4)

Posture-(Stood straight)

   (1)   (2)   (3)   (4)

Eye contact-(Looked at the audience)

   (1)   (2)   (3)   (4)

Gesture-(Body should be relax)

        (1)   (2)   (3)   (4)

Introduction-(Speakers should have an attention-getting device)

        (1)   (2)   (3)   (4)

Body-(Speakers should use transition words and have supporting ideas related to the thesis statement)

        (1)   (2)   (3)   (4)

Conclusion-(Speakers should restate the thesis statement)

        (1)   (2)   (3)   (4)

Topic choice-(Selected an interesting topic)

        (1)   (2)   (3)   (4)

Language Use-(Speakers should proof read writing for errors before presenting)

        (1)   (2)   (3)   (4)

Vocabulary-(Vocabulary)

        (1)   (2)   (3)   (4)

Purpose-(Speakers should be fulfilling the purpose of each speaking task)

        (1)   (2)   (3)   (4)

** In your comments, please be constructive. Please give suggestions on how to improve the performance. (Answer should be no less than 100 words).

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Appendix B.

Q. What EFL learners' perceptions towards video sharing?

Follow Up questions:

1. How this leaning technique helps you?
2. What are the positive sides of this new tool?
3. What are the negative sides of this tool?
4. Do you want to use this tool in future?

Appendix C.

<u>RATING SCALE (YAMASHIRO & JOHNSON, 1997)</u>

Projection: Speaking not too loudly or too softly. Should be loud enough for all members in the audience to hear clearly. Should be a little louder than normal conversational voice. Projection should be carried at times of emphasis.

Pace: Speaking not too quickly or too slowly. Should be at a good speed for people to hear all points made. Speed should be carried at times of emphasis.

Intonation: Speaking smoothly in phrases/sentences, so that ideas are clear. Intonation is VERY important for being a good speaker. Pitch patterns help clarify the type of information and its importance. Use pauses to make each point clear.

 Diction: All words/phrases should be clearly spoken, so that the audience can more easily hear/understand the speaker's points. Check stress and accent in a dictionary for new words or ask the teacher.

Posture: Speaker should stand with back straight, feet below shoulders, and head straight up and looking forward. Speaker should not lean on the podium, sway from side to side, nor bend the neck to read speech.

Eye contact: Speaker should make eye contact by glancing directly into the eyes of audience members. Have speech/outline chest level, and use the Read & Look-Up technique, if the speech is not memorized. Use zigzag motion, not panning the audience.

Gesture: Gestures should be limited to clarification or emphasis of important points. Speaker should stand with back straight, but not tense. Body should be relaxed. No distracting movements.

Introduction: Speakers should have an attention-getting device, thesis statement, and a sentence of method.

Body: Speakers should use transition words and have supporting ideas related to the thesis statement.

Conclusion: Speakers should restate the thesis statement/summarize body and make a closing statement.

Topic choice: Speakers should pick topics that will be interesting for the audience (classmate). Speakers should be interested and knowledgeable in the chosen topic. Narrow the topic to fi t the assignment (prepare enough examples/support).

Language use: Speakers should proofread writing for errors before presenting. Sentences should be clear. Vary types of sentences to maintain interest. Emphasize important points by using short clear sentences and some repetition.

Vocabulary: Speakers should be aware of the English level of the audience (classmates). Avoid difficult vocabulary, if possible. Include definitions or provide examples for these words. Be careful about word choice and word forms.

Purpose: Speakers should be fulfilling the purpose of each speaking task: informing audience (news brief, informative speech) or changing opinion (persuasive speech). Speakers should not mistake or confuse the purpose.