

Using Video Technology to Improve Oral Presentation Skills among Undergraduate Students: A Systematic Literature Review

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Abstract--- Video technology has become one of the latest technologies being adopted in teaching oral presentation skills. However, there is a lack of an overview concerning the effects of video technology on undergraduate students' oral presentation skills. To address the gap, this paper presented results of a systematic review of studies related to the use of video technology in learning oral presentation skills among undergraduates published from 2009 – 2019. The study synthesizes the trends on the use of video technology tools to improve students' oral presentation skills. 15 related studies were identified using a systematic review of the Scopus and Web of Science databases guided by the PRISMA Statement (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The findings pointed out the effects of using video technology in improving students' oral presentation skills in terms of the content, fluency, pronunciation, vocabulary and organisation. The findings also highlighted the students' perception and challenges in using video technology to improve their oral presentation skills. It can be concluded that video technology is an effective tool in improving students' oral presentation skills. This study has still room for improvement by narrowing the scope of review as the future direction for the research of video technology in oral presentation and to practice different technique of searching such as snowballing, citation tracking and reference searching.

Keywords--- Video Technology, Oral Presentation Skills, Systematic Literature Review Analysis, PRISMA, Undergraduates.

I. INTRODUCTION

The mastery of oral presentation skills is not only essential for their academic performance but also to secure employment upon graduation. A considerable research has shown that one of the main reasons of Malaysian graduates' unemployability is the failure to communicate in English [21]. Oral presentation skills which are part of oral communication skills have started to be recognized and emphasized across disciplines. Many studies have revealed great benefits of using video technology in language classroom. Berlian Nur and Mohamad Jafre [18] study showed that by utilizing video technology in English language lessons, it helps to improve and maximise students' oral presentation skills in which that they are encouraged to express their opinion. Aside, from that, Wilhelm [25] investigated the effectiveness of using the multi-faceted video feedback for ESL presentation course. The study indicated that creating a video presentation helps students to improve their effective communication skills with the opportunity to watch and review their own video presentations. By providing a non-threatening platform to practice

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their oral presentation, students will be more motivated and become less afraid to share and express their thoughts. With the ability to watch and rewatch their own oral presentation videos repeatedly, students can recognize their strengths, weaknesses, and making improvement in their future oral presentation [22].

1.1 Towards a Systematic Review Framework on the Use of Video Technology in Improving oral Presentation Skills among Undergraduate Students

A systematic review can be defined as “an examination of a clearly formulated question that use systematic and explicit methods to identify, select and critically relevant research and to collect and analyse data from studies that are included in the review” [1, p. 684]. With systematic review, authors can justify the claim of doing a rigorous research, which allows for gaps identifications and directions for future research. Even though many studies have been done on the use of video technology in improving oral presentation skills, any attempts to review these studies systematically are still limited. Therefore, this study will fill the gap in understanding, and identifies and characterizes the use of video technology in terms of its impact on students’ oral presentation performance, perceptions of using video technology in oral presentation course and the challenges that students faced in using this technology.

II. OBJECTIVE

This study attempts to analyse the existing literature on the use of video technology in learning oral presentation skills.

III. METHODOLOGY

This section discussed the methodology employed to retrieve and gather articles related to the use of video technology in learning oral presentation skills. The researcher used the PRISMA method, that includes resources used to run the systematic review, eligibility and exclusion criteria, steps of the review process (identification, screening, eligibility) and data abstraction and analysis.

3.1 PRISMA

The PRISMA Statement (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) is used as a guide for the reviewing process. [20]. PRISMA has been utilized frequently by researchers within the educational and language field. Sierra-Correa and Cantera Kintz [23] asserted that there are three distinctive benefits of using PRISMA as a guideline to review articles, (1) it defines clear research question that permits a systematic research, (2) it identifies inclusion and exclusion criteria and (3) it attempts to examine large database of scientific literature in a defined time. The PRISMA Statement allows for rigorous search of terms related to the use of video technology in learning oral presentation skills and its effectiveness in improving students’ oral presentation performance.

3.2 Resources

This review utilized Scopus and Web of Sciences (WoS) databases. WoS is a robust database comprising more than 33,000 journals that covers various disciplines such as education, interdisciplinary social sciences and language learning. It is run by Clarivate Analytics and the journals are ranked by using three separate methods which are

papers, citations and citations per-paper. Scopus, on the other hand, is the second database being utilized in this review. Scopus has more than 22,800 journals from various publishers around the globe. Scopus covered a variety of subject areas including social sciences, higher education and education technology.

3.3 Eligibility and Exclusion Criteria

The researcher identified a number of eligibility and exclusion criterion. First, in terms of literature type, this study only selected article journal with empirical data. This means that review articles, book, chapter in books and conference proceeding are excluded. Second, this review focused only on articles published in English. This is to avoid any misunderstanding and confusion in reviewing the articles. Third, with regards to the timeline, articles selected are between 2009 – 2019, a period of 10 years that are adequate to observe the evolution and trends of research. Since the review process only focused on the effects of video technology on students' oral presentation performance, this study only selected articles indexed in social science-based indexes (Refer Table 1).

Table 1: The Inclusion and Exclusion Criteria

Criterion	Eligibility	Exclusion
Literature type	Indexed Journal (research articles)	Non indexed journals, Systematic review journals, chapter in book, conference proceeding
Language	English	Non-English
Time line	Between 2009-2019	<2009
Indexes	Social Science Citation Index	Science Citation Indexed Expanded

3.4 Systematic Review Process

The systematic review process comprised of four stages namely screening, eligibility and review. The review process was conducted on February 2019. The first stage of a systematic review process is identification process which involved identifying keywords to be used on the search process. Keywords that are related to oral presentation and video technology were used. Researcher also rely on previous studies and thesaurus to identify suitable keywords (Refer Table 2). There were 14 duplicated articles removed at this stage. The duplicated articles are articles that can be found in both databases being used for this review.

The second stage is screening. Out of 86 articles that are eligible to be reviewed, 58 articles were eliminated. The third stage is eligibility. This is the stage where the full articles were being accessed. 13 articles were excluded after thorough examination. Some of the articles did not focus on oral presentation, were not empirical studies or did not have the same context of video technology usage. The final stage of review yielded a total of 15 articles used for qualitative analysis. (Refer Figure 1).

Table 2: The Search String Used for the Systematic Review Process

Databases	Keywords used
Scopus	TITLE-ABS-KEY (("oral presentation*" OR "public speaking*" OR "technical presentation" OR "oral communication" OR "oral communication skill*" OR "English oral presentation*") AND ("video recording*" OR "video" OR "mobile video" OR "video camera*" OR "video technolog*") AND ("undergraduate*" OR "first year" OR "second year" OR "third year" OR "fourth year" OR "tertiary education"))
Web of Science	TS= (("oral presentation*" OR "public speaking*" OR "technical presentation" OR "oral communication" OR "oral communication skill*" OR "English oral presentation*") AND ("video recording*" OR "video" OR "mobile video" OR "video camera*" OR "video technolog*") AND ("undergraduate*" OR "first year" OR "second year" OR "third year" OR "fourth year" OR "tertiary education"))

3.5 Data Abstraction and Analysis

All 15 articles were assessed and analysed. Data on the various use of video technology in oral presentation course were presented in Table 3 according to its improvements, perceptions and challenges. A narrative summary was performed. In systematic review, narrative summary is often used together with systematic searching and appraisal technique. It will incorporate quantitative and qualitative data using narrative juxtaposition to offer a clearer and better comprehensive and summarised evidence [28].

IV. RESULT AND DISCUSSION

The review results are presented in four primary themes to indicate the types of video technology used in the oral presentation course, the improvement of students' oral presentation skills, the perception of using video technology in oral presentation course and the challenges that the students faced in using video technology in oral presentation course. The results presented a comprehensive analysis of the effectiveness of using video technology to improve oral presentation skills among undergraduate students.

4.1 Study Characteristics

Four studies originated from Australia [2-5], two studies originated from Turkey [5, 6] and three studies originated from Taiwan [8-10]. One study originated from the United States [11], Austria [12], Spain [13], China [14], New Zealand [15] and also Japan [16]. Three studies used quantitative research design to study the effectiveness of using video technology in improving students' oral presentation skills [5, 11, 13] two studies used the qualitative research design [14, 16] while ten studies used mixed method research design to investigate the effectiveness of using video technology in improving students' oral presentation skills, the perceptions and its challenges [2-4, 6-10, 12, 15]. Study sized sample varied from 9 to 139 participants.

4.2 Types of Video Technology

There are a few types of video technology being utilized in all fifteen studies reviewed. Majority of the studies used blog or an online platform - Wiki, Youtube, and Facebook - to upload the students' oral presentation videos after they are recorded using video recorder [2, 4, 5, 8-10, 13, 14].

The main reason for researchers choosing blogs or online platforms to upload the students is to protect the students' privacy as they can set up a private account or group for their students, in which only the students and the teacher has the access to it [4]. By protecting the students' privacy, it will encourage the students to take more risks in using the target language. Six studies, on the other hand, only video recorded their students' oral presentations using digital video recording and they are either burn in a CD or being saved in a computer in the computer lab for the students to view them later after the class period [3, 6, 7, 11, 12, 16]. This approach, however, provide additional burden to the teachers – burning each video to a CD or saving them to the computer lab - and the students – setting aside time to go to the computer lab and view those presentations. Only one study developed their own software that can video record their students' oral presentation, which is called, Virtual-I Presenter (ViP) [15].

4.3 Improvement

The aspects of improvement of students' oral presentation skills using video technology in all fifteen studies

varied from one another. The aspects of improvement could be divided into seven aspects: content, fluency, pronunciation, accuracy, vocabulary, organization, and emotional aspect.

Six studies evaluated students' improvement based on content [2, 3, 9, 10, 13, 14]. The results from Sun and Yang [14] survey indicated that content development is one of the two aspects that the students perceived most gains in improving their oral presentation skills. 82% of students in Shih [10] study showed great improvements including better content in their oral presentation. When these students were able to review and revised their video recorded presentation, they were able to pinpoint their strengths and weaknesses in all aspects of the presentation including the content.

Thus, it helps these students to improve their content in their next presentation. Four studies looking at improvement based on fluency [6, 7, 10, 12]. Participants in Tatzl [12] rank fluency as the highest ranking language item that they perceived will improve and students made noticeable progress in fluency throughout the presentation course.

The integration of video technology helped students to develop their fluency and confidence to speak in the target language [6] as they are able to practice the language in both inside and outside of the classroom when they recorded their oral presentation videos. A few studies were looking at the pronunciation aspect of oral presentation skills [6, 10, 12, 14]. According to the oral test rating scale, there is an overall improvement of 43.3% in pronunciation and working in groups helped to strengthen the students' pronunciation as they practice their speech together [6]. By collaborating, interacting and observing their peers' strengths and weaknesses via the video recordings, students are able to improve their pronunciation.

Three studies looking at the vocabulary [6, 14, 16]. In Gromik [16] study, there is a 46% improvement in word production and a 37% increased in words uttered per second. Studies also revealed that students were able to use a richer range of vocabulary related to the topic [e.g., 6] and students have perceived most gains in vocabulary skill development. This showed that frequent production of videos facilitates students to pick up strategies required to speak more words. Some studies highlighted improvement made in the organization aspects of oral presentation [2, 3, 14]. Participants in Sun and Yang [14] study perceived most gains in idea organization.

This findings echoes Cameron and Dickfos [3] in which students experienced the largest increase in the organization element (20.7%). The video production task integrated in oral presentation course is a complex task for most students. Hence, the ability to organize and present their speech in a very clear and concise manner is deemed important. Only one study looking at the accuracy [6] - in which that there is an increase in that aspect when it is measured at the post-course speaking task – and emotional aspect, which is the communication apprehension (CA) [11]. A paired sample t-test revealed a significant decrease of CA among the students. The ability to practice fundamental oral communication managed to alleviate the students' anxiety, thus, enhancing their oral presentation skills.

4.4 Perception

The studies reviewed also explored various perceptions of using video technology in improving oral presentation

skills among undergraduate students. These perceptions are categorized into six categories: positive experience of using video technology, peer learning/ feedback, ease of assessment, awareness of strengths and weaknesses, increase practicing opportunity and professional development.

Majority of the studies reported that the use of video technology in oral presentation course helped the students to have a sense of awareness on the strengths and weaknesses of their own oral presentation performance [2-10, 12, 14, 16]. Students revealed that they like seeing their recorded speech as they are able to identify their weaknesses and see their improvements. As one student in Kirkgöz [6] study has mentioned in the interview:

“We have become aware of our strengths and weaknesses. Comparing my first and the last speaking task, I can see great improvements in my pronunciation, vocabulary and grammar. I definitely see a great progress in my speaking skills”.

The ability to view their recorded presentations gave them the opportunity to look at it from a different perspective. In Murphy and Barry [4] study, a student said:

“I was able to see what I had done well and what could be improved upon”

Students highly value the benefit of being able to review and revise their own oral presentation videos and it is also reported in Shih [10] study that the ability to review and revise the videos help them to understand their own strength and weaknesses in presenting. The ability to be aware of the strength and weaknesses of their own oral presentation performance benefited these students in improving their performance in the future.

Eleven studies reported that students have positive experiences of using video technology [2, 4-10, 14-16]. Generally, students reported enjoyment and positive experiences of using video technology in the oral presentation course. In Barry [2] study, students stated that the overall idea of using video technology was great and how they wish they had done such task before.

A total of 65% of students in Nikolic et al. [5] study believed that watching their video recorded performance did served some benefits and Sun and Yang [14] reported students' positive perceptions about the task, not only it was interesting, but it worth the time and produced a sense of achievement. Students' enjoyment and positive experience of using video technology may be due to it being their first experience of having such task and how close video technology is to face-to-face interaction. Nine studies found that the integration of video technology provide the opportunity for peer learning/ feedback [5-8, 10, 13-16].

With the complexity of using video technology in oral presentation tasks, some studies divided students in groups and it creates opportunity for collaborative learning and better engagement [e.g., 6]. The provision of peer feedback is much easier with the integration of video technology in which the students can view their peers' oral presentation videos anywhere and anytime. While addressing their peers' strength and weaknesses in oral presentation, it provides them the opportunity to critically re-examine their work as well [14]. With the constraint of time that has always been an issue in oral presentation course, the integration of video technology has made it possible for students to have better interaction with their peers and to get immediate feedback of their oral presentation performance. Five studies stated that the use of video technology offers ease of assessment [4, 8, 10, 12, 13].

In Murillo-Zamorano & Montanero [13] study, they utilized students' video recorded presentation to be assessed by both students and teacher. In Tatzl [12] study, the assessment of oral presentation comes from the teachers' rubric, teacher's observation and the free verbal feedback from students and Hung [8] also provide opportunity for his students to do self-evaluation of their own video recorded oral presentation. With the affordance of video technology, a 3600 assessment – teacher, peer, self – is possible to develop students' oral presentation skills. Aside from that, the use of video technology also contributed to the students' professional development [2, 3, 8, 11, 12]. Sautter & Zúñiga [11] stated that the Video Cover Letter task made them aware of ongoing professional development needs and to start improving on the skills needed to achieve their desired career. With video blog, participants in Hung [8] study use it as an added advantage in getting interviews for jobs.

The introduction of video technology to these students has made them more aware of how this technology will be a great advantage in their future development. Four studies have reported that the integration of video technology in oral presentation course increase practicing opportunity for the students [6, 9, 12, 14].

The repetition of recording and re-recording videos until they get the satisfactory one has indirectly giving these students more opportunity to rehearse and practice their oral presentation skills. In the rehearsal process, students not only gained oral fluency but also continuously revised their script by adding more content [14]. Even though the students need to record and re-record their oral presentation performance and it seems very tedious, but it served as a great advantage in getting more practicing opportunity to improve their oral presentation skills.

4.5 Challenges

Based on the studies reviewed, only some studies highlighted the challenges the students faced while using video technology in their oral presentation course. The challenges are categorized into three categories: language proficiency, technical difficulties and anxiety.

Studies found that students faced technical difficulties in recording the video [7, 10, 11, 14-16]. The students reported some challenges in submitting their videos through email due to the large size of the video files [16].

In O'Donoghue & Cochrane [15] study, students reported that the lack of video-editing facilities serve as problem and the fact that they have to re-do their videos if they made any mistakes, is the worst aspect of the task. 43% of students in Shih [10] study agreed that recording and uploading the videos are time consuming especially when the Internet is not fast enough and the video files are too large.

Due to this issue, it is suggested to have an online learning environment in which they can shoot videos without having to upload them from anywhere. Some students did find the task of recording and uploading their oral presentation videos as anxiety provoking [9, 4, 10, 14]. Three studies found that students also faced challenge in terms of their language proficiency when using video technology in their oral presentation course [7, 14, 16]. Due to their poor speaking ability, these students did not really enjoy the experience of peer viewing their oral presentation videos whereas some students did not feel that the time given to them are not enough to improve their language proficiency. Students experienced virtual stage fright even though they cannot see real audiences, but they are still aware of the virtual audiences that will view their oral presentation videos [9]. The use of video technology in an

online learning environment still cannot diminish the students' anxiousness when presenting. This is an issue that must be highlighted when integrating technology in an oral presentation course as anxiety has an inhibiting impact in improving students' oral presentation skills.

V. STRENGTHS AND LIMITATIONS

This is the first systematic review to investigate the use of video technology in improving oral presentation skills among undergraduate students. One of the strengths of this review is its organized and comprehensive search of the existing literature that includes the academic databases.

Besides that, the systematic review is focused on specific areas, for example, the types of video technology used, improvement, perceptions and challenges in incorporating video technology in improving oral presentation skills among undergraduate students. Comparing the results of these studies served as a challenge due to the different outcome measure, settings, research designs and the variant of rubric used to evaluate students' oral presentation improvement. Hence, a meta-analysis was not implemented. Instead, a narrative summary was performed for the heterogenous nature of the studies.

Recommendations for Future Research

There was a minimal number of studies that examined the use of video technology in oral presentation course among undergraduate students between the year 2009-2019.

The quality of studies was below optimal. Many of these studies employed mixed-method research designs or descriptive survey designs. Hence, a more comprehensive and rigorous research designs that incorporate more comparison groups, is needed to conclude that the use of video technology is statistically significant in improving oral presentation skills among undergraduate students. There was a relatively small sample size of the studies reviewed.

Therefore, a larger sample sizes is needed in future studies. Even though most studies rely on electronic keyword searches for systematic literature review, there are a few other strategies that can be employed by researchers as their searching efforts [24, 26]. One of the strategies that can be utilized is citation tracking [27] in which researchers will identify related articles based on those papers citing the paper being studied. It allows researchers go back and forth in time by following the research leads found in the articles.

This technique will provide richness to the search results as it might identify other publications that cannot be identified by using standard database searches due to bibliographic record or vocabulary constrained of a search strategy [27].

Another technique that can be adopted is reference searching. It is done by examining the reference lists in the selected articles for other articles which potentially reduce the risk of missing relevant information [19].

It is noted that the learning theory or learning strategies used while incorporating video technology in oral presentation course were rarely reported in the studies. Such information will facilitate in evaluating which learning theories or strategies are much more suitable in integrating such technology in the classroom and ensure its

effectiveness. With the advancement of technology and Web 2.0, there is a need to look at new innovation of video technology that may provide better platform or software to integrate in the oral presentation course.

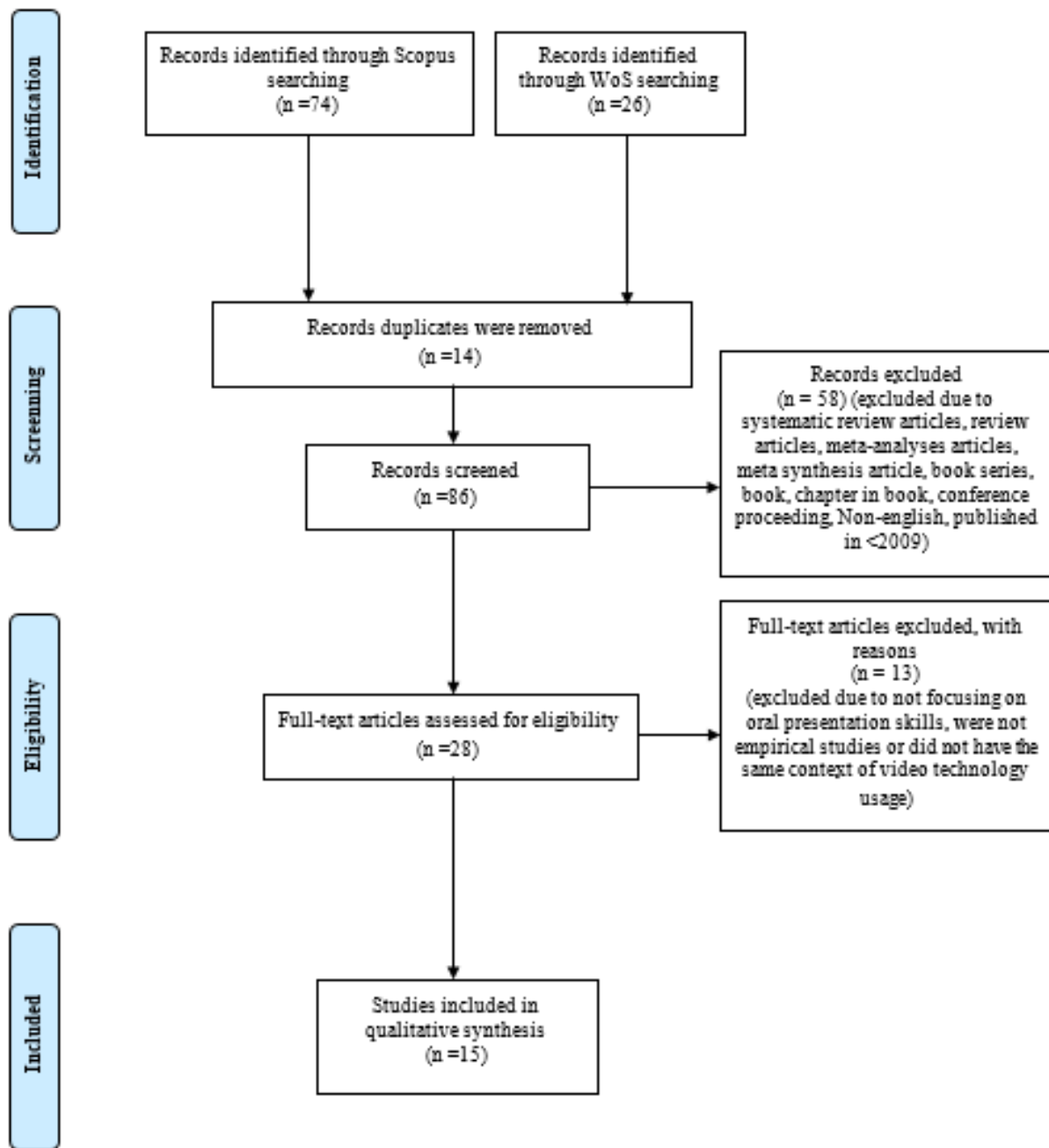


Figure 1: The Flow Diagram of Study (Adapted from Moher et al., 2009)

Table 3: Summary of Reviewed Studies

	Sauter & Zuni ga (2018)	Tatz l (2017)	Barr y (2012)	Kirk goz (2011)	Murillo - Zamor ano & Monta nero (2017)	Sun & Yan g (2013)	Hun g (2011)	Hun g & Hua ng (2015)	Came ron & Dickf os (2014)	Murp hy & Barr y (2016)	Nikol ic, Stirli ng & Ros (2017)	O'Dono ghue & Cochran e (2010)	Shih (2010)	Gokt urk (2016)	Gro mik (2012)
Improve ment															
Content			/		/	/		/	/				/		
Fluency		/		/									/	/	
Pronuncia tion		/		/		/							/		
Accuracy				/											
Vocabula ry				/		/									/
Organisat ion			/			/			/						
Emotiona l aspect	/														
Perceptio n															
Positive experienc e using video technolog y			/	/		/	/	/		/	/	/	/	/	/
Peer learning/ feedback				/	/	/	/				/	/	/	/	/
Ease of assessme nt		/			/		/			/			/		
Awarenes s of strengths and weakness es		/	/	/		/	/	/	/	/	/		/	/	/
Increase practicing opportuni ty		/		/		/		/							
Professio nal developm ent	/	/	/				/		/						
Challeng es															
Language proficienc y						/								/	/
Technical difficultie s	/					/							/	/	/
Anxiety						/		/		/			/		

VI. CONCLUSION

The systematic review provides insightful information on the use of video technology in improving oral presentation skills among undergraduate students. The studies reviewed and synthesized the use of video technology in oral presentation course and explored its effectiveness, perceptions and challenges in improving oral presentation skills among undergraduate students. The comprehensive information obtained from these studies will assist in

modifying existing and developing video technology used in improving oral presentation skills. In this technological era, video technology offers accessibility, convenience, and flexibility, which served a great advantage to be integrated in the oral presentation course. In addition, video technology provides alternatives for teachers who face the challenge of workload and constraint of time in providing feedback to the students' oral presentation performance. Literature has pointed out that students lack the opportunity to practice their oral presentation and lack of feedback on their oral presentation performance. Therefore, it is paramount that oral presentation course needs to be integrated with technology - video technology, to diminish such issues in order to improve students' oral presentation skills.

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