

PROMOTING STUDENTS' SELF-REGULATED LEARNING USING A SELF-RECORDED VIDEO TASK IN A COURSE ON PRESENTATION SKILLS

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Received: 30 January 2023/ Accepted: 15 March 2023/ Published: April 2023

Abstract: *Given the importance of self-regulation in boosting students' self-efficacy and achievements, this study examined the impact of the self-recorded video task on promoting students' self-regulated learning. The study participants were 39 English majors at Hong Duc University who attended a course on presentation skills. Data were collected from the student's scores for the task and a questionnaire. Findings show that the self-recorded video task promotes students' self-regulated learning. In addition, each phase of self-regulation was not linear in a time-ordered sequence. Instead, goal-setting, monitoring, evaluating processes, re-setting goals, and performing task strategies were all intertwined.*

Keywords: *Self-regulated learning, self-recording, EFL learners.*

1. Introduction

Self-regulation is a fundamental motivational factor in boosting students' self-efficacy and achievements. Well-motivated students are more likely to take challenges, set goals, and regulate their learning to achieve outcomes. However, previous studies have demonstrated that learners do not perform self-regulation solely or in a linear process. Instead, a cyclical interrelation exists between personal, behavioural, and environmental factors. Therefore, well-organized course design and guidelines are necessary to support EFL learners' self-regulation in EFL contexts. In addition, English language learners are required to have appropriate English communication skills, such as giving oral presentations and producing reports to deal with a wide range of communication issues to keep up with the current fast-evolving society (Blicblau & Dini, 2012). This study fulfilled these necessities by designing a self-regulatory task to promote learners' communicative proficiency in a presentation skills course. Also, it investigated how the activities contributed to developing students' self-regulation.

2. Literature Review

2.1. Self-Regulation

Self-regulation is defined as “self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals” (Zimmerman, 2005, p. 14). Actions and processes advance and become actualized based on one's beliefs and

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motives related to one's future, including one's sense of self (Zimmerman, 2005; Zimmerman & Schunk, 2007). Hence, self-regulated learning includes several key elements, such as setting goals, monitoring internal processes, and regulating and controlling learning strategies in social and environmental conditions. In this frame, learners' cognitive, motivational, and behavioural learning processes have a cyclical interrelationship and are intertwined (Zimmerman and Moylan, 2009).

2.2. Self-recorded Video Presentation

Research has shown that self-recorded video performance positively impacts learners' self-regulation and English proficiency in planning, performing, and reflecting (Kang, 2022). The process comprises several steps, including selecting a topic, researching information, planning and organising content, writing a manuscript, practising, rehearsing, and delivering a speech (Hallemons, 2021). This process brings about many benefits to students, such as increased motivational drive and linguistic enhancement (e.g., vocabulary, pronunciation, intonation, speaking skills), language learning strategy development, awareness of learning progress, academic improvement, cognitive development and affective emotional stability (e.g., anxiety decrease and confidence increase). These positive effects have been found in previous studies conducted in different EFL contexts. For example, Kirkgoz (2011) conducted a study in which 28 Turkish EFL first-year college students were asked to do a self-recorded video as an assignment. She found that the students perceived the task positively by self-assessing their speaking, identifying problems, and seeing improvements. In another study, Encalada and Sarmiento (2019) gathered the perspectives of 81 Ecuadorian EFL college learners on their self-recorded videos to enhance their speaking skills. It was found that self-recording presentations allowed students to self-reflect, correct mistakes, and release the anxiety often occurring with a live audience.

The current study explores the impacts of a self-recorded video task on improving students' self-regulated learning by investigating their self-assessment of their performance and analysing their self-regulatory skills. The following research question guided the study: How does the self-recorded video presentation develop the students' self-regulation and learning outcomes?

3. Methods

3.1. Participants

The participants of this study were 39 English-majored students at Hong Duc university (3 males and 36 females aged 21 to 24 years). Those students were from different classes; however, they all attended the supplementary lessons (15 periods) to complete a course on presentation skills. The lessons lasted for five weeks, three periods per week.

3.2. Research Procedure

In the first week, the students were explained about the task's purpose. Also, they were provided with information about the research, and all the students agreed to

participate. After that, the researcher briefly introduced the task guidelines as part of the course overview, followed by more details about the criteria for a self-recorded videoed presentation. Before video-recording their presentation, the students had three presentation practices in a one-to-two-minute self-recorded video every week. Therefore, the students slowly got ready to self-record their ideas, contemplate a topic, and plan a task before actually self-recorded their presentation.

3.3. Data Collection and Analysis

I adopted and revised the self-reflection questions based on Kim's (2019) presentation evaluation rubric. The questionnaire contained 11 items, including 8 multiple-choice items on a five-point Likert scale (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree). It also had three open-ended questions about how the students prepared presentation videos, how they could assess their performances regarding the strengths and weaknesses, and how they could improve for future performance (See Appendix).

The questionnaire was given to the students in class in the last week of the course. Data collected from the multiple-choice items were entered into an excel spreadsheet to synthesise and calculate the percentage. Data from open-ended questions were analysed by coding using three pre-determined categories in each stage of forethought, performance and self-reflection (Miles et al., 2014). The scores for the students' video performance were also collected for analysis. The students' videoed presentations were marked based on five criteria: Organisation, Language appropriateness, Engaging, Body language and Visual aid contents. The highest score for each criterion is 5, the lowest score is 1.

4. Findings

4.1. Results from students' scores

The total average score was 19.8 out of 25, which is positive, as presented in Table 1.

Table 1. The Self-recorded Video Presentation Result

	Organisation	Language appropriateness	Body language	Engaging	Visual aid contents	Total
<i>Average score</i>	4.2	3.4	4.5	3.0	4.7	19.8

As can be seen in Table 1, organization, body language, and visual aid contents scores were relatively higher among the five components. These results show that most learners were well aware of the requirements for the task. Also, they were knowledgeable about their topic and delivered their well-organised talks with confidence. However, language appropriateness and engaging, needed improvement.

4.2. Self-Reflection Analysis

The learners' self-reflections on the task displayed high satisfaction rates across the board (Table 2) in correspondence to the scores as presented in Table 1.

Table 2. *The Self-Reflection Result*

Questions (n = 39)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The topic of the speech is informative.		1 (2.5%)	1 (2.5%)	18 (46%)	19 (49%)
2. The introduction has a hook.		2 (5%)	7 (18%)	14 (36%)	16 (41%)
3. The content of the speech has a logical organization.			2 (5%)	8 (20.5%)	29 (74.5%)
4. The delivered information is reliable.	1 (2.5%)	2 (5%)	3 (7.5%)	19 (49%)	14 (36%)
5. The conclusion is effective with proper signposting signals (e.g., to sum up, to close this off, etc.).			2 (5%)	10 (25.5%)	27 (69.5%)
6. The language is appropriate in the context of speech.	1 (2.5%)	1 (2.5%)	4 (20.5%)	7 (18%)	26 (66.5%)
7. My voice (eye contact, facial expression, and posture) reflects enthusiasm for the topic.			3 (7.5%)	8 (20.5%)	28 (72%)
8. The presentation includes proper visual aids.		2 (5%)	3 (7.5%)	12 (31%)	22 (56.5%)

In responses to Q1, Q4, and Q8 [note: “Q” means “question”], most of the students “agree” or “strongly agree” with the statements. These responses explicitly reflected learners' positive appraisals of the forethought phase concerning their informative topic selection (Q1), reliable research (Q4), and proper visual aids (Q8). However, a few students (n = 5, 12.8%) wanted to include proper visual aids and learn technology-based skills to design better visual images for more effective expression of ideas.

Questions 2, 3, and 8 asked students to reflect on the content and organisation of their video presentation. Responses to Q3 demonstrated well-organised speaking in the frame of an interesting hook in the introduction (Q2), cohesive and logical organisation (Q5), and proper signposting signals wrapping up speaking in the conclusion (Q5). However, despite the positive perceptions, responses to Q2 and Q5 indicated that some students (n = 9, 23%) would need specific, careful training in organising a presentation structure (Kim, 2019) and delivering oral output (Blicblau & Dini, 2012).

Q6 emphasized language proficiency. The criteria set in Q6 called for an appropriate level of English speaking to deliver ideas confidently, naturally, and smoothly and to avoid language barriers caused by unknown words, accent differences, complicated sentences, etc. (Prabavathi & Nagasubramani, 2018). 74.5% of the students were careful with their language performance. However, the others (n = 6, 25.5%) felt they would still need to put in more effort regarding correct pronunciation, appropriate grammar, proper vocabulary choice, good fluency, etc., as shown by their speaking proficiency.

Question 7 asked students to reflect on their non-verbal behaviours. The students' responses, 92.5% "agreed" or "strongly agreed" with the question. The students did not read a manuscript plainly as they were aware that they needed to attract the audience's attention. Also, they agreed that they needed to master other presentation' skills, which were particularly important for a video-typed speech, such as appropriate speed, eye contact, posture, gesture, and other nonverbal expressions.

4.3. Analysis of Learners' Self-Regulation

The students' responses to the open-ended questions demonstrated how their self-regulation proceeded for a successful task. Their self-regulatory skills were congruous with the intertwined components of the three-phase self-regulation model (Zimmermann, 2005; Zimmermann & Moylan, 2009).

4.3.1. Forethought phase

At first, the learners illustrated two key points of the forethought stage: task analysis and self-motivation belief. Then, setting sub-goals proceeded through the task, giving the learners more chances to feel a sense of efficacy, intrinsic interest, and task value, as summarised in Table 3. This belief encouraged students to set up higher goals. In turn, goal attainment satisfies learners and stimulates their engagement in the task (Zimmerman & Pons, 1986).

During these preparations, all the students were goal oriented. They showed a strong learning goal orientation when they ruminated on their common mistakes and attempted to overcome these through learning, such as checking appropriate grammar, proper vocabulary, and correct pronunciations (S1 and S2) (Zimmerman & Moylan, 2009). They also made plans for fluent speaking via reading-aloud practice (verbalizing).

Table 3. Excerpts from Student Comments Concerning Forethought Phase (P1)

Students	Self-regulation	Student Comment
S1	Goal setting, Task interest/value Strategic planning (relevant prior	In choosing the topic for my presentation, I chose the <i>one that might be of interest to my classmates and the lecturers</i> . I also thought that my presentation <i>must be informative...</i> I searched for <i>information from the</i>

	knowledge, metacognitive knowledge)	<i>internet</i> . I also <i>planned and looked for information in some books</i> I tried to select good information which I could understand easily, and my classmate could, too. I checked the dictionary careful to make sure that I use the right words, correct grammar, and correct pronunciation.
S2	Task interest/value Strategic planning (relevant prior knowledge, metacognitive knowledge)	When choosing the topic, I considered if it would <i>be interesting</i> or not. Then, I <i>searched the internet</i> for information and pictures. I <i>planned carefully and asked my friends to give comments</i> .
S3	Goal setting, Task interest/value Strategic planning (relevant prior knowledge, metacognitive knowledge)	First, I thought a lot about the <i>given topics and my interest</i> . Then I <i>thought about my audiences</i> . I finally decided a topic which would be of interest to my audience and which I was also interested in.... I <i>made an outline</i> for the presentation first. Then, I <i>planned where to video</i> , how to say and what to wear ect. I want to have the best video, so I asked a friend to help me with video recording and editing.

4.3.2. Performance phase

The second performance phase involved two key categories: self-control and self-observation. While self-controlling, the learners transferred to self-tutors and self-monitors, employing specific strategies.

Table 4. Excerpts from Student Comments Concerning Performance Phase (P2)

Students	Self-regulation	Student Comment
S4	Task strategy (learning strategy) Time management Imagery	I wrote the scripts and <i>rehearsed</i> them before recording. Five minutes was too short, so I revised the scripts, cut them short keeping only the most important parts. I like using <i>pictures</i> and I think that is my strength.
S5	Task strategies (learning strategy and self-recording)	I practice a lot so that I could deliver the speech naturally. I paid specially attention to word stresses and pauses between sentences. I also focus on sentence stress to send the message through. This needed a lot of practice. I had to <i>shoot again and again many times</i> .

S6	Imagery	I think that pictures are very important when you do a presentation. It is very difficult for the audience to follow your presentation if you do not have any pictures to illustrate what you are speaking. So, I used a lot of <i>pictures</i> in my presentation. I also use <i>highlighter</i> to stress the key points while speaking.
S7	Task strategies (repetition, self-recording)	As I was not confident of my pronunciation, so <i>practice many times</i> before I recorded the video. I highlighted all the difficult words and practiced them. After practicing, I gained some confidence and focus on delivering the content of the presentation.
S8	Task strategies (checking, video recording)	After recording, I <i>watched the video to check if I spoke loudly and clearly enough</i> . I was not happy with my video <i>until the third recording</i> .

As shown in Table 4, students considered visual aids such as pictures (S4 and S5), video clips (S8), PowerPoint slides (S6), and highlighters (S7) as great sources to grab the audience's attention, making them easier to understand verbal communication and activate the students' memories. Transmitting textual information to visual aids also contributed to vocabulary learning (Zahedi & Abdi, 2012) and linked to positive fluency (De Beni & Moè, 2003). These results were illustrated by the students' scores presented in Table 1 and their self-reflections in Table 2 (Q8). First, most students (33 out of 39) used visual materials. Second, to monitor their performance, the self-recording process allowed the students to re-record themselves as many times as they wanted, which provided students with more chances to verbalize their ideas while rehearsing correct word stress, proper pronunciation, and more natural fluency (S1, S5, S7, and S8).

4.3.3. Self-Reflection phase

In the third self-reflection phase, the students could judge their performance independently and decide on adaptive or defensive reactions for future performances (Table 5). Despite the corresponding analysis of the students' presentation performance (Table 1) and their self-reflections (Table 2), their positive self-evaluations are more likely to rely on their causal attributions, such as effort (S1, S3, and S18) and diverse strategies because causal attributions and evaluation are independent (Zimmerman & Moylan, 2009). Therefore, after their performances, they learned that consistent practice was necessary for pronunciation and grammar. In addition, they were aware that English is a foreign language requiring great effort (S1). Also, the students understood that they needed to learn more technology-based skills to help deliver their ideas more effectively (S18 and S19). These adaptive decisions made them willing to engage in further learning processes as a positive cognitive, and affective reaction called self-satisfaction.

Table 5. Excerpts from Student Comments Concerning Self-Reflection Phase (P3)

Students	Self-regulation	Student Comment
S1	Causal attribution	I <i>practiced</i> a lot before I recorded the video. I focused on hard-to-pronounced words and <i>applied strategies</i> that I have learnt to deliver the speech effectively. I think 'practice does make perfect'.
	Self-evaluation	I <i>realised grammar and pronunciation mistakes</i> when I watched the video.
	Adaptive decision	I <i>will try not to speak too fast</i> to avoid making mistakes.
S3	Causal attribution	I <i>studied</i> the video, <i>recorded the video again</i> , and I even <i>edited</i> by <i>adding subtitle</i> so that the audiences could understand my presentation.
	Self-evaluation	I watched my video again and again and <i>realised that I spoke too softly</i> , and <i>my voice sounded squeaky</i> .
S18	Adaptive decision	I was not very happy with my presentation because there was too much background noise, and my voice was squeaky. In the future, I <i>will learn about recording program to improve the quality of my video</i> .
S19	Adaptive decision	The weakness of my presentation was lack of visual aids. I think it would have been better if I had used animation. Next time, <i>I will ask my friend who is high tech to help</i> .

5. Discussion

This study examined how the self-recorded video task promotes students self-regulated learning in a presentation skills course. Their learning proceeded along the three-phase self-regulation model and illustrated similar features to previous self-regulated learning studies (Zimmermann, 2005; Zimmermann & Moylan, 2009). Fundamentally, the learners' performance demonstrated cyclical self-regulation, meaning that each self-regulation phase was not in a time-ordered sequence. Instead, their goal-setting, monitoring and evaluating process, re-setting goals, and performing task strategies were all intertwined.

The findings have shown that the task provided the students with opportunities to benefit from the motivation and academic achievement. The students were given some degree of control regarding topic selection, stimulating their interest in the task. As found, the students chose favourable and relevant topics based on prior knowledge and set up subgoals using strategic planning. In addition, they utilised various strategies for their successful tasks. The self-controlling practice was likely to contribute to their language use, pronunciation, content organisation, research skills, and confidence. They organised strategic choices to enlarge their vocabulary and use appropriate language in their presentations. Also, the students utilised imagery strategy to help them grab the audience's attention and recall vocabulary to deliver their ideas more fluently.

Furthermore, the task allowed the learners to monitor behaviours and develop self-awareness of their learning progress. They reorganised content and corrected intonation and word stress through several practices and rehearsals. In addition, some students sought assistance from technology. For instance, they used a Google translate app, Google pronunciation apps served by Google Play, and other online dictionary sources for better content organisation and searching for synonyms.

Finally, while some students could regulate their learning very well, others were unable to self-monitor their work. There were still many mistakes in the students' video presentations; these were providing inaccurate information, using inappropriate vocabulary, and mispronouncing common words (Zimmerman, 2005). This is referred to as the inaccuracy of self-monitoring (Hallemans, 2021). Also, some students needed co-regulation, such as student–instructor interaction and intervention, peer interaction, and other environmental tools (Allal, 2020). Therefore, when designing a task, instructors should consider all regulation processes to prevent students from falling behind (Anggoro & Nurmala, 2022).

6. Conclusion and implications

As illustrated through the analysis of their speaking videos and self-reflections, the students engaged in complicated, intertwined processes during the task. The different stages of self-regulation were not linear as the students performed diverse strategies, did tryouts, and monitored and observed their performances for a successful task while improving their self-regulatory skills. Their freedom to decide the topics, research, manage strategies, deliver speeches, and self-reflect fostered successful task completion. In addition, the imagery strategy allowed them to promote English fluency and the cognitive process by linking their speech and vocabulary with images. Therefore, under self-control, students reflected positive learning outcomes in presenting in English.

Despite positive educational values, this study shows limitations. First, the study used a small sample size from one local university in Vietnam. Second, the study illustrated the students' presentation performance displayed by five constructs but did not show performance and proficiency changes. Hence, for future study, instructors could employ the self-recorded video task for online and in-person courses as an individual or collaborative project to analyse the differences. In addition, self-regulatory skills are critically essential to survive in society, both for collaborative and cooperative work. Hence, designing a self-recorded video task considering co-regulation will be worth discussing, given the educational implications.

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Appendix: Questionnaire for Presentation Evaluation

1. Indicate your agreement with the following statements by putting a tick in the corresponding column.

Questions (n = 39)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.The topic of the speech is informative.					
2. The introduction has a hook.					
3. The content of the speech has a logical organization.					
4. The delivered information is reliable.					
5. The conclusion is effective with proper signposting signals (e.g., to sum up, to close this off, etc.).					
6. The language is appropriate in the context of speech.					
7. My voice (eye contact, facial expression, and posture) reflects enthusiasm for the topic.					
8. The presentation includes proper visual aids.					

2. Please answer the following questions by writing your answers in the space provided,

9. [Preparation] How have you prepared your speech? (e.g., topic selection, a hook, current issues, in-depth research, unique ideas, vocabulary and grammar, voice, pronunciation and pace practice, attractive visuals, appealing body language, confidence, learning technology, etc.)

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10. [Performance] Assess your performance regarding strengths and weaknesses.

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11. [Plans] What would you suggest to make your speech better?

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