UNIVERSIDAD DE CUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación

Carrera de Ciencias de la Educación en Lengua y Literatura Inglesa

In-class Oral Presentations and Video Blogging: Effects on EFL Learners' Speaking Skill

Trabajo de titulación previo a la obtención del título de Licenciado en Ciencias de la Educación en Lengua y Literatura Inglesa

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20-diciembre-2021

Resumen

La habilidad oral ha sido señalada como la destreza del lenguaje menos practicada en el contexto de la enseñanza del Inglés como Lengua Extranjera, y además es considerada la destreza más evitada y temida por los estudiantes (Safitri & Khoiriyah, 2017; Li & Peng, 2018). En un intento por superar este problema, se han implementado diferentes técnicas con la esperanza de obtener resultados positivos. Siendo así, esta síntesis de investigación bibliográfica tiene como objetivo analizar la efectividad del uso de Presentaciones Orales en clase y Video Blogs para desarrollar la habilidad oral de los estudiantes de Inglés como Lengua Extranjera identificando sus efectos y las percepciones de los estudiantes hacia ambas técnicas. Para lograr este propósito, 20 estudios empíricos (7 enfocados en Presentaciones Orales y 13 enfocados en Video Blogs) fueron seleccionados, analizados y codificados en cuatro categorías que reunieron ventajas, desventajas y las percepciones positivas y negativas de los estudiantes. Los resultados confirmaron la eficacia del uso de ambas técnicas para desarrollar la habilidad oral y han permitido la identificación de sus fortalezas y debilidades específicas que pueden ser consideradas por los profesores antes de su implementación en la clase.

Palabras Clave: Habilidad oral. Inglés como lengua extranjera. Presentaciones orales. Destrezas orales. Video blogs. Vlogs. Vlogging.

Abstract

The Speaking skill has been identified as the least practiced language skill in the EFL context, and it is also considered the most feared and avoided skill by learners (Safitri & Khoiriyah, 2017; Li & Peng, 2018). In an attempt to overcome this issue, different techniques have been implemented in an effort to achieve positive outcomes. That being so, this bibliographic research synthesis aims to analyze the effectiveness of using either In-class Oral Presentations or Video Blogging to develop the speaking skill of EFL learners by identifying their effects and the learners' perceptions towards both techniques. In order to accomplish this purpose, 20 empirical studies (7 focused on Oral Presentations and 13 focused on Video Blogging) were selected, reviewed and coded into four categories which summarized advantages, disadvantages and the learners' positive and negative perceptions. The findings have confirmed the efficacy of using both techniques to develop the speaking skill and have allowed the identification of their specific strengths and weaknesses which can be considered by teachers before implementing them in the classroom.

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Acknowledgments

First of all, I want to express my gratitude to all my university professors who guided me through every stage to develop professionally and become an English teacher within the last five years. Special thanks to my thesis tutor, Mgst. Adriana Mora, for giving me her unconditional support, motivation and help in the process to build up this research synthesis. I would also like to thank my lovely Korean teacher, professor Lee, who gave me the confidence to exploit my passion for learning languages and encouraged me to follow my dreams. Additionally, I want to acknowledge my parents' effort in raising and educating me with virtuous values which have allowed me to make the right decisions in the journey of my life. My entire and endless appreciation for them is reflected in my daily hard work. Finally, I would like to acknowledge the Instituto de Fomento al Talento Humano (IFTH), an institution whose financial support was a substantial contributing factor to complete this major and achieve my academic goals.

Dedication

This thesis is dedicated to all the members of my family and close friends who either with their emotional or financial help motivate me day by day to grow personally and professionally and inspire me to never give up. To the person that I love the most in this world, whose unstoppable commitment and firm endeavor were able to overcome the suffering and loneliness of her heart allowing me to discover the beauty of life.

Introduction

Speaking is defined as " the process of building and sharing meaning through the use of verbal and non–verbal symbols into a variety of contexts" (Chaney & Burk, 1998, p.13). It is one of the productive skills which allows communication, hence its importance in the EFL teaching and learning environment. Indeed, people who are proficient in a language are known as speakers of that language.

Despite its eminent significance, the English speaking skill has been given little attention and emphasis even in current teacher practice. Such neglect can be witnessed in the typical dialogues to be memorized and drill exercises which take place in the EFL classroom (Parupalli, 2018). The limited time of exposure to the language in EFL settings is signaled as a factor that prevents learners from improving their speaking skill and gaining proficiency in the target language (Kouraogo, 1993; Liu & Littlewood, 1997). The reason why this skill requires more time to be developed is attributed to the series of elements that it involves since speaking goes beyond the plain utterance of words (Shumin, 1997). In fact, Celce-Murcia and Olshtain (2000) described the complexity of the speaking skill in terms of the great demand of features such as vocabulary, grammar patterns and sociocultural knowledge which the learner should integrate in order to create and convey a clear message. Consequently, it is recommended that teachers set up opportunities inside and outside the classroom for learners to put together these features while training their oral skills (Parupallli, 2018). For this reason, this research synthesis analyzes two popular techniques that are aimed at development of the speaking skill under the Communicative Language Teaching Approach: In-class Oral Presentations and Video Blogging. The results after using these techniques as well as the students' perceptions were gathered in an attempt to determine their effectiveness to develop the speaking skill. This analysis could help EFL teachers who choose to implement any of these techniques in their classrooms as a

medium to encourage learners to use the target language for communicative purposes in real life situations.

Accordingly, this document holds six chapters. The first chapter involves a description of the research including the background, the statement of the problem, the rationale, the research questions, and the objectives. The second chapter presents the theoretical framework which explains relevant definitions, theories and approaches pivotal for this study. The third chapter encompasses a review of the empirical studies which tested the use of In-class Oral Presentations and Video Blogging to develop the speaking skill of learners. The fourth chapter presents the methodology describing how this research synthesis was developed and which inclusion and exclusion criteria were used to select the studies to be analyzed. Chapter five includes the analysis of the studies as well as their classification into categories which answer the determined research questions for this project. Finally, chapter six reveals the conclusions and final recommendations for future research and practical implementation.

CHAPTER I

DESCRIPTION OF THE RESEARCH

1.1. Background

Oxford University Press (OUP) defines *speaking* as "the action of conveying information or expressing one's feelings in speech" (Oxford University Press, 2020). Therefore, English foreign language teachers should prioritize the learners' development of the speaking skill in order to facilitate communication through the target language. The importance of enabling learners to acquire good English oral skills in the current globalized world arises due to the 21st century society's growing demand for qualified individuals who should be able to exchange information through this universal lingua franca (Atmane 2016; Irimia 2016).

Safitri and Khoiriyah (2017) remarked that the enhancement of the speaking skill encompasses not only the act of talking, but a series of factors such as gestures, signals, pronunciation, and mastery of the topic, so the speaker will be able to provide a clear message to the listener. Thus, the importance of the development of this skill cannot be underestimated in the process of teaching English as a Foreign Language (EFL). However, the circumstances for developing the English speaking skill are not favorable for EFL learners since they do not learn the language in an environment which facilitates its use outside the classroom (Akbari, 2015; Hung & Huang, 2015; Mohammed, 2018). Consequently, many techniques that focus on stimulating learners to develop and train their speaking skill have been frequently implemented in English classrooms such as role-playing, public speaking, debating, discussion, oral presentations and even drilling exercises (Parupalli, 2018).

Even though there is a wide variety of techniques for developing and enhancing the speaking skill, teachers and language instructors should opt for the implementation of the most suitable and flexible techniques in their classrooms (Parupalli, 2018). For instance, Farabi, Hassavand and

Gorjian, (2017) believe that In-class Oral Presentations have a positive effect on learners' ability to speak more fluently in the target language. Likewise, Al-Issa (2016) claims that oral presentations have a significant role in empowering students to use the English language as a medium of communication. In addition, Dhanapal and Shamsuddin (2019) argue that oral presentations offer students the possibility of learning from a role model which encourages them to produce a message in English.

In addition, other educational techniques have been incorporated in the EFL classroom such as those based on the use of Information Communication Technology tools (ICTs). Video-Based Learning, Podcasts, Voice Recordings, and Video Blogs are among the most common methods implemented when dealing with learners' oral skills development (Rahim, 2019). Indeed, the application of the Video Blogging technique for teaching and learning a language has increased in many types of educational contexts, especially in EFL classrooms (Mustafa, 2017; Kurniawan, 2019; Rojas & Arteaga, 2019). Moreover, researchers acknowledge the usefulness of video blogging in terms of the opportunities that they provide for learning a language beyond time and space constraints (Sari, 2017; Apriliyanti, Anggraeni & Rachmijati, 2019). Furthermore, the introduction of video blogging tasks in EFL classrooms has triggered positive outcomes in learner's oral production such as an improvement in fluency and presentation skills (Liu, 2016; Zahro, 2020).

The popularity of both oral presentations and video blogging techniques has propelled more educational researchers to apply and test each technique in an attempt to arrive at general conclusions regarding their effectiveness on the development of EFL learners' speaking skills (Golonka, Bowles, Frank, Richardson & Freynik, 2014). However, Barrett and Liu (2016) claimed that the usefulness of an educational technique cannot only be judged based on final conclusions. Instead, it is important to highlight the aspects and unique characteristics that each technique possesses, which have an influence on their effectiveness and, at the same time, generate positive and negative outcomes denoting strengths, drawbacks, and limitations (Barrett & Liu, 2016; Mohammed, 2018).

1.2. Statement of the Problem

In the past, the classical methods and approaches for teaching English were focused on the mastery of grammar structures and the receptive skills, undervaluing learners' oral skills (Irimia, 2016). In current teaching practice, the final goal of EFL learning is communication; therefore, the skill that should be prioritized in the language learning process is the speaking skill (Mohammed, 2018). However, ironically, little focus has been placed on this skill for years, converting its neglect into a recurrent issue in EFL contexts. Furthermore, the oral skill has been identified as the hardest skill for learners to develop (Safitri & Khoiriyah, 2017; Li & Peng, 2018). Additionally, both external and internal factors such as time constraints, number of students, complexity of the topic, motivation, anxiety, and language mastery have been identified as primary agents that influence learners' performances and willingness to communicate (Irimia, 2016; Macari, 2017; Liang & Kelsen, 2018; Tsang, 2018).

Fortunately, many techniques have been more frequently implemented in the last few years in an attempt to counter such factors and to enhance learners' speaking skills inside the classroom (Parupalli, 2018). Among this wide range of strategies, the In-class Oral Presentation technique remains as the most commonly used method to encourage learners' production of oral discourse (Brooks & Wilson, 2014; De Grez, Valcke & Roozen, 2014; Tsang, 2017). In fact, Tsang (2017) considers oral presentations as a ubiquitous strategy which is used all around the world specially as an assessment technique in most disciplines. The content flexibility of oral presentations has made them very popular since they can involve either simple or elaborate speeches about a variety of topics to inform an audience (Masmaliyeva, 2014). However, the conditions and procedures applied in the process of preparation and at the moment of delivering oral presentations have elicited some problems for both teachers and students such as time limitation, learner's stage fright and anxiety development (Al-Nouh, Abdul-Kareem & Taqi, 2015; Macari, 2017; Tsang, 2018).

On the other hand, with the advent of technology, the availability of teaching techniques has expanded allowing the application of new strategies complemented with ICT tools (Sun & Yang, 2015). For instance, the implementation and use of the Video Blogging technique in the EFL classroom has gained great recognition in the last decade since it facilitates the development of students' verbal skills and autonomous learning (Anil, 2016; Sari, 2017; Marzuki & Nurpahmi, 2019). In fact, many studies demonstrated that the use of video blogging in the EFL learning environment has led to an enhancement of learners' speaking ability and self- efficacy (Hung, & Huang, 2015; Göktürk, 2016; Liu, 2016; Astriani, Lio, & Badara, 2017). However, the application of this technique has not triggered only positive outcomes. In fact, lack of motivation, dependence on the teacher's instruction and lack of technological skills are part of the reasons that explain why video blogging does not have an impact in the language learning process of some students (Hung and Huang, 2015; Sari, 2017).

Even though there are plenty of articles pointing out either the efficacy or ineffectiveness of each technique separately, few research projects have identified and analyzed the different factors and effects that have been produced when applying one technique or the other (Hung & Huang, 2015). An analysis of the advantages, disadvantages, limitations, and overall effects of the aforementioned techniques on the development of learners' speaking skill has been underestimated (Akbari, 2015; Mohammed, 2018). The neglect of identifying these aspects implies a problem of misinformation for teachers and language instructors who tend to adapt these techniques in their classrooms due to their popularity (Chaves & Hernández, 2012; Millrood, 2015). Consequently, this lack of information may not allow teachers to thoroughly fulfill the development goals of the speaking skill with their students.

1.3. Rationale

The teaching and learning of a foreign language embraces working on the development of four main skills: listening, reading, writing, and speaking. In addition, other linguistic subskills and

language components such as grammar, vocabulary, and pragmatics need to be internalized by learners, so that, they can acquire enough language proficiency to be able to exchange information with their counterparts (Vernier, Moral, Giusti, & Barbuzza, 2008). However, the speaking skill continues to be the least emphasized skill in the English learning process (Sun & Yang, 2015; Wulandari 2019). According to Mazdayazna (2012), it is evident that the lack of opportunities to use English in a foreign language environment can lead learners to underestimate the importance of the speaking skill and to restrain themselves on the production of the language and, even more, it may trigger learners' communication apprehension when they deal with oral tasks (Woodrow 2006; Smith & Sodano 2011; Nash, Crimmins, & Oprescu 2016). Furthermore, the absence of opportunities to develop and practice the oral skill may have repercussions on learners' motivation and willingness to acquire the language. Thus, these limitations not only result in learners' fear of producing the language, but also, they may affect teachers' predisposition to create learning environments where students can rehearse and enhance their oral skills.

Therefore, Safitri and Khoiriyah (2017) highlighted that it is pivotal to adjust the EFL curriculum in schools and universities by implementing suitable techniques and methodologies that enforce the development of oral skills. Consequently, distinct techniques have been applied in EFL classrooms by various educational researchers in an attempt to identify the most adequate methods which reveal significant findings on the development of learners' speaking skill (Al-Nouh, Abdul-Kareem, & Taqi, 2015; Amirian, & Tavakoli, 2016; Rakhmanina, & Kusumaningrum, 2017; Maldin, Reza, & Rezeki, 2017). For instance, research on the oral presentation technique showed that presentation projects had a positive impact on learners' speaking skill since students were able to engage in communicative tasks which improved their fluency when using the foreign language (Atmane, 2016; Ekmekçi, 2018; Budiyanto, Saleh & Rukmini, 2018). Additionally, the application of video blogging also revealed positive effects on student's overall oral production. In fact, a significant improvement on learners' performance in terms of delivery of speech, fluency, and topic

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development was reported by Hung and Huang (2015), Liu (2016), Göktürk (2016), Astriani, Lio, and Badara (2017).

Thus, Oral Presentations and Video Blogging techniques are the focus of this research synthesis due to their flexibility, adaptability and popularity. Moreover, it is worth noting that there are numerous studies which have separately tested each technique in real foreign language learning contexts hoping to confirm their usefulness. However, some researchers have devoted themselves to analyzing the effects triggered while using each of these methods on the development of learners' speaking skill (Hung & Huang, 2015; Barrett & Liu, 2016). Therefore, studying the effects of using oral presentations and video blogging techniques can provide EFL teachers and students with the strengths and weaknesses of each method. Additionally, the results of this research can be used by EFL instructors as a basis for determining the best way in which both techniques can be applied to develop the speaking skill. Furthermore, the analysis of learners' perceptions towards oral presentations and video blogging will allow instructors to identify possible limitations in their application in EFL contexts. Finally, this research synthesis can help language teachers to blend the analyzed techniques in a way that both can complement each other while supporting the development of the speaking skill.

Therefore, this research synthesis will focus on the analysis of the effectiveness of In-class Oral Presentation and Video Blogging to develop EFL learners' speaking skill. Their advantages, disadvantages, and overall effects on learners' speaking skill will be identified in an attempt to provide relevant findings that facilitate a successful implementation of these techniques in EFL contexts.

1.4. Research Questions

- What are the effects of using In-class Oral Presentations and Video Blogging on the development of EFL learners' speaking skill?

- What are EFL students' perceptions towards the use of In-class Oral Presentations and Video Blogging?

1.5. Objectives

1.5.1. General Objective

To analyze the effectiveness of using In-class Oral Presentations and Video Blogging for the development of EFL learners' speaking skill.

1.5.2. Specific Objectives

- To identify the effects of using In-class Oral Presentations and Video Blogging in the development of learners' speaking skill in EFL environments.

- To determine learner`s perceptions when using In-class Oral Presentation and Video Blogging techniques in the development of their speaking skill.

- To establish commonalities and differences between the effects of using In-class Oral Presentations and Video Blogging as techniques to develop the speaking skill.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Introduction

The foundation for learning a language has been established around the development of four main skills: reading, writing, listening and speaking. It has been widely recognized that any of these skills require training and activation with learners in order to allow them to undergo a full learning experience that results in the ability to perform tasks, solve problems, and communicate in the target language (Harmer, 2007; Hernández-Gantes & Blank, 2009).

Teaching English as a Foreign Language (EFL) approaches have encouraged the development of the four main skills in different ways in the recent past. However, a certain imbalance has been noticed regarding the actual emphasis and importance that teachers place on the development of some of these language skills (Vernier, Moral, Giusti, & Barbuzza, 2008). Brown (2000) acknowledged this situation as Segregated-Skill Instruction, explaining that in many cases language instruction has focused on the teaching of rules and paradigms encouraging learners' mastery of grammatical structures through rote memorization and repetitive reading, listening, and writing activities. Speaking, however, has been identified as a neglected skill within this teaching modality (Wulandari 2019). The segregation of the speaking skill entails a downside in learners' language learning. Nunan (1999) highlights that learners' proficiency in the target language can be successfully measured by evaluating the learners' ability to communicate an oral message. Therefore, the development of the speaking skill becomes a prime concern for English learners.

Due to the importance of the development of the speaking skill of EFL learners, it is considered pivotal to review the most significant theories, approaches, and techniques which are the focus of this research synthesis. Thus, the following five sections will convey relevant information

regarding: Speaking Skill, Communicative Competence, ICT - Based Language Learning, the Blended Learning Approach and Techniques to develop the Speaking Skill.

2.2. Speaking Skill

Speaking is defined as the action of delivering a verbal message which has been shaped by the speaker through a process of receiving, internalizing and producing information (Florez, 1999).

In modern EFL environments, the speaking skill is regarded as the core skill to be developed since its final goal is oral communication (Nunan, 2001). In fact, Rivers (1981) argues that speaking is used twice as much as reading and writing in contexts where English is used as a lingua franca. Therefore, for most EFL learners, the ability to speak English is synonymous with having a high proficiency level in the target language (Lazaraton, 2001). Despite the great amount of importance attributed to this skill, speaking has been identified as a marginalized skill in the practical teaching and learning of English as a Foreign Language since remote times (Atmane, 2016). Moreover, researchers have found that, even at present, EFL learners face a difficult time when performing tasks that involve oral communication in the classroom (Sari, 2017). This apprehension and feelings of nervousness, tension, and worry towards oral activities have been rooted in two main factors: an inappropriate language learning environment and teaching approach, and the learners' awareness of their low proficiency level (Bailey, 1991). Indeed, learners' failure in the acquisition of the target language and the development of their ability to communicate has been related to the influence of affective factors such as motivation, self-confidence, and anxiety (Krashen, 1982; Leong & Ahmadi, 2017; Oteir & Al-Otaibi, 2019). Thus, Krashen (1982) described the existence of a barrier which prevents language learning acquisition in his Affective Filter Hypothesis. He stated that when learners perceive unpleasant situations in their language learning process, their affective filter raises together with the impact of emotional variables that inhibit the learner to acquire the target language. Hence, Krashen suggests language teachers should focus on creating situations that lower this affective filter in learners.

Furthermore, the indifference on the development of the speaking skill in EFL classrooms can be explained due to interference of both external and internal factors such as inappropriate context, time constraints, large number of students, learners' personal traits, inadequate teaching methods, etc. (Luoma, 2004; Bygate, 2006; Pasaribu & Harendita, 2018). It is evident that the influence of the aforementioned factors along with the lack of opportunities to speak English in the classroom will lead learners to restrain themselves on the language production and, even more, on the use of the language to communicate and interact with their counterparts (Nash, Crimmins & Oprescu, 2016).

In addition, the complexity of developing the speaking skill can be understood in terms of the features and components that it encompasses (Bygate, 2006). Speaking does not only imply the production of utterances in the target language. The message that the speaker delivers is shaped by linguistic elements such as comprehension, grammar, vocabulary, pronunciation, fluency, communicative skills and pragmatic knowledge which vary according to learners' language proficiency (Cora & Knight, 2006).Thus, learners' struggles arise when they have to acquire and put all of these components together in order to communicate their ideas, opinions, or information through speaking (Thornbury, 2005).

2.2.1. Components of the Speaking Skill

With the goal of identifying either positive or negative effects of both In-class Oral Presentations and Video Blogging on the development of the speaking skill, this research synthesis will acknowledge the five components of the speaking skill according to Harris (1969): comprehension, grammar, vocabulary, pronunciation, and fluency. In fact, Syakur (as cited in Yunanda, Asib, & Setyaningsih, 2013) argues that an alteration in any of these components triggers an impact on the development of learners' speaking skill.

- Comprehension: it refers to the speakers' understanding of the information that they are communicating to the listener and vice versa. Since it is not an observable component, it is

mostly measured through the learner's verbal performance and the audience's response (Kurniati, Eliwarti & Novitri, 2015).

- Grammar: it is defined as the system and structure of a language. It is considered the foundation for communication since it allows the creation of meaning by putting words together in a specific order (Greenbaum & Nelson, 2002). Furthermore, the function of grammar is providing general rules or principles that can be applied to construct a message according to the context in order to avoid misunderstandings (Batko, 2004).

- Vocabulary: according to Lewis (1993) vocabulary is the heart of a language because without words meaning cannot be conveyed. Even if grammatical rules are mastered, learners need to acquire a considerable amount of vocabulary in order to express their ideas, opinions, and thoughts easily in the target language (Wilkins, 1972).

- Pronunciation: it refers to the traditional or customary utterance of words (Kline, 2001). That is to say, it is the production of sounds for making meaning. Even if learners commit grammar mistakes while speaking, they can still be understood if their pronunciation is clear enough (Gilakjani, 2012).

- Fluency: a person is considered fluent in a language, when his or her speech is not forced and full of pauses when communicating, but rather when ideas flow smoothly even though certain grammatical mistakes may be committed. To a certain extent, it expresses how comfortable the speaker feels while using the language (Pollard, 2008).

2.2.2. Importance of developing the Speaking Skill of EFL learners

The importance of developing the Speaking Skill is directly bonded to achieving proficiency in the target language (Ur, 2000). In fact, people usually acknowledge their success in learning a language when they possess the ability to communicate mainly through speaking (Celce-Murcia, 2001). In our current global society, being able to speak English fluently is a requirement that determines the number of job opportunities for a person (Safitri & Khoiriyah, 2017). Therefore, one

of the main goals of implementing English as a Foreign Language at a university level is to help learners achieve a good proficiency level so that they are able to use English in their lives for personal and professional matters (Maldin, Reza & Rezeki, 2017).

Unfortunately, educational researchers around the world agree on the fact that speaking is one of the most neglected aspects in the teaching and learning of English as a Foreign Language (Irimia, 2016; Li & Peng, 2018; Baniabdelrahman, 2013; Sun & Yang, 2015). This issue has been a concern for language instructors since the 19th century when grammatical competence was emphasized in EFL teaching contexts (Rickheit & Strohner, 2008). As a result, Dell Hymes introduced the concept of Communicative Competence in the 1970s in order to explain how knowledge of grammatical rules was not sufficient to speak a language and communicate effectively (Hymes, 1972).

2.3. Communicative Competence

Communicative Competence is defined as the ability to communicate in a personally effective and socially appropriate manner in order to produce meaning and fulfill social tasks with efficacy and fluency through extended interactions (Trenholm & Jensen, 1988). It is said that learners have achieved communicative competence in a language when they are able to express meaning by creating grammatically coherent locutions in a natural, almost unconscious manner (Hymes, 1972; Canale & Swain, 1980). This term gained a lot of recognition and support to the point of influencing the emergence of theories that encouraged the development of the speaking skill in language learning as a key step to achieve communicative competence.

2.3.1. Communicative Language Learning Approach

Richards and Rodgers (2001) and Dörnyei (2009) argue that the Communicative Language Learning Approach (CLLA) is based on the association of language and communication, and it was established in an attempt to encourage learners to develop communicative competence through their active participation in meaningful tasks using the language creatively, functionally, and purposefully.

Under the CLLA, a wide range of oral tasks have been implemented to foster English learner's willingness to produce utterances, exchange and convey information (Brooks & Wilson, 2014).

2.3.2. Output Hypothesis

Swain (1985) pointed out the significance of discourse performance by means of his Output Hypothesis. He declared that either Second or Foreign Language acquisition can only be successful if the learner produces (speaks) the target language since this will allow learners to notice gaps between what they want to say and what they are able to say. This hypothesis has led scholars to emphasize that improving students' communicative competence does not only depend on comprehensible input, but it also entails comprehensible output that enables learners to notice language forms and undergo cognitive processes. (Smith & Sodano, 2011; Van Ginkel, Gulikers, Biemans & Mulder, 2015; Murillo-Zamorano & Montanero 2017).

2.3.3. Task Based Language Teaching

Due to the great popularity of the Communicative Approach, the Task Based Language Teaching Approach emerged as a subcategory that aimed to allow language learning and acquisition by asking students to perform meaningful tasks using the target language (Kazeroni, 1995). Thus, Jonassen, Grabinger, and Harris (1991) explain how different methodologies, activities, techniques or strategies are designed and adapted within the English classroom in order to engage students and facilitate their language learning.

Swan (2005) remarks that the activities implemented under this approach must emphasize a learner-centered instruction and promote a naturalistic language use which implies forgetting about the traditional and passive language practice which isolates students from communicative work.

2.4. ICT - Based Language Learning

The use of Communication Technology tools (ICTs) in language teaching and learning has emerged as a new strategy for developing EFL learners' speaking skills in the 21st century (Oddershede, Donoso, Farias & Jarufe, 2015). Drivoka (2019) states that employing ICT tools

engages students in the learning process and turns the classroom into a learners-centered and self-directed environment. Similarly, Alkamel and Chouthaiwale (2018) claim that ICTs offer an opportunity to teach the target language in a dynamic and interactive way facilitating learners' knowledge comprehension and language learning autonomy.

Since the development of the speaking skill entails constant production of the language, the creation of activities that prompt learners to use English inside and outside the classroom has become the priority for language instructors who consider ICTs as part of the solution for this concern (Bahadorfar & Omidvar, 2014). Hence, in an endeavor to extend learners' exposure to the language, new approaches that integrate multimedia technology and sources have been tested in the EFL learning context. (Lynch, 2001; Christianson, Hoskins, & Watanabe, 2009).

2.5. Blended Learning Approach

Blended learning emerged around the 1980s as an integrated instructional approach that combined face-to-face classroom activities and teaching with the use of technology and online educational materials which promote e-learning. (Sharma & Barrett, 2007; Shih, 2010; Albiladi & Alshareef, 2019). According to Zhang & Zhu (2018), the implementation of blended learning in educational settings has made it possible to overcome various teaching and learning problems such as the challenge of developing an appropriate learning context for all students. Moreover, Bender (2003) asserts that the blending learning approach generates a flexible, interactive, and encouraging environment that increases students' willingness to learn anywhere and at any time with the help of technological media. Its effectiveness has led language instructors to introduce this methodology within the EFL classroom as a way of fostering learners' language acquisition.

For instance, Oweis (2018) and Albiladi and Alshareef (2019) identify a series of improvements in learners' language proficiency after attending classes under a blended program for a specific period of time. The improvements were noticed in the increase of learners' achievements and motivation to learn English, the development of learners' capacity to evaluate their language

learning process, the easiness of organizing collaborative learning, the development of language skills, and others.

In spite of the high expectations of researchers towards the use of the blending learning approach, Ochoa and Roberto (2011) forewarn that the adaptation of this approach in the EFL classroom requires a carefully organized process. They remark the necessity of training learners on the correct and strategic use of technological media and the importance of raising learners' awareness on their language learning goals in order to guarantee the efficacy of this methodology.

2.6. Techniques to Develop the Speaking skill

Since the focus of this research is the use of In-class Oral Presentation and Video Blogging, techniques, definitions, important features and theories related to each technique will be briefly discussed.

2.6.1. In-class Oral Presentations

In-class Oral presentations remain as a predominant technique for promoting the oral production of EFL learners around the world (Aryadoust, 2015; Murphy and Barry, 2016; Van Ginkel, Gulikers, Biemans & Mulder, 2017). This language learning method is part of a broader branch that deals with the delivering of speech known as public speaking. It consists of a formal previously rehearsed discourse about a specific subject to be delivered in the target language (Sundrarajun & Kiely, 2010; Tian & Mahmud, 2018). The aim of oral presentations in EFL learning context is to encourage learners to use the already acquired content, as well as linguistic and non-linguistic features to communicate ideas and information to a specific audience. Indeed, Živković (2014) states that oral presentations should not be considered as a plain monologue, but as an active dialogue in which the audience will determine the success of the presentation through their understanding and engagement. Therefore, it can be implied that delivering an oral presentation demands a thoughtful process of preparation and control over different factors that can influence the learners' performance.

According to Xinaming (2005), when students deal with the task of performing an oral presentation, the role of the teacher turns into a facilitator. That is to say, the teacher will be a guide for the student by answering questions, providing guidelines and assessing their progress. As a result, the language learning process becomes learner-centered and promotes students' autonomy and control over their learning. Subsequently, different benefits arise from the learner's self-command and manipulation of the target language when performing oral presentations. For instance, Meloni & Thompson (1980) describe the positive impact of using oral presentations on learners' fluency and accuracy in speaking when expressing personal opinions as well as academic content which indirectly triggered a boost in students' self-confidence. Piccinini (2010) and Edwards and Roger (2015) back up the previous statement claiming that the oral report offers language learners a possibility to construct an identity as individuals capable of articulating reasonable and consistent discourses and gaining their classmates' interest and respect. Similarly, Clément (1986) concludes that the learners' frequent use of English in oral tasks increases learners' self-confidence which directly influences their language proficiency.

Additionally, some educational researchers such as De Grez, Valcke and Roozen (2014) and Zimmerman (2000) have analyzed and approached oral presentations from a social cognitive perspective based on Bandura's Social Learning Theory. Thus, oral presentations have been identified as a technique that allows students the opportunity to experience learning from the environment and their classmates' performances through a process of observation and imitation (De Grez, Valcke & Roozen, 2014; Zimmerman, 2000). Indeed, in his theory, Bandura (1977) states that the learning process does not only take place through a direct conditioned teaching, but it also can occur through social modelling experiences in which learners observe a specific behavior, emulate it, and adapt it to changing conditions.

On the other hand, the conditions and procedures taken in the process of preparation and at the moment of delivering the speech have also elicited allegations over some problems and

limitations for both the teachers and students. For instance, the little class time allocated for performing these oral tasks is considered the cause of negative effects on learners' motivation by deviating their attention from delivering a reasonable discourse to finishing in the stipulated time (Hill & Storey, 2003; Murillo-Zamorano & Montanero, 2017). Besides, García and Wei (2014) affirmed that the level of proximity among the speaker, the teacher and his or her classmates determines the learner's willingness to speak in the target language. In most cases, learners are discouraged due to shyness and the fear of feeling ashamed when making mistakes. Moreover, instructors have noticed learners stumbling at the front and stuttering or reading from cue cards without caring about the audience's mood (Chiu, 2004). King (2002) believes that these types of drawbacks do not have much to do with external factors, but with the lack of ability of learners to give respectable oral presentations. Thus, considering King's argument, it can be said that probably the assignment of oral presentations has been inaccurately imposed over unprepared individuals that have not acquired previously important characteristics for speaking in a foreign language. As Brooks and Wilson (2014) stated, this type of presentation demands learners to use only the target language to transmit information to someone else. In this case, students will have to research, find information, and rehearse the presentation to be delivered. All of these steps involve conscious learning and preparation to manage the language.

2.6.2. Video Blogging

Over the past few years, Web 2.0 advocates have boosted the integration of internet blogs as a fresh tool at the teachers' and learners' disposition to be used for sharing information and experiences in the target language (Hourigan & Murray, 2010). Weller, Pegler and Mason (2005) indicate that Blogs not only provide an online platform to users for exchanging content, but in addition, this interface equips learners with cognitive, reflective, and social skills to produce and convey a message encouraging discussion, and feedback interchange.

As expected, because of its popularity, the blogging phenomenon has evolved, and different variations have been introduced to assist the development of language skills. For instance, the Video Blogging technique was born as a versatile and more dynamic way of telling stories about someone's personal life or discussing a topic of interest on the web making it possible for bloggers to replace their written posts (blogs) with videos of themselves presenting diverse content (Watkins & Wilkins, 2011).

Among the web-based language learning techniques, Video Blogging, also referred as vlogging or vlogs, has stood out as one commonly used and popular tool that allows learners to practice their speaking through the creation of self-video recordings to be shared on a convenient blog platform which facilitates the teacher and classmates commenting on them (Cong-Lem, 2018). Godwin-Jones (2003) points out the advantages that video technology confers on the learning of a second or foreign language, especially regarding both cooperative and individual learning. Thus, Video Blogging is currently used to encourage learners in producing their own discourse without any time and space limitations as a way of letting learners develop the oral skill at their own pace through a system of self-judgment and online feedback (Huang and Hung, 2009). Their inclusion in the EFL classroom must have gained prominence after having observed improvements in features such as self- presentation, information exchange, social networking, learning progress, and affective skills (Shih, 2010).

The use of Video Blogging in the EFL classroom is supported by different theoretical foundations whose assumptions about the effects of Video Blogging agree with the benefits that researchers have previously highlighted. As a matter of fact, the Social Constructivist and the Social cognitive theories back up the suitability of Video Blogging explaining that learning takes place when people interact among themselves and gain knowledge from observation. This can be experienced by learners when uploading their Video Blogging to a platform, receiving feedback in the comments section, and reviewing their classmates' videos (Bandura, 2005; Shabani, Khatib & Ebadi, 2010).

Moreover, Social Presence and Media Richness theories suggest that the effectiveness of communication depends on the social value of the medium that is used for this purpose (Harley & Fitzpatrick, 2009; Saeed, Yang & Sinnappan, 2010). Thus, people perceive that some media, such as videos, have a higher degree of social presence compared to those that are only written such as blogs, online newspapers, etc., (Lowenthal & Dennen, 2017). Therefore, it can be said that using video blogs in the EFL classroom can be a more useful tool for engaging students in the learning process.

In addition, self-reflection has been identified as one of the advantages of using Video Blogging to develop the speaking skill in previous studies (Weller, Pegler and Mason, 2005). The importance and the opportunity of developing this feature is highlighted by the Reflective Learning and Experiential Learning Cycle theories. These theories propose that knowledge is created through a process of action, reflection and application (Wrenn and Wrenn, 2009). That is to say, learners acquire knowledge by observing, performing, and learning from that experience (Kolb, 1984).

From this point of view, the enhancing of the speaking ability in English language teaching no longer relies on drilling exercises and training learners to use structures in a grammatically correct sense, but it may involve an integrated approach that will help students build their speaking ability through self-regulated learning and constructive feedback (Shih, 2010).

CHAPTER III

LITERATURE REVIEW

This section will display an overview of the most relevant findings and outcomes on the use of In-class Oral Presentations and Video Blogging to develop the speaking skill. The empirical studies to be analyzed over the course of this research have been classified into six subtopics in an attempt to establish important connections among them as well as to identify possible disagreements or gaps in the literature. The subtopics grouped the studies according to the reasons, effects, and learner's perceptions of using either of the two techniques which are the focus of this research synthesis.

3.1. Using In-class Oral Presentations to develop the Speaking Skill of EFL learners

The studies that focused on the use of In-class Oral Presentations attributed its significance to the opportunity that this technique offers to develop learners' communication skills and improve their communicative competence to manage the English language (Masmaliyeva, 2014; Al-Nouh, Abdul-Kareem, & Taqi, 2015; Al-Issa, 2016; Atmane, 2016; Ekmekçi, 2018; Tsang, 2018; Dhanapal & Shamsuddin, 2019). With this purpose in mind, research in the implementation of oral presentations in the EFL classroom has been carried out mainly in college and university settings, having as participants adult learners. Furthermore, most of the data has been obtained in a qualitative manner using predominantly surveys and interviews as instruments (Masmaliyeva, 2014; Al-Issa, 2016; Ekmekçi, 2018; Dhanapal & Shamsuddin, 2019) with a few mixed methods (Al-Nouh, Abdul-Kareem, & Taqi, 2015; Atmane, 2016; Tsang, 2018).

Under these conditions, researchers such as Ekmekçi (2018), Tsang (2018) and Dhanapal and Shamsuddin (2019) expressed their hopes of fostering learners' autonomy, creativity, fluency, presentation skills, pronunciation, knowledge, and other features in a way that would lead them to achieve an improvement of their speaking skill. In addition, Al-Nouh, Abdul-Kareem and Taqi

(2015) and Al-Issa (2016) considered that the characteristics of oral presentations were suitable for developing some features that learners needed to acquire in order to deliver a good oral performance and accomplish the final goal of communication. Thus, it was expected that learners develop their interpersonal communication, leadership skills, time management, self-confidence, teamwork abilities, thinking, and problem-solving skills, etc. As a consequence, the majority of studies provided good results after testing the use of oral presentations in learners to develop their speaking skill (Masmaliyeva, 2014; Atmane, 2016; Ekmekçi, 2018; Dhanapal & Shamsuddin, 2019). However, it has been noted that even though the conclusions in these studies reflected positive findings, the data gathered in the process of analysis has also exposed some downsides and constraints that this research synthesis will consider for a better and more accurate understanding of the effects of this technique.

3.1.1. Effects of using In-class Oral Presentations in the EFL classroom

The effects reported in the different studies which focus on the use of In-class Oral Presentations were both positive and negative. Among the downsides produced by this technique, the development of learners' anxiety was an issue that did not allow learners to improve their speaking skill. Researchers described how learners looked tense, nervous and insecure when delivering the speech in front of their classmates and the teacher. In fact, their nervousness was evidenced through their mumbling and mis-pronunciation of words. This behavior was attributed to the lack of experience of learners and the small amount of time that they were given to present (Al-Issa, 2016; Atmane, 2016; Ekmekçi, 2018). Dhanapal and Shamsuddin (2019) and Tsang (2018) also remarked that the incapacity of learners to evaluate their own performances was a disadvantage of using this technique since they could not identify their own mistakes. In addition, it was found that in spite of receiving feedback from the teacher or their classmates, students were unable to accept their criticisms as constructive feedback, but instead they felt ashamed when receiving negative comments (Al-Nouh, Abdul-Kareem & Taqi, 2015).

On the other hand, Al-Issa (2016), Ekmekçi (2018) and Tsang (2018) claimed to have identified an important strength when using oral presentations in the EFL classroom. It was noticed that the learners who did not feel confident to perform this task in front of the class gained motivation after watching their classmates' presentations because students could learn from their partners' mistakes and abilities. Another benefit which was detected by researchers is related to the mastery of the topic that the learners presented. It was found that after working in the projects of oral presentations either alone or in groups, students showed greater knowledge and comprehension of their topics (Masmaliyeva, 2014; Al-Issa, 2016; Dhanapal & Shamsuddin, 2019; Tsang, 2018). This may have been the result of some learners' willingness to research and study their topics in advance in order to give a good speech and to avoid feeling embarrassed in front of the audience.

3.1.2. EFL learners' insights after using In-class Oral Presentations to develop their speaking skill

Within the overview of the seven articles which focused on the use of Oral Presentations, learners' perceptions were identified and considered as part of significant information that can corroborate the strengths and weaknesses of this technique in the EFL context. Indeed, the majority of studies portrayed learners' positive perceptions and willingness to continue using this modality to develop their speaking skill (Masmaliyeva, 2014; Al-Issa, 2016; Atmane, 2016; Ekmekçi, 2018; Tsang, 2018; Dhanapal & Shamsuddin, 2019). For instance, learners asserted that after delivering presentations on several occasions, they realized that different features of their speech were better than when they used this technique for the first time, and this fact led learners to believe that their communication skills improved (Al-Issa, 2016; Atmane, 2016; Dhanapal & Shamsuddin, 2019). Moreover, students claimed that they felt more confident, motivated, and enthusiastic to perform this oral task, since they noticed the aforementioned positive results in the development of their speaking skill (Masmaliyeva, 2014; Al-Issa, 2016; Atmane, 2016; Ekmekçi, 2018; Tsang, 2018). This perception is worthy of attention for this research synthesis because it suggests that the In-class Oral

Presentation technique can be useful to encourage students and increase their self-confidence in the process of using English for communication.

However, negative perceptions have also been reported by learners in these studies. In Atmane's (2016) and Tsang's (2018) studies, some learners expressed their frustration at having to perform oral presentations in front of their classmates. They felt they were being criticized which caused them to get distracted and forget their lines. Additionally, interruptions from the teacher with feedback or corrections discouraged learners from keeping the pace of their presentation. More interestingly, in almost half of the studies, students linked their bad performance in this activity to the lack of opportunities and experience in doing oral presentations in their educational context. They stated that they did not know how to give a formal speech, nor which features they should have taken into consideration to give a good oral presentation since these types of tasks were not common in their daily class routine (Atmane, 2016; Ekmekçi, 2018; Dhanapal & Shamsuddin, 2019).

3.2. Using Video Blogging to develop the Speaking Skill of EFL Learners

Research on the use of this technique has been mainly qualitative (Hung & Huang, 2015; Sun & Yang, 2015; Göktürk, 2016; Maldin, Reza & Rezeki, 2017; Mustafa, 2017; Li, 2018; Li & Peng, 2018; Rojas & Arteaga, 2019; Wulandari, 2019) as well as some mixed methods (Liu, 2016; Apriliyanti, Anggraeni & Rachmijati, 2019; Zahro, 2020) and one quantitative analysis (Cavanagh, Bower, Moloney & Sweller, 2014). The preferred instruments for data collection were rubrics, written tests, observation sheets, surveys, interviews, scales, questionnaires, and journals. The most common online platforms where students' video blogs were uploaded were YouTube, Moodle, Facebook, and Instagram.

The thirteen studies which focused on the implementation of video blogging in the EFL classroom presented different arguments for having selected this technique to develop learners' speaking skill. For instance, most of the studies generally considered the use of video blogging as an activity under the Blended Learning Approach (Sun & Yang, 2015; Göktürk, 2016; Liu, 2016; Li,

2018; Li & Peng, 2018; Apriliyanti, Anggraeni & Rachmijati, 2019; Zahro, 2020). These studies explained that since video blogging involves the use of technology and virtual platforms, and since almost the whole process takes place outside the classroom, opportunities for students to learn the language autonomously and beyond the classroom barriers are created (Göktürk, 2016; Liu, 2016; Zahro, 2020). Moreover, as it was mentioned in the previous chapter, the Blended Learning Approach combines the face-to-face learning environment with the support of technological devices or software (Sharma & Barrett, 2007; Shih, 2010; Albiladi & Alshareef, 2019); such characteristics coincide with the way in which video blogging has been implemented in the analyzed articles.

Another reason that researchers presented to defend their choice of analyzing video blogging is the usefulness of this technique as a task-based activity. They believe that it entails a significant way of learning that changes the role of learners in the classroom and promotes communication using the target language (Göktürk, 2016; Maldin, Reza & Rezeki, 2017; Li, 2018; Wulandari, 2019). Finally, researchers such as Cavanagh, Bower, Moloney and Sweller (2014), Sun and Yang (2015), Mustafa (2017), Li (2018), and Li and Peng (2018) acknowledged the video blogging technique as an effective way to foster the development of learners' self-reflection, describing that the videos recorded by learners allow them to review their performance, identify their weaknesses, and learn from them. Therefore, it is expected that learners develop a sense of self-discovery and self-appropriated learning so they can challenge and surpass themselves when performing oral tasks in front of the camera (Mustafa, 2017; Li, 2018).

3.2.1. Effects of using Video Blogging in the EFL classroom

The positive effects identified in the studies agreed with some of the researcher's expectations regarding the use of video blogging to develop the speaking skill in learners. It was confirmed that learners benefited from the opportunity to evaluate their presentations and reflect on them (Sun & Yang, 2015; Liu, 2016; Mustafa, 2017; Wulandari, 2019). Additionally, this reflection was not only developed based on their own opinions about the performances, but also based on the observation of

their classmates' performances and the written feedback they received from the viewers on the platforms where the video blogs were uploaded (Cavanagh, Bower, Moloney & Sweller, 2014; Göktürk, 2016; Maldin, Reza & Rezeki, 2017; Apriliyanti, Anggraeni & Rachmijati, 2019). Consequently, researchers identified an improvement in learners' body language, posture, intonation, pronunciation, expressions, grammar and vocabulary which were considered part of the features that may have helped students to develop their oral skills (Hung & Huang, 2015; Sun & Yang, 2015; Mustafa, 2017; Rojas & Arteaga, 2019). As a result of the awareness of this improvement, it was noted that learners expressed more interest and willingness to use the video blogging technique (Cavanagh, Bower, Moloney & Sweller, 2014; Liu, 2016; Li, 2018). In fact, researchers explained that learners had the chance of comparing their first and last video blog as a way to realize their progress, which may have been a factor that motivated them to continue creating video blogs to train their speaking skill (Göktürk, 2016; Wulandari, 2019; Zahro, 2020).

On the other hand, researchers have also realized some drawbacks that the use of video blogging implied in the EFL context, and even though these disadvantages are not so troublesome, it is important to go over them as a way of identifying the weaknesses of this technique for future improvements in its application. One of the first identified downsides was the learners' lack of experience in creating video blogs. The first recordings of the students demonstrated that they were not acquainted with the use of technology or a camera to explain a topic; this aspect was directly related to learners' lack of autonomy and great dependence on teachers' guidance while learning (Liu, 2016; Göktürk, 2016; Li, 2018). Another disadvantage that caught researchers' attention was the development of learners' virtual stage fright. This issue was not anticipated by researchers since they expected to help students lower their anxiety and nervousness by performing this task. However, researchers realized that this technique did not work for some students (Hung & Huang, 2015; Sun & Yang, 2015; Li & Peng, 2018; Wulandari, 2019). Finally, the time spent when producing and uploading the video blogs to be revised by teachers and classmates was seen by researchers as an

aspect that could have demotivated learners to use this technique. Indeed, this activity required learners to use their after-class time to record and upload their videos, which entailed a more complex process for those who did not have much experience creating them (Liu, 2016; Göktürk, 2016; Li & Peng, 2018; Rojas & Arteaga, 2019; Wulandari, 2019; Zahro, 2020). Therefore, it can be implied that such factors may have hindered learners' willingness to develop their oral skills through this technique.

3.2.2. EFL learners' insights after using Video Blogging to develop their speaking skill

After analyzing the data gathered from learners' interviews and reflective journals, researchers were able to identify students' positive and negative perceptions towards the use of video blogging to develop their speaking skill. Among the positive points mentioned by learners, the opportunity to receive feedback from their classmates and teachers was regarded as a useful step that helped learners to realize their mistakes and become more aware of the aspects for improving when recording the next video blog (Li, 2018; Sun & Yang, 2015; Zahro, 2020). It was found that students did not only appreciate the opportunity of reviewing their own performances, but they also took advantage of their opportunity to visit, review, and give feedback to their classmates' video blogs in an attempt to identify strategies that would help them to enhance their oral skills (Hung & Huang, 2015; Mustafa, 2017; Wulandari, 2019). Overall, a great majority of learners stated that they noticed an improvement in their English speech proficiency after creating video blogs for several occasions. Indeed, learners were assured that they felt more comfortable and confident speaking English because their vocabulary and grammar use expanded (Cavanagh, Bower, Moloney & Sweller, 2014; Göktürk, 2016; Sun & Yang, 2015; Wulandari, 2019).

Regarding negative perceptions, the greatest downside for some learners was their inexperience speaking in front of a camera. Students reported that they felt really frustrated at the moment of recording their video blogs because they committed several grammar, vocabulary or pronunciation mistakes that led them to repeat their speeches until they could get them right (Göktürk,

2016; Mustafa, 2017; Zahro, 2020). Additionally, some of the students explained that they were not sure about recording their videos and uploading them on a public platform or social network since they knew that anyone could see and comment on them (Hung & Huang, 2015; Liu, 2016; Sun & Yang, 2015; Wulandari, 2019). The awareness of this unknown virtual audience triggered learner's anxiety and might have discouraged their willingness to continue using this technique.

To sum up, through this review of the existing literature on the use of In-class Oral Presentations and Video Blogging, it has been possible to identify some of the strengths and weaknesses that both techniques present as well as the factors that may have interfered with their functionality in the EFL classroom. Next chapters will display a deep analysis of the selected articles in order to determine the effects that the aforementioned techniques had on the development of learners' speaking skill. Moreover, the data obtained through the analysis will surely back up and add new knowledge to the information highlighted in this chapter.

CHAPTER IV

METHODOLOGY

This research synthesis carried out an explanatory bibliographic analysis which focused on examining a determined number of studies that deal with the implementation of In-class Oral Presentations and Video Blogging techniques in EFL contexts. The criteria which have been taken into consideration when selecting the studies includes the following parameters.

First, the articles used as a source of information and analysis for this research synthesis had to be empirical studies since they can offer us more accurate and reliable data about the application of these techniques in real educational contexts. Second, the studies must have only EFL learners as participants since this research considers it pivotal to focus on the effects of both techniques in areas where English is not the mother tongue nor widely spoken and the language learning process can be influenced by the learners' native context and culture. Third, the participants in the studies must be adult learners from college or university backgrounds since it was determined that both techniques have been mostly tested on adults rather than on adolescents or young learners. This criterion is due to the maturity and significant level of proficiency that both techniques demand. Fourth, the studies must show relevant results regarding the effects of these techniques specifically on the speaking skill and its features since both techniques aim to foster the learners' oral production in the target language. Fifth, the studies must be carried out or published no more than five years ago (from 2014 onwards) since this research aims to gather up to date data.

The key terms used in order to look for the required articles are: (a) oral presentations, (b) OP, (c) video blogging, (d) vlogs, (e) vlogging, (f) EFL, (g) speaking skill, (h) oral skills. There was no restriction regarding the design of the studies so either qualitative, quantitative or blended methods were considered for this research synthesis. Since all the analyzed articles are in digital format, due to the lack of physical sources to search for studies of interest, it is important to mention the online

databases used to find the necessary information: EBSCO, ProQuest, Taylor & Francis, Scholar Google and Gale.

Some of the journals revised in order to identify relevant articles were: *The Asian EFL Journal Quarterly, International Journal of Higher Education, Australian Journal of Teacher Education, Journal of Social Sciences and Humanities, The Internet and Higher Education, Revista de Estudios de Lingüística, Journal of Language and Literature Education, Journal of Research in Curriculum, Instruction and Educational Technology, Journal of Language Teaching and Research, Assessment & Evaluation in Higher Education, Advances in Social Science, Education and Humanities Research, Journal of Higher Education Research & Development, Journal of Language Education and Educational Technology, Journal of Applied Linguistics and Language Learning, Journal of Language Teaching and Research,* among others that contributed with important and reliable information for accomplishing the objectives of this research synthesis.

CHAPTER V

ANALYSIS OF THE DATA

Four sections have been created in order to answer the established research questions. These sections will be used as categories for coding the 20 selected studies for the analysis of this research synthesis. They are classified as follows: (1) Advantages and Disadvantages of using In-class Oral Presentations to develop the speaking skill and (2) Advantages and Disadvantages of using Video Blogging to develop the speaking skill to answer the first research question: *What are the effects of using In-class Oral Presentations and Video Blogging on the development of EFL learners' speaking skill?* Moreover, (3) Learners' positive and negative perceptions towards using In-class Oral presentations and (4) Learners' positive and negative perceptions towards using Video Blogging to answer the second research question: *What are EFL students' perceptions towards the use of In-class Oral Presentations and Video Blogging?*

In addition, and to better organize the analysis section, the percentage of studies which focused on either In-class Oral Presentations or Video Blogging to develop the speaking skill has been expressed through a pie chart.

Figure 1: *Techniques for Developing the Speaking Skill*
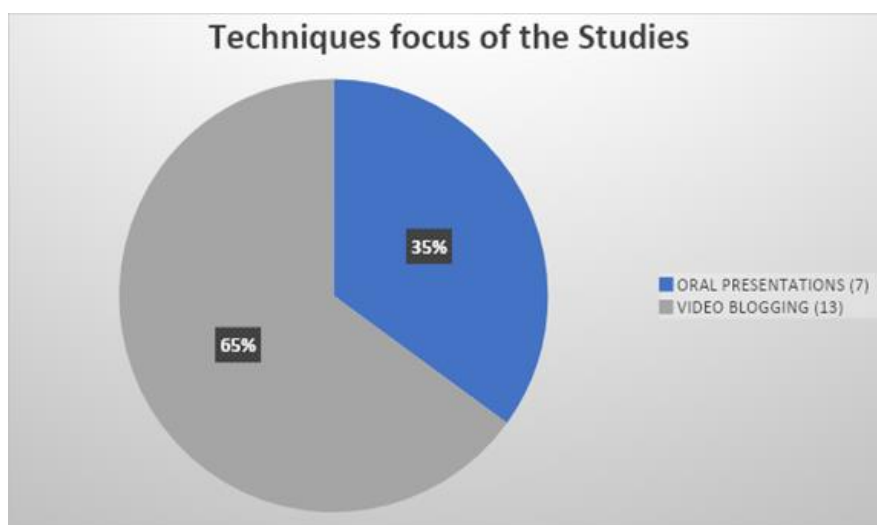
Figure 1 presents the percentages of the studies analyzed in this research synthesis according to the technique used in an attempt to develop the speaking skill. Out of the 20 studies, 7 studies focused on analyzing the use of In-class Oral Presentations to develop EFL learners' speaking skill (35%), and 13 studies focused on analyzing the use of Video Blogging to develop EFL learners' speaking skill (65%). It can be implied that even though both techniques have been acknowledged as suitable for the development of the speaking skill (Brooks, & Wilson, 2014; Combe, & Codreanu, 2016), Video Blogging has gained greater recognition and popularity among educational researchers within the last five years.

5.1. Advantages and disadvantages of using In-Class Oral Presentations to develop the Speaking Skill

Table 1 and Table 2 have been developed to classify the findings regarding the strengths and weaknesses of using the In-Class Oral Presentation technique. They have been identified after analyzing the seven studies that focused on the use of this technique to develop the speaking skill of EFL learners. The most relevant results will help to determine the effects of this technique and understand the importance of its application in EFL environments.

Table 1: *Advantages of using In-class Oral Presentations to develop the Speaking Skill*

Author / Year	Advantages						
	Comprehension Improvement	Increase in Self-confidence	Learning from a Role Model	Development of Communication Strategies	Increase in Motivation	Development of Presentation Skills	Vocabulary Acquisition
Al-Issa (2016)	✓	✓	✓				
Al-Nouh, Abdul-Kareem, & Taqi, (2015)							
Atmane (2016)				✓			
Dhanapal, & Shamsuddin (2019)	✓			✓	✓		
Ekmekçi (2018)		✓	✓			✓	
Masmaliyeva (2014)	✓				✓		✓
Tsang (2018)	✓	✓	✓			✓	
Total Number:	4	3	3	2	2	2	1
Total Percentage:	57%	49%	49%	29 %	29 %	29%	14%

*N = 7 *Some studies were included in more than one category*

Table 1 presents the different advantages identified in each study regarding the development of the speaking skill when using In-Class Oral Presentations. Three main aspects were recognized in the majority of studies: improvement in comprehension, increase in self-confidence, and learning from a role model.

Masmaliyeva (2014), Al-Issa (2016), Tsang (2018), Ekmekçi (2018) and Dhanapal and Shamsuddin (2019) signaled comprehension in the target language as an important component of the speaking skill. This coincided with the finding that when learners performed In-class Oral Presentations, they acquired more general knowledge about the topics of their own presentations and their classmates' presentations than when consulting physical or human sources individually

(Masmaliyeva, 2014; Al-Issa, 2016). Learners' comprehension was reflected in student's mastery of the topic, easiness to convey their ideas and lack of written notes while presenting the content (Al-Issa, 2016; Ekmekçi, 2018; Dhanapal & Shamsuddin, 2019).

A second aspect which established an advantage for students was the opportunity of learning from a role model. Al- Issa (2016), Tsang (2018), and Ekmekçi (2018) explained how learners took advantage of watching their classmates' performances in order to understand how to give a proper oral presentation. In that way, learners discerned what to do and what not to do during their presentations as well as how to manage the language for conveying meaning (Tsang, 2018). Finally, the studies of Al- Issa (2016), Tsang (2018), and Ekmekçi (2018) also revealed that learners' self-confidence increased noticeably by the end of the semester of using oral presentations. This can be explained by the learners' reliability on the benefits that this technique provided them. Thus, they trusted in their mastering of the presentation topic, and they learned to identify possible mistakes to be committed by watching their peers' performances (Ekmekçi, 2018). Consequently, Masmaliyeva (2014) and Atmane (2016) perceived learners' boost of self-confidence after observing their enthusiasm and willingness to practice English speaking through oral presentations.

Table 2: *Disadvantages of using In-class Oral Presentations to develop the Speaking Skill*

Author / Year	Disadvantages					
	Experimenting Fear of the audience	Experimenting of Anxiety	Time Consumption	Promoting Memorization	No Evidence of Presentations	Feedback Distrust
Al-Issa (2016)		✓	✓			
Al-Nouh, Abdul-Kareem, & Taqi, (2015)				✓		
Atmane (2016)	✓	✓	✓			
Dhanapal, & Shamsuddin (2019)	✓				✓	
Ekmekçi (2018)	✓	✓				
Masmaliyeva (2014)						
Tsang (2018)			✓			✓
Total Number:	3	3	3	1	1	1
Total Percentage:	49 %	49 %	49%	14%	14 %	14 %

*N = 7 *Some studies were included in more than one category*

Table 2 reveals the disadvantages generated after using In-class Oral Presentations to develop the Speaking Skill of EFL learners. Some studies agreed on the identification of three aspects that did not allow learners to develop their speaking skill.

First, fear of the audience and the instructor was detected as a factor that led learners to restrain themselves from producing the target language freely inside the classrooms (Atmane, 2016: Dhanapal & Shamsuddin 2019; Ekmekçi, 2018). According to Atmane (2016) the lack of opportunities to speak English accustomed learners to take a passive role inside the classroom. Therefore, playing an active role while performing in front of their classmates and the teacher entailed a complex task for them.

Consequently, anxiety, another recurrent aspect identified by researchers, was tracked down to the development of learners' audience apprehension. The uneasiness of learners towards speaking

English inside the classroom triggered feelings of nervousness and anxiety which influenced learners' performances, making them forget information about their topic and deliver a plain poorly shaped message (Al-Issa, 2016; Atmane, 2016; Ekmekçi, 2018).

Additionally, the last disadvantage which researchers agreed upon was related to time constraints. Al-Issa (2016), Atmane (2016) and Tsang (2018) pointed out the great amount of time that learners' oral presentations occupied. Learners' preparation for performing the oral task and receiving feedback involved spending time before, during, and after each presentation, which forced teachers to be flexible with time management. However, Atmane (2016) remarked that the allotted time for presenting was not equitably distributed among learners since in the case of group presentations, time was monopolized by high proficiency students. Therefore, it can be implied that In-class Oral Presentations could not have had a significant impact on low proficiency learners' speaking skill.

5.2. Advantages and disadvantages of using Video Blogging to develop the Speaking Skill

Table 3 and Table 4 have been developed to classify the findings regarding the advantages and disadvantages of using Video Blogging, which have been identified after analyzing the thirteen studies that focused on the use of this technique to develop EFL learners' speaking skill.

Table 3: *Advantages of using Video Blogging to develop the Speaking Skill*

Author/ Year	Advantages						
	Increase in Self-confidence	Presentation Skills Development	Development of Components of the Speaking Skill	Self-reflection Development	Receiving Feedback	Time Flexibility	Learning from a Role Model
Apriliyanti, Anggraeni & Rachmijati (2019)			✓		✓		
Cavanagh, Bower, Moloney & Sweller, (2014)	✓	✓		✓	✓		
Göktürk (2016)		✓	✓			✓	✓
Hung & Huang (2015)		✓					✓
Li (2018)	✓	✓			✓		
Li & Peng (2018)	✓		✓	✓			
Liu (2016)	✓	✓		✓	✓	✓	
Maldin, Reza & Rezeki (2017)	✓	✓			✓	✓	
Mustafa (2017)	✓	✓	✓	✓			
Rojas & Arteaga (2019)	✓	✓	✓				
Sun & Yang (2015)	✓	✓	✓	✓			
Wulandari (2019)	✓		✓	✓		✓	
Zahro (2020)	✓				✓		
Total Number:	10	9	7	6	6	4	2
Total Percentage:	77%	69%	53%	46%	46%	31%	15%

*N = 13 *Some studies were included in more than one category*

Table 3 presents the most significant advantages of using Video Blogging to develop EFL learners' speaking skill. More than half of the studies have pointed out the development of presentation skills and an increase in learners' self-confidence as important benefits.

The development of learners' self-confidence was more evident for researchers after learners used the Video Blogging technique for a considerable period of time (Sun & Yang, 2015; Maldin, Reza & Rezeki, 2017; Li & Peng, 2018; Mustafa, 2017; Rojas & Arteaga, 2019). The main reason for this improvement was due to the opportunity of self-reflection in which learners were able to analyze their self-recorded presentations and identify the areas that they needed to improve

(Cavanagh, Bower, Moloney & Sweller, 2014; Liu, 2016; Li & Peng, 2018). Wulandari (2019) and Zahro (2020) explained how self-reflection helped students to understand their learning process which gave them a sense of achievement and made them feel comfortable and motivated to use English outside the classroom.

In the same way, the development of learners' presentation skills is attributed to the opportunity for reviewing the video blogs once they were uploaded and shared on online platforms (Sun & Yang, 2015; Wulandari, 2019). However, in this case, not only were the learners able to identify their weaknesses and strengths, but the teacher and classmates were also allowed to comment on the video blogs and contribute with their feedback (Cavanagh, Bower, Moloney & Sweller, 2014; Maldin, Reza & Rezeki, 2017). As a result, researchers identified learners' improvement in body language, posture, pitch, intonation, and other aspects which enabled learners to convey the information in the best way possible in order to be understood (Cavanagh, Bower, Moloney & Sweller, 2014; Hung & Huang, 2015; Göktürk, 2016).

Table 4: *Disadvantages of using Video Blogging to develop the Speaking Skill*

Author/ Year	Disadvantages					
	Time Consumption	Inexperience	Virtual Stage Fright	Lack of genuine interaction	Low Pitch Performance	Dependance on the Instructor
Apriliyanti, Anggraeni & Rachmijati (2019)					✓	
Cavanagh, Bower, Moloney & Sweller, (2014)						
Göktürk (2016)	✓			✓		
Hung & Huang (2015)		✓	✓			
Li (2018)		✓				✓
Li & Peng (2018)	✓	✓	✓			
Liu (2016)	✓			✓		
Maldin, Reza & Rezeki (2017)						
Mustafa (2017)						
Rojas & Arteaga (2019)	✓	✓				
Sun & Yang (2015)			✓			
Wulandari (2019)	✓		✓			
Zahro (2020)	✓					
Total Number:	6	4	4	2	1	1
Total Percentage:	46%	31%	31%	15%	8%	8%

*N = 13 *Some studies were included in more than one category*

Table 4 presents the disadvantages which were identified by educational researchers after the use of Video Blogging to develop EFL learners' speaking skill. Even though the disadvantages that this technique generated were not as numerous as its advantages, time consumption, inexperience, and virtual stage fright were considered as the three more significant drawbacks in the analysis.

Forty six percent of the studies on the use of Video Blogging pointed out time consumption as the aspect that makes learners consider the creation of video blogs a stressful task (Liu, 2016; Li & Peng, 2018; Wulandari, 2019; Zahro, 2020). Researchers have described that making a self-recorded video outside the classroom entailed an extra workload for students since they had to prepare the content, rehearse, record, repeat the recording process as many times as needed, and edit a final version to upload it on the web (Göktürk, 2016; Rojas & Arteaga, 2019; Wulandari, 2019; Zahro,

2020). It can be inferred that this lengthy process might have had a negative impact on learners' willingness to perform the task and, therefore, it could have limited the development of their speaking skill. Moreover, the great amount of time occupied by the students when producing video blogs was linked to their inexperience in oral presentation projects, self-reflection, and management of technology (Hung & Huang, 2015; Li & Peng, 2018; Li, 2018; Rojas & Arteaga, 2019). In fact, Li and Peng (2018) and Li (2018) claimed that not only because of the lack of training in oral presentations, but also because of the lack of experience in reflecting about their presentations, there were several occasions where learners did not improve their oral skills after creating video blogs.

Additionally, virtual stage fright was regarded as an obstacle when creating the video recordings in four out of thirteen studies (Hung & Huang, 2015; Sun & Yang, 2015; Li & Peng, 2018; Wulandari, 2019). Sun and Yang (2015), Li and Peng (2018), and Wulandari (2019) identified feelings of anxiety, nervousness, and concern of learners when talking in front of the camera even though there was no audience observing the learners at the moment of recording the videos. Hung and Huang (2015) attributed the development of virtual stage fright to the lack of privacy that entails creating video vlogs since they are usually shared on social networks and public platforms. Thus, it can be implied that since learners knew that unknown people would be able to watch their video blogs, the pressure of this assignment triggered distress in them when performing the oral task.

5.3. Learners' positive and negative perceptions towards using In-class Oral Presentations to develop their Speaking Skill

Table 5 and Table 6 have been developed to classify the findings regarding the positive and negative perceptions of learners when using in-class oral presentations. The most relevant results will help to determine learners' insights towards this technique and its functionality.

Table 5: *Learners' positive perceptions towards using In-class Oral Presentations*

Author / Year	Positive Perceptions			
	Increase in Self-confidence	Communication Strategies Improvement	Learning from a Role Model	Development of Components of the Speaking Skill
Al-Issa (2016)	✓	✓		
Al-Nouh, Abdul-Kareem, & Taqi, (2015)				
Atmane (2016)	✓	✓		
Dhanapal, & Shamsuddin (2019)		✓		
Ekmekçi (2018)	✓		✓	
Masmaliyeva (2014)	✓		✓	✓
Tsang (2018)	✓		✓	
Total number:	5	3	3	1
Total Percentage:	71%	49%	49%	14%

*N = 7 *Some studies were included in more than one category*

Table 5 presents the most relevant positive perceptions of EFL learners while using In-class Oral Presentations. An increase in self-confidence was the most valuable benefit for learners. In the majority of studies, students asserted that they felt motivated and enthusiastic to continue delivering oral presentations when realizing improvements in their communication skills and overall performances (Masmaliyeva, 2014; Atmane, 2016; Ekmekçi, 2018; Tsang, 2018). Furthermore, learners claimed that they experienced a gain in self-confidence after identifying repetitive mistakes in their classmates' presentations and making sure they did not commit those same errors while performing. As a result, learners felt more relaxed and confident when their turn of speaking came (Masmaliyeva, 2014; Al-Issa, 2016; Ekmekçi, 2018).

It is worth mentioning that self-confidence when using oral presentations was identified as a positive feature from both researcher's and learner's points of view. Thereby, this supports the belief that this technique can be used as a tool for motivating students to speak English in the classroom.

Table 6: *Learners' negative perceptions towards using In-class Oral Presentations*

Author / Year	Negative Perceptions				
	No Previous Experience / Training	Fear of Negative Evaluation by the Audience	Frustration about Feedback	Dependence on the Teacher	Experimenting Anxiety
Al-Issa (2016)					✓
Al-Nouh, Abdul-Kareem, & Taqi, (2015)		✓			✓
Atmane (2016)	✓		✓	✓	
Dhanapal, & Shamsuddin (2019)	✓				
Ekmekçi (2018)	✓	✓			
Masmaliyeva (2014)					
Tsang (2018)			✓	✓	
Total number:	3	2	2	2	2
Total Percentage:	49%	29%	29%	29%	29%

*N = 7 *Some studies were included in more than one category*

Table 6 presents the negative perceptions of learners when using In-class Oral Presentations in EFL environments. After analyzing all of the studies, five negative perceptions were identified. However, out of these five aspects, learners from almost half of the studies attributed their poor performances when delivering oral presentations mainly to the lack of experience and previous training in this task (Atmane, 2016; Ekmekçi, 2018; Dhanapal & Shamsuddin, 2019). Learners recognized the absence of previous experiences in doing oral presentations as the reason for their nervousness, stage fright, poor communication skills, etc., (Ekmekçi, 2018; Dhanapal & Shamsuddin, 2019). Atmane (2016) agreed with learners' perceptions arguing that they were not spontaneous and could not use techniques nor strategies for communicating their message during the presentations because they did not know the correct way of presenting their work.

In spite of the importance of previous experience and training for delivering good oral presentations, this downside was not reported as a disadvantage by the researchers of the studies. Hence, it can be determined that finding out learners' negative perceptions was essential for identifying possible weaknesses that may hinder the effectiveness of oral presentations in the EFL classroom.

5.4. Learners' positive and negative perceptions towards using Video Blogging to develop their Speaking Skill

Table 7 and Table 8 have been developed to classify the findings regarding the positive and negative perceptions of learners after using video blogging. The most relevant results will help to determine learners' insights towards this technique and its functionality.

Table 7: *Learners' positive perceptions towards using Video Blogging*

Author / Year	Positive Perceptions				
	Speech Proficiency Improvement	Increase in Self-confidence	Development of Self-Reflection	Receiving Feedback	Learning from a Role Model
Apriliyanti, Anggraeni & Rachmijati (2019)					
Cavanagh, Bower, Moloney & Sweller, (2014)		✓	✓		
Göktürk (2016)	✓				
Hung & Huang (2015)					✓
Li & Peng (2018)		✓			
Liu (2016)	✓				
Li (2018)			✓	✓	
Maldin, Reza & Rezeki (2017)	✓				
Mustafa (2017)			✓		
Rojas & Arteaga (2019)		✓			
Sun & Yang (2015)	✓	✓	✓	✓	
Wulandari (2019)	✓	✓	✓		
Zahro (2020)	✓	✓		✓	
Total number:	6	6	5	3	1
Total Percentage:	46%	46%	38%	23%	8%

*N = 13 *Some studies were included in more than one category*

     Table 7 presents the positive perceptions which students attributed to the use of Video Blogging for developing their speaking skills. In almost half of the studies, learners highlighted two main aspects as their greatest outcomes.

     Firstly, learners described how they gained proficiency in their speaking skills by taking advantage of the facilities that video blogging offered them, such as the opportunity of evaluating themselves in the video, and the feedback they received from the teacher and their classmates

(Cavanagh, Bower, Moloney & Sweller, 2014; Sun & Yang, 2015; Li & Peng, 2018; Wulandari, 2019). For instance, the comments that learners received about their overall presentations together with their own reflections and identification of weaknesses led them to be part of a scaffolding process in which students realized their mistakes and learned from them (Cavanagh, Bower, Moloney & Sweller, 2014; Sun & Yang, 2015; Zahro, 2020). Thus, Rojas and Arteaga (2019), Wulandari (2019), and Zahro (2020) explained that after noticing an improvement in vocabulary, grammar, pronunciation, fluency, presentation skills, and general performance, learners perceived an overall enhancement in their proficiency speaking English.

Second, self-confidence was repeatedly acknowledged as a significant factor which was built right away after learners witnessed improvements in their oral skills (Göktürk, 2016; Maldin, Reza & Rezeki, 2017; Zahro, 2020). According to Sun and Yang (2015) and Wulandari (2019), the whole process of video blogging made students believe that they were working on a meaningful task since they were able to notice positive outcomes when they created a new video blog. Learners' awareness of their progress fostered a sense of accomplishment encouraging them to participate more actively and present their best oral production in front of the camera (Liu, 2016; Maldin, Reza & Rezeki, 2017; Wulandari, 2019). Furthermore, it should be noted that once again self-confidence has been identified as a benefit for students' speaking skill development.

Table 8: *Learners' negative perceptions towards using Video Blogging*

Author / Year	Negative Perceptions		
	Virtual Stage Fright	Time Constraints	Feedback Distrust
Apriliyanti, Anggraeni & Rachmijati (2019)			
Cavanagh, Bower, Moloney & Sweller, (2014)			
Göktürk (2016)		✓	
Hung & Huang (2015)	✓		
Li & Peng (2018)			✓
Liu (2016)	✓		
Li (2018)			
Maldin, Reza & Rezeki (2017)			
Mustafa (2017)			
Rojas & Arteaga (2019)		✓	✓
Sun & Yang (2015)	✓		
Wulandari (2019)	✓		
Zahro (2020)		✓	
Total number:	4	3	2
Total Percentage:	31%	23%	15%

*N = 13 *Some studies were included in more than one category*

Table 8 presents the negative perceptions mentioned by learners after using Video Blogging to develop their speaking skills. Unexpectedly, learners from most of the studies did not express negative experiences related to the creation of video Blogs. In fact, only 3 drawbacks were reported: virtual stage fright, time constraints, and feedback distrust which were identified in 31%, 23% and 15% of the studies respectively.

Hung and Huang (2015), Sun and Yang (2015), Liu (2016), and Wulandari (2019) gathered learners' comments about their video blog experience in which they expressed not feeling comfortable speaking to the camera in the target language. Moreover, in Göktürk´s (2016), Rojas and

Arteaga's (2019), and Zahro's (2020) studies, learners complained about the issues they encountered when recording videos and uploading them on weblogs, pointing out their beliefs that creating video blogs was a waste of time for them.

Although the aforementioned negative perceptions could have had repercussions in the development of students' speaking skill, the percentage of the studies in which learners perceived such features is too low to generalize it. For instance, in both Table 4 and Table 8 only 31% of the studies reported virtual stage fright as a negative point when using video blogging.

From this collected data, we can infer that the majority of studies which focused on the development of the speaking skill through these techniques have reported more positive results and perceptions than negative ones, proving their validity in the enhancement of the oral skill in EFL environments.

<center>**CHAPTER VI**</center>

<center>**CONCLUSIONS AND RECOMMENDATIONS**</center>

6.1. Conclusions

The aim of this research synthesis focused on analyzing the effectiveness of using either In-class Oral Presentations or Video Blogging to develop EFL learners' speaking skill. This has been accomplished by identifying their effects in terms of advantages and disadvantages, as well as the learners' positive and negative perceptions towards both techniques. According to the data obtained after analyzing the 20 empirical studies, the following conclusions have been stated.

Regarding the effects, In-Class Oral Presentations are identified as a successful technique to improve the learners' topic comprehension (Masmaliyeva, 2014; Al-Issa, 2016); one of the key components to develop the speaking skill according to Harris (1969) and Syakur (as cited in Yunanda, Asib, & Setyaningsih, 2013). This improvement is attributed to the demanding role of Oral Presentations over students converting them into autonomous learners who control the information that they research, synthesize, and communicate to the audience (Xinaming, 2005). Thus, this achievement in understanding the topic to be presented agrees with Swain's (1985) statement in his Output Hypothesis considering the process of cognition as a step forward to language acquisition. Moreover, learning from a role model was also listed as a positive effect of this technique since students' opportunities for watching their classmates' performances inside the classroom facilitates them to identify what they should do or not do when presenting (Ekmekçi, 2018). Bandura's (1977) Social Learning Theory backs up the nature of this outcome explaining how learning can occur simply by observing the actions of others, which is known as modeling. Additionally, the development of self-confidence, another outstanding benefit, concurred with Meloni and Thompson's (1980) and Clément's (1986) observation that the awareness of improvements in different aspects of the speaking skill triggers an increase in the learners' self-confidence. However,

stage fright followed by the development of anxiety are pointed out as recurrently appearing hurdles when learners have to perform oral presentations (Irimia, 2016; Liang & Kelsen, 2018). In fact, this situation has been frequently emphasized in Krashen's (1982) Affective Filter Hypothesis demonstrating that there are certain activities (such as speaking in the target language) that trigger a negative impact on learners' affective states. Similarly, García and Wei (2014) related this issue to the learners' fear of embarrassment in front of an audience with whom their level of proximity is not close enough.

Furthermore, among the strengths of using the Video Blogging technique, the development of presentation skills and components of the speaking skill such as grammar, vocabulary, comprehension, pronunciation, and fluency stand out as the most significant aspects honed by learners to make positive progress in their oral skill (Göktürk, 2016; Mustafa, 2017; Rojas & Arteaga, 2019). In previous research, Bygate (2006) emphasized the significance of developing such features claiming that the speaking skill does not only involve the production of plain utterances, but it also needs a series of linguistic elements to convey the oral message clearly and effectively. Moreover, this development is attributed to the opportunity of reviewing the video recordings which offers a chance to identify, reflect on, and correct mistakes (Cavanagh, Bower, Moloney & Sweller, 2014). In fact, Wrenn and Wrenn (2009) highlighted the efficacy of self-reflection as an ability that allows learners to transform their experiences into new knowledge and link it to their previous knowledge in order to consolidate the acquisition of the language. This process is explained in detail in Kolb's (1984) Experiential Learning Cycle theory where it is claimed that successful learning is accomplished through four stages: experience, observation, reflection, and application. In addition, an increase in learners' self-confidence has also been identified as a benefit of using Video Blogging. According to Bender (2003), techniques under the Blended Learning Approach, such as video blogging, alter the atmosphere of the EFL classroom creating an environment that fosters learners'

creativity, motivation, and readiness to learn through the use of technology beyond time and space constraints.

Regarding learners' perceptions, as expected, learners' negative perceptions concurred with the negative effects of Video Blogging and Oral Presentations identified by educational researchers. Thus, lack of experience and training when using Oral Presentations and time constraints plus virtual stage fright when using video blogging were signaled by learners as factors that hindered their performance. On this aspect, King (2002) described that Oral Presentations are commonly assigned as tasks or projects in the English classroom without taking into account the expertise of students in the use of this technique. Additionally, Hill and Storey (2003) and Murillo-Zamorano and Montanero (2017) propose that this lack of experience together with the time limit allotted for Oral Presentations usually lead learners to give priority to the accomplishment of the task rather than to the development of their speaking skill. Nevertheless, the findings in learners' perceptions also confirmed the effectiveness and usefulness of Video Blogging and Oral Presentations to enhance learners' self-confidence. In fact, it has been explained that the development of self-confidence encourages learners to take advantage of the freedom offered by oral techniques in an attempt to use the language according to their own needs (Piccinini, 2010; Edwards & Roger, 2015). Finally, learners claimed to have achieved a higher level of proficiency in the English language when using video blogging, which is related to the belief that the mastery of the speaking skill signifies success in the ability to communicate in the target language (Ur, 2000). Overall, taking into consideration these benefits, it could be implied that either one technique or the other is suitable to be applied in any EFL context where teachers are eager to foster their students' speaking skill competence and willingness to use the language in a more confident way.

6.2. Recommendations

Based on the findings of this research synthesis, the following recommendations are proposed in an attempt to identify issues that could be considered for future research.

First, even though the effectiveness of the In-class Oral Presentations and Video Blogging techniques has been confirmed through the analysis of their effects and learners' perceptions, it is recommended to analyze more in depth the instructors' perceptions and the impact of the learners' personal and cultural traits as factors that may affect students' performance when using these techniques (Irimia, 2016; Macari, 2017; Liang & Kelsen, 2018; Tsang, 2018).

Second, due to the small number of studies analyzed and the minimal diversity of educational contexts among those studies (mainly from Asian and Middle Eastern countries), analyzing and conducting more studies in Latin America including Ecuador is recommended in order to determine their functionality in our context and identify the best ways in which the use of these two techniques can help learners to develop their speaking skill.

Third, since the participants in the analyzed studies were mainly adult learners from college or university settings, research on the implementation of these techniques in high school levels is suggested in an effort to understand teenagers' receptiveness towards these types of techniques which encourage the use of the target language for real communication.

Furthermore, due to the volatile change in learners' emotional variables when using the Oral Presentation technique (from feeling anxiety to experiencing self-confidence to speak the language), a study about the impact of oral techniques in English language learners' affective states is recommended as a way of covering broader approaches that help teachers enforce the development of the speaking skill successfully.

Finally, a matter of concern identified in this research is the learners' attribution of their poor performance to the lack of instruction and experience in the delivering of oral tasks (Atmane, 2016; Ekmekçi, 2018; Dhanapal & Shamsuddin, 2019) which has been regarded as a recurrent issue in the

EFL teaching context (Woodrow 2006; Smith & Sodano 2011; Mazdayazna, 2012; Nash, Crimmins, & Oprescu 2016). Therefore, it is suggested that students receive training or a course on public speaking and the use of technology and social networks before they are given assignments that involve using both techniques.

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