

## Digital Video Presentation in an EFL Writing Classroom

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### ABSTRACT

*This qualitative study delved into students' perspectives on the practices of a digital video presentation project in their English as a Foreign Language (EFL) writing class at an English Language Education Program of a private university in Central Java, Indonesia. Twenty-five students participated in this research by submitting their reflective journals that responded to five guiding questions. The study indicated some successes as well as challenges in the implementation aspects of the project. Implications for the integration of technology into EFL teaching and learning practices were also discussed in the paper.*

**Keywords:** Video presentation. Technology. Writing class. EFL. Screencast-o-Matic

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### INTRODUCTION

This study sought to explore the students' perspectives on the implementation of a digital video presentation project in their English as a Foreign Language (EFL) writing class at an English Language Education Program of a private university in Central Java, Indonesia. In the classroom, the decision to employ the video presentation created by the use of Screencast-O-Matic (SOM) was not to digitalize traditional classroom presentation procedures as what Holland (2017) has addressed. Rather, it was an innovation to improve the traditional presentation practices implemented in the previous writing class where students did not seem to be ready in delivering information in front of the class. Many pauses in students' talk indicated some hesitation and confusion on what to say during their presentation, which made their performance exceeded the allocated time. Such understanding of issues is essential because, according to Vallance and Towndrow (2007), "knowing why technology is being used will facilitate more informed usage and the teacher can confidently adapt the pedagogy during the lesson as questions are asked, and understanding is sought" (p.223).

In essence, this paper will be of interest to EFL teachers who are now looking for a technology-based language learning project in which students may get to know and utilize a user-friendly technology application. This application is expected to provide the students with language learning opportunities and help them to achieve their learning objectives in their classrooms specifically in EFL contexts, a situation in which people learn English in a formal classroom with limited opportunities to use the language outside their classroom (Richards & Schmidt, 2010). In addition, the study is expected to inform EFL practitioners about ideas of using SOM, illustrate its potentials for EFL learning, and explain how “videos can be utilized for some purposes other than just simple lecture capture activities” (Laaser & Toloza, 2017, p.270).

This research paper continues to review the literature on screencast technology, ways to maximize potentials of technology, conditions for promoting second language acquisition, and previous studies on the utilization of the digital video. The method section provides some details on the research design, instructional procedures of the video presentation project, and the rationale for selecting Activity Theory (AT) as a framework for analyzing the data. The results of the research are discussed under themes generated from AT’s aspects and supported by relevant literature. Finally, the paper concludes the study by explicating some success stories and challenges on the implementation of the projects, suggesting pedagogical implications specifically for EFL teachers, proposing ideas for further research, and describing limitations of the current study.

## **LITERATURE REVIEW**

### **Screencast Technology**

According to Morton (2016), screencast refers to a narrated video recording on a computer screen in which the person giving the lecture does not become a primary visual focus. Instead, the center of attention is more on the material presented on the screen. The screencast enables teachers to present learning materials through the video outside the classroom since they can upload it to Youtube as soon as they finish recording the video (Miller, 2015). Also, the screencast allows students to access the video whenever and wherever they are (Morton, 2006) and provides them with an engaging learning experience in both distance and traditional learning settings (Ruffini, 2012). Ruffini states some free screencast softwares are accessible on the Internet, such as Jing (<https://www.techsmith.com/jing.html>), CamStudio (<http://camstudio.org/>), and SOM (<http://screencast-o-matic.com/home>). However, this paper will just focus on the use of SOM.

SOM is a free web-based program and similar to video lecturers (Powell & Wimmer, 2014), accessible at <http://screencast-o-matic.com/home>, SOM can capture images on students’ desktop, records their voice, and allows them to save the video to share with their classmates on their digital devices (Peery, 2013). The free version of SOM allows its users to create a fifteen-minute-video in every screen capture though they may also purchase the pro version of SOM for

\$15/year to access its more benefits, such as to record a longer video. Some online videos (see, among others, Selak, 2012; Wolk, 2013) can guide you to utilize SOM.

Budden (2016) mentions potentials of SOM both from teachers' and students' perspectives. For teachers, SOM can assist them to present a lecture video, provide the instruction of a particular assignment and give feedback to students. In my class, I often utilize the technology to record my talk, such as when I explain and guide my academic writing students how to write an end-of-text reference. In that case, the students can play the video repeatedly and learn how to write the reference independently. Meanwhile, for students, SOM can help them to create a presentation and share work with other students. Some studies also show positive trends of SOM for teaching and learning practices. Aydin and Demirer (2016) mention that SOM provide lessons on different platforms anywhere connected to the Internet since teachers can share the videos YouTube. "SOM can also offer a basic method to create a videocast through recording via a webcam and microphone, which have become standard on most laptop computers" (Fraser & Finn, 2014, p.21).

### **Maximizing Potentials of Technology**

Vallance and Towndrow (2007) assert that lecturers need guidance to add value to their teaching and learning practices through the integration of technology and make students understand the reasons behind the utilization of the technology in their classrooms. To deal with the value, lecturers should regard technology as "a context or a tool that allows students and their teachers' greater flexibility in terms of when and where learning occurs, focuses on both the products and processes of learning, and encourages discussion and consultation" (p.223). Meanwhile, lecturers also need to consider some characteristics and key factors to maximize the use of technology in their teaching and learning practices (as cited in Vallance & Towndrow, p.222). In the first place, students should have opportunities to do self-directed learning activities that can encourage them to express themselves. These activities should also enable them to interact with one another. Secondly, teachers, to perform more effectively, should obtain extensive training related to the integration of technology with the curriculum. Last, students should be trained in their collaboration process to make their small-group collaborative work with computers become more effective. Also, the collaboration activities should enhance communication between students and their teachers.

### **Conditions for Second Language Acquisition**

In addition to addressing key characteristics and factors to maximize potentials of technology, I consider it important to briefly review the cognitive condition that enable second language acquisition (SLA) process to take place as discussed by Chapelle (2001). In that case, teachers need to choose a range of target structures that are within the students' grasp and to choose tasks

that meet the utility condition. Teachers also need to select and sequence tasks to achieve balanced goal development. All the conditions are necessary to facilitate acquisition, which can take place when students can exercise their fluency, accuracy, and complexity in their language learning activities. They can achieve the fluency when they memorize and integrate language elements. Accuracy occurs when they “try to use an interlanguage system of a particular level to produce correct, but possibility limited language” (p.46). Meanwhile, the concept of complexity relates to “a willingness to take risks, to try out new forms even though they may not be completely correct” (as cited in Chapelle, p.47). Further, teachers can support their students’ acquisition of particular target language structures when they create conditions that can direct learners’ attention to linguistic forms during the completion of tasks that require meaningful language use. This can be done, for instance, when students choose grammatical patterns that receive their attention and focus on those that can cause problems, by, for example, asking for a repetition and clarification.

### **Previous Studies on the Utilization of Digital Videos**

The use of digital videos is not an entirely new practice in teaching and learning activities as it has been done in various educational contexts. For example, Montazemi (2006) looks at the values behind the utilization of video presentations in a technology-mediated learning environment in a course, namely basic Management Information System. The finding indicated that the respondents found it more useful to be in a learning environment supported by the utilization of video presentations. Secondly, Manner and Rodriguez (2010) reports the utility of digital video as a tool to share personal reflection and classroom strategies of in-service English as a Second Language (ESL) teachers to a wider audience beyond the classroom wall, which is highlighted as an attractive aspect of the project. They believe that similar practices could be done by both pre-service and in-service teachers at undergraduate and graduate levels whenever and wherever they are connected to the Internet. Also, Laaser and Toloza (2017) states that students could use video to document realities, imaginations, and feelings in their surroundings and try to relate those things to their personal experiences. Morgan (2013) claims that the use of video-making activities may engage and motivate students in their learning activities because “they tend to enjoy viewing videos and seem to be viewing them more often” (p.53). What one of the video-making projects students can do is a demonstration. In this project, Kirkland (2006) as cited in Morgan states that teachers ask their students to create a video with a certain length of time to show that they have successfully learned concepts taught in their classroom and create their meanings towards the concepts. In a more recent study, Ranker (2015) describes the benefits of using blogs and videos by two ninth-grade students to explore the topic of fast food. The findings showed that the use of blogs allowed for in-depth exploration of the subject as the students were able to respond to each other’s writing work. Meanwhile, the digital video provides opportunities for students to work in a visual means to communicate complex ideas. In essence, Ranker notes that digital media provides new tools, but students cannot maximize their

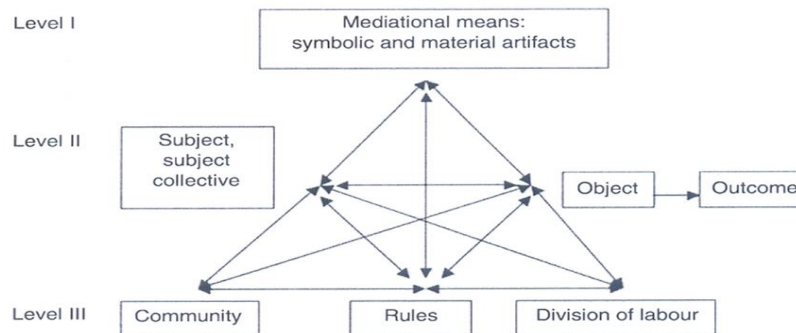
potentials if they do not use them creatively. These previous studies inform the current study that the use of digital video in dealing with a learning subject, such as poems, in an EFL writing classroom, is still limited in number. Therefore, the present study is guided by the question:” what are the perspectives of the students on the use of digital video presentation to present their poem in their EFL writing class?”

## RESEARCH METHOD

This study was to explore perspectives of EFL learners on the video presentation project to facilitate them in achieving classroom-learning objectives in their EFL writing classroom. As I delved into the students’ personal experiences, I had limited control over the exploration of the use of technology. With this in mind, I carried out a qualitative study that aims to understand the subjective world of human experience (Stickler & Hampel, 2015), see real-world situations as they are (Fraenkel & Wallen, 2009) and hear silenced voices about particular issues (Creswell, 2007). Therefore, I was able to understand social phenomena as perceived by the human participants who were involved in the study (Ary, Jacobs, & Sorensen, 2010).

In essence, I framed the exploration under the Activity Theory (AT) paradigm of Barab, Schatz, and Scheckler (2004); Blundell, Lee, and Nykvist (2016) to provide a clearer illustration to the SOM integration and its related activities performed in the classroom. Originally, AT is an accepted name for a line of theorizing and research. AT is a recent development of Vygotsky’s sociocultural learning theory seeing that language learning can happen in a sociocultural context and develops when students interact with their teachers as well as with each other as they are carrying out pedagogical tasks (cited in Hartmann & Ditfurth, 2010). AT regards human activities as a primary unit to analyze and consists of interrelated and influential aspects that represent an activity system (AS).

Briefly, there are three levels and their related aspects in AS (Hartmann & Ditfurth, 2010, p.22-25) as it is displayed in Figure 1.



**Fig 1.** The activity system  
(based on Engestrom, Mietinen, & Punamaki, 1999 as cited in Hartmann & Ditfurth, 2010, p. 22)

The first level explains tools and artifacts. They mediate particular tasks through which language learners engage in learning activities. For instance, “AT sees the integration of technology as tools which mediate social actions” (Hashim & Jones, 2007, p.6).

The second level represents learning processes in a classroom. In the diagram, the subject is the teacher and the subject collective is his/her students. The subject is also said to be “persons being studied” (Hasan, 1998 as cited in Hashim & Jones, 2007, p.5). The students possibly share a similar object, (e.g., utilizing Computer-Mediated Communication (CMC) to learn a language). The object also refers to “the intended activity” (Hasan, 1998 as cited in Hashim & Jones, p.5). The students can have different purposes in the learning activities. Here the teacher’s role is setting a particular outcome of the learning object based on a specific set of rules or a school curriculum (rules at level three). This level can help to explain how learning is organized.

The third level provides some details about a language classroom and an educational institution, which are regarded as parts of a community formed by the students. “The rules and norms in this community have developed historically and impacted on the classroom level” (p.23). Therefore, teachers need to ensure that the rule(s) they enforce (e.g., a rule of classroom interaction) can facilitate their students in performing a particular learning object (e.g., performing a digital poster presentation project to learn the language). The rule(s) also mediate a relation among a teacher, students, and a community (Hettinga, 1998 as cited in Hashim & Jones, 2007). Then, the division of labor is related to “actions and interactions among the members of community and division of power and status” (p.23).

Those three levels were used as a framework to generate points that the students had to clarify in their reflective journal and as a guide to analyze the responses in this present study. Nevertheless, I focused the research on issues related to the second level that, according to Hartmann and Ditfurth (2010), represents the pedagogical processes in a classroom and shows how pedagogical decisions are made. For that reason, the main points (edited for brevity sake) addressed in the article were (1) advantages and challenges in creating a video poster presentation using SOM; (2) group activities and interactions to complete the task. Other points include (3) interactions with other group members; (4) the teacher roles during the completion of the task; (5) the extent the task provides language learning opportunities for the students.

## **Research Context and Participants**

The site of this study was in an English Education Study Program of a private university in Central Java, Indonesia. The study program offers a Bachelor of English Education and prepares its students to become English language teachers in the future. Also, it has an explicit mission statement that encourages lecturers and students to integrate technology and maximize its potential into their teaching and learning practices. In line with the mission statement, the students, as prospective English language teachers and holders of the Bachelor Degree are

required to perform specific working descriptions stated in level 6 of Indonesian National Qualification Framework (IQF). In brief, IQF is a National Framework in Indonesia that is aimed to equalize and integrate an educational field, work training, and work experience of every Indonesian citizen. The students have to perform the following working descriptions, which appear to encourage them to utilize technology in their teaching and learning practices:

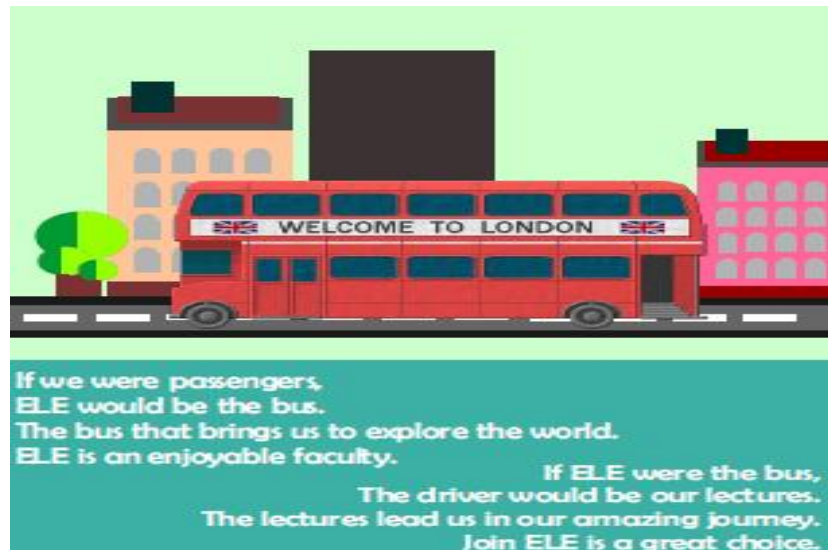
“Being able to utilize Information and Communication Technology (ICT) in their expertise, and being able to adapt to situations they are facing in solving a particular problem” (Kementerian Pendidikan Nasional Republik Indonesia, 2012, p.14/ translated by the researcher).

A total of 25 first-year students participated in this research project. Their ages ranged between 18 and 19 years old. They were purposefully selected from an EFL writing class in which they were asked to create a three-minute video poster presentation using *SOM*. Their names were kept in initials (e.g., student 1) to keep their confidentiality.

### **Instructional Procedures**

The video presentation project was aimed to help the students to identify several features, and language aspects addressed in poems and write several kinds of poems. To complete the video presentation, the students were initially asked to work in pairs. Within one-week period, they had to write a type of poems (e.g., a metaphor, acrostic, if poem, narrative, or haiku) they have learned in the writing classroom and illustrate it in a digital poster. The teacher suggested *photoscape* and *canva* (accessible at <https://www.canva.com/>), some possible technology they might use to design the poster. The poem illustrated their impressions and feelings about their Study Program.

At the beginning of the project, the students were briefed with ideas (adapted from Rochester Institute of Technology, 2014) on how to design a poster. In essence, a poster should: [a] be large enough; [b] have a simple and clear layout so that readers know where to find the information; [c] include all important information such as a title, authors' names and students' number. It should also [d] have dominant elements such as a headline or an image that will quickly catch readers' eyes; [e] show an essential message emphasized by size, color, or value. Further, a poster should have [f] art that is related to the message, [g] the type and imagery arranged in a logical, functional sequence, and [h] bold, intense colors to enhance particular messages so that they can be easily seen from a distance. The teacher showed them some posters created by some seniors in the previous writing class to corroborate the ideas [a-h]. The pair group was allowed to meet the lecturer to discuss meaning and grammatical aspects of the poster. Figure 2 displays a sample of the digital poster about the students' English Language Program (ELE).



*Fig 2.* A sample of the digital poster  
(A poster by Clarina Tiara Agneta and Gerson Huguomas Melato)

Afterwards, the students had to create a video presentation to explain and display the poster in pairs. In order to do this, the teacher introduced *SOM*, as a technological tool they had to utilize in creating the video presentation. The selection of *SOM* was based on the consideration that it is a free-version and user-friendly application. In dealing with technology, Davis (2006) asserts that teachers must explain and train their students about the procedures on how to use the technology to complete a particular task.

Therefore, to start with, the teacher conducted a brief workshop in the classroom on how to install the software, to use its technological features, and to generate a digital video. At the end of the workshop, the teacher reminded that the presentation should be about three minutes and the students must be punctual to this timing. In essence, this video presentation can be a positive response to the mission statement of the Study Program and the working descriptions of IQF, for the students could practice utilizing the technology for language learning since the beginning of their study.

On the presentation day, all students came to the classroom. Then, the teacher asked every pair to come in front of the class and showed their video presentation. At the end of the presentation, other students and the teacher could ask questions about aspects of the presented poster and provide constructive feedback towards the group performance. Table 1 summarized the project and its related tasks that the students had to complete.



**Table 1**  
The project and tasks in the classroom  
(adapted from Petersen & Nassaji, 2016)

The project	Tasks
<b>Digital Presentation</b>	[a] Work in pairs [b] Write a poem [c] Create a digital poster [d] Record their talk using <i>SOM</i> [e] Present their video in the classroom

### Data Collection Procedures

The students' perspectives were garnered from individual reflective journals in which each student was required to provide details on some points [1-5]. Every student wrote one journal and they were allowed to express themselves in their first language (*Bahasa Indonesia*) so that they could provide clear and deep responses to each reflective point. The journal was written in one-week period. Initially, I briefly explained to the students about the purposes of writing the journal and the meaning of each reflective point they needed to respond to. I reminded them that the journal was not a test and their responses would not affect their score in the classroom. Therefore, all students were encouraged to respond to all the reflective points freely and honestly. All of the students were given a one-week period (12-19 October 2016) to complete the journal. On 19 October 2016, all the journals were collected in the classroom. Then, I read them and circled some responses that the students still needed to clarify further. In the following week, I re-distributed their journals and asked each of them to provide some more details on the circled responses. They were given one week to improve the responses. After the journaling process, I purposively invited three students who gave complete and detailed responses in the journal to sit for a face-to-face interview. I conducted the interview to enrich the data gathered from the journal, and, more importantly, to clarify their responses on the journal and probe into their deeper experiences in completing the project. Similarly, this interview was conducted in their first language (*Bahasa Indonesia*) so that they could provide deep responses to all interview questions.

### Data Analysis

The data gathered from the journals and interviews were read multiple times. Then, I underlined some responses indicating the video presentation activities using *SOM* in the classroom and excluded unrelated responses to answer the research question. I continued classifying the responses to three levels of AS by Hartmann and Ditzfurth (2010) from which themes for discussions were generated. I supported the discussion in every emergent theme with excerpts of

data garnered from the journals (JNL) and interviews (INW). The excerpts were translated into English to ensure the clarity of the information for international readers.

## **FINDINGS AND DISCUSSIONS**

This study was aimed to explore perspectives of EFL students on the use of video presentation project to facilitate them in achieving classroom-learning objectives in the classroom. The data analysis revealed numerous themes, which were learning and utilizing new technology, a new way of doing a presentation, supportive teacher, classmates, and group mates, and sharing responsibilities. These themes were categorized according to the levels of AT, such as the technological tool, teacher' roles, students' roles, and language learning process, and discussed using the relevant literature.

### **The Technological Tool**

*Learning and utilizing new technology.* Numerous students admitted that SOM is a new technology for them. For instance, student 5 wrote that it was her first time to know SOM. She hoped that she could use it in the future (student 5/JNL). Another student also liked this project as it involved the use of a new technology. He could get new knowledge specifically about creating a video (student 9/JNL). In the interview, student 12 mentioned that the use of SOM was different from the practice she had in her senior high school. She was able to learn something new. She usually did a face-to-face presentation. When she was in senior high school, she always brought her laptop to create *Power Point* slides. Then, she presented them in front of the class. (student 12/ INW).

*A new way of doing a presentation.* Also, the students explained that the way they did the presentation was different from what they normally did. For instance, student 7 wrote that she found it interesting to do the presentation using SOM since she did not need to speak directly in front of her friends. When she made a mistake in her talk, she could repeat it (student 7/JNL). Similarly, student 10 stated that she could utilize a good technology. She wrote that she did not need to be in front of the classroom and directly face her friends, who sometimes made her nervous and forget what she had to say (student 10/JNL).

The findings indicated positive responses to the use of SOM, which can illustrate how the project provides students with opportunities to learn new technology and utilize it in their language learning activities. In Indonesia, the opportunities can equip students with technological knowledge especially to respond to the specific working descriptions as stated in the IQF that requires students to utilize ICT in their working places. Such technological knowledge can also be a positive response to the global technological trends. For instance, the Ministry of Education or related entities in some countries have made an effort and led some

initiatives to encourage local teachers to maximize the use of technology, such as in Germany (Zander, 2004), Senegal, Uganda (Aduwa-Ogiegbaen & Iyamu, 2005), Saudi Arabia (Alresheed, Leask, & Raiker, 2015), and Vietnam (Levy, 2015). Therefore, when the students become real teachers in the future, they can integrate technology applications in their classrooms successfully as encouraged by the global and local initiatives and policies.

The data also revealed some technical caveats about the use of SOM. Specifically, two students reported that their voice in the recording was not clear although they had spoken loudly (students 2, 13/JNL). Possibly, the surrounding environment where the video was being recorded had affected the sound quality. For instance, two students mentioned that a rainstorm outside their house had distorted the sound of their recording (students 6, 12, JNL). Another problem was related to saving a video file. Two students wrote that they could not save their file in their computer after recording their talk using SOM (students 1, 10/ JNL). Some actions may help to solve the problems, such as making the best use of a high-quality microphone, trying not to speak too close to the speaker (Nicole, 2013), and programming the audio system in the students' computer device (Screencast-O-Matic, 2017a,b)

### **Teachers' Roles**

*Supportive teacher.* An evident theme related to the teacher's roles was a supportive teacher. The idea showed how the teacher guided his students in dealing with SOM and utilizing it. For instance, student 1 stated that his teacher helped him in installing SOM for the first time. He also explained to the student how to save a recording in his laptop (student 1/JNL). Another student mentioned that the teacher demonstrated how to record a talk using SOM in front of the class (student 14/JNL). In sum, the guidance was felt to enhance students' motivation in completing the project as what student 3 stated:

“My teacher was kind to tell how to utilize SOM. It motivated me so that I did not want to disappoint him. I have to complete the project well” (student 3/JNL).

The teacher was also reported to like to remind his students to check the punctuation of their poem (student 22/ JNL) and meaning of every word they wrote in the poem (student 9/JNL). Because experiencing technological problems is an inevitable part of using technology (Davis, 2006), the research finding evidently shows that the roles of the teacher were mainly related to the technical matters of helping the students in installing and utilizing SOM. It is necessary that teachers have background knowledge about or have used a particular technology that they decide to use in their classrooms. However, I believe that the teachers can always ask for assistance from their students in case they find technical problems in utilizing the technology in the classroom. Therefore, the teachers should not be anxious about a pessimistic view of using technology, such as technical difficulties that can always happen (Wichadee, 2014).

## Students' Roles

**Supportive group mates.** Besides demonstrating the role of the teacher, the data revealed how students helped their team mate by correcting any mispronunciation when they recorded the video. “[My partner and I] interacted closely with each other. When I mispronounced a particular word, my partner would correct it. I think I would not have been able to complete the project if I had done it alone” (student 2/JNL). The presence of working partners was shown to be able to affect students' motivation, i.e. to do the project seriously. Student 18 felt that he had to create an excellent presentation. He should not disappoint his partner. If he had not created it maximally, he would have felt bad to his partner (student 18/JNL).

**Supportive classmates.** Furthermore, the data indicated how students from different pairs helped one another to solve any technical problems in creating the video. Student 19 wrote that his friend lent him a laptop since his could not work properly (student 19/JNL). Similarly, student 13 stated, “We also interacted with students from other pairs. We helped each other. We asked for their advice about the design of our poster. One day, they borrowed our notebook to record the video. They had some problems with the speakers of their laptop (student 13/JNL). Another student wrote that students from another pair helped her in installing SOM in her computer (student 14/JNL). In her interview, student 12 provides some more details on how her friends from other pairs shared with each other about their experience in creating the video:

“When my classmates had finished creating the video, they usually shared their experiences. For instance, I told them that the sound of my recording was not clear. They asked me to show the video. Then, they also showed their video that has a good sound quality. We discussed things I should do to improve the sound” (student 12/ INW).

The research findings on how the students can be a supportive partner for his group mates and students in other groups seems to suggest a positive classroom atmosphere. Such a supportive and encouraging classroom environment is central to promote students' success in learning a foreign language (Astuti, 2013) and help students learn more efficiently, meaningfully, and effectively (Lopez, 2011).

**Sharing responsibility.** Students reported numerous instances where they were able to share tasks they needed to do in creating the presentation.

“In creating the video, we divided the tasks. My friend wrote the script of the presentation. Meanwhile, I helped her to arrange the words for the script. After that, we practiced reading the script together” (student 3/JNL).

Student 24 also wrote about her experience that his group mate was the one who installed SOM in his laptop and prepared the *Power Point* presentation. Meanwhile, he created the poem and typed it. Then, they read the poem several times before they recorded it (student 24/ JNL).

It is clear that pair work is decisive to initiate and maintain a continuous interaction in the partnership so that they can manage and coordinate any group activities (Hartmann & Ditfurth,

2010). With the well-managed group activities to prepare the talk, Fredrick (2014) asserts that the use of “digital presentations can be compelling and convincing supports for a speaker” (p.26). However, working in pairs inevitably created challenges for some students. For instance, student 10 had to deal with many different ideas and had to work with a less-motivated student and this affected her performance in completing the project.

“Honestly, it was demotivating to work with my partner. The poster that I had initially created was not like what my friends wanted. Therefore, I had to create a new poster from scratch together with my group mates. After that, we wrote a script for our presentation. We spent hours to write it. In this situation, my partner always wanted to go home early. He asked us to finish recording our presentation soon. He even refused to retake the recording several times to obtain a good recording quality” (student 10/ JNL).

Student 5 also narrated a similar experience when she felt that her partner just accepted all the ideas she had given to him without having any discussions (student 5/INW). Based on the AT theory, teachers can set a particular rule to help students complete the classroom the video poster presentation project. It is a practice that mediates a relation among a teacher, students, and a classroom community (Hettinga, 1998 as cited in Hashim & Jones, 2007).

Therefore, in that case, the teacher has an essential role to promote supportive interactions among all students and to ensure that group tasks are well managed and equally distributed. In the beginning, the teacher, for instance, can explain clearly to the students about the learning goals they have to achieve (The Highly Effective Teacher, 2017). Other essential points to convey include that every group member understands the tasks performed in the group and should help each other and that members feel free to say what they think, listen to one another and criticize some proposed ideas constructively (The University of Kent Careers and Employability Service, 2017). Moreover, I reaffirm the idea that a functioning collaboration does not require every group member to work in the same place or even all working at the same time (Oxford Royale Academy, 2015). Therefore, to facilitate the supportive interactions, the teacher can suggest the use of technology by which every group member can chat, discuss, collaborate whenever and wherever they are. Some potential technology applications to use are Skype, Google Chat, Google Docs (Oxford Royale Academy, 2015), Facebook, and WhatsApp group (Mali, 2016).

In addition, in order to assess the final product of the project, the teacher should also evaluate the contribution of each team member during the completion process of the project (Teaching Excellence & Educational Innovation, 2015; Weimer, 2014) by, for instance, employing the use of peer assessment, where each group member completes an evaluation on each of the other group members (Crocker, 2015). The assessment is expected to encourage an individual member in the group to make equal and sufficient contributions during the completion process of the project. To ensure its success, the teacher can explain that the score from the rubric can affect the final grade in the classroom so that every student must prove his or her

serious involvement in completing the projects (Mali, 2016, 2017). Another strategy to help group members engage in learning activities and work more productively is related to regulating group compositions. According to James (2014), a teacher should ensure that a team consists of students with different ability levels. I will suggest that teachers form a cross ability group, where they ask students with different proficiency levels to work in the same group so that students with the high proficiency level can help the lower ones (Melinda, 2007). It may be said that most students regard their teacher as a role model (Tsiplakides & Keramida, 2010). Therefore, a teacher can show their students on how collaboration should be done (James, 2014) by, for instance, sharing his/her successful experiences on working in a group consisting of students with different learning motivation level when he/she was still a student.

### **Language Learning Process**

Throughout the project, the students were able to independently learn the target language. Specifically, the data would seem to indicate that they had the opportunities to practice their English writing and speaking skills. Student 13 stated that she had to write a script in English for the 3-minute video presentation. She had to think about what she should or should write in the script (student 13/JNL). Interestingly, the students should check how to pronounce certain words correctly so that they were able to read the script smoothly (students 1, 4, 7/JNL). Otherwise, they had to repeat the recording of their talk as what student 3 wrote in his journal:

“Doing a presentation using SOM was entirely different. When we mispronounced a word even at the end of our recording, it was better for us to retake the record from the beginning to make our digital presentation look good” (student 3/ JNL).

In this case, SOM creates instances where students could practice their talk several times, as what student 5 narrated in the interview:

“We did some preparations for creating the video. For instance, we had to record our talk several times. Sometimes, we felt that some of our sentences did not sound right. We needed to add or delete some words. Then, we played the recording and reviewed it. We did not do this process once. It ran for six to seven times. It was even more often than that” (student 5/ INW).

The interview was in harmony with what student 24 had in mind.

“We wrote the script for our presentation. We practiced pronouncing some words before we recorded the presentation. We were able to repeat our talk until we were sure with it” (student 24/JNL).

Interestingly, SOM seemed to be a digital mirror for the students who were able to see and listen how they presented their poem as what student 20 wrote in his journal.

“We were able to practice our speaking skills. It was like a mirror. We could see and listen to how we spoke so that we were able to evaluate parts in which we still made mistakes.”

The finding seems to indicate that the project was successful in encouraging the students to seriously prepare for their presentation. This was demonstrated by their report that they spent their time to write the script for their presentation and record their talk several times to minimize pronunciation and grammatical problems in their talk. These situations can corroborate Chapelle's (2001) theory on cognitive conditions that enable SLA process to take place in a way that students can practice particular target structures and perform fluency, accuracy, and complexity in their language learning activities. Jacobs and Hyman (2010) claim that spending sufficient time to prepare, such as figuring out what people are going to say in their presentation can be a strategy to have an excellent presentation. Furthermore, Lee (2000) believes that whenever students are engaged in various activities that make them feel independent, their motivation is increased. Therefore, I could conclude that the activities in the digital video project, in which the students prepared the scripts and did language practices, played a role in enhancing the students' learning motivation and in giving them spaces for their SLA activities.

## **CONCLUSION**

Throughout the digital presentation project, there were some success stories. The first success was that the digital presentation project successfully gave a more challenging path for students to achieve the classroom objectives. The second success was that the use of SOM to complete the project shows the students how to do a class presentation through a completely different avenue. The third success was that the project appeared to provide students and their teacher with a supportive classroom community where they were able to support each other to solve any technological and language learning problems. The last success was that the project gave students language learning opportunities particularly through the repeated learning behaviors they did in completing the project.

However, despite these successes, there were two main challenges in this video presentation project. The first problem deals with technical issues of SOM, such as poor sound quality and difficulties in saving a SOM recording in the student's computer. For this reason, it is imperative that the teacher be familiar with SOM and be the one who has utilized it in his teaching and learning practices so that he can help his students to find solutions for the technical problems. Another challenge was related to collaboration issues where some students had to cooperate with less motivated students. In this case, the teacher should ensure that the students share an equal distribution of the workload and do the task seriously. The use of peer assessment rubrics and grouping strategy can be possible solutions to these concerns. Another thing that the

teacher can do is by having a regular classroom meeting in which every group has opportunities to report the progress of their project to their teacher and classmates. This interim report opens for avenues for the teacher to ask critical, yet, constructive questions about contributions that each student has done to the project.

Pedagogically, integrating new and user-friendly technology in an EFL classroom is hoped to provide students with innovative learning experiences that may attract their attention and, therefore, enhance their learning motivation. Nevertheless, EFL teachers should understand class objectives that their students have to achieve and consider if particular technology can help them to meet the goals. In this case, I reinforce Morgan's (2008) assertion that setting learning objectives to achieve in the class should come first before selecting a particular technology to use. For instance, if the class' purpose is to encourage self-conscious students to share their thoughts more actively, the teacher can decide to utilize a technology that can facilitate and upgrade student to teacher and student-to-student communications. With this in mind, I am also in line with the pivotal idea that it is not a matter of infusing a course of study with the latest and the most sophisticated educational technology, but is more of utilizing a technology that may suit the unique needs and interests of teachers and students (Chaney, Chaney, Eddy, 2010).

This understanding will avoid the teachers from the practice of what Holland (2017) stated as digitalizing traditional teaching practices. In addition, the knowledge will help teachers to be aware of the *E-learning* problems, as mentioned by Jati (2015), that teachers are busy in finding the most sophisticated technology (E aspect) to use in their classroom, but forget to reflect learning opportunities that the technology can offer for the students. Knowing the issues, therefore, will enable the teachers to ensure that technology they utilize in their classroom can promote language learning for the students. Furthermore, framing the research findings under the AT theory (Barab et al., 2004; Blundell, et al., 2016), I would possibly assert that the constructive collaboration between every student with his/her teacher can determine the success of the technological based-projects in the classroom, e.g., resulting in the students' video presentation. For this reason, a teacher should be able to create a constructive learning atmosphere where his/her student can work collaboratively and help each other when they are dealing with particular technological problems. Then, the teacher can develop a set of rules, such as selecting group members based on technology skills that every student possesses, employing the peer assessment scoring system, and any other rules that are based on a current situation that EFL teachers are dealing with to ensure the productive collaborations among group members.

Finally, I must acknowledge some limitations of the current research. The main limitation was related to the involvement of a limited number of participants that made it difficult to generalize the findings of the investigation. With this in mind, I suggest future researchers conduct a similar study involving numerous students particularly from more diverse settings, such as in senior high school, in English as a Second Language (ESL) context, or in a non-formal educational setting. Investigating EFL teachers' perspectives of the extent a similar video presentation project created using SOM can help students to achieve their classroom objectives and give them language learning opportunities can be another interesting topic for the future



researchers. Last, I find it interesting for future researchers to verify Manner and Rodriguez (2010)'s idea that "when assignments for graduate students involve the creation of digital video, with the plan of sharing those videos beyond a single classroom and on a global basis without time and space boundaries, the quality of student work elevates" (p.38).

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