

Oracy Skills Development through Reflection and Peer Learning Activities via Videos in EMI Contexts

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Abstract:

Teaching oracy skills in English is a great challenge.

The focus of this presentation is on integrating Reflection and Peer Learning to EMI lessons for oracy skills development.

We provide insights into regional Vietnamese learners' experiences, their attitudes towards reflection and peer learning activities while developing their oracy skills.

Research Question:

What are students' perceptions of integrating reflection and peer learning activities in EMI lessons to develop oracy skills?

Literature Review:

Peer scaffolding have positive results on developing learners' oral presentation (Khonamri et al., 2021).

Reflective Learning (RL) strategies enhance learners' speaking skills and develop their oral presentation skills (El-Garawany, 2017; Paterson, 2022).

Self- and peer reflection on videos of the learner's and their peers' oral presentations help the learners to develop their oral presentation skills (El-Garawany, 2017).

Materials and Methods:

Collective-case study, qualitative data, March 2022 – December 2025.

Six cohorts, 22 students: 21 female, 1 male, aged 19 – 38.

Nine-week online course via Moodle and videos in EMI.

Six lessons: *Describe, Analyse, Transform, Act, Evaluate and Reflect*.

Data collected: "Evaluate" assignments, participants' posts.

Sociocultural Theory and OSF guide the analysis of data.

Sample posts:

'The action that I found most affirming and helpful was the peer evaluation from the group members throughout the course. Their feedback and suggestions were instrumental in helping me to improve significantly.' YN, D13. *'My favorite learning activity during Lesson Five was evaluating a video. This activity helped me and my classmates understand which areas needed improvement or which mistakes to avoid. This, in turn, was very beneficial for improving my English skills.'* YN, D14.

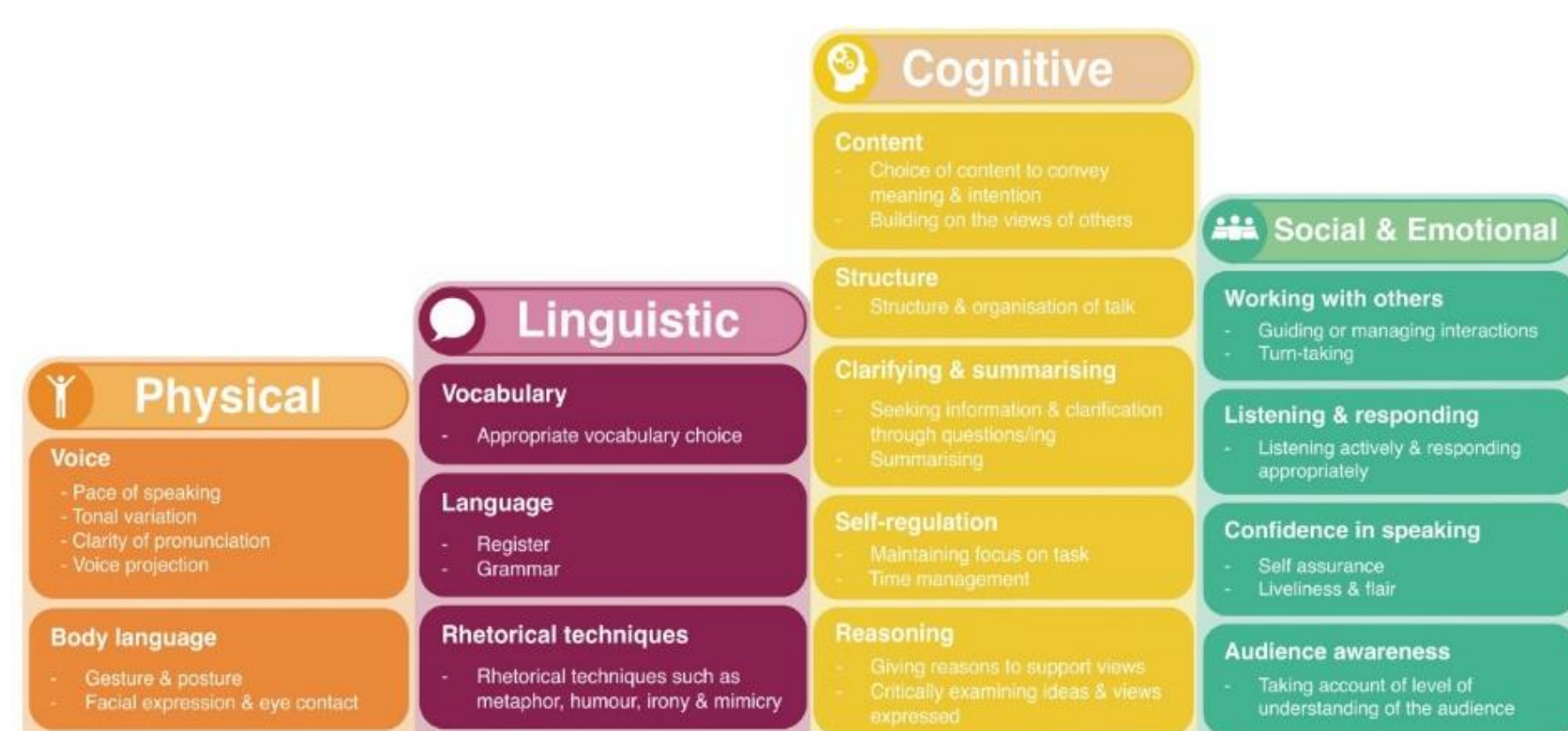
'I felt most engaged when watching my group members' videos and analyzing them using the Oracy Skills Framework, as it was a meaningful way to connect theory with practice. I found it most helpful when I was introduced to the Oracy Skills Framework, as it gave me new knowledge and a clear structure for evaluating speaking skills.' HTN, D13. *'Watching and evaluating presentations was my favorite activity because it was useful for improving my observation skills and gave me practical ideas to apply.'* HTN, D14.

'I felt most engaged when I was still studying with NH and BL. I was very happy about that. I also felt engaged when I learned how to evaluate what I learned throughout this online study.' VL, D13. *"Through evaluating the speaking videos of other members in this online course, I find that I need to improve my pronunciation. I should use gestures, facial expressions, and eye contact to better convey my message. I learned how to speak more naturally, like TT. From all the videos, I gained many helpful lessons for myself.'* VL, D14.

Oracy skills

Framework (OSF)

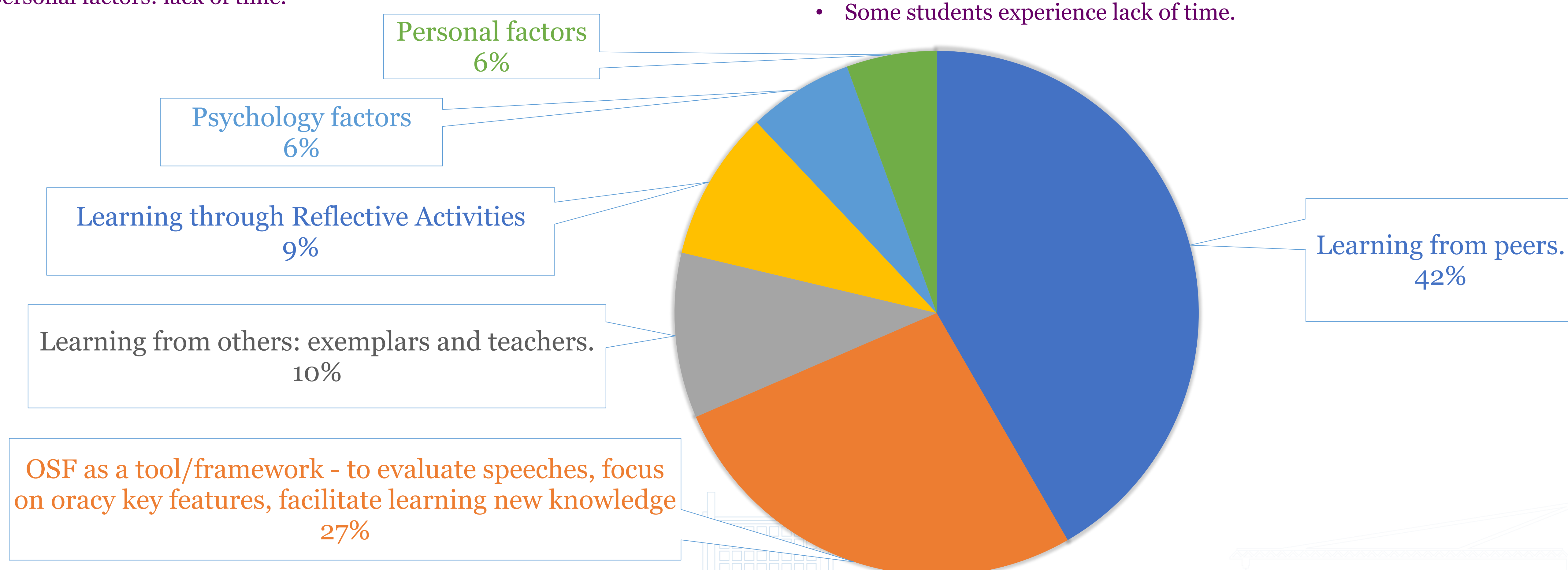
Tool for assessing
Oral presentations
(Mercer et al., 2017).



Key Findings:

All 22 students completed the course; each student studied between one to two hours every day. Emergent themes from (Leech & Onwuegbuzie, 2007)'s Classical Content Analysis are: 1- Constructing new knowledge from watching and evaluating peers' videos, 2- OSF is a tool to mediate oracy skills development, 3- Constructing new knowledge from reading teachers' feedback and watching exemplars' videos, 4- reflecting on self- and peers' videos assist oracy skills development, 5- psychology factors: sometime feeling isolation, 6- personal factors: lack of time.

- Positive learning experiences by observing peers' work, engaging in peer feedback activities and learning from peers.
- OSF is a useful tool to evaluate speeches which helps students to focus on oracy key features and learn new knowledge by evaluating peers' videos.
- Learning from teachers' feedback, exemplar videos and course materials.
- Reflective activities help students to identify strengths and weaknesses and focus on learning.
- Some students experience lack of interaction.
- Some students experience lack of time.



Conclusions:

Regional Vietnamese students perceive positively the integration of reflection and peer learning activities in EMI lessons for oracy skills development:

- Peer learning activities facilitate learning from multiple perspectives;
- Peer feedback and teamwork create positive learning experiences;
- OSF is a useful tool to evaluate peers' and self-recorded videos;
- Reflective activities foster deep learning.

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