



VIETNAM ASSOCIATION OF ENGLISH
LANGUAGE TEACHING AND RESEARCH



CAN THO UNIVERSITY



MINISTRY OF EDUCATION AND TRAINING,
NATIONAL FOREIGN LANGUAGE PROJECT

Integrating Reflective Learning and Self-Recording Videos into English Lessons

Eight-year Collective-Case Study in Vietnam



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SUMMARY

- English has become an indispensable language for communication with foreigners.
- Most students from rural areas of Vietnam have low English proficiency: Limited opportunities to practice English.
- Positive effects of Reflective Learning (RL) and Self-Recording Videos (SRV) in teaching is known.
- Little research done on the effectiveness of RL and SRVs on teaching foreign language to undergraduate students from socially and economically disadvantaged background.
- Since January 2018 we taught over 200 students from small towns.
- Insight gathered provides Rationale for integrating RL and SRVs into learning activities.
- Quantitative and qualitative data on progress and experience of nine cohorts: 65 first-year students and 87 second-year students who were taught English through RL and SRV: They studied at least one hour every day for nine weeks – extra-curricular activities.
- Finally, our reflection on our experience and recommendations for future research.



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SELF-RECORDING VIDEOS

- There is a compelling body of research literature reporting self-recording videos, team videos and general videos, such as YouTube Videos, have successfully used to develop learners' speaking skills (Trang & Phuong, 2024; Spring, 2020; Đinh & Nguyễn, 2024; Chen, 2021; Riyanto, 2020; Sari et al., 2020).
- Many studies reported that “learners enjoyed the script writing as it was their planning session before the recording session (Apriyanti et al., 2021; Campbell & Cox, 2018; Jung, 2021; Leung et al., 2020; Riyanto, 2020; Yeh, 2018).
- They were able to practice their intonation and pronunciation before the actual recording. Learners even went as far as to write cue cards to practice their gestures before the recording (Apriyanti et al., 2021).
- Numerous perception survey studies reported that students perceived positively the usefulness of videos in oracy skills development (Encalada & Sarmiento, 2019; Ly et al., 2024; Kulsiri, 2018; Bobkina & Domínguez Romero, 2022; Ali & Celik, 2019).
- However, there is limited published papers available that refers to the teaching of oracy online (Marcum & Kim, 2020).



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REFLECTIVE LEARNING

- Reflection: Strategy to unearth tacit knowledge, to examine the issues from multiple perspectives, to self-challenge and to open educators and learners to new insights and meta-cognitive self-review (Cowan, 2014).
- Teaching reflection: Facilitates learners' awareness of their knowledge, enhances confidence, assists learning (Suzuki, 2019; Zessoules & Gardner, 1991).
- Integrated reflection learning into oracy skills development have reported positively (Paterson, 2022; Khezrlou, 2021; El-Garawany, 2017; Cavanagh, et al., 2014; Cooke, 2013; Zayed, 2009).



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ORACY

- Oracy: Important skill, especially for learners of the English language.
- Researchers have reported positively the effectiveness of using Self-Recording Videos (SRV), team videos, and general videos (YouTube Videos, video blogging - Vlogging) to develop students' oracy skills (Trang & Phuong, 2024; Spring, 2020; Đinh & Nguyễn, 2024; Chen, 2021; Riyanto, 2020; Sari et al., 2020; El-Garawany, 2017; Cavanagh, et al., 2014).
- Students in rural areas of Vietnam have limited opportunities to practice listening and speaking in English.
- Students cannot visit tourist spots to meet English speaking people.
- Limited or no opportunity to practice, listening and speaking.
- Our solution: An online course in line with the students' university and IELTS requirements.



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THEORIES

To teach English to students, we designed learning activities covering four strands:

- 1- meaning-focused input: learning from watching, listening and reading;
- 2- meaning-focused output: learning through speaking and writing;
- 3- language-focused learning: learning language features such as pronunciation, vocabulary, grammatical constructions;
- 4- fluency development: learning to make the best use of what is already known: fluency practice in listening, speaking, reading and writing (Nation & Yamamoto, 2012).



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THEORIES

Vygotsky's Sociocultural theory of learning: Some activities required students to interact and collaborate with their peers (Vygotsky, 1980).

There were six assignments in total.

The assignment for each lesson scaffolded students to reflect on their previous assignment and improve their writing and speaking.

Each lesson had four types of learning activities: experience activities, shared activities, guided activities and independent activities (Nation & Macalister, 2019).

The assignments for the fourth lesson and the sixth lesson: Oracy assignments.

This presentation is about the Oracy assignments.



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USAGE OF VIDEOS

In our online course, participants:

- watched videos about personalities and study processes by English speakers from the UK, the US and Australia.
- watched sample assignment videos made by Vietnamese students of prior classes.
- prepared a video of themselves speaking and team videos.

All students made at least one video of their speaking.

- The Oracy assignments were oral presentations of their earlier textual assignments.
- All Oracy assignments were posted on Facebook for other students to learn and to evaluate.



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PARTICIPANTS

Cohort	Year	Study Year	University	No of Participants	Cumulative
1	2018	Second	Quang Nam	40	40
2	2019	Second	Quang Nam	40	80
3	2021	First	Quang Nam	13	93
4	2022	First	Quang Nam	12	105
5	2023	First	Quang Nam	14	119
6	2024	First	Quang Nam & Da Nang	18	137
7	2025	First	Quang Nam	8	145
8	2025	Second	Quang Nam	5	150
9	2025	Second	Da Nang	2	152

All Participants were aged above 18 years old. They were mainly from rural areas of Vietnam. All gave consent for research purposes and publication of papers. They were free to participate in the study as extra-curricular activities without gaining any credit from their university course.



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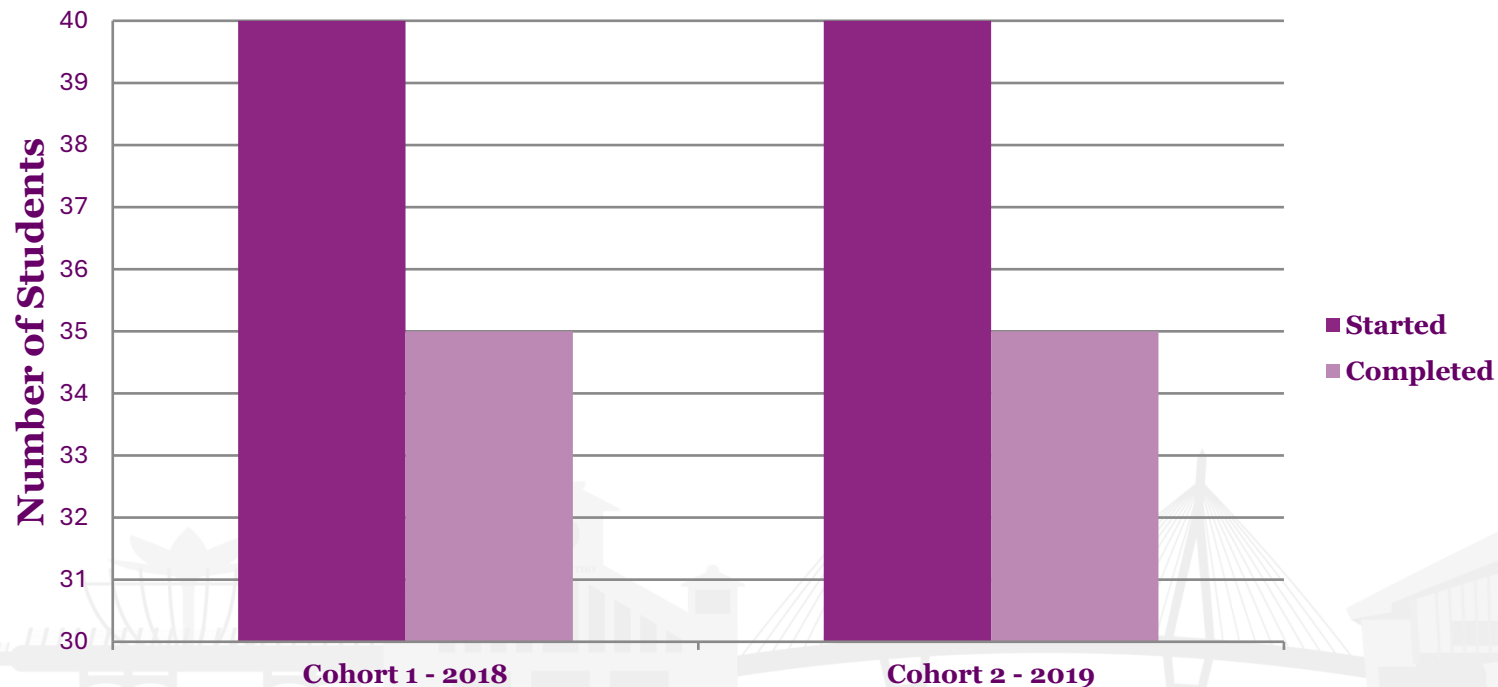
DATAE – INTRO 2018-2019

DATAE-Intro courses in 2018 and 2019 were delivered through Facebook.

Cohort 1: In 2018, 40 second-year students from Class I voluntarily took part in the studies. Thirty-five students completed all the study requirements.

Cohort 2: In 2019, first semester, 40 second-year students from Class II voluntarily took part in the studies. Again, thirty-five students completed all the study requirements.

DATAE - Level 1 - 2018 and 2019



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A student posted:

‘Being participated in the course helps me and all of the members be much more confident and happier. The course helps me to develop my English skills, especially speaking and writing skills. During the course, the moment I feel most engaged with is the time we made a video to interview group members' characters, because it was the first time we made a video by ourselves. At that time, we had a lot of fun.’

Another student posted:

‘We were most engaged with this course when we work together, discuss ideas together. Also, we can improve our writing skill when completing our work and reading your comments.’

The participants' teacher at Quang Nam University reported that:

- Their English competence has improved significantly. They are more confident to make a presentation in front of the class.
- In face-to-face classes at their university, many students actively took part in lesson, and they were eager to speak from the beginning to the end. Their vocabulary and grammar as well as pronunciation were clearly improved.



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DATAE – INTRO 2021-2025

- DATAE-Intro courses from 2021 to 2025 were delivered through Moodle. We used Moodle as an online learning technology platform because Moodle was widely available, free and easy to use.
- We created a private Facebook group for communication purposes because every student had a mobile phone and a Facebook account.
- Students received notification daily for new activities of the day. We noticed that students would check their Facebook regularly.
- We created all our online lessons in Moodle.
- DATAE-Intro Course started in 2021 using Moodle.



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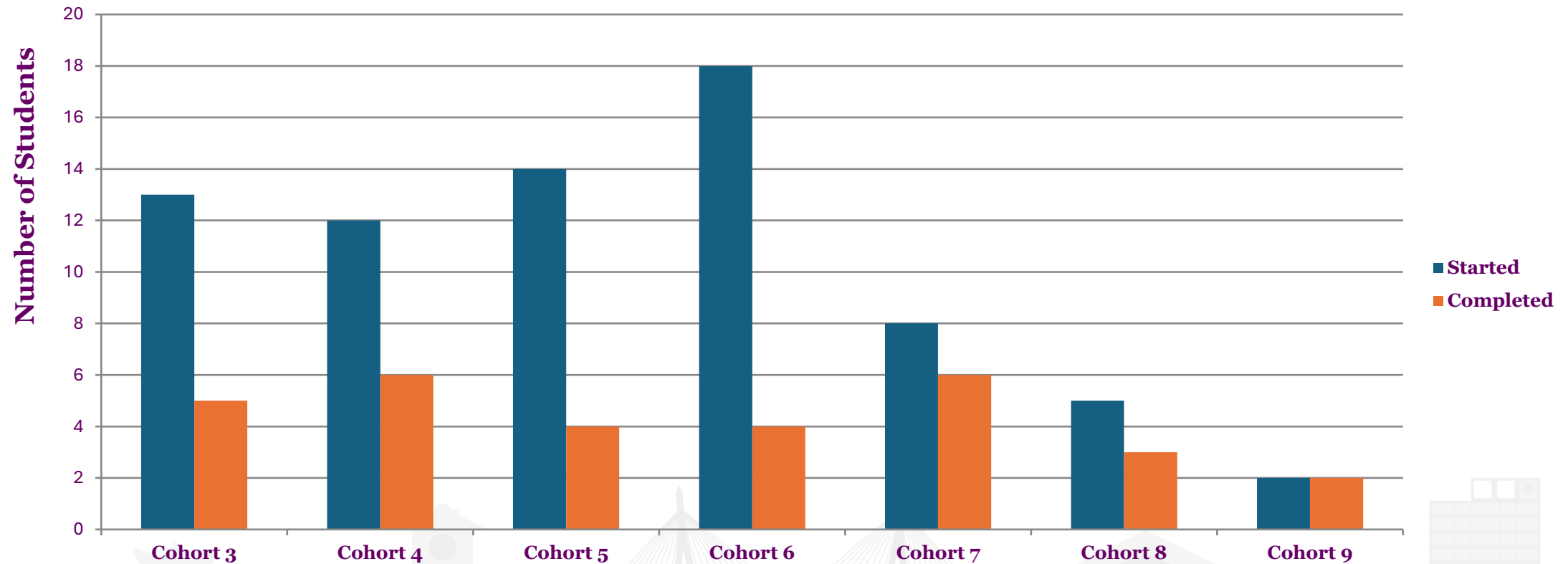
DATAE – INTRO 2021-2025

All Participants were adults, mainly from rural areas of Vietnam.

All gave consent their data used for research purposes and publication of papers.

They were free to participate in the study as extra-curricular activities without gaining any credit from their university.

DATAE - Level 1 - 2021 and 2025

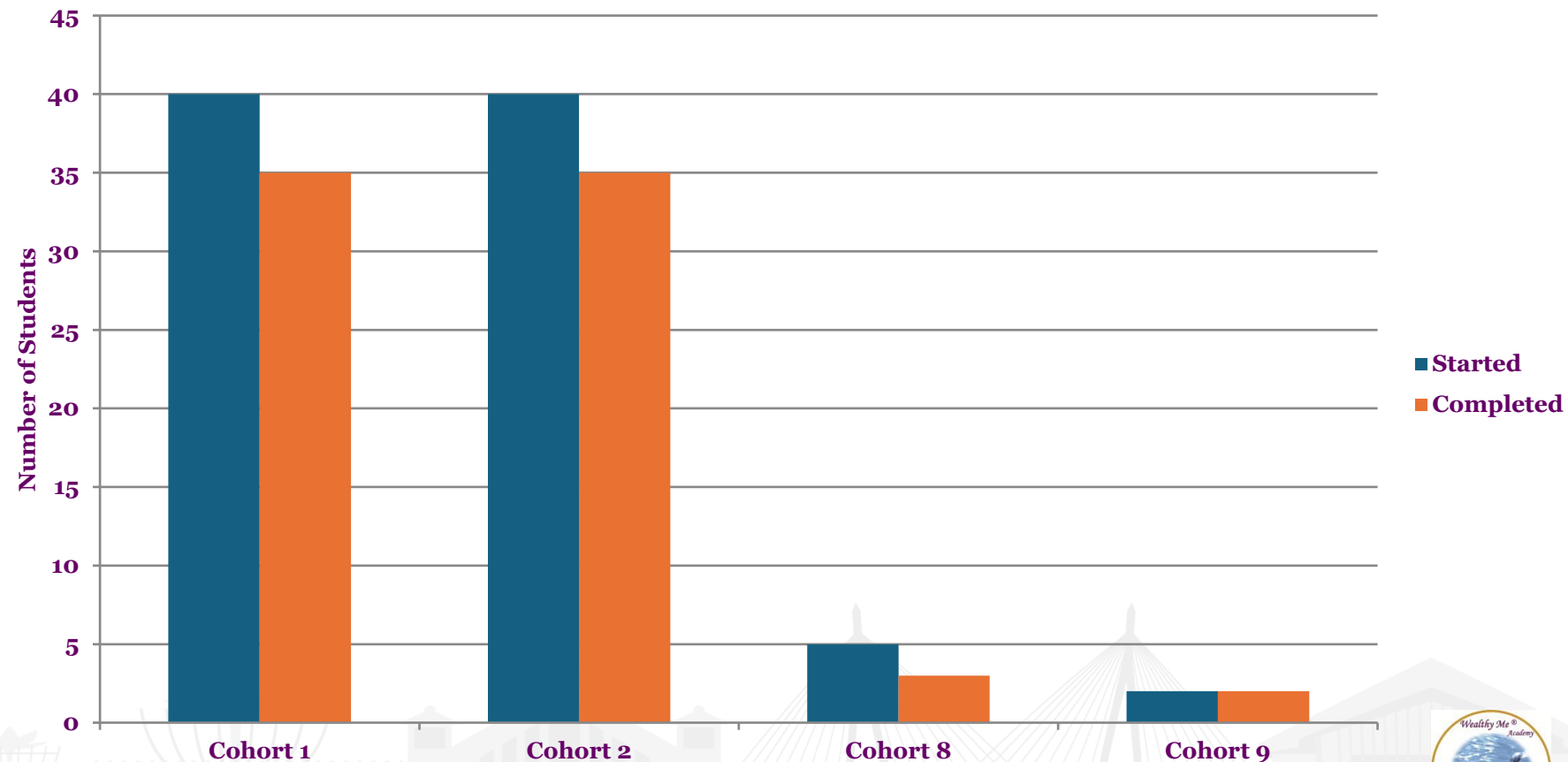


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PARTICIPANTS: SECOND-YEAR

Four cohorts of 87 second-year students: 40 students in 2018, 40 students in 2019 and 7 second-year students in 2025: 5 students from Quang Nam University and 2 students from Da Nang

Cohorts of Second-Year Students

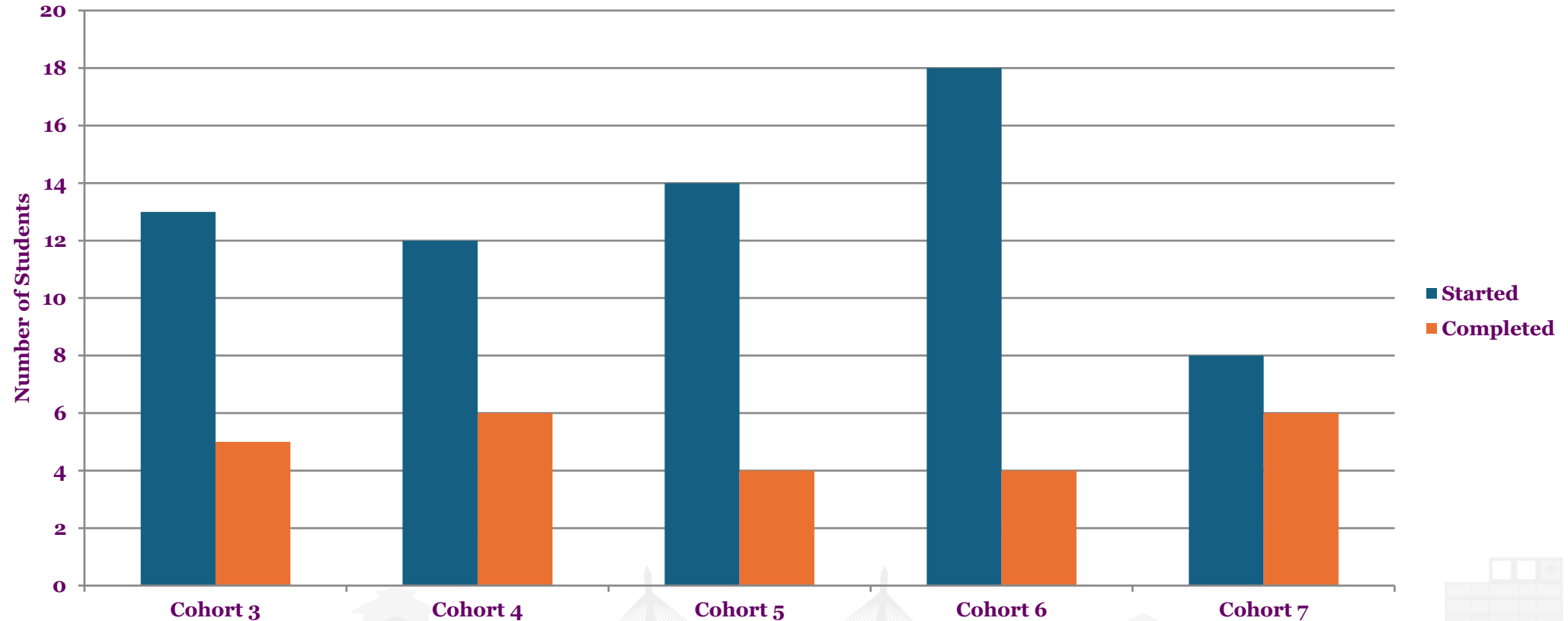


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PARTICIPANTS: FIRST-YEAR

Five cohorts of 65 first-year students: 13 students in 2021, 12 students in 2022, 14 students in 2023, 18 students in 2024 and 8 students in 2025.

Cohorts of First-Year Students



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Students in cohorts 2022-2024 posted their answer to our reflective question:

- A student in cohort 2022 posted: “This is the first time I made the video, so I feel more confident about myself.”
- Another student in cohort 2022 posted: “I feel most attached to watching the videos of the older brothers and sisters and that makes me admire and want to follow in their footsteps, so I work very hard to complete the assignments.”
- A student in cohort 2023 posted: “This course helped me get to know my teammates, understand each other's personalities, and create a video together so everyone can chat, it's great.”
- A student in cohort 2024 posted: “I find the most authentic and useful action people take in this course is to practice speaking and record videos to share for everyone to see.”



EFFECTIVENESS OF REFLECTIVE LEARNING AND SELF-RECORDING VIDEOS

Students in cohort 2025 posted their answer to our reflective question:

- First-year student: “The action that someone took during this online course I found most affirming and helpful is everyone made videos about their personality, studies or work. These videos helped me better understand the lesson content and feel more connected with everyone in the course.”
- First-year student: “What I found most affirming and helpful was making a video of myself interviewing my teammate about her personality and studies because it allowed me to practice speaking English fluently.”
- First-year student: “The fact that people create videos about their personality, studies, or finances is what I find most affirming and helpful. It gives everyone the opportunity to share their own experiences with others, helping everyone become more open-minded.”
- First-year student: “I found it most affirming and helpful when people recorded videos about study, personality, and finance. Through that, I learned a lot more from everyone.”
- Second-year student: “The most encouraging and helpful action in this course was that everyone recorded videos to share about themselves this week. This helped me understand my classmates better, see their perseverance, and learn good pronunciation from them, which motivated me to work even harder.”



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EMERGENT CODES FROM CLASSICAL CONTENT ANALYSIS

(LEECH & ONWUEGBUZIE, 2007), GROUPED BY LITERATURE AND THEORY

Code ID	Code	Number of time uses	Literature/Theory
1	Confident	3	Reflection builds learners' confidence (Lozano Velandia, 2015; Paterson, 2022; Suzuki, 2019).
2	Improving Speaking	3	Extensive study of reflection in TESOL demonstrates that reflective learning improves learners' speaking skills, (El-Garawany, 2017; Paterson, 2022; Khezrlou, 2021; Cooke, 2013; Zayed, 2009). Scholars, studying oracy skills development using either SRVs or general videos or team videos, have reported the effectiveness of videos in teaching oracy (Trang & Phuong, 2024; Spring, 2020; Đinh & Nguyễn, 2024; Chen, 2021; Riyanto, 2020; Sari et al., 2020).
3	Improving Writing	2	Reflective writing helps students to gain new insight in their thinking and learning (Leshem & Trafford, 2006).
4	First time, Practice Speaking	2 + 2 = 4	Students perceived usefulness of videos have been positively reported (Encalada & Sarmiento, 2019; Ly et al., 2024; Kulsiri, 2018; Bobkina & Domínguez Romero, 2022; Ali & Celik, 2019).



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EMERGENT CODES FROM CLASSICAL CONTENT ANALYSIS

(LEECH & ONWUEGBUZIE, 2007), GROUPED BY LITERATURE AND THEORY (CONT)

Code ID	Code	Number of time uses	Literature/Theory
5	Admiring older students in prior classes, Work Hard	1+1=2	The learners have an opportunity to gain experience from exemplars (Hendry et al., 2012). Sociocultural theory's Zone of Proximal Development (ZPD), which Vygotsky (1978) defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86).
6	Happier, Fun, Chat, Great, Work/discuss together, Understand, Learn, Share, Connect, Teammate, Open-minded, Experience, Perseverance, Motivate, Work Harder	1 + 1 + 1 + 1 + 3 + 3 + 2 + 3 + 1 + 2 + 1 + 1 + 1 + 1 + 1 = 23	The Social Constructivist theory and the Sociocultural theory: "Social interaction plays a vital role in helping learners move through the zone of proximal development and become fully autonomous and mature in the social norm or skill they are learning, including language." (Marcum & Kim, 2020, p. 151).



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CONTRIBUTIONS

By integrating Reflective Learning and Self-Recording Videos into learning activities, we can motivate Vietnamese rural students to learn English online for at least one hour every day over a period of nine weeks as extra-curricular activities and students reflect on their progress and experience.

This presentation contributes to the research work in English language development using Reflective Learning and Self-Recording Videos in the online setting from an English-speaking country to Vietnamese rural students.



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Thank You

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