

EFFECTIVENESS OF VIDEO-RECORDED PRESENTATIONS ON STUDENTS' PREPARATIONS IN LEGAL ENGLISH CLASSES

Nguyen Thi Huong Lan

Hanoi Law University, Veitnam

ORCID iD: [Nguyen Thi Huong Lan](https://orcid.org/0000-0002-5318-8284)

<https://orcid.org/0000-0002-5318-8284>

Abstract. *In contrast to numerous other occupations, lawyers are required to possess proficient communication skills. This is crucial as their job involves direct interaction with clients that cannot be substituted by artificial intelligence. Therefore, university courses place a strong emphasis on the development of self-competence. This experience instills in individuals a sense of confidence, professionalism, and decency, so enhancing their prospects for achieving success in the legal field. The objective of this study was to investigate the impact of video-recorded presentations on students' readiness for group presentations in legal English classrooms. The present study sought to examine if engaging in this particular activity could enhance students' preparedness and foster habitual behavior. In the context of legal English classes, students focus on certain areas in order to deliver a refined and proficient performance. The research comprised a sample of 116 undergraduate students majoring in legal English from the Faculty of Legal Foreign Language at Hanoi Law University. At the commencement of the course, all participants were informed that their group assignment presentations would be recorded on video, which was a novel stipulation. The findings indicate that students should prioritize aspects such as presentation organization, topic selection, language proficiency, and delivery skills in order to achieve success in front of the camera. The analysis of the focus group data further revealed that participants who were informed about the necessity for their actions to be documented expressed a need for additional time to adequately prepare and engage in collaborative efforts. The researcher anticipates that this study will contribute to the existing body of research on the utilization of video-recording in English language instruction.*

Key words: *Video-recorded presentation, preparations, legal English classes*

1. INTRODUCTION

Aligned with the prevailing trajectory of integration, globalization, and progress, the higher education programs in Vietnam, including those at Hanoi Law University, have progressively prioritized the cultivation of soft skills among students. Of particular significance is the emphasis on enhancing presentation skills, which has garnered considerable attention from employers during the recruitment and standardization of their workforce (Lan, 2022). This emphasis aims to equip students with the necessary attributes of confidence, adaptability, and persuasive abilities, thereby facilitating their success in their

Submitted January 18th, 2024, accepted for publication June 17th, 2024

Corresponding author: Nguyen Thi Huong Lan, Hanoi Law University, Veit Nam

E-mail: bihuonglan@gmail.com

future professional endeavors. The prevalence of group presentation assignments is evident in the majority of modules offered within the bachelor's program at Hanoi Law University.

Undergraduate students specializing in Legal English at Hanoi Law University are enrolled in a four-year university program, during which they are required to complete six courses focused on legal English. The overall grade for each legal English topic is determined by a combination of factors. Attendance contributes 10% towards the final result, the group presentation assignment accounts for 30%, and the remaining 60% is allocated to the final written test. The objective of the group presentation assignment is to enhance students' proficiency in both collaborative work and public speaking. While the former facilitates effective collaboration with newcomers and alleviates the challenges associated with establishing new working relationships, the latter equips individuals with the ability to deliver optimal consultation to clients in their future professional pursuits.

Over a span of over 15 years, the researcher, who has served as a teacher of legal English and an instructor assisting students with their group presentation assignments, has seen that the quality of students' presentations has not been flawless. A significant proportion of the presenters exhibit a deficiency in self-assurance when it comes to delivering their presentations in a seamless manner. The individual's body language exhibits observable signs of anxiousness and nervousness. Moreover, the excessive verbosity and level of detail in their presentation content, which is not tailored to the preferences of their audience, elicits feelings of boredom and distraction among the listeners. As a result, the environment during presentations tends to be characterized by monotony and inefficiency. The aforementioned restrictions arise from inadequate preparation, a common issue among other teachers affiliated with the researcher. Furthermore, students contend that the act of performing and receiving evaluations in the presence of the teacher can sometimes be subjective and influenced by emotions. The potential for receiving higher grades may be influenced by the teachers' positive disposition. Furthermore, the presentation is unsuccessful in attracting substantial attention from their peers who have finished their assignments or are awaiting their turns. In many instances, presenters and their guiding teacher often perceive a lack of consideration from their peers, leading them to refrain from making comparisons of the ultimate outcome. As a result, the persons involved shown a decreased level of commitment towards their joint presentation assignment, ultimately leading to its lack of productivity. To enhance the circumstances, a video-recorded presentation was distributed to all junior-level students enrolled in Advanced Legal English 2. The primary objective of this effort was to foster awareness among students on the need of thoroughly equipping themselves to deliver outstanding presentations.

The absence of preparations renders perfection unattainable. This implies that any exceptional performance stems from a diligent, comprehensive, and methodical preparation, along with a seamless progression of the subject matter. As per the Cambridge definition, preparation refers to the condition of being adequately prepared for an impending event or the act of taking measures to attain readiness. In essence, this stage holds significant importance and should be included into one's activities to yield optimal outcomes. The initial phase of a process necessitates individuals allocating a greater amount of time and effort towards preparation. Individuals may experience feelings of boredom, fatigue, and demotivation due to factors such as limited time, insufficient information, or a lack of timely help from competent instructors or peers. In order to adequately prepare, students must establish a clear, logical, and scientific framework. The concept of outlining functions can be understood as a

navigational tool employed by individuals to effectively collaborate with their group members.

Recent research has revealed that there are various subjective and objective obstacles that hinder undergraduate students from actively participating in intellectual discussions. The hurdles can be classified into three primary categories: psychological obstacles, academic competence inadequacies, and the influence of external factors. Undoubtedly, a commonly encountered obstacle faced by students in the course of delivering a legal presentation is the manifestation of anxiety or unease arising from the act of performing in front of an audience. Al-Darwish and Taqi (2015) have observed that students frequently report experiencing anxiety upon realizing the necessity of delivering a presentation in a public context. Whai and Mai (2016) support this perspective by emphasizing that individuals experience this emotion as a result of their impression that participating in an oral presentation might be either difficult or easy, which originates from an innate fear of public speaking. Students often face many obstacles when delivering presentations. These challenges encompass a reliance on notes, tendencies to fidget, jiggle, sway, or become stiff, and a lack of inventiveness in finishing their lectures (Widyastuti & Mahaputri, 2015). Within the academic sphere, students place great value on the acquisition of presentation skills. Nevertheless, numerous students struggle with this skill due to a lack of goal setting in their academic speaking presentations, challenges in prioritizing the crucial points that necessitate presentation, a deficiency in self-awareness during the delivery of the presentation to an audience, and a lack of self-motivation while presenting the materials. The interconnection of these aspects has been observed by Imaniah (2018) in relation to self-awareness. To address these constraints, it is imperative for learners to engage in comprehensive preparations for their collaborative presentation project. One potential strategy to address the impact of both objective and subjective barriers on learners and improve their comprehension of the preparation process is the integration of video-recorded presentations. This technique is seen as a unique and unfamiliar experience for learners, as they have not before encountered it. The primary objective of this study was to evaluate the level of readiness among students for their group presentation task by employing two unique inquiry prompts.

1. What are the preparations undertaken by students in anticipation of their oral group presentation assignment?
2. What is the impact of video-recording on the process of preparation?

2. LITERATURE REVIEW

2.1. Legal English Features

Legal English serves as a means of communication among legal professionals within their respective workplaces in nations where English is the official language. The impact of globalization on the use of legal English as a common language in the global legal community is undeniable. Therefore, the requirement to engage with different legal systems necessitates legal professionals to demonstrate proficiency in English and utilize the appropriate legal terminology. Legal professionals are required to acquire a comprehensive understanding of the law as well as a proficient command of legal terminology in order to effectively equip oneself in their field. Hence, the primary focus for law schools across the globe is to incorporate legal English courses into their curriculum.

The nature of Legal English presents a considerable challenge in its interpretation, even for individuals who are native speakers, due to its distinctive characteristics, which include the use of specialized terminology, specific linguistic structures, established linguistic conventions, and precise punctuation. Legalese is a prominent attribute of the English language used in legal contexts. According to Schane (2006), there exists confusing language in legal documents, as well as a specialized vocabulary used by attorneys. Therefore, it is widely believed that legal English exhibits notable distinctions from other forms of English used for specific purposes (ESP). The study conducted by Northcott (2008) examined the phenomenon of legalese within the context of forensic linguistics and legal discourse. Both elements necessitate a thorough understanding of linguistic qualities within the framework of law or legal documents. Veretina (2012) posited that the objective of stylistics is not merely to categorize various styles, but rather to analyze and elucidate the linguistic characteristics inherent in a given style. These characteristics encompass morphological, lexical, syntactic, and textual elements. The researcher examined the lexical and syntactic aspects of legal English terminology in a two-dimensional analysis.

Regarding the lexical aspect pertaining to the utilization of archaic terminology, it is worth noting that legal professionals employ a formal linguistic style known as legalese, which may pose challenges for individuals without legal expertise in comprehending its content. According to Veretina's (2012) findings, it is evident that legal professionals exhibit a reduced inclination towards employing archaic vocabulary in comparison to other terminologies. However, it is noteworthy that numerous archaic phrases continue to persist within a substantial number of legal papers. Moreover, Rylance (1994) observed that the utilization of technical terminology is a common occurrence within the realm of law. Certain concepts are recognizable to those without specialized knowledge, but others are exclusive to legal professionals, perhaps leading to misinterpretation. Moreover, it is worth noting that certain words in the legal domain possess ordinary connotations that diverge from their customary definitions. Furthermore, legal English incorporates a diverse range of Latin and French vocabulary and expressions. Furthermore, Veretina (2012) substantiated that the impact of the French language extended beyond lexical borrowings. The utilization of synonyms is a notable characteristic in legal English. According to Garner (1989), the predominant forms of synonym pairings are doublets and triplets, often connected by the conjunction "and". Veretina (2012) noted that within the realm of syntactic features, legal documents tend to employ complicated and compound phrases rather than simple ones. In legal papers, sentences are characterized by the inclusion of extensive material, repeating elements, noun phrases that are heavily modified, as well as the usage of both coordinate and subordinate clauses. The utilization of nominalization is highly favored in formal writing, and this holds true for legal writing as well. Noun forms derived from verbs are frequently employed in lieu of their corresponding verb forms. According to Bhatia (1993), the utilization of nominalization in writing results in an elongated and less dynamic text. Moreover, the utilization of third-person perspective and passive voice, characteristic of the impersonal style, is frequently observed in legal writing. This practice contributes to the perception that the field of law maintains an unbiased stance. However, Veretina (2012) emphasized that this generalization has the potential to create ambiguity and hinder individuals who do not have expertise in law from understanding.

In conclusion, the integration of contemporary technology to establish reliable sources for future examination or to construct an equitable rationale is essential, as evidenced by numerous aforementioned scholarly investigations. Meanwhile, it is of equal significance to

exert pressure on pupils to diligently prepare their oral group project presentation. Furthermore, the cultivation of a habit of meticulous preparation is vital for educators in accordance with their professional responsibilities.

2.2. Preparations for presentations

Preparation entails the strategic organization, systematic practice, and thorough rehearsal of a presentation. Consequently, the presenter must not only ensure that the content is well-prepared, but also devote adequate time to rehearsing the presentation, with a particular emphasis on three fundamental elements: the audience, the presenter, and the presentation itself.

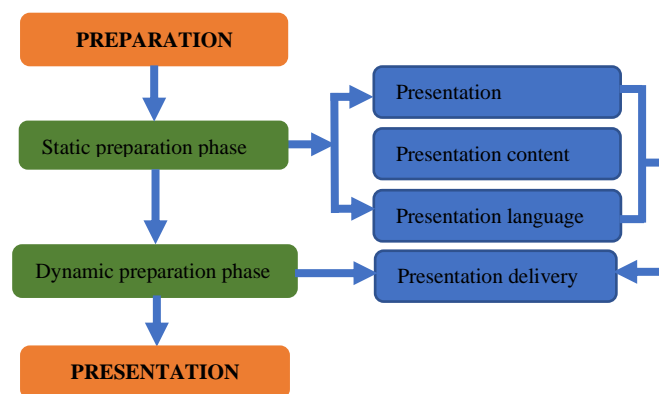


Fig. 1 Preparation process for presentation

With respect to the arrangements for an oral presentation within the framework of legal English, it was seen that all junior participants exhibited a thorough comprehension of the evaluation criteria that would be employed to assess their performance. As a result, the individuals were given explicit guidance on the essential actions to be taken during the preparatory stage. The preparation process was visually depicted by the researcher, taking inspiration from the presentation evaluation criteria established by Mathews and Mario (1990). As depicted in Figure 1, the process of preparing for a presentation can be divided into two separate phases: the static preparation phase and the dynamic preparation phase.

During the initial phase, learners are required to focus their attention on three distinct facets. The initial step involves the process of topic selection, which is subsequently followed by the creation of a well-organized presentation with three essential elements: an introductory section, a development segment, and a concluding part. The introduction of presenting information should adhere to a logical and consistent structure, facilitating audience comprehension and ease of following. The aforementioned objective can be accomplished by the explicit articulation of key concepts and the utilization of transitional phrases to demonstrate their interrelationships. In addition, it is essential to select a suitable topic that is of proper length, ensuring that it can be sufficiently addressed within the designated timeframe. Furthermore, it is imperative to customize the content to align with the audience's cognitive abilities, considering their pre-existing understanding. Furthermore, it is imperative to augment the text with relevant specifics, verifiable data, and illustrative instances that successfully reinforce the primary concepts being put forth. Finally, the

aspect of language preparation for the presentation is being considered. During this step, students are required to meticulously select vocabulary that is appropriate for their intended audience. It is advisable for individuals to refrain from using or, if necessary, provide clarifications for complex or specialized terminology. Additionally, it is crucial to ensure the precision of one's pronunciation and intonation. Furthermore, employing a diverse array of expressions is recommended, while avoiding the use of unsuitable jargon or informal language. Furthermore, it is imperative for students to proficiently manage their grammar and vocabulary in order to articulate accurate and impactful communication.

In the concluding phase, after the formulation of the presentation framework, the establishment of its content, and the refinement of its language, learners redirect their attention towards the delivery of the presentation in a manner that appears spontaneous and effortless. This involves placing emphasis on achieving fluency through lengthy practice, as opposed to depending on reading or rote memorizing. Concurrently, individuals also employ precise articulation and manage their vocal intensity to ensure audibility, while maintaining an appropriate rate of speech. Furthermore, it is crucial to establish and uphold visual engagement by maintaining eye contact, as well as employing suitable posture and body gestures, in order to effectively captivate and sustain the attention of the audience during the entirety of the presentation. The aforementioned factor plays a pivotal role in achieving the intended favorable outcome of the presentation, which is sought by all presenters.

In conclusion, the lack of adequate preparations hinders the achievement of perfection. This declaration asserts the fundamental importance of preliminary phases in any undertaking, with a particular emphasis on their relevance in the realm of providing legal English presentations. The degree of meticulousness in the preparation of a task is directly proportional to the level of flawlessness it exhibits.

3. METHOD

3.1. Research design

Action research aimed to determine how video-recording affected learners' group presentation preparedness. Invitations were sent to 116 junior Legal English specialists from the Faculty of Legal Foreign Language. Over two weeks, participants completed active Google form questionnaires through email. The researcher's email stated the study's goals and guaranteed participant privacy. The researcher also acknowledged that individuals may not engage if they felt uncomfortable with the email. The questionnaire instructions were included. In this study, 20 people from the greater population were selected using stratified random selection. Based on alphabetical order, these people were divided into four five-person groups. Six questions were asked of participants. One person led the group and took questions and recorded responses. Documentation made participants feel good about answering questions. The questionnaires and interviews were thoroughly evaluated before data analysis. Data was processed using SPSS statistics.

3.2. Participants

A total of 116 individuals classified as juniors, aged between 21 and 22, participated in the study. Of these participants, 41 were male, accounting for 35.3% of the total, while 75 were female, representing 64.7% of the total. In terms of residential locations, it is

seen that 34 individuals, constituting 29.3% of the sample, are from urban areas and currently reside with their parents. Conversely, the other 82 participants (70.7%) belong from various provinces across Vietnam and now inhabit rented accommodations or share living spaces with their peers.

3.3. Research instruments

Researchers created questionnaires and in-depth interview questions based on oral presentation rating criteria by Matthews and Mario (1990) and Montero et al. (2001). Five highly skilled instructors were given a questionnaire and interview questions for content evaluation. A preliminary test with 20 participants assessed the questions' validity and reliability. Only items with good Cronbach alpha reliability ($0.8 > \alpha \geq 0.7$) were chosen. The final version was reviewed by four eminent scholars from different universities to verify the culpability.

The survey questionnaire including 23 items is subdivided into four parts labeled preparation for presentation organization (4 items); preparation for presentation content (5 items), preparation for presentation language (8 items), and preparation for presentation delivery respectively (7 items).

The semi-structured interview consists of 6 researcher-made questions in order to explore participant real thoughts relating to assessing their group presentation assignment under the form of video recording rather than by the teacher on-site.

3.4. Statistical tools

The five-point Likert scale was used to create the survey questionnaire. Regarding the necessity to provide video-recorded presentations, opinions ranged from severely unnecessary (1-1.8), unnecessary (1.9-2.6), neutral (2.7-3.4), required (3.5-4.2), to highly necessary (4.3-5.0). Participants were asked to choose one of five responses from "strongly disapprove" to "strongly approve." Students' preparation perceptions were surveyed using a five-point Likert scale. It varied from "strongly disagree" to "disagree," "neutral," "agree," and "strongly agree." After consent, a group leader administered the interview questions on-site with video-recording.

4. RESULTS AND DISCUSSION

4.1. The necessity of implementing video-recorded presentation

Figure 2 illustrates the importance of including video-recorded presentations in teaching sessions focused on legal English. Based on the results obtained, it is evident that a notable fraction of the participants ($n = 72$, accounting for 62.1%) demonstrated their endorsement of the essential requirement to record their group assignment presentations. In relation to the aforementioned assertion, a subgroup of participants ($n=32$; constituting 27.6% of the overall sample) demonstrated a heterogeneous perception on the practice of documenting their collaborative group work during the activity. Among the 12 participants included in the study, which accounted for approximately 10.3% of the total respondents, it was observed that these individuals held the belief that the incorporation of recording oral presentations in group work was either redundant or exceedingly superfluous. In brief, a substantial majority of the

questioned students exhibit an understanding of the importance of employing video-recorded presentations, which is consistent with Neda's result (Neda, 2023).

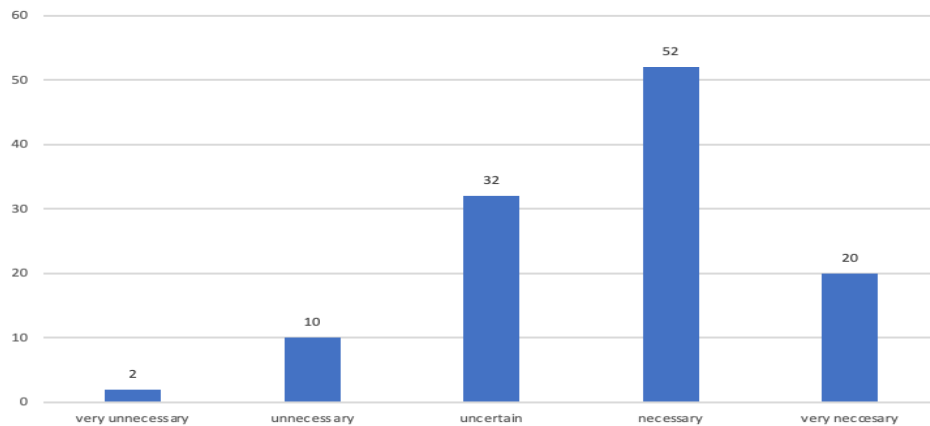


Fig 2 Respondents' perception towards the necessity of implementing video-recorded presentation

4.2. The consensus on deploying video-recorded presentation

As seen from the data presented in Figure 3, a significant majority of the surveyed students (N=72, equivalent to 62.1%) indicated their agreement with the practice of recording group presentations in their legal English lessons. Approximately 32 individuals, accounting for 27.6% of the sample, expressed their agreement by returning their wonder. The remaining participants (n = 12, or 10.3% of the total sample) expressed their disagreement with the utilization of video-recorded presentations in their legal English courses. The aforementioned results are further supported by the data obtained from the focus group interview. Fifteen out of twenty participants in the interview expressed that video recording of their oral presentation group assignments enables instructors to assess with greater precision and comprehensiveness. This is attributed to the fact that instructors have more uninterrupted time to evaluate the recordings, as opposed to being distracted during an on-site assessment. In an alternative methodology, it was unanimously acknowledged by all participants that the utilization of video-

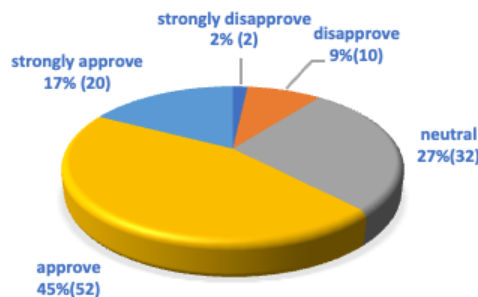


Fig 3 Respondents' consensus on deploying video-recorded presentation

recorded presentations facilitates a reassessment of their individual strengths and weaknesses. Additionally, they strive to guarantee equitable scoring practices within their own group or in comparison to other groups. According to a survey conducted among 20 participants, 12 individuals expressed the belief that recording lecturers' oral lectures would enhance the seriousness and professionalism of the classroom environment. They argued that this approach would facilitate interaction between presenters and the audience, as students may be apprehensive about potential bad judgments. In contrast to onsite presentations, where instructors primarily focus on assessing presenters while disregarding the audience, who often divert their attention to their electronic devices or engage in side conversations, video-recorded presentations are regarded as a means of reinstating an academic atmosphere during presentations. Moreover, the students surveyed unanimously agreed that being recorded while delivering a presentation compelled them to engage in more thorough preparation beforehand. Additionally, they considered the notion of adopting a more formal attire in order to excel in the realm of video production. Based on the research findings, it can be inferred that the advantages of incorporating video recordings in legal English classes surpass the associated disadvantages. Specifically, out of the total of 20 participants, 5 expressed their reservations towards being filmed during their presentations due to concerns about potential exposure of their weaknesses and subsequent bullying by their peers. Additionally, the students encountered difficulties in locating a cooperative group member and an effective group leader, resulting in confusion during the preparation of their oral presentation. The act of recording presentations has been observed to diminish the presenters' confidence levels and introduce a higher degree of confusion compared to instances where only the teacher provided feedback on their work.

4.3. Preparations for presentation

According to Mathews and Mario (1990), there are four primary components that presenters must consider when preparing for their presentation. These components are presentation structure, presentation content, presentation language, and presentation delivery. The data presented below illustrates the extent of preparation undertaken by presenters for their presentations, as compared to the level of preparation when the presentations are recorded in video format.

4.3.1. Preparations for presentation organization

The data obtained from Table 1 provides insights into the perspectives of the participants regarding the necessity of preparing presentation frameworks. The majority of individuals recognize the need of structuring their presentations into three sections: Introduction, Development, and Conclusion ($M=4.69$; $SD=.052\%$). In addition, they exhibited greater attention to discourse markers in order to emphasize the transitions ($M=4.15$; $SD=.066\%$). Moreover, the principal points are organized in distinct paragraphs. The mean (M) is 4.24 with a standard deviation (SD) of 0.038%. In addition, the ideas presented in the discourse are formulated in a scientific manner and are evidently comprehensible, as indicated by a mean score of 4.15 with a standard deviation of 0.048%.

Table 1 Students' preparations for presentation organization

For video-recorded group assignment oral presentation I need to	N	Mean	Std. Deviation	Description
1. structure our presentation with 3 parts: Introduction, Development and Conclusion.	116	4.84	.938	Very high
2. use discourse markers to highlight the transitions	116	4.65	.966	Very high
3. state main points clearly in separate paragraphs	116	4.69	.652	Very high
4. draft ideas logically and easily to follow.	116	4.71	.748	Very high
Valid N (listwise)	116			

This discovery exhibits a degree of resemblance to the data obtained from focus group interviews. When queried about their convention preparations, all respondents indicated that they employed similar strategies when tasked with a group presentation. Additionally, they clarified that the distinctive characteristics of legal subjects and the specialized nature of legal English necessitate a meticulously structured framework. The presentation format mandated by university regulations requires adherence to a three-part structured presentation and the practice of organizing important ideas into distinct paragraphs. In particular, the utilization of discourse markers serves to emphasize the process of concept movement and facilitate the audience's comprehension in written form. Based on the findings of the study, it can be inferred that there is no significant disparity in the quality of presentation organization between in-person presentations and recorded presentations among students.

4.3.2. Preparations for presentation content

The survey results shown in Table 2 provide insights into the preparatory actions undertaken by undergraduate students in legal English courses in anticipation of their presentation topic. The participants expressed their concurrence at a significantly elevated level on five items that validate the necessity of simplifying the central concepts ($M=4.79$; $SD=.994\%$). Furthermore, the content pertaining to the subject matter was appropriately and pertinently composed ($M=4.69$; $SD=.052\%$), and it was deemed suitable for the audience's overall comprehension ($M=4.60$; $SD=.677\%$). All participants unanimously agreed that weakening the primary argument in their presenting material cannot be effectively justified without the inclusion of adequate and relevant data, facts,

Table 2 Students' preparations for presentation content

For video-recorded group assignment oral presentation I need to	N	Mean	Std. Deviation	Description
1. clear the central idea	116	4.71	.994	Very high
2. compose a relevant and pertinent content to the topic	116	4.69	.940	Very high
3. tailor the content to the audience's comprehensive ability	116	4.60	.677	Very high
4. design sufficient appropriate details, facts, examples to support central idea strongly	116	4.36	.969	Very high
5. fit the content in the time allowance	116	4.75	.684	Very high
Valid N (listwise)	116			

and examples. The mean score for this consensus was 4.36, with a standard deviation of 0.969%. The allocation of time is a significant concern for individuals when adapting content to meet specific time limitations ($M=4.75$; $SD=.684\%$).

Similarly, the findings derived from the interviews indicated that participants consistently followed a standard routine when preparing for their presentations, according to a set of four specific steps. Nevertheless, a minor discrepancy arose in relation to item 5. The interviewees said that in the past, they did not prioritize the consideration of time allocation, as the instructor typically placed greater emphasis on the quality of their presentation content rather than the infringement of time constraints. Hence, if the duration of their presentation was brief, the instructor only provided a reminder without it having any impact on their final grade. However, the act of being recorded induced heightened levels of anxiety among the individuals, hence impacting their ability to effectively construct the content within the given time constraints. In summary, regardless of whether it is being recorded or not, the delivery of presentation content in legal English constantly reflects the students' utmost effort. However, the duration of presentation material is modified by the presenter throughout the recording process.

4.3.3. Preparations for presentation language

According to the data shown in Table 3, it can be observed that the use of presenting language was held in high regard. Students in the legal area place a significant emphasis on meticulous preparation when engaging in public speaking activities. When composing their written work, students made an effort to choose words that are easily understood by the audience in order to enhance the accessibility of their presentation ($M=4.62$; $SD=.509$). In order to provide the audience with the most effective service, all legal jargon and terminology were attempted to be written or explained in simple and understandable language ($M=3.40$, $SD=.915$). In order to enhance the retention of the presentation content by the audience ($M=4.13$, $SD=.904$), any improper jargon and casual language were consciously omitted. Moreover, a factor that influences the audience's listening ability is the presenter's pronunciation and intonation. The aforementioned findings were exemplified by the data from items 3 and 7, which exhibited mean scores

Table 3 Students' preparations for presentation language

For video-recorded group assignment oral presentation I need to	N	Mean	Std. Deviation	Description
1. choose appropriate vocabulary for the audience	116	4.62	.789	Very high
2. explain legal jargon, legal terms in plain language	116	4.40	.915	Very high
3. check pronunciation and intonation of new words	116	4.33	.883	Very high
4. avoid no inappropriate jargon or informalities	116	4.13	.904	Very high
5. use a variety of expressions	116	3.67	.883	High
6. express my nice facial expressions to create a friendly environment at the speaking site.	116	3.20	.970	Normal
7. make sure the accuracy of grammar and vocabulary applied	116	3.38	.863	Normal
8. apply signal words or conjunctions to make a clarity of ideas	116	3.62	.894	High
Valid N (listwise)	116			

of 4.33 (SD=.883) and 3.38 (SD=.863) correspondingly. When the speaker demonstrates clear and fluent pronunciation of new terms, along with exact application of vocabulary and grammar, it allows the listener to enhance their comprehension to the greatest extent possible. Additionally, it was confirmed by students who were interviewed that signal words or conjunctions are the most effective means of highlighting their ideas ($M=3.62$; $SD=.894$). In summary, the act of preparing for a language presentation is an essential component that students should consistently undertake, regardless of whether they are being filmed or not.

4.3.4. Preparation for presentation delivery

Table 4 Students' preparations for presentation delivery

For video-recorded group assignment oral presentation I need to	N	Mean	Std. Deviation	Description
1. control the volume loud enough to be heard clearly	116	4.84	.938	Very high
2. apply some eye contact with audience	116	4.71	.698	Very high
3. rehearse much to provide a natural delivery instead of reading or memorizing	116	4.89	.562	Very high
4. practice to reach an appropriate rate of speech instead of being too fast or too slow	116	4.56	.814	Very high
5. apply some posture or body movements instead of distracting mannerisms	116	4.05	.673	Very high
6. dress formal clothes to be looked more professional	116	4.56	.814	Very high
7. make my best physical appearance by some make-up, perfume, hair style or hair color.	116	4.29	.745	Very high
Valid N (listwise)	116			

In relation to the preparation for delivering a presentation, the research findings presented in Table 4 demonstrate a substantial level of approval among the respondents on the investigated items. The initial criterion implies that the volume should be regulated at a level that ensures audibility for the entire audience, with a mean value of 4.84 and a standard deviation of 0.938%. Additionally, it is recommended to establish eye contact with the audience ($M=4.71$; $SD=.698\%$). Specifically, there is a high level of agreement ($M=4.89$; $SD=.562\%$) on the notion that practicing extensively in order to achieve a natural delivery, as opposed to reading or remembering, is beneficial. In addition, it is important to engage in the practice of attaining an optimal pace of speaking, avoiding both excessive rapidity and sluggishness (mean = 4.56; standard deviation = 0.814%). The participants reached a consensus about the importance of employing specific postures and body movements in relation to body language, while avoiding any distracting idiosyncrasies ($M=4.05$; $SD=.673\%$). The act of being recorded on video serves as a catalyst for individuals to invest more effort in cultivating their self-image. In a meticulous manner, individuals enhance their visual presentation to convey a more professional image through the utilization of formal attire ($M=4.56$; $SD=.814\%$). Additionally, they adorn their physical appearance with cosmetic enhancements such as makeup, perfume, hairstyling, or hair coloring ($M=4.29$; $SD=.745\%$). In conclusion, the seven aforementioned assertions presented in Table 4 appear to be very relevant while preparing for the giving of a presentation.

The information obtained from the focus group further reinforces the abovementioned point. According to the participants who were questioned, the act of being filmed lays a greater emphasis on their look and attire, leading them to allocate more attention towards these aspects compared to situations where they are not being recorded, allowing them to dress in a more casual manner. However, in the context of video recording, there is a preference for dashing appearance rather than on-site one. The participants share that they are a little bit shy why other teachers remember their untidy style when marking their recorded presentation assignment.

In a nutshell, with a thought of being marked by recorded presentation assignment induces students to boost more time on preparing for their performance. As a result, the students become more master with the things that they are in charge of. Their psychological barriers are erected and they appear quite confident, natural and fluent during presenting. Addition to this, presentation skills are applied smoothly and skillfully. Especially, some of them responded that they seemed to be join in such a professional atmosphere of the presentation day that they have never experienced before.

5. CONCLUSION

The research findings demonstrate a good influence of video-recorded presentations, particularly in relation to psychological factors. The act of being videotaped serves as a catalyst for students to allocate additional time towards rehearsal, resulting in a reduced frequency of psychological barriers during their presentations. Furthermore, certain groups demonstrate a higher level of excellence in their presentations when compared to their previous performances. However, the research was conducted inside the confines of a single university, with only four groups of students from the same academic year. Therefore, in order to thoroughly demonstrate the advantages of the video-recorded format, it is necessary to conduct a broader survey on a diverse range of participants.

Overall, when it comes to students' perspectives on the importance of video-recorded presentations, the majority of respondents from both the survey questionnaire and the interview agreed that the benefits of using video-recorded presentations in legal English classes outweighed the drawbacks. This finding is in line with the findings of Kulawadee and Charatdao (2012), Mohamed, T., and Nicole, M. (2020), and Shane (2012).

The most striking discovery in the level of preparation for the group presentation assignment when being recorded is the time for rehearsing. The majority of survey and interview participants stated that the prospect of being filmed on video encouraged them to practice more by themselves and in groups. They stated that they would prefer to improve their nonverbal communication skills because these films would be stored for a longer period of time than only on-site training. Furthermore, their attire and appearance drew more positive attention. This finding corresponded to studies by Ivkovi, 2014; Gilakjani, 2012; Al-Hebaish, 2012; Woodrow & Chapman, 2002; and Baker, 2000, in which students overcame psychological hurdles and became more successful delivering a public speaking.

Undeniably the study has explored outstanding insights in recording the students' group presentation assignment in video form to alter their level of preparation, limitation is unavoidable. It is because the research was conducted inside the confines of a single university, with only four groups of students from the same academic year. Therefore, in

order to thoroughly demonstrate the advantages of the video-recorded format, it is necessary to conduct a broader survey on a diverse range of participants to reach a comprehensive conclusion

REFERENCES

- Al-Darwish, S., and H.Taqi (2015). EFL Presentations: investing the effect of confidence and experience. *International Journal for English Language Teach.* 3.1. (2015): 74-78. Retrieved from <http://m.ukatka.com/wp-content/uploads/EFL-Presentations-Investigating-the-effect-of-confidence-and-experience.pdf>
- Al-Hebaish, S. (2012). The correlation between general self-confidence and academic achievement in the oral presentation course. *Theory and Practice in Language Studies*, 2(1), 60-65. Retrieved from <https://www.academypublication.com/issues/past/tpls/vol02/01/08.pdf>
- Al-Nouh et al. (2015). EFL College Students' Perceptions of the Difficulties in Oral Presentation as a Form of Assessment. *International Journal of Higher Education*, 4(1), 136-150. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1060546.pdf>
- Charles, B., & Clair, S. (2016). Technology and Presentation Skills Teaching: Activity Theory as a tool for the design and evaluate strategies for the use of Video as a Learning tool in presentation. *European Journal of Law and Technology* 7(3). Retrieved from <https://ejlt.org/index.php/ejlt/article/view/480>
- Conrad, K., & Abigail, M. (2020). Remote Assessment of Video-recorded Oral Presentations Centered on a Virtual Case-based module: A Covid-19 Feasibility Study. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7372193/>
- Gilakjani, A.P. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*, 2(3), 119 – 128. Retrieved from https://ijhssnet.com/journals/Vol_2_No_3_February_2012/17.pdf
- Imaniah, I. (2018). The Students' difficulties in Presenting the Academic Speaking Presentation. *Globish – An English – Indonesian journal for English, Education and Culture*. Vol.6, No.1.January 2018. P-ISSN: 2301-9913, E-ISSN: 2597-9132
- Kamilah, Z. & Ché, F.C. (2022). Students' Perceptions on the Implementation of Recorded Oral Presentations. *Journal of Administrative Science* 19(1), 233-246. Retrieved from <https://ir.uitm.edu.my/id/eprint/63215/1/63215.pdf>
- Kulawadee, Y. & Charatdao, I. (2012). Using Video Recordings to Facilitate Students Development of Oral Presentation Skill. *Language Education in Asia*, 3(2), 146-158. http://dx.doi.org/10.5746/LEiA/12/V3/12/A03/Yamkate_Intratrat
- Lan, N.T.H. (2022). Evaluating Employers' Demands for University Graduates' Legal English Proficiency in Employability. *The Journal of Teaching English for Specific and Academic Purposes*. Vol.10, N02, pp. 185-199. Retrieved from <https://doi.org/10.22190/JTESAP2202185H>
- Luc, D.G., Martin, V., & Irene, R. (2012). How Effective are Self and Peer Assessment of Oral Presentation Skills Compared with Teacher's Assessments. *Active Learning in Higher Education* 13(2), 129-142. Retrieved from https://www.researchgate.net/publication/239770071_How_effective_are_self_and_peer_assessment_of_oral_presentation_skills_compared_with_teachers'_assessments
- Mathews, C. & Mario, J. (1990). Professional Interactions. *Oral Communication Skills in Science, Technology and Medicine*. New York: Prentice Hall
- Michael, C., Matt, B., Robyn, M., & Naomi, S. (2014). The Effect Over-time of a Video – based Reflection System on Perservice Teacher's Oral Presentations. *Australian Journal of Teacher Education* 39(6), 1-16. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1020598.pdf>
- Mohamed, T., & Nicole, M. (2020). Use of Self-assessment of Video recording to Raise Students' Awareness of Development of their Oral Presentation Skills. *Higher Education Studies* 10(1). Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3499175
- Neda, R. (2023). Students' Motivation, Challenges and Experiences in Designing Video Presentations vs. Delivering Oral Presentation in an ESP Course for Social Science. *The Journal of Teaching English for Specific and Academic Purposes*. Vol. 11, N01, 2023, pp. 255 – 265. Retrieved from <http://doi.org/10.22190/JTESAP230205018R>.
- Northcott, J. (2008). *Language education for law professionals*. In J. Gibbons & M.T. Turell (Ed.), *Dimensions of Forensic Linguistics*, 27-45.

- Shane, B. (2012). A Video Recording and Viewing Protocol for Student Group Presentations: Assisting self-assessment through a Wiki environment. *Computer and Education* 59(3), 855-860. Retrieved from https://www.researchgate.net/publication/257171455_A_video_recording_and_viewing_protocol_for_student_group_presentations_Assisting_self-assessment_through_a_Wiki_environment
- Schane, S. (2006). *Language and the law*. UCSD Linguistics. Retrieved from <http://www.uefap.com/prepare/research/langlaw.htm>
- Sian, M.R. (2016). Self-assessment of Video-recorded Presentations: Does it improve skills?. *Active Learning in Higher Education* 17(3), 207-221. Retrieved from https://www.researchgate.net/publication/304344955_Self-assessment_of_video-recorded_presentations_Does_it_improve_skills
- Sanow, A. (2014). 12 most Common Problems Presenters Face. Retrieved from <https://www.linkedin.com/pulse/20140602192844-1300927-12-most-common-problems-presenters-face>
- Veretina-Chiriac, Ina. (2012). Characteristics and features of legal English vocabulary. *Revistă Științifică a Universității de Stat din Moldova*, 4(54). Retrieved from <http://studiamsu.eu/wp-content/uploads/20.-p.103-107.pdf>
- Whai, M. K. G., & Mei, L. L. (2016). Causes of academic oral presentation difficulties faced by students at a polytechnic in Sarawak. *The English Teacher*, 44(3), 132-142. Retrieved from https://melta.org.my/journals/TET/downloads/tet44_03_04.pdf
- Widyastuti, T. & Mahaputri, R.A. (2015). Presentation Difficulties Experienced by Students of English Department of Unswagati. *ELT Perceptive* 3(2), September 2015. Retrieved from https://www.researchgate.net/publication/331709946_Presentation_Difficulties_Experienced_by_Students_of_English_Department_of_Unswagati
- Woodrow, L. & Chapman, E. (2002). Second language Speaking Anxiety of Learners of English for Academic Purposes in Australia. *AARE Annual Conference*. Brisbane, Australia. Retrieved from <https://research-repository.uwa.edu.au/en/publications/second-language-speaking-anxiety-of-learners-of-english-for-acade>
- Živković, S. (2014). The Importance of Oral Presentation for University Students. *Mediterranean Journal of Social Sciences*, Vol:5 No.19. Retrieved from <https://www.richtmann.org/journal/index.php/mjss/article/view/4278>