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# Comparing Video-based Feedback and Teacher Directed Feedback in Improving English Learners' Internalization of Presentation Skills

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## **Abstract**

This study will look at how students in a university English Presentation class felt about using some of the skills they learned in the class in other English speaking situations. The English Presentation class aimed to teach students physical, structural, and visual elements for use in presentations. Physical elements include gestures and voice inflection, while structural elements include the use of transition and sequence words. While these elements are of course essential to effective presentations, they are also applicable in other, less rehearsed, speaking situations. Furthermore, using a simple experimental design, one class was given teacher-directed feedback while another class video-recorded their own presentations and then later watched themselves and reflected on their performance with the teacher present. The aim was to determine which feedback-style was more effective in increasing the use of the target presentation skills both in presentations and in other English speaking situations. By comparing class grades, it was possible to determine if either feedback-style had an advantage over the other. Results using students' grades show that neither feedback style worked better at improving performance during presentations. However, follow-up interviews with students showed that more of those who were in the class that received video feedback believed they had improved at giving presentations. Additionally, they also said they were confident in using what they had learned in the class in other English speaking contexts.

**Keywords:** English Learning, Teacher Feedback, Video-Based Feedback, Experiment, Interviews