Empowering Learners via Presentation Strategies - Advantages and Disadvantages: An Investigation into an English Classroom at An Giang Vocational College (AGVC)

Phạm Thị Minh Tâm

ThS. Khoa SPGDNN - Trường Cao đẳng nghề An Giang

Abstract: *This study investigated the efficacy of presentation strategies in empowering learners within an English classroom setting at AGVC. Through a combination of qualitative and quantitative methods, the researcher explored the advantages and disadvantages of employing these strategies. By examining student engagement, comprehension, and overall learning outcomes, the researcher discerned the impact of presentation techniques on learner empowerment. The findings shed light on the effectiveness of these strategies and provide valuable insights for educators seeking to enhance student empowerment in language learning contexts.*

Keywords: *Presentation Strategies; Learner Empowerment; Learning Outcomes; Advantages; Disadvantages.*

1. Introduction

In today's educational landscape, diverse classroom environments present numerous challenges for both educators and learners. The prevalence of crowded classrooms in An Giang Vocational College specifically often leads to diminished individual attention and personalized learning experiences. Coupled with this, the presence of students with varying English proficiency levels, some of whom may be at a low proficiency level, compounds the complexities of effective teaching and learning.

In light of these challenges, this study seeks to address the pressing need for innovative approaches to empower learners within an English classroom context. By focusing on the implementation of presentation strategies, we aim to explore their potential to mitigate the effects of crowded classrooms, low motivation, unequal English proficiency, and limited awareness of learning strategies. Through an in-depth investigation, this research endeavors to provide valuable insights into the efficacy of presentation techniques in fostering learner empowerment and enhancing overall educational outcomes.

Accordingly, the research seeks to answer these three questions:

Main Research Question:

How do presentation strategies impact student engagement and learning outcomes in the English classroom at AGVC?

Sub-Questions:

What are the advantages and disadvantages of using presentation strategies to enhance student engagement and learning outcomes?

How do learner characteristics like English proficiency level and motivation interact with presentation strategies to influence student empowerment?)

2. Concept of Presentation Strategies

According to Nunan (2004), presentation strategies are integral to language education, providing educators with tools to engage learners actively in the language acquisition process. Rooted in pedagogical theories such as constructivism and communicative language teaching, these strategies prioritize student-centered learning and aim to create meaningful experiences. By leveraging multimedia resources, interactive activities, and real-world contexts, educators enhance students' linguistic proficiency, critical thinking, and communication skills.

2.1. Advantages and Disadvantages

Interactive presentations stimulate cognitive processes, leading to deeper engagement and learning. By incorporating visual aids and authentic materials, educators scaffold understanding and promote critical thinking [Plass & Jones, 2005]. Collaboration fosters a supportive learning

community where students actively participate and learn from one another.

Susskind claimed that challenges include student anxiety, technological barriers, and the risk of oversimplification. Effective implementation hinges on factors like class size and institutional resources.

2.2. Some Studies on Presentation Strategies

Previous research has investigated various presentation strategies in English classrooms, shedding light on their efficacy and impact on student learning outcomes. For instance, Lee (2011) conducted a mixed-methods study examining L2 learners' cognitive engagement with interactive captions, highlighting the role of multimedia resources in enhancing comprehension and retention. Additionally, Zhang et al. Assessed the impact of instructional video on learning effectiveness in e-learning contexts, providing insights into the benefits of incorporating multimedia materials in language instruction.

2.3. Content

*Methodology

The research design employs a mixed methods approach, integrating qualitative and quantitative techniques to comprehensively assess the efficacy of presentation strategies in empowering English learners at AGVC. College students aged 18-22 will participate, selected for their maturity and diverse English proficiency levels. A class of 32 students will be recruited. Data collection methods include observation, open-ended interviews, and pre and post questionnaires.

The data collected will be analyzed using thematic analysis for qualitative data and statistical analysis for quantitative data.

*Survey Results

Assessing learners' perceptions, motivations, and self-assessed proficiency levels

The analysis of the pre-questionnaire data provides valuable insights into learners' readiness, motivations, and prior experiences with presentation-based English language instruction. These insights will inform the design and implementation of instructional strategies to enhance learner empowerment, engagement, and proficiency in the upcoming instructional sessions.

Assessing the Impact of Presentation-Based Learning on Learner Perceptions and Engagement

The analysis of the post-questionnaire data offers valuable insights into the changes in participants' perceptions, motivations, and self-assessed proficiency levels following their engagement in presentation-based English language instruction.

Confidence in Engaging with Learning Materials:

The data reveal a notable increase in participants' confidence levels regarding their ability to engage with learning materials after experiencing presentation-based instruction. While a small percentage (10%) still express some degree of disagreement or neutrality, the majority (75%) now agree or strongly agree with their capacity to actively engage with the materials. This suggests a positive impact of presentation-based learning on learners' confidence and comfort with the instructional content.

Motivation to Learn English:

There is a significant enhancement in participants' motivation to learn English post-instruction, with 65% reporting moderate to extreme levels of motivation. This shift towards higher motivation levels indicates the effectiveness of presentation-based approaches in fostering enthusiasm and interest in language learning. The decrease in the proportion of participants expressing low motivation (from 15% to 5%) further underscores the positive impact of the instructional intervention on learner engagement and commitment.

Perceived Empowerment in Classroom Activities:

Participants' perceptions of empowerment in classroom activities have notably improved, with a substantial increase in the proportion of participants reporting moderate to extreme levels of empowerment (73%). This suggests that presentation-based instruction has contributed to a greater sense of agency and confidence among learners in participating in classroom activities and discussions. The decrease in the percentage of participants indicating low empowerment (from 7% to 2%) further supports the notion of increased learner empowerment post-instruction.

Self-Rated English Proficiency:

The data show a consistent distribution of self-rated English proficiency levels post-instruction, with the majority (95%) of participants still assessing themselves at the intermediate or advanced levels. While there is a slight increase in the percentage of participants self-assessing as advanced (from 45% to 50%), the overall distribution remains relatively stable.

Frequency of Using Presentation-Based Learning Strategies:

There is a notable increase in the frequency of using presentation-based learning strategies among participants post-instruction, with 65% now reporting occasional to frequent usage. This indicates a positive shift in participants' adoption and integration of presentation-based approaches into their language learning practices. The decrease in the percentage of participants indicating never or rare usage (from 15% to 5% and from 30% to 10%, respectively) reflects a growing familiarity and comfort with these instructional strategies.

In conclusion, these findings underscore the efficacy of presentation-based approaches in enhancing learner confidence, motivation, and empowerment, ultimately contributing to more effective language acquisition and skill development.

Discussion

The study investigated the impact of presentation-based learning strategies on learner empowerment in the English language classroom at AGVC. Qualitative data from observations and open-ended interviews provided rich insights into participants' experiences, attitudes, and perceptions regarding the advantages and disadvantages of this instructional approach.

Advantages of Presentation-Based Learning:

Enhanced Engagement and Participation: Observations revealed a significant uptick in student engagement and participation during presentation-based lessons. Students displayed heightened involvement in discussions, group activities, and presentations, showcasing increased enthusiasm and interest in the learning process. Open-ended interviews supported these findings, with respondents expressing gratitude for the interactive and dynamic nature of presentation-based instruction, which empowered them to take charge of their learning.

Improved Comprehension and Retention: Participants noted enhanced understanding and retention of course content when presented with multimedia and visual aids. Visual stimuli like slideshows, videos, and interactive presentations facilitated deeper comprehension and fostered connections between concepts.

Development of Communication Skills: Presentation-based learning offered opportunities for students to refine their communication and public speaking abilities. Participants underscored the value of presentation skills in academic and professional contexts, emphasizing their transferability beyond the classroom.

Disadvantages and Challenges:

Technical Issues and Accessibility: Despite the advantages of multimedia presentations, technical hurdles such as connectivity issues and software glitches emerged as challenges. Some students grappled with unreliable technology, disrupting instructional flow and hindering learning progress.

Time Constraints and Preparation Burden: Respondents acknowledged the time-intensive nature of preparing presentations and multimedia materials, demanding significant effort and planning from both educators and students. Some felt overwhelmed by the workload associated with creating presentations, especially when managing multiple assignments.

Risk of Over-reliance on Technology: Worries arose about potential over-reliance on technology, potentially undercutting the development of critical thinking and problem-solving skills. Participants stressed the need to balance digital tools with interactive discussions, hands-on activities, and experiential learning to nurture a comprehensive learning approach.

Conclusion

Overall, the findings of the study suggest that presentation-based learning offers numerous advantages in promoting learner engagement, comprehension, and communication skills in the English language classroom. However, challenges such as technical issues, time constraints, and the risk of over-reliance on technology warrant careful consideration and proactive strategies to mitigate potential drawbacks. By leveraging the strengths of presentation-based instruction while addressing its limitations, educators can create a dynamic and inclusive learning environment that empowers students to succeed academically and beyond.

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