

Enhancing university students' English presentation skills with outdoor video tasks

Airil Haimi Mohd Adnan

University Teknologi MARA (UiTM) Shah Alam, 40450 Shah Alam, Selangor, Malaysia

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.910000720>

Received: 06 November 2025; Accepted: 12 November 2025; Published: 22 November 2025

ABSTRACT

This research paper concerns the use of outdoor video tasks in enhancing presentation skills among undergraduate students enrolled in an English oral presentation course. Conducted over three consecutive semesters, the research involved 202 first year students from science and technology-based degree programs at a Malaysian public university in the state of Selangor, Malaysia. The majority of the participants were female at 56%, and all had mixed English language proficiency, averaging Band 4.0 in the Malaysian University English Test (MUET). The creatively designed instructional approach required students to leave the classroom and record themselves in 'video production groups' of four or five and presenting assigned academic topics in outdoor settings. This method aimed to foster embodied learning, reduce performance anxiety, and encourage spontaneous delivery. Data were collected both quantitatively and qualitatively; for this paper the quantitative data are presented, analysed and discussed. The data were collected through a 30-item post-activity survey measuring the students' confidence, anxiety levels, and acquired oral skills based on the own perceptions and personal experiences. Findings suggest that the tasks positively influenced students' self-confidence and engagement, particularly among those with lower English proficiency. The sensory and environmental aspects of presenting in open spaces appeared to reduce formal speaking anxiety and promote natural expressions in English. This study contributes to the body of research on video-based learning (VBL); growing interest in creative, experiential pedagogies; and the integration of 'old-school' oral traditions with modern smartphones to acquire English communication skills.

Keywords: presentation skills, English language, creative teaching, video-based learning, survey

INTRODUCTION

The ability to communicate effectively through oral presentations remains a critical competency for university students, particularly in science and technology disciplines where technical expertise must be conveyed to diverse audiences (Barrett & Liu, 2016). However, many undergraduates struggle with presentation anxiety, overly formal delivery styles, and a disconnect between classroom learning and real-world communication contexts (Doyle, 2023). Traditional pedagogy often confines students to sterile classroom environments, reinforcing performance anxiety rather than cultivating authentic communication skills (Driscoll & Shapiro, 2025). Recent scholarship in experiential learning suggests that physical environment and embodied practice significantly influence language acquisition and communicative competence (Kosmas & Zaphiris, 2020; Witte, 2023). When learners engage with learning materials in varied, sensory-rich contexts, they develop more flexible and spontaneous communication strategies. Concurrently, video-based learning (VBL) has emerged as a powerful pedagogical tool, enabling students to capture, review, and refine their performance whilst developing critical self-assessment skills (Adnan, 2020; Adnan et al., 2019, 2020; Mohd Kamal et al., 2019). The integration of outdoor contexts with video recording technology offers a particularly promising avenue for authentic learning experiences that transcend conventional classroom boundaries.

This study explores whether outdoor video tasks can serve as an effective pedagogical intervention for developing presentation competencies. By requiring first-year students to record academic presentations in

outdoor settings using readily available smartphone technology, this research investigates three key dimensions: affective factors such as confidence and anxiety; pedagogical mechanisms including spontaneity and naturalness of delivery; and student experiences of adaptation and growth. Drawing on survey data from 202 students across three semesters at a Malaysian public university, the study offers empirical evidence for an approach that bridges traditional oral communication training with contemporary digital practices and VBL methodologies (see Karim, Adnan, Salim, et al., 2020; Karim, Adnan, Tahir, et al., 2020; May et al., 2023; Mustafa Kamal et al., 2019; Shah et al., 2025). The overall findings lend credence to ideas about place-based learning and the roles of creative pedagogies, particularly in higher education contexts.

LITERATURE REVIEW

The development of effective oral presentation skills in higher education has become increasingly crucial as employers and professional contexts demand graduates who can communicate complex ideas with clarity and confidence (Moore & Morton, 2017). Yet despite its importance, the teaching of these skills often remains trapped within traditional classroom paradigms that may inadvertently reinforce the very anxieties and artificiality they seek to ameliorate (Ivanović, 2024; Martin, 2019). This section examines three interconnected areas that inform the present study, as they lay the foundation for exploring outdoor video tasks as a creative intervention in presentation skills pedagogy.

Presentation anxiety and confidence in higher education

Public speaking anxiety represents one of the most pervasive challenges facing university students (Taye & Teshome, 2025). This anxiety is particularly acute among students for whom English is an additional language, where linguistic insecurity compounds performance fears (Horwitz, 2001; Kianinezhad, 2024). Traditional classroom presentations, with their emphasis on formal assessment and peer observation, can inadvertently heighten rather than alleviate anxieties, creating a cycle of avoidance and underperformance (Cooper et al., 2018). Self-efficacy theory suggests that confidence in one's abilities develops through mastery experiences, vicarious learning, and reduced physiological arousal (Wright et al., 2016).

However, conventional approaches provide limited opportunities for students to build confidence in lower stakes environments. When students perceive presentation contexts as authentic rather than purely evaluative, their anxiety levels decrease and engagement increases (Sotardi & Dutton, 2022). Furthermore, research into growth mindset frameworks indicates that students who view communication skills as developable rather than fixed traits show greater resilience in the face of performance challenges (Zarrinabadi et al., 2022). These findings suggest that pedagogical interventions that reduce formality whilst maintaining academic rigour may prove particularly effective in addressing presentation anxiety amongst university students.

Video-based learning (VBL) and creative instructional delivery

VBL has emerged as a transformative approach in skills-based education, offering unique affordances for both instruction and assessment (Yusof et al., 2019; Yousef et al., 2014). The capacity to record, review, and analyse one's own performance enables a form of reflective practice that static classroom presentations cannot provide. Students engaging with video recordings of their presentations develop enhanced metacognitive awareness, identifying strengths and areas for improvement that might otherwise remain invisible (Ahmad et al., 2019). This self-assessment capability is valuable in oral communication pedagogy, where immediate feedback during live performance is limited. Research into VBL demonstrates that video recording reduces the high-stakes nature of single-performance assessments, allowing students multiple attempts to refine their delivery (McTighe & Ferrara, 2021; Shih, 2010). The iterative process of recording, reviewing, and re-recording fosters a growth-oriented approach to skill development. Moreover, video technology enables peer learning, as students can observe and learn from their classmates' presentations in ways that traditional in-class formats do not easily accommodate (Meng et al., 2022).

The effectiveness of VBL is enhanced when coupled with creative instructional delivery methods that diverge

from conventional routines (Adnan, Karim, et al., 2019; Mohd Adnan, 2017). Creative pedagogy emphasises student agency, imaginative engagement, and the disruption of predictable learning patterns, all of which contribute to deeper cognitive processing and increased motivation (Adnan & Abdullah, 2012). When students are challenged to present in unconventional formats or contexts, they develop adaptability and creative problem solving skills. The ubiquity of smartphone technology has democratised access to video creation tools, making such creative approaches increasingly feasible across diverse educational contexts (Mohd Adnan, 2020). However, scholars have noted that the effectiveness of VBL and creative instructional approaches depends significantly on how tasks are structured and the extent to which students receive guidance in self-analysis (Alazmi, 2023; Snoeyink, 2010). Simply recording presentations without supportive frameworks for reflection may yield limited benefits. The integration of VBL with other pedagogical innovations appears to maximise its potential for developing communicative competence.

Embodied and place-based learning

Embodied cognition theory posits that learning is situated in physical experiences and environmental contexts, challenging the notion that knowledge acquisition occurs purely through abstract mental processes (Fugate et al., 2019). In language learning specifically, research has shown that physical movement, gesture, and spatial awareness enhance retention and facilitate natural expressions (Goldin-Meadow & Alibali, 2013). When students engage with materials in varied physical environments rather than exclusively in classrooms, they develop more flexible cognitive schemas and can transfer knowledge to novel contexts (Choi et al., 2014). Place-based learning extends these principles by emphasising the pedagogical value of specific locations and their sensory, cultural, and emotional characteristics (Hernandez Gonzalez, 2023). Outdoor environments, in particular, have been associated with reduced stress, enhanced creativity, and greater engagement across educational levels (Deringer, 2017). The informality and openness of outdoor spaces may disrupt the rigid hierarchies and performance pressures associated with traditional classrooms, creating conditions more conducive to authentic communication and risk-taking (Yemeni et al., 2025).

The intersection of embodied learning with oral communication pedagogy remains relatively underexplored yet holds considerable promise. When students present in outdoor settings, they must adapt to environmental variables such as ambient noise, weather conditions, and public visibility. These are challenges that mirror real world communication contexts far more closely than controlled classroom environments. This adaptation also requires spontaneity, problem-solving, and resilience, all of which are valuable transferable skills. By combining the embodied experience of outdoor presentations with the reflective affordances of video recordings, educators may create powerful learning experiences that address both the cognitive and affective dimensions of communicative competence.

Justification for research project

This research builds upon the three bodies of literature above to explore whether outdoor video tasks that integrate VBL, creative instructional delivery, place-based learning, and attention to affective factors can enhance university students' English language presentation skills. Through quantitative survey data, this empirical paper examines the mechanisms through which such tasks may influence students' confidence, reduce anxiety, promote spontaneous delivery, and foster holistic skill development. Three research questions (RQ) guided the data collection and analysis, and informed the discussion in subsequent sections:

RQ1: How do outdoor video tasks influence undergraduate students' self-perceived confidence and anxiety in oral presentations?

RQ2: To what extent do outdoor video tasks promote perceived spontaneity, naturalness, and reduced formality in the students' oral presentation delivery?

RQ3: How do these students make sense of the learning value of outdoor video tasks in terms of skills development, group collaboration, and adaptability?

METHODOLOGY

Research design

A quantitative, cross-sectional survey design was employed to investigate the effectiveness of outdoor video tasks in enhancing oral presentation skills among undergraduate students. Data were collected across three semesters from 2024 to 2025, from students enrolled in an English oral presentation course at a public university. The pedagogical intervention required students to form video production groups of four to five members and record their presentations in outdoor campus locations using their smartphones. Following completion of the outdoor video tasks, students completed a post-activity survey to explore their perceptions, personal and group experiences of the intervention's impact on their presentation skills, confidence levels, and learning experiences. **Survey respondents**

The study involved 202 first-year undergraduate students from science and technology-based degree programmes. The sample comprised 56% female ($n=113$) and 44% male ($n=89$) participants, with ages ranging from 19 to 21 years. All respondents had mixed English language proficiency, with an average Malaysian University English Test (MUET) Band of 4.0, indicating competent user status. Participation was totally voluntary, and they were informed that responses would not affect their course grades. The sample size of 202 provides adequate statistical power for detecting medium effect sizes ($d=0.5$) at conventional significance levels ($\alpha=0.05$, power=0.80).

Survey instrument

A 30-item post-activity questionnaire was developed to measure the students' perceptions across three domains aligned with the research queries namely affective factors (confidence and anxiety), pedagogical mechanisms (spontaneity, naturalness, and formality), and learning experiences (skill development, collaboration, and adaptability). All of the items employed a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree). Representative items included: "The outdoor video task increased my confidence in speaking English publicly" (Q3), "The outdoor setting encouraged me to speak more spontaneously and naturally" (Q5), and "This task helped me develop skills beyond just oral presentation" (Q26).

The survey instrument demonstrated strong internal consistency and reliability. Cronbach's alpha coefficients were calculated for each subscale: Affective Factors (10 items, $\alpha=0.89$), Pedagogical Mechanisms (10 items, $\alpha=0.87$), and Learning Experiences (10 items, $\alpha=0.91$). The overall instrument reliability was excellent ($\alpha=0.93$), substantially exceeding the minimum acceptable threshold of 0.70 and approaching the optimal range of 0.90 for research instruments. Item-total correlations ranged from 0.52 to 0.78, indicating that all of the survey items contributed meaningfully to their respective subscales without redundancy. The survey was piloted with a smaller group of students in the social sciences field ($n=15$) prior to main data collection to ensure clarity, face validity, and appropriate response time (approximately 8-10 minutes for completion).

Data analysis

All responses were analysed using SPSS Statistics (Version 29.0). Descriptive statistics including means, standard deviations, standard errors, and 95% confidence intervals were calculated for each of the survey item. Distribution characteristics were assessed through skewness values to determine response tendencies, with values between -1 and +1 considered acceptable for parametric analysis. Cohen's d effect sizes were computed to evaluate the practical significance of the students' perceptions, with values of 0.2–0.5 considered small effects,

0.5–0.8 medium effects, and above 0.8 large effects. Frequency distributions were examined to understand response patterns across the five-point scale. Last but not least, statistical significance was set at $p < 0.05$ for all analyses.

Ethics and limitations

The students / respondents provided informed written and recorded consent, and all data were anonymised to

protect confidentiality. That being said, several limitations warrant acknowledgement. First, the reliance on self report data introduces potential response bias, as the students may overestimate improvements or provide socially desirable responses. Second, the absence of a control group limits causal inferences about the intervention's overall effectiveness. Third, the study captured only immediate post-activity perceptions without longitudinal follow-up to assess sustained impact. Finally, the findings are drawn from a single institutional context in Malaysia, which may limit generalisability to other cultural or educational settings. Despite these limitations, the strong reliability statistics (Cronbach's $\alpha > 0.87$ across all subscales) provide confidence in the internal consistency and methodological robustness of the survey instrument employed to complete this research effort.

FINDINGS

Respondents' profile

The study involved 202 first-year undergraduate students enrolled in an English oral presentation course across three semesters at a Malaysian public university. Figure 1 presents the demographic characteristics of the respondents. The sample comprised 113 females (56%) and 89 males (44%), with ages ranging from 19 to 21 years. The majority of participants were 20 years old ($n=98$, 48.5%), followed by 19-year-olds ($n=68$, 33.7%) and 21-year-olds ($n=36$, 17.8%). Students represented diverse science and technology programmes: Engineering ($n=68$, 33.7%), Computer Science ($n=56$, 27.7%), Information Technology ($n=45$, 22.3%), and Applied Sciences ($n=33$, 16.3%). Regarding English language proficiency as measured by the MUET, the sample demonstrated mixed competency levels with an average band of 4.0. Specifically, 121 students (59.9%) achieved Band 4 (Competent user), 45 students (22.3%) achieved Band 3 (Moderate user), and 36 students (17.8%) achieved Band 5 (Good user). Data collection was relatively balanced across the three semesters and the students worked in video production groups of either five or four members to finish their outdoor video presentation tasks.

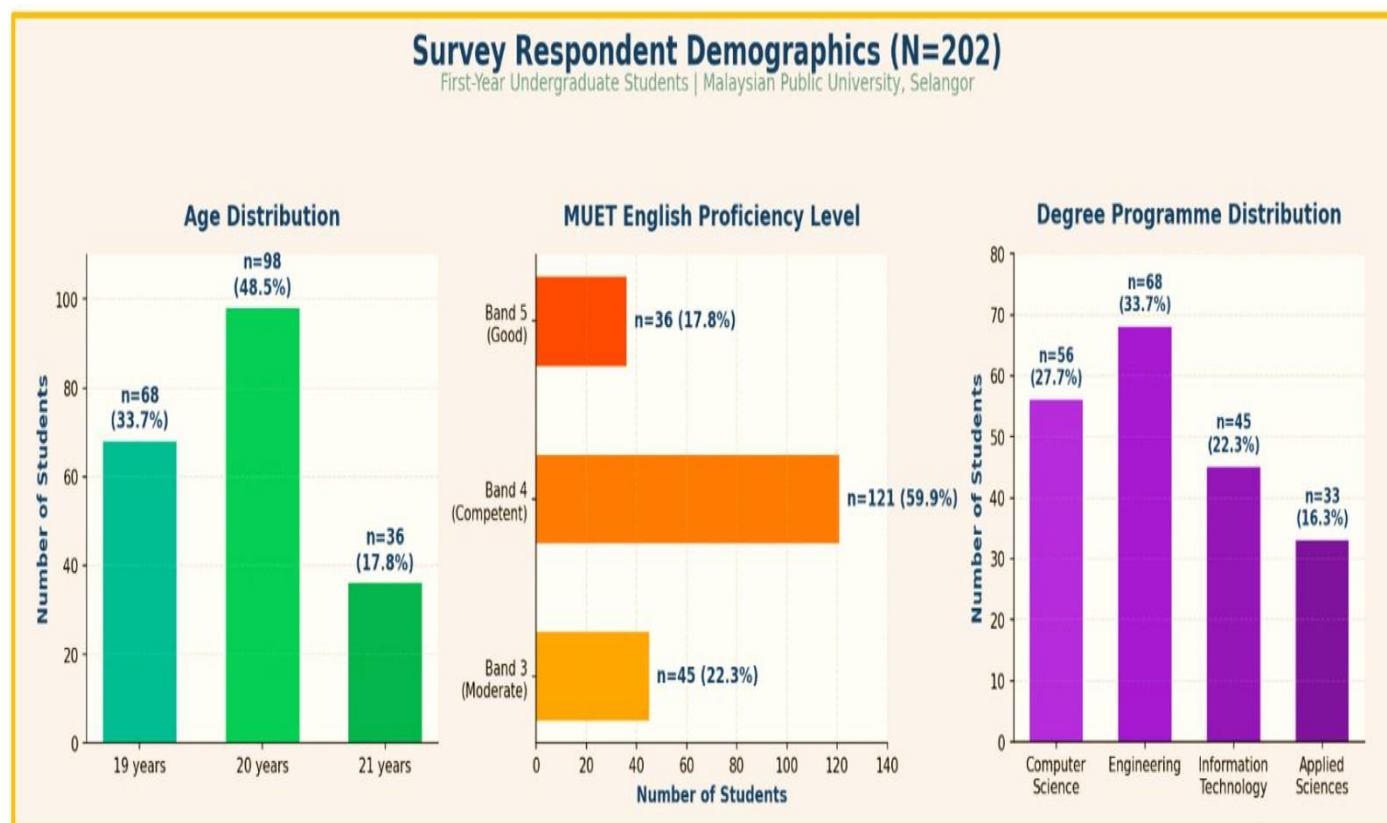


Figure 1. Respondent demographics information

The post-activity survey yielded responses across nine key items aligned to the three research questions examining affective factors, pedagogical mechanisms, and learning experiences. The findings are presented thematically according to each question, with statistical indicators including means (M), standard deviations (SD), confidence intervals (CI), and Cohen's d effect sizes to assess practical significance.

RQ1: Influence of outdoor video tasks on students' confidence and anxiety

The first research question examined how the outdoor video tasks influenced the students' self-perceived confidence and anxiety in oral presentations. The three survey items below addressed this dimension, revealing generally positive affective outcomes based on their collective perceptions and experiences.

The first item is speaking confidence (Q3) as illustrated in Figure 2 (below). When asked whether the outdoor video task increased their confidence in speaking English publicly, 65.3% of respondents expressed agreement (48.0% agreed, 17.3% strongly agreed), whilst only 10.9% disagreed (2.5% strongly disagreed, 8.4% disagreed). The mean score of 3.69 (SD=0.89, 95% CI [3.56, 3.81]) indicated above-midpoint agreement, with the distribution showing negative skewness (-0.52), suggesting responses clustered toward the positive end of the scale. Cohen's d of 0.78 represented a medium-to-large effect size, indicating substantial practical impact on perceived speaking confidence. This further suggests that the outdoor video format provided an environment conducive to building self-assurance in public speaking contexts.

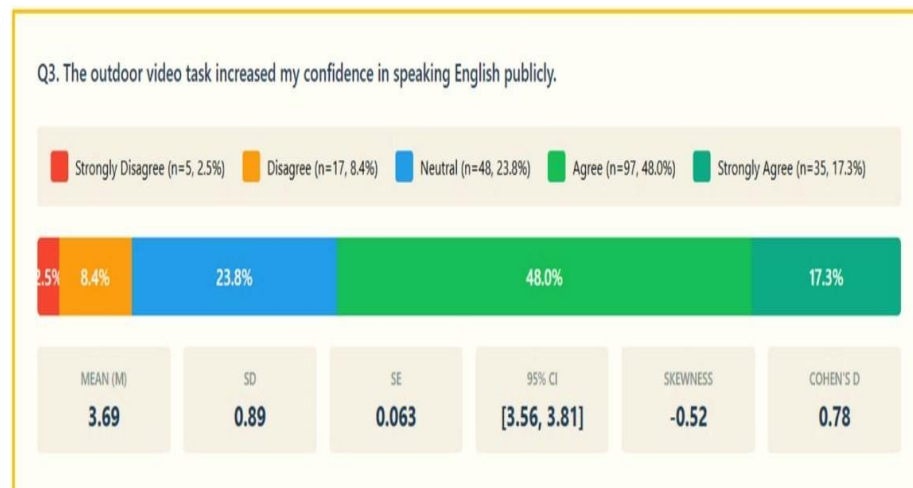


Figure 2. Outdoor video tasks and confidence level

This is followed by anxiety reduction (Q8) as depicted in Figure 3. Regarding whether recording outdoors made the students feel less anxious compared to traditional classroom presentations, responses were more distributed though still leaning positively. A total of 54.5% agreed or strongly agreed (41.6% and 12.9% respectively), whilst 16.9% disagreed (4.0% strongly disagreed, 12.9% disagreed), and 28.7% remained neutral. The mean of 3.46 (SD=0.98, 95% CI [3.32, 3.60]) reflected moderate agreement, with Cohen's d of 0.47 indicating a small-to-medium effect size. The higher proportion of neutral responses and wider standard deviation suggest varied experiences with anxiety reduction. Whilst many students found the outdoor setting less anxiety-inducing, this benefit was not universally experienced, possibly reflecting individual differences in presentation anxiety or comfort with outdoor recording.

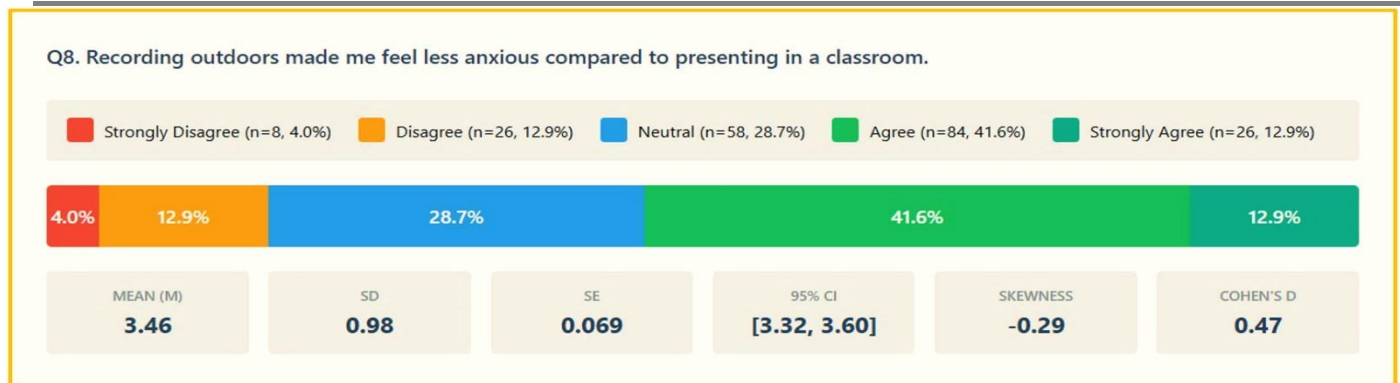


Figure 3. Outdoor video tasks and anxiety reduction

The final revealing item relates to self-efficacy (Q12) as shown in Figure 4. The item measuring whether students felt more capable of delivering presentations after completing the task yielded the strongest affective outcome.

An impressive 72.3% of respondents agreed or strongly agreed (52.0% and 20.3% respectively), with only 7.9% expressing disagreement. The mean score of 3.83 (SD=0.83, 95% CI [3.72, 3.95]) was the highest among affective measures, and Cohen's d of 1.00 represented a large effect size. The negative skewness of -0.61 confirmed the distribution's rightward shift toward agreement. This suggests that the video tasks enhanced students' belief in their presentation capabilities, suggesting meaningful development in self-efficacy that is also a critical factor for sustained skill improvement.

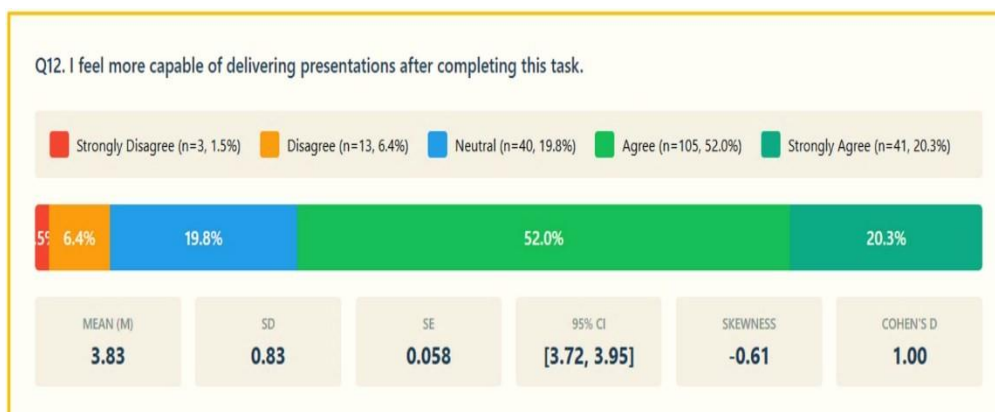


Figure 4. Outdoor video tasks and task-efficacy RQ2: Impact of outdoor video tasks on spontaneity, naturalness, and formality

The second research question explored how the embodied learning environment of outdoor settings affected the students' perceptions of spontaneity, naturalness, and formality in their presentation delivery. Based on their shared perceptions and experiences the key findings are illustrated next.

With reference to spontaneous speech (Q5), when asked whether the outdoor setting encouraged more spontaneous and natural speech, 59.9% of students agreed or strongly agreed (43.6% and 16.3% respectively), whilst 13.9% disagreed and 26.2% remained neutral. The mean of 3.59 (SD=0.95, 95% CI [3.46, 3.73]) indicated moderate-to-strong agreement, with Cohen's d of 0.62 representing a medium effect size. The negative skewness (-0.44) suggested a tendency toward positive perceptions. The results imply that the outdoor environment promoted less scripted, more authentic communication for the majority of students, though approximately one quarter found the impact neutral. Figure 5 (below) visualises these findings.

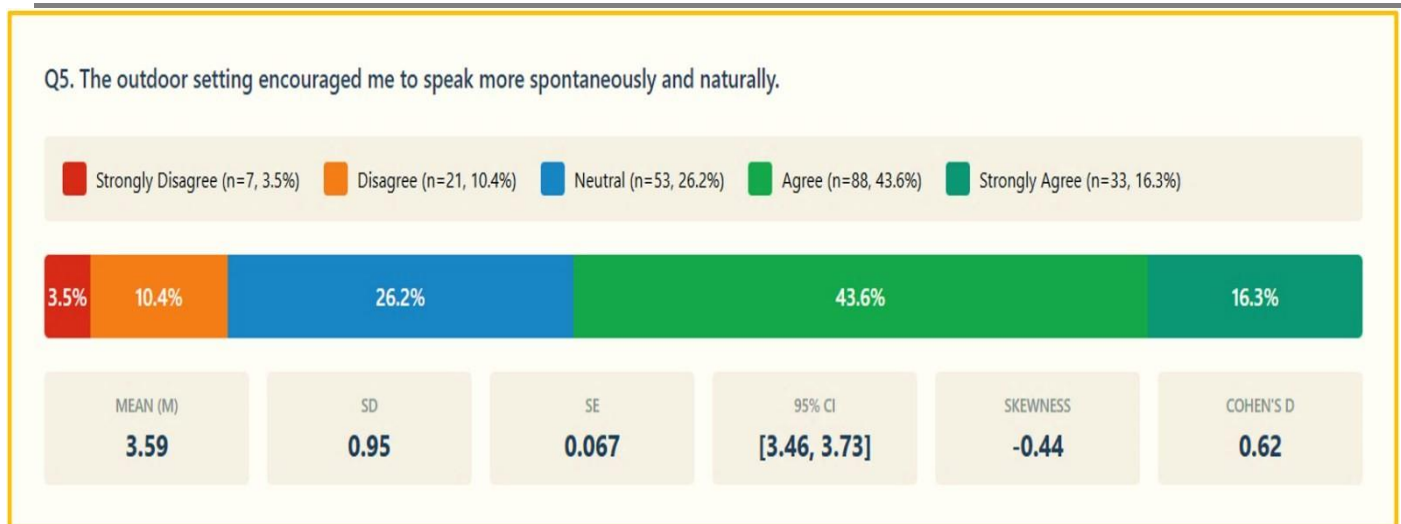


Figure 5. Outdoor video tasks and spontaneous speech

The next survey item investigates the topic of environmental engagement (Q14) as shown in Figure 6. The item examining whether being outdoors helped students to connect physically with their presentation content received the most varied responses. Whilst 48.5% agreed or strongly agreed (38.1% and 10.4% respectively), a substantial 31.2% remained neutral and 20.3% disagreed. The mean of 3.33 (SD=1.02, 95% CI [3.19, 3.47]) was the lowest across all items, and Cohen's d of 0.32 indicated only a small effect size. The near-symmetrical distribution (skewness=-0.18) and high standard deviation reflect considerable variation in how students experienced the embodied learning aspects of outdoor presentation. This implies that physical connection with content may require additional pedagogical scaffolding or may depend on content types or individual preferences.

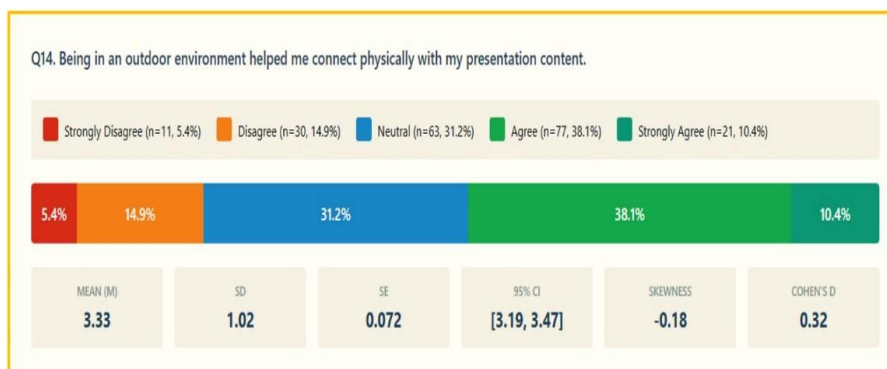


Figure 6. Outdoor video tasks and environmental engagement

The last illuminating finding relates to reduced formality (Q18), as illustrated in Figure 7. Students responded most positively to the proposition that outdoor video format reduced the formality typically associated with presentations. Two-thirds of respondents (66.3%) agreed or strongly agreed (46.5% and 19.8% respectively), with only 11.4% disagreeing. The mean score of 3.73 (SD=0.91, 95% CI [3.60, 3.86]) indicated strong agreement, and the Cohen's d of 0.80 represented a large effect size. The negative skewness (-0.58) confirmed the distribution's positive lean. This suggests that the outdoor setting successfully disrupted the formal, high stakes atmosphere often associated with classroom presentations, creating a more relaxed environment that may facilitate more natural expression and reduced performance pressure.

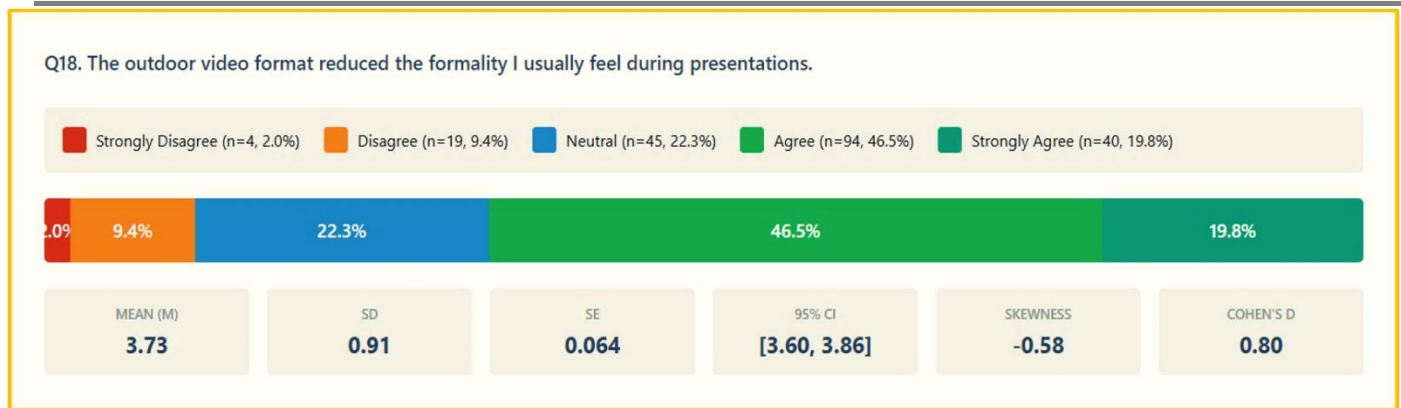


Figure 7. Outdoor video tasks and environmental engagement RQ3: Students' perceptions of learning value with respect to outdoor video tasks

The third research question investigated how students perceived the learning value of outdoor video tasks in terms of skill development, group collaboration, and adaptability. Again, based on their personal perceptions and experiences the most significant findings are explained below.

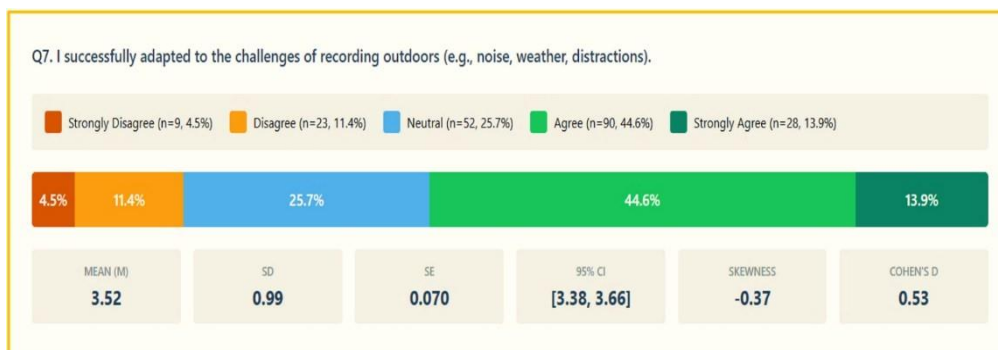


Figure 8. Adapting to challenges related to outdoor video tasks

With regards to adapting to challenges (Q7), when asked whether they successfully adapted to outdoor recording challenges such as noise, weather, and distractions, 58.5% of students agreed or strongly agreed (44.6% and 13.9% respectively), whilst 15.9% disagreed and 25.7% remained neutral. The mean of 3.52 (SD=0.99, 95% CI [3.38, 3.66]) indicated moderate-to-strong agreement, with Cohen's d of 0.53 representing a medium effect size. The results suggest that whilst most students developed effective coping strategies for environmental obstacles, approximately one-quarter found adaptation challenging or were uncertain about their success. The ability to navigate unpredictable conditions represents a valuable transferable skill, though some students may benefit from additional guidance. The data are visualised in Figure 8 (above).

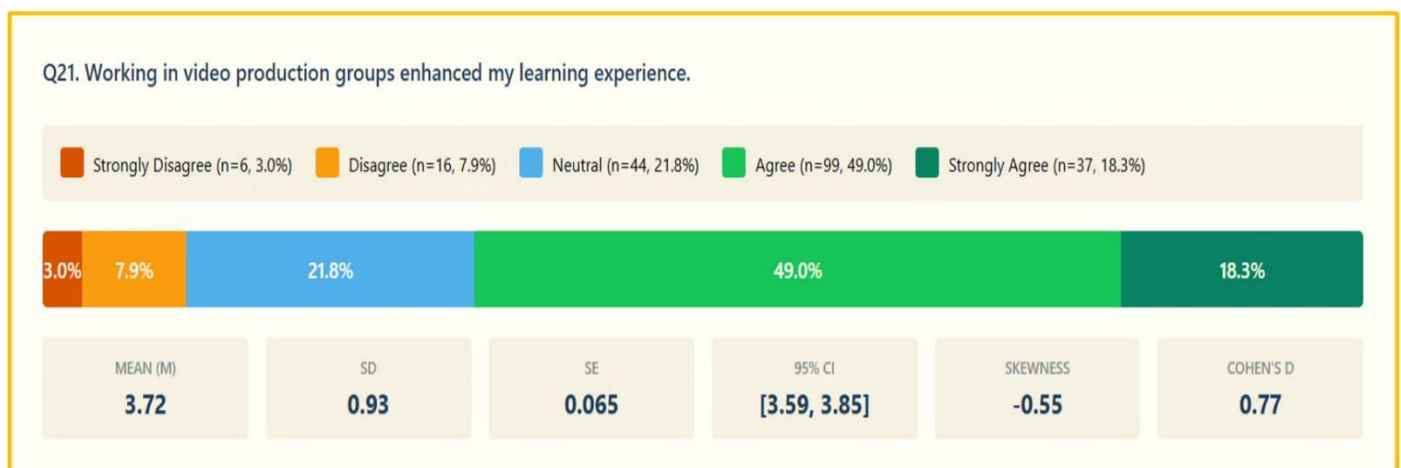


Figure 9. Group collaboration in carrying out outdoor video tasks

The next item is group collaboration (Q21), as depicted in Figure 9. The students responded very positively to working in their video production groups, with 67.3% agreeing or strongly agreeing (49.0% and 18.3% respectively) that group work enhanced their learning experience. Only 10.9% disagreed, whilst 21.8% remained neutral. The mean of 3.72 (SD=0.93, 95% CI [3.59, 3.85]) reflected strong agreement, and Cohen's d of 0.77 indicated a medium-to-large effect size. The negative skewness (-0.55) confirmed the positive distribution. This finding underscores the value of collaborative learning especially in carrying out the outdoor video task, suggesting that peer support and shared responsibility contributed meaningfully to students' overall experience and skill development.

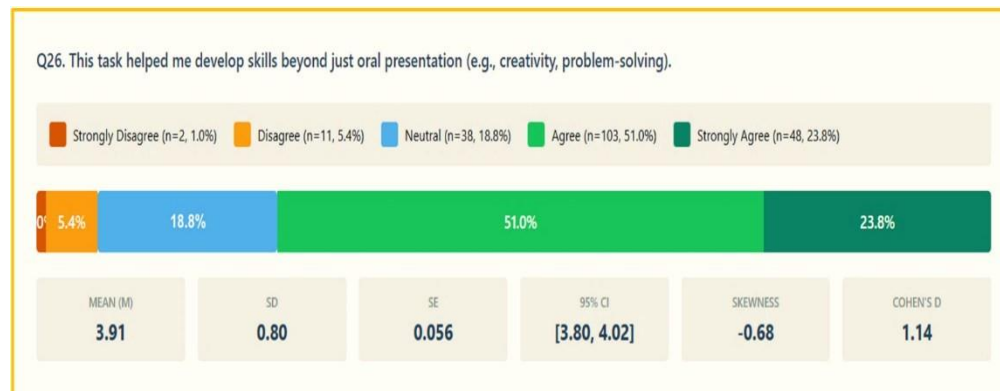


Figure 10. Outdoor video tasks and holistic skills development

The last item relates to personal growth (Q26), as visualised in Figure 10. The item measuring whether the task helped develop skills beyond oral presentation (such as creativity and problem-solving) yielded the strongest response across all items. An impressive 74.8% of students agreed or strongly agreed (51.0% and 23.8% respectively), with only 6.4% disagreeing. The mean score of 3.91 (SD=0.80, 95% CI [3.80, 4.02]) was the highest recorded, and the Cohen's d of 1.14 represented a very large effect size, incidentally the largest in the dataset. The substantial negative skewness (-0.68) indicated strong clustering toward agreement. This implies that outdoor video tasks facilitated holistic skill development, with students recognising growth in areas such as creativity, adaptability, technological competence, and problem-solving, which are all competencies that are highly valued in professional contexts.

DISCUSSION

Affective transformation through environmental disruption

Outdoor video tasks exert the strongest influence on the students' reported self-efficacy and confidence rather than on anxiety reduction per se. The large effect size for self-efficacy (Cohen's d=1.00) alongside the medium-to-large effect for confidence (Cohen's d=0.78) suggests that the intervention operates primarily by building positive beliefs about capability rather than alleviating negative emotions. This distinction is quite pedagogically significant. Whilst anxiety reduction showed only a small-to-medium effect (Cohen's d=0.47), the substantial gains in self-efficacy indicate that the students developed a more robust sense of competence that may prove more durable than situational anxiety relief (Jiang et al., 2024; Kalyuga, 2015).

The outdoor environment's capacity to reduce formality (Cohen's d=0.80) appears central. By disrupting the classroom hierarchy and its associated performance pressures, outdoor settings may create psychological distance from evaluative contexts that trigger presentation anxiety (Yemini et al., 2025). Students who might struggle in formal classroom environments can reframe the task as creative production rather than high-stakes performance, thereby accessing a different psychological stance toward public speaking. This reframing likely contributes to the enhanced confidence and self-efficacy observed.

Pedagogical mechanisms and variability in embodied learning

The pedagogical mechanisms underlying outdoor video tasks demonstrate notable variability in their effectiveness. Whilst reduced formality and spontaneous speech showed medium-to-large effects, the weak effect for environmental engagement (Cohen's $d=0.32$) warrants closer examination. The substantial neutral responses (31.2%) and high standard deviation ($SD=1.02$) suggest that physical connection with content is not automatically achieved simply by relocating outdoors. This challenges simplistic assumptions about embodied learning, indicating that place-based pedagogy requires intentional design to realise its potential (Bates et al., 2019; Deringer, 2017; Vander Ark, et al., 2020).

Students may need explicit guidance on how to leverage outdoor environments meaningfully, for instance, by selecting locations that thematically connect to presentation content or by incorporating environmental features into narratives. Without such scaffolding, the outdoor setting risks becoming merely a different backdrop rather than an integral component of embodied learning. Future implementations might benefit from structured reflection activities that help students articulate connections between physical spaces and conceptual contents (Fay & Kim, 2017; Khan et al., 2020; Paniagua & Istance, 2018).

Holistic skill development and transferable competencies

Perhaps the most striking finding is the large effect size for personal growth beyond oral presentations (Cohen's $d=1.14$). The students genuinely believed that the outdoor video tasks cultivated creativity, problem-solving, adaptability, and technological competence which are precisely the transferable skills demanded in professional contexts (Marawar & Chaudhari, 2024; Xinming, 2023). The holistic development likely stems from the authentic challenges inherent in outdoor recording: negotiating environmental unpredictability, collaborating under less controlled conditions, and making creative decisions about framing, audio, and visual composition.

The strong positive response to group collaboration (Cohen's $d=0.77$) further underscores the social dimensions of learning. Video production groups provided the peer support that may have buffered against individual anxiety whilst distributing the cognitive load of managing technical and environmental challenges (Hawes & Arya, 2023; Jiang & Yu, 2025). This collaborative structure aligns with sociocultural theories of learning, wherein shared activities within authentic contexts promote deeper engagement and skill transfer. The integration of VBL with outdoor pedagogy thus creates a multidimensional learning experience that extends well beyond traditional presentation training, preparing students for the complex, collaborative communication demands of their upcoming professional lives (see Mohd Adnan, 2025a, 2025b).

CONCLUSION

This study provides empirical evidence that creative outdoor video tasks represent an effective pedagogical intervention for enhancing university students' oral presentation skills. Through quantitative analysis of 202 first-year students' post-activity perceptions, the effort demonstrates positive effects on self-efficacy, confidence, and holistic skill development, alongside moderate benefits for reducing presentation formality and promoting spontaneous speech delivery. The findings reveal two particularly noteworthy outcomes. Firstly, the intervention's strongest impact lies in building students' self-efficacy and beliefs in their presentation capabilities (Cohen's $d=1.00$) rather than merely alleviating situational anxiety. This implies that outdoor video tasks foster durable psychological resources that extend beyond the immediate learning context. Secondly, students recognised that the tasks cultivated transferable competencies such as creativity, problem-solving, and adaptability (Cohen's $d=1.14$), which are the skills demanded in contemporary workplaces. These benefits exceed traditional training outcomes, indicating that the integration of place-based learning with video-based pedagogy creates synergistic effects.

However, the variability in environmental engagement outcomes shows that simply relocating outdoors does not produce embodied learning. Instructors must intentionally design tasks that help students forge connections between physical environments and conceptual contents, supported by structured reflection. For higher

education practitioners seeking to innovate oral communication pedagogy, outdoor video tasks offer a readily implementable approach that leverages smartphone technology whilst disrupting conventional classroom constraints. In addition, the collaborative group format provides peer support that enhances learning experiences and outcomes. As universities increasingly prioritise graduate employability and transferable skill development, creative outdoor video tasks present a promising pathway for preparing students to communicate in diverse professional contexts whilst simultaneously building the confidence and adaptability essential for professional growth.

REFERENCES

1. Adnan, A. H. M. (2020). From interactive teaching to immersive learning: Higher Education 4.0 via 360degree videos and virtual reality in Malaysia. *IOP Conf. Ser.: Mater. Sci. Eng.*, 917, 012023.
2. Adnan, A. H. M., & Abdullah, H. (2012). Communicative Language Teaching: misconstructions and misunderstandings in the Malaysian context. *English Language Journal*, 5, 79-93.
3. Adnan, A. H. M., Ahmad, M. K., Yusof, A. A., Mohd Kamal, M. A., & Mustafa Kamal, N. N. (2019).
4. English Language Simulations Augmented with 360-degrees spherical videos (ELSA 360°- Videos): 'Virtual Reality' real life learning! In MNNF Publisher (Ed.), *Leading Towards Creativity & Innovation (Series 1)* (pp. 82-88). MNNF Publisher.
5. Adnan, A. H. M., Karim, R. A., Tahir, M. H. M., Kamal, N. N. M., & Yusof, A. M. (2019). Education 4.0 technologies, industry 4.0 skills and the teaching of English in Malaysian tertiary education. *Arab World English Journal*, 10(4), 330-343.
6. Adnan, A. H. M., Ya Shak, M. S., Karim, R. A., Tahir, M. H. M., & Shah, D. S. M. (2020). 360-degree videos, VR experiences and the application of Education 4.0 technologies in Malaysia for exposure and immersion. *Adv. Sci. Technol. Eng. Syst. Journal*, 5(1), 373-381.
7. Ahmad, M. K., Adnan, A. H. M., Azamri, N. M., Idris, K. B., Norafand, N. N., & Ishak, N. I. (2019). Education 4.0 technologies for English language teaching and learning in the Malaysian context. Paper presented at the International Invention, Innovative & Creative Conference (InIIC Series 2/2019), Kuala Lumpur, Malaysia.
8. Alazmi, H. S. (2023). The value of systematic, iterative, video-based reflection analysis on preservice teacher actions in Kuwait: A preservice social studies teacher example. *Teaching and Teacher Education*, 121, 103910.
9. Barrett, N. E., & Liu, G. Z. (2016). Global trends and research aim for English academic oral presentations: Changes, challenges, and opportunities for learning technology. *Review of Educational Research*, 86(4), 1227-1271.
10. Bates, K., Teudt, M., & Collier, J. (2019). Mapping points for a place-based pedagogy of practice. *Curriculum Perspectives*, 39(1), 91-96.
11. Choi, H. H., Van Merriënboer, J. J., & Paas, F. (2014). Effects of the physical environment on cognitive load and learning: Towards a new model of cognitive load. *Educational Psychology Review*, 26(2), 225-244.
12. Cooper, K. M., Downing, V. R., & Brownell, S. E. (2018). The influence of active learning practices on student anxiety in large-enrolment college science classrooms. *International Journal of STEM Education*, 5(1), 23.
13. Deringer, S. A. (2017). Mindful place-based education: Mapping the literature. *Journal of Experiential Education*, 40(4), 333-348.
14. Doyle, T. (2023). *Helping students learn in a learner-centered environment: A guide to facilitating learning in higher education*. Taylor & Francis.
15. Driscoll, A., & Shapiro, D. (2025). *Transforming Traditional Teaching for Today's College Students: Strategies for Cultivating Relationships and Community*. Taylor & Francis.
16. Fay, L. L., & Kim, E. Y. (2017). Transformative Design Pedagogy: A Place-Based and Studio-Based Exploration of Culture. *Journal of Learning Spaces*, 6(2), 28-38.
17. Fugate, J. M., Macrine, S. L., & Cipriano, C. (2019). The role of embodied cognition for transforming learning. *International Journal of School & Educational Psychology*, 7(4), 274-288.
18. Goldin-Meadow, S., & Alibali, M. W. (2013). Gesture's role in speaking, learning, and creating language. *Annual review of Psychology*, 64(1), 257-283.

19. Hawes, D., & Arya, A. (2023). Technology solutions to reduce anxiety and increase cognitive availability in students. *IEEE Transactions on Learning Technologies*, 16(2), 278-291.
20. Hernandez Gonzalez, F. (2023). Exploring the affordances of place-based education for advancing sustainability education: The role of cognitive, socio-emotional and behavioural learning. *Education Sciences*, 13(7), 676.
21. Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112-126.
22. Ivanović, I. (2024). Game-based learning and underachieving students: Replacing the traditional paradigm in Montenegro? *Education and Information Technologies*, 29(16), 21965-21993.
23. Jiang, X., & Yu, Z. (2025). Exploring the impact of learner-and peer-help seeking strategies on cognitive load reduction and self-regulated learning skills enhancement. *Interactive Learning Environments*, 33(6), 4062-4081.
24. Jiang, X., Mueller, C. E., & Paley, N. (2024). A systematic review of growth mindset interventions targeting youth social-emotional outcomes. *School Psychology Review*, 53(3), 251-272.
25. Kalyuga, S. (Ed.). (2015). *Instructional guidance: A cognitive load perspective*. IAP.
26. Karim, R. A., Adnan, A. H. M., Salim, M. S. A. M., Kamarudin, S., & Zaidi, A. (2020). Education innovations through mobile learning technologies for the Industry 4.0 readiness of tertiary students in Malaysia. *IOP Conf. Ser.: Mater. Sci. Eng.*, 917, 012022.
27. Karim, R. A., Adnan, A. H. M., Tahir, M. H. M., Adam, M. H. M., Idris, N., & Ismail, I. (2020). The application of mobile learning technologies at Malaysian universities through mind mapping apps for augmenting writing performance. *Adv. Sci. Technol. Eng. Syst. Journal*, 5(3), 510-517, 2020.
28. Khan, M., Bell, S., & Wood, J. (Eds.). (2020). *Place, pedagogy and play: Participation, design and research with children*. Routledge.
29. Kianinezhad, N. (2024). Foreign language anxiety in education. *JELITA*, 5(1), 123-143.
30. Kosmas, P., & Zaphiris, P. (2020). Words in action: investigating students' language acquisition and emotional performance through embodied learning. *Innovation in Language Learning and Teaching*, 14(4), 317-332.
31. Marawar, A. A., & Chaudhari, A. D. B. (2024). *The future of learning: Innovations In education*. Academic Guru Publishing House.
32. Martin, S. M. (2019). *Artificial intelligence, mixed reality, and the redefinition of the classroom*. Bloomsbury Publishing.
33. May, L. S., Adnan, A. H. M., & Rosly, R. (2023). Virtual Students Mobility and Exchange Programs: Case Study of Malaysia. *International Journal of Academic Research in Progressive Education and Development*, 12(3), 2264-2277.
34. McTighe, J., & Ferrara, S. (2021). *Assessing student learning by design: Principles and practices for teachers and school leaders*. Teachers College Press.
35. Meng, X. H., Xu, X. Y., Chen, H. L., & Zhang, L. (2022). The effectiveness of combining e-learning, peer teaching, and flipped classroom for delivering a physiology laboratory course to nursing students. *Advances in Physiology Education*, 46(1), 21-26.
36. Mohd Adnan, A. H. (2017). Learning English (and Arabic) in Malaysian Islamic Schools: Language use and the construction of identities. *Arab World English Journal*, 8(3), 407-420.
37. Mohd Adnan, A. H. (2020). Immersion, exposure and learner driven learning through 360-degree videos and VR experiences: Education 4.0 for English Teaching. *International Journal of e-Learning and Higher Education*, 12(1), 61-82.
38. Mohd Adnan, A. H. (2025a). Teaching Arabic as a third language with Higher Education 5.0 technologies. *International Journal of Research and Innovation in Social Science*, 9(10), 3868-3882.
39. Mohd Adnan, A. H. (2025b). Video-based Learning for Higher Education 5.0 exposure and immersion. *International Journal of Research and Innovation in Social Science*, 9(10), 4784-4798.
40. Mohd Kamal, M. A., Adnan, A. H. M., Mustafa Kamal, N. N., Ahmad, M. K., & Yusof, A. A. (2019). 60 seconds 'Video-based Learning' to facilitate Flipped Classrooms and Blended Learning at a Malaysian university. In *MNNF Network (Ed.), Proceedings of the International Invention, Innovative & Creative (InIIC) Conference, Series 1/2019* (pp. 118-127). MNNF Network.
41. Moore, T., & Morton, J. (2017). The myth of job readiness? Written communication, employability, and the 'skills gap' in higher education. *Studies in Higher Education*, 42(3), 591-609.

42. Mustafa Kamal, N. N., Adnan, A. H. M., Yusof, A. A., Ahmad, M. K., & Mohd Kamal, M. A. (2019). 'Immersive Interactive Educational Experiences' – adopting Education 5.0, Industry 4.0 learning technologies for Malaysian universities. In MNNF Network (Ed.), *Proceedings of the International Invention, Innovative & Creative (InIIC) Conference, Series 1/2019* (pp. 190-196). MNNF Network.
43. Paniagua, A., & Istance, D. (2018). *Teachers as Designers of Learning Environments the Importance of Innovative Pedagogies*. Organisation for Economic Co-operation and Development (OECD).
44. Shah, D. S. M., Adnan, A. H. M., Salim, M. S. A. M., & Salim, M. N. F. M. (2025). Deploying Educational Chatbots as Virtual Assistants for Language Teaching and Learning in Malaysian Tertiary Education. *Journal of Advanced Research in Computing and Applications*, 39(1), 206-211.
45. Shih, R. C. (2010). Blended learning using video-based blogs: Public speaking for English as a second language student. *Australasian Journal of Educational Technology*, 26(6), 883-897.
46. Snoeyink, R. (2010). Using video self-analysis to improve the “withitness” of student teachers. *Journal of Computing in Teacher Education*, 26(3), 101-110.
47. Sotardi, V., & Dutton, H. (2022). First-year university students' authentic experiences with evaluation anxiety and their attitudes toward assessment. *Assessment & Evaluation in Higher Education*, 47(8), 13171329.
48. Taye, T., & Teshome, G. (2025). The Practices and Challenges Associated with Speaking Skills Among Undergraduate Students. *Journal of Social and Educational Research*, 4(1), 43-60.
49. Vander Ark, T., Liebttag, E., & McClennen, N. (2020). *The power of place: Authentic learning through place-based education*. ASCD.
50. Witte, A. (2023). Bringing the body into play: The corporeal aspect in second language acquisition. *The Modern Language Journal*, 107(3), 693-712.
51. Wright, B. J., O'Halloran, P. D., & Stukas, A. A. (2016). Enhancing self-efficacy and performance: an experimental comparison of psychological techniques. *Research Quarterly for Exercise and Sport*, 87(1), 36-46.
52. Xinming, Z. (2023). Research on cultivating innovation and practical skills in higher vocational education. *Frontiers in Educational Research*, 6(26), 29-36.
53. Yemini, M., Engel, L., & Ben Simon, A. (2025). Place-based education - systematic review of literature. *Educational Review*, 77(2), 640-660.
54. Yousef, A. M. F., Chatti, M. A., & Schroeder, U. (2014). The state of video-based learning: A review and future perspectives. *Int. J. Adv. Life Sci*, 6(3/4), 122-135.
55. Yusof, A. A., Adnan, A. H. M., Mustafa Kamal, N. N., Mohd Kamal, M. A., & Ahmad, M. K. (2019). Education 4.0 immersive learning with Spherical Videos (360°) and Virtual Reality (VR) experiences. Paper presented at the International Invention, Innovative & Creative Conference (InIIC Series 2/2019), Kuala Lumpur, Malaysia.