Student-Produced Videos: Why not?

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Abstract. This study aims to explore the students' perception of student-produced video projects as a form of summative assessment in ESP context. The study was conducted on ESP students who studied English in Public Relations at a university in Vietnam in an online course during COVID-19. Quantitative approach was adopted to testify to students' perspectives on the benefits of student-produced video projects, motivations, difficulties, and overall satisfaction. Findings show that students were highly satisfied with the video assessment procedure as they found their English and soft skills have been improved much through the video producing process. Despite some difficulties caused by the undesirable social distancing setting in the pandemic, students were highly motivated by the external and internal factors to complete the student-produced video tasks as a form of asynchronous presentation instead of online synchronous presentation. The study suggested an alternative form of e-assessment that helps enhance students' English skills, digital literacy, and other soft skills in ESP context.

Keywords: E-assessment · Student-produced Video · Perception · Asynchronous presentation

1 Introduction

Recently student-produced videos (SPV) have become more pervasive in foreign language teaching and learning. New technological developments such as smartphones and cameras enable video recording activity more convenient and at ease. In addition to, the widespread of digital movie makers and social media distributors such as Windows Movie Maker, CapCut, YouTube, TikTok, etc. has led to a pedagogical shift towards constructivist approaches in which project-based learning has taken more important role in giving students the chance to make their own video projects while developing new knowledge. As a result, learners of the Education 4.0 are more exposed to videos as compared to those in the yesteryears.

Literature review showed that numerous scholars and researchers had promoted video-making as a form of problem-based learning that improves students' language proficiencies [1–7]. Miller found that video-making projects required students to adapt to essential multimodal electronic literacy related to speaking, listening, kinesthetic and linguistics approaches [1]. From this perspective, this study aims to investigate the

students' perception of SPV as an assignment in ESP context and explore the beneficial aspects related to English skills and soft skills development, students' enablers, and barriers during the video making process. The study was conducted in a private university in Hochiminh city, Vietnam in November 2021 in an online-learning ESP context due to social distancing.

2   Literature

2.1   The Benefits of Student-Produced Video in the EFL Context

In terms of skills development, Yeh et al. explored the impact of Video's making on students' writing skills [2]. Findings showed that students learned to be more creative and skillful at using different approaches in meaning-making process. They also became more self-regulated, started to think critically and be aware of diverse contexts and outlooks. Sun et al. studied the effects of student-produced videos on EFL students' oral communication skills [9]. Findings showed that student's public speaking skills and confidence were improved. In addition, Naqvi et al. explored how a digital video-making project had influence on students' language and skills development in EFL context. The results showed that students' speaking, vocabulary, and writing skills were considerably enhanced through executing the video projects. Surprisingly, their research and analytical skills were also developed [10]. Similarly, Yeh conducted a survey on the effects of SPV on students' multi-literacies development in EFL context. Results showed that the student's vocabulary, speaking, writing and translation skills have been improved [11].

Gallo-crail & Zerwekh clarified how video making could help vocabulary development in the learning process. They argued that the more students were exposed to various learning strategies, the more they acquired and memorized new words [12]. Likewise, Anas's findings suggested that the collaborative learning setting in the video making process enabled students to learn new vocabulary. The video making process required students to read, raise questions, discuss and learn new technology while simultaneously learning new vocabulary effortlessly [3].

Contrasted with video-watching, video-making process allowed students to use the target language and developed their own learning strategies. Research found that SPV made language acquisition more meaningful for students [6]. Nikitina observed that students showed a greater awareness of their pronunciation as they tried to deliver the concepts clearly and properly when having their videos shot [13]. Meyer & Forester stated that students tended to use more authentic conversational English rather than formal language to make their video settings more truthful [5].

Souzandehfar et al. emphasized how video-making projects allowed students to discover the language in use in different situations when they wrote the scripts to fit the video contents [14]. Another benefit of SPV was observed by Dahya [15]. The author argued that collaborative activity stimulates students to actively think and debate to reach an agreement. And then students collaborate with each other to combine language, knowledge, technology and art to build up their Video. As a result, video-making inspires students to be more self-regulated as they try to improve their pronunciation, vocabulary

and grammar to complete qualified videos. Through these activities, students are more engaged in skills practice and develop strong commitment for learning by doing [16].

Concerning the building of knowledge of one's native culture, Yang et al. investigated how EFL learners assumed the role of local cultural material by making advertising YouTube videos [17]. The results revealed that EFL students can define various aspects of their own culture and share these values in the videos. At the same time, the process can enhance their intercultural competence and empower them to take responsibility for their learning.

In sum, numerous researches found that SPV has great benefits on improving students' language skills, soft skills and learning strategies as well as enhancing students' intercultural communicative competence.

2.2 The Challenges in Classroom Video Production

Various researches have pointed out some difficulties in the SPV process. Those are the cost of video production, the lack of essential video-shooting equipment, and students' limited opportunities to be exposed to this learning approach. Other researchers found that students' lack of digital literacy would also be a major obstacle for students in the video making project. Without teachers' support in providing the equipment and video software, the learners would face difficulties getting the perfect shots for their videos and having them well-edited [18–20].

Furthermore, video projects can be time-consuming as much instruction and preparations were needed from both teachers and learners to make sure the class will not fall behind schedule. Obviously, the teachers usually encountered great pressure on completing prearranged curricula, especially in the current emphasis on high stake examinations. This might hamper the implementation of movie-making in the classroom as teachers are accountable to school administrators and managers for the course syllabi and learning outcomes. As a result, teachers were normally reluctant in implementing classroom video projects in their classes [21, 22].

On exploring the literature review, we found that limited studies aimed to explore the effects of independent variables of students' residential places and learning tools on the video making process. And none of the reviewed studies investigated the beneficial aspects related to English skills and soft skills development, students' enablers, and barriers in the social distancing context due to COVID-19. Thus, our study aimed to answer the following research questions:

1. To what extent do students perceive their self-produced videos in terms of the benefits of SPV, the motivations, the difficulties of making SPV and their overall satisfaction?
2. Do students with different residential places and learning equipment have different perceptions on SPV?

3 Methodology

3.1 The Benefits of Student-Produced Video in the EFL Context

The study was conducted in a private university in Hochiminh city, Vietnam. Being a visiting lecturer in that institution allowed the author to execute the video projects

without any trouble. The research setting was an online course of English in Public Relations in the context of social distancing due to the pandemic.

The SPV project in this study was a team work project. Students were grouped in 4–5 members. The topics were on students' choices that were related to PR field such as an event making plan or a specific crisis management case, etc. The project was a part of summative assessment as asynchronous group presentation. Instead of online synchronous presentation, the groups were supposed to upload their videos on YouTube for other students and teachers to watch before the exam day. During the exam, there were two sections: displaying the videos and Questions & Answers (Q&A). The presenting groups should answer the questions from their classmates and teacher after their Video was displayed. The groups were scored based on the quality of the videos and the Q&A section.

Data were able to be collected at ease as the students were comfortable and trusted the researcher who was the teacher in the course. A non-probability internal sampling technique was selected for the study involving the participation of an intact-class of ESP fourth-year students majoring in PR which were divided into three groups. Overall, the participants' age range was between 20 to 24 years old and they were of the intermediate level of proficiency in the English language. Of the total 100 respondents, 76.0% were female. 62.0% of the respondents lived in Ho Chi Minh City while 30% of them stayed in other cities in different provinces during the courses. Only 8% of the participants joined the online classes from the countryside. 69% of the participants used laptops as learning equipment. Smartphones were ranked second in the list (27%), whilst 4% of participants used desktop.

3.2 Data Collection and Analysis

Quantitative method was employed to collect the data. An online questionnaire using Google form was sent to students through social media. The valid returned responses were 100 accounting for 80% of the total samples.

The questionnaire consisted of two parts. The first part consisted of 4 questions to collect respondents' demographic information such as participants' age, gender, residential places and learning equipment. The second part included 20 items divided into 6 constructs: the improvement of English skills (4 items), the development of soft skills (5 items), the external motivations (2 items), the internal motivations (3 items), the difficulties (3 items) and students' overall satisfaction (3 items). Then SPSS version 20 was used for data analysis. In terms of reliability, Cronbach's alpha test was employed to examine the internal consistency of the scale. Table 1 shows Cronbach's alpha values of the six constructs.

As presented in Table 1, Cronbach's alpha values of the 6 constructs were above the threshold of 0.70 indicating that the scale was reliable to conduct further analysis.

4 Findings

4.1 Descriptive Statistics

Findings show that students revealed a high level of agreement with most of the statements in the questionnaire. Accordingly, students perceived great overall satisfaction

Table 1. Cronbach's alpha values

Code	Constructs	No. of Items	Cronbach's α
ES	English skill development	4	0.85
SS	Soft skill development	5	0.88
EM	External motivations	2	0.77
IM	Internal motivations	3	0.82
DI	Difficulties	3	0.83
SA	Students' satisfaction	3	0.72

Table 2. Descriptive statistics of the six constructs

Constructs	Mean	SD	Skewness	Kurtosis
English skill development	4.26	0.63	−0.27	−1.04
Soft skill development	4.36	0.59	−0.68	−0.03
External motivations	4.32	0.72	−0.94	0.29
Internal motivations	4.09	0.74	−0.51	−0.04
Difficulties	3.30	0.90	−0.20	−0.18
Students' satisfaction	4.30	0.62	−0.90	1.56

with the SPV implementation process, with an average score M = 4.30. This indicates that students showed great contentment in Video making projects even though they did all the tasks in social distancing condition due to COVID-19. This fact surprised the authors as it was expected that working online would pose great challenge on the video projects as the students were attending the course at various places, in different settings and using different learning equipment.

As presented in Table 2, among the five groups of factors affecting students' overall satisfaction, soft skill development ranked the highest with average mean M = 4.36, followed by English skill development (M = 4.26). External motivations and Internal motivations also reached high level of agreement with mean M = 4.32 and 4.09, respectively. Finally, students admitted that there were certain difficulties in the video making process, but the level of agreement with this construct was the lowest among the six groups (M = 3.30). This implies that students do not have many difficulties in making the video clips.

4.2 Comparison of Students' SPV Perceptions Considering Different Residential Places

In terms of residence, there are three groups of students. A majority of them lived in Ho Chi Minh City (62%) while 30% of them stayed in other cities in different provinces

Table 3. ANOVA results on students' perception considering residential factor

		SS	df	Mean Square	F	Sig.
ESD	Between Groups	.154	2	.077	.189	.828
	Within Groups	39.378	97	.406		
	Total	39.532	99			
SSD	Between Groups	.456	2	.228	.606	.548
	Within Groups	36.543	97	.377		
	Total	37.000	99			
EMO	Between Groups	.674	2	.337	.634	.532
	Within Groups	51.514	97	.531		
	Total	52.188	99			
IMO	Between Groups	2.946	2	1.473	2.759	.068
	Within Groups	51.786	97	.534		
	Total	54.732	99			
DIF	Between Groups	1.288	2	.644	.817	.445
	Within Groups	76.486	97	.789		
	Total	77.773	99			
SAT	Between Groups	.118	2	.059	.149	.861
	Within Groups	38.437	97	.396		
	Total	38.556	99			

during the courses. Only 8% of the participants joined the online classes from the countryside. Between these groups, there are differences in the level of satisfaction but the data show that these differences are not statistically significant (Table 3).

Oneway Anova results show that the sig coefficient of Levene statistic in all 6 constructs is > 0.05, showing that the variance between the above variables is not different. As can be seen in Table 3, the sig values of all six groups of factors are > 0.05. It shows that there is no statistically significant difference in students' perception of overall satisfaction and other influencing factors when considering the place of residence of participants. This implies that the independent variable of residential place does not affect students' perceptions of SPV.

4.3 Comparison of Students' SPV Perceptions Considering Different Learning Equipment

The data show that students used a wide range of IT equipment for the courses. Laptops were the most popular tool which was used by 69% of students. Smartphones were ranked second in the list (27%), whilst 4% of participants used desktop. No student employed a tablet as a learning tool. Further testing (see Table 4) showed that these three groups had the same level of perception on SPV. In other words, because the differences between

Table 4. ANOVA results on students' perception considering learning equipment factor

		SS	df	Mean Square	F	Sig.
ESD	Between Groups	.921	2	.461	1.157	.319
	Within Groups	38.610	97	.398		
	Total	39.532	99			
SSD	Between Groups	.269	2	.134	.355	.702
	Within Groups	36.731	97	.379		
	Total	37.000	99			
EMO	Between Groups	.533	2	.266	.500	.608
	Within Groups	51.655	97	.533		
	Total	52.188	99			
IMO	Between Groups	.008	2	.004	.007	.993
	Within Groups	54.724	97	.564		
	Total	54.732	99			
DIF	Between Groups	1.823	2	.912	1.164	.316
	Within Groups	75.950	97	.783		
	Total	77.773	99			
SAT	Between Groups	2.010	2	1.005	2.668	.074
	Within Groups	36.545	97	.377		
	Total	38.556	99			

groups were not statistically significant, these results suggest that learning equipment had no effects on SPV implementation experienced by the students.

Oneway Anova results show sig coefficient of Levene statistic in all 6 constructs > 0.05, revealing that the variance between the above variables is not different. As can be seen in Table 4, the sig values of all six groups of factors are > 0.05. It shows that there is no statistically significant difference in students' perception of overall satisfaction and other influencing factors when considering the learning equipment of survey participants.

5   Discussion

From the study, students expressed generally positive attitudes towards video projects. They showed excitement in the video project production although there were some certain difficulties due to lack of time, lack of experience and skills in video-shooting and editing. Students revealed a high agreement with the improvement of both English skills and soft skills through video project. They are more motivated by external motivations than internal motivations in making the Video. Some perceived difficulties are related to the lack of time, IT skills and lack of technological equipment for Video Producing.

Findings showed that the independent variables of students' residential places and learning equipment had no effects on SPV implementation experienced by the participants in our study.

Our findings are aligned with Meyer and Forester's study in which researchers revealed that video projects gave opportunities for students to achieve a combination of English skills development (writing and speaking skills) with soft skills improvement (organizing and critical thinking skills) [5]. Weinstein emphasized that this sort of project-based learning is an element of content-based instruction movement that supports language learners' to alter from the traditional teacher-orientation to a constructivist approach [24]. Similarly, Gareis has seen SPV as a perfect means of skill integration practice in language teaching as it involves authentic communication and process-oriented group activities [23].

6   Conclusion

This article has come to two vivid conclusions. First, it provided a thorough insight into ESP students' viewpoint on student-produced videos and secondly it clarified that the independent variables of students' residential places and learning equipment have no effect on their perception towards SPV process. In this study, the video project was shown to enhance the students' creativity by integrating language skills with other soft and computer skills to acquire cooperative learning. It is also a well-worth effort for both learners and teachers as it brings an abundance of benefits for learners in terms of English skills development and soft skills improvement. In order to help students with some difficulties in the process of video shooting and editing, teachers should provide technical support and guidance on shooting plans, reasonable tasks assigned. Some free AI applications for video production such as Snapshot, Promeo or iMovie might be useful for students to produce qualified Videos without any cost.

We believe that student-produced Video is an effective and useful technique to connect language learning with the real life setting outside the language classroom and give students an excellent opportunity to display their writing, organizing, speaking, critical thinking and collaborative skills. The findings of this study might motivate language instructors to try a video project in their own language courses and engage their students in authentic language learning. Further studies in applying projects in EFL and ESP contexts may involve Video validating scales to evaluate students' perception of SPV projects, or qualitative research on teachers and students focusing on using advanced technologies to enhance the process of making Videos in the language classroom.

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