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Vitalija Jankauskaitė-Jokūbaitienė
Vilnius University**,** Institute of Foreign Languages, Faculty of Philology
Universiteto 5, Vilnius, LT-1131 LT
orcid.org/0009-0001-4463-4158
vitalija.jankauskaite-jokubaitiene@flf.vu.lt

THE EFFECTIVENESS OF VIDEO CREATION IN THE ESL CLASSROOM IN LITHUANIA: A CASE STUDY

The growing number of research investigating the efficacy of Web 2.0 tools in ESP classroom (Selevičienė 2020; Almuhaisen et al 2020; Rodgers and Dhonnchadha 2018; Šulovská 2013) has revealed the positive effect of technology integration on the development of students' language learning in higher education. However, the implementation of web-based technologies, namely digital video creation for language learning, has been scarcely discussed through the prism of K-12 environment. The purpose of this study is to examine the effectiveness of video making in L2 acquisition of English from the perspective of secondary learners and explicate the potential strengths and weaknesses of its utilisation in the ESL classroom. Qualitative research methodology was employed to analyse an open-ended survey. Tenth and ninth graders were asked to produce their responses to a two-fold questionnaire aimed at evaluating the use of video making for revisiting target vocabulary of the lesson. The current research indicates a polarised view of video making practice in the ESL classroom. Regarding the potential of video creation, learners admitted it being beneficial for the acquisition of vocabulary, when it comes to memorising it, forming strong associations, comprehending and communicating the meaning more properly. Yet the results of the study also demonstrated that creating content via video aids proved to be relatively demanding and time consuming due to lack of ICT skills in video making, not sufficient Internet connection speed or restrictions imposed on time and vocabulary limit.

The study may provide English language instructors with useful insights as to how the use of video creation may facilitate the learners' acquisition of vocabulary and how possible hindrances can be prevented to achieve more effective learning outcomes with the aid of digital video making tools in the ESL classroom. The major contribution to the research in this field is its focus on the adoption of video making method in the English as the second language classroom considering the context of secondary education in Lithuania.

1. Introduction

To cope with a demand for becoming know-it-all personas in digital literacy, teachers have been exposed to newly-equipped computerised school settings together with numerous courses on educational ICT integration in school curriculum, which in turn may have led teachers to use digital tools more frequently in their classrooms (Martin and Carr 2015). Despite such an encouraging progress, the implementation of technology, in particular web-based, appears to be an unexplored area when it comes to its effectiveness on students' learning outcomes. It can be noted that the repertoire of digital devices utilised in language learning has been more excessively explored in higher education, specifically in the field of English for Specific Purposes, revealing the positive effect on the overall learning quality (Selevičienė 2020; Almuhaisen et al 2020; Rodgers and Dhonnchadha 2018; Šulovská 2013), yet the studies conducted in K-12 school environments either lack the same range of digital tools analysed or do not take European secondary education into consideration.

Therefore, this study aims to investigate the use of digital video production by analysing its potential assets and weaknesses on L2 acquisition from the perspective of Lithuanian secondary school students. The objectives of this article are:

· To identify the characteristic features of using video-maker emphasised in secondary learners' discourses;

· To present the learners' perception of how the practice of video-making affects their second language acquisition in the classroom.

2. Theoretical background

For the sake of clarity in the very concepts of ICT integration (Information and Communication Technologies), Web 2.0 technologies (the second generation of internet development) and video creation, it is vital to specify their definitions to be exploited in this paper. According to Ghavifekr and Rosdy (2015) ICT integration in education seems to be a broader term referring to "technology-based

teaching and learning process that closely relates to the utilization of learning technologies in schools" (2015: 175) while Web 2.0 technologies are typically perceived as a more specific concept emphasising a social aspect of its use where the act of interaction, sharing information and collaborating in the online environment so as to build new collective knowledge is strongly emphasised (Halim and Hashim 2019: 20; Wang and Vasquez 2012: 413). Video creation per se appears to be the narrowest of the three as it pinpoints on the use of a particular video editing software to design a unique digital product in the online environment. Thus, video making falls into the category of web-based learning technologies enabling teachers and students "to create and edit videos through their browser" (Bower and Torrington 2020) for various educational purposes.

Assessments of Web 2.0 effectiveness in language learning are proliferating in different educational structures. It can be noticeable that positive students' approach to inclusion of Web 2.0 tools in ESL context has been recognised in succession of studies. Šliogerienė and Masoodi's research (2016) demonstrate that the use of *Facebook* proves to be beneficial for undergraduates' overall "language skills and communication, students' motivation, confidence and attitudes towards English language learning" (2016: 37). Computer-based concept maps such as *CmapTools* have been successfully implemented to facilitate students' reading comprehension practice (Selevičienė and Burkšaitienė 2016). Teachers both in higher education and K-12 settings find implementing *Wikis and blogs* beneficial for preparing the instructional materials for language learning by emphasising the major progress in digital literacy, improved design and overall aesthetics of teaching materials (Craig 2013). As far as videos are concerned, *Youtube* seems to be a valuable platform for boosting students' motivation simply by video watching (Šulovska 2013), while the potential of video making can be applauded for a significant impact on improving the acquisition of discipline-related vocabulary (Rodgers and Dhonnchadha 2018).

Similarly, there has been some attempt to investigate web-based applications in language learning specifically in K-12 settings. Primary students' favourable attitudes on the implementation of e-learning during a pandemic period have been revealed in the Malaysian school (Haleman and Yamat 2021). Meanwhile, the research findings in U.S. elementary and middle schools indicate that the use of *iPod* touch not only makes learning more inclusive and amusing, but also adds

value to ELL students' "critical support for language and content learning" (Liu et al 2014: 124).

With respect to video integration in language teaching, video content seems to be more prominently applied for listening comprehension tasks or integrated as "self-reflection, assessment of learning accomplishments, and supporting hands-on class assignments" (McNulty and Lazarevic 2012: 53). Video production, however, enables students to be most active learning agents by establishing themselves as content creators (McNulty and Lazarevic 2012: 53), but it appears to be neglected in teaching practices. The existing research examining the effect of video production on secondary learners' language acquisition revealed comparatively ambiguous results by targeting the implementation of *digital storytelling tools* specifically. The study conducted on the use of *vidcasting* as digital storytelling tool in U.S. high school exposed students' general progress in the overall production of English as a second language (Green et al 2014). Having utilised a digital storytelling tool *Story & Painting House,* elementary school students displayed their progress in oral reading skills in particular as well as an increased level of extrinsic motivation correlating with students more creative language performance (Liu et al 2018). With regard to English as the first language, the study by Kang and Kim (2021) reveals that the use of *mobile-assisted application* of digital storytelling was mostly beneficial for higher English ability students who were observed to enhance their writing proficiency to a greater extent, but no significant effect of the usage of the tool was observed on the language progress of lower proficiency students.

Seemingly, literature review lacks European empirical evidence of video creation effectiveness in ESL classroom, notably in the context of secondary education. It is highly likely that due to easier access to contemporary devices at universities than in K-12 schools, web-based technology integration is found to be more investigated in the post-secondary education (Chang and Hung 2019) and this may determine why research findings generally showcase more favourable response to ICT use from L2 learners in higher education as compared to secondary schools where digital technologies are perceived to be beneficial for vocabulary acquisition predominantly (Chang and Hung 2019). To fill in this gap, this study aims at evaluating the effect of digital video making on learning

English as a second language from the viewpoint of secondary school students in Lithuania.

3. Research methodology

The participants of the study comprised of 1 teacher of English and 28 secondary school students, namely 20 tenth-graders and 8 ninth-graders from Engineering Lyceum of Vilnius Gediminas Technical university in Lithuania. The public high school is distinguished by promoting a STEAM-based curriculum within a continuous spectrum of 1–12th grade learners who study in a well-equipped environment and are exposed to a diversity of technologies integrated in a number of subjects, as a part of their syllabus. The study was conducted from June 7th to 17th in 2022. Each class participated in the activities within the period of two lessons, making 90 minutes of total time. No prior preparation for the task was necessary to practise video making as the priority was given to consolidating the vocabulary of the course rather than making a perfect video as the final outcome. The learning objective of the lesson was to incorporate at least 8 words from the given word list of 40 words (Table 1).

Table 1. The glossary provided to students before the task.

Grade 9	**Word list**
	appealing, disruptive, lose your temper, vague (memory), narrative, the brains behind sth, modest, sharpen a skill, thrilled, pursue a career, affectionate, make sb at ease, propose to sb, box-office success, bloodcurdling, let out a groan, tremulous, initially, roar with laughter, supremely confident, impulse purchase, bric-a-brac, clutter, be broke, be well-off, cuddly, fetch, find it hard to make ends meet, interact with sb, approach to sth, flourish, vibrant, well-established, enjoy your own company, practice what you preach, appreciate, compromise, supervisor, course of action, stunning.
Grade 10	**Word list**

	impulse purchase, bric-a-brac, clutter, be broke, be well-off, cuddly, fetch, find it hard to make ends meet, interact with sb, approach to sth, conscientious, single-minded, commute to work, lucrative, recruit, tedious, step out of your comfort zone , be tied up with, grow out of, upbringing, awash with information, gut feeling, tackle a problem, commit an offence, unconfirmed rumour, for the sake of, blow-by-blow, far-fetched, hilarious, villain, collaborate with, promote awareness, have an aptitude for, credit sb with, remarkable, velocity, algorithm, gain recognition, see the potential, make reference to.

Students worked in pairs or groups of three and were free to choose the book or a movie for their video presentation. The students were supposed to make a book/film trailer as a recommendation for their peers to read or watch it during the summer break. In the first lesson students were introduced to a number of items, i.e. the word list for revision, the key aspects of the book or movie to be included in the video and a tutorial to the video editing program *Biteable.com*. Shortly after a brief overview of the materials, students generated ideas on the selected movie/book in their notebooks. In the second lesson, students collaborated in the school computer class and used the software to make a short, approximately a 1 minute or 90 seconds video, by adding their scripts, preferred images and music. There were 13 videos compiled as final products with the exclusion of the one made on Youtube channel (see Appendix).

As indicated in Table 2 below, the video list is based on the video length in seconds and the total number of words included from the required word list in the video content. Each format of video creation, whether it was complete in terms of design, content, and accuracy, or an incomplete version, was accepted to identify the potential issues the teams encountered during the process.

Table 2. The measurement of videos based on the word limit and the time frame

Video number and grade	Duration (in seconds)	Words included
1	44	6
2	50	17
3	63	8
4	44	7
5	77	11
6	40	3
7	67	9
8	70	7
9	40	6
10	77	10
11	65	7
12	45	8
13	20	5

The video maker https://biteable.com/ falls under the category of video creation and editing similar to web-based programs as Kizoa (https://www.kizoa.com/) and Muvee (http://muvee.com) proposed by Bower and Torrington (2020) in their latest typology of web-based learning technologies. Such applications share characteristics of releasing "videos and slideshows based on images, multimedia, text, and music, incorporating transitions and a range of other effects" (2020: 6). Being a digital platform tailored for creating commercial or entrepreneurial video types generally, *Biteable.com* can also be adopted towards making educational video content by subscribing to a free trial. Although *Biteable.com* is not included in the Bower and Torrington's (2020) typology of web-based learning technologies, it has been selected due to its wide range of ready-made templates suitable for designing videos with the possibility to accommodate images, sound tracks or overall style without limitations and relatively more user-friendly interface as compared to afore-mentioned video programs. All the videos made by students were based on their scripts targeting writing and reading practice, not speaking as the task did not include voice recording.

The data were obtained through a brief survey conducted via Google Forms and shared with the students at the end of the lesson. The questionnaire contained two open-ended questions probing into the benefits and shortcomings of digital video-making for recycling target vocabulary in the classroom. The data analysis was based on the qualitative method of the research.

4. Results and findings

To examine the effectiveness of video-based learning, students' perceptions of the usefulness of the software *Biteable.com* were collected through the online survey Google forms. The responses were classified quantitatively by focusing on the repetitive aspects highlighted by the students to receive systematic patterns in the participants' evaluation. Therefore, students' commentary split into five major categories regarding the aspects of the *acquisition of vocabulary*, *creativity*, *entertainment*, *novelty of the activity*, *ICT literacy* and *time restriction*, as indicated in Figure 1 and Figure 2. This was proceeded by qualitative analysis of each narrated case of the research.

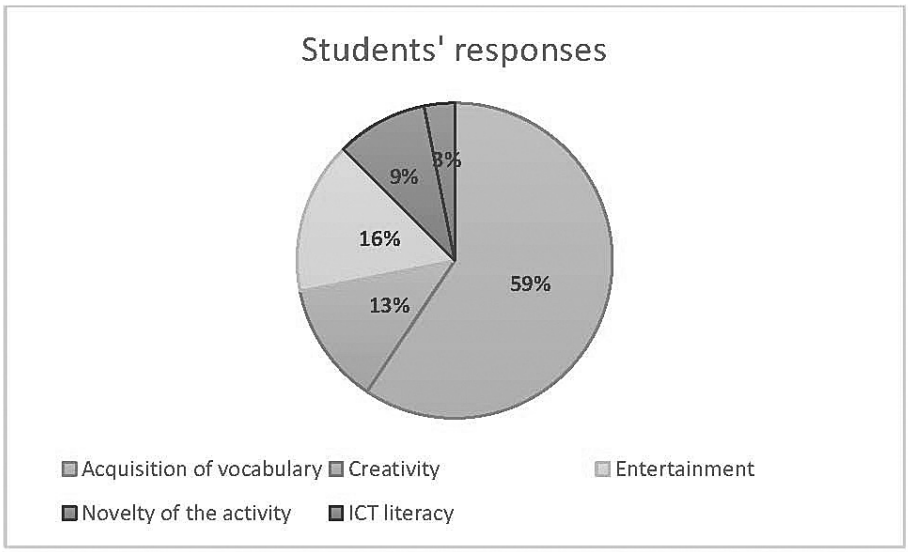

Figure 1. The benefits of using a video tool

4.1 The benefits of utilising a digital video maker

On the subject of benefits, the students found video creation primarily useful for vocabulary acquisition, as shown in Figure 1. The vast majority of responses reiterated the potentially positive effect of video practice on retaining the target words in a faster fashion by associating them with the familiar context or specifically with the book/film trailer students were working on. It can be seen in the following remarks:

'While making videos ***we used words that we will remember later on, because we will associate their meaning with something we already know, for example: watched movies****.' (10th grader)*

'The ***memories you associate with writing the word help you remember*** *how it's used.' (10th grader)*

'It ***helps with learning vocabulary*** *because you* ***can link the words you're learning with a funny or memorable trailer.'*** *(9th grader)*

'I believe ***it's easier to memorise words by seeing pictures or videos*** *rather than just reading them straight from a book' (9th grader)*

The repeated emphasis on the memory factor, as seen in the words *remember, memories, memorise, memorable,* underscores the significance of learners' strategies in acquiring vocabulary through visual associations. This approach seems to be perceived as a more accessible method for retaining the words and an engaging practice that enables learners to comprehend more complex vocabulary.

A considerable number of students also claimed that the collaboration on video trailer proved to be beneficial for grasping or communicating the meaning of the integrated words with a more meticulous attention as compared to typical writing activities in the classroom. The following examples illustrate the case:

'You memorise the words much faster because ***you have to truly know the meaning to incorporate the words in the video****.' (10th grader)*

'I remembered ***the meaning of the vocabulary better*** *and* ***how to use it*** *in sentences.' (10th grader)*

'Sometimes it's more interesting and easier to learn and when ***you are creating text or video with new words you get to know their meanings better****.' (9th grader)*

'You had to ***translate the words which you didn't know the meaning of and then put them in the video.' (9th grader)***

The findings are largely in agreement with the previous studies providing empirical evidence for video contribution to the development of vocabulary acquisition in general (Green et al 2014) or "particularly in the domain of the acquisition of specialised vocabulary" (Rodgers and Dhonnchadha 2020: 50). This might be explained by the use of specific context offered as the learning setting. Students may be more likely to consider the use of certain vocabulary when they have to make an endeavour to construct personalised ideas and share them with the target audience via video making aids.

The second aspect accentuated by peers appeals to the *entertainment* level attained while getting familiar with the possibilities of video tool. Interestingly, this particular factor was mentioned only by the tenth graders as a ground for motivation in learning the course material easier and more rapidly, as shown in the following comments:

'It was a considerable way to remember new words, ***because of the fun you have while writing them down to use for the video****.'*

*'We repeated learned words****,*** *had* ***funny time*** *and* ***used our creativity for learning'***

Some literature suggests that engaging elements included in technology-assisted language practice stimulate learners' active participation and motivation whether it be ICT integration in general (Kharade and Thakkar 2012; Liu et al 2014) or the basic use of video watching in the classroom (Šulovska 2013). Apparently, an emphasis on a 'fun factor' is closely interrelated with the creativity fostered by the medium of video technology, enabling students to become active content creators and "producers of language" (Rodgers and Dhonnchadha 2018). In addition, a number of respondents evaluate video making in language learning experience as a favourable opportunity for *creative self-expression:*

'Video creation made it much more easier to learn new words and remember vocabulary better. Also ***made us think more creatively.'*** *(9th grader)*

'It was ***really funny to collaborate*** *with classmate****.*** *Also, it is* ***a creative way to learn*** *something new(words, phrases and etc.) (10th grader*)

With regard to L2 acquisition, collaborative video creation is considered most valuable for the retention of specific vocabulary, evoking strong associations and conveying the meaning more precisely. This echoes the previous research conducted in K-12 educational settings where the use of multimodal presentation of information and multi-sensory learning, i.e. a combination of visual text and graphics, proved to increase retention rates of English vocabulary acquisition or contributed to understanding difficult words better (Ware and Hellmich 2014).

Notwithstanding, only one positive remark was found regarding the interface of the software or its overall use in the classroom, which leads to further discussion on the downsides of video creation as perceived by secondary school learners.

4.2 The challenges of utilising a digital video maker

As Table 2 mentioned above indicates, half of the students were able to make a film/book trailer by incorporating 8 or more words within 90 seconds and a third of the participants used 6 or 7 words from the word list within 45 seconds. This demonstrates that, at least from a technical standpoint, the learning goal of the lesson was successfully achieved and even exceeded expectations. However, when it comes to the quality of language use, some students, in particular lower proficiency language users or learners with dyslexia, needed more time to edit the text to omit spelling mistakes or any other lexical or syntactical inaccuracies. This partly explains why the process of video production was viewed as unsatisfactory mainly due to the time restriction imposed by the teacher, as illustrated in Figure 2.

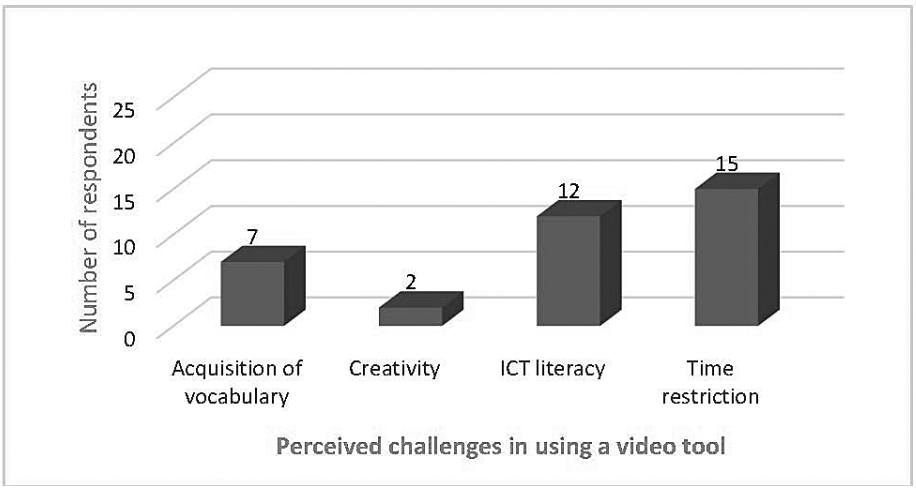

Figure 2. The challenges of using a video tool

According to 15 students out of 28, the primary reason for not achieving the expected outcomes was identified as a *lack of time*. The shortage of time was frequently intertwined with the second major issue related to the complexity of the video tool, which is explicitly articulated in the following responses:

*'**Short amount of time to make a quality video** and hard to use school computers (they're slow)' (10th grader)*

*'I would have preferred **more time** for getting to know the user interface better.' (10th grader)*

*'**Not much time given**, requires **editing knowledge'** (9th grader)*

Some studies also elaborate on the risk of devoting too much time to the technical side of video making at the expense of direct language learning, which can turn into problematic and insufficient practice of technologies (Shrosbee 2008: 78). A similar idea is reflected in the following comments of the respondent:

*'Sometimes it takes a lot more time t**o learn how to use an app for video creation and create a video** than just learn words by heart' (9th grader)*

Being short of knowledge in video editing or dealing with limited computing facilities constituted the second major cause of the struggle in obtaining the quality content according to students' responses. Admittedly, *low digital com-*

petence in producing a video in the classroom might have been determined by a few reasons. First, the software was unfamiliar to students although it contained only basic editing features with a range of pre-made templates at their disposal. Secondly, students might have needed more instructional support prior the task than a 5-minute demonstration of the user interface provided in the classroom before the task, not counting teacher's regular assistance throughout the lesson. This finding contrasts with another study on a video-making task where the tenth-grade Korean learners in U.S. school revealed high digital proficiency by using mobile application for digital storytelling (Kang and Kim 2021). The difference might lie in the strategy for that teacher to arrange an application training session of 20 minutes prior the task and to allow students to opt for their own mobile devices instead of school computers to make a video (Kang and Kim 2021: 8), the former being more familiar to learners in their social and educational backgrounds. Handling applications on school computers rather than mobile devices in the current study appears to have impeded the progress and convenience of video making. Finally, as noted by Dashtestani and Hojatpanah (2022) in their study on digital literacy of EFL students in a junior high school, the tendency for learners to leverage digital devices for recreational or non-educational purposes recurrently may transform into less adequate management of applications in educational settings.

Despite the overall acknowledgment of the useful practice of learning vocabulary via video application, designing a video-based trailer under *vocabulary constraint* was perceived as the third challenging aspect of the task. The responses show that constructing a video script demanded the major effort for learners to reconsider the meanings of the given words to suit the message of the book or film. Interestingly, though, this observation might be interpreted as the advantage from the learning point of view, as it also shows that students were actively involved in the selective and meaningful use of the words. The following responses exemplify the case:

*'Sometimes **it was hard to include vocabulary and use it for presentation**, because usually we don't use these words in every day talking, but nothing is impossible and we did our job' (10th grader)*

*'Found it a **bit hard to include the specific vocabulary'** (10th grader)*

*'Had to **rack our brains on how to use some of the words'** (9th grader)*

*'The hardest part was **of thinking the text and putting words in it,** but luckily we knew lots of them.' (9th grader)*

It is apparent that a multi-layered set of restrictions on vocabulary integration in the video is considered demanding when making a coherent and meaningful account. Learners appear to question the relevance of the entire word list or specific words to their chosen book/film, which is regarded as challenging to adapt to adequately. However, the responses make no reference to the difficulty of ensuring visual relevance to the textual content, which may suggest that being pressed for time learners tend to prioritise a more accurate construction of the written message over visual expression.

Lastly, two learners observed that a word limit built a *creativity barrier* to make the video a less fulfilling act:

*'The need for **certain words in the vocabulary heavily limits the creativity of a person**. Since you can't be as creative here, it also makes it less fun and enjoyable to do the work.'* (10th graders)

***'Vocabulary makes the frames** for making video smaller.'*

Although learning certain words were agreed to be the main objective of the lesson, focusing on a limited word list seems to be effort-consuming for lower English abilities students while high proficiency English learners may be discouraged to exhibit more creativity, which is inevitably a significant motivational factor in digital-video-making task, as described in the benefits part above.

5. Conclusions and implications

In the current study the implementation of the digital-video-making task has been assessed in regard to its potential benefits and challenges on vocabulary acquisition from the perspective of secondary learners. According to the data analysed, learners perceive video creation advantageous for the acquisition of vocabulary, particularly in terms of memorisation, forming strong associations, comprehending and conveying the meaning more properly. In addition to the lin-

guistic competence, learning vocabulary through video creation was considered to contribute to learners' engagement and creativity level respectively. However, the findings also revealed that video production for language learning was comparatively challenging and time-intensive due to the lack of ICT skills in video making, not sufficient Internet connection speed or restrictions imposed on time and vocabulary limit.

A number of potential limitations of the research need to be considered. First, given the small sample size, the study findings may only represent a limited subset of secondary school learners' experiences in video production. To obtain more consistent patterns of its impact on L2 acquisition, a broader range of classes, English proficiency levels and secondary schools ought to be examined. Secondly, a significant number of learners' comments seem to presuppose that effective vocabulary learning strategies may align with the learners' primary visual learning style (either written word or visual image) or bodily-kinaesthetic style, which may not necessarily relate directly to video production process. Further studies on this topic are therefore needed in order to verify the correlation between learners' learning styles, their compatibility with the teacher's teaching style and whether these factors are connected with the affordances of digital video production.

These observations have several implications for further practices of video integration for language learning. Teachers who are considering digital video creation in their curriculum should primarily take careful advance planning into account. As the findings of this study reveal, a sufficient amount of instructional time should be allocated for learners to pre-test the application and become familiar with the user interface before undertaking the actual task (Kang and Kim 2021; McNulty and Lazarevic 2012). In pursuit of convenience and potentially faster results in the classroom, it is recommended to use the preferred video software on mobile devices rather than school computers to prevent unstable internet connections or inefficiency in computer operating systems.

To seek balanced digital video content in terms of its linguistic and visual quality, educators may consider differentiating tasks for lower and higher English ability learners or to form groups of mix-ability learners to collaborate. Promoting teamwork over individual video production can facilitate peers mutual communication, problem-solving (McCulty and Lazarevic 2012; Shrosbree 2008) as

well as more successful navigation of the digital program per se. Additionally, the post-production stage of video making should also be organised through peer-reviewed feedback, based on which learners will be able to create and release improved, more sophisticated digital multi-modal presentations in the future (Green et al 2014).

In summary, according to the study, the implementation of digital video creation may not only boost learners' general interest in language learning, but is also highly likely to enhance vocabulary retention, improve writing skills and increase overall class engagement, interest and creativity if reasonable precautions for the strategic lesson planning are taken in consideration.

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Učinkovitost izrade videa u učenju engleskoga kao drugog jezika (ESL) u Litvi: studija slučaja

Sažetak

Pozitivni učinci integracije tehnologije na jezični razvoj učenika primijećeni su u istraživanjima engleskoga jezika za posebne namjene u srednjim školama, ali se o primjeni tehnologija Web 2.0, posebice upotrebi digitalnoga videa u nastavi engleskoga malo govorilo u kontekstu srednjoškolskoga obrazovanja. Cilj je ovoga istraživanja istražiti učinkovitost izrade video materijala u učenju engleskoga kao drugoga jezika (ESL) u kontekstu srednjoškolskoga obrazovanja te otkriti moguće prednosti i nedostatke upotrebe videa u nastavi engleskoga jezika. Metodologija kvalitativnoga istraživanja primijenjena je izradom otvorene ankete. Učenici desetoga i devetoga razreda zamoljeni su da odgovore na upitnik osmišljen kako bi procijenili doprinos izrade videa jačanju ciljanoga vokabulara na satu engleskoga jezika. Istraživanje pokazuje da se na praksu izrade video materijala u učionici engleskoga jezika različito gleda. Govoreći o mogućnostima izrade videa, učenici su prepoznali da im služenje tim alatom pomaže u pamćenju riječi, stvaranju jakih asocijacija, razumijevanju i boljem prenošenju značenja riječi. Osim jezične kompetencije, učenje vokabulara kroz videoprodukciju pridonosi većem angažmanu učenika i kreativnom izražavanju u nastavi. Međutim, rezultati istraživanja također su pokazali da se stvaranje sadržaja s pomoću alata za digitalnu video produkciju pokazalo prilično teškim i dugotrajnim za studente zbog nedovoljnih računalnih vještina u uređivanju videa, nedovoljne brzine internetske veze ili ograničenja vremena i vokabulara.

Keywords: video creation, Web 2.0 technologies, ESL, secondary education, language acquisition

Ključne riječi: izrada videa, Web 2.0 tehnologije, engleski kao drugi jezik, srednjoškolsko obrazovanje, usvajanje jezika

Appendix

Grade 10 video list

1.https://biteable.com/watch/3648976/6d7c636fed5356937d0178bbeb4c28ba

2.https://biteable.com/watch/3648968/48a81f825583a3499f09a0d73784612c

3.https://biteable.com/watch/3648967/ff6c2cf27fdfc24b8649e5850815dc5c

4.https://biteable.com/watch/3648981/cda63ccc6243b98cc6b7f6a8a107f4b3

5.https://biteable.com/watch/3648975/5b478ed1875bbc11ac148904ef8d4f31

6.https://biteable.com/watch/3648701/21a5b1c17d9583e1a5af9132886d9ad5

7.https://biteable.com/watch/3648698/5634990f05ee8cac6efdead4cd91cb8a

8. https://biteable.com/watch/3648700/b7812ab7348c1830c293068c03f7714c

9.https://biteable.com/watch/3648702/30a7b55a7d067bfcee4084bd04ac947a

10. https://biteable.com/watch/3648699/b729fc5305a9685d568f17512e4a5aba

Grade 9 video list

11.https://biteable.com/watch/3659918/8255b690930f264cc380d58172176ec4

12.https://biteable.com/watch/3659920/63a012e510b370eb3353149d43f32655

13.https://biteable.com/watch/3659919/972ff6c1a80d0d5e3722296d527ada20