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**An Investigation into the Use of Student-Generated Digital Video as a
Tool to Improve Writing in the Second
Language Classroom**

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Abstract

Several research studies concur that the use of Student-Generated Digital Video can positively enhance learning in the second language classroom and can improve writing skills. Research has confirmed positive uses of the Student-Generated Digital Video which include writing a narrative story in a form of a scenario to be filmed later by the students themselves and downloaded on You Tube for an audience and peer review, the development of a student's analytical skills and the development of a sense of community in a class through a collaborative learning environment.

This dissertation presents the results of a small scale case study which was undertaken with Grade Six students to investigate the impact of using Student-Generated Digital Video technique as a tool for improving writing in the second language classroom.

The data which was obtained from questionnaires and interviews completed with the students throughout the academic year 2023-2024 reveal that students responded positively to the use of the Student-Generated Digital Video. Semi-structured interviews were done with Grade Six English teachers to explore teachers' thinking about their pedagogical approaches and their goals for their students.



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The case study reveals that the use of the Student-Generated Digital Video technique improves students' writing skill. It was evidenced by the significant increase of students' grade when they were asked to write an essay about a certain topic. In short, students who are taught through the Student-Generated Digital Video technique have better writing skill than those who are not taught through this technique. It was found that this technique helped them to improve their writing through the collaborative learning environment that was established and through the process approach to writing that was adopted.

This has clear and significant implications for teaching and learning strategies in the second language classroom and opens interesting opportunities for second language teachers to explore when planning the development of their students writing skills.

Key words: Student-Generated Digital Video, collaborative learning, administrative structures, pedagogical approach, process approach, learning strategies, development of writing skills.

المخلص

تُجمع العديد من الدراسات البحثية على أن استخدام الفيديوهات الرقمية التي يُنتجها الطلاب يُعزز التعلم في فصول اللغة الثانية، ويُحسن مهارات الكتابة. وقد أكدت الأبحاث فوائد استخدام الفيديوهات الرقمية التي يُنتجها الطلاب، والتي تشمل كتابة قصة سردية على شكل سيناريو، يُصوّرها الطلاب بأنفسهم لاحقاً، ثم يُحمّلونها على يوتيوب لعرضها على الجمهور ومراجعة الأقران، وتنمية مهارات التحليل لدى الطلاب، وتنمية روح الجماعة في الصف من خلال بيئة تعليمية تعاونية.

تعرض هذه الرسالة نتائج دراسة حالة مصغرة أُجريت على طلاب الصف السادس لدراسة أثر استخدام تقنية الفيديو الرقمي المُنتج من قِبل الطلاب كأداة لتحسين مهارات الكتابة في فصول اللغة الثانية. وتُظهر البيانات المُستقاة من الاستبيانات والمقابلات التي أُجريت مع الطلاب خلال العام الدراسي 2023-2024 استجابة الطلاب الإيجابية لاستخدام الفيديو الرقمي المُنتج من قِبل الطلاب. كما أُجريت مقابلات شبه منظمة مع معلمي اللغة الإنجليزية في الصف السادس لاستكشاف آراء المعلمين حول مناهجهم التربوية وأهدافهم لطلابهم.

تكشف دراسة الحالة أن استخدام تقنية الفيديو الرقمي المُنتج من قِبل الطلاب يُحسن مهارات الكتابة لديهم. وقد تجلّى ذلك في الزيادة الكبيرة في درجات الطلاب عندما طُلب منهم كتابة مقال حول موضوع معين. باختصار، يتمتع الطلاب الذين يتم تدريبهم من خلال تقنية الفيديو الرقمي



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المُنشأ من قِبَل الطلاب بمهارات كتابة أفضل من أولئك الذين لم يتم تدريسهم من خلال هذه التقنية. وقد وُجد أن هذه التقنية ساعدتهم على تحسين كتابتهم من خلال بيئة التعلم التعاوني التي تم إنشاؤها ومن خلال نهج العملية للكتابة الذي تم اعتماده.

ولهذا آثار واضحة وهامة على استراتيجيات التدريس والتعلم في فصول اللغة الثانية، ويفتح فرصًا مثيرة للاهتمام لمعلمي اللغة الثانية لاستكشافها عند التخطيط لتطوير مهارات الكتابة لطلابهم.

الكلمات المفتاحية: الفيديو الرقمي المنشأ من قِبَل الطلاب، التعلم التعاوني، الهياكل الإدارية، النهج التربوي، نهج العملية، استراتيجيات التعلم، تطوير مهارات الكتابة.

Introduction

Digital technology has become a prevalent and effective tool in Lebanese private schools, with over 90% of these institutions incorporating it into their educational processes.¹ This integration has the potential to significantly transform teaching and learning by enhancing teacher design work, improving student and teacher roles, and fostering collaborative learning environments.¹ While digital technology allows students to work more productively, it also places increased demands on teachers. In English classes, students often consider writing to be the most difficult skill and subsequently the most difficult and challenging exam. Reasons for this may stem from the fact that they are not always presented with an authentic task to complete in a writing exam, and students often feel that they do not need to write since they are phobic about having mistakes in spelling, grammar and structure.

The case study addresses a decline in writing motivation and quality among 15 sixth-grade students. The teacher observed a disconnect between student interests and the essay requirements of the exam board, negatively impacting grades and success rates. To bridge this gap and boost engagement, the teacher investigated using the Student-Generated Digital Video Technique. The rationale was that this contemporary and fresh communication medium could make writing sessions more interesting and help students develop their writing skills through a novel approach.

Literature Review

Shulman (1987) argued that what is worth knowing in any subject specific domain comes from content. Content knowledge involves understanding the major arguments in the field, keeping abreast of new discoveries and ideas that serve to envision a larger picture of teaching writing. This understanding guides primary source and document collection by focusing and being aware of potential connections to the curriculum. But a question could be raised here whether Shulman approach was applicable or not in different learning environments.



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Examining relevant literature in relation to the topic of using student-generated digital video in writing sessions is essential. Different writing approaches will be considered followed by a discussion on the effectiveness of technology on writing development, including historical perspectives and a detailed discussion around student-generated digital video including their potential applications and challenges in a second language classroom. Furthermore, a discussion on the nature of social constructivism will be considered to understand how learning is constructed when student-generated digital video technique is used.

Lately, the process of using video cases to examine teaching practice, doing video-based reflection, using video editing to inform teaching practice, using video analysis to test teaching practice and peer-video analysis is highly used in classrooms as a form of reflection. These procedures are able to evaluate students professionally wise base on the findings of these steps. These procedures were carried out by asking the students to keep video cameras with them while being taught to monitor the learning process at first hand. Also, teachers should have their own video cameras to video tape the students' interacting with each other in classes to be able to specify the flows and gaps in students' speaking skills and to make sure that students of better speaking and writing abilities are helping others who are less than them.

A Brief Introduction

Students today seem to adapt and thrive in the rapidly moving, multi-media, multi- sensory stimulated world (Frاند, 2000; Pew, 2002; Tapscott, 1998). Students of the twenty-first century are frequently described as multi-taskers, having short attention spans for any one project, comfortable switching from one project to another, and expecting and enjoying constant digital stimulation and gratification (Hofer & Swan, 2005). Our students are expecting a different learning experience from what has traditionally been applied in the classroom for the past 10 years. Nowadays students have different expectations. They expect and ask for a more active and engaging experience, an experience that utilizes their unique learning skills and styles.

Teachers and instructors need to be mindful of this change. New pedagogy should be developed from the integration of educational theory, current technology, and an understanding of the aptitudes and interests of the learner. Skiba (2017) supports the value of utilizing student created videos and developing pedagogy surrounding the digital expertise of twenty-first century students. Referring to these students as 'digital natives', Skiba explains that these students have grown up in a multi-media world and are the "Net Generation".

Describing the interactions from a constructivist approach to learning has been suggested by Woo & Reeves (2007). One benefit of this approach is that it assumes that the interaction among the students helps to develop learning through creating a shared building of knowledge. This definition allows one to say that student-generated digital video is an interactive technique that can be used to build knowledge and enhance critical thinking.

This approach is supported by Fosnot (1989) who discussed the features of the student-generated digital video by saying that students control their own learning process, and they lead the way by reflecting on their experience and that students are those who create new understanding for themselves. But we have to know that shy students will get worse because they do not like to be criticized or made fun of by those good speakers during any conversation. The teacher coaches, moderates, or suggests, but allows the students room to experiment, ask questions, and try things.

Neary and Winn (2009) have suggested the positive effect on students learning through the use of student-generated digital video. Throughout this process, the students act as '*producers*' of knowledge. Students are encouraged to develop their understanding of a topic by carrying out research and doing things on their own.



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However, it is crucial that the research students aligned with the curriculum and as authentic as possible in order to enhance the student learning experience.

Many educators such as Shulman (1987) have supported the notion that asking students to create their own content, in any form, is a valuable learning experience. Requiring students to create video projects to explore subject content plays to their expertise, familiarity, and interests.

Impact of Student-Generated Digital Video technique on Learning

Student-Generated Digital Video is becoming a promising transformative technology supported approach for enhancing learning, including critical thinking skills, motivation, and information literacy. Since constructing a successful Student-Generated Digital video project requires instructors to pose problems that are deeply connected with the course content, students are challenged with thinking critically about effective combinations of content and multimedia elements while considering the audience's perspective. Filming their own stories allow opportunities for student control of the learning process and self expression, fostering learning confidence and learning motivation (Bull and Kajder, 2019, Yang and Wu, 2012).

One of the important concerns in using technology in teaching and learning has been whether or not its use contributes positively to student achievement. A number of meta-analyses have been summarized by Waxman, Connell, and Gray (2022) in a report to the Institute of Education Sciences (IES) and funded by the United States Department of Education. These authors examined meta-analysis studies from 1975 through 2002. Overall, these analyses indicated educational technology has positive effects on student achievement. According to the Center for Applied Research in Educational Technology (Knezek, Christensen, Bell, & Bell, 2016), technology can improve student learning when it (a) supports curriculum objectives being assessed; (b) provides feedback about student performance to both the teacher and student; (c) allows for student collaboration, discussion, and reflection; (d) adjusts for diversity of learning styles and abilities of students; (e) extends curriculum content beyond the classroom; and (f) is supported by the school district and community.

In addition to examining the meta-analyses studies of others, Waxman, Connell, and Gray (2022) conducted a systematic search of the impact of technology on student outcomes. Their results indicated there was a —modest, positive effect of teaching and learning with technology on student outcomes. (p. 12). Moreover, a series of studies conducted by the Children's Television Workshop (CTW) showed that after exposure to the use of Student-Generated Digital Video, children had an improved ability to recall facts, demonstrated higher problem-solving capabilities, and increased their overall interest in math and science. Another study from TV Ontario (1995), which surveyed teachers regarding the use of student-generated digital video, concluded that this technique not only considerably sparked students' interest in class, but also allowed them to learn new information and helped them understand new concepts better.

Technology in schools has become mobile, with laptop computers, tablet devices and smart phones now part of the teaching and learning context. Digital technology offers new ways of teaching and learning, and provides new ways for all involved in education to be openly accountable to parents, communities, and students (National Research Council, 1995). The National Academy of Sciences suggests that new and emerging technologies have the potential to enhance learning and the development of new knowledge in many exciting



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ways by providing access to a vast array of information and connections to other people for information, feedback, and inspiration (National Research Council, 1999).

Using such technologies leads the way to improve teaching and learning in our schools. Hew, K. F. & Brush, T. (2017) stated that digital technology becomes a tool that helps not only students but also educators to meet the educational needs of all students at different levels and cycles. Digital technology must be thought of as key ingredient in making it possible for schools to address core educational challenges. Hence, the rapid growth of school digital technology infrastructure has led to the increased availability and use of computers, phones and digital cameras in schools. Katz, R. (2015) explained that learning with digital technology has become essential in today's schools. Worldwide, education systems, researchers, school leaders, teachers and parents consider digital technology to be a critical part of a child's education.

There are many benefits to using students-generated digital video technique in education as shown in several decades of research. Over the recent years, there has been much interest in using the digital technology in the learning process and the impact it can have on language learning and particularly the skill of writing.

Authentic Learning

Authentic learning refers to a wide variety of educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems, and applications. Authentic learning or "Learning-by-doing" is generally considered the most effective way to learn", wrote (Donovan, Bransford, & Pellegrino, 2019). The digital technology and a variety of emerging communication, visualization, and simulation technologies now make it possible to offer students authentic learning experiences ranging from experimentation to real-world problem solving (Oblinger, 2017). The basic idea is that students are more likely to be interested in what they are learning, more motivated to learn new concepts and skills, and better prepared to succeed and enhance certain skills they are weak in.

Authentic Learning allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner (Donovan, Bransford, & Pellegrino, 2019). The term authentic is defined as genuine, true, and real (Webster's Revised Unabridged Dictionary, 1998). Learning is authentic when students become engaged in genuine learning problems that foster the opportunity for them to make direct connections between the new material that is being learned and their prior knowledge. In fact, such experiences increase student motivation, while an "absence of meaning breeds low engagement in schoolwork and inhibits learning transfer" (Newmann, Secada, & Wehlage, 2015, p. 67).

Educational research done by Burke (2019) has shown that authentic learning experiences give learners the capacity to turn information into useful transferable knowledge and to build professional identity. By situating knowledge within relevant contexts learning is enhanced. She explained that Authentic learning experiences encourage learners to assimilate and connect knowledge that is unfamiliar, expose learners to different settings, activities and perspectives, enhance transferability and application of theoretical knowledge to the 'real world', and create opportunities for learners to collaborate, produce polished products and to practice generic (e.g., problem solving) and professional skills.



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Student-Generated Digital Video can assume a more active role than just for storytelling an event or documenting a student's professional development. Digital videos are part of an authentic learning experience as the creator constructs a video presentation to articulate theoretical concepts into a more practical scenario (Kearney & Schuck, 2016). Digital videos produced by students are generally shared by real authentic audiences or peers, making the design and development of videos extrinsically motivated. Further, tasks involved in the creation of digital videos often require a high level of decision-making and choices that support student initiative. Hence, authentic assessment practices are integrated in the creation of videos by students.

Hofer and Owings-Swan (2015) stated that "the open-ended nature of digital movies present powerful opportunities to design student-centered, inquiry-based projects tied to the unique goals and emphases of the various disciplines" (p. 105) in education. Students were required to create their own digital video to articulate their understanding of instructional design and its implications in teaching and learning. In a sense, digital videos are forms of authentic assessment that embed reflective practice. Digital videos can permit students to self-reflect on their learning by selecting how and what to show to their audiences (Cheng & Chau, 2009). Students are able to address problems, strategies, perceptions, occurrences, etc. they encounter through self-reflections.

Some of the outcomes of integrating technology into the learning process ensure the development of skills for working through technology and allowing students and teachers as well to work continually. This list will be used in the finding chapter where the interviews with teachers and students are analyzed.

Methodological Approach

Morgan and Smircich (1998) argue that the actual suitability of a research method derives from the nature of the social phenomena to be explored. The theoretical frame of this study was based upon a social cognitive theory of social learning which maintains that cognition, vicarious learning, and self-regulation which plays central roles in human function.

A qualitative case study research design was utilized in this study. This section establishes the use of this method, justifies this choice over other possible research methodologies, and explains the procedures that were used in the collection and analysis of data. The use of student-generated digital video in which students conduct research and design and produce a video are discussed. In addition, this section examines my role as a researcher and the context of this study.

Design of the Study

In designing this study the qualitative research method was considered. In the search for a context, finding an academic classroom that incorporated the use of student-generated digital video presented a problem that resulted in a lack of feasibility.

Yin (2023) contended that experimental design deliberately divorces a phenomenon from its context to focus on a few variables, while survey research, he argued, has a very limited ability to investigate phenomenon and context. With qualitative research methods the concern for objectivity is replaced by the focus on subjectivity and the conflict between my dual role does not exist. Merriam (2008) maintains that there are five commonly used types of qualitative research, basic qualitative studies, phenomenology, ethnography, grounded theory and case study.



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A case study methodology was selected and was essential for this study because the variety of data courses, commonly found in case study design are vital for the assessment and analysis of student motivation and the use of cognitive strategies. Although case studies can fit easily into other paradigms, the design of this study encompasses an interpretivist paradigm.

Validity and Reliability

In order to have any effect upon educational theory or practice, educational research studies must be rigorous and present results that are acceptable to other educators and researchers Merriam (2008). To accomplish this task, the studies and results of this case study were of high quality and results were trustworthy and dependable. Validity and reliability have been the traditional standards used in quantitative research studies to judge quality. Because their assumptions about reality differ from those of quantitative researchers, Creswell (1998) and Tochim (2016) maintained that qualitative researchers have argued for the use of alternative criteria in judging research quality.

One possible threat to validity for this case study, is the possibility of participants changing their behavior or responses to questions because they are aware that they are being researched or because they desired to please me, their own subject teacher. This is called reactivity Leedy (2021).

If the participants were not a part of the case study, their behavior or responses may have been different. In addition to listing this effect as a possible limitation of this case study, using triangulation was an attempt to control for this effect.

Credibility, transferability, and dependability for this case study were established using triangulation. Triangulation refers to the use of different methods for collecting data Leedy (2021).sources of data for triangulation included student questionnaire and student and teacher interviews. Triangulation shed the light upon common themes found in these two sources for collecting data. According to Leedy, the intention of triangulation is to show how the multiple sources of data coverage to support the research's explanations of results and to eliminate other possibilities such as the triangulation effect mentioned above.

Data collection

Data were collected in a number of ways. To gain understanding of using students-generated digital video into learning and provide richer detail and insights into teachers' experiences, a set of interview questions for focus group interviews, as qualitative methods, were asked to both teachers in order to provide consistent data.

These questions are framed to determine the perceptions of the teachers around issues of students-generated digital video into learning. Although these two teachers weren't working on the project, yet they had a clear idea and noticed the difference through their kids who were six graders.

Students' Individual interviews, which were conducted during and after the period of implementation, as well as the teachers' interviews were conducted in person by me, the researcher, and data were analyzed to identify patterns, beliefs, values and practices, as related to the teachers' digital storytelling integration.

Research Findings

Consistent with grounded theory and drawing on Miles & Huberman (1984) data analysis began on the first day of data collection and continued throughout the study.

Some qualitative researchers put primary energy into data collection for weeks, months or even years, then retire from the field to "work over their notes". We believe this is a serious mistake. It rules out the possibility of collecting new data to fill in gaps or test new hypotheses that emerge during data analysis. It tends to reduce the production of what might be termed "rival hypotheses" that question the field worker's routine assumptions



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and biases; and it makes analysis into a giant, overwhelming task that both demotivates the researcher and reduces the quality of the work produced. (Miles & Huberman 1984).

As part of the analysis for the study, the data was reduced into an explanatory framework based on the previous mentioned research questions. That analysis led to the knowledge claims that are contained in this dissertation. The data collected during the study was analyzed using the constant comparative method for data reduction. This method, an inductive process of data analysis often employed in building grounded theory (Bogdan and Bilklen 1998), involves inductively coding, categorizing, connecting, and collapsing data to identify patterns, construct themes, and make knowledge claims (Sheldon, 1997).

The constant comparative method was utilized to move back and forth between reducing the data and reassembling it into possible explanations. All data was reduced through a process of coding. When possible, the participants' own words provided the tools for naming in what is referred to as "in vivo" coding (Grotheer 2018). In vivo coding was employed to prevent the words of the participants from being neglected. From these codes, memos were written comparing different data sets to each other, and categories began to be developed. Evidence in the data that disconfirmed any emerging ideas was constantly sought. Themes were then identified inductively from the data and subsequently applied deductively back to the data to develop new perspectives. This back-and-forth comparison, moving in and out of the data, is referred to as fragmenting and connecting data analysis (Grotheer 2018).

Coding is one of the main ways that data are analyzed in building grounded theory. It is essentially the process by which all data collected over the course of a qualitative study are made sense of. According to Grotheer (2018), "Segments of data are named with a label that categorizes, summarizes, and accounts for each piece of data. Data are selected, separated, and sorted to begin an analytic accounting of them" (p. 43). Initial coding is the first pass through the data in order to determine some sense of what is being communicated by the data.

In the initial coding of the entire data, efforts were made to background extant codes, and the words and actions were placed as a way of classifying the data.

Teacher Perspectives on Writing Instruction and Student-Generated Digital Video

Interviews were conducted with two English teachers, who teach grades four and five at Hajj Baha'a Eddine Hariri School. While they weren't directly involved in the student-generated digital video project, their children participated, allowing them to offer comparative feedback. The interviews aimed to gather their opinions on writing sessions, identify student challenges, get their overall feedback on the project, and determine if they noticed any improvements in their children's writing skills.

Both teachers highlighted the difficulty of the writing session for students. One teacher described it as a period of struggle for both students and herself, emphasizing the significant effort required to explain each step of the writing process and help students identify writing types (e.g., narrative, descriptive). The other teacher noted the traditional nature of current writing instruction, stating that the methods and materials, including providing sample essays for detailed analysis, have remained unchanged throughout her fourteen years of teaching. She explained that students typically divide a sample into three parts (introduction, body, conclusion) and discuss content and ideas before applying these details to their own essays. This procedure, involving chart-filling, usually spans three sessions before students receive practice and assessment topics.



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Regarding the student-generated digital video project, one teacher shared enthusiastic observations about her son's experience. She noted that the project was the first time she felt truly informed about what was happening in his writing sessions, contrasting it with previous instances where assessments were completed before she could offer support. Her son, she reported, was consistently excited and motivated by the new technique, seemingly unconcerned by his previous low writing grades. She described the writing process within the project as simple, easy, and highly motivating, observing that her son's written scenes were rich with detail and contained fewer grammatical and structural mistakes.

During the 2024/2025 academic year at Hajj Baha'a Eddine Hariri School in Sidon, fifteen sixth-grade students participated in a project using student-generated digital video. To gauge their self-assessed abilities, these students completed a questionnaire focused on their proficiency in technology and written English.

The questionnaire aimed to capture students' reactions to the video creation experience. Results showed varied technological abilities: only two students considered themselves experts, eight had very low ability, and five described their skills as good. Similarly, students' written English skills also varied: two students reported very good writing skills, nine had average skills, and four reported good skills. These findings were then charted to provide a comprehensive overview of the class's self-assessed technology and writing proficiencies.



After completing the questionnaire, students were later interviewed at two distinct stages during the academic year. The first interview was conducted in April to ascertain students' opinions of the writing session, allow them to articulate their difficulties, and encourage them to propose potential solutions.

Analysis of these initial interviews revealed several themes. A key theme that emerged was the extent to which the experience had been perceived as positive and as having contributed to the development of their writing skills through reflection. When questioned about the typical writing session and its process, Reem described it as "the most boring session" and expressed difficulty in elaborating on any given topic, citing numerous mistakes and consistently low grades. This sentiment was echoed by the other students.

Following this, a second interview was carried out in late June to chart students' experiences with using student-generated digital video. This interview provided direction for the ongoing action research project. It was designed to gain insight into students' current experiences with technology for writing, their feelings about filming and watching themselves, their engagement with the process approach to writing, and their thoughts



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on the collaborative elements of the project, such as sharing videos on YouTube and receiving comments and feedback.

For each identified theme, students' perceptions of reported behaviors are described, as evidenced by extracts from the questionnaire and focus-group interviews. To protect participant identity, pseudonyms were used for student names, consistent with standard qualitative reporting practices.

In the construction of their digital videos, two kinds of independent learning were reported by students: independent English practice and use, and independent discussion of scenes to be shot, alongside independent information-seeking related to technological tools. Students commented that the student-generated digital video project compelled them to practice their English. For instance, they were engaged in scriptwriting for the video, and during filming, it was mentioned by students that shots had to be re-taken many times, thereby providing more practice in oral English. Some students described how the requirement to identify volunteers for their experiment brought them into contact with exchange students, with whom conversations were held in English. Additionally, English was used by students when presenting their ideas in the video, as illustrated by one student who found video recording enjoyable due to the communication with volunteers, forcing English use (Malak Kawam, 2015). Another student explained that many recordings were made because responsibility for the discussion part was held, and each time self-correction of pronunciation and intonation occurred through repeated recording (Mohamad Bilani, 2015).

Beyond language practice, independent exploration of Internet resources was reported by students when conducting background research for technological tools. Furthermore, Internet resources were also used to learn how to operate the technology required for digital video construction. Although support for relevant tools was provided via screencasts on a dedicated website, students preferred to engage in their own independent exploration, as exemplified by a student who downloaded software, read instructions, and used trial-and-error to overcome technical problems (Ali Eid, 2015). Thus, the Internet was intuitively utilized by students as a tool for exploratory, just-in-time learning.

As previously noted, collaborative learning within a team is an important feature of project-based learning. Numerous comments were received from students regarding the teamwork aspect of the project, with students describing how they learned to monitor not only their own learning process but also that of the entire group. Most students felt that a leadership role was necessary for one group member to facilitate time management and coordinate team efforts. In this respect, the importance of good communication among teammates for effective team functioning was emphasized by students. For example, a team leader described setting schedules, planning, and distributing work (Khalil Hosna, 2019). Another student noted that regular meetings and communication were crucial for problem-solving (Ahmed Arab, 2019). The ability to arrange tasks within limited timeframes and complete work was also mentioned, with the necessity of planning to allow for corrections and improvements.

Students also described how their own roles and those of their teammates were managed within the project. It was realized that the project's complexity necessitated collaboration, and as a result, specialist roles were negotiated by most groups for individuals with particular skills or interests. This was exemplified by a student who learned to assign tasks based on individual strengths and weaknesses, noting effective teamwork where members specialized in editing, acting, researching, and scriptwriting (Dima Hariri, 2015). This type of specialization was, to a degree, restricted by a course requirement that each team member present a



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roughly equal portion of the documentary. This requirement was implemented to ensure that all team members would practice English presentation skills as part of the project.

Conclusion, Challenges and Recommendations

Conclusion

Data gathered from the study was examined, guided by a research question focusing on the nature of authentic learning within a student-generated digital video environment and its characteristics. Students' reported practices and perceptions illustrated the way in which the technological learning environment afforded opportunities for language learning. It was suggested by students' comments that the student-generated digital video technique was found to be novel, fun, challenging, and meaningful.

Regarding the findings, it is evident that results provided by questionnaires and interviews reflect a sincere outlook on what is needed to put students on track concerning the writing process. Flows and gaps, which are to be professionally covered through a procedure identifiable as student-generated digital video, were shown by the case study. This approach could be the answer to eliminating or at least improving those gaps and slips in students' writing skills.

Students' comments also indicated that significant investment was made in the student-generated digital video project, and motivation was shown to take control over many aspects of their learning. This included independently practicing and using English in video preparation, independently exploring the Internet for information, working as a team to monitor each other's learning, and eliciting and providing peer support for language and content issues. These reports demonstrated that the project and associated technological learning environment provided students with opportunities to take control of their learning, and these opportunities were taken advantage of to exercise their capacities as autonomous learners.

In the context of this project, the observed exercise of learner autonomy can be attributed both to the pedagogy adopted and the particular affordances of the technology used. First, the complexity of such a project, along with its careful scaffolding, encouraged student cooperation that fostered peer teaching and raised awareness of important learning aspects like time management. A realistic social context, within which learner autonomy could develop, was created by the project-based learning methodology. Second, a record of students' own spoken performances was provided by the use of student-generated digital video, which could be immediately viewed and evaluated by them. This frequently led students to notice their own weaknesses, motivating practice and improvement. By viewing their videos, the necessary critical detachment to reflect effectively on language learning was developed by students. Additionally, the potential to share videos through the Internet both motivated students and provided them with further opportunities for peer feedback and support.

In their comments, students emphasized that the technological learning environment afforded the possibility to write for a real audience, and this motivated increased effort in documentary construction. The importance of providing learners with the opportunity to select personally meaningful content has been highlighted by other studies into the use of student-generated digital video (e.g., Vasudevan, et al., 2020).

In this case study, tools and media familiar from students' own lives were being used, and these were regarded as important to master by 21st-century digital citizens. It seems likely that the student-generated digital video task was perceived as useful by students because of their awareness of how communication practices are



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evolving in the digital age to rely more on multimodal content. It is argued that, in light of these developing communication practices, a need to rethink the scope of the language curriculum exists. Refocusing the curriculum in this way would help to re-establish its relevance to students' literacy practices in informal, out-of-class contexts. The language classroom would become a place where students are taught how to combine digital image and digital video with other semiotic resources, such as written text, to effectively convey meaning, on their own terms and through a medium that makes sense to them.

This case study suggests an approach to designing language courses that aim to foster language learner autonomy. It has been shown that a structured learning environment can be designed to emulate the kind of informal learning opportunities found in learners' unstructured learning environments (see Gardner & Miller, 1999, p. 57). The technological learning environment described in the present case study is designed to draw upon the media and tools utilized by students in their unstructured, out-of-class learning. In the design process, assistance was received from new literacy studies that describe the affordances of new technologies and globalized online spaces for creating out-of-class learning opportunities.

Challenges

To benefit other educators, it's important to recognize that this case study could be further explored regarding confidence and trust, as these proved to be significant obstacles. While the effective integration of student-generated digital video has been discussed, many students faced initial difficulties with the technology due to a lack of prior experience. This was addressed by allowing them to explore existing student-generated digital videos, helping them visualize the technique's potential for improving writing skills.

Furthermore, students with limited tech skills received structured guidance from the computer teacher. This support included visual displays, peer pairing for scaffolding, and increased tutor assistance for those new to the technology. This concept of a "familiarization course" aligns with research from Hyland (1993), Pennington (1996), and Hourigan and Murray (2010), who emphasize the value of specific direction even for technologically proficient students.

Another major hurdle was students' lack of confidence and trust in giving and receiving peer feedback. This unfamiliar activity caused anxiety and required direct instruction on how to provide constructive comments and support peers. Building student confidence was crucial for the case study's success. This was fostered through the researcher developing a balanced, equitable relationship with participants, spending extended periods with them during production, actively listening, and being open to their ideas. Students were also given power and freedom in how they interacted with the researcher, boosting their self-esteem.

Technical and logistical challenges, such as camera placement and sound capture, also arose, necessitating the researcher's close presence to offer assistance.

Recommendations

This case study supports the idea that Student-Generated Digital Video is a technological tool with a positive impact on language learning. Such a tool is fundamental, and its integration into education can increase student achievement and motivation. One of the major findings is that such interactive technology generates motivation that has a great impact on students in achieving successful writing skills. This was clearly obvious after the students engaged in this project. Certain recommendations can be beneficial for English teachers willing to use such a technique. Based on the experience, the following recommendations may help:

- New approaches should be tried by teachers to make teaching writing a meaningful experience that generates student motivation.



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- Training should be received by teachers of English to provide them with background knowledge about updates in teaching strategies, techniques, methods, and activities that help in the classroom. Teachers must be ready to introduce technological tools into their classrooms.
- Teachers should continue working on this technological tool since it proved beneficial for highly motivated students.
- Teachers must also be present to provide students with feedback to help them determine if they are on the right track with their video production.
- Teachers are no longer solely instructors; learners are not completely dependent on them. Most of the heavy lifting is done by the learners.
- Appropriate challenging standards must be set by teachers, and learners should be evaluated during and at the end of the learning process. These standards must be close to the learners' needs, goals, and interests.
- Positive comments boost student motivation and increase their interest in work.

The use of student-generated digital video has encouraged the development of improved teaching and learning strategies for approaching the writing skill of sixth graders, and it is apparent that the benefits far outweighed the drawbacks and challenges in the sixth-grade classroom used in this study. An innovative, more engaging, and more authentic experience was created for the students by the student-generated digital video. Students responded positively and enjoyed using this technique. Despite issues surrounding confidence and trust, it proved to be a user-friendly tool that was useful in developing students' critical thinking skills through analysis of comments made by other students. A collaborative learning environment was established that allowed students to learn through modeling and exposure to other students' opinions, ideas, and perspectives. All that the students experienced undoubtedly impacted their writing quality.

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