The Effectiveness of Video Creation in the ESL Classroom in Lithuania: A Case Study

Vitalija Jankauskaitė-Jokūbaitienė,
Vilnius University, Lithuania,
vitalija.jankauskaite-jokubaitiene@flf.vu.lt

Purpose: The growing number of research investigating the efficacy of Web 2.0 tools in the ESP classroom (Selevičienė, 2020; Almuhaisen et al, 2020; Rodgers & 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 a 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.

Design/methodology/approach: A qualitative research methodology was employed to analyze 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.

Findings: The current research indicates a polarized 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 memorizing it, forming strong associations, comprehending and communicating the meaning more properly. Yet the results of the study also demonstrated that creating content via a video editing tool proved to be relatively demanding and time consuming due to the lack of ICT skills in video making, insufficient internet connection speed or restrictions imposed on time, and vocabulary limit.

Research limitations/implications: One of the limitations of this study is its small sample of respondents participating in the survey, i.e. 20 tenth graders and 8 ninth graders sharing their experiences on the matter. In addition, the teacher provided only a basic instruction to the video making software Biteable.com, which was unfamiliar to learners beforehand and made the learning process more complicated than expected. Despite these limitations, the majority of teams completed the task successfully by producing short film/book trailers within the framework of two lessons of 45 minutes.

Practical implications: The study may provide English language instructors with further 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 language learning outcomes with the aid of digital video making tools in the ESL classroom.

Originality/Value: The major contribution to the research in this field is its focus on the adoption of a video making method in the English as the second language classroom considering the context of secondary education in Lithuania.

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

Research type: Case study.