Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 9, No. 9, 966-978
2025
Publisher: Learning Gate
DOI: 10.55214/2576-8484.v9i9.10023

From screen to speech: Multimodal learning in EFL speaking classrooms

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Abstract: This study explores the effectiveness of video-project assignments (VPAs) combined with a multimodal teaching approach to enhance speaking proficiency in English as a Foreign Language (EFL) classrooms. The objective was to move beyond conventional video production tasks by integrating listening, reading, and writing skills into the speaking curriculum. A pre-experimental design was employed with 31 undergraduate students enrolled in a speaking course at a university in East Java, Indonesia. Data were collected through pre- and post-test speaking assessments and a questionnaire on students' perceptions. The results of the paired-sample t-test showed a significant improvement in students' speaking performance after the intervention. Questionnaire findings further revealed that students perceived VPAs as engaging, collaborative, and beneficial for developing confidence and fluency, with peer feedback recognized as particularly valuable. The study concludes that multimodal teaching through VPAs not only supports measurable gains in speaking proficiency but also fosters learner motivation and positive attitudes toward collaborative language practice. These findings imply that integrating multimodal strategies into speaking instruction can provide more meaningful learning opportunities and inform future curriculum design.

Keywords: *Collaborative learning, EFL speaking, Learner perception, Multimodal teaching, Video-project assignment.*

1. Introduction

The methods used to learn languages have undergone a considerable transformation in a time of technical growth and the proliferation of digital media. Traditional teaching techniques are being re-examined, and educators are looking for creative ways to encourage more effective and interesting language training. Video project assignments (VPAs), one of the many strategies gaining attention, have become an increasingly popular method for elevating communication abilities and enhancing language learning in EFL situations Aksel and Gürman-Kahraman [1]. Bell and Bull [2] found that language teachers are increasingly using VPA as an innovative technique to foster students' speaking abilities in EFL classes.

Bringing VPA into English-speaking classrooms has many benefits. Students can use it as a platform to improve their speaking abilities, as they must be able to coherently deliver information, communicate effectively, and clarify their ideas. It also promotes critical thinking, problem-solving, and creativity [3] as students must make decisions regarding content selection, visual representation, and storytelling techniques. Besides, VPA encourages active engagement and collaboration among students [4]. They work in teams, sharing responsibilities and leveraging each other's strengths [5] to create a cohesive and meaningful video project. This collaborative aspect fosters communication, teamwork, and the development of interpersonal skills [6]. In speaking classrooms, VPA could enhance students' speaking skills [7] mainly their fluency, pronunciation, and vocabulary [8] and improved their confidence [9]. Moreover, VPA leverages technology to enhance the learning experience and develop

History: Received: 16 July 2025; Revised: 1 September 2025; Accepted: 5 September 2025; Published: 15 September 2025
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awareness of digital empathy [10]. Students utilize video recording devices, editing software, and digital tools to produce high-quality videos. This integration of technology not only enhances students' technical skills but also prepares them for the digital world and equips them with digital literacy skills.

However, the prevailing focus of previous research has primarily revolved around the production of these video projects, often overlooking the potential to further optimize students' speaking practice through the integration of other language skills such as listening, reading, and writing. As Ting [11] asserted that VPA could be time-consuming, in which teachers sometimes fall behind schedule and deviate from the syllabus. Therefore, it is appropriate to integrate the VPA into students' regular classroom speaking activities by integrating multimodal teaching to overcome the time restriction for making a video project. In this case, multimodal teaching provides ample opportunities for students to receive feedback from their teacher and peers and evaluate their VPA before producing the final product. Students can obtain vital insights into the areas in which they excel as well as the areas in which they need improvement in their spoken language performance.

1.1. Video Project Assignment (VPA)

Video project assignment (VPA) refers to a teaching strategy that integrates the concepts of project-based learning with the use of video creation to help students develop their language learning, especially their speaking ability. It requires students to cooperate on a project that calls for planning, researching, scripting, filming, and editing videos to demonstrate their understanding of a specific topic or concept. In VPA, students are engaged in an active participation to complete all the video production, from developing ideas to presenting the final video [12]. Before making the video, students are supposed to create a script or storyboard after deciding a topic that interests them, doing the necessary research, organizing the data, and applying their knowledge to develop the script or storyboard. The next step is for the students to film and edit the movie, adding graphics, sounds, and other multimedia components to improve their presentation.

A video project assignment is a task or project that requires students to create and present a video to demonstrate their comprehension of a particular topic or concept. It inherently involves multiple modes of communication, such as visual, verbal, gestural, and auditory, making them rich sources for multimodal analysis. By working on a video project, students can actively construct their understanding of the subject matter and demonstrate their learning through the production of a visual and auditory presentation. Campbell and Cox [13] developed the ICSDR framework (an acronym for Identify, Conceptualize and Connect, Storyboard, Develop, Review, Reflect, Revise) as a guide for students while making their videos. It offers a step-by-step procedure that leads students through each phase of video creation [14]. Each phase in the framework has a particular purpose and contributes to the overall success of the video project described as shown in Figure 1.

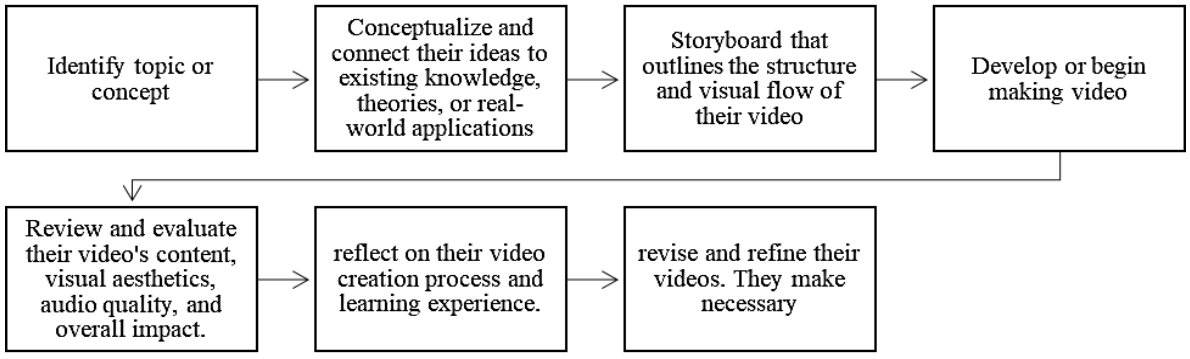

Figure 1.
ICSDR Framework for Video Project Assignment.
Source: Campbell and Cox [13].

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 9, No. 9: 966-978, 2025
DOI: 10.55214/2576-8484.v9i9.10023

As shown in Figure 1, the ICSDR framework emphasizes the importance of providing students with appropriate inputs, such as learning materials, resources, and clear guidelines, to facilitate their understanding and support the construction of knowledge [15]. It also emphasizes the importance of social negotiation, in which students work together and interact with their peers to share opinions, exchange ideas, and co-construct meaning. Additionally, the framework emphasizes the development of reflective skills, allowing students to assess their progress, evaluate their work, and engage in self-reflection throughout the video project assignment.

1.2. Multimodal Teaching

Multimodal teaching refers to an instructional approach that incorporates multiple modes of communication and representation to enhance learning and engage learners. It recognizes that individuals have different learning preferences and that using a variety of modes can cater to diverse learning styles and enhance understanding. The main goal of multimodal teaching is to promote deeper comprehension, critical thinking, and active engagement among learners [16]. By presenting information through different sensory channels, students can process and make connections between concepts more effectively. For example, visual aids can help clarify complex ideas, videos can provide real-world examples, and hands-on activities can promote experiential learning.

Multimodal teaching also recognizes the importance of integrating language skills and content knowledge. Through meaningful and authentic language use in varied circumstances, it improves listening, speaking, reading, and writing. Students can collaborate on research, presentation, and discussion projects. This provides them with multimodal language practice. Li [16] divided multimodal English education into three stages: pre-class preparation, course advancement, and course finishing. Hong [17] called these stages pre-class, in-class, and post-class practices. Hong [17] combined listening, reading, and writing to encourage students to speak in class. Multimodal teaching recognizes the interconnectedness of language abilities and highlights the significance of combining many ways of communication to achieve well-rounded language competency [18].

By including listening, reading, and writing in the teaching of speaking skills, students are exposed to a greater variety of language input and have opportunities to practice and improve their speaking skills in real-world situations. For example, listening exercises can help students understand and respond orally [19]. Reading activities provide exposure to different vocabulary, grammar structures, and discourse patterns, enabling students to expand their linguistic resources and incorporate them into their spoken communication [20]. Writing exercises encourage students to reflect on language use, practice structuring their thoughts, and refine their written expression, all of which contribute to improved spoken communication [21].

1.3. Video Project Assignment in EFL Teaching and Learning

In recent years, scholars have utilized video projects as a means of language acquisition and have demonstrated their pedagogical advantages within English as a Foreign Language (EFL) instructional settings [3, 4, 22, 23]. For example, Cowie and Sakui [22] investigated how the use of video could be beneficial for existing pedagogy by using the SAMR framework (substitution, augmentation, modification, redefinition). In the lower levels (substitution and augmentation), video replaces or adds minor elements to the traditional methods. In the upper levels (modification, redefinition), video is used to redefine and change what happens in language courses. One straightforward illustration is the collaboration between students and teachers on video projects, as well as the distributed learning that might result from those activities. It indicates that both the teacher and students should work together in the whole video project to maximize learning throughout the video production process.

In another study, Huang [4] investigated the effect of smartphone-based collaborative video projects on students' speaking performance and discovered that the students' speaking performance was significantly improved by the end of the intervention, and they enjoyed working collaboratively in the video project. Then, the students had 2 weeks to prepare and create the video project and 1 week to

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watch and provide comments on their peers' VPA. Similarly, Kulsiri [23] reported that students believe that video projects could improve their English language proficiency, supported the use of technological tools in learning, and promoted collaboration among peers. In the study, the teacher's support took place outside the classroom by allowing students to find relevant information and practice writing a video project, then the teacher provided feedback, checked language use, and checked all content before students continued to their video recording process. The indication is that there was a robust interaction between the teacher and students, while the interaction with other student groups was infrequent.

Additionally, Sari, et al. [3] attempted to enhance students' English-speaking ability and foster their engagement in classroom activities. They discovered that the students seemed to be more focused on technical aspects such as using the YouTube platform, shooting, lighting, and video editing. As a result, they paid less attention to improving their speaking skills. The instructions provided for creating the video did not highlight the importance of developing speaking abilities, which led to the students being unaware of the primary teaching objective. It suggests that when students are asked to create a video project without incorporating the entire process into their regular classroom activities, they tend to overlook the primary goal of the projects, which is to improve their speaking skills. As a result, they may not fully understand the significance of the assignments in relation to their language development. To address this issue, Sari, et al. [3] further, recommended that teachers inform students about the assessment rubric for the project beforehand, offering them additional guidance on the specific learning criteria expected for the task. By doing so, students can better comprehend the objectives and expectations of the video projects and enhance their overall language proficiency effectively.

In short, incorporating multimodal teaching in students' VPA accommodates different learning preferences, enabling students to tap into their strengths and engage with the language in diverse ways. This approach caters to the diverse needs of learners, fostering a supportive and empowering learning environment. However, studies on video projects in EFL classrooms have mainly focused on the production aspect of video projects, while overlooking the potential to optimize students' speaking practice through the incorporation of other language skills.

This research endeavors to expand the existing body of knowledge in language education by expanding the scope of video project-based learning and emphasizing the integration of multiple language skills within the instructional framework. By incorporating listening, reading, and writing activities alongside speaking tasks, multimodal teaching has the potential to enhance students' communicative competence, foster a deeper understanding of the target language, and provide equal learning opportunities for all students in the EFL speaking classroom. The findings of this study will inform educators, curriculum designers, and policymakers about the benefits and challenges of implementing Multimodal teaching, ultimately guiding the development of more effective language teaching methodologies that meet the diverse needs of learners in the modern era.

2. Methodology

2.1. Research Design

The design of this study was pre-experimental research involving a single group of participants who will undergo an intervention using multimodal teaching. The participants' speaking proficiency will be assessed through pre-test and post-test measurements. The pre-test established the baseline level of speaking proficiency, and the post-test measured any changes or improvements in speaking proficiency after the intervention. While a pre-experimental design lacks a control group for comparison, it can still provide valuable insights into the potential effects of the MTM through VPA on students' speaking proficiency in video project assignments. However, the results of a pre-experimental design may not be as robust or conclusive as those of a randomized controlled trial or quasi-experimental design with a control group.

Edelweiss Applied Science and Technology
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2.1.1. Participants

For this study, 31 students between the ages of 18 and 20 were recruited for this study. They were enrolled in a speaking class at one of the universities in East Java, Indonesia. The participants were chosen based on their willingness to participate and their availability during the research period. The participants were notified about the study's purpose and procedures and then provided informed consent. The confidentiality of the participants' data was guaranteed, and their participation in the study was entirely voluntary.

2.1.2. Instruments

The first instrument was speaking tests (pre-post-tests) using the TOEFL iBT independent and integrated speaking tasks. In the independent speaking task, students were supposed to choose two situations or opinions and explain their choice in 45 seconds. In the integrated task, students should combine and convey important information from the reading passage (75-100words) about the campus situation and the lecture excerpt (60-90 seconds; 150-220 words) in 60 seconds. Throughout the tests, the students' performance was documented.

The second instrument was a questionnaire designed to collect data on students' perceptions of the VPA (see Appendix 1). The questionnaire asked students about VPA production, working collaboratively, feedback from peers, VPA for speaking enhancement, and friends' VPAs. The questionnaire combines closed-ended and open-ended questions. Participants rated each item on a 4-point Likert scale from 1 (Strongly Disagree) to 4 (Strongly Agree) for the closed-ended questions, then they shared examples, situations, and personal experiences relevant to their perceptions in the open-ended questions. These open-ended questions allow participants to elaborate, provide comments, and provide additional information that may not be caught by the closed-ended questions.

2.2. The Procedure of Multimodal Teaching Through students' VPA

The procedure of students' video-project assignment followed the ICSDR framework (Identify, Conceptualize and Connect, Storyboard, Develop, Review, Reflect, Revise), that were divided into the three stages of multimodal teaching (before class, in-class practice, and after-class practice) as shown in Table 1.

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Table 1.
The VPA classroom activities with multimodal teaching.

Classroom Activities		
Meeting 1: Modelling		
1	Pre-class practice (Reading-speaking)	Before giving VPA, the teacher asked the students to read some sources dealing with a topic. At the beginning of the class, the students were randomly selected to give their opinion on the reading text.
2.	In-class practice (Listening-speaking)	• After students presented their report, the teacher distributed a scoring rubric to assess a video they were going to watch. • The teacher showed a video and asked the students to present their opinion about the video based on the scoring rubric.
3.	After-class practice (Writing)	After class, the students had writing homework to do. They were supposed to find some sources (reading text or video) and write a reading/listening report.
Meeting 2: Pre-Production		
1.	Pre-class practice	*Identify (speaking)* Students (in a group) identify and discuss the topic or concept they will explore in their video and understand the specific goals they need to achieve through their project. This initial phase sets the foundation for the subsequent stages of video creation.
2.	In-class practice	*Conceptualize and Connect (reading/ listening)* Students engage in research and gather relevant information to deepen their understanding of the chosen topic. They connect their ideas to existing knowledge, theories, or real-world applications. Students critically analyse and synthesize information, ensuring that their video content is accurate, informative, and aligned with the project objectives.
		Storyboard (writing-speaking) • Once students have a clear grasp of their content, they create a storyboard that outlines the structure and visual flow of their video and write a reading report. Storyboarding helps students plan the sequence of scenes, transitions, and visual elements, ensuring a coherent and organized presentation. Students visualize how their ideas will translate into a cohesive video production. • By using their storyboard, students (in a group of two) were required to do a presentation about their video project, including the topic, content, and technology they wanted to use for the video production. • After each presentation, other groups were supposed to provide feedback on their friends' storyboard
Production		
3.	After-class practice	*Develop (speaking)* During the development stage, students actively produce their videos using a combination of recording equipment, software tools, and multimedia resources. They implement the storyboard by capturing footage, editing video clips, adding visuals, graphics, and audio elements. Students apply their technical skills and creativity to bring their ideas to life in an engaging and visually appealing manner.
Meeting 3-6: Post-Production		
1.	Pre-class practice (listening)	The teacher chose a video to be analysed by two groups and gave a scoring rubric for assessing the video.
2.	In-class practice (writing-speaking)	*Review* • After completing the initial video draft, students engage in a review process. Two groups of students are required to review, evaluate, and provide written feedback on one of their friends' videos using a rubric (see Appendix 2). They watched the chosen video and analysed it using a scoring rubric given by the teacher. • Once the two groups have reviewed their friends' videos, they are allowed to present their opinions and feedback in front of the entire class. They share their observations, provide constructive criticism, and highlight the strengths and areas for improvement in their classmates' videos. This step encourages public speaking skills and fosters a supportive and collaborative classroom environment.
3.	After-class practice	*Reflect* The reflection stage prompts students to reflect on their video creation process and learning experience. They evaluate their strengths, challenges faced, and the effectiveness of their videos in conveying the intended message. Students reflect on their growth as video creators and consider the skills they have developed throughout the project. This reflective practice

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Classroom Activities		
		enhances their self-awareness and informs future video production endeavours.
		Revise Based on the feedback received and their own reflections, students revise and refine their videos. They make necessary adjustments to improve content clarity, storytelling, visual aesthetics, and overall production value. Through the iterative process of revision, students demonstrate their commitment to continuous improvement and the pursuit of excellence in their video projects.

Table 1 outlines how the stages of multimodal teaching were systematically integrated into classroom practice through the video-project assignment. The activities were arranged to provide continuity between pre-class preparation, in-class engagement, and after-class reflection, ensuring that students practiced different language skills at each stage. This structured sequence highlights how reading, listening, writing, and speaking tasks were interconnected to support students' gradual progress in both project development and language proficiency.

2.3. Data Analysis

Two raters, each with a minimum of three years of experience teaching English as a Foreign Language (EFL) in college settings, independently evaluated the speaking pre-test and post-test performance of the students. The raters adhered to the scoring rubric for the independent and integrated speaking tasks of the TOEFL iBT (see Appendix 3). The rubric typically includes four categories for evaluating the students' speaking performance: general description, delivery, language use, and topic development. Then the speaking test results were analyzed using a paired-sample t-test. The calculation of inter-rater reliability was conducted to assess the consistency in grading students' speaking tests between the two raters. The Cronbach's alpha coefficient for inter-rater reliability was found to be .78 at a significance level of $p < .05$, suggesting a strong level of agreement between the two raters.

2.4. Ethical Approval

The study was conducted in accordance with ethical research principles. All participants were fully informed about the purpose and procedures of the research and provided their consent prior to participation. As the study involved minimal risk and was carried out within the normal scope of classroom activities, formal approval from an institutional review board was not required.

3. Findings and Discussion

3.1. Do Video Project Assignments with Multimodal Teaching Enhance Students' Speaking Proficiency?

The research findings indicate that there was a significant improvement in the students' second Video Project Assignment (VPA) compared to their first VPA. The mean score for the second VPA was $M = 77.58$ with a standard deviation of $SD = 4.508$, while the mean score for the first VPA was also $M = 75.61$ with the same standard deviation of $SD = 3.939$. To determine the significance of this improvement, a dependent sample t-test was conducted. The t-test results revealed a t-value of $t(30) = 8.949$, with a p-value of $p < 0.05$. This indicates that the difference in the mean scores between the two VPAs is statistically significant. In short, these findings suggest that the students' performance in their second VPA was significantly higher than their performance in the first VPA. It implies that the implementation of Multimodal teaching in the students' VPA had a positive impact on enhancing the students' speaking proficiency, as demonstrated in Table 2.

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Table 2.
Students' scores of the first and second VPA.

	Mean	N	SD	Std. Error Mean	t	df	Sig. (2-tailed)
Pre-Test	75.61	31	3.94	0.71	-8.95	30	0.000
Post-Test	77.58		4.51	0.81			
Pre-Post-Test	76.60		1.22	0.22			

Table 2 presents a comparison of students' scores on their first and second video-project assignments (VPAs). The results show a clear improvement, with the mean score rising from 75.61 in the first task to 77.58 in the second. Although the numerical difference may appear modest, the paired-sample t-test confirmed that the increase was statistically significant ($p < .05$). This indicates that the integration of multimodal teaching had a measurable impact on enhancing students' speaking performance. The consistency of these results across the group suggests that students not only benefited from repeated practice but also from the structured feedback and collaborative learning embedded in the VPA process.

3.2. What is Students' Perception of Video Project Assignments?

Table 2 shows the students' responses to the closed-ended questionnaire. It indicated that the majority of students (80%) reported a positive perception of the process of making their VPA, indicating that they found it engaging, enjoyable, and meaningful. However, a small percentage of students (20%) expressed some challenges and difficulties during the process. Most students (83%) believed that the VPA had a positive impact on their speaking skills. After doing the VPA task, they asserted that they felt more confident, fluent, and able to express themselves. But some students (17%) thought that the VPA didn't help them improve their speaking very much.

Students' perceptions of working together when creating the VPA were mainly good (87%) in this area. They acknowledged the advantages of teamwork, including the exchange of ideas, delegation of tasks, and mutual learning. A small percentage of students (27%) believed that teamwork presented certain difficulties, such as disagreements over decisions and unequal contributions from team members.

Furthermore, most students (90%) reported a favorable opinion of obtaining feedback from their classmates. They were 100% appreciative of the advice, suggestions, and support they received from their colleagues. Only 10% of students said that the criticism they received was ineffective or lacking in specificity.

Most students (83%) stated that they provided their peers VPA constructive criticism and evaluated them using a set of criteria. They emphasized the positive and negative aspects of their friends' work and made recommendations for enhancements. A small number of students (17%) did, however, say that it was difficult for them to evaluate their friends' VPAs fairly.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
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Table 3.
The Results of Students' Responses on the Questionnaire.

No	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
1.	The process of making my VPA was easy and enjoyable.	57%	23%	13%	7%
2.	The VPA has contributed to my speaking improvement, such as feeling more confident, fluent, and articulate, because it provided me an opportunity to practice my speaking and express myself creatively.	50%	33%	10%	7%
3.	I found it easy to work collaboratively with my peers during the VPA production because we shared ideas, distributed tasks equally, and learned from each other.	64%	20%	13%	13%
4.	The feedback I received from my peers on my VPA was helpful because it demonstrated specificity.	53%	37%	7%	3%
5.	I appreciated the constructive criticism, suggestions, and encouragement provided by their peers.	53%	47%	0%	0%
6.	I feel that my evaluation of my friends' VPAs was fair and accurate because we were provided with a clear rubric for assessing the VPA.	67%	17%	13%	3%
7.	I believe the evaluation of my friends' VPAs was helpful for their improvement because I highlighted the strengths and weaknesses of their VPA and offered suggestions for improvement.	70%	30%	0%	0%

As summarized in Table 3, several important conclusions regarding students' experiences with and perceptions of the VPA assignment emerged from their responses to the open-ended questionnaire, with selected quotes presented as supporting evidence for the key findings.

First, the students enjoyed and found the process of creating their VPA to be interesting. They expressed enthusiasm for the chance to exercise creativity, utilize various multimedia components, and convey their views in a visually pleasing way. Some students stated that the procedure was more effective at letting them express themselves and show off their skills than typical assignments, as expressed in Excerpt 1 and 2.

Excerpt 1

"I really liked making the VPA because it gave me a chance to show off my creativity and explain my ideas in a way that looked good."

Excerpt 2

"The VPA task was a nice change of pace from the usual ones. I liked being able to add multimedia to my show to make it more interesting.

Second, the students emphasized the advantages of collaborating with others while producing the VPA. They valued the chance to share ideas, assign responsibilities, and combine their abilities to produce a good VPA. As evidenced in the following samples, a lot of students said that working together helped them develop their cooperation and communication skills, and they also appreciated the feeling of companionship and shared success, as illustrated in Excerpts 3 and 4.

Excerpt 3

"It was great to work with other people on the VPA. We came up with ideas together and split up the work based on what we were good at. This led to a high-quality end product."

Excerpt 5

"Working together with other people helped me get better at working as a team and learn from them." We helped each other through the whole thing, which made the whole thing more fun."

Third, the students placed great value on the feedback they received from their classmates. They noted that receiving peer evaluation offered them new views, assisted them in identifying their areas of weakness, and increased their motivation. The feedback was friendly and helpful, which was valued by

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the students and enabled them to improve their VPA's overall quality, as demonstrated in Excerpt 5 and 6.

Excerpt 6

"I learned a lot from what my friends shared. They gave me different points of view and told me what I could do better. It made me want to improve my VPA and make it better."

Excerpt 7

"The input from my peers was helpful and positive. It helped me look at the presentation from a different perspective and gave me ideas on how to improve some parts."

Fourth, the students acknowledged that the VPA had a positive impact on their ability to speak. They stated that the VPA afforded them adequate of speaking practice, increased their fluency, and increased their ability for cohesive thought, as shown in Excerpt 8 and 9.

Excerpt 8

"The VPA task helped me a lot with my speaking. I had to practice speaking smoothly and clearly, which gave me more confidence when I spoke in public."

Excerpt 9

"Thanks to the VPA, I was able to improve my speaking skills and learn how to get my ideas across better. It was a great chance for me to improve my speech skills."

This research delves into the impact of multimodal teaching through students' video project assignment (VPA) on their speaking ability. The treatment extends beyond merely assigning students to make vlogs; it integrates a multimodal teaching approach, which involves incorporating other language skills such as listening, reading, and writing into the speaking classroom. This multimodal teaching method empowers students with ample opportunities to engage in the entire VPA process, including planning, editing, and revising, through collaborative discussions with both teachers and peers before producing the final video. The findings reveal a significant improvement in students' overall speaking ability, evidenced by higher scores in their second VPA compared to their first. These outcomes align with previous research that highlights the benefits of integrating video projects in language learning [3, 4, 6]. However, this study adds value by specifically focusing on the enhancement of students' speaking proficiency through the implementation of multimodal teaching. By incorporating various language skills in the vlog creation process, students are provided with a holistic language learning experience, fostering meaningful and effective communication skills. These results underscore the effectiveness of the multimodal teaching approach in promoting language development and proficiency in the context of video project assignments.

The findings from the students' perceptions of the VPA also aligns with the previously reported result, indicating a positive overall response from the students towards the VPA. Based on their feedback, it appears that the students experienced a sense of improvement in their speaking abilities after completing the VPA. They expressed feeling more confident in their speaking skills, which suggests that the VPA provided them with a platform to practice and showcase their oral communication in a meaningful context. Additionally, the students reported feeling more fluent in their speech, indicating that the VPA allowed them to develop their ability to express themselves more smoothly and effectively. This positive perception of their language proficiency could be attributed to the opportunity to engage in extensive speaking practice through the VPA, enhancing their fluency and spontaneity in using the language.

Furthermore, the students placed significant value on the feedback provided by their peers, demonstrating their willingness to embrace diverse perspectives, engage in the negotiation of meaning, and collaboratively arrive at collective decisions. This finding is consistent with previous research that emphasizes the importance of peer feedback in language learning [24, 25]. By actively seeking and accepting feedback from their peers, students in this study showed a genuine interest in refining their language skills and improving their spoken communication. Embracing peer feedback allowed them to identify areas for improvement [5] gain valuable insights, and develop a deeper understanding of their own language use. This reflective and interactive process of receiving feedback from peers fosters a

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ISSN: 2576-8484
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DOI: 10.55214/2576-8484.v9i9.10023

supportive and constructive learning environment, where students feel encouraged to take risks and continuously enhance their speaking abilities. The positive reception of peer feedback in this study further highlights the significance of collaborative learning experiences in promoting language development and enriching the overall language learning journey.

Moreover, the process of reviewing and providing feedback on their classmates' videos proved to be an enriching experience that contributed significantly to the improvement of students' own speaking skills. By critically analyzing their peers' videos, students were able to identify exemplary aspects and areas that required further refinement in their own presentations. This feedback process facilitated self-awareness and reflection, empowering students to make informed decisions about their language use and presentation style. As students presented their feedback in front of the class, they not only honed their language proficiency but also gained valuable practice in public speaking. The opportunity to express their opinions confidently and coherently before an audience strengthened their public speaking skills, fostering a sense of assurance in communicating their ideas effectively. This interactive process of peer review and presentation not only fostered a collaborative and supportive learning environment but also empowered students to take ownership of their language development and actively engage in the improvement of their speaking abilities. As a result, students were not only beneficiaries of constructive feedback but also contributors to the growth and enhancement of their classmates' speaking proficiency [6]. The reciprocal nature of this feedback process exemplifies the positive impact of peer interactions in language learning and highlights the significance of collaborative learning experiences in language classrooms.

In short, the findings of this study indicate that the implementation of a multimodal teaching through students' VPA positively impacted students' speaking proficiency. The use of multimedia elements, collaborative activities, peer feedback, and the integration of various language skills contributed to the improvement of students' speaking abilities. These findings underscore the potential of multimodal approaches in language learning and highlight the importance of incorporating diverse instructional strategies to enhance students' language proficiency.

4. Conclusion

This study examined the use of video-project assignments (VPAs) in an EFL speaking classroom with the aim of moving beyond conventional VPA learning methodologies and investigating the possibility to use the VPA to incorporate multimodal teaching. The study's conclusions shed insight into how well this teaching approach works to improve students' speaking skills and offer a more thorough learning environment. The study's findings showed that multimodal instruction delivered through students' virtual personal assistants significantly improved their overall speaking skills. Students showed a considerable improvement in their speaking abilities through the use of videos, peer critique, presentations, and exams. The integration of multimodal education allowed for a deeper comprehension of how listening, reading, writing, and speaking are all interconnected, hence maximising students' language development.

The incorporation of videos in the instructional model allowed students to perceive effective communication strategies visually and audibly, facilitating their observation and analysis. The act of evaluating peers' videos and delivering critiques in a classroom setting not only improved their public speaking abilities but also cultivated self-assurance in articulating their viewpoints. Furthermore, the implementation of multimodal teaching strategies prioritized engagement and interaction, resulting in a learning environment that was both engaging and interactive. This, in turn, led to heightened student interest and motivation. Students experienced improved comprehension of class topics and concepts, along with increased engagement in collaborative activities and active involvement.

The results of this study add to the body of knowledge already available on creative teaching strategies for EFL speaking training. Multimodal teaching offers a more comprehensive and inclusive method that combines several modalities of communication, extending beyond conventional video project-based learning and giving students a well-rounded language learning experience. It's crucial to

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 9, No. 9: 966-978, 2025
DOI: 10.55214/2576-8484.v9i9.10023

remember that the study has some restrictions. The generalizability of the findings could be constrained by the study's sample size and the setting in which it was conducted. Future studies should consider broadening the study's focus to include a more representative sample and investigating the long-term impact of multimodal instruction via students' VPA on students' speaking competence.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 9, No. 9: 966-978, 2025
DOI: 10.55214/2576-8484.v9i9.10023