

The Effect of Video Content Generation on Pre-Service English Teachers' Speaking Anxiety, Self-Efficacy, and Willingness to Communicate

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The study examines the effects of video content generation activities on EFL pre-service English language teachers' foreign language speaking anxiety, perceived speaking self-efficacy, and willingness to communicate. The study used a sequential explanatory design of mixed research methods. In the quantitative phase of the study, a quasi-experimental design with a pretest-posttest control group was used, while the qualitative phase employed a case study approach. The quantitative phase of the study was conducted with 30 experimental and 32 control group students. The study employed the Foreign Language Speaking Anxiety Scale, the Speaking Skills Self-Efficacy Belief Scale, and the Instructional Willingness to Communicate Scale as data collection instruments. The data were analyzed using the ANCOVA test. In the qualitative phase, focus group interviews were conducted with 17 students from the experimental group using a semi-structured interview form. After eight weeks of implementation, moderately significant differences were found in favor of the experimental group on speaking. According to the qualitative findings, the participants attributed the observed changes in their motivation to frequent repetition, an increased sense of achievement in their knowledge and skills during the process, the presence of an online audience, and the development of in-class interactions. They also stated that the application fostered an environment conducive to assessment and feedback through online interactions.

Introduction

Oral communication is a vital component of language acquisition as it facilitates real-life interactions and practical language use. Effective oral communication skills not only enable learners to express themselves fluently but also enhance their ability to understand and interact with others in the target language across various contexts. Motivation has a critical role in encouraging learners to actively participate in speaking activities, overcome difficulties, and persist in their language learning journey (Arcipe & Balones, 2023). Without

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sufficient motivation, learners may encounter various obstacles in developing their oral proficiency, including reluctance to speak, fear of making mistakes, and lack of engagement (Wu & Lin, 2014; Almutairi, 2021).

L2 speaking motivation is a psychological concept that determines an individual's willingness, effort and persistence to communicate orally in a second language (Dörnyei & Ushioda, 2011). Since speaking proficiency is one of the primary goals in language education, students' motivation levels play a critical role in the development of effective communication skills (Solhi, 2023). Various factors impact L2 speaking motivation. As a major obstacle, speaking anxiety, often caused by fear of being judged or experiencing communication breakdowns, can significantly affect learners' motivation (Harmer, 2007). Sources of language anxiety, such as communication anxiety, test anxiety, and fear of negative evaluation, contribute to learners' apprehension and reluctance to engage in speaking tasks (Horwitz et al., 1986). Learners may also experience anxiety due to unpreparedness, concerns about being misunderstood, and apprehension regarding negative social impressions, which can increase anxiety levels and lead them to minimize communication opportunities (Gregersen & Horwitz, 2002).

Conversely, self-efficacy beliefs play a pivotal role in shaping learners' speaking motivation and performance. Research indicates a positive correlation between self-efficacy and foreign language proficiency, with individuals who have high self-efficacy demonstrating enhanced language processing and performance (Asakereh & Dehghannezhad, 2015; Mills, 2014). Krashen's (1982) affective filter hypothesis suggests that language acquisition can be impeded by low self-confidence and high anxiety while individuals with high self-efficacy exhibit a weakened affective filter, which facilitates language learning. Teachers who adopt communicative teaching methods and behaviors foster students' feelings of competence, thereby reducing anxiety levels and enhancing self-efficacy (Leeming, 2017).

In addition, willingness to communicate (WtC) is another factor that may affect speaking motivation. It is influenced by various factors, including anxiety levels and perceived communicative competence (MacIntyre et al., 2003; McCroskey & Richmond, 1987). Individuals with low self-efficacy perceptions may feel reluctant to communicate, regardless of their actual competence level, which reinforces negative communicative attitudes (McCroskey & Richmond, 1987). Therefore, overcoming barriers to speaking is essential for fostering a conducive environment for language learning and communication (Burgoon, 1976; MacIntyre et al., 1998).

These constructs impact L2 speaking motivation through various mechanisms. For instance, anxiety can act as a barrier that prevents learners from initiating or participating in speaking tasks, resulting in reduced motivation and performance (Suparia et al., 2022). In contrast, students' self-confidence and willingness to take risks in speaking can be supported by high levels of self-efficacy and WtC. This can ultimately increase their motivation and engagement in oral communication activities (Wu & Lin, 2014). Thus, findings on L2 speaking motivation are critical for understanding and addressing the complex dynamics involved in the development of oral communication competence.

Video Content Generation (VCG)

Increasingly, student-generated content is emphasized to promote active learning (Belanche et al., 2020). Reyna et al. (2018) defined 'student-generated digital content' as digital artifacts (such as texts, scripts, podcasts, digital storytelling, videos) that students



develop to showcase their learning. The production of learning content can aid in gaining 21st-century higher-order thinking and communication skills (Buchem & Hamelmann, 2011). Student-generated content can promote learning motivation. The awareness of an audience can encourage students to create higher-quality content (Greene, 2014). According to the Expectancy-Value theory, students value an activity when they anticipate positive outcomes from their choices, efforts, and performances (Wigfield & Eccles, 2000). Moreover, the fact that students have control over what they learn and how they learn it (Land, Hannafin & Oliver, 2012) increases their sense of autonomy, competence, and intrinsic motivation (Ryan & Deci, 2000). Content generation also fosters a sense of agency (Lazzari, 2009) and promotes the construction of social identity, social relationships, and social status (Schaedel & Clement, 2010).

The widespread use of video-based social networks has contributed to increased video communication. Due to the availability of mobile cameras and user-friendly video editing and publishing tools, students can now produce videos as part of their class projects. Learners can develop skills like organization, negotiation, and creativity by fulfilling roles as producers, directors, editors, writers, and actors (Kearney & Schuck, 2006). Video content extends beyond the teacher to a broader audience, enabling the exchange of ideas and peer evaluation (Dippold, 2009). VCG offers a promising approach to reducing speaking anxiety and potentially enhancing students' self-efficacy in foreign language use. The informal nature of video creation can reduce the pressure typically associated with traditional speaking tasks, enabling students to express themselves more freely and creatively (Asakereh & Dehghannezhad, 2015; Mills, 2014). As students become more accustomed to video-based communication, they may gradually overcome their fear of negative evaluation and gain confidence in their speaking abilities (Mouhoubi-Messadh & Khaldi, 2022; Shih, 2010). Feedback from peers and instructors, delivered in a non-threatening manner, further strengthens their self-efficacy and motivation to improve speaking skills (Au & Bardakçi, 2020). Additionally, the sense of accomplishment from sharing their videos with a broader audience can be a powerful motivator. Receiving likes, comments, and positive feedback can boost their self-esteem and reinforce their WtC in a foreign language (Zheng & Tse, 2023). Observing their own progress over time also enhances their sense of achievement, motivating them to continue their studies and engage in speaking activities (Göktürk, 2016). Consequently, VCG offers a potentially effective approach to improving foreign language speaking motivation.

Related Studies

Several studies have examined the impact of VCG on foreign language speaking anxiety, self-efficacy, and WTC. Research suggests that VCG can alleviate speaking anxiety by allowing learners to review and correct their mistakes, which leads to increased relaxation and self-confidence (Yaman, 2016; Phillips, 2017). VCG reduces the pressure of real-time communication and fosters a supportive environment that encourages active participation, enhancing cooperation and reducing anxiety (Aubrey et al., 2020). However, the introduction of new technologies and challenging tasks may also trigger anxiety, particularly when learners perceive the tasks as difficult or have strained group dynamics (Yu & Zadorozhnyy, 2021). A study by Le and Nguyen (2021) examined the effects of mobile phone video recording tools on the speaking anxiety of first-year university students. This single-group mixed-method study involved 28 students and found that video recordings significantly reduced anxiety. Students were able to watch their recordings, notice mistakes, and improve over time, which played a key role in reducing their anxiety levels. Similarly, Madzlan et al.

(2020) explored the use of video blogs for alleviating public speaking anxiety among ESL learners. Involving 54 university students, the study revealed that video blogs provided a less intimidating environment than face-to-face speaking, resulting in a significant decrease in anxiety. Similarly, Sari and Iswahyuni (2019) investigated the effects of YouTube video projects on the speaking anxiety of Indonesian EFL students. The findings indicated that the opportunity to rehearse and refine their presentations through repeated recordings helped students build self-confidence and reduce anxiety. These results highlight that video-based tools offer learners a less threatening platform to practice their speaking skills, reduce anxiety, and increase self-confidence by allowing them to control the pace of learning and self-correct their mistakes.

In terms of self-efficacy, VCG has been shown to positively influence students' beliefs in their ability to speak effectively. Campbell et al. (2020) reported that familiarity with video content creation and technology builds self-confidence, leading to gains in key communication skills, such as public speaking and interpersonal communication (Yorgancı & Baş, 2022). Similarly, Sulistyono and Lutviana (2023) found that video project-based learning improved students' speaking fluency and accuracy. Reflecting on their video recordings further enhanced students' self-efficacy and confidence, establishing VCG as an effective tool for language practice and personal growth. Balaman (2020) also supports the role of digital storytelling in boosting self-efficacy, showing that students enhanced both their technological skills and speaking confidence. Integrating video production into language learning not only aids skill development but also promotes self-regulation and metacognitive awareness, as students can assess their performance and refine their learning strategies (Debbag & Fidan, 2021)

WtC is also positively influenced by VCG. Shih (2010) demonstrated that video blogs increase students' WtC by providing a low-pressure environment where they can practice and refine their communication skills. This safe space for repeated practice and reflection allows learners to gradually build their confidence, thereby fostering an increased WtC. Similarly, Spring (2020) found that project-based language learning through video production improved Japanese EFL students' oral proficiency and WTC by offering structured opportunities for practice. Young and West (2018) noted that asynchronous multimedia-based communication tools, such as video blogs and voiceboards, create flexible environments for learners to enhance their speaking skills without the stress of real-time interaction, further boosting WTC.

Based on the literature, video content generation is recognized as an effective method for reducing speaking anxiety, fostering self-efficacy, and increasing learners' WtC in foreign language settings. By allowing students to control their learning process through repeated recordings and self-reflection, VCG provides a less intimidating and more supportive environment for language practice. These findings suggest that integrating video tools into language education can enhance students' communication skills and overall learning experience, making it a valuable component of modern language instruction.

This study distinguishes itself from existing literature by examining these factors collectively within a self-directed learning environment, where students have the autonomy to choose their own content, presentation format, and method of engagement. Unlike previous studies that predominantly focus on structured classroom tasks, this research allows students to engage in various formats, such as individual or group projects, on-camera presentations, or digital storytelling. Furthermore, student interaction and peer feedback primarily occurred on a social network platform, extending beyond the classroom environment, which provided

additional flexibility and a real-world application of communication skills. While previous research adopted either quantitative or qualitative approaches, this research utilizes a mixed-method design, offering a more comprehensive understanding of the effects of VCG on speaking anxiety, self-efficacy, and WtC. Additionally, prior research isolates one of these factors, whereas this study integrates all three to provide a more holistic view of the impact of VCG on speaking motivation. Thus, the research questions of this study are as follows:

- (1) Do video content generation activities have a significant impact on preservice EFL teachers'
 - a) speaking anxiety,
 - b) speaking self-efficacy beliefs,
 - c) willingness to communicate?
- (2) What are the students' views on the VCG process?

Method

This study employed a sequential explanatory mixed-methods design (Creswell & Plano Clark, 2018), which involved the collection and analysis of quantitative data followed by qualitative data to better understand the quantitative findings. Specifically, a quasi-experimental pretest–posttest control group design was used in the quantitative phase, while the qualitative phase adopted a case study approach (Yin, 2014). The rationale for selecting this design was twofold. First, the study aimed to determine the effects of the intervention on key motivational constructs (foreign language speaking anxiety, self-efficacy beliefs, and WtC) through validated quantitative measures. Second, qualitative data were needed to explore the underlying reasons for the observed changes from the participants' perspectives. Given that the intervention involved a product-, process-, and performance-based social learning experience, certain aspects of participants' development could not be fully captured through quantitative measures alone. Therefore, rich qualitative insights were collected to complement and deepen the interpretation of the findings.

Sampling

This study explores the role of video content generation (VCG) with a specific focus on pre-service EFL teachers. This group is critical as they are developing the speaking, communication, and teaching skills essential for their future careers. Strengthening their speaking abilities and self-efficacy in communication is key to their professional growth. The study was conducted with 62 first-year students from the English Language Teaching Department at a public university in Turkey, aged 18 to 20, who were divided into two groups. Based on the students' language performance in their videos, it can be said that both groups consisted of intermediate English speakers with limited experience in creating video content. For the qualitative component, 17 students were interviewed (6 male: P1, P2, P8, P9, P12, P13, and 11 female: P3, P4, P5, P6, P7, P10, P11, P14, P15, P16, P17) through convenience sampling. Table 1 provides the participants' distribution by gender and group.

Table 1. *Participants*

Group	Female	Male	n
Experiment Group	24	6	30
Control Group	20	12	32
n	44	18	62

Implementation

The VCG activities were implemented as part of an oral communication-based course centered around student presentations. The videos students created were aligned with the course syllabus, such as starting, maintaining, and ending a conversation, as well as appropriate phrases and intonation. Both groups completed face-to-face presentation tasks throughout the semester. Video tasks were assigned to the experimental group as an extracurricular practice to support course outcomes beyond the classroom. The control group, however, completed similar presentations in class, each lasting about 15 more minutes per student, to match the experimental group's activities. Both groups took pre- and post-tests at the same time, and initial conditions were statistically controlled to ensure comparability. As a result, while both groups participated in in-class presentations, only the experimental group completed video assignments outside of class.

Before the implementation, informed consent was obtained from participants in both the experimental and control groups. Then, the experimental group was instructed to create eight videos, one per week, based on a weekly shared topic list. The topics provided to the students were diverse and covered a wide range of subjects, including environmental issues, education, technology, cultural topics, addictions, arts, sports, famous people, and various subtopics for each category. Prior to starting, students received basic video editing training and completed pre-tests. They worked in groups of one, two, or three, with each group producing a video that featured a speaking performance of approximately two minutes. Students had the freedom to choose their specific topic and video format (e.g., monologue, dialogue, digital storytelling, vlog, individual or group projects).

The students shared their final videos on a class-specific webpage (Appendix 1). They engaged with other videos using like/dislike buttons and by leaving comments (Appendix 2). Additionally, the researchers provided feedback on the students' uploaded videos through comments on the same platform. After completing this process, quantitative data was collected through post-tests. Finally, two- or three-person focus group interviews were conducted in the participants' first language.

While the experimental group followed these procedures, the control group continued with face-to-face, presentation-based training. To ensure comparability, the same scales were administered to both groups simultaneously. To balance the activities with the experimental group, each student in the control group was given additional in-class presentation tasks, each lasting approximately ten minutes, due to limited class time. The study process is illustrated in Figure 1.

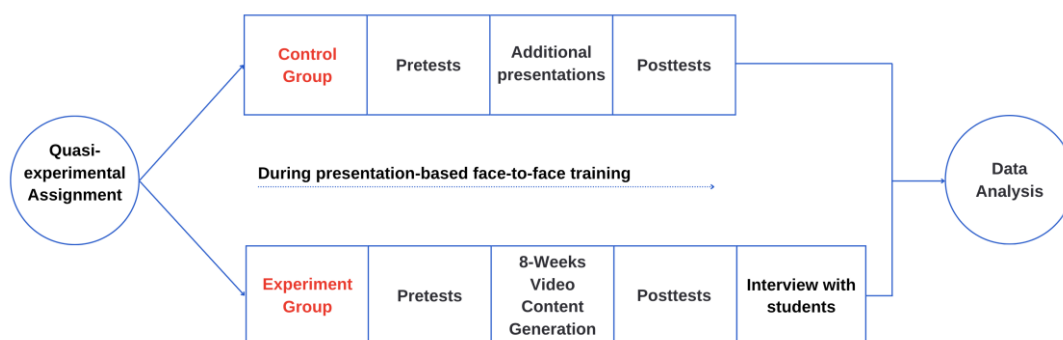


Figure 1. *Study Process*

Data Collection Tools

In the quantitative phase of the study, three scales were used: Foreign Language Speaking Anxiety, Speaking Self-Efficacy Belief, and Instructional WtC. In the qualitative phase, students' views on their experiences in the VCG process were collected through a semi-structured interview form. The details for the data collection tools are as follows:

- *Foreign Language Speaking Anxiety Scale:* To monitor speaking anxiety, 18 items were selected from the "Foreign Language Classroom Anxiety" scale by Horwitz et al. (1986). The scale has a reliability coefficient of .91 (Öztürk & Gürbüz, 2013). To monitor speaking anxiety, 18 items were selected from the "Foreign Language Classroom Anxiety" scale by Horwitz et al. (1986), which has a reliability coefficient of .91 (Öztürk & Gürbüz, 2013). The scale does not include sub-dimensions and is structured as a five-point Likert scale, ranging from "Strongly disagree" (1) to "Strongly agree" (5). In the current study, the reliability coefficients were calculated as .92 for the pretest and .94 for the posttest.

- *Speaking Skills Self-Efficacy Scale:* A 28-item self-efficacy scale by Asakereh & Dehghannezhad (2015) was used to measure self-efficacy. With a reliability coefficient of .84 based on a sample of 100 participants, the scale does not have sub-dimensions and follows a five-point Likert format, ranging from "Strongly disagree" (1) to "Strongly agree" (5). In this study, the reliability coefficients were found to be .92 for the pretest and .91 for the posttest.

- *Instructional WtC Scale:* The 27-item scale developed by Khatib & Nourzadeh (2015) with 218 Iranian participants was selected due to its alignment with the Turkish educational context. The scale has an overall reliability coefficient of .92 and is structured as a five-point Likert scale, ranging from "Strongly unwilling" (1) to "Strongly willing" (5). In this study, the reliability coefficients were .89 for the pretest and .90 for the posttest.

- *Interview Form:* The semi-structured form consists of questions regarding the impact of VCG on speaking attitudes (e.g., how did VCG affect your speaking anxiety, self-efficacy, and WtC? Why?). The interview questions were prepared by researchers and reviewed by three doctoral-level experts.

Data Analysis

Before the study, pretests were administered to examine the equivalence of the groups, and the results were evaluated using t-test. According to the collected data, it was seen that the groups were normally distributed, and their variances were homogeneous. The results of the pretests are shown in Table 2.

Table 2. *Comparison of Pretest Scores of Groups*

Pretest	Group	n	$\bar{X}$	sd	t	df	p
Anxiety	Experiment	30	51.87	11.99	-1.77	60	.08
	Control	32	57.28	12.03			
Self-Efficacy	Experiment	30	96.50	15.19	.98	60	.32
	Control	32	93.00	12.76			
WtC	Experiment	30	91.67	12.81	1.31	60	.19
	Control	32	87.34	13.01			

Table 2 reveals that there were no significant differences in the pretest scores between the groups ($p > .05$). It was also assumed that the groups had equivalent conditions as the participants were similar in age and grade level.

The total scores obtained from the scales were analyzed using the SPSS program. The collected data were analyzed using ANCOVA to control for participants' pretest levels of speaking anxiety, self-efficacy, and WtC, minimizing their impact on post-test scores. By

balancing initial differences between the groups, this method allowed for a more accurate assessment of the true effect of the VCG process on post-test outcomes. The dataset met the assumptions for ANCOVA, including normal distribution, Pearson correlation (> 0.3), and homogeneity in regression slopes and variance. The effect sizes (η^2) of the results were evaluated based on Cohen's (1988) effect size limits (small = .0099, medium = .0588, large = .1379). Although Plonsky and Oswald (2014) propose different effect size ranges for L2 studies, their recommendation applies specifically to Cohen's d . In this context, reporting effect sizes from ANCOVA tests (η^2) based on Cohen's (1988) cut-off points is appropriate. However, the interpretation of effect size should be left to the research community in the relevant field (Norouzian, 2018). All statistical analyses, including t-tests and ANCOVA, were conducted at a 95% confidence level. As part of the same dissertation research, findings indicated a significant improvement in students' video-based speaking performance over eight weeks (Yürük, 2022).

To further explore the students' experiences, perceptions, and group interactions, focus group interviews were conducted. Each session included two to three students and lasted approximately 20 minutes, resulting in seven sessions with a total of 17 participants. Before the interviews, the questions and ethical information were provided in advance, and necessary permissions were obtained from the students. The focus group discussions were transcribed and analyzed using a descriptive analysis approach. An inductive coding method was adopted that themes were derived from the data rather than predefined categories.

To ensure the content validity of the qualitative interview form, the questions were reviewed by three PhD-level researchers with expertise in language education and qualitative research methods. Based on their feedback, the items were revised to ensure conceptual clarity and alignment with the research objectives. For the data analysis, the coding process was conducted by two independent researchers holding master's degrees in educational sciences. Similar statements were grouped to form first-level codes, which were then organized under higher-level themes. Additionally, a third researcher with a PhD reviewed the coding to strengthen its reliability. Throughout the coding process, multiple raters collaborated to review and finalize the themes.

Findings

Findings on Speaking Anxiety

To examine the effect of VCG on speaking anxiety, the relevant scale was applied to the groups as pretest and posttest. Descriptive results of the groups are given in Table 3.

Table 3. *Pretest and Posttest Descriptive Scores for Anxiety*

Group	n	$\bar{X}_{\text{Pretest}}$	SD	$\bar{X}_{\text{Posttest}}$	SD	Difference
Experiment	30	51.87	11.99	40.03	11.96	-11.84
Control	32	57.28	12.03	49.56	13.45	-7.72

According to Table 3, the anxiety scores obtained in the posttest were lower in both groups compared to the pretest ($\bar{X}_{\text{experiment}}=40.03$, $SD_{\text{experiment}}=11.96$; $\bar{X}_{\text{control}}=49.56$, $SD_{\text{control}}=13.45$). Although there was no significant difference between the pretest results of the two groups, the ANCOVA test was applied to eliminate its effect on the posttest scores (Table 4).

Table 4. *ANCOVA Scores for Anxiety*

Source	SS	df	Mean Square	F	p	η_p^2
Corrected Model	6757.89 ^a	2	3378.95	45.28	.00	.605
Intercept	9.93	1	9.93	.13	.71	.002
Anxiety	5351.88	1	5351.88	71.72	.00	.549
Group	408.93	1	408.93	5.48	.02	.085
Error	4402.96	59	74.63			
Total	136441.0	62				
Corrected Total	11160.86	61				

Table 4 indicates a significant difference in the anxiety mean of the experimental group, showing a moderate effect size ($F(1-59)=5.48$, $p<.05$, $\eta_p^2=.085$) compared to the control group.

Findings On Self-Efficacy Beliefs

To examine the effect of the VCG on self-efficacy beliefs, the relevant scale was applied to the groups. The descriptive results of the groups are shown in Table 5.

Table 5. *Pre and Posttest Descriptive Scores for Self-efficacy Beliefs*

Group	n	$\bar{X}_{\text{Pretest}}$	SD	$\bar{X}_{\text{Posttest}}$	SD	Difference
Experiment	30	96.50	15.19	111.80	11.43	15.30
Control	32	93.00	12.76	104.63	13.53	11.63

According to Table 5, the mean self-efficacy beliefs obtained in the posttest were higher in both groups ($\bar{X}_{\text{experiment}}=111.8$, $SD_{\text{experiment}}=11.43$; $\bar{X}_{\text{control}}=104.63$, $SD_{\text{control}}=13.53$). The ANCOVA test results are presented in Table 6.

Table 6. *ANCOVA Test Results for Self-Efficacy Belief*

Source	SS	df	Mean Square	F	p	η_p^2
Corrected Model	6356.57 ^a	2	3178.289	47.00	.00	.619
Intercept	2367.84	1	2367.84	35.76	.00	.377
Self-efficacy	5559.45	1	5559.45	83.96	.00	.587
Group	346.15	1	346.15	5.23	.02	.081
Error	3906.85	59	66.22			
Total	734728.00	62				
Corrected Total	10263.42	61				

Table 6 reveals a significant difference with a moderate effect on self-efficacy beliefs for the experimental group ($F(1-59)=5.23$, $p<.05$, $\eta_p^2=.081$).

Findings on WtC

To examine the effect of VCG on WtC, the relevant scale was applied to the groups. The descriptive results of the groups are given in Table 7.

Table 7. *Pre and Post Test Descriptive Scores for WtC*

Group	n	$\bar{X}_{\text{Pretest}}$	SD	$\bar{X}_{\text{Posttest}}$	SD	Difference
Experiment	30	91.67	12.81	107.46	11.03	15.79
Control	32	87.34	13.01	100.03	11.72	12.69

As shown in Table 7, the average WtC scores in the posttest increased in both groups

($\bar{X}_{\text{experiment}}=107.46$, $SD_{\text{experiment}}=11.03$; $\bar{X}_{\text{control}}=100.03$, $SD_{\text{control}}=11.72$). Based on these results, it can be said that the activities performed by both groups increased their WtC in English. Table 8 presents the ANCOVA test results.

Table 8. ANCOVA Test Results for WtC

Source	SS	df	Mean Square	F	p	η_p^2
Corrected Model	3931.01 ^a	2	1965.50	24.63	.000	.455
Intercept	3586.01	1	3586.01	44.94	.000	.432
WtC	3074.98	1	3074.98	38.54	.000	.395
Group	382.06	1	382.06	4.79	.033	.075
Error	4707.46	59	79.78			
Total	674455.00	62				
Corrected Total	8638.47	61				

In Table 8, it was found that the experimental group had a significant and moderate increase in WtC compared to the control group ($F(1-59)=4.79$, $p<.05$, $\eta p^2=.075$).

Student Views on Speaking Anxiety

Students were asked about their opinions on the effects of VCG on speaking anxiety. The responses to this question are shown in Table 9.

Table 9. Student Views on Speaking Anxiety

Response	Code	f	%
Positive	Increased self-confidence and decreased anxiety with experience	10	34
	Reduced anxiety in in-class interactions	8	28
	Development of improvisational skills	4	14
	Opportunity for self-control, evaluation	4	14
	Ability to investigate and gain knowledge	2	7
	Reduced anxiety as positive reactions are received	1	3

Table 9 shows that all interviewed students reported a positive change in reducing their speaking anxiety. According to their statements, they gained self-confidence, became more comfortable interacting in English in the classroom, improved their improvisation skills, had the opportunity for self-control and self-evaluation, acquired knowledge about the researched topics, and reduced anxiety. Selected student opinions were as follows:

Increased self-confidence and decreased anxiety with experience
• <i>"We are a little more shy at first, we cannot fully explain ourselves. But as we talk and make videos, we see our own potential and become more self-confident." (P2)</i>
Reduced anxiety in in-class English interactions
• <i>"I have both improved my confidence with the videos and I think they have been useful in classroom interaction" (P17)</i>
Development of improvisational skills
• <i>"This really affected me positively in classroom activities, whether it was talking to friends, teachers, or in presentations. I wanted to talk more, especially in terms of improvisation. When I couldn't think of anything, I could make something up and talk, so my anxiety level decreased. " (P14)</i>
Opportunity for self-control, self-evaluation
• <i>"For example, at first ... I couldn't use facial expressions, or rather I couldn't control my voice, or I couldn't be fluent and speak naturally ... For example, if something funny happened, I couldn't say it with a laugh, I would say it like a robot. But thanks to these videos, for example, I learned to be more natural, I learned to control my gestures, I learned to control my voice." (P5)</i>
Ability to investigate and gain knowledge
• <i>"You give us topics to choose from and we research and learn about a wide variety of topics. And this makes us more comfortable in expressing things. And when any topic was discussed in the class, I could be more comfortable by saying "I knew about this topic from my research." (P15)</i>
Reduced anxiety as positive reactions are received
• <i>"As the number of videos and positive comments increase, the anxiety to speak gradually decreases." (P1)</i>

Student Views on Self-Efficacy Beliefs

Students were asked about their opinions on the effects of VCG on their self-efficacy beliefs. The students' responses to this question are shown in Table 10.

Table 10. *Student Views on Self-Efficacy Beliefs*

Response	Code	f	%
Positive	Speaking skill development	7	23
	Increased self-confidence	7	23
	Learn about new topics	6	20
	Opportunity to practice speaking	5	17
	Reduced anxiety	3	10
	Opportunity for self-assessment	1	3
Not affected	The process is short for such a development	1	3

According to Table 10, the majority of the students (97%) stated that their self-efficacy beliefs were positively affected. This is credited to their progress in speaking skills, boosted self-confidence, enhanced knowledge, increased opportunities to practice speaking, reduced anxiety, and self-assessment. Some student opinions were as follows:

Speaking skill development "Especially when I saw the nice comments, likes and the scores I got, I believed in myself more. This helped me to improve myself and speak more." (P5)
Increased self-confidence "Actually, we had a self-efficacy in our core. But this was a mild self-efficacy, in fact, we did not express it. With the practice, our self-efficacy was activated and we were able to show ourselves a little more, we were able to express what we know." (P14)
Learning about new topics "Since the list of topics includes topics related to current life and daily conversations, I think our speaking competence increases as we learn about those topics." (P17)
Opportunity to practice speaking "For example, the words we practiced before came to our minds immediately when the sentence we were going to speak was similar. It came to our mind with its pronunciation. Thus, that word was recorded in our permanent memory." (P12)
Reduced anxiety "We shot eight videos, so they helped us to reduce anxiety and increase self-efficacy." (P12)
Opportunity for self-assessment "It (self-efficacy) improved a lot, I was shy and felt bad in the community. Then I realized that I was not bad." (P9)

Although the majority of the students gave positive responses regarding the development of their self-efficacy beliefs, there was also an opposing response. Unlike others, one participant argued that the implementation period was insufficient to ensure such a development.

The process is short for such a development "There has definitely been a change, but I mean, it has not been a perfect change because it is an eight-week process and eight videos seem to be enough, but in fact it is not a very intensive process." (P2)

Student Views on WtC

Students were asked about their opinions on the effects of VCG on their WtC. The responses received from the students are shown in Table 11.

Table 11. *Student Views on WtC*

Response	f	Reason	f	%
Positive	15	Increased self-confidence	10	59
		Willingness to speak English with friends outside the classroom	8	47
		Willingness to talk to strangers	4	24
		Willingness to speak English with close friends in the classroom	4	24
		Willingness to join conversations	3	18
Not affected	2	I am already willing	2	12

Table 11 shows that the majority of students (N=15, 88%) experienced a positive impact on their WtC. This increase was mainly due to improved self-confidence resulting from enhanced speaking skills, increased class participation, and expanded knowledge of new topics. Students also reported an increase in their willingness to speak English outside of class. Moreover, they felt an increase in their willingness to express opinions through participation in English conversations. However, a small number of students (N=2, 12%) reported that they were already willing to speak English, so the VCG method did not have an impact on their willingness. Below are some relevant student responses.

Increased self-confidence • "I remember we tried to talk to a foreigner... In this respect, the videos instilled in us both communication and self-confidence." (P7)
Willingness to speak English outside the classroom • "Yesterday, while we were talking with P2 on WhatsApp, for no apparent reason, we said let's talk in English. We were chatting in English with audio recordings about things we would normally talk about in Turkish." (P1)
Willingness to talk to strangers • "Before, when I saw a foreigner on the road or at the faculty, I was afraid to talk to them ... Recently, there were two Japanese people who tried to ask for an address. I realized that their Turkish was not good, so I immediately answered them in English. In this way, I explained it to them in a good way and I immediately thought of the videos I had shot in the past." (P6)
Willingness to talk to close friends in class • "My willingness to speak to a crowded audience has not increased much. But whether it is a friend circle or just a stranger, I can talk to them willingly in a comfortable way. But not to a crowded audience." (P10)
Willingness to join conversations • "I want to talk, I want to participate in something that is being talked about. I want to express my opinion, so I think it increased." (P11)
I was already willing • "I normally like to speak English very much. Even sometimes I speak English even to myself when I do my work. I mean, since I normally speak a lot, I would be lying if I said video generation did something extra" (P5)

Results

Based on the findings, the eight-week VCG process had a positive impact on speaking anxiety, self-efficacy beliefs, and WtC in a foreign language. Quantitative analyses revealed a significant decrease in speaking anxiety among students in the experimental group. This finding was further supported by qualitative interviews, in which students attributed the reduction in anxiety to several factors, including increased self-confidence gained through experience, the development of improvisational skills, opportunities for self-control and self-evaluation, enhanced ability to investigate and acquire knowledge, and a decrease in anxiety as a result of receiving positive feedback. Regarding self-efficacy, quantitative findings indicated that the more speaking practice students in the experimental group engaged in, the more their confidence increased. This finding was supported by qualitative interviews, where students attributed the increase in self-efficacy to factors such as the development of speaking skills, increased self-confidence, learning about new topics, opportunities to practice speaking, reduced anxiety, and the chance for self-assessment. As for WtC, quantitative data showed that the experimental group exhibited a higher score, which was consistent with students' statements in interviews where they expressed that using the language during group activities became easier and more comfortable. Students attributed this increase to factors such as enhanced self-confidence, a greater willingness to speak English outside the classroom, and feeling more comfortable talking to both strangers and close friends.

Discussion

Speaking Anxiety

The results of the scale indicate that students initially experienced anxiety, but as they gained experience, their anxiety levels decreased significantly. This change was supported by a moderate effect size ($\eta^2 = .085$), suggesting a meaningful reduction in speaking anxiety attributable to the VCG process. According to Krashen's (1982) affective filter hypothesis, a lower level of anxiety facilitates both the intake and production of language by minimizing emotional barriers. In the context of teacher education, this finding is particularly important, as reduced anxiety not only promotes active classroom participation but also enhances pre-service teachers' capacity to serve as confident and effective language models for their future students.

During the interviews, students associated this outcome with increased self-confidence, improved class cohesion and interaction, the acquisition of impromptu speaking skills, opportunities for self-assessment and correction, and the chance to gain knowledge of new topics. They also reported that their anxiety was further reduced by receiving positive feedback, which had a positive impact on their language learning process. Sari and Iswahyuni (2019) noted that students often start making videos with anxieties like camera shyness and fear of mistakes in front of others. However, as students gained more experience in speaking a foreign language in front of the camera, their nervousness decreased over time (Le & Nguyen, 2021). Philp & Duchesne (2016) also suggest that content creation can reduce students' stress related to real-time interactions with peers and teachers, allowing them to learn at their own pace in a more comfortable setting.

Another benefit of VCG is that it allows students to practice speaking for longer periods. Through rehearsals and repetition, they can practice more than they would in a regular class. Le and Nguyen (2021) found that video-based environments, with flexible timing and opportunities for speaking practice, reduce anxiety compared to traditional oral presentations.



As students took an active role in the VCG process, they demonstrated improvements in behavioral (task participation), cognitive (attention, mental effort), social (communication, cooperation, listening), and affective (perceptions related to self, social, and task) domains. Students gradually improved their performances by identifying their strengths and weaknesses through self-assessment (Anandari, 2015). The absence of teacher and peer evaluation during speaking performances, along with the restriction of video viewing in the classroom setting, contributed to a reduction in students' anxiety levels (Madzlan et al., 2020). As a result, advancements in speaking skills, including pronunciation, vocabulary knowledge, and fluency, are reflected in increased self-confidence (Le & Nguyen, 2021; Sari & Iswahyuni, 2019).

The literature demonstrates that technologies used in alignment with course outcomes have a positive impact on learning (Gupta, 2014). In this context, student-centered teaching methods that promote teamwork, peer teaching, and technology use have been found to reduce anxiety and enhance perceptions of learning motivation (Grant et al., 2014; Le & Nguyen, 2021). Thus, it can be asserted that the implemented teaching approach enhances classroom interaction and cohesion. In accordance with Lambert et al. (2020), students placed more value on the learning products they created when they invested significant time and effort. Consequently, increased empowerment and autonomy positively impacted their sense of motivation.

One limitation that students mentioned was that having a video channel naturally made them feel shy and insecure at first, but they got used to it over time. These feelings can be attributed to feelings of negative evaluation (Horwitz et al., 1986), the novelty of being in front of the camera, embarrassment, and concern about one's appearance in videos (Sari & Iswahyuni, 2019). These feelings are related to using a foreign language, as well as the desire to perform fluently in front of the camera. As this is a type of interaction that students are not accustomed to in the classroom, they may fear being evaluated negatively due to concerns about their ability to present themselves accurately (Cooper & Brownell, 2020). However, their anxiety levels may decrease over time through in-class and group cooperation. As Watkins (2012) states, students can increase their opportunities for oral communication by speaking for longer in front of the camera outside the classroom. This will give them the opportunity to overcome their shyness by improving their language skills and self-efficacy beliefs over time.

Self-Efficacy Beliefs

The improvement students felt in their speaking skills during the VCG process can be considered a clue for improving their self-efficacy beliefs. As Levelt (1989) stated, better organization of their speaking performances improved their beliefs about their speaking abilities. These results align with the literature indicating a positive relationship between high language performance and self-efficacy (Asakereh & Dehghannezhad, 2015; Mills, 2014). As reported by the students, another factor contributing to their self-efficacy beliefs is the increase in self-confidence. Repetitive video recordings may have bolstered their self-confidence by reducing their fear of failure and enhancing their speaking skills (Sharma, 2023). Successful experiences and interactions may have fostered the development of self-efficacy by reducing anxiety (Matsuda & Gobel, 2004).

The observed improvement in students' self-efficacy beliefs was statistically significant, with a moderate effect size. This finding can be interpreted within the framework of Bandura's (1997) social cognitive theory. According to student statements, repeated experiences such as

text creation, rehearsals, and error identification during the VCG process played a key role in the observed development. When learners perceive themselves as more competent in their language use, they tend to set higher goals, invest greater effort, and demonstrate persistence in the face of communicative challenges. Therefore, a moderate improvement in self-efficacy beliefs may substantially enhance speaking performance over time and contribute to the establishment of a supportive communicative environment in their future teaching practices.

Moreover, self-efficacy development can also be grounded in self-determination theory (Ryan & Deci, 2017). *According to this theory, motivation is shaped by the fulfilment of basic psychological needs such as autonomy, competence and relatedness.* The fact that learners have a significant degree of autonomy, and the positive reactions they receive, may have increased their motivation to perform in a foreign language (Cinkara, 2009).

The students also indicated their self-efficacy beliefs were strengthened through the exploration of new topics. This result supports inferences made by Torkzadeh et al. (2006) that self-efficacy can change with new knowledge and experiences. As discussed in the literature on foreign language teaching, the development of speaking skills is a significant challenge, particularly in large classes (Demirpolat, 2015). One suggested solution for this issue is to enhance speaking time through extracurricular activities (Çelebi, 2006). Thanks to the digital opportunities facilitated by the study, students were able to demonstrate their language proficiency beyond the confines of the classroom, sharing it with their peers. Balaman (2020) suggested that student-friendly and non-threatening video activities can help students overcome negative emotions such as anxiety, discomfort, or fear and support them in becoming more comfortable with using technological tools. This in turn leads students to perceive technology-focused resources as more enjoyable, useful, and accessible when they have a positive experience with them (Kulviwat et al., 2014).

Students also attributed their increased self-efficacy beliefs to decreased anxiety levels. Speaking a foreign language often triggers anxiety due to the need for extensive knowledge and skills (Tanveer, 2007). However, anxiety levels tend to decrease as students improve their language proficiency. Sulistyo et al. (2023), consistent with the findings of Mahardika et al. (2021), found that videos boosted students' self-confidence and motivation in oral production, while also being viewed as an enjoyable and practical resource for English language learning. Similarly, Balaman (2020) highlighted that students tend to be more positive and engaged when they believe in their ability to complete a given task.

Students also stated that they had the opportunity to evaluate their own skill development. Watching their own performances in the videos boosted students' confidence and motivation, thereby enhancing their self-efficacy (Sulistyo & Lutviana, 2023). Similarly, Raoofi et al. (2012) found that self-reflection helps students gain a deeper understanding of their performance. These findings align with Bandura's (1997) social learning theory, suggesting that students assess their own abilities by observing peers through both direct and indirect experiences. Additionally, constructive feedback on their videos appears to further strengthen their self-efficacy through verbal persuasion (Balaman, 2020).

While most participants reported an increase in self-efficacy, one student claimed that short videos had only a limited impact on improving speaking self-efficacy. According to Bandura (1997), self-efficacy develops through experiences of mastery requiring consistent, challenging, and continuous performance over time. Therefore, individuals' beliefs about their capabilities are closely linked to how difficult they perceive the tasks to be. In this

context, while short-term video tasks may have reduced anxiety and encouraged engagement, they may not have provided sufficient duration or cognitive stimulation for some students to internalize their progress.

Willingness to Communicate

The theoretical framework of WtC involves social, cognitive, and affective domains such as anxiety, self-efficacy beliefs, motivation, and competence in communication skills (MacIntyre et al., 1998), all of which were positively influenced by the VCG process. Although the effect on WtC was lower than those on the other variables, the result still indicates a moderate and pedagogically meaningful impact. This finding aligns with Nasab & Rahimi's (2024) results, where students reported increased WtC alongside improved self-efficacy, especially in peer and unfamiliar interactions. Similarly, Ghanbarpour (2016) demonstrated that self-confidence alone could explain 11% of the variance in WtC.

In addition, the ability to prepare and deliver spoken content in a non-threatening environment likely enhanced learners' confidence and reduced their fear of judgment. Burgoon (1976) noted that anxiety is a significant barrier to communication. The literature suggests that e-learning environments provide a greater sense of comfort and security compared to traditional face-to-face learning (Paik, 2022; Reinders & Wattana, 2015). The learning environment may have helped ease students' anxiety, as its flexibility and non-threatening nature likely reduced their fear of communication (Zhou, 2023). This effect was especially evident in fostering students' WtC with peers in the classroom. In this context, the reduction in anxiety levels appears to have positively impacted their WtC attitudes. This shift is particularly important for language teacher candidates, who are expected to model communicative engagement in their future classrooms. The moderate effect size suggests that such interventions can meaningfully enhance not only learners' performance but also their underlying readiness and motivation to speak, both inside and beyond the classroom context.

During the VCG, students gained valuable communication experience through group interactions, the dialogues they created in videos, and both online and in-class interactions. Students enhanced their skills through planning, developing, rehearsing, and receiving feedback on performance tasks over time (Fatayer, 2016; Harmer, 2007; Shih, 2010). Self-assessments and corrections during the rehearsals are recognized as factors that enhance WTC by raising awareness in speech production (Dixon & Hondo, 2014; Lepore, 2014). These practices boosted students' self-confidence and supported the development of WTC by reducing their anxiety.

According to students' statements, alignment of the topic list with their interests and knowledge might have positively influenced their perceived self-efficacy by alleviating anxiety (Aubrey et al., 2020; Yu & Zadorozhnyy, 2021). Because the list of topics included current issues, the performances had a real-life context, which is advantageous for the development of speech organization and fluency (Fitriani et al., 2015). McCroskey and Richmond (1987) stated that a perception of inadequate communication skills will cause timidity, introversion, and fear. As a result, students became more confident in the cognitive domain and were able to overcome reservations such as making mistakes and fear of speaking in front of others (McCroskey & Richmond, 1991).

While most students who participated in the interviews reported an increase in WtC, two participants stated that they already possessed a high level of willingness to communicate and therefore did not experience any notable improvement. These neutral responses suggest that

the absence of observable change was likely due to their elevated baseline levels, rather than any shortcomings of the intervention itself. In line with MacIntyre et al.'s (1998) model—which conceptualizes WtC as both a trait-like and state-like construct—it is plausible that these students entered the learning environment with an already well-developed communicative disposition. Accordingly, Pawlak et al. (2007) argue that such individuals may exhibit a ceiling effect, whereby their high initial levels limit the potential for measurable gains through external interventions. In such cases, the primary function of VCG may be to reinforce existing communicative tendencies rather than to promote substantial new development.

Recommendations

Based on the quantitative and qualitative findings, VCG fosters motivation and builds a supportive learning community, enabling students to gradually overcome anxiety and strengthen self-efficacy in speaking. VCG thus offers valuable speaking practice beyond the classroom, encouraging even reluctant students to communicate more confidently over time. To relate the findings to educational practice, digital video production-based tasks can be integrated into speaking courses as a flexible, out-of-class instructional approach. These tasks hold significant potential in promoting learner autonomy, creativity, and active participation. The effect sizes identified in this study indicate that even short-term implementations can yield pedagogically meaningful outcomes. Educators can enhance the effectiveness of such practices by encouraging students to create and interact in a non-threatening environment and by allowing topic selection aligned with students' interests. Therefore, VCG can be implemented as a viable instructional strategy to improve communication skills in authentic and student-centered contexts. To maximize these benefits, we recommend that practitioners implement strategies to minimize student anxiety during the VCG process. Specifically, to support self-efficacy and reduce anxiety, students should regulate their social interactions and focus on constructive rather than critical feedback. Timid students should not be pressured to manage anxiety immediately; allowing freedom in group and topic selection may alleviate some anxiety by aligning tasks with student interests.

Future research could explore various aspects of the long-term effects of VCG on L2 speaking motivation. Specifically, examining how different types of video content and social network interactions, including student-student and student-teacher dynamics, shape learners' motivation could provide valuable insights. Additionally, further studies could explore the relationship between students' level of participation in VCG and their overall L2 motivation to provide a more comprehensive evaluation of its impact.

Limitations

The study lasted eight weeks, and students' weekly video speaking performances were limited to 2 minutes. A longer study may produce more progress in students. In addition, VCG could not be used as the primary method in the experimental group but were conducted as an additional out-of-class practice activity. This limitation was overcome by giving additional presentation tasks to the control group and calculating the posttests by controlling the pretest scores with suitable statistical tests.

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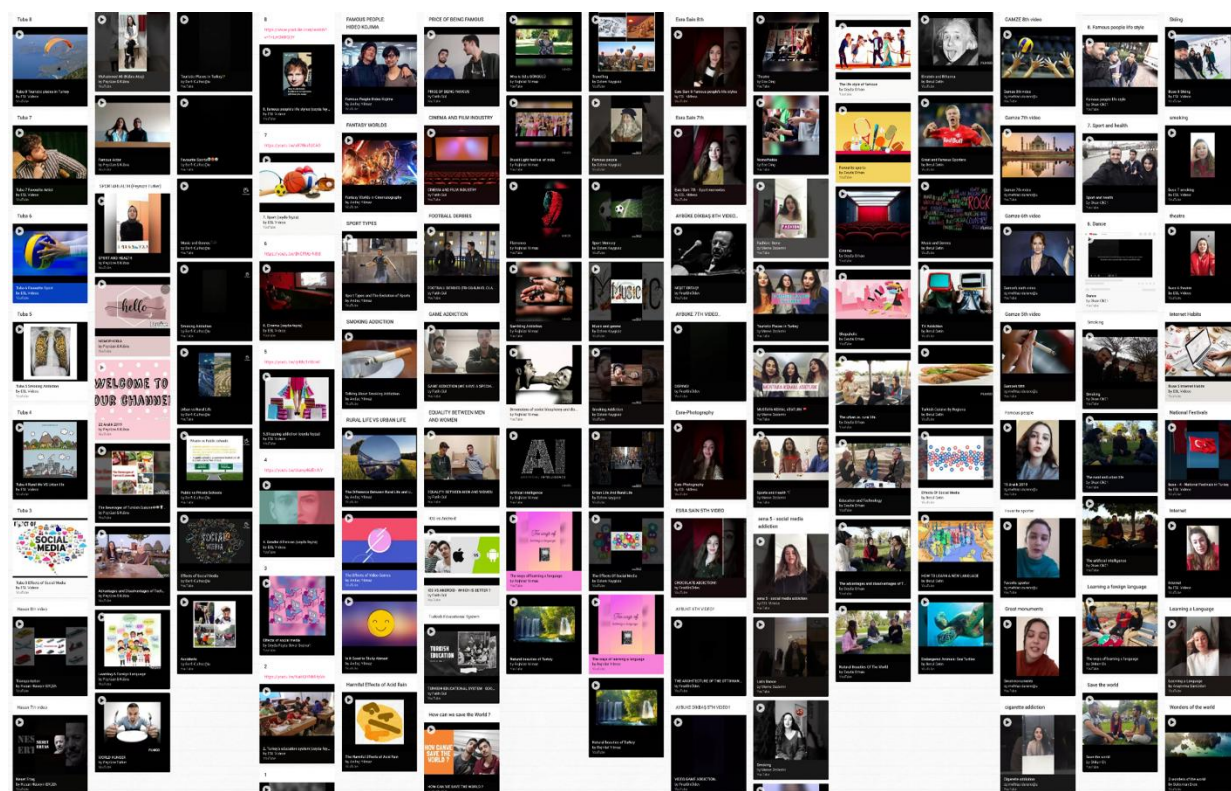
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Appendix 1: Class-specific Webpage for Final Videos



Appendix 2: Student Interactions

Save the world

145 görüntüleme • 17 Eki 2019

12 1 PAYLAŞ KAYDET

5 abone

ABONE OLUNDU

Save the world for your children

DAHA FAZLA GÖSTER

6 Yorum SIRALAMA ÖLÇÜTÜ:

Herkese açık bir yorum ekle...

5 ay önce

Well done! Good job guys

2 1 YANITLA

6 ay önce

It is a perfect performance 🍌

1 1 YANITLA

6 ay önce

That's what I asked you to do :) great video guys. keep going :)

1 1 YANITLA

Yanıtı gizle

6 ay önce

Thank you sir

1 1 YANITLA

6 ay önce

I think it has been quite a natural video. I liked it 🍌

2 1 YANITLA

Yanıtı gizle

6 ay önce

Thanks lady

1 1 YANITLA