

The Use of Collaborative Video Projects in EFL Classroom: Insights From Higher Education Students

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Abstract

The integration of digital technology into English as a Foreign Language (EFL) instruction has encouraged educators to adopt learning activities that support both language development and the acquisition of twenty-first-century skills. Among these, collaborative video projects have gained attention because they allow students to communicate, create, and work together in authentic learning contexts. This study explores higher education students' perceptions of the benefits and challenges of collaborative video projects in EFL classrooms. A qualitative descriptive approach was employed, involving 18 undergraduate students who had completed a collaborative video project as part of an EFL course. Data were collected through an online questionnaire containing both Likert-scale items and open-ended questions. Supportive descriptive data were used to analyze the quantitative data, while the qualitative responses were examined using thematic analysis. Overall, students viewed collaborative video projects as a valuable learning experience. They reported increased interest in learning English, greater confidence and communication skills, improved creativity and digital literacy, as well as stronger collaboration and independent learning. At the same time, students highlighted several challenges, including managing time, coordinating group schedules, unequal participation among group members, technical issues, and difficulties in preparing and delivering English scripts during video production. These findings indicate that collaborative video projects can serve as an effective pedagogical approach for encouraging active learning, authentic language use, and the development of twenty-first-century skills in EFL higher education. To ensure successful implementation, however, lecturers should provide adequate guidance, technical support, and well-structured project management throughout the learning process.

Keywords: Collaborative Learning, Collaborative Video Projects, Digital Literacy, EFL Classroom, Higher Education Students.

Introduction

The rapid advancement of digital technology has significantly influenced English as a Foreign Language (EFL) instruction in higher education, encouraging educators to adopt learning approaches that integrate language development with twenty-first-century skills (Zhang et al., 2023). Among these approaches, collaborative video projects have gained increasing attention as they provide students with opportunities to use English in authentic, meaningful, and creative contexts. Through activities such as planning, scriptwriting, filming, editing, and presenting, students engage in extensive interaction and communication while simultaneously developing digital literacy and teamwork skills (Fu & Zhang, 2025; Huang, 2021). This pedagogical practice is closely related to the concept of digital multimodal composing, which emphasizes the creation of meaning through the combination of linguistic, visual, and audio resources (Jiang & Hafner, 2025). Previous studies have reported that collaborative video production can enhance students' speaking ability, learning engagement, confidence, and motivation by providing authentic opportunities for language use beyond traditional classroom activities (Huang, 2021b). Furthermore, collaborative tasks encourage learners to negotiate meaning, share responsibilities, and construct knowledge together, supporting language learning from a sociocultural perspective (Laal & Ghodsi, 2012). These findings suggest that collaborative video projects represent a promising strategy for fostering both language proficiency and broader communication competencies in EFL classrooms.

Despite the growing body of research supporting the benefits of collaborative video projects, several limitations remain evident in the literature. Existing studies have largely focused on positive learning outcomes, such as improved speaking performance, increased motivation, and greater engagement, while comparatively less attention has been paid to students' overall experiences during the collaborative video production process (Huang, 2021b; Jiang & Hafner, 2025; Jung, 2021). In addition, producing a video requires learners to manage multiple demands simultaneously, including technological skills, group coordination, task distribution, and time management, all of which may create challenges that influence learning experiences. However, these challenges are often discussed only briefly or treated as secondary findings. As a result, there is still limited understanding of how students perceive both the benefits and the difficulties of

collaborative video projects in higher education EFL settings. This gap is important because learners' perceptions can influence their engagement, participation, and willingness to adopt technology-enhanced learning activities. A more balanced understanding of students' experiences is therefore needed to inform effective pedagogical implementation and maximize the educational value of collaborative video projects.

To address this gap, the present study investigates higher education students' perceptions of collaborative video projects in EFL learning, focusing on both the benefits they perceive and the challenges they encounter during project implementation. Specifically, this study aims to answer the following research questions: (1) What benefits do higher education students perceive from collaborative video projects in EFL learning? and (2) What challenges do higher education students encounter during collaborative video projects? By examining students' perspectives, this study contributes to the growing literature on technology-enhanced language learning and digital multimodal composing. From a theoretical perspective, this study contributes to a broader understanding of collaborative video projects by examining both their benefits and challenges from the learners' perspective. From a practical standpoint, the findings may provide valuable insights for EFL educators and curriculum designers in implementing collaborative video production more effectively in classroom settings. In doing so, the study supports efforts to enhance language development, learner engagement, and collaborative learning within higher education contexts.

METHOD

This study employed a qualitative descriptive design to explore higher education students' perceptions of the benefits and challenges of collaborative video projects in English as a Foreign Language (EFL) learning. A qualitative descriptive approach aims to provide a comprehensive summary of participants' experiences using language that remains close to the data rather than generating abstract theoretical interpretations. This approach was considered appropriate because the study sought to describe students' perceptions and experiences of collaborative video projects in a straightforward manner. The participants were 18 undergraduate students enrolled in an EFL course at a university. Purposive sampling was employed because all participants had completed

a collaborative video project and were therefore able to provide relevant information regarding the learning activity.

Data were collected through an online questionnaire administered via Google Forms after the completion of the collaborative video project. The questionnaire consisted of two sections. The first section included close-ended items using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree) to provide a general description of students' perceptions regarding the benefits and challenges of collaborative video projects. The second section comprised open-ended questions that enabled participants to describe their experiences, perceived benefits, and difficulties encountered during the project in their own words. The questionnaire link was distributed through the class communication group, and all participants completed the questionnaire voluntarily.

The data analysis primarily focused on the qualitative responses. The researchers repeatedly read all responses to become familiar with the data before conducting an inductive coding process. Similar responses were grouped into categories, which were then refined into broader themes representing students' perceived benefits and challenges of collaborative video projects. The responses from the Likert-scale items were analyzed by using supportive descriptive data to complement the qualitative findings by providing an overview of participants' responses. The integration of thematic analysis and descriptive statistical summaries facilitated a comprehensive description of students' perceptions while maintaining the qualitative orientation of the study (Braun & Clarke, 2021).

To enhance the trustworthiness of the findings, the researchers reviewed the qualitative responses repeatedly throughout the coding and theme development process to ensure consistency and credibility. Participation in the study was voluntary, and participants were informed about the purpose of the research before completing the questionnaire. No personally identifiable information was collected, and all responses were analyzed anonymously to protect participants' confidentiality. This study employed a qualitative descriptive design to explore higher education students' perceptions of the benefits and challenges of collaborative video projects in EFL

learning. The data collection process was based on the qualitative descriptive approach proposed by Sandelowski

RESULTS AND DISCUSSION

Results

The findings of this study are organized into two major themes: (1) students' perceived benefits of using collaborative video projects in EFL classrooms and (2) students' perceived challenges in implementing collaborative video projects. The data were obtained from close-ended questionnaire items and five open-ended questions completed by 18 undergraduate students. The findings are presented in Table 1.

Table 1. Students' responses to close-ended questionnaire

No	Statements	Percentage			
		SA	A	D	SD
1.	Collaborative video projects encouraged me to use English actively.	(6) 33.3%	(7) 38.9%	(3) 16.7%	(2) 11.1%
2.	Collaborative video projects helped me improve my English communication skills.	(4) 22.2%	(11) 61.1%	(3) 16.7%	-
3.	Creating videos increased my confidence in using English.	(6) 33.3%	(7) 38.9%	(4) 22.2%	(1) 5.6%
4.	Collaborative video projects made English learning more interesting.	(9) 50%	(8) 44.4%	(1) 5.6%	-
5.	Collaborative video projects helped me understand course materials better.	(7) 38.9%	(8) 44.4%	(3) 16.7%	-
6.	Creating videos allowed me to learn independently outside the classroom.	(4) 22.2%	(10) 55.6%	(3) 16.7%	(1) 5.6%
7.	Collaborative video projects improved my ability to work with others.	(6)	(7)	(3)	(2)

		33.3%	38.9%	16.7%	11.1%
8.	Working with group members helped me learn new ideas and perspectives.	(6) 33.3%	(9) 50%	(3) 16.7%	-
9.	Collaborative video projects enhanced my creativity.	(7) 38.8%	(9) 50%	(1) 5.6%	(1) 5.6%
10.	Collaborative video projects improved my ability to use digital tools and technology.	(7) 38.9%	(10) 55.6%	(1) 5.6%	-
11.	Managing time during the video project was difficult.	(3) 16.7%	(6) 33.3%	(7) 38.9%	(2) 11.1%
12.	Arranging meetings with group members was challenging.	(5) 27.8	(6) 33.3%	(6) 33.3%	(1) 5.6%
13.	Recording video content was difficult.	(7) 38.9%	(2) 11.1%	(6) 33.3%	(3) 16.7%
14.	Video editing was challenging for me.	(4) 22.2%	(5) 27.8%	(8) 44.4%	(1) 5.6%
15.	Technical problems affected the completion of the project.	(3) 16.7%	(12) 66.7%	(2) 11.1%	(1) 5.6%
16.	Some group members contributed less than others.	(4) 22.2%	(7) 38.9%	(7) 38.9%	-
17.	Differences in opinions sometimes slowed down the project.	(3) 16.7%	(11) 61.1%	(4) 22.2%	-
18.	Communication among group members was sometimes ineffective.	(4) 22.2%	(6) 33.3%	(8) 44.4%	-
19.	Preparing English scripts for the video was challenging.	(5)	(7)	(5)	(1)

		27.8%	38.9%	27.8%	5.6%
20.	Using English during video production was difficult for me.	(5) 27.8%	(4) 22.2%	(9) 50%	-

To provide a more comprehensive understanding of students' perceptions, the responses from the open-ended questions were analyzed alongside the questionnaire results. The qualitative data were organized into several broader categories to summarize the main issues emerging from both the Likert-scale items and the open-ended responses. This categorization allowed the findings to be presented more systematically and highlighted the aspects that students considered most significant during their participation in collaborative video projects.

1. Perceived Benefits for English Learning

A considerable number of students described collaborative video projects as a meaningful learning experience that supported their English development. The project provided opportunities to use English actively in authentic situations, particularly when preparing scripts, discussing ideas with group members, and recording video content. Students perceived these activities as helping them improve their communication skills and become more confident in using English.

Several responses also indicated that the project made learning more engaging and encouraged students to learn beyond classroom activities. Through the process of creating videos, students were able to practice English in a more contextualized and enjoyable manner, which increased their motivation to participate in learning activities.

One student explained:

"The biggest benefit I gained was confidence in speaking English. Working on the video with my classmates helped me speak more comfortably and improve my English skills."
(Student A)

Another student stated:

"The most significant benefit I gained was improved confidence in speaking English because I had many opportunities to practice and communicate with my group members."
(Student B)

These findings support (Huang, 2021b), who reported that collaborative video production increases learners' confidence and engagement. Similarly, the present study found that students perceived collaborative video projects as opportunities to practice English authentically while developing greater confidence.

2. Development of Collaborative and Digital Skills

Beyond language improvement, the responses demonstrated that the project contributed to the development of various interpersonal and technological skills. Students frequently mentioned the importance of teamwork throughout the project. They learned how to share responsibilities, negotiate ideas, solve problems collectively, and communicate effectively with their peers.

In addition, many participants reported gaining experience in using digital tools and video-editing applications. For some students, the project introduced them to new technological skills that they had not previously explored. The process of planning, recording, and editing videos required them to become more creative and adaptable when dealing with technical aspects of the assignment.

One student noted:

"Yes, especially in video project can help me to improve my confident in learning English, before known that, the type of learning method so bored but after I know it, learning English more fun"
(Student C)

Another student commented:

"Collaborative video projects enhanced my English learning by helping me practice speaking, pronunciation, vocabulary, and teamwork in a meaningful context."
(Student D)

These findings indicate that collaborative video projects not only function as language-learning activities but also provide opportunities for students to develop essential competencies, such as collaboration, communication, creativity, and digital literacy.

3. Challenges and Recommendations for Improving Collaborative Video Projects.

Despite the positive experiences, students also reported several difficulties during the implementation of the project. The most commonly mentioned issues involved coordinating schedules with group members, managing time effectively, and ensuring equal participation among team members. Some students also encountered technical problems during recording and

editing, while others experienced difficulties in preparing English scripts or using English consistently throughout the production process.

One student stated:

"The most challenging part was coordinating with my group members because we had different schedules."
(Student E)

Another student explained:

"The most challenging aspect was speaking English in front of the camera. It was difficult because I felt nervous and worried about making mistakes."
(Student F)

In addition to describing the challenges, students also offered several suggestions for improving future implementations of collaborative video projects. They recommended providing clearer project guidelines, allocating sufficient time for project completion, and offering more technical support related to video production and editing. Some students also suggested that lecturers monitor group participation more closely to ensure that responsibilities are distributed fairly among members.

As expressed by one student:

"I recommend that instructors provide clear instructions and assessment criteria from the outset of the project. With detailed guidance, students can understand the project's objectives and identify aspects to consider during the video-making process."
(Student C)

Overall, the qualitative findings demonstrate that collaborative video projects are perceived positively by students due to their contribution to English learning and skill development. However, the responses also reveal several practical challenges that should be addressed to maximize the effectiveness of this learning activity in future implementations.

Discussion

The findings of this study indicate that collaborative video projects were generally perceived positively by undergraduate EFL students. Both the questionnaire results and the open-ended responses demonstrate that students considered collaborative video projects beneficial for improving their English proficiency, developing collaborative and digital skills, and creating a more engaging learning environment. At the same time, the findings reveal several practical

challenges related to group collaboration, time management, technical issues, and English language use.

The first major finding shows that collaborative video projects contributed positively to students' English learning. Most participants agreed that the projects encouraged them to use English actively, improved their communication skills, increased their confidence, and made English learning more interesting. These findings are consistent with Huang (2021b), who found that collaborative video production provides authentic opportunities for language practice while increasing learner confidence and engagement. Similarly, students in the present study explained that preparing scripts, discussing ideas, rehearsing, and recording videos required them to communicate in English in meaningful contexts. Such authentic language use aligns with communicative language teaching principles, which emphasize learning through purposeful interaction rather than isolated grammar exercises.

The findings also suggest that collaborative video projects promote learner autonomy. Most respondents agreed that creating videos enabled them to continue learning outside the classroom by planning, practicing, and editing their work independently. This supports previous studies showing that project-based learning encourages students to take greater responsibility for their own learning and extends language practice beyond formal classroom instruction. Through repeated rehearsal and self-evaluation during the video production process, students were able to monitor and improve their language performance independently (Hsu, 2024; Sofyan & Aeni, 2024).

Another important finding concerns the development of collaborative and digital competencies. Participants reported that working in groups helped them exchange ideas, negotiate responsibilities, solve problems collaboratively, and learn from different perspectives. These findings support previous research indicating that collaborative learning promotes communication, teamwork, and interpersonal skills, which are essential competencies in higher education and the modern workplace (Maryani & Aguskin, 2023). In addition, students perceived that the project enhanced their creativity and improved their ability to use digital tools such as video recording and editing applications. These findings are consistent with research suggesting that technology-

integrated project-based learning develops students' digital literacy alongside language proficiency.

Although the overall perceptions were positive, the study also identified several challenges during project implementation. The qualitative findings revealed that coordinating group schedules, managing time effectively, and ensuring equal participation among group members were among the most common difficulties. The questionnaire results similarly showed that many students experienced problems related to scheduling meetings, technical issues, and differences in opinions within their groups. These findings are consistent with previous studies on collaborative learning, which report that unequal participation, communication problems, and time constraints frequently influence the effectiveness of group projects (Kearney & Schuck, 2006; Robin, 2008;). Such challenges suggest that collaborative activities require careful planning, continuous instructor support, and appropriate monitoring to maximize learning outcomes (Zhang, Zhou, Briggs, & Nunamaker, 2006; Chen, Chuang, & Lacaste, 2021; Jung, 2021).

The findings further indicate that some students experienced anxiety when speaking English in front of the camera or preparing English scripts. Although the video project eventually helped increase students' confidence, the production process itself initially created nervousness and fear of making mistakes. This result supports foreign language anxiety research, which suggests that speaking tasks often create anxiety among EFL learners, particularly when performance is recorded. Nevertheless, repeated opportunities to rehearse and record videos may gradually reduce anxiety by allowing students to practice before submitting their final performance.

Students also offered valuable recommendations for improving future collaborative video projects. They suggested providing clearer project instructions, transparent assessment criteria, additional technical guidance, sufficient completion time, and closer monitoring of individual group contributions. These recommendations imply that successful implementation of collaborative video projects depends not only on the learning activity itself but also on effective instructional design. Providing structured guidance and continuous feedback may reduce implementation challenges while allowing students to gain maximum benefits from collaborative video production.

Overall, the findings demonstrate that collaborative video projects represent an effective instructional strategy for EFL classrooms. They provide authentic opportunities for English communication while simultaneously developing collaboration, creativity, problem-solving, and digital literacy skills. Although practical challenges remain, these difficulties can be minimized through careful planning, adequate technical support, and effective classroom management. Therefore, collaborative video projects can serve as a valuable approach for promoting active, student-centered, and technology-enhanced language learning in higher education.

Conclusion

This study investigated higher education students' perceptions of the use of Collaborative Video Projects (CVPs) in EFL classrooms and explored how these projects influenced their English learning experiences. The questionnaire findings indicate that CVPs are generally perceived positively by students and contribute to several aspects of language learning and skill development. The findings reveal that collaborative video projects make English learning more engaging and meaningful. Students reported that the projects increased their interest in learning English, improved their understanding of course materials, and enhanced their creativity and digital literacy skills. The projects also provided opportunities to practice English communication, build confidence in using the language, and develop collaborative skills by exchanging ideas and perspectives with peers. These findings suggest that CVPs function not only as a language-learning activity but also as a multimodal learning experience that integrates linguistic, technological, and interpersonal competencies.

Despite these benefits, several challenges were identified. Students experienced difficulties related to time management, video editing, coordinating meeting schedules, unequal participation among group members, and communication during the project process. Some participants also found script preparation and the use of English during video production challenging. These issues indicate that the successful implementation of CVPs depends on effective planning and adequate support. The findings imply that collaborative video projects can serve as an effective pedagogical approach in EFL higher education because they promote active learning, creativity, digital

competence, and authentic language use. However, to maximize their effectiveness, lecturers should provide clear guidelines, structured task division, and continuous supervision throughout the project. Based on these findings, it is recommended that future implementations of collaborative video projects include sufficient project timelines, explicit assessment criteria, training in video production and digital tools, and strategies to ensure equal participation among group members. Future studies may also involve larger and more diverse samples and employ additional methods, such as interviews or classroom observations, to gain a deeper understanding of students' experiences with collaborative video projects in EFL contexts.

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