

Student-Produced Video for Learning: A Systematic Review

Jedidiah Zehuan Lam

Faculty of Education, Universiti Kebangsaan Malaysia, Selangor, Malaysia

Melor Md Yunus

Faculty of Education, Universiti Kebangsaan Malaysia, Selangor, Malaysia

Abstract—In this modern era, students learn in various ways, and thus, the learning methods should also change to suit them. Student-produced videos are one of the proposed methods. Therefore, this systematic literature review focuses on student-produced videos and their benefits to learning. This systematic literature review used the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) review methodology. A total of thirty articles from 137 articles related to student-produced videos in learning were identified between the years 2018 and 2022. These articles were selected from Web of Science (WoS) and Education Resource Information Center (ERIC) databases. Based on the results, four benefits were identified: video production skills, creativity, collaboration, and a learning environment. Thus, this systematic literature review paper can benefit policymakers, educators, and learners looking to utilize and implement student-produced videos in learning.

Index Terms—student-produced videos, videos, learning, PRISMA, systematic literature review

I. INTRODUCTION

Due to the COVID-19 pandemic, students should actively participate in the learning process through their teachers' innovative and creative teaching strategies (Mohtar & Yunus, 2022; Rapanta et al., 2021; Sher Ryn & SC, 2020). A survey by Sher Ryn showed that video-conferencing was the least popular method of using Information and Communication Technology (ICT) in the classroom (Sher Ryn & SC, 2020). Therefore, during the pandemic, educators needed to adapt their teaching methods. Moreover, traditional teaching and learning methods must change to attract the current Gen-Z students (Shahrani et al., 2020). Educators need to engage learners in their learning that fits best with their learning styles. Integrating technology and ICT has become popular among educators (Sher Ryn & SC, 2020; Thandavaraj et al., 2021). With these in mind, the researchers found that video production in the classroom emerged as one of these innovative methods (Oechsler & Borba, 2020). As a result, this systematic review of articles will elaborate on and go deeper in the educational advantages of student-produced videos.

II. LITERATURE REVIEW

A. Language Skills

Learning a language necessitates a variety of abilities, including reading, writing, speaking, and listening. The ability of speaking is critical to master, even more so during English learning. (Ali & Celik, 2019). There is a need to have good speaking skills as it is used to communicate thoughts and carry out transactions in our everyday life (James et al., 2019; Kehing & Yunus, 2021; Thandavaraj et al., 2021). The speaker must communicate clearly in order for the audience to understand and comprehend the speaker's objectives and meaning. However, there are more challenges in speaking as compared to the other language skills (Rao, 2019). Learners should not be intimidated to try to use the English language; as the saying goes, 'practice makes perfect'. With practice in the targeted language, learners will become more familiar and use it more masterfully. In Malaysia, it is no different. Language skills were given importance by the Ministry of Education through various policies (MOE, 2014). The English syllabus has recently been aligned with the Common European Framework of Reference for Languages (CEFR) (Zuraidah & Mardziah, 2019). This alignment places importance on communicative skills in listening and speaking. Poor speaking skills may lead to learners being unable to perform well in the workplace (Ramamurthy et al., 2021). Therefore, there is much to consider in practical learning activities to improve students' language skills.

B. Videos in Learning

Video is an audio-visual medium with the purpose of entertainment, marketing, information, music, and learning materials (Yuli & Satira, 2019). Videos have previously been used in learning. However, there are many ways in which videos may be used (Yuli & Satira, 2019). In the learning, videos can be used in various ways, such as watching videos taken from websites such as YouTube or videos recorded by the educator themselves. The final way in which videos

can be used is through learners engaging in the video production themselves. Researchers found that video-based modules were practical in helping their respondents understand the topics that they learnt (Nabayra, 2020; Paavizhi et al., 2019; Shahrani et al., 2020). Videos are a powerful tool that educators can use in their classrooms with many benefits. Learners may also acquire different skills and knowledge through videos in learning (Almutairi et al., 2020; Verch & Nissen, 2020; Yawiloeng, 2020). Learners may also different skills, content and knowledge through text, graphics, and audio in the video as well as engage their senses since videos are multisensory.

C. Student-Produced Videos

Student-produced videos are videos in which the teacher and students are involved in the production of the videos. This process involves both participating parties in video production, from writing a script to shooting the video and finally editing it into its final form. Through research, researchers found that learners learn better when they are involved in video-making process (Rakhmanina & Kusumaningrum, 2017; Santhanasamy & Yunus, 2022; Stanley & Zhang, 2018). Learners with a clear goal will also be motivated to complete the video task (Afifah et al., 2019). Learners were found to be more motivated to speak through videos (Lestari, 2019; Maulidah, 2018; Wahyuningsih, 2018). Learners will also learn how to use the camera to record and how to ensure the subject's ideal lighting. They would also have to learn about audio and ensure the actors can be heard in the video. Many benefits can be reaped through the video production process.

Video production in learning is rising in popularity, and so there is a need to explore this topic. This systematic review of the literature seeks to synthesise the findings of research articles that may be relevant to the educational benefits of student-produced videos. This article may also serve as a resource for policymakers, educators, and learners seeking to understand the value of student-produced videos and the learning process.

III. METHOD

The Preferred Reporting Items for Systematic review and Meta-Analyses (PRISMA) technique was adopted to assist systematic review writing and promote transparency. PRISMA contains a 27-item updated checklist. Initially developed for health-related research, this checklist has been broadened to cover social and educational topics. This checklist aided in the planning and execution of this systematic review by providing a structure for collecting, categorizing, and assessing the papers examined. The first step involved choosing articles searched through two databases which are the Education Resource Information Center (ERIC) and Web of Science (WoS) databases. This evaluation seeks to serve as a guide for incorporating video production into the educational process. Next, by examining various relevant works, this paper analyses the benefits of incorporating video production into the classroom and the language skills required. The review was conducted in three stages: identification, screening, and lastly, inclusion. The steps are illustrated in Figure 1.

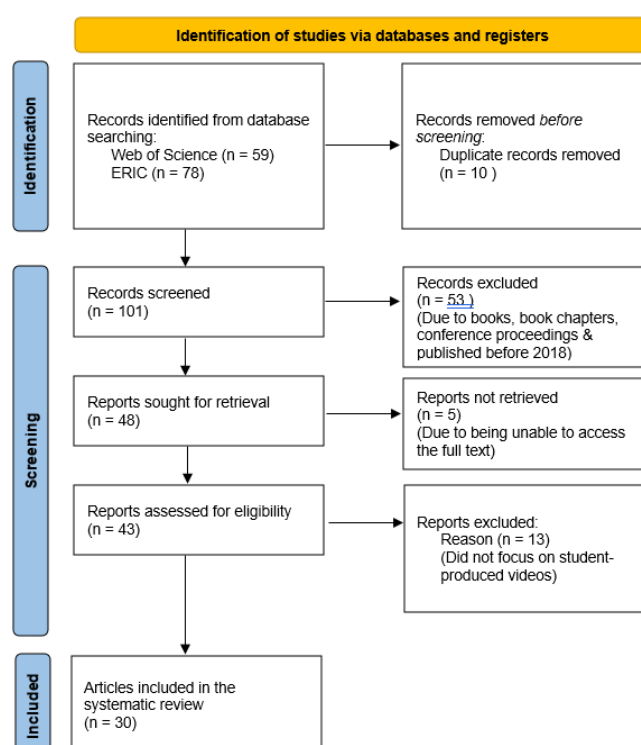


Figure 1. Process Flowchart for Choosing Research Papers

A. Identification

Two databases were chosen for the study's initial step of the systematic review, and the researchers chose ERIC and WoS. ERIC is an online digital collection of education research and data that includes over 1000 comprehensively indexed publications, whereas WOS is an international online journal that publishes in the fields of Law, Political Science, Philosophy, Psychology and Linguistics. These two databases were chosen as they were deemed suitable for this study's aim, are user-friendly, and the full text is available to the researchers. The keywords used to locate the articles are listed in Table 1.

TABLE 1
KEYWORDS USED TO LOCATE RELEVANT ARTICLES.

Databases	Keywords
ERIC	Video Production AND Learning, Video making AND Learning, Student-produced video AND Learning, Student produced video AND Learning, Student-created video AND Learning, Video Projects AND Learning, Video Production AND Learning, Video Production AND Teaching, Video making AND Teaching, Student-produced video AND Teaching, Student produced video AND Teaching, Student-created video AND Teaching, Video Production AND Teaching, Video Projects AND Teaching
Web of Science (WOS)	TS = (("Video Production *" OR "Video making *" OR "Student produced video *" OR "Student-produced video *" OR "Video Creation *" OR "Video Project *") AND ("Learning" OR "Teaching"))

*: Search String

B. Screening

After searching the WoS and ERIC databases, duplicates were identified and removed from the list. The remaining publications were then re-examined to verify that they met the researcher's requirements. Table 2 summarizes the criteria.

TABLE 2
CRITERIA FOR INCLUSION AND EXCLUSION

Criterion	Inclusion	Exclusion
Literature Type	Journal articles <ul style="list-style-type: none"> • Video production is done by students • Peer-reviewed and complete text • Quantitative, qualitative and mixed-method research 	Book, book chapter, systematic reviews, proceedings <ul style="list-style-type: none"> • Using videos to teach
Language	English	Non-English
Year	Between the years 2018 and 2022	Before 2018

In this stage, the collected papers were evaluated for eligibility as they had to fulfil the requirements listed in the Table 2's inclusion section. This procedure is carried out to ensure the information gathered for this study is highly calibrated and reliable. The systematic review of the literature was then conducted without the inclusion of the excluded papers. Non-journal papers that were published before 2018 were also excluded. Additionally, those not written in English were also omitted. Additionally, the researcher had excluded non-peer-reviewed journal papers and those whose complete text could not be acquired. After a thorough selection process based on the inclusion and exclusion criteria, thirty papers were selected for this systematic review.

C. Included

The publications included in this systematic review were chosen based on their content about student-produced videos. Table 3 displays the studies included.

TABLE 3
SUMMARY OF THE STUDIES THAT WERE CHOSEN

Study	Database	Aim	Samples	Research Methods
Kulsiri, S. (2018)	WOS	To evaluate students' impressions of the SPV project in terms of improving their English language ability, utilizing technological resources in the project and collaboration with peers.	107 first year-tertiary students (non-English major)	QN
Stanley, D., & Zhang, Y. (2018)	WOS, ERIC	To examine if there are differences among demographic backgrounds and does students-generated video projects increase student learning and retention in online education.	113 tertiary students (junior or senior major)	QN
Tseng, S.-S., & Yeh, H.-C. (2019)	WOS, ERIC	To examine the perspectives of students who received video feedback versus those who received textual input regarding the utility of feedback for improving English speaking skills, as well as their preferences.	43 third-year EFL college students	MM
Yeh, H.-C. (2018)	WOS, ERIC	To ascertain students' perceptions of the process of creating multi-modal videos and the benefits to students' multiliteracies.	69 students advanced EFL tertiary learners	MM
Bobkina, J., & Romero, E. D. (2020)	WOS	To get insight into the perceptions of Spanish English for Specific Purposes (ESP) engineering students regarding the usefulness of video production in growing their digital oracy skills in comparison to the effectiveness of in-class presentations in building their public speaking skills.	97 undergraduates (Computer engineering major)	MM
Leung, S. K. Y., Choi, K. W. Y., & Yuen, M. (2019)	WOS	To investigate the role of video art in early visual arts education by creating videos with digital devices and analyzing the data using the digital play framework.	9 participants (aged 5-8)	QL
Yeh, H.-C., Heng, L., & Tseng, S.-S. (2020)	WOS	To investigate the impact of video production as a kind of multimodality and its potential for improving EFL students' writing skills.	57 third-year tertiary students	QL
Riyanto, E. D. (2020)	WOS, ERIC	To investigate the advantages of incorporating video production into a speaking class.	29 first-semester tertiary students	QL
Huang, H.-W. (2021)	WOS	To examine the effectiveness of collaborative video blog (vlog) project and perceptions of students of group collaboration	65 students in a public technical university	MM
Chen, K. T.-C. (2010)	WOS	To explore the effects of TLBT (Task based language teaching) facilitated by technology	25 sophomore students	MM
Chen, C. W.-Y. (2018)	WOS	To engage students in video production and to investigate how it can aid in the development of students' knowledge of digital empathy.	46 freshmen students	MM
Debbag, M., & Fidan, M. (2020)	WOS	To conduct a comparative analysis of prospective teachers' text- and video-based learning diaries.	20 prospective Science students	QL
Sari, A. B. P., Dardjito, H., & Azizah, D. M. (2020)	ERIC	To investigate the factors in higher education affecting YouTube video projects and students' self-improvement in EFL	79 third-semester tertiary students (non-English major)	QN
Jung, C. D. (2021)	ERIC	To investigate post-secondary English as a Foreign Language (EFL) students' perspectives of how their collaborative experiences creating video projects affect their motivation to learn English.	8 tertiary students (non-English majors)	QL
Mahardika, G. N. A. W., Widiati, U., Bhastomi, Y., & Suryati, N. (2021)	ERIC	To examine non-specialist language learners' perceptions of the educational impact of video production.	35 non-specialist English students	QN
Anas, I. (2019)	ERIC	To shed information on the manner in which students worked on the project during the stages preceding submission.	41 tertiary students (Business administration major)	QL
Oranpattanachai, P. (2018)	ERIC	To investigate students' perceptions of creating video projects as part of their grade assignment	42 engineering students	QL
Masruddin, M. (2018)	ERIC	To determine the efficacy of using short video clips to teach speaking to Indonesian English as a Foreign Language (EFL) students.	25 eleventh grade Senior High School students	QN
Seow, P.-S. & Pan, G. (2018)	ERIC	To discover how an AIS video project might aid in students' comprehension	308 undergraduate students	QN
Campbell, L. O. (2018)	ERIC	To ascertain the status of a student-created video through the use of the ICSDR model.	10 tertiary students (enrolled in an education program)	QL
Spring, R. (2020)	ERIC	To explore video project-based language learning (PBLL) to improve learners' oral proficiency	40 Japanese EFL tertiary students	QN

Study	Database	Aim	Samples	Research Methods
Speed, C. J., Lucarelli, G. A., & Macaulay, J. O. (2018)	ERIC	To conduct research into the instructional guidelines for small group student-produced video assessments.	230 second-year tertiary students and 74 third-year tertiary students	MM
Dollah, S. & Weda, S. (2018)	ERIC	To explore the practices of students' group presentation in an EFL classroom using videotaping.	23 third-semester tertiary students (English education study program)	MM
Dollah, S. & Weda, S. (2018)	ERIC	To explore the practices of students' group presentation in an EFL classroom using videotaping.	23 third-semester tertiary students (English education study program)	MM
Oechsler, V & Borba, M. C.	ERIC	To address how video creation can help this process of borderless classrooms and how it can be used as a teaching and learning tool.	Middle school students aged 13-14	QL
Nadzlan, N. A., Seng, G. H., & Kesevan, H. V. (2020)	ERIC	To determine whether online platforms and/or video blogs can help decrease public speaking anxiety.	54 first-year tertiary ESL learners	MM
Talley, K. G. & Smith, S. (2018)	ERIC	To explore the effectiveness of resulting asynchronous peer-to-peer video context	Engineering students	QN
Zellner, N. (2018)	ERIC	To determine the influence of student-created videos.	356 college students	MM
Apriyanti, D., Syarif, H., & Ramadhan, S. (2021)	ERIC	To investigate the effects of the Digital Video Feature Project (DVFP)	25 fourth-semester tertiary students	QN
Parente, J. M., & Haile, Y. (2020)	ERIC	To investigate the use of student-prepared videos with regard to Generation Z	Undergraduate students	QL
Lestasi, N. (2019)	ERIC	To ascertain students' perspectives on the usage of video blogs to enhance speaking abilities and to examine students' techniques for using video blogs to enhance speaking abilities.	5 tertiary students	QL

QL = Qualitative; QN = Quantitative; MM = Mixed Methods

D. Data Analysis Procedure

The selected papers were transferred to Mendeley, a citation management system. Following that, thematic analyses were conducted to determine the significant themes necessary to address the following study questions:

- (1) What are the benefits of employing student-produced videos?
- (2) Which language skills are focused on when using student-produced video?

Themes for the research themes were found through an interpretive evaluation of the papers. Data gathered from student-produced videos and articles were used to identify the themes. To answer the second research question, the language skills were classified according to the articles. The following section discusses the findings.

IV. RESULTS AND DISCUSSION

A. RQ1: What Are the Benefits of Employing Student-Produced Videos?

To answer the first research question, the articles were analyzed, and there were four main benefits to using student-produced videos. Table 4 below summarizes the results.

TABLE 4
BENEFITS OF USING STUDENT-PRODUCED VIDEOS.

Authors	Benefits			
	Video production skills	Creativity	Collaboration	Learning environment
[1]	✓	✓	✓	✓
[2]	✓			
[3]			✓	
[4]	✓			
[5]	✓			
[6]	✓	✓		✓
[7]	✓			✓
[8]	✓		✓	
[9]	✓		✓	
[10]	✓	✓	✓	
[11]	✓		✓	
[12]				✓
[13]	✓	✓	✓	✓
[14]	✓		✓	
[15]	✓			✓
[16]	✓		✓	✓
[17]			✓	✓
[18]			✓	
[19]			✓	
[20]	✓		✓	✓
[21]			✓	
[22]		✓	✓	✓
[23]			✓	✓
[24]		✓	✓	✓
[25]	✓			✓
[26]	✓	✓	✓	
[27]	✓	✓	✓	
[28]	✓	✓		
[29]			✓	✓
[30]	✓	✓		

Table 5 summarises the total number of research publications identified on ERIC and WoS databases that were relevant to this systematic review.

TABLE 5
TOTAL NUMBER OF ARTICLES DETAILING THE VARIOUS BENEFITS

Benefits	Number of research articles
Video production skills	20
Creativity	10
Collaboration	20
Learning environment	14

B. RQ2: What Language Skills are Focused on When Producing Student-Produced Videos?

For the second research question, we combed through the papers for references to the skills involved in incorporating student-produced videos into the classroom. Listening, speaking, reading, writing and vocabulary were considered as language skills. Table 6 shows the breakdown of the skills by article.

TABLE 6
LANGUAGE SKILLS FOCUSED WHEN USING STUDENT-PRODUCED VIDEO

Language Skills	Articles
Listening	24, 35, 36, 38
Speaking	19, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 6, 20, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49
Reading	25, 36, 47, 48
Writing	6, 24, 25, 28, 32, 33, 35, 36, 47, 48
Vocabulary	20, 25, 35, 37, 38, 39

Vast majority of the articles focus on speaking skills. This shows that there are benefits to the speaking skills as videos both contain visual and audio. Therefore, it is not surprising that speaking was a primary focus of researchers.

C. Discussion

In this section, the benefits of carrying out video production in learning will be discussed through four main benefits: video production skills, creativity, collaboration and learning environment.

(a). Video Production Skills

A total of twenty out of the thirty journal articles discusses video production skills. The majority of the articles agreed that their learners were able to gain video production skills when producing videos. Video production skills involved many skills from scriptwriting (Sari et al., 2020; Stanley & Zhang, 2018; Yeh, 2018; Yeh et al., 2020) to video shooting (Anas, 2019; Lestari, 2019; Parente Jr. & Haile, n.d.; Talley & Smith, 2018; Zellner, 2018). The art of recording videos were learnt by learners even though it involves different skills. Various research were conducted to show learners of different ages, such as children as young as five to eight years old, who could produce videos (Leung et al., 2020) to students from middle school (Oechsler & Borba, 2020). However, the majority of research was conducted at the university level. Through all the research conducted, the researchers concluded that learners from different disciplines and interests could gain new knowledge regarding video production skills. Learners enjoyed the script writing as it was their planning session before the recording session (Apriyanti et al., 2021; Campbell & Cox, 2018; Jung, 2021; Leung et al., 2020; Riyanto, 2020; Yeh, 2018). They were able to practise their intonation and pronunciation before the actual recording. Learners even went as far as to write cue cards to practice their gestures before the recording (Apriyanti et al., 2021). After the recording, the next part is the editing of the video. In this part of the process, learners used various software to edit their videos. Some examples include basic editing software such as Windows Movie Maker, to more professional video editing software such as Adobe Premier which was used to edit the videos. In the video editing process, the learner had to deal with various technical difficulties (Jung, 2021; Madzlan et al., 2020). However, this did not demotivate the learners or caused them to give up on the assignment. As quality of mobile phones improved throughout the years, the quality of the video taken also improved. Thus, some learners chose to only record their videos using mobile devices (Huang, 2021; Lestari, 2019). As many video editor applications are available on the Play Store or App Store, learners are able to record and edit videos on their mobile devices.

Research by Riyanto (2020) showed that the learners were mindful of their surroundings as the lighting and noise levels can affect the video quality, and therefore, most of the locations chosen for shooting were the classrooms or the main library. According to Zellner's study in 2018, various video styles were shot, including documentary, narration, TV shows, interviews, re-enactments, and raps. These different styles of videos required different techniques to shoot and edit. Importance was placed on camera and microphone placements in order to ease the video editing process. Similarly, Talley and Smith (2018) discovered that their students prefer other types of videos, such as live-action, interviews, speeches, or a mixture. Research conducted by Chen (2021) showed that shooting of the videos was one of the learners' main concerns in improving video quality. All in all, learners are able to gain video production skills when they produce videos during their learning.

(b). Creativity

Out of the thirty journal articles chosen, a total of thirteen journals stated that student-produced videos were able to boost students' creativity. Watching a video can activate learner's sight and sound in learning as video consists of images and audios. There is a requirement for innovation in how the video is made, particularly by the learners. Since video watching is an experience on its own, learners must be creative in various aspects such as the tempo, image quality and sound quality to ensure that the meaning of the message can be conveyed to the viewers. The styles of videos chosen, such as documentaries, voiceovers, and interviews, can demonstrate creativity (Leung et al., 2020). In a research conducted by Chen (2021), the learners showed creativity during the video tasks in the classroom. The learners had to select and decide carefully on the video style they would like to shoot as these were marked for creativity.

Similarly, Sari et al. (2020) also found that their learners spent some time discussing the method used to present in their video. It was found in a research conducted by Lestari (2019) that the learners planned the shoot based on the storyboard and the script outline, and finally, videos, pictures and sounds were edited into the final video. Research conducted by Zeller (2018) found that the learners initially made videos about historical events, and the trend moved to video formats such as "Family Feud" or without real people in their video. Therefore, learners engaging in video production could creatively present their meaning from their video (Oechsler & Borba, 2020; Speed et al., 2018; Talley & Smith, 2018).

(c.) Collaboration

From the thirty research articles chosen, twenty articles were found to include the aspect of collaboration. Most of the research conducted used collaboration when producing videos (Campbell & Cox, 2018; Chen, 2018; Chen, 2021; Huang, 2021; Jung, 2021; Kulsiri, 2018; Masruddin, 2018; Oranpattanachai, 2018; Riyanto, 2020; Sari et al., 2020; Seow & Pan, 2018; Speed et al., 2018; Spring, 2020; Tseng & Yeh, 2019). Due to the nature of student-produced videos, it was a group effort to produce; thus, collaboration became important. Research conducted by Zellner (2018) saw the learners learning to work as a group by dividing the tasks amongst themselves in order to produce higher quality video while learners learnt to work with their group members (Dollah & Weda, 2018; Riyanto, 2020). When producing videos, students have to learn to interact with their group members to ensure that the group would be able to come up with the product (Huang, 2021). Learners could learn their teammates' strengths and weaknesses by working together to produce their videos (K. T. C. Chen, 2021; Sari et al., 2020). As a result, the video production workflow was smoother, where learners played to their strengths regarding video production.

(d). Learning Environment

A total of fourteen of the thirty research articles expanded on the learning environment. Learners were found to be more engaged in the learning where they said they enjoyed the video production activity (Kulsiri, 2018). The video production process can get students to be immersed in their local cultures and communicate them through their videos (Speed et al., 2018). Learners were more enthusiastic during the recording session (Dollah & Weda, 2018; Oechsler & Borba, 2020). With student-produced videos, learners are required to take a more active role in their learning process (Anas, 2019; Campbell & Cox, 2018; C. W. Yu Chen, 2018). Learners who are involved in the lessons tend to have more motivation and are excited to share it with their peers (Apriyanti et al., 2021; Leung et al., 2020). Researchers also found that learners were able to improve their scores when learners engaged in video production in their learning (Dollah & Weda, 2018; Kulsiri, 2018; Masruddin, 2018; Speed et al., 2018; Talley & Smith, 2018; Wijaya Mahardika et al., 2021). Similarly, an improved learning environment is not limited to learners but the educators themselves. Research conducted among teachers found that a video diary was preferred as the video format made them feel more comfortable communicating their thoughts (Debbağ & Fidan, 2020). With such a learning environment, learners could be more engaged and learn more through producing videos.

V. CONCLUSION

To summarise, this systematic review examined research publications on using student-produced videos in learning. Two databases, WoS and ERIC, were accessed. Based on the inclusion and exclusion criteria provided in Table 2, thirty publications were included in this systematic review. These research articles employed various techniques to demonstrate the value of student-produced videos. The main findings showed four main benefits regarding the advantages of student-produced videos in learning: learners benefited from student-produced videos by learning video production skills, creativity, collaboration and an engaging learning environment. Nevertheless, despite the toughness of video editing, learners were not demotivated as the results were worth it. Also, video production proved to be a way for students to be creative in producing knowledge as there many video formats in which the same content could be presented.

Furthermore, working with their groupmates made video production much easier as the tasks could be divided among each other. Besides working in groups, learners actively participate in their learning. Active learning engages students in the learning and ensures that they have mastered topics or contents chosen. Therefore, student-produced videos have many benefits to the learning process and should be considered by educators in class.

One of the challenges of this review that should be addressed is the academics interested in this issue. The researcher sorted and selected thirty of the highest-quality publications from ERIC and WoS that covered the topic. Additional publications may exist in other databases, such as Scopus and Google Scholar. It would be intriguing to broaden the research to incorporate more viewpoints from different academics to uncover further findings. The majority of the articles chosen focuses on speaking skills. Perhaps future research might delve into other skills such as reading and writing. Twenty-six of the thirty research publications selected were geared toward tertiary students. Few studies have been undertaken at the elementary and secondary levels. Thus, it would be worthwhile to perform more research focused on elementary and secondary school students to shed light on their advantages.

Student-produced videos can be a powerful tool for learning and could be used by educators from all over the world and with learners of different ages. Educators would be able to engage their learners in the video production process and unlock their learners' roles to a more active one. Attracting and inspiring students is a necessary component of making learning relevant, and student-produced videos are an effective method of including students in the learning process.

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Jedidiah Zehuan Lam is a postgraduate student in Teaching English as a Second Language (TESL) program at the Faculty of Education, Universiti Kebangsaan Malaysia. He has participated in a few national and international innovation competitions and has won awards ranging from bronze to gold aside from publishing in an international journal. He has also presented as a speaker for Sarawak English Language Education Symposium 2021 (SELES). His fields of interest include technology-based learning. He can be contacted at email: jedidiah.lam@hotmail.com.



Melor Md Yunus is a Professor of English Language Education and Innovative Pedagogies and currently is a Deputy Dean of Research and Innovation at the Faculty of Education, Universiti Kebangsaan Malaysia. She is best known for establishing the integration of ICT in teaching and learning English as a Second Language research. She is active in scholarly journal writing and publishing and has currently published more than 500 papers in Citation-Indexed journals particularly WoS and SCOPUS. Her publications are on the integration of ICT in teaching and learning English as a Second Language, Technology-enhanced Language Learning (TELL), Computer-assisted Language Learning (CALL) and Innovative Pedagogies.