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Educational Innovation: Teacher- and Student-Made Videos to Enhance English Proficiency at University Level

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Abstract. In the context of English as a foreign language (EFL) education, the efficacy of various instructional approaches has been a subject of ongoing concern. Traditional teacher-led methods have been challenged by the emergence of video-based instruction, raising questions about which approach yields the more effective learning outcomes. This study investigated the impact of student- and teacher-made video implementation versus traditional teacher-led methods on EFL class outcomes. Standardized tests were used to assess the English proficiency levels of 214 students who registered for EFL classes in a higher education institution in Cuenca, Ecuador. A quantitative methodology with quasi-experimental type and Solomon four-group design was applied to examine the effects of these different instructional approaches, comparing groups both with and without pre-tests. The students were organized into groups at random. The results were arranged into two sections, one comparing post-test scores and the other focusing on mean differences among those who experienced both pre-test and post-test assessments. Notably, statistically significant differences were observed in post-test evaluations within the groups that received pre-tests, indicating that it influenced post-test outcomes. However, the most important finding was that the intervention group had a better mean difference in English level than the control group. The findings highlight the importance of considering pre-tests when designing effective instructional strategies and suggest further investigation into the dynamics of video-based versus teacher-led instruction in EFL education.

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1. Introduction

In recent years, the integration of multimedia resources in English as a foreign language (EFL) instruction has gained significant attention, reflecting the evolving landscape of language learning methodologies (Dhivya et al., 2023). As technology continues to reshape educational paradigms, the exploration of innovative tools, such as student- and teacher-made videos, has become imperative for enhancing the language acquisition process (Baker-Doyle, 2021). These kinds of material (videos) also allow students to hear native speakers interacting in their everyday, authentic vernacular and they are good sources of real linguistic systems (Dhivya et al., 2023).

Despite the proliferation of technology in educational settings, a comprehensive understanding of how student- and teacher-made videos actually influence EFL learning outcomes at the university level is lacking. While existing literature provides insights into various pedagogical approaches in EFL classrooms, the specific impact of student- and teacher-made videos remains relatively underexplored (Noetel et al., 2020), particularly within the tertiary education setting.

This research aims to address this gap by conducting a detailed study that investigates the nuanced dynamics of producing and implementing multimedia videos versus traditional teacher-led methods on EFL class outcomes among EFL students. The study delves into the effects of these multimedia resources on EFL learning, focusing on a specific context — the tertiary level. It also seeks to address this gap by not only elucidating the potential advantages or challenges associated with multimedia integration but also by offering practical implications for educators, curriculum designers, and policymakers seeking to optimize language instruction in tertiary environments.

By closely examining the intricate interplay between student-generated content, teacher-led instructional design, and the resultant impact on language learning outcomes, this study aims to contribute valuable insights to the broader discourse on effective EFL pedagogy, as well as evaluating effective methodologies which might help not only students but also teachers develop the target language, active learning and teaching strategies, creativity, communication and technological skills.

Central to this inquiry is the overarching question: How do the production and implementation of multimedia videos affect EFL classes at the tertiary level?

2. Literature Review

Technology has evolved and profoundly changes how people consume and produce information (Yeh, 2018), ushering in a new era of knowledge acquisition and dissemination. From the advent of the printing press, to the rise of the internet, technological advancements have revolutionized the way we access, process, and share information. This transformative shift has extended its reach

to higher education (Altbach et al., 2019), sparking a fervent debate regarding the use of new information technology in the education system (Pelletier et al., 2021). Higher education should use information technology that facilitates the comprehensive dissemination of interactive and electronic learning, benefiting learners by broadening access to digital and intellectual resources for the future (Biletska et al., 2021). This transformation calls for a comprehensive approach that embraces interactive and electronic learning, coupled with continuous access to digital and intellectual resources (Khalid et al., 2018; Mohamed et al., 2021).

Implementing technology in the foreign language learning process has always been a priority for teachers and theorists alike (McNulty & Lazarevic, 2012), driven by the belief that technology can enhance the learning experience, make it more engaging and interactive, and provide access to a wealth of resources that would otherwise be unavailable (Ertmer al., 2012). Recently, the integration of videos and films has become common in language instruction as an educational strategy (Yu, 2020). This trend, driven by the recognition of the power of audiovisual resources to enhance language learning, has transformed the way languages are taught and learned. Videos and films offer a dynamic and engaging approach to language acquisition, providing students with immersive experiences that promote comprehension, fluency, and cultural understanding. Yu (2020) mentioned that EFL teachers have been implementing videos created by others as a source of linguistic information; for instance, recent and rapid technological advances, as well as a marked increase in students' and teachers' access to digital devices, are some of the reasons for this accelerated tendency. Accordingly, with this digital technology revolution, more teachers are creating and sharing their own videos and encouraging their students to do so in meaningful ways (Cowie & Sakui, 2021). This adoption is motivated by the recognition of the power of video to capture attention, present information clearly and concisely, and foster active participation among learners.

Considering this, Shadiev et al. (2021) stated that videos can bring some benefits to the EFL classrooms. These benefits may be found in improving students' listening comprehension as they become familiar with authentic language use, different pronunciations, accents, and intonations. In addition, this exposure enhances their ability to contextualize the target language and develop fluency in everyday situations. Another benefit mentioned by Shadiev et al. (2021) is motivation; the audiovisual medium can increase students' engagement and attentiveness during class activities, fostering a more enjoyable and stimulating language learning experience, thereby minimizing boredom and apathy. The last benefit mentioned was retention, since combining auditory and visual channels helps students retain information better. The combination of auditory and visual stimuli provided by videos creates a more immersive and engaging learning experience, fostering stronger neural connections and promoting better memory retention.

In contrast, challenges can also be found by EFL teachers when implementing videos in their classes (Ali & Baig, 2022). The authors mentioned that one primary difficulty is the selection of appropriate and relevant videos that align with

specific learning objectives, cater to diverse learning styles, and effectively engage students in the activities. Additionally, the lack of technological devices and stable internet access can hinder the effective use of videos in class, particularly in resource-constrained environments. Finally, assessing not only students' improvement but also the effects these videos have on their learning can be a complex task (Ali & Baig, 2022). Traditional assessment methods may not adequately capture the nuances of video-based learning, and teachers may need to develop innovative assessment strategies to measure student progress and the overall effectiveness of video integration.

Nevertheless, there is evidence that videos made by EFL teachers have an effective influence on students' academic performance and motivation (Priyo Atmojo, 2022). However, making videos is a time-consuming endeavor for EFL teachers as it requires meticulous planning of content, careful selection of materials, skillful editing to ensure the video's effectiveness as a teaching tool, and consideration of students' interests and needs. This personalized approach can foster deeper engagement, promote understanding, and boost motivation among learners.

In the same manner, student-made videos are a very effective way to promote active learning, creativity, oral skills, vocabulary building, and even collaborative learning, decision-making, and problem-solving skills (Anas, 2021). Even though the students who participated in this research were all digital natives, they faced some issues while editing the videos and using some specific applications. In order to have better results, Anas (2021) suggested that it would be necessary to prepare students to use technology to work on specific assignments that involve it and, in this way, they may better understand the procedures of doing the task. Furthermore, when teachers and students work collaboratively to make videos for their EFL class, this practice not only enhances the didactic content but also promotes active participation and the development of different skills.

Gallo-Crail and Zerwekh (2002) stated that these kinds of activities help students remember a great deal of new vocabulary, reading, and oral skills, interaction, and discussion and, of course, develop new technological abilities while learning the target language. This active collaborative participation, of both teachers and students, boosts and engages them as co-creators of educational content. Moreover, communication and presentation skills can also be fostered. These important abilities need to be developed, not only when learning English, but also for professional and personal development (Gallo-Crail & Zerwekh, 2002).

As mentioned by Anas (2021), the creation of videos promotes a learning environment of cooperation among students and the teacher. The teacher becomes a facilitator and the students are the main characters in their educational process; in this way, teachers and students work together, giving each other support and building a real learning-teaching community (Anas, 2021). Moreover, there is good feedback from language learners about teachers who produce educational videos. Teachers do not need to have studied acting because they are as authentic and passionate as trained actors tend to be (Cowie & Sakui, 2019). Therefore, not

only is it about new technical means but also about new ways and methods of teaching and the learning process.

In this regard, teachers who implement quick instructional videos to give feedback on their students' work have found that students not only receive feedback but can also receive auditory feedback directly from their teacher (Cowie & Sakui, 2021). This auditory feedback can be particularly beneficial for students who are auditory learners and those who prefer hearing instructions or explanations in a spoken format.

A screen recording has also emerged as an essential tool for students, particularly in the context of multimedia projects (Hafner et al., 2015). For instance, they can effectively document their work and share processes, experiments, or research data with their teacher and classmates (Cowie & Sakui, 2021). This approach to project development not only enhances student engagement but also promotes higher-order thinking skills as students must organize their thoughts, articulate their understanding, and present their work in a clear and concise manner. Additionally, it is important to state that creating an instructional video requires students to use a range of semiotic resources and orchestrate them to make videos that are creative, entertaining, and, above all, comprehensive demonstrations of their theoretical and practical knowledge. Thus, these learners fully convey their ability to communicate effectively (Ho, 2022).

Multimedia video productions may demand expensive technologies, but creativity and resourcefulness are the driving forces behind effective multimedia video production. Hafner et al. (2015) emphasized that creativity, not technology, is the key component in producing engaging multimedia videos (Ciampa, 2014). This notion is supported by Gromik's (2012) study, which demonstrated that mobile smartphones can serve as powerful tools for creating multimedia videos. The author worked with students who recorded home multimedia videos using mobile smartphones, and found that students are quite able to take advantage of these readily available resources. In the study, nine participants used the video recording function of their cellular smartphones to make weekly video productions. The task required participants to produce a 30-second video on a topic selected by the teacher. Students could progressively increase the number of words they articulated in a monologue. The surveys conducted at the end of the study revealed the participants' perceptions that recording smartphone videos was a useful strategy for enhancing their foreign language learning experience (Gromik, 2012).

The role of video is especially decisive in improving learners' pronunciation and presentation skills. Numerous studies have demonstrated the effectiveness of video in enhancing oral communication proficiency, with evidence suggesting that videos can improve both receptive and productive language skills. One such observational study by McNulty and Lazarevic (2012) indicated that videos contributed to learning motivation and improved pronunciation skills. The findings revealed that videos significantly enhanced student motivation and led to measurable improvements in pronunciation accuracy. Importantly, study

participants expressed a strong preference for concise videos of less than six minutes in length, that featured clear audio quality and relevant examples, while also providing additional resources for further review. Alternatively, research by Cowie and Sakui (2019) identified certain characteristics of multimedia videos that were perceived as less appealing to learners. These included videos with exaggerated text, excessively informal or first-person speech, as well an excess of distracting images.

The potential of videos extends beyond teacher-produced materials, as student-made videos can contribute to cooperative learning and peer-to-peer support. By encouraging students to produce their own multimedia videos, teachers empower students to take ownership of their learning journey, share their knowledge with others, and receive valuable feedback from their peers. (Cowie & Sakui, 2019).

Yeh (2018) researched students' perceived benefits of making multimodal videos. A total of 69 advanced English language learners participated in this study for one semester (18 weeks) at a university in Taiwan. The students perceived that the video-making process nurtured their multiliteracies in varying degrees and broadened their awareness of the interplay between different modes of semiotic resources for meaning construction. This study also highlighted pedagogical implications for language teachers, emphasizing the importance of providing opportunities for students to create multimodal artifacts as a means of developing their multiliteracies.

These findings align with those of Biletska et al. (2021), who investigated EFL student teachers' perceptions of multimodal video creation. Their study similarly concluded that incorporating multimodal video creation into language instruction can foster the development of multiliteracies, enhance critical thinking skills, and promote creativity among learners. The combined findings of these studies underscore the potential of multimodal video creation as a transformative tool in language education. By engaging with different modes of communication, learners can develop a more nuanced understanding of how language interacts with other semiotic systems, such as images, sound, and movement. This enhanced understanding can improve communication skills, increase critical thinking abilities, and heighten appreciation for the multifaceted nature of meaning construction.

Personal relationships are an important topic that needs to be considered. Chen (2018) stated that digital empathy is a good starting point for teaching important social issues to students. In this regard, the author argued that the video production process could assist students in recognizing the importance of having more empathy. The participants who joined Chen's study (2018) felt that the video project offered many unique learning opportunities to examine their online behavior. Furthermore, these results suggested that students who have grown up immersed in digital technologies have become active participants in digital spheres. The results of Chen's (2018) study also underscore the potential of digital empathy to foster self-awareness among students. By examining their own online behavior, students can gain insights into how their digital interactions may affect

others. This self-awareness can serve as a foundation for more mindful and empathetic digital engagement.

In EFL teaching and learning, multimedia video production is a useful strategy when implemented with different methodological approaches. For example, teachers who flip their classes use multimedia videos to deliver pre-class instruction, granting students class time for interactive activities, discussions, and personalized feedback (Chilingaryan & Zvereva, 2017). When teachers create multimedia mini-lessons, they foster a positive and supportive learning environment in several ways. They strengthen student-teacher relationships by honoring the peculiarities of professional-oriented teaching and by incorporating students' unique characteristics into video lessons. Improved student-teacher relationships result in a better relationship between students and the institution (Chilingaryan & Zvereva, 2017).

Despite these positive consequences, very little research has studied video production by students and teachers and its impact on motivation and language performance in EFL instruction at a tertiary level (Noetel et al., 2020). This study aims to address this gap by investigating the effectiveness of multimedia video production in enhancing student motivation, language proficiency, and overall learning outcomes. The present research aligns with constructivist theory, which promotes active engagement and meaningful knowledge construction. Joint, meaningful engagement in knowledge construction is at the center of video creation in classrooms (Jaleel & Verghis, 2015).

This study explores the impact of multimedia video production on language performance in EFL instruction at the tertiary level in the Ecuadorian context. Very little literature was found regarding this topic, so this study aimed to contribute to the growing body of research on the effectiveness of technology-enhanced language learning approaches. The findings of this study can inform pedagogical practices and provide valuable insights for teachers seeking to incorporate multimedia video production into their EFL classrooms.

3. Method

A quantitative methodology with a quasi-experimental type and a Solomon four-group design (Cabrera-Tenecela, 2023; Campbell & Stanley, 2015) was used for this study. This type of research design combines a pre-test/post-test control group design and a post-test design (Wilson Mcgahee & Tingen, 2009). According to these authors, through this design, it is also possible to evaluate and control the instrument. This design was chosen as it is one of the most rigorous and confident "since it guards against both threats to internal and external validity" (Wilson Mcgahee & Tingen, 2009, p. 6). In this sense, the different arrangements of groups, involving both those who were evaluated with the pre-test and those who were not, along with treatment and control groups, helped the researcher to verify that external factors and potential issues have not impacted the outcomes (Cabrera-Tenecela, 2023).

According to Mertens (2015), the use of pre-tests can help teachers get information about students' needs and knowledge, which may help teachers decide about content and material, pacing, and class organization. The author also mentioned that a pre-test/post-test design can give the researcher information about the effectiveness of the intervention process. This kind of design can also provide the researcher with data about different factors that may interact during the intervention. Furthermore, through the pre-test/post-test design, the starting point is measured before the intervention and then the changes after it are evaluated (Mertens, 2015).

Participants

A group of 214 students enrolled in EFL courses at a university language institute participated in the study. The university language institute randomly organized these students into four different groups. At the beginning of the investigation, a group of 47 students were assessed on their language proficiency with a pre-test. This group received the treatment and was re-evaluated with a post-test (PTP). A second group of 44 students did not take the pre-test but they received the treatment and were evaluated with the post-test (NPTP). A third group of 63 students took the pre-test, received the treatment, and took the post-test (PNTP). Finally, the last group of 60 students neither took the pre-test nor received the treatment but they were evaluated with the post-test (NPNTP).

Within these Solomon four-groups, the students were organized into three comparison subgroups:

- S) those who received the treatment by creating videos (14+14) or those who did not receive such treatment (21+17).
- T) those who received the treatment with videos created by their teachers (14+14) or those who did not receive such treatment (27+17).
- ST) those who received the treatment by creating videos and received classes with videos created by their teachers (19+16) and those who did not receive such treatment (15+26).

Table 1 displays the structure of the studied groups.

Table 1: Sample of the study

	Video creation groups			
Solomon groups	S	T	ST	Total
PTP	14	14	19	47
NPTP	14	14	16	44
PNTP	21	27	15	63
NPNTP	17	17	26	60
Total	66	72	76	214

Note: In the context provided, "S" refers to students who created the videos, "T" represents teachers who created the videos, and "ST" denotes a collaboration between students and teachers in video creation. Additionally, the following abbreviations are used: "PTP" for pre-test-treatment-post-test, "NPTP" for no pre-test-treatment-post-test, "PNTP" for pre-test-no treatment-post-test, and "NPNTP" for no pre-test-no treatment-post-test.

Statistical analysis was conducted using the JAMOVI software program (The Jamovi Project, 2021). JAMOVI, a user-friendly and open-source statistical package, was employed to examine the data comprehensively. The procedures applied encompassed a range of statistical tests, including ANOVA (analysis of variance) to assess group differences, post hoc tests to identify specific group variations, and effect size calculations to quantify the magnitude of observed effects. The post hoc test was done in order to identify the exact groups that differed from each other. Additionally, the program facilitated the visualization of results through graphical representations, enhancing the clarity and interpretability of the statistical findings.

Instrument

The investigation was carried out during regular classes; the participants were asked to collaborate in this research and the data collection process took place with their consent. The Preliminary English Test by Cambridge English for speakers of other languages was administrated to the Solomon four-groups that required the post-test and/or the pre-test to assess the students' English proficiency before and after the intervention. The evaluation instrument contains three main components: (1) reading and writing (2) listening comprehension, and (3) oral communication. This test assesses the students' language proficiency at an intermediate level (B1) according to the Common European Framework of References for Languages. For the purpose of this study, the grades of these three components were not considered individually, but the total exam grade was taken into account.

Procedures

A total of seven steps were contemplated in the procedure. The first consisted of forming the Solomon groups for the quasi-experiment. The second dealt with the diagnostic evaluation of the students' English level. This process was followed by the pre-production of the multimedia videos regarding the creation of the scripts and the recording space, considering the recommendations of Cowie and Sakui (2019). Next, the production of multimedia videos, including recording and editing those videos, took place. Then, these multimedia videos were implemented in class, as well as the specific evaluation of those videos with the purpose of improving students' language proficiency level. After that, the students' English-level evaluation was done using a post-test. To conclude, the comparison of the groups was conducted.

4. Results

The results are organized into two sections, one that compares post-test data and another that focuses on mean differences among those groups that underwent both pre-test and post-test assessments.

Post-test

The post-test results were compared with a two-factor ANOVA analysis. It was possible to demonstrate statistically significant differences among the video

creation groups and the Solomon groups. However, no significant interaction was found between these two groups.

Table 2 displays the statistical significance (p) and their respective effect sizes (η^2) for both independent groups.

Table 2: Two-way ANOVA for the post-test

	Sum of Squares	Gl	Mean Square	F	P	η^2
Global model	688.2	11	62.6	3.781	< .001	
Video creation groups	190.7	2	95.3	5.412	0.005	0.045
Solomon groups	430.3	3	143.4	8.143	< .001	0.101
Video creation groups ⁎ Solomon groups	67.3	6	11.2	0.636	0.701	0.016
Residuals	3558.0	202	17.6			

Figures 1 and 2 show the outcomes obtained in each scenario. For instance, in the video groups, there is an observable advantage for the group that received classes with the teacher's videos (T), scoring an average of 17.26 (SD 4.07), while those using student-made videos scored 15.33 (SD 4.68). The students and teachers (ST) group obtained 15.11 (SD 4.45). The Tukey post hoc test reveals significant differences between S and ST compared to T, as illustrated in Figure 1.

Upon analyzing the Solomon groups, the hypothesis is partially confirmed. The group assessed both before and after the intervention achieved a mean score of 18.1 (SD 3.46). However, the group that did not take the pre-test but received the intervention showed considerable variability compared to the other groups, despite having an average score of 16.6 (SD 5.85). Alternatively, those who took the pre-and post-tests attained an average score of 15.3 (SD 4.13), while those who did not receive the treatment but only took the post-test scored 3.29 (SD 3.29).

Notably, the pre-test appears to influence the outcomes in both the treatment and non-treatment groups, as evidenced by the Tukey post hoc test.

This situation implies that NPTP has a similar average to PNTP, as seen in Figure 2, which aligns with the observed results.

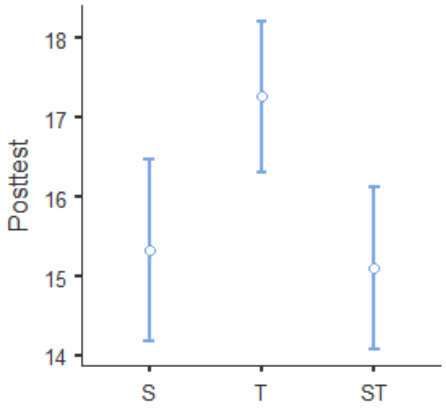

Figure 1: Error bars of the video creation groups at 95% confidence

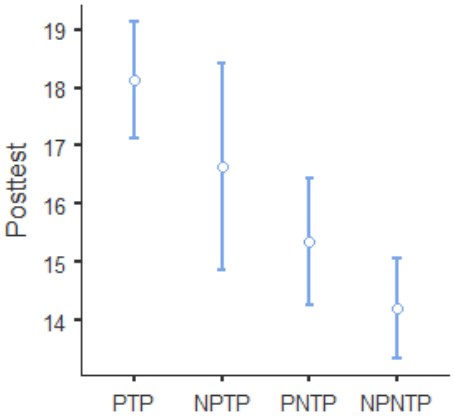

Figure 2: Error bars of the Solomon groups at 95% confidence

Figure 3 shows a summary that combines the previous findings and shows that the teacher's role is the one that stands out the most in the scores obtained by the students. However, it can also be seen that the groups that have been intervened have a much higher level than those that have not been intervened.

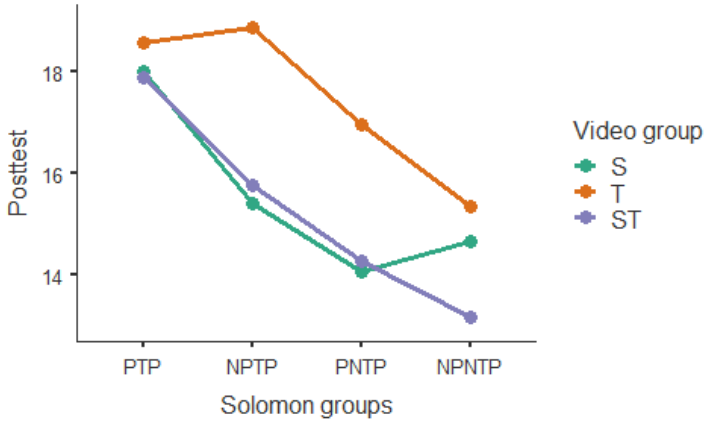

Figure 3: Error bars of the Solomon and video groups at 95% confidence

To address the challenge posed by NPTP, it becomes necessary to exclude groups not assessed with the pre-test from the study. This allows for comparable evidence between those groups that have undergone the intervention and those that have not, provided they have both pre- and post-tests, namely PTP and PNTP. Having the pre-tests available enables us to calculate the difference between the means of these two groups, originally part of the Solomon design.

Mean differences

When analyzing the differences between the post-test and pre-test (post-test / pre-test = differences), it is observed that only the two Solomon groups exhibit differences in the averages. Thus, it can be concluded that the two fully comparable groups, PTP and PNTP, achieved significant differences, albeit with a small effect size.

Table 3 presents the results of the two-factor ANOVA, where the p-value is significant only for the two mentioned groups.

Table 3: Two-way ANOVA for mean differences

	Sum of Squares	Gl	Mean Square	F	P	η^2
Global model	232.4	5	46.5	3.50	0.006	
Video creation groups	60.0	2	30.0	1.70	0.187	0.029
Solomon groups (PTP y PNTP)	92.2	1	92.2	5.23	0.024	0.045
Video creation groups ✻ Solomon groups (PTP y PNTP)	80.1	2	40.1	2.27	0.108	0.039
Residuals	1814.5	103	17.6			

According to post hoc comparisons, the video creation groups do not exhibit statistically significant differences. Nevertheless, there is a notable trend towards a decrease, rather than an increase, in the teacher group, with an average of -1.27 (SD 5.0). In contrast, the S and ST groups increased, with averages of 1.05 (SD 3.63) and 0.84 (SD 4.12), respectively. These results are visually represented in the bar chart in Figure 4.

Regarding the significant differences observed between PTP and PNTP, it is observed that the average for the former is 1.36 (SD 4.27), whereas for the latter, it is -0.83 (SD 4.36). These findings are illustrated in Figure 5.

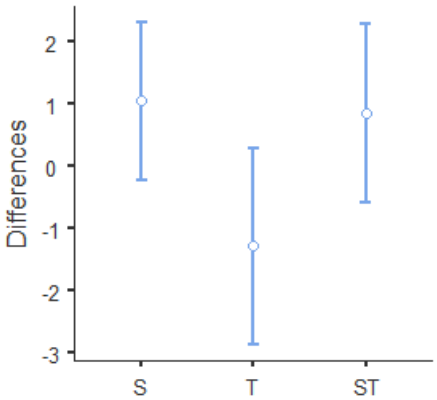

Figure 4: Error bars of the video creation groups at 95% confidence

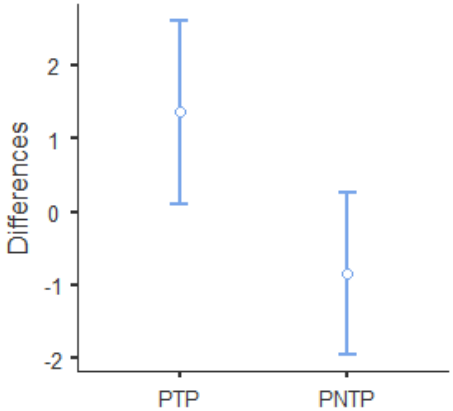

Figure 5: Error bars of the Solomon groups at 95% confidence

Figure 6 shows that the group that has been intervened has a higher level than the non-intervened group, particularly with respect to the role of the teacher creating videos. The contrast is similar with respect to the groups in which only students or students and teachers created. This improvement in the students' English level can be explained by the fact that students and peers, students and teachers

worked collaboratively in creating the videos; in this way, motivation as well as practicing the target language may have contributed to these results.

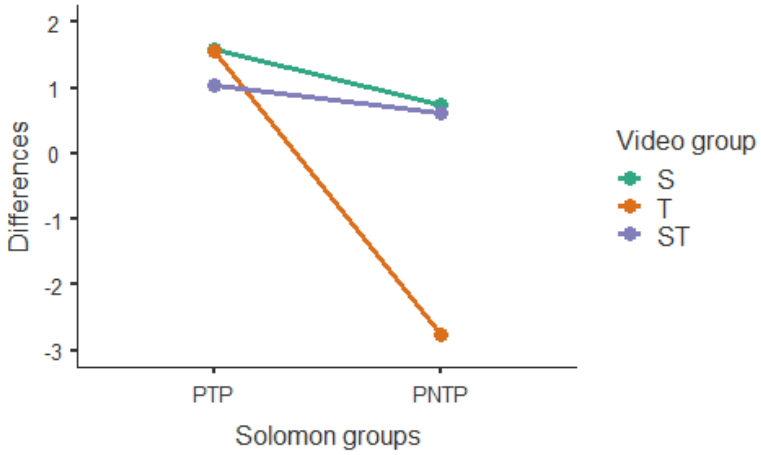

Figure 6: Error bars of the Solomon and video groups at 95% confidence

5. Discussion

The results presented in this study indicate that interaction and teachers' and students' collaborative work could yield better results in EFL learning, especially when implementing technological resources. These results might be compared to the suggestions made by Anas (2021), Biletska et al. (2021), and Yu (2020), that implementing information technology in higher education should be in close association with interactive and electronic learning, as long as all participants receive the necessary preparation for effectively completing the task.

It is conceivable that teacher- and student-made videos provide linguistic information that can not only improve students' language learning but also support teachers in providing effective feedback. Cowie and Sakui (2019, 2021) found results similar to those mentioned in this study. Student- and teacher-made videos not only motivate students but also help them to improve academic performance. Comparable to this study, similar findings were also revealed by Priyo Atmojo (2022) and Ali and Baig (2022). This could also be demonstrated in this research as the student- and teacher-made video groups achieved significantly better results than the groups in which the teachers created their videos and shared them with their students without working collaboratively on them.

Furthermore, these results reflect what Gallo-Crail and Zerwekh (2002) mentioned that students and teachers who work collaboratively become co-creators of their learning and teaching content, which of course can promote motivation and engagement. Teachers and students who work cooperatively in class engage in active teaching and learning, promote team-building activities, and co-create meaningful content.

Another pivotal implication of cooperative engagement in language teaching and learning was stated by Biletska et al. (2021), Shadiev et al. (2021), and Yeh (2018). Their studies show how these opportunities can foster students' and teachers'

listening, speaking, and multiliteracy competence, as well as other skills which are of great importance in their personal and professional life (Anas, 2021). It can also help in the creation and understanding of significance, in other words, understanding meaning. Producing multimedia material may provide better opportunities not only to learn the target language but also to develop and improve necessary skills in this changing and very modernized world.

Teachers' and students' videos become an unflinching mirror for those involved. Not only might the videos help participants to evaluate themselves and improve their language skills, but the process also can enhance their technological skills, making them more active teachers and learners.

6. Conclusion

The results of this study, subjected to rigorous statistical analysis, have provided a comprehensive insight into the differences and trends observed among groups of EFL students. Comparisons between the video creation and Solomon groups have yielded significant findings, notably significant differences in post-test evaluations within the PTP and PNTP groups, supported by modest effect sizes. Furthermore, a declining trend was observed in the teacher group compared to the student groups, although statistical significance was not reached.

In this regard, it is recommended that EFL teachers implement collaborative videos made by students and teachers in their class, as this collaboration is proven to be a significant strategy in the creation of more dynamic and operative educational practices. These practices not only enhance effective education content but also empower students and teachers to become active participators in teaching and learning. This new tool emerges as an innovative educational method that prepares not only students but also teachers to face the challenges of the 21st century and promote a more comprehensive and effective education.

Some pedagogical implications for the Ecuadorian context could be grasped from this research. These findings might be considered as a good starting point for Ecuadorian teachers to plan their classes and incorporate student-generated content which can promote language proficiency improvement and motivation to learn.

These findings provide a solid foundation for future research in English language pedagogy. The findings highlight the importance of considering factors such as pre-tests when designing effective instructional strategies. Ultimately, this research advances knowledge in language education and offers insights that can be valuable for educators and policymakers.

7. Limitations and Suggestions for Further Research

Although an attempt was made to calibrate the evaluators to perform the same evaluations for all, this objective was not achieved. Future studies could investigate how evaluators could be better standardized and applied uniformly for all Solomon groups.

Some suggestions for future research addressing different aspects of video-based instruction for English language teaching and learning can be considered. These aspects could include using technology to: a) create material to be used in the classroom, b) incorporate aspects related to the target language in teacher- and student-made material, and c) consider different pedagogical strategies in the creation, production, and implementation of student- and teacher-made videos in EFL classes.

Research in this field could elucidate best practices and innovative approaches to improve the effectiveness of video-based instruction in English language learning. Furthermore, research into using such videos for online teaching, personalizing the content to be taught, and effective video-based learning assessment is suggested. It would also be imperative to study teachers' and students' perceptions and how they use teacher-made, student-made, and student-teacher video collaborations to take advantage of them while teaching and learning the target language.

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