



# Living Self-produced Digital Video as a Convenience for Experiential Learning in Fostering L2 Speaking Skill: A Study of Psycholinguistic from Vocational College Students View

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## ARTICLE INFO

### Article history:

Received Nov 28, 2021

Revised Jan 15, 2022

Accepted Jan 30, 2022

### Keywords:

Students Produced Video,  
Speaking Skill,  
Experiential Learning,  
Psycholinguistic Perspective

### Conflict of Interest:

None

### Funding:

None

## ABSTRACT

Learning a language is formed as a cognition process. Ideally, L2 learner engagement and speaking competence for college-level students build 21<sup>st</sup>-century communication that needs experiential learning. Meanwhile, college students (one academic semester) actively animate them in complex projects with real speaking experiences that indicate the novice L2 learner views speaking skills in the communication context. In addition, students perform reflective activities that revive them articulate the relevance and implications of the experience for continuing learning to link the academic, employability skills and knowledge they generate through these projects. To fill this study discloses a narrative case study that investigates how vocational college students (N=55) develop their experiential learning as a cognition process in learning English and learn 21<sup>st</sup>-century communication by self-produced video as novice L2 learners. Drawing on the contribution of psycholinguistics' perceptions (cognitive theory) and language exposure of students' experiential learning, focus on speaking skills through a video project. The study concluded that creating practical activities as experiential learning helps novice L2 learners successfully communicate and be aware of a cognitive area in learning English during online learning.

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## 1. Introduction

The formation of a language is a mental process. Therefore, theories of cognition should represent experiential activities that support information acquisition. In addition, acquiring a second language is relatively more challenging than the first language in adult students at the vocational college level (non-English major). As novice L2 learners, developing a second language is not easy to process, or mastering the language actively as communication media in facing 21<sup>st</sup>-century skills is a challenge and opportunity. Most adult students who have an academic background (non-English major) find difficulties in speaking skills moreover as a novice of L2 learners in English. In addition, learning English needs exploring practical activity through experiential learning to support the potential in mastering English for communication than theoretically. This research concentrates on EFL affordances or teaching, and learning openings are meaningful to students (Kalantzis & Cope, 2015; Van-Lier, 2000) through university education, based on Kolb's experiential learning (1984). Therefore, a practical and fun way to teach English is essential to building an excellent atmosphere where experience will evoke the actual knowledge to explore their creativity in learning a new language (second language), especially English for Specific Needs (ESP). Oral exercises, digital activities, cooperative activities, and individual activities have been discussed as engaging learners. Aside from being appealing, some of these tasks have something in common. They are substantially collaborative, widespread, and related to communicative skills in EFL using virtual tools and software. They are considerably collective, general, and related to communicative skills in EFL using digital applications (Garcia & Lujan, 2016).

English college teachers will procure some challenges in designing practical lessons and activities, but it is the value of the creation and innovation. A valuable lesson necessarily requires building students' creativity in using the actual use of language in context. Their sense of creativity involves encouraging their speaking skills by applying technology in language learning. Teaching language skills through mechanical and traditional exercises such as multiple-choice, true/false, and fill-in-the-blank assessments do not make them feel interested anymore during online class and develop skills to tackle 21st-century communication challenges. In addition, the college teacher's activities are not motivated and make them interested in speaking up in English conversation class. These activities do not give opportunities for students to speak up and take part actively in an online course. We need more practice learning a foreign language through experienced learning because it is not our mother language. The online class activity must create more creativity and individual exploration with the language by a self-produced video project. However, the point is to drag students to be more anxious and connected in learning English.

Cognitive growth usually describes creative processes, such as engendering, deciding, assessing, expanding, and transforming ideas (Chan et al., 2015, p.21). Technological development, knowledge concept, and innovation are the foundation of their work activities (Muller, Rammer, & Truby, 2009), and the four digital skills of the 21st century (information, critical thinking, creativity, and problem-solving skills) are creating an essential asset for industry professionals. In addition, video production teaches students to write, direct, act, and edit a film as a learner-centered project-based activity (Carney & Foss, 2008). Since the growth of technology/invention of the technology, the student-presented video has been an appealing choice in English learning classrooms. However, a significant question is how a film production may improve English language acquisition, including fluency, pronunciation, and speaking ability. It will also improve nonverbal communication, cultural understanding, group collaboration, and student motivation (Carney 2008). Teachers can also use video production scripts to erect multiple standards of listening, reading, speaking, and writing didactic materials (Wessels, 1991, p.235 in Carney).

The study investigates video projects and their impact on the psycholinguistic area in developing speaking skills at private vocational colleges. Although the phenomenon of preparing L2 learners for communication skills has been widely examined in previous studies, the psycholinguistic context and vocational college students as non-English majors as novice L2 learners have rarely been tackled in such studies. Thus, this paper contributes empirically to novice L2 learners from non-English majors with different communicative competence in speaking when facing 21st-century communication.

The video project's implementation and the advantages of using this project in the classroom were conducted for college-level students. In addition, the purpose of this article is to share with college teachers about the vocational students' views on produced videos by themselves that make students enjoy the learning language process. Meanwhile, optimising how to design a good lesson with the development of cognitive theory in learning a language as an experiential process for novice non-English college students to communicate in 21 century. This project will motivate students to develop their creativity and use experiential learning to develop speaking skills.

In this article, this study explores experiential learning utilizing a cognition process with a personal video project. The research questions were addressed:

- a. What are students' perceptions of the benefits in the learning experience through making personal video projects for tackling the challenges of 21st-century communication?
- b. How can be implementing a personal video project develop the cognition process in speaking performance?

## **2. Literature Review**

### *2.1. Using video projects in the online classroom*

The video, which students created, is explained in more detail. In addition, as part of their experience learning, the students will establish one video. According to Brown (1994), in Lytovchenko, group work fosters communication by relieving students of the anxiety associated with speaking as a final project in the online class. Brown then reported miraculous changes in students who had previously been too shy to talk until they worked in a group setting at first. Furthermore, group work teaches students to be more responsible and autonomous—they share equal responsibility for completing a project and find it "difficult to 'hide' in a small group" (Lytovchenko, 2009, p.174). Overall, all experts agree that group work will provide them with an opportunity to test their confidence and creativity in speaking English. In addition, the atmosphere will encourage all groups to work together and support their team, and then they are ready to do a personal project.

It is crucial to involve them directly in learning this language (experiential learning), rather than just in theory. English college teachers need to develop practical communication skills and promote progress and achievement

in speaking and listening (Dixon & O'Hara, 2015; Scott & Gaunt, 2019). The college teachers are confronted with oral communication as it affects two essential skills, the construction and performance of communication skills, each of which encompasses two different scopes: i) the construction of communication skills connects language areas (structure, rhetorical techniques, vocabulary, linguistic variety) and mental (idea, clarification and synthesis, self-moving, reasoning, public attention) and ii) the performance of communication skills comprise physical (voice, body language), social and emotional (working with others, listening, responding and speech safety) (Akdeniz, 2017, Scott & Gaunt, 2019). The other previous study supports the language comprehension value of interaction, particularly in certain aspects of linguistic competence related to the early stages of L2 speech learning with video-based conversational (Saito, 2017). The vocational college teacher matched two general objectives and one specific language objective with these rules:

- a. General-purpose 1: every student should work with the maximum amount of English as attainable.
- b. General-purpose 2: Students should master as much regarding the filmmaking method as possible (Carney, 2008).

## 2.2. The advantages of video project

Allowing students to create video projects in ELT has several obvious benefits. I have highlighted three that I believe are particularly noteworthy: practice the four language skills (listening, reading, writing, and speaking), advanced learning, and developing students' creativity in using technology such as a "video camera" in language learning.

- a. Advantages 1: Students who make a video project provide opportunities to practice all four language skills.

They are creating a video project started by writing the script first after having an idea and deciding everyone's speaking roles in the video. A strong focus on speaking a spoken language is crucial in performing a drama with their roles. Additionally, students will develop their reading to understand the script and explore their writing skills while editing the first script consulted with their college teacher. While listening skills will take apart, the other players play their speaking roles how to respond and involve it in conversation.

- b. Advantages 2: Students-produced video promotes learning

Making a project will challenge the students to explore their potential, especially in speaking English, dealing with a speaking role in the group, such as players, editor, camera operators, creative. However, they will have an excellent quality to help and work together to succeed in their project. First, it started with what they will set the drama/story in the video project.

- c. Advantages 3: Video-produced improves learning and builds up the students' creativity in applying technology in language learning.

This type of task pushes students to explore their idea to be creative. Since the video camera development, it is an excellent time to apply technology deals with learning to have other abilities such as operating, enacting in, and mending a video/movie. In addition, this form will stimulate and motivate students' interest in the language. Overall, the activity must create more creativity and individual exploration with the language. However, the point is to drag college students to be more eager and associate them in teaching and learning.

## 2.3. The concept of speaking

### 2.3.1. The nature of speaking

Speaking is characterised by communicative competence (Nunan, 1999, p.226). Meanwhile, Sandra Savignon delineated communicative competence as "the ability to function in a truly communicative atmosphere" in the early 1970s (Nunan, 1999, p.226). According to Richards et al., 1985, p.49 in Nunan (1999, p.226) states that there are some characteristics of communicative competence:

*"Communicative competence includes: (a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules speaking (e.g., knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations; (c) knowing how to use and respond to different types of speech acts such as requests, apologies, thanks, and invitations; (d) knowing how to use language appropriately."*

Speaking is the spoken work with language to communicate with others, according to Fulcher (2003, p.23). however, according to McDonough and Shaw (2003) explain, speaking is not the spoken production of written language but instead commits learners to master a wide range of subskills that, when added together, constitute long-term competence in the spoken language. (p.133) A communication process occurs when a person

conveys a message from the speaker to the listener, indicating that speaking is a device for transferring information to others. Some people believe that someone has a good command of English if they perform well in public. In the classroom context, speaking is constructing and communicating meaning in various contexts using verbal symbols as a medium in higher education performance during English class (Pitura, 2021). In a brief, communication happens through monologue and also dialogue but it delivers in different ways because of pandemic covid. In addition, the speaking skill will be exposed by experiential activity (self-produced video).

This definition explains that focusing on speaking should have a partner; thus, someone can share their minds, thoughts, and communication between them will occur. Another report comes from Hall in Fulcher's book (2003:22), who states that speaking is a skill taken for granted and learned through socialization and communication. Finally, Richards et al. (2001, p.161) offered the following four aspects of a conversational view of language in their quotation of McDonough and Shaw:

- a. Language is a process for communicating meaning.
- b. The Interaction and communication as fundamental functions in language
- c. The functional and communicative uses of language's structure reflection
- d. Language's dominant units are more than just its grammatical and structural features.

However, categories of functional and communicative meaning as exemplified in discourse. Speakers speak to have some influence on their audience. Listening and speaking are almost always closely related (Brown, 2004, p.140). The integration asserts things to evolve their state of knowledge. They ask them questions and let them require information. They demand things for them, promise, bet, warn, and exclaim to influence them in other ways. Most of the students' efforts come from dialogue and dialogue. Students should simultaneously deal with interpersonal (interactive) and transactional conversations for interactive classrooms. For example, they can talk to a stranger and someone they know very well (Brown, 2004, p.270). The classification of types of spoken language shown in figure 1(adapted from Nunan 1991b:20-21) should empower us to comprehend the big picture of what teaching aural comprehension entails:

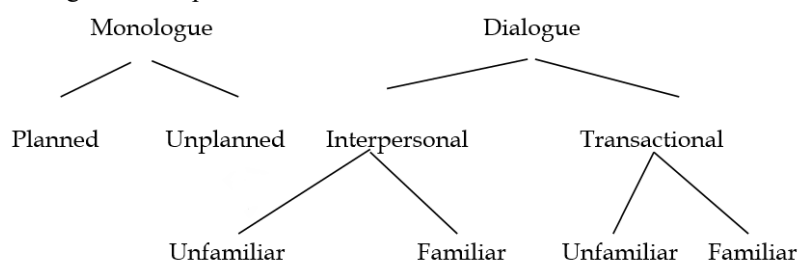


Figure 1 Types of oral language (Brown, 2004, p.251)

As a combination of the above, Figure 1 displays two dominant oral languages to consider when building a practical digital video project as verbal monologue planned speech for personal or individual learner.

#### 2.4. Experiential Learning

According to Burbules (2009), learning is an "exploring journey" conveyed in link action, understanding, and practical experience. Experiential Learning Theory (ELT) is a student-centred approach to learning that revolves around activity, reflection, and knowledge and insight integration (Beard & Wilson, 2002; Boud, Keogh, & Walker, 1985; Kolb & Kolb, 2005, 2008). Kolb (1984) argued that learning is the primary determinant of human evolution. What students experience and how they discover and why they respond favourably in completing a task (Dornyei & Ushioda, 2013) shape only what students experience, but also how they find out and why they react favourably in completing a task (Dornyei & Ushioda, 2013), shape their growth process. Universities must continually adjust their course material, activities, skills, and evaluation to contextualise their programs because most higher education students are multidimensional and non-traditional (Ogata & Yano, 2004).

ELT describes learning as "the system by which knowledge is constructed through a process whereby knowledge is created." Knowledge is the result of "a combination of mastering and transforming experience," as well as the critical thinking of that system, which is unique to the team performance people involved (Kolb, 1984, p. 41).

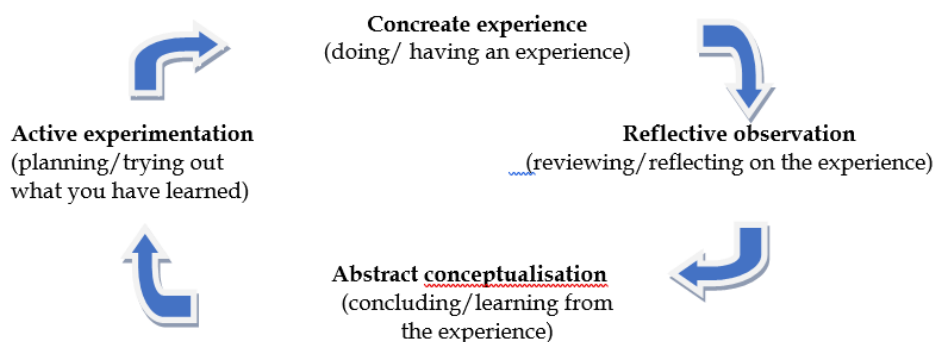


Figure 2. Kolb's learning cycle

Figure 2. Kolb's learning cycle

According to the above framework, CE stands for experiencing, RO stands for reflecting, AC stands for thinking, AE stands for acting stands for participating, RO stands for mirroring, AC stands for reviewing. Moreover, AE stands for the drama above framework (Kolb, 1984). Learning, he claims, is the result of "the resolution of dynamic thinking among these four learning modes." The goal of cyclic progressions from stimulus to judgment and insight to observations is to distinguish between experiences like composed interaction and reflective thought (Mc Pherson-Geyser et al., 2020). Kolb describes how people gain knowledge from their comments and personal observations as "reflective thought" (Robert, 2006). However, experiential learning leads us to task-based learning in language teaching, which proposes that language-learning syllabi might best be organised around tasks rather than topics or grammatical forms. By using English as the medium in content-based instruction and relying on a "Natural Approach" of exposure to roughly-tuned scaffolded input, students can learn the language inductively rather than focusing on language forms or grammatical structures (Philominraj et al., 2020). Another crucial component of experiential learning is that people do not acquire knowledge but rather indicate their own experiences. Learning becomes fundamental when the learner is the focus of expertise, contributing to the growth of any learning process. This method of learning by doing allows them to develop their understanding. Given the varied nature of learners in today's globalised world, it is critical to make language learning experiences appealing, motivating students to like the language and enabling them to be productive in learning the English language (Philominraj et al., 2020).

### 2.5. Cognition Theory

In this case, exploring another field in psycholinguistics to connect how humans master, use and learn the language is a cognitive process. Theories of cognition should ideally account for its representation, processing, and acquisition. It can help us understand how language develops in students' cognitive development. English is a second language for secondary school students. As a result, as college teachers, we must investigate and design creative lessons to entice students' creativity and help them develop their speaking skills. It is critical to involve students directly in the teaching-learning process. When cases emerge that suggest a possible separation of cognitive and linguistic development, the cognitive theory is called into question (Gleason & Ratner, 1998).

Furthermore, cognitive psychology investigates the mental operations that facilitate people's acquisition and application of knowledge. The addition of command is commonly used to define cognition. However, acquiring and applying knowledge requires a wide range of mental skills.

Psychologists study cognition in pattern recognition, attention, memory, visual imagery, language, problem-solving, and decision making. Cognitive psychology, known as human information processing, indicates cognitive psychologists' dominant approach to the subject. According to (Haber 1969) in Stephen (2013, p.3), the acquisition, storage, retrieval, and use of information are all distinct stages. The information processing reaches attempts to identify what occurs during these stages. Human data is processed; the psychological approach attempts to determine what happens during the various stages of information processing (attention, perception, short term, memory). It can be assumed that the design of a good teaching process (students create a video as a project) will stimulate students' cognitive to work more effectively in exploring their English language ability. The innovative industries are inextricably linked to knowledge-intensive activities and technological advances. Insight creation and innovation are central to the work of professionals in this sector. Digital skills such as ability, critical thinking, creativity, and problem-solving are valuable resources. As a

result, this study intends a speaking performance to assess creative industry workers' personal college students' skills through a video project. (Van-Laar, 2020).

### 3. Method

#### 3.1. Participant

The participants included 55 college students (one academic semester) in Private Vocational College in North Sumatera, taking a management department, 14 weeks, three-credit English conversation course for non-English majors from two different classes.

Table 1. Participants' classification

| Degrees: Specialities            | Percentage of Participants |   |
|----------------------------------|----------------------------|---|
| Degree in financial management   | 12                         | 9 |
| Degree in marketing management   | 6                          | 6 |
| Degree in tourism management     | 4                          | 5 |
| Degree in informatics management | 6                          | 5 |

The breakdown of vocational college students' participation is shown in Table 1. These degrees offered English subjects to help students communicate in English. However, Students were instructed to make videos related to English in management. In addition, they were informed of the scope and purpose of this study. Finally, they introduced making a personal video project (preparing, composing, and reflecting for feedback and revision).

#### 3.2. Data collection

A series of written reflections and an online questionnaire consisted of two open questions chosen as a strategy for data collection gathered through qualitative data. Even though this strategy has weaknesses while online data collection, this strategy is relevant when the aim is to gain insight into L2 learning practices, experiences, perceptions, and thoughts (Salmons, 2015). However, this strategy has several inherent weaknesses, which can undermine the credibility of study findings, such as the researcher's presence potentially biasing participants' responses or varying levels of participants' ability to articulate their thoughts or show insight into the issues in questions (Creswell, 2003). The data were collected in march 2020 through written reflections and online questionnaires after the course had been completed. Since data collection took place during the corona various break, it was only viable to conduct the questionnaires online. Google Hangouts (<http://hangouts.google.com/>) was used as a communication tool, which was easily accessible and available, well-known to the researcher, allowing for synchronous communication (Salmons, 2015). The central part of the questionnaire focused on the effectiveness of personal video in developing students' speaking skills. The questionnaire consisted of two open questions and gathered qualitative data to answer the research question.

#### 3.3. Data analysis procedures

For this case, a narrative case study was selected to examine the participants' lived experiences of producing personal videos in analysing the skills and abilities developed by college students to deal with the 21st-century communication challenges from cognition areas. Students explained that they would create a personal video to build communication skills in a management context in the first course.

Qualitative data were gathered through a series of written reflections and two open questionnaires carried out by college teacher to assess students' perceptions of personal video production-based activities regarding 21st-century communication challenges and cognition areas developed in producing private video. They were first demanded to narrate/note their experiences learning, their motivation to develop skills and ability in 21st-century communication, advantages/disadvantages between producing personal videos with technology and conventional speaking skills activity, and qualities of experience learning to build communication and performing communication as a fundamental question.

Successful college teachers of English are a basic question of how they shall view their learning experience with personal video as novice college students concerning the cognition areas of two crucial skills in speaking (building and performing communication). The collected data were transcribed, and some Indonesian data were translated into English.

The accuracy of the data and avoiding data misinterpretation by several members' checks were carried out to establish and fully recognise roles with all participants as both researchers and college students as we were immersed in subjectivity and reflexivity during the data collection process. After sorting all qualitative data,

Godhe et al., (2020) built adequate digital speeches: building communication skills, performing communication skills, and creating digital content skills.

## 4. Results and Discussion

### 4.1. Result

#### a. RQ1 analysis

*What are college students' perceptions of the benefits of making personal video projects for tackling the challenges of 21st-century communication?*

*Positive minds of novice L2 learners from non-English majors.*

To address RQ1, following the questionnaire structure of two open questions was adjusted by gathering qualitative data to answer the first research question. The college students as the number of participants who commented on each theme were counted as data. The data revealed the most prominent theme: perceived effort. All 55 participants responded positively to the question about their perceived efforts during the project completion process - did you find the most arduous experience during the speaking video project? Therefore, this project indicated the participants' best efforts to complete the project as the best experiential learning. Two questionnaires based on the themes were subsequently established, and a follow-up study was directed to validate the two instruments. In all, 55 participants were enlisted for the follow-up study from the college students who undertook the procedures we outlined earlier. These participants accomplished both questionnaires after completing the video project explained above. Perceived project utility referred to the project's usefulness from the participants' perspective. Among the aspects of project utility mentioned by participants, the diagnosing effect of the project was mentioned the most; that is, participants believed they were able to identify weaknesses in their oral skills as a result of project completion. As one participant said: "In my opinion, this project was useful because it engaged my ability to pick up the appropriate words that fit the context of the speech". In addition, some participants felt that this experience would not make a significant long-term difference in completing the project once it "worked for me temporarily". My positive emotion will fade in a few days".

The project spread and motivated several participants' positive enthusiasm self-confidence to learn English and engage in more task-related activities. For example, one participant stated, "I want to challenge myself more activities like those producing video because I want to practise and improve my oral English as a habit". Another participant mentioned that he had never thought of learning and practising English through story retelling before, and he felt very excited about this novel experience. Firstly, I enjoyed telling the story and became more excited about completing the speaking project at this point. Another participant mentioned that he had never thought of learning and practising English through story retelling before, and he felt very excited about this novel experience as a novice. Students who do not take English significantly need more effort and actively learn English as an experiential learning process. However, the project examined the students' learning experiences and perspectives while making personal videos. The college students were asked to complete a questionnaire administered by college teachers to test their perceptions of the benefits of video production-based activities for developing their communication skills in the online language classroom. The qualitative analysis of the data followed a content analysis approach, coding narratives. The results of the survey concern positive perceptions that are making personal video projects will acquire 21st-century skills (critical thinking, creativity, collaboration, and communication) and also technical skills for novice L2 students that they come from non-English majors, new learning experiences, and actively using English by doing video project.

#### b. RQ2 analysis

*How can be implementing a personal video project develop the cognition process in speaking performance?*

*Activating and experiential speaking learning*

To address RQ2, following the written reflection on creativity to design and build up a good atmosphere of collaboration and self-produced video at the end of the online class. The opportunity in experiential learning asks students to be involved directly in making a significant personal project, "Video." They have much time to share and think it out of the box. How task-based language teaching (students produced a video) as a project can affect and strengthen their brain's ability to learn English more creatively. They are introducing the concept of living video creation to engage second language learners in learner-centred environments. Cognitive theory is challenged when cases arise that suggest a possible dissociation between

cognitive and linguistic development (Gleason et al., 1998). From a psycholinguistic perspective, connecting how the human master and use the language is formed as a cognition process through experiential learning (self-produced video production). Ideally, theories of cognition account for its representation, processing, and acquisition. It can encourage our understanding and see how language develops in students' cognitive development. College-level students with different English competencies need to explore and design creative lessons to attract their creativity to build their speaking skills. In addition to impaired language usage, participants also mentioned various psycholinguistic reactions associated with the cognition process and developed communication skills in the 21st century.

#### 4.2. Discussion

They provide the basis for a particular teaching method that needs specific theories of language's nature from an idea of language learning views and other methods to derive the context of experiential learning primarily. Richards and Rodgers add that the learning theory underlying an approach or method responds to two questions; the psycholinguistic and cognitive processes generally involved in language learning and the conditions to be met to activate these learning processes fast. First, learning is a conscious process involving the formal study of language rules. According to Karsen in Richards and Rodgers, learning is available only as a "Monitor." The monitor stores conscious grammatical knowledge about a language learned through formal instruction; this is required when editing utterances (spoken/written) generated by the acquired system. Therefore, the study assumed that involving the students in making a video by themselves will encourage learning a language (cognitive process). While previous studies have shown that video production has positive language-learning outcomes, attention promotes students' intracultural knowledge effects. Furthermore, few studies have addressed the integration of new literacies with traditional literacies, such as technological immersion, pedagogy, and education, three practices of combining multiple semiotic modes for meaning-making facilitated by today's specialised tools (Yang & Yeh, 2021).

The other current study's findings make an essential contribution to the theoretical understanding that learners who learned how to design their stories using DST by following the requirements of each stage of the story-making stage with fantastic. However, it also provides learners with numerous opportunities to verbalise their thought process by creating their DST by choosing diverse sound effects, personalised images, and background settings. Incorporating these visual aids is also thought to be one of the methods for scaffolding learning (Fu et al., 2021). In addition, this study considers pedagogical implications of the study point to the need to emphasise digital communication in professional and academic contexts to enhance real-life presentations and formulate students for the new communication reality led by technology. Vocational college teachers should envisage the use of video recordings and presentations as practical tools to prepare students for 21st-century communication, incorporating different techniques and activities that would be beneficial to them for developing skills related to digital communication, such as how to behave in front of the camera, how to speak with no real audience in front of them and no real-time references, how to conquer shyness and pressure, or how to record and edit videos (Bobkina & Dominguez, 2020).

Vocational college students have different levels of English competency. Being a professional communicator needs to provide and support the teaching-learning process in optimising the function of psycholinguistic and cognitive processes together through experiential learning (video project). This kind of project is great to be applied to vocational college students level to build their speaking skills and collaborate by using technology experiences in facing challenges in 21st-century skills. We need a practical activity, project, or place to explore the students' potential, talents, and competence in their study. However, it is not just the theory through experiential learning. However, actual situations involve different learning experiences for novice L2 students (non-English majors); the new knowledge will be easy to understand and master through practice directly.

#### 5. Conclusion

Creating an EFL online classroom for non-English primary or vocational college students is a feasible and excellent way to expose experiential learning using language with technology. Video production can be a positive, motivating, and self-empowering activity for project-based learning in EFL online classrooms. Learners can practice and see themselves using the target language (English) as novice L2 learners. Students who can express themselves through video will acquire 21st-century skills (critical thinking, creativity, collaboration, and communication) and technical skills. This project led to a specialisation in different aspects of production with a stronger focus on language and speaking skills. The participants used English to accomplish complex activities such as experiential learning and acquire important technological content as an authentic learning process. In addition, if we are talking about learning a language is not far from the psycholinguistic and cognitive processes involved in language learning. However, this study will broaden how student-presented video, with its new applications and innovations, can bolster students' creativity and create practical English language teaching and learning activities.

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