

Creating Vodcasts as A Technological Tool In Teaching EFL University Students*

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Abstract

The article discusses the possibility of using video in the process of teaching EFL university students. After analyzing the works devoted to this problem, the authors note that the use of video implies not only watching it and doing exercises. Students can create their own videos in the process of studying a specific topic. While numerous studies have highlighted that student-created video tasks can enhance active learning and engagement, there is still limited research on the specific processes students use to create these videos.

In the context of English language learning, video creation involves a product-based learning activity that embodies a meaning-making process upon the project's completion. This article describes the practical experience of creating vodcasts in the process of teaching a foreign language at university. During the study, students and their teacher produced several vodcasts and developed guidelines for editing their content. The article outlines the key stages of video creation: the introductory stage, the preparation stage, and the editing and presentation stage.

Data on students' perceptions of creating their own vodcasts were collected through written feedback and interviews. The findings reveal that students view video production positively, noting improvements in their speaking, writing, listening, and pronunciation skills. Additionally, the results suggest that the process of creating vodcasts enhances students' motivation to learn English.

Keywords: vodcasts, motivation, video creation, English language learning.