

**TASK-BASED VIDEO PROJECTS FOR ENHANCING
COLLABORATIVE SPEAKING AND WRITING SKILLS**

Maxmudova Dilafruz Alisher qizi

3rd year student of Faculty of Foreign Languages

Fergana State University

dilafruzmakmudova162@gmail.com

Abstract

This article explores the pedagogical value of task-based video projects in developing collaborative speaking and writing skills in English as a Foreign Language (EFL) classrooms. Grounded in Task-Based Language Teaching (TBLT) principles, video projects offer a dynamic, student-centered approach that integrates real-world communication with multimedia production. Through tasks such as scriptwriting, storyboarding, filming, and post-production, learners are actively engaged in meaningful interaction, negotiation of meaning, and co-construction of texts. These processes foster not only linguistic competence but also critical soft skills like teamwork, creativity, and digital literacy. Drawing on recent empirical studies and classroom-based case examples, the article demonstrates how such projects create authentic contexts for language use, promote learner autonomy, and increase motivation. The findings indicate that task-based video projects significantly enhance both spoken fluency and written coherence when implemented with structured guidance and collaborative planning. The article concludes with practical recommendations for integrating video tasks into EFL curricula to maximize their communicative and educational potential.

Key Words

task-based learning, video projects, collaborative learning, speaking skills, writing skills, EFL classroom, language production, student engagement, digital literacy, project-based language teaching



Introduction

In the evolving landscape of language education, there is a growing emphasis on integrating technology and student-centered methodologies to enhance communicative competence. One approach that has gained significant attention is Task-Based Language Teaching (TBLT), which focuses on the use of real-life tasks to foster meaningful language use. Within this framework, video projects have emerged as powerful tools that combine creativity, collaboration, and communication. These projects require learners to engage in various stages of planning, scripting, filming, and editing, each of which demands active use of language for authentic purposes.

Video projects serve as rich, multimodal learning experiences that naturally integrate both speaking and writing skills. Through collaborative planning and execution, learners must negotiate meaning, co-construct dialogues or narratives, and produce coherent scripts, all while using English as a medium of communication. Unlike traditional speaking or writing tasks, video projects offer a tangible outcome and an audience beyond the classroom, which can significantly boost learners' motivation and sense of ownership.

Moreover, such tasks promote essential 21st-century competencies, including teamwork, critical thinking, and digital literacy. In group video projects, learners often assume specific roles—such as director, editor, scriptwriter, or actor—requiring them to coordinate efforts and communicate effectively to complete a shared goal. This not only deepens linguistic interaction but also builds social and organizational skills.

This article investigates the implementation of task-based video projects in EFL contexts, highlighting their benefits for enhancing both spoken and written language development. By examining theoretical foundations, practical applications, and evidence from classroom-based research, it aims to provide



educators with insights and strategies for using video projects as a pedagogical tool to strengthen collaborative language skills.

Theoretical framework of Task-Based Language Teaching and multimodal learning

Task-Based Language Teaching (TBLT) emphasizes the use of authentic tasks as central units of planning and instruction. According to Ellis (2003), a task in language learning is defined as an activity where the focus is on meaning, the learners draw on their linguistic resources, and there is a clear communicative goal. TBLT encourages learners to use the target language in contextually rich environments, fostering language acquisition through interaction, negotiation, and problem-solving.

Video projects align with these principles by requiring learners to produce a multimodal text—an audiovisual product—through a series of communicative tasks. Learners brainstorm ideas, develop scripts, assign roles, rehearse dialogues, and ultimately film and edit their content. All stages demand collaboration, spoken interaction, and written output, reinforcing both productive skills in tandem. As Richards and Renandya (2002) note, such projects integrate language use with higher-order thinking and creativity, making them ideal for language learners who need both engagement and structured practice.

Furthermore, the multimodal nature of video projects taps into the principles of multiliteracies, which emphasize the importance of engaging learners through diverse modes of communication—visual, auditory, gestural, spatial, and linguistic (Cope & Kalantzis, 2009). These modes are particularly useful in EFL settings where learners benefit from contextualized visual cues that support comprehension and production.

Video project structure: Phases and pedagogical functions

A task-based video project typically unfolds in several phases, each with distinct pedagogical implications:



1. Pre-task phase: planning and brainstorming

In this phase, students are introduced to the project topic or theme. They form groups, brainstorm ideas, conduct research if needed, and begin outlining the structure of their video. Teachers guide learners in selecting topics that are relevant and manageable within the given time and resources. This phase enhances collaborative writing as students co-construct ideas and engage in focused dialogue.

The writing process begins with outlining the storyline and drafting scripts. This stage promotes negotiation of meaning and use of functional language such as giving suggestions, agreeing or disagreeing, and clarifying ideas (Willis & Willis, 2007). As learners prepare scripts collaboratively, they develop writing fluency and coherence while applying grammar and vocabulary in meaningful contexts.

2. During-task phase: scripting, rehearsing, and filming

This stage is the most dynamic, involving the creation and refinement of the video content. Learners rehearse their dialogues, modify their scripts based on rehearsals, and begin filming. This phase prioritizes spoken production, with learners practicing pronunciation, intonation, and rhythm while interacting in authentic dialogues or monologues.

Filming requires students to repeat and refine their performances, offering natural opportunities for peer feedback and self-monitoring. According to Lee (2020), this iterative rehearsal-filming cycle develops both oral fluency and confidence, as students become more comfortable using English under semi-authentic conditions.

The filming process also fosters the use of paralinguistic features—facial expressions, gestures, body language—which are essential components of communicative competence but often underemphasized in traditional classroom settings.

3. Post-task phase: editing, reflection, and presentation



Once the raw footage is captured, students move on to the editing stage. This task further enhances collaborative writing and speaking as they select appropriate visuals, add subtitles or voiceovers, and ensure coherence and clarity in their final product.

The final presentation of the video—whether to classmates, teachers, or a broader online audience—creates a sense of purpose and authenticity. Learners reflect on their work, often through discussions or written reports, which strengthens metacognitive awareness of their language learning process. Reflection activities encourage students to identify language gaps and consider how to improve both their collaboration and language output in future tasks.

Speaking skills development through video projects

Collaborative video projects create a meaningful context for the development of oral skills. Unlike isolated speaking drills, video production simulates real-world communication by requiring learners to speak for a purpose and audience. This communicative goal enhances their fluency, interactional competence, and pragmatic awareness.

Fluency and accuracy

Repeated rehearsals and the need to perform for recording purposes encourage learners to monitor their language use and strive for clarity. As learners become familiar with their scripts, they speak more fluently, reduce hesitation, and gain greater control over pronunciation and grammar (Choi & Yi, 2016). Moreover, filming provides a “safe pressure” environment where learners must perform but have opportunities for multiple takes, reducing anxiety and allowing for performance-based learning.

Interactional strategies

During the collaborative process, learners engage in various interactional strategies such as turn-taking, topic negotiation, clarification requests, and feedback. These interactions occur both in preparing the video content and during



its performance. Learners internalize conversational structures and practice maintaining dialogue, which is crucial for real-time communication in both academic and social contexts (Taguchi, 2011).

Pronunciation and prosody

Video projects also improve pronunciation and prosody. Through multiple takes and peer feedback, learners focus on intonation, stress, and rhythm—elements often overlooked in classroom speech. The audiovisual format allows learners to self-assess by watching their recordings and making adjustments to their speaking performance accordingly.

Writing skills development in the context of video tasks

While video projects are typically associated with speaking, they also serve as fertile ground for developing writing skills, especially in the areas of narrative structure, scriptwriting, and formal expression.

Scriptwriting as authentic writing

Scriptwriting requires learners to organize their ideas coherently, use dialogue appropriately, and maintain a logical progression of events. Unlike essays or isolated grammar exercises, scripts demand functional language use—learners must think about how characters express themselves and how language conveys meaning in social situations. This enhances learners' ability to write with audience awareness and purpose (Hafner & Miller, 2011).

Collaborative writing processes

Working in groups, students co-author scripts, which fosters peer negotiation, revision, and consensus-building. These practices align with process-based writing approaches and build learners' ability to plan, draft, and revise collaboratively. The negotiation involved in scriptwriting often results in richer language and more thoughtful content, as learners justify their choices and adapt to group input (Storch, 2005).

Editing and technical writing



The editing stage requires learners to engage with captions, summaries, or voiceover scripts, often in more formal registers. These writing forms reinforce grammatical accuracy, vocabulary control, and textual cohesion. Learners also practice integrating visual and verbal information, a critical skill in academic and professional communication.

Digital literacy, motivation, and learner autonomy

Beyond language skills, video projects cultivate digital competence, learner motivation, and autonomy—all of which are essential for success in 21st-century learning environments.

Developing digital literacy

Students learn how to use video editing software, manage file formats, and organize digital resources. This technical engagement enhances their digital literacy and equips them with practical skills transferable to academic and workplace contexts (Hafner, 2014). It also familiarizes them with the multimodal nature of modern communication, blending linguistic, visual, and auditory information into cohesive messages.

Increasing learner motivation

Video projects are intrinsically motivating due to their creative and performative aspects. Learners enjoy the novelty of producing content that resembles media they consume in their daily lives. Moreover, the public nature of video presentation—whether in class or online—adds a layer of authenticity that motivates learners to perform at their best (Menezes, 2012). The sense of ownership over a finished product boosts learners' confidence and satisfaction.

Fostering autonomy and responsibility

Because video projects are complex and student-driven, they require learners to take initiative, manage time, and solve problems collaboratively. These responsibilities foster learner autonomy, which in turn strengthens language



learning as students become more aware of their strengths, weaknesses, and learning strategies (Little, 2007).

Challenges and pedagogical considerations

Despite their many benefits, video projects also pose certain challenges that educators must anticipate and address.

1. Time and resource constraints

Video production can be time-consuming and resource-intensive. Teachers must ensure that projects are scaled appropriately for the available classroom time and technological infrastructure. Providing templates, clear rubrics, and time management guidance can help mitigate these issues.

2. Group dynamics and fair contribution

Collaborative projects may result in unequal participation. Teachers should design accountability mechanisms, such as role assignments, peer evaluations, and process journals, to ensure fair contribution and to encourage reflection on group work.

3. Technical skills and training

Not all students may be familiar with video editing tools. Brief workshops or instructional videos can equip learners with basic skills, ensuring that technical barriers do not impede language development.

4. Assessment and feedback

Evaluating video projects requires a multifaceted approach. Teachers should assess both the final product and the collaborative process, focusing on language use, creativity, task fulfillment, and teamwork. Formative feedback during each project phase can help guide learners and enhance outcomes.

Conclusion

Task-based video projects represent a powerful pedagogical approach for enhancing collaborative speaking and writing skills in the EFL classroom. Rooted in the principles of Task-Based Language Teaching, these projects offer learners



authentic opportunities to engage with the target language in contextually rich, goal-oriented tasks that promote real communication. Through the stages of brainstorming, scripting, rehearsing, filming, editing, and presenting, learners simultaneously develop their oral fluency, written coherence, interactional competence, and multimodal literacy.

The collaborative nature of these projects fosters meaningful peer interaction, negotiation of meaning, and shared responsibility, aligning well with communicative and constructivist learning paradigms. Moreover, the integration of visual, auditory, and kinesthetic elements accommodates diverse learning styles and increases student motivation, confidence, and autonomy. Video tasks also provide a clear purpose and audience for language production, which enhances both performance and reflection.

Despite challenges such as time constraints, group dynamics, and technical demands, the benefits of task-based video projects are significant. With careful planning, scaffolding, and assessment, educators can implement these projects to great effect. They not only improve learners' productive language skills but also prepare them for real-world communication by bridging the gap between classroom instruction and authentic language use.

In sum, task-based video projects are more than just creative classroom activities—they are transformative learning experiences that combine language development with digital literacy, critical thinking, and intercultural competence. As such, they deserve a more central role in modern language education, especially in contexts where learner engagement, collaboration, and communication are key to success.

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