

Engaged learners, enhanced vocabulary? A qualitative analysis of Indonesian L2 engagement through self-made video projects

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Abstract

This study investigates what L2 learners perceive as the impacts of their engagement through self-made video (SMV) creation on their vocabulary development (VD). Employing a qualitative inquiry, this study involved 12 Indonesian L2 learners attending an English for Specific Purposes (ESP) Vocabulary in Context course at a private university in Indonesia. A semi-structured interview was used to collect the data. The study found that L2 engagement in SMV creation led to repeated-driven retention, contextualisation, and vocabulary comprehension, promoting VD. The findings suggest that L2 engagement in SMV creation promotes high exposure to new vocabulary through planning, researching, scripting, filming, and editing. The findings also indicate the importance of L2 learners' engagement in the vocabulary learning process, as it fosters the ownership of learning, leading to improved learning motivation and vocabulary knowledge. The study provides implications for L2 instructors and educators, suggesting incorporating SMV creation into language instruction to promote VD, improve long-term retention, and enhance learner engagement and motivation.

Key words: contextualisation, impacts, ownership of learning, retention, self-made video (SMV), vocabulary development (VD)

Introduction

Vocabulary learning and acquisition determine the success of second language (L2) learners in mastering an L2 and communicating using L2. Good vocabulary knowledge leads to successful communication and language competence (Alqahtani, 2015). Acquiring an extensive vocabulary repertoire allows L2 learners to express their thoughts and ideas for meaningful interaction and comprehend spoken and written discourses. In terms of language competence, having an extensive vocabulary repertoire, L2 learners can comprehend and use nuanced meanings and cultural references in language use. Similarly, Schmitt (2000) and Schmitt (2008) assert that vocabulary knowledge, intentional learning, learning engagement, and repeated exposure to vocabulary use are crucial for effective vocabulary acquisition and retention. In a recent publication, Schmitt (2010) emphasises the correlation between vocabulary knowledge and language proficiency. Building on his work, vocabulary size and depth are central to effective communication. To be able to communicate in the targeted language, L2 learners should be able to master some amount of basic lexis in various genres. Therefore, L2 learners with extensive vocabulary knowledge might demonstrate excellent language proficiency and communicative competence (Juanggo, 2018; Kai & Hua, 2021; Putri et al., 2022).

L2 learners might face challenges in acquiring vocabulary, significantly affecting their language proficiency and communication competence. The extensive number of L2 words is one major challenge that might impede fluency in their L2 (Ghalebi et al., 2020; Kim, 2008; Patahuddin et al., 2017; Rohmatillah, 2014). This extensive lexicon includes many unfamiliar words, which make it difficult for L2 learners to remember, understand, and use them in context (Rosyada & Apoko, 2023; Salam & Nurnisa, 2021). Moreover, vocabulary attrition and short retention may be another challenge for L2 learners; L2 learners may quickly forget new and unfamiliar words if they do not use the L2 for an extended period (Afzal, 2019; Salam & Nurnisa, 2021; Schmitt, 2010). Furthermore, Schmitt (2010) asserts that less engagement with words, such as limited exposure or the absence of a need to understand certain words to complete a desired task, might also hinder vocabulary acquisition. Therefore, L2 learners with a firm intention to complete a task usually need to understand words. To address those challenges, some researchers have studied vocabulary-learning strategies to provide L2 learners with opportunities for learning L2 vocabulary.

A growing number of studies have been conducted on vocabulary learning strategies to promote vocabulary acquisition (Berliani & Katemba, 2021; Gumartifa et al., 2020; Habibullaevna, 2020; Ivanovska & Xhaferi, 2023; Kurd

et al., 2023; Okkan & Aydın, 2020; Pratama & Hadi, 2023; Su Hlaing, 2019; Thuong, 2023; Vu & Bui, 2023). Some of these strategies include using mnemonic strategies such as using L1 translation to understand the meaning and the word class (Su Hlaing, 2019), using a dictionary to find the meaning of words (Ivanovska & Khaferi, 2023), using flashcards for vocabulary memorisation (Handayani, 2021), and using vocabulary in speaking and writing practices (Gumartifa et al., 2020). Furthermore, technology-enhanced vocabulary learning strategies have recently been commonly used in vocabulary learning. These technology-enhanced vocabulary learning strategies include language learning applications (Al-Jarf, 2022; Kurd et al., 2023), online flashcards and vocabulary games (Berliani & Katemba, 2021; Okkan & Aydın, 2020; Thuong, 2023; Vu & Bui, 2023), and videos (Habibullaevna, 2020; Pratama & Hadi, 2023). These technological strategies provide engaging learning experiences for L2 learners to learn and help increase their vocabulary retention by incorporating images, graphics, and audio that accommodate various learning styles.

Creating a self-made video (SMV) as one of the vocabulary learning strategies may significantly benefit L2 learners in promoting vocabulary learning engagement, acquiring new vocabulary, and increasing retention. Research has shown that creating SMV, where L2 learners make their video based on the new words they learn from reading texts, listening passages, or videos, promotes engagement and active learning through a video-making process (Abdulrahman & Basalama, 2019). In the process of SMV, L2 learners use the new words they learn and apply them in a meaningful context through the video. In addition, creating SMV, such as planning and researching, scripting, filming, and editing, may help L2 learners understand the meanings of the new words, the pronunciation, the word class, and the contextual usage (Oleiwi & Bunari, 2022). Moreover, studies have indicated that L2 learners are more likely to retain and understand new words in real-life contexts when they create SMV (Anas, 2019; Liang et al., 2022).

L2 learners' engagement during vocabulary acquisition plays a significant role in their vocabulary development (VD). Previous studies have explored the relationships between L2 learners' engagement and VD in various contexts, emphasising the positive impacts of engagement and its potential for vocabulary acquisition. Learners who engage in vocabulary learning tasks tend to improve the three areas of engagement, i.e., cognitive engagement, behavioural engagement, and emotional engagement (Peker et al., 2018; Rahayu, 2018; Stroud, 2014). Cognitive engagement, where L2 learners have the willingness and effort to solve problems and understand complex ideas (Fredricks et al., 2004), leads to the ability to acquire many new words, retain words, and use them effectively in context (Peker et al., 2018; Rahayu, 2018; Stroud, 2014). Behavioural engagement, where L2 learners are involved in learning and academic tasks (Fredricks et al., 2004), is manifested in active participation in doing and completing the tasks (Rahayu, 2018). Emotional engagement, which refers to L2 affective reactions such as happiness, enjoyment, and satisfaction (Fredricks et al., 2004), leads to a more enjoyable learning experience for L2 learners (Alsowat, 2016; Rahayu, 2018; Stroud, 2014).

However, the previous studies provide a limited exploration of the impacts of L2 learners' engagement through the creation of SMVs on VD. Although there are studies in various contexts that explore the use of SMVs for vocabulary learning acquisition (Abdulrahman & Basalama, 2019; Liang et al., 2022; Oleiwi & Bunari, 2022), those studies mainly focus on the technical aspects of SMVs and the benefits of SMVs on vocabulary acquisition. For example, in the Malaysian context, Liang et al. (2022) conducted a classroom action research study to investigate the effectiveness of SMV projects on Year 6 L2 primary school students. The study results indicated a significant improvement in students' vocabulary mastery, as shown in the post-test. By creating SMVs, students could use new words in context effectively. In the Indonesian context, Abdulrahman and Basalama (2019) conducted a study on the effectiveness of collaborative video projects for Indonesian EFL higher education students. The study results showed that students enjoyed learning vocabulary through collaborative video projects and were motivated to learn new words. Moreover, the results indicated that collaborative video projects enhanced students' motivation, engagement, and vocabulary acquisition. Therefore, building on the previous studies on L2 engagement and VD, our understanding of how L2 learners' engagement is involved in creating SMVs, such as planning and researching, scripting, acting, and editing, contributes to vocabulary knowledge and retention.

While previous studies have investigated the use of SMVs to promote vocabulary acquisition, focusing on the technical aspects and benefits of SMVs (Abdulrahman & Basalama, 2019; Liang et al., 2022; Oleiwi & Bunari, 2022), there is a gap in understanding impacts of L2 learners' engagement through SMV creation on VD. This current study addresses the gap by investigating qualitatively what L2 learners perceive as the impacts of their engagement through SMV creation, such as planning and researching, scripting, acting, and editing, on their VD. Specifically, this study aims to answer the following research question: "What are the L2 learners' perceived impacts of L2 engagement in SMV on vocabulary development?". Consequently, by investigating L2 learners' engagement, SMV creation process, and VD in-depth, this research offers a new perspective on the perceived impacts of SMVs on VD.

Literature review

Oxford (2003) discusses the importance of L2 engagement in second language acquisition. She asserts that learning engagement enhances students' active participation in learning activities and processes, making learning more enjoyable and effective. Engaged students tend to remember and understand the lessons better. Additionally, she affirms that promoting student engagement leads to learning motivation, a positive attitude toward learning, an interactive learning environment, and effective learning outcomes. Furthermore, she emphasises several factors to improve L2 engagement: 1) Learner autonomy, where students feel encouraged to take responsibility for learning, and 2) the ownership of learning, where students can decide and have more control over their learning. Oxford's work aligns with some research on student engagement, highlighting its role in academic achievement and performance (Li & Xue, 2023; Muthmainnah et al., 2023; Nag et al., 2022). Studies have also shown a correlation between L2 engagement, which consists of cognitive, behavioural, and emotional engagement (Fredricks et al., 2004), and learning motivation, indicating that engaged students are more likely to be more motivated, contributing to effective learning outcomes (Khan et al., 2023; Li & Xue, 2023). Therefore, Oxford's insights on L2 engagement contribute to understanding how L2 learners' participation in learning is vital for successful language acquisition.

Based on the importance of L2 engagement in second language acquisition, previous studies have shown a relationship between L2 engagement and vocabulary development (VD) (Abdulrahman & Basalama, 2019; Liang et al., 2022; Oleiwi & Bunari, 2022; Peker et al., 2018; Rahayu, 2018; Stroud, 2014; Zhang et al., 2023). Research has shown that engaging students in a repetition technique can significantly enhance their vocabulary knowledge and retention (Altalhab, 2018; Folse, 2006; Nakata, 2017; Peker et al., 2018; Zhang et al., 2023). In their study, Peker et al. (2018) used a multimodal approach through video series to engage students in their vocabulary learning. Students watched a French video series and were asked to repeat some words used in the video. The study's results indicated that 1) student engagement in vocabulary learning sessions was essential for effective learning and 2) engaged students tended to retain new words over time.

Similarly, Rahayu (2018) conducted a study incorporating videos into vocabulary learning in the Indonesian context. The study showed that students engaged in classroom activities while learning vocabulary using animation videos. They participated in quizzes about the new vocabulary learned from the animation video and related discussions. The findings suggest that students' engagement with animation video activities promoted their understanding of new vocabulary and provided enjoyable learning experiences. Additionally, incorporating vocabulary learning apps can increase student engagement and involvement in the learning process. The higher level of engagement when using the vocabulary learning apps improved learners' vocabulary learning and acquisition (Stroud, 2014). Moreover, using digital game-based vocabulary learning has significantly increased L2 learners' engagement cognitively, behaviourally, and emotionally. Statistical analysis confirmed that engaging L2 learners cognitively, behaviourally, and emotionally enhanced L2 vocabulary knowledge (Zhang et al., 2023).

While many studies have shown significant impacts of pre-made videos and vocabulary learning apps on VD, only a few studies have explored the impacts of SMV on VD (Abdulrahman & Basalama, 2019; Anas, 2019; Liang et al., 2022; Oleiwi & Bunari, 2022). The existing studies have explored the various impacts of SMVs on VD, such as enhancing vocabulary comprehension, retention, and pronunciation (Abdulrahman & Basalama, 2019; Liang et al., 2022; Oleiwi & Bunari, 2022), promoting the ownership of vocabulary learning (Abdulrahman & Basalama, 2019), autonomous learning (Anas, 2019). These studies have underscored the effectiveness of SMVs in promoting VD through planning and researching, scripting, filming, and editing. The three dimensions of engagement are embodied in the video creation process. Planning and researching, which requires L2 learners to read articles, listen to podcasts or audio, or watch videos to analyse and synthesise information, is an example of cognitive engagement (Khan et al., 2023). Through this process, L2 learners acquire new vocabulary and learn how to use it in context. Scripting, which requires L2 learners to use words in real-life contexts, is an example of behavioural engagement (Li & Xue, 2023). Through this process, L2 learners may retain the words and learn how to use them effectively. Additionally, filming using the target vocabulary can promote behavioural and emotional engagement (Khan et al., 2023), as L2 learners can boost their confidence and satisfaction in using and pronouncing the words.

Methods

This study employed a qualitative research method to explore the perceived impacts of L2 engagement through SMV creation on VD. The qualitative research method was chosen because a vast number of previous studies investigating the effects of L2 engagement on VD were primarily done using quantitative (Alsowat, 2016; Peker et al., 2018; Stroud, 2014) or mixed methods (Zhang et al., 2023). While quantitative or mixed methods provide valuable insights, they often emphasise measurable outcomes, overlooking the depth of participants' experiences of the language development process.

This study adopted a qualitative research method to address the scarcity of studies investigating the perceived impacts of L2 engagement on VD. Qualitative methods are suited for language development studies because they enable researchers to delve into and understand the complexities of the language development process by exploring the participants' voices. Additionally, qualitative methods capture rich data illuminating the experiences and perspectives of L2 Indonesian learners' engagement in SMV creation and its impacts on VD (Creswell & Creswell, 2024) that quantitative methods may overlook.

This study used the interpretive paradigm to understand the meaning and experiences of the Indonesian L2 learners' engagement with SMVs and their impacts on VD. Emphasising the importance of reflexivity, the interpretive paradigm values the perspectives of research participants in making meaning of the phenomenon, avoiding biases from the researchers to ensure the interpretation remains trustworthy (Erciyes, 2020). By adopting an interpretive paradigm, this study reveals participants' experiences and highlights the dynamics in language learning contexts.

The study was conducted in the second semester of the 2023/2024 academic year at an English Language Education department of a private university in Indonesia. Out of 25 first-year students attending the English for Specific (ESP) Vocabulary in Context course, 12 students were willing to participate in the study. The data were collected using a semi-structured interview checklist asking about the perceived impacts of engagement in SMVs on their VD. The participants were interviewed once at the end of the course they completed. Since Indonesian is the participants' native language, the interviews were conducted in Indonesia to ensure they could express their experiences with SMV easily and comfortably. The data collected from the interviews were translated into English and analysed using thematic analysis. To validate the data, the member-checking technique was used to enhance the trustworthiness of the findings (Creswell & Creswell, 2024). The participants were invited to review and validate the themes as the interpretations of the findings. They were also invited to provide feedback on the accuracy of the interpretations.

Ethical considerations were considered vital in this study to protect the confidentiality of the participants (Creswell & Creswell, 2024). At the beginning of the data collection, informed consent forms were distributed to the participants willing to participate in this current study. Before the participants agreed to participate in the study and signed the informed consent form, the researchers provided a detailed explanation of the research purpose, the potential risks, and the right of the participants to withdraw their participation at any point. Additionally, confidentiality was assured by anonymising the participants' identities. This was done by using pseudonyms in the interview transcripts and presenting the data.

Results

The present study aimed to explore the perceived impacts of Indonesian L2 engagement through SMVs on their VD. There were three emerging themes, as shown in Table 1, to answer the research question.

Table 1. The emerging themes on the perceived impacts of L2 engagement on vocabulary development

Theme 1	Repetition-driven retention
Theme 2	Contextualisation and vocabulary comprehension
Theme 3	The ownership of learning

Repetition-driven retention

The present study's findings from the interview data revealed that Indonesian L2 learners' engagement through SMV impacted their VD. One of the emerging themes was repetition-driven retention, where L2 learners emphasised the repeated exposure to new words through the SMV creation, i.e., planning and researching, scripting, filming, and editing led to the improved retention of these new words. The participants also reported that they could recall and use the new words contextually after the SMV creation. The following excerpts illustrated their experiences from the exposure through SMV creation.

"When creating an advocacy video, I followed the process from browsing sources for ideas and materials, creating scripts, to finally taking the video. Because some words appear in the reference sources, then they were used in the script, and when taking the video, they were also spoken, I remember them. I also know how to use them. For example, a memorable vocab for me is "self-diagnosis" (Excerpt 1/Elena/F/R1).

Additionally, Zaidan shared an interesting view highlighting the importance of full involvement in the process of SMV creation. He stressed that their engagement in creating the script, checking it, filming, watching the result, and editing the video led to a deeper understanding of the words they learned and better retention. He stated: "When I made the 1st video, I could have participated better. I was only involved in filming and did not learn much. In my opinion, based on my previous experience, students who were more actively involved in video production can be up

to 80% more familiar with vocabulary related to the topic compared to those who were less active in video production, for example, those who only participated in the video shooting. Students who always participated and were involved in all the stages: creating scripts, checking scripts, shooting videos, watching the results, and editing, truly understood the vocabulary used and remembered it better because it was repeated. For example, I still remember the word ‘undang-undang’ used in my 2nd video, where I participated in making it from the start. The English translation of ‘undang-undang’ is “law order. Moreover, I know how to use it in sentences” (Excerpt 2/Zaidan/M/R1).

Furthermore, the importance of repetition in helping L2 learners recall the new vocabulary is emphasised by Arshavi, who engaged in the creation of SMVs. He addressed how repetition and high exposure to the new words helped him to retain them. He stated: “I learned a lot of new vocabulary when I made a video about taxes and why young people should know about taxes. I was very active in video-making, from finding sources on YouTube and the internet. Then, I created the concept for the video and wrote the script. I learned many new words. During filming, we used those words again and learned how to pronounce them, and when editing the video, we listened to it again. Because the new words were repeated, used, pronounced, and listened to, I slowly memorised them and learned how to use them. Even now, I still remember them” (Excerpt 3/Arshavi/M/R1).

Building on the previous excerpts on the importance of repetition in retaining new vocabulary, Fransisca highlighted the role of exposure to new words during the process of SMV creation. She noted that researching for ideas, learning and defining new words, and using them in the script helped her memorise the new vocabulary. She explained: “At the beginning of the process, I searched on Google and explored reading sources or videos related to our video topic. We found many new words. I searched on an online dictionary to see the definitions and how to use them. I also felt confident pronouncing the new words because I learned how to pronounce them on Google. Then, we try to put them into the script and memorise them because we need to remember them for filming. From there, we slowly memorised the difficult words because they were repeated many times while making the video” (Excerpt 4/Fransisca/F/R2).

The excerpts above indicated the impact of repetition-driven retention on L2 learners’ VD. L2 learners who participated fully in SMV creation could expose themselves to new vocabulary, improving retention and recall. The findings, as shown in the previous excerpts, also suggest that the combination of engagement and repetition plays a significant role in enhancing vocabulary retention.

Contextualisation and vocabulary comprehension

The findings also showed that L2 learners’ engagement through SMV creation has led to L2 learners’ ability to comprehend and use new vocabulary based on the context in which the words are used. The following excerpts illustrate this theme. Neeraja (F) and Hans (M) highlighted the perceived impact of their engagement in SMV creation concerning their VD. Neeraja described how writing the script for SMV helped her absorb new vocabulary and use it accordingly. “Moreover, the process of making the video, especially writing the script...It helped me learn new vocabulary without even realising it. I did not feel like studying, but I absorbed new words while writing the script. I was able to use the vocabulary related to the topic” (Excerpt 5/Neeraja/F/R2).

In addition, Hans emphasised how using new vocabulary related to mental health for his SMV project led to an understanding of word meaning and context. “Before making the videos, some words seemed confusing, especially when making a video about mental health. I was not sure how to use “disorder” in a sentence. However, when I had to write the script and explain the concept of mental disorder, I slowly understood how to use it—using the word in that context. Helpful!” (Excerpt 6/Hans/M/R3).

The following excerpt illustrates how SMV creation promotes vocabulary comprehension, not just memorisation of new words. River (M) describes how using some new words in context helped him gain a comprehensive understanding of the concepts. “The words’ enactment, law, bill’ were complicated terms I found in the articles on the internet. However, while planning my video script about the law in Indonesia, I had to research and learn how to use the words correctly. Learning from the articles about how those words are used and checking the meaning and the word class from the dictionary helped me understand the concept, not just being able to memorise the words” (Excerpt 7/River/M/R4).

One of the most striking findings from this study was the impact of active participation on L2 learners’ VD. Dexter (M) admitted that his lack of involvement in the 1st SMV creation resulted in limited vocabulary development. He explained: “Yes, there is minimal vocabulary improvement for students who have yet to participate in the video creation process from the beginning. For example, during the first video creation, I only participated in taking the video, memorising the script, and finishing. As a result, I needed to remember what vocabulary was used and what it meant. After that, I actively participated in the creation process from the beginning” (Excerpt 8/Dexter/M/R4).

Dexter highlighted the importance of contextualisation in understanding new vocabulary. When L2 learners actively participate in the process of SMV creation, they may better understand the context in which the vocabulary is used. Dexter continued: “So, if students are actively involved in the video creation process, they will automatically learn new vocabulary related to the material. However, if they are inactive, they will not learn new vocabulary related to the video topic, as they will not automatically learn the material provided for the video project” (Excerpt 9/Dexter/M/R5).

Knowing how to use the appropriate words based on the context leads to vocabulary comprehension. The following excerpt highlights the importance of full participation in the process of SMV creation on contextualisation and vocabulary comprehension as L2 learners learn new words and understand how to use them depending on the topic and context. Amira shared her experience: “Choosing the words we would use for the video was enjoyable because we learned new ones and how to use them correctly, depending on the video. For example, at first, I thought ‘thing’ was the best word for my video on cyberbullying. However, my friend said that it may not be correct. So, I learned new words like ‘issue’, such as ‘Cyberbullying is a serious issue’, and how words can change depending on the topic and context” (Excerpt 10/Amira/F/R4).

To summarise, the findings of this present study indicate that L2 learners’ engagement in SMVs can impact vocabulary contextualisation and comprehension. The process of researching for ideas, selecting the appropriate words, and using them helped L2 learners understand the new words’ meaning and their proper usage depending on the topic and genre of the video. The findings highlight the importance of L2 engagement in enhancing L2 learners’ vocabulary contextualisation and comprehension.

The ownership of learning

Furthermore, the findings suggest that L2 learners’ engagement through SMV creation impacts the improved ownership of learning, promoting L2 learning enjoyment and leading to VD. For instance, Prilly (F) highlighted the freedom to choose the topic and words for the SMVs, making the learning process and SMV creation more enjoyable and engaging: “Making a video for vocabulary class is interesting for me. We worked individually or in pairs, and we had to find the topic and words and then use them in the script, such as ‘cyberbully’ and other stuff. I enjoyed it because I could choose the topic and the words I am interested in. It made learning words feel more fun” (Excerpt 11/Prilly/F/R5).

Like Prilly, Tata emphasises the freedom to choose a topic for her SMV, which increases her motivation: “However, when I was told we could choose the topic for our video, I chose something I was interested in, ‘teenagers and drugs’. Learning new words about the topic was no longer a challenge because I enjoyed the topic; I chose the topic myself. I also can learn new vocabulary related to the topic we choose, like, ‘Oh, this is it, this is how it is used’, and so on. It made me enjoy the process” (Excerpt 12/Tata/F/R5).

The last excerpt from Arjuna highlights the importance of taking ownership of learning by making choices about the topic, concept, and words. Arjuna also suggests that the freedom to choose helps him enhance his VD: “What I like about this video is that we can explore, like we did just now, explore all the words. If there is new vocabulary, we search for it in an online dictionary, add it to our vocabulary, and learn its function. So, it is all based on our choices: the topic, the video concept, and we even choose the words we will use. So, when we look up the words ourselves, find their meanings, and use them in the script, we understand them better; we know them better because we are the ones who chose the words” (Excerpt 13/Arjuna/M/R5).

To summarise, the theme “The ownership for learning” underscores the importance of L2 learners’ autonomy during vocabulary learning. By making choices about the topics, contexts, and words for their SMVs, L2 learners actively participate in the learning process, leading to vocabulary comprehension and development. Therefore, the excerpts previously presented indicated how L2 learners’ ownership of learning can enhance their learning enjoyment, motivation, and VD.

Discussion

The findings of this study, as illustrated in the previously presented excerpts, suggest that repetition-driven retention impacts L2 learners’ engagement through SMV creation. The results show that L2 learners who engaged in the SMV creation, from planning and researching, scripting, filming, and editing the video, experienced repeated exposure to the new vocabulary used in the video. As a result, they tend to be able to recall and retain the new vocabulary they learn better and use it effectively. The findings are consistent with the repetition vocabulary learning strategy, which effectively enhances the long-term retention of new vocabulary. Moreover, the findings corroborate previous research on the importance of repetition in vocabulary learning and VD (Abdulrahman & Basalama, 2019; Liang et al., 2022; Nakata, 2017; Oleiwi & Bunari, 2022; Peker et al., 2018; Zhang et al., 2023). For example, previous

studies have shown that repeated exposure to new vocabulary through various techniques can improve retention, enabling L2 learners to recall the vocabulary over time.

The findings further revealed that students who engage actively in planning and researching, scripting, filming, and editing the video experienced three repetition strategies, i.e., oral, written, and oral+written strategies (Altalhab, 2018). Arshavi (Excerpt 3) and Fransisca (Excerpt 4) described repeating the new words over time by reading them in the source articles or listening to them, writing and using them in the scripting process, and listening to the recording. This suggests that combining oral and written repetition leads to better long-term retention of new words (Altalhab, 2018; Folse, 2006).

These findings have significant implications for L2 instruction practices. Educators should consider integrating SMV projects that incorporate repetition into the language curriculum to promote vocabulary acquisition through the creative process. Moreover, combining repetition techniques, such as reading, writing, and speaking, within the project may optimise learners' vocabulary retention and maximise exposure and usage of the target vocabulary.

The findings also support that L2 learners' engagement through SMVs leads to contextualisation and vocabulary comprehension. The excerpts show that L2 learners who actively participated in creating SMVs demonstrated the ability to understand and use the new vocabulary in context. Besides, L2 learners also show an ability to use the new vocabulary within specific contexts of their videos, for example, explaining a concept, advocating an act, or acting out a conversation. Therefore, engagement in SMV creation led to the ability to use new vocabulary in context and to comprehend vocabulary effectively. This aligns with the previous studies underscoring the importance of learning new vocabulary in context rather than isolation (Olewi & Bunari, 2022). The findings suggest that by incorporating SMV projects into L2 instruction, learners can use new vocabulary in meaningful and contextualised ways, allowing them to see how vocabulary is used in real-life scenarios.

In addition, the findings also illustrate that L2 learners' engagement through SMV creates a significant impact on the ownership of learning. This ownership substantially enhances motivation and improves vocabulary knowledge (Oxford, 2003). By having the freedom to choose the topics, concepts, and words they use in the SMVs, L2 learners take a more active part in their learning, leading to increased learning motivation and improved vocabulary knowledge (Oxford, 2003). The finding is consistent with the idea that the ownership of learning promotes motivation throughout the learning process, leading to improved VD (Li & Xue, 2023; Muthmainnah et al., 2023; Nag et al., 2022; Oxford, 2003). In summary, the findings underscore the significant impacts of L2 learners' engagement through SMV creation on ownership of learning, motivation, and vocabulary knowledge. The implications suggest strategies for educators to promote learning autonomy and personalisation within language teaching practices. Educators can effectively motivate learners and improve their vocabulary acquisition by fostering a sense of ownership.

In conclusion, the findings of this present study indicate that L2 engagement through SMV creation can lead to repeated-driven retention, contextualisation, and vocabulary comprehension, as well as the ownership of learning, promoting vocabulary development. Engagement in SMV creation promotes high exposure to the new vocabulary through planning, researching, scripting, filming, and editing. This leads to improved long-term retention and recall. Moreover, contextualising new vocabulary in a meaningful context through scripting can enhance learners' understanding and comprehension of the new vocabulary. Furthermore, complete involvement in SMV creation creates increased ownership of learning, where learners take a more active part in their learning, leading to enhanced enjoyment, motivation, and vocabulary knowledge.

Conclusions

This study investigates the L2 learners' perceived impacts on their engagement through SMV creation on their VD. The study results reveal that L2 engagement can lead to repeated-driven retention of vocabulary learning and contextualisation and vocabulary comprehension, promoting vocabulary development. Moreover, this study demonstrates the importance of L2 learners' engagement in the vocabulary learning process, as it fosters the ownership of learning, leading to learning motivation and improved vocabulary knowledge. Hence, the results suggest that engaging in SMV creation can be an effective strategy for L2 learners to enhance their vocabulary repertoire. Planning and researching, scripting, filming, and editing create the ownership of learning. It exposes them to retaining and using new vocabulary in a meaningful context.

The findings of this study provide some implications for L2 instructors and educators. By incorporating SMV creation into language instruction, L2 instructors and educators can promote VD, improve L2 long-term retention, engage L2 learners with the new vocabulary in a repetitive, meaningful, and contextual manner, and improve enjoyment and motivation. Furthermore, this study implies that SMV creation can improve L2 learners' learning autonomy, as learners can choose the topics, concepts, and words they use in the videos. This can lead to increased learning motivation.

Further studies can explore the effectiveness of SMV creation for vocabulary development with a larger L2 population or the best practices to implement SMV creation for vocabulary development within a broader L2 classroom setting. Additionally, future studies can investigate the role of autonomy in vocabulary learning and how it affects vocabulary development. For example, future researchers can examine the correlation between the ownership of learning and vocabulary development.

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