

Research Article

Video creation in technology-mediated task-based language teaching: A study in Japanese elementary classrooms

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This exploratory study investigated the integration of video creation within a technology-mediated task-based language teaching framework in a sixth-grade Japanese elementary classroom. A total of 105 students worked in groups to produce English language videos introducing Japanese school subjects. Employing a convergent mixed-methods design, the study collected student self-evaluations, analyzed open-ended reflections through keyword analysis, and incorporated insights from teacher interviews. The findings indicate that students enjoyed the creative and collaborative aspects of the task and reported increased confidence in using English despite challenges with language production and time constraints. The teacher emphasized the pedagogical value of the task, while noting the logistical limitations. Overall, the results suggest that video production in technology-mediated task-based language teaching can foster communicative competence, digital literacy, and learner autonomy among young language learners. The pedagogical implications highlight the importance of structured planning, teacher training, and technical support for the successful implementation of such tasks in elementary English education.

Keywords Collaborative learning; English as a foreign language; Technology-mediated task-based language teaching; Video production; Young language learners

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1. Introduction

Task-based language teaching [TBLT] is a learner-centered pedagogical approach that emphasizes the use of language through meaningful goal-oriented tasks that mirror real-world communication (East, 2024; Li, 2023). Rather than focusing on discrete linguistic forms, TBLT encourages learners to purposefully use language to achieve communicative goals, thereby fostering both linguistic development and learner autonomy.

Building on this foundation, technology-mediated task-based language teaching [TMTBLT] integrates digital tools such as mobile applications, virtual environments, and online collaboration platforms into task-based pedagogy to expand opportunities for authentic interaction and multimodal expression (González-Lloret & Ziegler, 2021). When technological affordances are carefully aligned with pedagogical goals and learner needs, TMTBLT can enhance authenticity, engagement, and equitable access to communication opportunities (Adipat et al., 2025; Barad, 2024).

Among various technology-enhanced learning modalities, student-created videos represent a particularly promising form of TMTBLT. These projects encourage learners to engage in authentic communicative tasks while fostering autonomy, competence, and relatedness, which are the three fundamental psychological needs defined in the Self-Determination Theory [SDT] (Ryan & Deci, 2020). As Leeming and Harris (2022)

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argue, integrating SDT with task-based pedagogy provides a strong motivational framework that explains the ways in which such tasks can enhance learners' engagement and confidence.

Despite this pedagogical potential, research focusing on young learners' experiences with video-based TMTBLT tasks remains limited, particularly in primary English education in Japan. To address this gap, the present study adopted an exploratory qualitative approach to investigate how sixth-grade Japanese students perceived and engaged in an English video creation project. Rather than measuring specific linguistic outcomes, this study explores learners' subjective experiences and interpretations to reveal how technology-mediated tasks support motivation and communicative competence in elementary English classrooms.

2. Literature Review

2.1. Self-Determination Theory in Educational Contexts

The SDT is a widely supported framework for understanding human motivation. It posits that three fundamental psychological needs—autonomy, competence, and relatedness—are essential for fostering intrinsic motivation and overall psychological well-being (Ryan & Deci, 2020). Autonomy refers to an individual's need to feel volitional and self-directed toward their actions. Competence involves the desire to experience mastery and efficacy in one's activities, whereas relatedness refers to the need to feel connected to and valued by others in social relationships.

When these psychological needs are satisfied, learners are more likely to exhibit stronger intrinsic motivation, deeper engagement, and improved learning outcomes (Guo, 2024; Zak-Moskal & Garrison, 2020). Teachers' autonomy-supportive behaviors, such as providing meaningful choices, offering constructive feedback, and acknowledging students' perspectives, play crucial roles in fulfilling these needs (Bureau et al., 2021). Among these, competence has frequently been shown to display the strongest correlation with academic achievement, reflecting learners' sense of efficacy as the foundation for sustained motivation.

In technology-mediated learning environments, instructional designs informed by SDT have been demonstrated to promote persistence and engagement when learners are provided with opportunities for agency, collaboration, and creative self-expression (Leeming & Harris, 2022). Consequently, SDT offers a robust theoretical lens for analyzing how digital, task-based learning activities such as student-created video projects can enhance learners' motivation and engagement while simultaneously fostering autonomy, competence, and relatedness in authentic communicative contexts.

2.2. Task-Based and Technology-Mediated Language Teaching for Young Learners

Building on SDT's motivational framework, TBLT naturally supports autonomy, competence, and relatedness through meaningful communication and collaborative problem solving (Ahmadian & Long, 2022). For young learners, TBLT's focus on active participation, creativity, and social interaction aligns well with their developmental characteristics and learning preferences (East, 2024).

Expanding on this approach, TMTBLT integrates digital technologies to create interactive and multimodal learning environments and positions technology as a central element of task design and implementation (Kim & Namkung, 2024). When designed effectively, TMTBLT tasks allow learners to exercise autonomy by choosing topics or expressing personal ideas, develop competence through iterative practice and feedback, and build relatedness through collaboration and shared creation. These elements collectively foster intrinsic motivation and meaningful engagement (Adipat et al., 2025; Le & Ziegler, 2025).

While numerous studies confirm TMTBLT's motivational and linguistic benefits, successful implementation, such as that of TBLT more broadly, requires adequate teacher preparation, pedagogical scaffolding, and technological readiness (Newton, 2022). Without such support, the learner-centered nature of TMTBLT presents challenges in large or resource-limited classrooms.

2.3. Video Production as a TMTBLT Task

Among TMTBLT activities, digital video production is an engaging multimodal task that integrates speaking, listening, reading, and writing into a single-purposeful project (Henry, 2022). It requires learners to use language for authentic communication, while simultaneously applying creative and technical skills. From the SDT perspective, video creation can support all three basic psychological needs: autonomy, competence, and relatedness. Learners exercise autonomy by making independent decisions regarding topic selection, scriptwriting, and presentation styles. Their sense of competence is strengthened through multiple recordings, rehearsals, and constructive feedback from peers and teachers, which helps them experience progress and mastery. Finally, relatedness is fostered through collaborative filming, promoting teamwork,

empathy, and shared ownership of learning outcomes. These processes enable learners to connect language use with emotional investment and creative purposes, deepening their motivation and communicative confidence (Aubrey & Philpott, 2023; Lustenberger, 2023). Moreover, digital storytelling allows learners to perceive themselves as legitimate users of the target language, thereby reinforcing their self-efficacy.

However, some studies have noted that technology-mediated speaking tasks can increase the cognitive load or performance anxiety (Aubrey & Philpott, 2023). Therefore, teacher guidance, structured collaboration, and transparent assessment rubrics are essential for ensuring a balance between creativity and linguistic accuracy (Yu & Zadorozhnyy, 2021). Overall, video production exemplifies how TMTBLT can merge communicative goals with motivational theory to create a holistic environment that enhances language learning and learner agency.

2.4. Elementary English Education in Japan

Japan's revised Course of Study for Elementary Schools (Ministry of Education, Culture, Sports, Science and Technology [MEXT], 2017) emphasizes the development of practical communication skills through the integrated use of the four language skills—listening, speaking, reading, and writing—particularly in the fifth and sixth grades. The overarching goal is to cultivate students' ability to actively use English for authentic communication, moving beyond the memorization of vocabulary and grammar rules.

Since the implementation of the GIGA School Program (MEXT, 2020), a one-device-per-student environment has been established nationwide to promote the active integration of ICT into foreign language education. Digital transformation has substantially broadened the scope of learning opportunities in English classrooms. National surveys indicate that the use of digital tools, such as video and audio recordings, has increased markedly following the introduction of these devices, enabling more interactive and reflective learning practices (Economic and Social Research Institute, 2023). In this context, video recordings have proven to be a particularly effective pedagogical tool for enhancing students' speaking performance and promoting their self-assessment (Itakura, 2022). Students are now able to record, review, and refine their oral presentations, and teachers use these recordings to provide formative feedback and assess communicative competence.

Building on this trend, Kobayashi et al. (2023) demonstrated that sustained ICT-based interactions, including asynchronous video sharing and online communication, can improve elementary students' English-speaking abilities and motivation. Their study highlighted how repeated video-mediated exchanges allowed learners to monitor, reflect, and progressively enhance their oral performances. These findings provide further empirical support for the pedagogical value of integrating video recordings and digital communication into English learning.

Collectively, these practices contributed to the development of metacognitive reflection, learner autonomy, and communicative competence. Consequently, incorporating video production and ICT-mediated interaction into TMTBLT aligns closely with the objectives of Japan's national curriculum, offering a practical and effective pathway to foster active, interactive, and deep learning among elementary school English learners.

3. Purpose of the Study and Research Questions

Building upon the theoretical frameworks of SDT and TMTBLT, this study adopted a convergent mixed-methods design to investigate how video creation tasks can enhance motivation, engagement, and communicative competence among young English learners in Japanese elementary schools. While previous research has examined TMTBLT in secondary and tertiary education, relatively few have explored its application in primary-level English classes, particularly in the Japanese context. This study seeks to address this gap by implementing and analyzing a video production project as a practical example of TMTBLT.

Specifically, this study focuses on how the process of co-creating English language videos influences learners' oral language use, presentation skills, and motivational engagement as well as how teachers perceive the pedagogical value and challenges of such tasks. This study aims to generate empirical insights into how digital task-based activities can support autonomy, competence, and relatedness—the three fundamental psychological needs central to SDT—in elementary English education. The findings of this study inform practical pedagogical strategies and curriculum designs for technology-integrated English instruction in elementary schools.

In this study, answers were sought to the following research questions:

RQ 1) How does participation in a video-creation task in a TMTBLT environment influence sixth-grade students' oral language use, presentation skills, and communicative confidence in English?

RQ 2) How do students perceive their engagement and motivation during and after the video creation task?

RQ 3) How does the teacher reflect on the pedagogical value, student responses, and practical challenges associated with implementing video production in an elementary English classroom?

4. Method

4.1. Research Design

This study employed a convergent parallel mixed-methods design (Creswell & Plano Clark, 2018), in which the quantitative and qualitative strands were given equal priority and implemented during the same phase of data collection. In this design, the two strands are analyzed independently and then merged during interpretation to develop a comprehensive understanding of the research problem.

4.1.1. Quantitative design

The quantitative strand followed a descriptive cross-sectional survey design. This design was selected to capture general patterns in students' perceptions at a single point in time following task completion. The quantitative component comprised structured Likert-scale items designed to measure self-reported levels of task enjoyment, task engagement, and perceived communicative achievement among all 105 sixth-grade participants. The use of standardized questionnaire items allowed systematic comparisons across participants and the identification of overall trends in student responses. This design enabled a descriptive statistical analysis to summarize the patterns and provide a quantitative overview of the student experience.

4.1.2. Qualitative design

The qualitative strand adopts an exploratory interpretivist approach consisting of two complementary components. First, the students' open-ended questionnaire responses were designed to undergo content analysis to identify frequently occurring keywords and latent thematic structures. This inductive approach was chosen to allow themes to emerge organically from the students' own language and reflections. Second, a semi-structured teacher interview was designed for inductive thematic analysis, employing iterative reading and coding procedures to identify recurring pedagogical insights, observed learner behaviors, and implementation challenges. The qualitative strand was designed to provide a rich, contextual understanding of the *how* and *why* behind the quantitative patterns—capturing the nuanced experiences, motivations, and contextual factors that shaped task implementation and student engagement.

4.1.3. Integration strategy

Integration occurs through a joint display that systematically juxtaposes quantitative patterns with qualitatively derived themes. This procedure enables direct comparison, identification of convergence and divergence across data sources, and examination of complementarity. This integration enhanced the interpretive depth, credibility, and validity of the findings by demonstrating how statistical trends aligned with or were enriched by participants' narrative experiences. Overall, this mixed-methods design provided a coherent and holistic understanding of how TMTBLT was implemented and perceived in elementary classrooms.

4.2. Participants

The participants were 105 sixth-grade students enrolled in a public elementary school located in Kanagawa Prefecture, Japan, and an experienced English specialist teacher. All students were beginning-level English learners who received formal English instruction twice a week in 45-minute sessions. The participating teacher held a certified junior high school English teaching license with 16 years of experience, including two years at the elementary level. During the implementation period, the teacher actively facilitated task-based activities and provided linguistic guidance and technical support.

4.3. Ethical Considerations

The study was conducted in accordance with the established ethical guidelines. Formal approval was obtained from the school principal and written informed consent was obtained from the guardians of all student participants. The participants and guardians received detailed information on the objectives, procedures, and voluntary nature of the study. All personal information was handled with strict confidentiality. The data were fully anonymized and used exclusively for research purposes. The study complied with the ethical principles of the Japan Society for the Promotion of Science and international

research ethics standards, and ensured informed consent, voluntary participation, confidentiality, and protection of minors.

4.4. Procedures

Students participated in a hands-on project to create short English-language videos introducing academic subjects taught at Japanese elementary schools. Each class was divided into eight small groups, each of which included one subject. The students collaboratively developed scripts, recorded content, and performed basic editing tasks using school-provided tablets, editing software, and classroom props. This process fostered both linguistic development and digital literacy through authentic student-centered engagement. This project followed a five-stage instructional sequence designed to promote collaboration, communicative fluency, and multimodal English use.

Stage 1 – Task Introduction and Group Formation:

Students received instructions, formed groups of approximately five, and chose one subject for a 30-second English video.

Stage 2 – Collaborative Planning and Script Development:

Groups created scripts under teacher scaffolding, focusing on vocabulary, organization, and negotiation of meaning.

Stage 3 – Rehearsal and Refinement:

Students practiced their lines to improve their fluency and pronunciation while receiving formative feedback from the teacher.

Stage 4 – Filming and Editing:

Students filmed with tablets, edited clips, and added captions, supported by the teacher in both language and technical aspects.

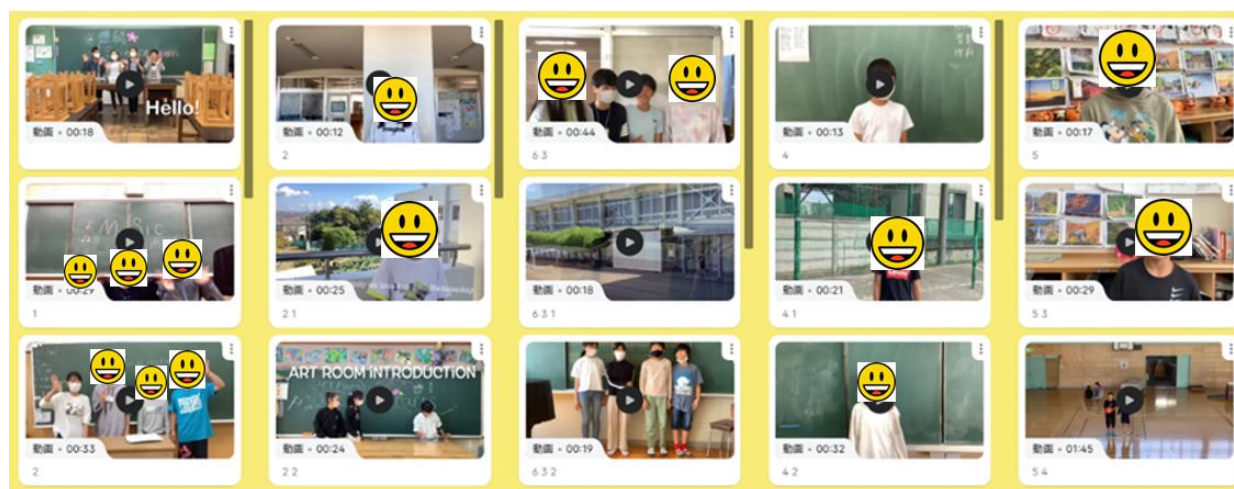
Stage 5 – Presentation and Reflection:

Videos were uploaded to Padlet for peer viewing and comments, which encouraged reflective learning and peer assessment.

Figure 1 shows the Padlet interface used for video sharing. This platform allowed students to share, view, and comment on each other's videos in a secure digital environment.

Figure 1

The Padlet Interface



4.5. Data Collection

This study adopted a convergent mixed-methods design (Creswell & Plano Clark, 2018) to systematically examine the implementation of the TMTBLT framework in authentic English classrooms in Japanese elementary schools. By incorporating multiple stakeholder perspectives, particularly those of learners and English specialist teachers, this study aims to provide comprehensive insights into pedagogical implementation and learning experiences.

4.5.1. Quantitative data

Quantitative data were collected through a post-task reflection questionnaire administered to all 105 sixth-grade students after completing the video production project. The questionnaire consisted of two 4-point

Likert-scale items and corresponding open-ended prompts to assess task enjoyment and perceived communicative achievement. For clarity, the original Japanese items and their English translations are presented below:

- ビデオを作る活動はどうでしたか。
(How was the video-making activity?)
Very enjoyable / Fairly enjoyable / Not very enjoyable / Not enjoyable at all
Please explain your reason.
- 5年生に学習した内容を使って、さらに工夫して伝えることができましたか。
(Were you able to creatively apply and communicate what you learned in the 5th grade?)
Very well / Fairly well / Not very well / Not at all
Please explain your reason. If you made any creative effort, describe it specifically.

These items were developed to align with the pedagogical goals of TMTBLT to promote authentic language use, self-expression, and intercultural understanding through digital task-based collaboration. Although a formal validation or reliability test (e.g., Cronbach's alpha) was not conducted because of the exploratory nature and small number of items, the content and wording were internally reviewed for clarity and alignment with the study objectives.

4.5.2. Qualitative data

Qualitative data were obtained through semi-structured interviews with participating English specialist teachers. The interviews explored the pedagogical value of the video production task, student engagement and collaboration, implementation challenges, and suggestions for improvement. Conducted entirely in Japanese, the interviews were audio recorded and transcribed verbatim before analysis.

To ensure comprehensive coverage of the implementation process, a semi-structured interview protocol was developed encompassing five thematic areas: the purpose and pedagogical intentions of the activity, student expression and language use, group work and collaboration, learning difficulties and teacher support, and outcomes and reflections. The representative questions within each area are summarized in Table 1.

Table 1

Thematic Areas and Guiding Questions for the Teacher Interview

<i>Thematic Area</i>	<i>Representative Interview Questions</i>
A. Purpose and Pedagogical Intentions	What kinds of abilities or competencies did you hope students would develop through the video-making activity? How did you design tasks to help students apply previously learned expressions?
B. Student Expression and Language Use	How did you support students when expressing their own ideas in English? How did you support them in balancing accuracy with creativity?
C. Group Work and Collaboration	What patterns of cooperation or role-sharing did you observe among students? How did you respond to disagreements within groups?
D. Learning Difficulties and Teacher Support	What difficulties did students face during performance and memorization? How did you assist students who faced difficulties revising or performing their scripts?
E. Outcomes and Reflection	How did students respond during the video-sharing session? What aspects did you identify for improvement in future implementations?

Note. The interviews were conducted in Japanese, audio recorded, transcribed verbatim, and translated into English by the researcher for inclusion in the study.

These guiding questions were intentionally open-ended to elicit rich reflections on instructional design, student behavior, and classroom dynamics, ensuring alignment between the interview content and the research focus on communicative engagement and implementation within the TMTBLT framework.

4.6. Data Analysis

Quantitative data obtained from student questionnaires were analyzed using descriptive statistical methods, including measures of central tendency (means) and frequency distributions, to identify general patterns in students' perceptions and engagement levels.

The qualitative data analysis was conducted in two phases. In the first phase, students' open-ended questionnaire responses were analyzed using the text-mining software KH Coder, which enabled the identification of frequently occurring keywords and the extraction of latent thematic structures related to their reflections. The results were visualized as a word cloud to illustrate the most common keywords and lexical tendencies, providing an intuitive overview of the central themes emerging from the students' reflections.

In the second phase, the teacher interview transcript was inductively analyzed to identify recurring pedagogical insights, observed learner characteristics, and reflective teaching practices. Qualitative coding was conducted solely by the first author, followed by iterative reading and transparent documentation procedures. Since this analysis was performed by a single coder, a formal interrater reliability coefficient (e.g., Cohen's kappa) was not calculated, nor was the process of code negotiation undertaken. Given the exploratory nature of the study and the resource constraints within the school setting, involving multiple independent coders was not feasible. However, several strategies were employed to enhance analytic rigor and trustworthiness, consistent with established practices in qualitative research, thereby mitigating the limitations of single-coder analysis.

To support credibility and confirmability, the researcher maintained reflexive memos throughout the coding process to document analytical insights, rationale for interpretations, and the evolution of codes. In addition, the revision history of the codebook, rationale for code integration, and procedures for theme development were meticulously documented as an audit trail to ensure transparency in the analytic process. Furthermore, preliminary codes and thematic structures were subjected to an expert review by a colleague with specialized knowledge of qualitative methodology who provided feedback to strengthen the confirmability of the interpretations and assure the rigor of the reported findings.

The quantitative and qualitative findings were integrated using a convergent mixed-methods approach. Integration was achieved through a joint display (Table 2) that systematically compared and triangulated both data sources to provide a comprehensive understanding of how the TMTBLT task was implemented and perceived by students and teachers. This integrative process addressed both convergence and complementarity, allowing the mixed-methods design to capture the dimensions of learning that would not have been visible through a single methodological strand.

5. Results

5.1. Students' Authentic Use of English and Communicative Performance

An analysis of student videos revealed that the learners were able to apply familiar English expressions in meaningful, multimodal contexts. Across groups, students selected filming locations aligned with their chosen subjects: music groups were filmed in the music room, science groups in the laboratory, and social studies groups in their regular classrooms. This demonstrates students' ability to connect linguistic forms with visually and contextually appropriate environments.

Students consistently use previously learned vocabulary and sentence patterns to introduce school subjects and describe their activities. For example:

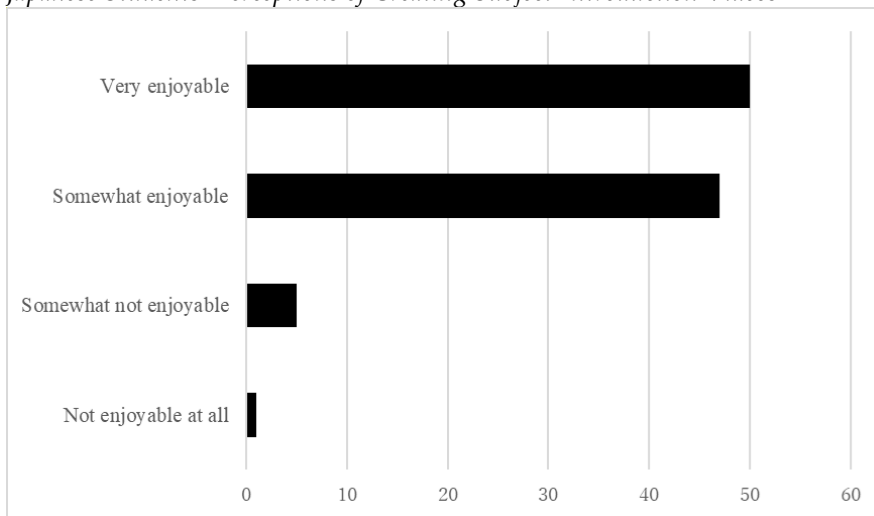
- "We have PE on Tuesdays and Thursdays. This is the gym. We can play dodgeball."
- "We have music once a week. This is the music room. We can play the piano and record."

Such excerpts illustrate the authentic communicative use of English, shaped by the video format. The teacher also reported that students who were typically quiet in class appeared more expressive on camera, noting that many "tried to speak clearly and confidently" while filming. Although no formal rubric was used in this exploratory study, the teacher continually emphasized pronunciation, vocabulary accuracy, and collaboration, which supported the students' oral performance during filming.

5.2. Students' Perceptions of the Video Creation Task

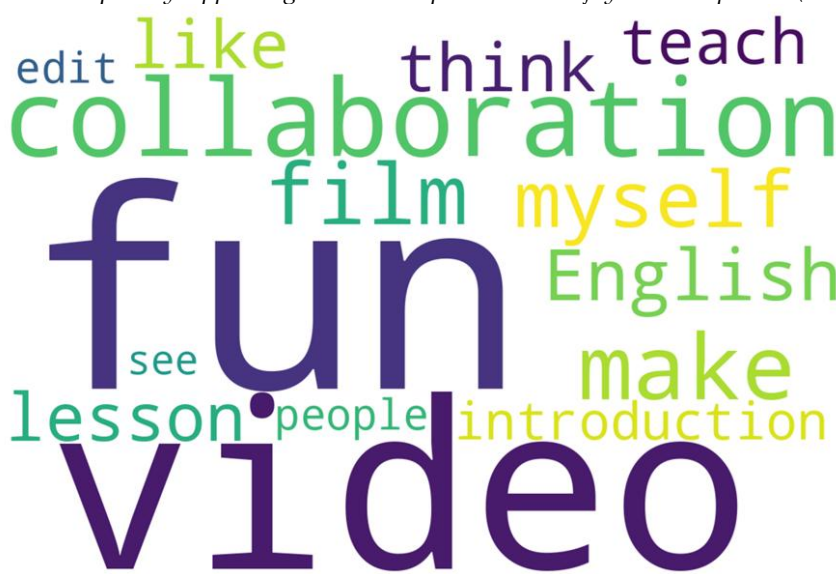
Quantitative questionnaire results indicated strong overall enjoyment of the project (see Figure 2).

Figure 2
Japanese Students' Perceptions of Creating Subject-Introduction Videos



To explore the reasons for these positive ratings, students' open-ended responses were qualitatively examined. Before conducting thematic analysis, a word cloud was generated to provide an overview of lexical tendencies (see Figure 3).

Figure 3
Most Frequently Appearing Words in Open-Ended Enjoyment Responses (Word Cloud)



The thematic analysis revealed three key themes.

5.2.1. Theme 1: Enjoyment derived from creative production

Students frequently expressed that creating original videos was enjoyable. In their open-ended responses, they mentioned specific aspects of the production process that they found appealing. Many students commented on choosing the filming locations, with some noting that they had selected spaces that matched their subject topics. The students described how they planned their videos, including discussions about what to say and how to present the information. Several students mentioned that filming was enjoyable, with some commenting on performing for the camera. Students also mentioned editing and reviewing videos. One student stated, "It was fun to make our own video," while another wrote, "It was fun to speak English." Additional comments included references to "making," "creating," and "producing" their videos. Students frequently used the word "fun" when describing the video creation process. Some students mentioned enjoying the opportunity to decide what to include in their videos and how to present their school subjects.

The responses indicated that students found multiple aspects of the creative production process to be positive experiences, from initial planning to final editing.

5.2.2. Theme 2: Engagement fostered through collaboration

Students consistently mentioned collaboration and working together in their open-ended responses. Many students wrote about working with group members, with some specifically noting that they worked with classmates with whom they did not usually interact during other activities. One student wrote, "I became friends with classmates I don't usually talk to," while another stated, "I liked making it together." Students described various collaborative activities, including planning, helping each other, filming together, and watching videos together. Several students mentioned dividing tasks among group members, such as one-person filming, while others did so. Students also wrote about discussing ideas and deciding what to include in their videos in groups. Some students commented that working together made the activity more enjoyable than working alone did. Comments about collaboration frequently appeared alongside positive descriptors such as "fun," "enjoyable," and "good." The frequency of collaboration-related terms in student responses indicates that working together was a salient aspect of their experience with the video task.

5.2.3. Theme 3: Productive engagement with linguistic challenge

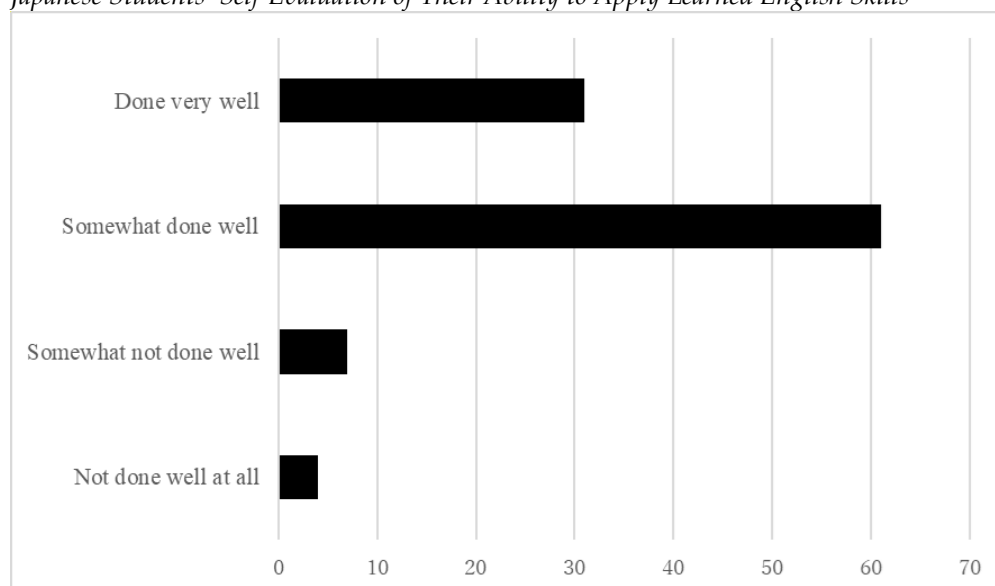
Some students explicitly mentioned difficulties or challenges in their open-ended responses, particularly when speaking English. However, these difficulties are often associated with positive statements. Representative comments included: "Speaking English was a little difficult, but I enjoyed it" and "It was challenging to speak English." Students who mentioned difficulty often used qualifiers such as "a little" or paired difficulty statements with positive descriptors like "enjoyed" or "fun." Several students wrote about trying hard, practicing, or doing their best while speaking English. Some students mentioned specific challenges such as pronunciation, speaking clearly, or remembering what to say. Despite mentioning these challenges, students who wrote about the difficulty typically expressed positive feelings toward the activity. A few students connected the challenge with learning or improvement, writing comments such as "I worked hard and learned" or "It was difficult but I improved." The pattern of responses showed that students acknowledged linguistic difficulties while maintaining overall positive views of the task.

5.3. Students' Self-Evaluation of English Use

The students also evaluated how effectively they used English in their projects (Figure 4).

Figure 4

Japanese Students' Self-Evaluation of Their Ability to Apply Learned English Skills



To complement these quantitative findings, open-ended responses were analyzed using a word cloud that provided a lexical overview (see Figure 5).

Figure 5

Common Words in Student Self-Evaluation Comments (Word Cloud)



The thematic analysis identified three recurring themes.

5.3.1. Theme 1: Heightened awareness of pronunciation and clarity

Many students wrote about their efforts to speak clearly and carefully during the video filming. The students mentioned trying to speak louder, clearer, or slower than they typically do in class. Some students specifically wrote about paying attention to their pronunciation when recording their videos. One student stated, "I tried to speak louder and clearer," while another wrote, "I paid attention to my pronunciation." Additional comments included references to "speaking clearly," "using a loud voice," "pronouncing carefully," and "speaking slowly." Several students mentioned practicing their lines before filming to improve delivery. Some students wrote about recording multiple times to achieve a clearer speech. Students also mentioned listening to themselves on the video and noticing the aspects of their pronunciation or delivery that they wanted to improve. The frequency of comments related to volume, clarity, and pronunciation indicated that the students were conscious of these aspects of oral performance during the video creation task. The pattern of responses shows that the students attended to the features of spoken English during the video recording.

5.3.2. Theme 2: Intentional Use of Previously Learned Language

Students frequently mentioned using the English expressions and vocabulary learned in previous lessons. Many students wrote about applying the language from the fifth grade or earlier units in their current year. One student noted, "I used English I learned in the fifth grade," while another stated, "I could use English that was easy to understand." Students described selecting expressions that they felt confident in using and adapting them to fit their video content. Some students mentioned choosing "simple" or "easy" English that they knew well. Several students reviewed their textbooks or notes to find appropriate expressions for their videos. Students also mentioned discussing English expressions for use in their presentations with group members. The pattern of responses showed that students drew upon their accumulated English knowledge when creating their videos. Students' comments indicated that they focused on applying familiar language rather than using unfamiliar or complex expressions. Comments frequently included phrases such as "English I learned," "English I know," "words we studied," and "expressions from class."

5.3.3. Theme 3: Use of gestures to support communication

Several students explicitly mentioned the gestures, hand movements, and body language in their videos. Students wrote about adding gestures to help convey meaning or make their presentations more expressive. One student commented, "I used gestures, so that was good," while others wrote similar statements such as

"I added gestures" or "I used hand movements." Some students mentioned using gestures to point to locations or objects visible in their videos, such as pointing to a music room or laboratory equipment. A few students wrote about using gestures to demonstrate actions, such as miming the playing an instrument or demonstrating a sports movement. Students who mentioned gestures typically described them as helpful additions to spoken English. Some students noted that gestures made it easier to communicate their ideas and made their videos more interesting to watch. The inclusion of gesture-related comments in the self-evaluations indicates that some students recognized the multimodal nature of video communication and consciously incorporated non-verbal elements into their presentations.

5.4. Teacher Reflections on Educational Value and Implementation Challenges

Semi-structured interviews with the participating English specialist teacher explored the implementation process, student responses, and practical challenges encountered during the video creation project. The teacher reported that the students showed high levels of engagement throughout the project. She commented, 'The students were very eager to express what they really wanted to say in English. Even shy students were active in front of the camera.'

5.4.1. Variations in group progress

The teacher observed differences in pacing among the groups. Some groups completed filming and editing quickly, whereas others took longer to organize their ideas and complete their videos. The teacher explained, "Some groups finished very quickly, while others struggled to organize their ideas. I had to keep moving between groups to balance their progress." She reported spending more time with groups that required additional support to plan their content or coordinate filming.

5.4.2. Limited time for reflection

The teacher noted that the time allocated to the project allowed groups to complete their videos but limited opportunities for discussion and revision. She stated, "We could finish the videos, but there was not enough time to talk about what they learned or to make improvements. I wished we had one or two more lessons for reflection." The teacher indicated that the additional time would have allowed students to review their work more thoroughly and make revisions based on their self-evaluations or peer feedback.

5.4.3. Coordination of shared equipment

The teacher reported logistical challenges in managing shared digital devices. Multiple groups were required to use tablets and computers simultaneously for filming and editing. The teacher recalled, "Sometimes two groups wanted to film at the same time, and I had to negotiate who could use the devices first." She explained that coordinating equipment access required continuous management throughout the project.

5.4.4. Supporting students' English expression

The teacher provided guidance to help the students express their ideas using familiar English vocabulary and structures. She explained, "The children wanted to say so many things—this and that—but I needed to help them express their ideas using words they had already learned." The teacher emphasized encouraging the students to generate their own expressions rather than providing predetermined phrases. She stated, "It is important that students think of their own expressions rather than just being given phrases by the teacher." The teacher also noted that some students initially wanted to include complex ideas but needed support in simplifying their language for clearer communication.

5.4.5. Speaking without written scripts

The teacher instructed the students to speak without reading the written scripts during the filming. She reported that some students, particularly those who wanted to include substantial content in their videos, found this challenging. The teacher observed, "Serious students wanted to say a lot, but it was difficult for them to remember everything. I advised them to simplify, but they did not want to clarify what they really wanted to say." She noted that videos using simpler languages tended to be delivered more clearly. The teacher commented, "The boys' video about P.E. was easy to understand because they used simple English."

5.4.6. Video Sharing and Student Comments

The originally planned telecollaboration with Australian students was canceled because of scheduling conflicts. Instead, the teacher organized video sharing at the grade level using Padlet, where students could

view and comment on each other's videos. The teacher recalled the students by making comparative observations of different videos. She stated, "When students compared their videos with others, they began to say things like, 'We should have done it this way.' This realization became a good learning opportunity." Students provided written comments on their classmates' videos using Padlet.

5.4.7. Group dynamics and conflict resolution

The teacher reported that minor disagreements occasionally occurred between groups. This typically involves decisions regarding topic selection or role assignments. The teacher described these situations: "Some groups had small arguments, such as which subject to choose or who should lead, but they learned how to cooperate and solve problems by themselves." She explained that students typically resolved these conflicts through group discussions. The teacher reported observing the students negotiating roles, making compromises, and reaching an agreement during the project.

5.5. Integration of Findings

Table 2 presents a joint display integrating quantitative and qualitative findings. Both data sources showed consistent patterns in students' engagement, motivation, and communicative performance.

Table 2

Joint Display Matrix: Integration of Quantitative and Qualitative Findings (adapted from Creswell & Plano Clark, 2018)

Research Question	Quantitative Data	Qualitative Data	Summary of Observed Patterns
Oral Language Use & Presentation Skills	- Videos demonstrated application of learned structures (e.g., "We have...", "This is..."). - Filming locations matched linguistic content.	Student examples: "We have PE on Tuesdays." / "This is the music room." Teacher observation: "Students were excited to use English for a real purpose."	Both datasets showed students using learned English in videos filmed in contextually appropriate locations.
Engagement and Motivation	- Task Enjoyment: $M = 3.4$ ($SD = 0.64$). - Very enjoyable: 50%; Somewhat enjoyable: 47%.	Keyword analysis: "fun" (39), "video" (29), "collaboration" (22). Comments: "It was fun making it together." / "Editing was fun."	High enjoyment and collaboration appeared frequently across both data sources.
Perceived Communicative Achievement	Self-Evaluation: $M = 3.14$ ($SD = 0.74$).	Keyword analysis: "say" (32), "voice" (11), "speak" (10), "pronunciation" (8). Comments: "I tried to speak louder and clearer."	Both quantitative and qualitative data reflected positive perceptions of speaking clarity and use of gestures.
Teacher Reflections	N/A	Teacher comments included student motivation, active participation, and practical challenges such as time and equipment management.	Teacher interview data paralleled student reports of engagement and language use, while noting classroom management constraints.

Note. This table summarizes the recurring patterns observed across the quantitative and qualitative datasets related to engagement, English use, and implementation factors.

Similar trends are identified for both data sources. Students showed high levels of enjoyment and engagement in creating their videos, used the English they learned in class to communicate in authentic contexts, and demonstrated collaborative interactions during the process. Teacher observations corresponded with these findings, emphasizing students' active participation and the logistical challenges encountered during implementation.

7. Discussion

7.1. Implementation of TMTBLT through the Lens of SDT

The convergent findings summarized in Table 2 demonstrate that the video creation task supported students' psychological needs for autonomy, competence, and relatedness, as defined by SDT (Ryan & Deci, 2020). Students reported high enjoyment and positive self-evaluation of their English use, whereas qualitative data revealed specific aspects of task engagement.

The students' open-ended responses indicated that the task structure provided meaningful choices. They described selecting filming locations, deciding on presentation content, and determining how to express their ideas—all autonomy-supportive features identified in the SDT research (Bureau et al., 2021). The group-based structure fostered relatedness, as students explicitly mentioned "making it together," "becoming friends with classmates," and collaborative activities such as filming and editing together. Their use of previously learned English expressions in contextually appropriate settings (e.g., filming PE content in the gymnasium and music content in the music room) demonstrated competence applications within authentic communicative contexts.

These patterns align with the existing TMTBLT research, highlighting the affordances of digital tools for engagement and meaningful interaction (Chong & Reinders, 2020; Smith & González-Lloret, 2021). Students' attention to pronunciation, gesture use, and peer collaboration, documented in their self-evaluations and video productions, reflects the multimodal nature of technology-mediated tasks (Henry, 2022).

However, the teacher noted that some students "wanted to say a lot, but it was difficult for them to remember everything," indicating the cognitive demands that required scaffolding. This observation corresponds with research documenting the cognitive complexity of integrated speaking tasks (Zhang & Zhang, 2022) and underscores the need for structured guidance in TMTBLT implementation.

7.2. Student Perceptions of Engagement, Motivation, and Learning Outcomes

7.2.1. *Autonomy through creative production*

Students frequently mentioned their enjoyment of the creative production process in their open-ended responses. The word cloud analysis identified "fun" (39 occurrences) and "video" (29 occurrences) as the most frequent terms. Students wrote about "making their own videos," choosing filming locations, and deciding the presentation content. These responses indicate that the task's open-ended structure, which allowed students to make decisions about content and presentation, supported their sense of agency, which is a core component of autonomy in SDT (Bureau et al., 2021; Ryan & Deci, 2020).

7.2.2. *Relatedness through collaboration*

The frequent mention of collaboration (appearing 22 times in students' open-ended responses) reveals that the group-based structure created opportunities for social connections and peer scaffolding. Students described working together across planning, filming, and editing phases, while the teacher observed that students developed conflict-resolution skills through self-directed cooperation. These convergent findings demonstrate how the task design supported the relatedness dimension of SDT by fostering meaningful peer interactions and shared ownership of learning outcomes.

7.2.3. *Competence through productive challenge*

Students acknowledged linguistic challenges while maintaining a positive effect. Comments such as "Speaking English was a little difficult, but I enjoyed it" appeared in the qualitative data. In their self-evaluations, students mentioned trying to "speak louder and clearer," "pay attention to pronunciation," and use "English I learned in fifth grade." The teacher noted that students "tried to speak clearly and confidently" during filming. These responses suggest that students experienced the task as appropriately challenging, balancing difficulty with achievable progress toward competence (Bureau et al., 2021).

7.2.4. *Peer scaffolding and multimodal expression*

The students described helping each other through scripting, filming, and technical aspects. Several students explicitly mentioned using gestures to support communication, writing comments such as "I used gestures, so that was good" and "I added hand movements." The teacher reported that students engaged in comparative reflection when viewing peers' videos on Padlet, making observations like "We should have done it this way." These behaviors indicate that peer scaffolding and metacognitive awareness are facilitated by the reviewability of the video format.

7.3. Teacher Reflections on Educational Value and Implementation Challenges

7.3.1. Observed student engagement

The teacher reported consistent high motivation throughout the project, noting that “even shy students became active in front of the camera.” This observation aligns with the quantitative data, which show that 97% of students rated the task as enjoyable or very enjoyable. The teacher emphasized that students were “eager to express what they really wanted to say in English,” suggesting intrinsic motivation supported by the task design.

7.3.2. Implementation challenges

The teacher's reflections revealed four systemic implementation challenges inherent to TMTBLT in elementary contexts. First, the uneven pacing across groups necessitated continuous pedagogical triage, highlighting the tension between learner autonomy and equitable progress monitoring. Second, time constraints limited opportunities for the metacognitive reflection central to task-based learning, suggesting that production-focused timelines may undermine deeper learning processes. Third, equipment coordination emerged as a persistent logistical barrier that diverted instructional attention from pedagogical support. Fourth, the cognitive demand of scaffolding students' expression within their linguistic competence while honoring their communicative ambitions underscored the complexity of balancing authenticity with developmental appropriateness in TMTBLT task design.

Importantly, these challenges correspond to implementation issues documented in TMTBLT research internationally (Chong & Reinders, 2020; Newton, 2022), indicating that logistical constraints represent systemic considerations rather than context-specific problems.

7.3.3. Adaptive strategies

When the planned telecollaboration with the Australian students was canceled, the teacher implemented in-class peer feedback through Padlet. The students viewed and commented on each other's videos and engaged in comparative reflections. The teacher also encouraged students to speak without reading scripts and to simplify their language for more precise delivery, noting that “the boys' video about P.E. was easy to understand because they used simple English.”

7.3.4. Assessment considerations

The teacher highlighted the need for assessment frameworks that address “creativity, collaboration, multimodal expressions, and metacognitive awareness” beyond linguistic accuracy. This observation reflects current recommendations in TMTBLT research for holistic assessment approaches (Đorđević, 2024; González-Lloret & Ziegler, 2021). The lack of a formal rubric in this exploratory study is an area for future research.

8. Pedagogical Implications

The findings of this study have several implications for elementary English education in technology-rich environments, particularly in Japan. First, the successful implementation of video-based TMTBLT demonstrates that the GIGA School Program's one-device-per-student initiative (MEXT, 2020) provides an infrastructure that can support meaningful language learning when combined with well-designed student-centered tasks. Teachers can leverage the widespread use of digital devices to create authentic communicative contexts that extend beyond traditional textbook-based instruction. This study suggests that technology integration should focus not only on adopting digital tools but also on designing tasks that harness the affordances of technology for creative expression, collaboration, and authentic communication.

Second, this study highlights the importance of carefully designed tasks that balance creative freedom with appropriate linguistic scaffolding. Teachers should provide students with choices regarding content and presentation, while ensuring that language demands remain within their developmental reach. The teacher's role shifts from that of the director of predetermined linguistic forms to that of a facilitator who provides responsive support calibrated to learners' emergent needs during authentic communicative activities, a shift consistent with TBLT principles (East, 2024). This facilitative stance requires teachers to exercise professional judgment to determine when to provide linguistic support and allow students to struggle productively with language challenges.

Third, the identified implementation challenges, such as uneven group pacing, time constraints, and equipment coordination, underscore the need for careful logistic planning. Schools implementing similar projects should allocate sufficient time not only for production, but also for reflection and revision, as these

metacognitive components are central to task-based learning. Establishing clear protocols for equipment sharing and providing technical support can reduce the burden on teachers. In contexts where device availability is limited, teachers may need to structure tasks with explicit time allocations for different groups, or employ staggered schedules that allow groups to access equipment sequentially.

Fourth, this study demonstrated the value of peer collaboration and feedback in elementary language learning contexts. Teachers can structure tasks to maximize opportunities for peer scaffolding and create platforms (such as Padlet or similar tools) for students to share and comment on each other's work. Even when international telecollaboration is not feasible due to scheduling, time zones, or institutional constraints, intragrade or interclass sharing can provide meaningful opportunities for audiences and feedback. The key is to ensure that peer feedback is structured and purposeful rather than perfunctory.

Finally, the findings suggest that assessments of technology-mediated tasks should extend beyond linguistic accuracy to include creativity, collaboration, multimodal expression, and metacognitive awareness. Teachers and curriculum developers may benefit from developing holistic rubrics that capture the full range of competencies demonstrated by video-based tasks, including visual design, technological proficiency, collaborative effectiveness, and reflective capacity. Such assessment frameworks should recognize that language learning in technology-mediated contexts involves not only linguistic development, but also the cultivation of digital literacy and 21st-century competencies.

9. Limitations and Future Directions

This study has several limitations that should be acknowledged when interpreting the findings. First, it involved a single public elementary school in Kanagawa Prefecture with 105 sixth-grade students, limiting its generalizability to other educational contexts, age groups, or proficiency levels. The cultural and institutional contexts of Japanese elementary education, including class size, lesson duration, curriculum constraints, and the recent implementation of the GIGA School Program, may differ substantially from other settings where TMTBLT is implemented. Therefore, the findings should be understood as context-specific rather than universally applicable principles.

Second, the exploratory nature of the study means that no formal assessment rubric was employed to evaluate students' linguistic development systematically. While the students' videos demonstrated the application of familiar language and the teacher observed improved confidence and expressiveness, the study could not provide quantitative measures of gains in fluency, accuracy, complexity, or other dimensions of linguistic competence. Future research should incorporate pre- and post-task assessments using validated instruments to document linguistic development more rigorously and determine whether motivational and engagement benefits translate into measurable language gains.

Third, the cancellation of planned telecollaboration with Australian students eliminated an important intercultural dimension from the study. The educational value of authentic cross-cultural communication through video exchange, including opportunities to develop intercultural competence, exposure to diverse English varieties, and meaningful communication with international peers, remains unexplored in this context. Future implementations should prioritize establishing reliable international partnerships with sufficient advanced planning, institutional support, and contingency arrangements to minimize scheduling conflicts and technical barriers.

Fourth, qualitative data analysis was conducted by a single researcher without formal interrater reliability measures. While strategies such as reflexive memoing, audit trails, and expert reviews have been employed to enhance trustworthiness, the absence of multiple coders represents a methodological limitation that may affect the credibility of the thematic interpretations. Future studies should incorporate collaborative coding procedures, member checking with participants, or other validation strategies to strengthen the trustworthiness of the qualitative findings.

Fifth, this study examines a single implementation of a video production task over a limited timeframe of several class sessions. The sustainability of motivation and engagement across multiple TMTBLT projects remains unknown, as does the question of whether repeated exposure to technology-mediated tasks leads to cumulative gains in language proficiency, digital literacy, and learner autonomy, or whether novelty effects diminish over time. Longitudinal research tracking students across multiple tasks and academic terms is required to address these questions.

Future research directions include: (1) comparative studies examining different task types (e.g., podcasts, digital stories, animations) and technologies within TMTBLT frameworks to identify which formats are most effective for specific learning objectives and learner populations; (2) longitudinal investigations tracking language development, motivation, and digital literacy over extended periods to determine long-term

effects; (3) research exploring how TMTBLT can be scaled and adapted across diverse cultural, linguistic, and institutional contexts, including under-resourced settings with limited technology access; (4) studies investigating teacher cognition, training needs, and professional development models for effective TMTBLT implementation, as teacher readiness emerged as a critical success factor; and (5) development and validation of assessment frameworks that capture the multimodal, collaborative, and creative dimensions of technology-mediated language performance while remaining practical for classroom use.

10. Conclusion

This exploratory study examined the integration of video production within a TMTBLT framework in a Japanese elementary English classroom. Employing a convergent mixed-methods design, this study analyzed data from 105 sixth-grade students and their English specialist teachers to understand how video creation tasks influence oral language use, motivation, and engagement.

The findings indicate that video-based TMTBLT can support learner motivation, creativity, and communicative competence while fostering the psychological needs of autonomy, relatedness, and competence, as conceptualized in the SDT. Students successfully applied familiar English expressions in meaningful multimodal contexts, demonstrating an emerging awareness of pronunciation, gesture use, and collaborative strategies. Their overwhelmingly positive perceptions of the task—emphasizing enjoyment of creative production, engagement through collaboration, and a productive orientation toward linguistic challenge suggest that technology-mediated tasks can transform language practice from obligation to an intrinsically motivating activity when designed to support learner agency and authentic communication.

The teachers' reflections highlighted both the pedagogical value of the approach and the practical challenges of implementation, including uneven group pacing, time constraints, equipment coordination, and the need to balance students' creative ambitions with linguistic appropriateness. These challenges underscore the importance of careful task design, logistical planning, and ongoing professional teacher development for the successful implementation of TMTBLT in elementary contexts. The cancellation of planned international telecollaboration revealed the fragility of cross-cultural exchange initiatives, yet adaptive strategies, such as in-class peer feedback, demonstrated resilience in maintaining meaningful interactions.

From a theoretical perspective, this study contributes to the growing scholarship on how TMTBLT can facilitate not only language development but also digital literacy, collaboration, creativity, and metacognitive awareness—competencies increasingly recognized as essential for 21st-century learners. The convergence of the quantitative and qualitative data provides robust evidence that video production tasks aligned with SDT principles can simultaneously address multiple dimensions of language learning, including linguistic development, motivational engagement, social-emotional growth, and technological competence.

Pedagogically, this study offers insights into implementing TMTBLT in Japanese elementary education, a context that remains underrepresented in the literature despite recent policy initiatives promoting ICT integration in foreign language instruction through the GIGA School Program. The findings suggest that the infrastructure provided by one-device-per-student initiatives can support meaningful language learning when combined with theoretically grounded and carefully designed tasks that prioritize authentic communication and learner agency.

Practically, this study presents a replicable instructional model for TMTBLT video production that can be adapted by teachers in similar elementary EFL contexts. The five-stage sequence—task introduction, collaborative planning, rehearsal, filming and editing, and presentation with reflection—provides a concrete framework that balances structure with flexibility, allowing teachers to adapt the model to specific institutional constraints and learner characteristics.

While this exploratory investigation has limitations in scope, generalizability, and assessment rigor, it demonstrates that creative, learner-centered, technology-mediated tasks hold strong potential for enriching young learners' language learning experiences. With appropriate scaffolding, thoughtful logistical planning, sustained support for teachers' professional development, and assessment frameworks that recognize the multimodal nature of technology-mediated performance, TMTBLT can foster engaging, meaningful, and contextually relevant English education at the elementary level. Future research employing longitudinal designs, comparative analyses, validated assessment instruments, and diverse cultural contexts will further illuminate how technology-mediated task-based approaches can simultaneously nurture young learners' motivation, communicative competence, and autonomy in an increasingly digital educational landscape.

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