

Enhancing EFL Academic Writing Through Video-Based Summarization Tasks: Evidence From Non-English Major Undergraduates

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Abstract

Academic summary writing remains a demanding skill for many non-English-major students because it requires learners to understand source content, identify main ideas, organize information, and reformulate meaning in a coherent written form. This study investigated the use of video-based summarization tasks to enhance academic summary writing among Indonesian EFL undergraduates from non-English departments. Employing a quasi-experimental mixed-methods design, the study involved 50 second-semester students from the Faculty of Social and Political Sciences at an Indonesian university. The students were divided into an experimental group, which completed video-based summarization tasks, and a control group, which completed text-based summarization tasks. Students' summaries were assessed using an analytic rubric covering coherence, paragraph organization, lexical resource, grammatical accuracy, and task fulfilment. The findings showed that the experimental group achieved greater improvement than the control group in coherence, paragraph organization, lexical resource, and task fulfilment, while grammatical accuracy did not improve significantly. Questionnaire and interview data further indicated that video-based tasks increased students' motivation, vocabulary development, structural awareness, and writing confidence. These findings suggest that story-based video materials can provide useful contextual and emotional support for EFL learners in academic summary writing.

Keywords: EFL Academic Summary Writing; Video-Based Summarization; Task-Based Language Teaching; Multimodal Learning; Learner Engagement

INTRODUCTION

Academic writing is an essential skill in higher education because it enables students to organize ideas, communicate knowledge, and participate in academic discourse. In English as a foreign language (EFL) contexts, however, academic writing remains challenging for many learners, particularly students from non-English departments who often receive limited formal instruction in English academic writing. These students commonly encounter difficulties in organizing ideas, maintaining coherence, using appropriate vocabulary, and applying grammar accurately. Such difficulties become more visible in academic summary writing because learners are required not only to understand source content but also to identify main ideas, condense information, and reformulate meaning in their own words (Cumming et al., 2016; Ellis et al., 2019; Wingate & Harper, 2021).

Academic summary writing is not merely a shortened version of a source text. It is a complex cognitive and linguistic activity that requires students to select important information, delete irrelevant details, combine related ideas, and reconstruct source meaning concisely and

coherently. For EFL learners, this process can be demanding because it requires both comprehension and written production. Previous studies on summarization have shown that summary writing involves higher-level cognitive operations, including selection, generalization, integration, and reformulation of information (Brown & Day, 1983; Hidi & Anderson, 1986; Kintsch, 1988). Therefore, summarization can help students develop important writing components, including coherence, paragraph organization, lexical resource, grammatical accuracy, and task fulfilment. In many EFL classrooms, writing instruction still tends to emphasize grammatical accuracy and sentence-level correctness. Although grammar is important, writing instruction that focuses mainly on form may not provide sufficient opportunities for students to develop ideas, organize information, and produce meaningful written texts. As a result, students may be able to construct acceptable sentences but still struggle to produce coherent academic summaries. This condition indicates the need for engaging and task-oriented approaches that help students process information and transform it into structured written output (Ellis et al., 2019; Wingate & Harper, 2021).

Task-Based Language Teaching (TBLT) offers a relevant framework for writing instruction because it emphasizes meaningful tasks that require learners to use language to achieve a specific goal. In academic summary writing, students are required to understand input, select important information, organize ideas, and produce a concise written text. Therefore, summarization can be viewed as a task-based writing activity because it requires learners to complete a meaningful communicative task rather than merely practice isolated language forms. Through task-based summarization, students are encouraged to process input actively and produce written output for a clear purpose (Ellis et al., 2019; Johnson et al., 1998). In addition to task-based instruction, multimodal learning has become increasingly important in language education. Video materials provide visual, auditory, contextual, and narrative support that may help students understand content before writing. Compared with text-only materials, videos can help learners recognize characters, settings, problems, solutions, and moral values more clearly. For non-English-major students, such contextual support may reduce difficulty in generating ideas and organizing information. The use of video is also supported by dual coding and multimedia learning perspectives, which suggest that learning can be strengthened when verbal and visual information are processed together (Clark & Paivio, 1991; Meyer, 2006).

Story-based and real-life videos may also increase students' emotional engagement because they present relatable situations, conflicts, and values. Emotional engagement is important because students do not process information only cognitively; they also respond affectively to meaningful content. When students are emotionally engaged with learning materials, they may become more motivated to write, more confident in expressing ideas, and more willing to participate in classroom tasks (Immordino-yang & Damasio, 2007; Zeng, 2021). This is relevant to video-based summarization because students are asked not only to summarize events but also to understand the meaning of the story and express it in writing.

Recent studies further strengthen the relevance of video-based and multimodal approaches in EFL writing instruction. Sawaki et al. (2024) showed that technology-mediated feedback can support EFL students' summary writing, particularly in main idea representation and paraphrasing. In relation to multimodal and video-supported writing, Ajabshir (2024) found that digital storytelling improved EFL learners' writing performance and multidimensional engagement, while Peng et al. (2024) demonstrated that digital storytelling tasks shaped learners' behavioural, cognitive, affective, and social engagement in writing development. Similarly, Yu and Zhang (2026) argued that digital multimodal composition has become an important direction in second language writing pedagogy. Abbas et al. (2025) also highlighted YouTube's

accessibility, multimodal content, and capacity to support real-life language learning. More recent evidence further indicates that multimodal writing interventions and video-based digital platforms can enhance writing performance, confidence, creativity, and learner engagement (Anggreni & Patmasari, 2026; Gecikli & Çeşme, 2025).

Previous studies have examined academic writing, task-based instruction, summarization, video-based learning, and multimodal writing. Research on video-mediated and multimodal writing suggests that multimodal input can support learners in connecting, organizing, and transforming information into written output. However, many existing studies have focused on listening, speaking, vocabulary learning, digital multimodal composition, technology-mediated feedback, or general writing performance. Fewer studies have specifically examined how video-based summarization tasks support academic summary writing, particularly among non-English-major EFL undergraduat.

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The novelty of the present study lies in its specific focus on video-based summarization as a task-oriented strategy for improving academic summary writing among Indonesian non-English-major EFL undergraduates. Unlike previous studies that generally investigate multimodal writing, digital storytelling, or video-mediated language learning, this study directly compares video-based summarization tasks with traditional text-based summarization tasks and examines their effects on specific components of academic summary writing, namely coherence, paragraph organization, lexical resource, grammatical accuracy, and task fulfilment. In addition, the study contributes by integrating quantitative evidence of writing improvement with students' qualitative perceptions of motivation, vocabulary development, structural awareness, and writing confidence. Therefore, this study offers a more focused understanding of how story-based video input can support both the cognitive and affective dimensions of academic summary writing in an EFL higher education context

Based on this gap, the present study aims to investigate the effectiveness of video-based summarization tasks in improving academic summary writing performance among Indonesian EFL undergraduates from non-English departments. Specifically, the study compares students who complete video-based summarization tasks with those who complete traditional text-based summarization tasks. It also explores students' perceptions of video-based tasks in relation to motivation, vocabulary development, structural awareness, and writing confidence. In line with the aim of the study, this research is guided by three main questions. First, it seeks to determine the extent to which video-based summarization tasks improve the academic summary writing performance of Indonesian non-English-major EFL undergraduates. Second, it examines which components of academic summary writing show the greatest improvement after students engage in video-based summarization tasks. Third, it explores how students perceive the use of

video-based summarization tasks in relation to their motivation, vocabulary development, structural awareness, and writing confidence.

METHOD

This study employed a quasi-experimental mixed-methods design to examine the effectiveness of video-based summarization tasks in improving academic summary writing performance among Indonesian EFL undergraduates. A pre-test and post-test control group design was used because the study compared students' writing performance before and after the instructional treatment. The mixed-methods approach was applied to combine quantitative data from writing tests with qualitative data from questionnaires and interviews, allowing the study to examine both students' writing improvement and their learning experiences (Cohen et al., 2009; Creswell & Creswell, 2018).

The participants were 50 second-semester undergraduate students enrolled in a compulsory English course at a university in Indonesia. They were 19 to 20 years old and came from the Faculty of Social and Political Sciences. All participants were non-English-major students with intermediate English proficiency. They were divided into two intact classes consisting of 25 students in the experimental group and 25 students in the control group. Before the treatment, both groups showed similar English proficiency, as indicated by their comparable pre-test performance. The use of intact classes was appropriate because random assignment was not feasible in the natural classroom setting (Cohen et al., 2009).

The instructional treatment was conducted over four weeks, consisting of a pre-test, three instructional sessions, and a post-test. Each instructional session lasted approximately 90 minutes. The experimental group completed video-based summarization tasks using short story-based or real-life videos. In each session, students watched the video three times. The first viewing was used for general understanding, the second viewing for individual note-taking, and the third viewing for checking comprehension before writing. After watching, students wrote an academic summary individually using their own words. The control group completed traditional text-based summarization tasks. Students in this group read short written passages, identified the main ideas and supporting details, and wrote individual summaries. Both groups received similar writing instructions, but they differed in the mode of input: video input for the experimental group and written text input for the control group.

Students' academic summary writing performance was assessed using an analytic scoring rubric adapted from second language writing assessment principles. The rubric covered five components: coherence, paragraph organization, lexical resource, grammatical accuracy, and task fulfilment. Each component was rated on a five-point scale ranging from very limited performance to strong performance. Two experienced English instructors assessed the students' summaries independently to strengthen scoring reliability. Any scoring differences were discussed until agreement was reached. Analytic scoring was used because it allows researchers to evaluate specific dimensions of writing performance rather than relying only on a holistic score (Weige, 2009)

Three instruments were used to collect the data: writing tests, a questionnaire, and semi-structured interviews. The pre-test and post-test were used to measure students' academic summary writing performance before and after the treatment. The questionnaire was administered to the experimental group to identify students' perceptions of video-based

summarization tasks, particularly in relation to motivation, vocabulary development, structural awareness, and writing confidence. Semi-structured interviews were conducted with ten selected students from the experimental group to obtain deeper information about their learning experiences. Questionnaires and interviews are useful in mixed-methods educational research because they capture learners' attitudes, perceptions, and experiences (Creswell & Creswell, 2018; Dörnyei, 2007).

The quantitative data from the writing tests were analyzed using descriptive statistics and t-tests. Mean scores and standard deviations were used to describe students' performance, while paired-samples and independent-samples t-tests were used to examine improvement within and between groups. The qualitative data from questionnaires and interviews were analyzed thematically by identifying recurring patterns in students' responses. The emerging themes were then used to explain and support the quantitative findings. Ethical considerations were also observed. Students were informed about the purpose of the study, their participation was voluntary, and their identities were kept confidential.

RESULTS AND DISCUSSION

Results

Students' Academic Summary Writing Performance

The results of the pre-test and post-test showed that students in the experimental group demonstrated greater improvement than those in the control group. The experimental group, which completed video-based summarization tasks, showed improvement in four writing components: coherence, paragraph organization, lexical resource, and task fulfilment. However, improvement in grammatical accuracy was not statistically significant. The control group, which completed text-based summarization tasks, also showed improvement, but the gains were smaller and did not reach statistical significance.

Table 1. Comparison of Pre-test and Post-test Scores of Experimental and Control Groups

Component	Group	Pre-test Mean (SD)	Post-test Mean (SD)	Mean Gain	Sig.
Coherence	Experimental	2.48 (0.63)	3.88 (0.71)	+1.40	0.001**
	Control	2.52 (0.59)	2.92 (0.65)	+0.40	0.061
Paragraph Organization	Experimental	2.56 (0.58)	3.72 (0.60)	+1.16	0.001**
	Control	2.61 (0.61)	3.02 (0.67)	+0.41	0.072
Lexical Resource	Experimental	2.44 (0.66)	3.56 (0.63)	+1.12	0.027*
	Control	2.50 (0.63)	2.94 (0.64)	+0.44	0.089
Grammatical Accuracy	Experimental	2.32 (0.60)	2.90 (0.71)	+0.58	0.086
	Control	2.39 (0.58)	2.74 (0.68)	+0.35	0.121
Task Fulfilment	Experimental	2.41 (0.57)	3.69 (0.66)	+1.28	0.014*
	Control	2.48 (0.60)	2.96 (0.69)	+0.48	0.095

Note. * $p < .05$, ** $p < .01$.

The largest improvement was found in coherence, with a mean gain of +1.40 in the experimental group. This indicates that students became better able to organize ideas logically and connect information in their summaries. Paragraph organization also improved substantially, suggesting that the video-based tasks helped students understand the sequence of events and arrange ideas more clearly. These findings support the view that multimodal input can help learners build a clearer mental representation of content before writing. Videos provide visual and auditory cues that may help students identify characters, problems, causes, solutions, and moral values more easily than text-only input (Clark & Paivio, 1991; Meyer, 2006).

The improvement in lexical resource suggests that video-based summarization tasks supported students' vocabulary development. Through videos, students encountered words and expressions in meaningful contexts. This may have helped them use more appropriate vocabulary in their summaries. The qualitative data also supported this result, as several students reported that they learned new vocabulary from the videos and used it in their writing. This finding is consistent with previous studies indicating that multimodal input can support language learning by connecting verbal information with visual and contextual cues (Machili et al., 2020; Xie et al., 2021).

Task fulfilment also improved significantly in the experimental group. This means that students became more successful in completing the summary-writing task by including the main points, problem, solution, and conclusion of the story. The three-stage viewing procedure may have contributed to this improvement. The first viewing helped students gain general understanding, the second supported note-taking, and the third allowed them to check comprehension before writing. This procedure reflects task-based learning because students were required to process input and produce a meaningful written outcome (Ellis et al., 2019). However, grammatical accuracy did not show statistically significant improvement. Although the experimental group gained +0.58, the result was not significant. This suggests that video-based summarization tasks may be more effective in supporting discourse-level writing skills, such as coherence, organization, vocabulary use, and task fulfilment, than sentence-level grammatical accuracy. Grammar development may require longer instructional time, explicit feedback, and more focused grammar practice. Therefore, video-based summarization should be combined with form-focused instruction when the goal is to improve grammatical accuracy.

Students' Perceptions of Video-Based Summarization Tasks

To support the writing test results, a questionnaire was administered to the students in the experimental group. The questionnaire focused on students' motivation, vocabulary development, writing confidence, and structural awareness.

Table 2. Students' Perceptions of Video-Based Summarization Tasks

Survey Item	Agreement Rate
The videos increased my interest and engagement	90%
I learned new vocabulary from the videos	85%
I felt more confident in academic summary writing	80%
The videos helped me understand writing structure more clearly	75%

The survey results show that most students responded positively to the video-based summarization tasks. Ninety percent of students reported that the videos increased their interest

and engagement. This suggests that story-based videos made the writing activity more meaningful and enjoyable. Since the videos presented real-life situations, characters, and conflicts, students were able to connect emotionally with the content before writing. Emotional engagement is important in learning because it can influence students' attention, motivation, and willingness to participate in classroom tasks ((Immordino-yang & Damasio, 2007; Zeng, 2021).

The survey also showed that 85% of students learned new vocabulary from the videos. This supports the quantitative finding that the experimental group improved in lexical resource. Because vocabulary appeared in context, students could understand how words were used in relation to actions, situations, and meanings. This contextual support may have made vocabulary learning more accessible for non-English-major students. In addition, 80% of students reported that they felt more confident in writing summaries after learning through videos. This suggests that video input reduced students' difficulty in generating ideas. Instead of beginning with an abstract writing prompt, students had concrete content to summarize. The videos helped them understand what happened, who was involved, why the problem occurred, and how the problem was solved. This made the writing task clearer and more manageable. Furthermore, 75% of students stated that videos helped them understand writing structure more clearly. This finding is important because summary writing requires students to organize information logically. The narrative structure of the videos may have helped students recognize the beginning, problem, development, resolution, and moral value of the story. As a result, they were able to transfer this structure into their written summaries.

Qualitative Findings from Interviews

The interview data provided deeper insight into students' experiences during the intervention. Four main themes emerged from the interviews: emotional engagement, vocabulary enrichment, improved structural awareness, and increased writing confidence.

First, students reported that the videos helped them feel more connected to the story. One student stated, "*The videos made me feel something, so I knew what to write.*" This response suggests that emotional engagement helped students generate ideas. When students understood and felt the meaning of the story, they found it easier to express their ideas in writing.

Second, students explained that the videos helped them learn vocabulary. One student said, "*I used new vocabulary I heard in the video in my writing.*" This comment supports the survey result and the improvement in lexical resource. The video context helped students connect vocabulary with actions, emotions, and situations.

Third, students stated that the videos helped them organize their summaries. One student explained, "*After watching the video, I knew how to start my summary.*" Another student said, "*It was easier to understand the topic when I saw it in a video.*" These responses indicate that video input gave students a clearer structure for writing. By watching the story unfold visually, students could identify the main events and organize them in a logical order.

Finally, students perceived the video-based tasks as more meaningful than traditional writing exercises. One participant commented, "*I enjoyed the video activity because it felt like real communication.*" This finding supports the task-based nature of the intervention. The students were not only practicing grammar or writing sentences; they were using language to communicate the meaning of a story.

Discussion

Overall, the findings indicate that video-based summarization tasks can support academic summary writing development among non-English-major EFL students. The significant improvements in coherence, paragraph organization, lexical resource, and task fulfilment suggest that videos provide useful contextual support for writing. By combining visual, auditory, and narrative information, video materials help students understand content before transforming it into written summaries. The findings also show that video-based summarization tasks support both cognitive and affective aspects of learning. Cognitively, videos help students understand the sequence of events, identify main ideas, and organize information. Affectively, videos increase students' interest, confidence, and willingness to write. This combination is important because EFL writing difficulties are not only linguistic but also motivational. Students may struggle to write not only because they lack grammar or vocabulary, but also because they do not know what to say or how to begin.

Nevertheless, the limited improvement in grammatical accuracy shows that video-based summarization tasks are not sufficient for all aspects of writing development. While videos can support comprehension, organization, vocabulary, and task completion, grammar accuracy may require more explicit instruction and corrective feedback. Therefore, teachers should combine video-based summarization with focused grammar support to help students improve both discourse-level and sentence-level writing skills.

These findings highlight the novelty of the present study by showing that video-based summarization tasks are especially effective in strengthening discourse-level dimensions of academic summary writing, namely coherence, paragraph organization, lexical resource, and task fulfilment. Unlike previous studies that generally report the benefits of video or multimodal materials for language learning, this study identifies which specific components of academic summary writing are most supported by video-based summarization tasks. The finding that grammatical accuracy did not improve significantly also adds an important contribution, as it suggests that video-based input alone is insufficient for sentence-level accuracy and should be combined with explicit grammar instruction. Thus, the study offers a more precise understanding of the pedagogical value and limitation of video-based summarization in EFL academic writing instruction.

The present findings are also supported by recent research on multimodal and technology-enhanced writing instruction. Digital storytelling and multimodal writing activities have been shown to strengthen learners' writing performance, engagement, confidence, and affective connection with learning materials (Ajabshir, 2024; Gecikli & Çeşme, 2025; Peng et al., 2024). The improvement in students' coherence and task fulfilment in this study is consistent with Sawaki et al. (2024) who emphasized the importance of main idea representation and paraphrasing in summary writing. In addition, the positive student responses to video-based tasks align with recent studies showing that YouTube, TikTok videos, and digital multimodal composition can create meaningful, contextual, and engaging language-learning experiences (Abbas et al., 2025; Anggreni & Patmasari, 2026; Yu & Zhang, 2026).

CONCLUSION

This study investigated the effectiveness of video-based summarization tasks in improving academic summary writing performance among Indonesian non-English-major EFL undergraduates. The findings showed that students in the experimental group achieved greater improvement than those in the control group, particularly in coherence, paragraph organization,

lexical resource, and task fulfilment. This indicates that video-based input helped students understand content more clearly, organize ideas more logically, use vocabulary more appropriately, and complete the summary-writing task more effectively. The findings also showed that video-based summarization tasks supported students' motivation, vocabulary development, structural awareness, and writing confidence. The use of story-based or real-life videos provided contextual and emotional support that helped students generate ideas, understand the sequence of events, and express meaning in their own words. However, grammatical accuracy did not improve significantly, suggesting that video-based summarization tasks are more effective in developing discourse-level writing skills than sentence-level grammatical accuracy. Therefore, video-based summarization can be considered a practical and engaging strategy for teaching academic summary writing in EFL higher education contexts, especially for non-English-major students. English lecturers are encouraged to integrate short story-based or real-life videos into summary-writing instruction, guide students through staged viewing and note-taking activities, and combine the tasks with explicit grammar instruction and corrective feedback. Future researchers may conduct similar studies with larger samples, longer intervention periods, and different academic writing genres, such as argumentative essays, response papers, and reflective writing.

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