MAKING VIDEO CLIPS IN AN EFL SPEAKING COURSE: A CASE STUDY

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Abstract: Video is a familiar tool for Generation Z students, and it is increasingly becoming a trendy, dominant means of communication. Creating video clips in a language class seems to be one of the interesting techniques that can give students more opportunities to practice their target language. This study, therefore, focused on investigating students' perceptions of video-making and the usefulness of creating video clips in an EFL speaking course by employing qualitative and quantitative research methods. Data were collected from a questionnaire to 89 students with closed-ended and open-ended items, semi-structured interviews, and teacher journals. Quantitative data were analyzed through descriptive statistics, whereas qualitative data were analyzed through content analysis. The results of this research showed that making video clips brought many benefits to students particularly in their speaking skills, language competence and knowledge, self-awareness, social communication skills and teamwork, and internet and technical skills. The findings also suggested that video clips could be a great medium to enhance students' speaking performances and may be applied for a wider scope with similar contexts.

Keywords: Video clips; speaking course, EFL learner, active learning

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1. Introduction

According to Decision No. 1400/QD-TTg (2008), the goal of foreign language learning and teaching in Vietnam by 2020 (extended to 2025) is most Vietnamese graduates of colleges and universities enable to "independently and confidently communicate, study, and work in a multilingual and multicultural environment of integration".Speaking is a significant skill that helps students communicate more effectively; and it is obvious that to develop speaking ability, students have to speak frequently. Nevertheless, it is also evident that mastering speaking skills in classroom conditions is a difficult task for both teachers and learners. Aleksandrzak (2011) claimed that this challenge mostly arises from the nature and deficient speaking chances in the classroom in contrast to the wide range of natural oral communication styles and genres. According to Al-Abri (2008), one of the obstacles to enhancing students' speaking skills is inadequate speaking activities in the teaching curriculum.

Teaching speaking in the context of Vietnam presents unique challenges that require careful consideration. Huynh (2020) identified several influential factors that affect Vietnamese students' speaking development, including the use of traditional instructional methods, limited engaging classroom activities, a scarcity of opportunities for speaking practice outside the classroom, fear of making mistakes, and a lack of confidence when speaking in front of the class. Moreover, Phan (2017) and Quyen et al. (2018) highlighted the difficulties faced by English majors, such as the absence of a supportive English-speaking environment and limited extracurricular activities for practicing English.

Providing opportunities and creating an atmosphere that motivates students to use more target language is a challenging task (Anida & Patmasari, 2018). Regular and well-organized speakingpractice is an enormously critical factor to promote speaking abilitiesand can have a remarkable influence on learners' interlanguage development (Aleksandrzak, 2011). Digital Age has changed the whole world

from people, economy, science, culture, to education. Technology has dominated our life, ways of communication, and educational methodology as well. Generation Z students have grown up along with the explosion of technology from homes to schools; therefore, they utilize technology not only as a tool but also as a means of gaining knowledge, sharing information, expressing ideas and interests, or creating new things (Isaacs et al., 2020).

A study from Pearson (Pearson, 2018) states that about 60% of Gen Z participants selected videos on YouTube as their favorite learning tools. Videos are often used as a resource of L2 input that can provide a speaking model, present grammar, listen to the contents, or read subtitles to help students understand the target language and culture (Afifah & Lestari, 2019; Bajrami & Ismaili, 2016; Gardner, 1994; Moore, 2006; Muslem et al., 2017). However, another creative and active application, producing video clips and assessing them as an L2 learning outcome is still not paid attention enough (Morgan, 2013; Nikitina, 2010). Young students are spontaneously fascinated by lively images; they have a huge demand for watching and creating video clips (Norton & Hathaway, 2010; Siegle, 2009). Furthermore, video-making projects are now more comfortable and efficient for students and more feasible for teachers to conduct than ever as a result of the availability of modern smartphones and the latest apps (Morgan, 2013). Creating videos provides more opportunities for students to reach educational objectives, intercommunication, self-learning from informal situations, etc. (Aksel & Gürman-Kahraman, 2014).

2. Literature Review

2.1. Video clips in teaching and learning

A video clip is defined as "a short video, often part of a longer recording, that can be used on a website" in the Macmillan Dictionary (n.d). Each day, 3.7 million new videos are posted on YouTube for various purposes (Hayes, 2023). Numerous group assignments from

language courses are uploaded to YouTube with the primary objective for language learning (Godwin-Jones, 2007).

Video clips serve as a powerful tool for enhancing the teaching and learning a language. They offer a wide array of visual and auditory of a elements that encompass images, sounds, words, figures, and more. Videos provide an invaluable resource by presenting real-life contexts, realistic speaking models, and opportunities for authentic listening practice. Additionally, they expose learners to language structures, functions, spoken language, and audio experiences (Richards & Renadya, 2002).

According to Canning-Wilson (2000), video is a combination of audio-visual elements to express ideas or convey messages by describing settings, using verbal and non-verbal signals, and showing paralinguistic language features. Utilizing video clips as a teaching tool can serve as a stimulating technique that actively engages students in the language learning process (Richards & Renadya, 2002). When students are involved in creating their own videos, they become dynamic participants who incorporate their ideas, knowledge, language skills, and technology expertise into their projects (Nikitina, 2010). This active involvement in video creation brings numerous benefits to students.

2.2. Benefits of making video clips in language learning process

Creating video clips gives students more opportunities to practice their target language and improve their language competence and knowledge (Nikitina, 2010; Siegle, 2009; Tochon, 2001). One of the powerful keys of creating videos is that it is an interesting technique that increases students' motivation and engagement to speak fluently (Anida & Patmasari, 2018; Bravo et al., 2011; Jany, 2015; Morgan, 2013; Richards & Renadya, 2002). Students tend to use more target language in video projects, activate background knowledge, and enhance other skills. According to Morgan (2013), making video clips stimulates the students' development of multimodal literacy skills.

During the process of producing videos, students have to search, read, summarize, and synthesize information; therefore, their language skills, general knowledge, vocabulary, and expressions are reviewed and improved (Canning-Wilson, 2000; Nikitina, 2010). Moreover, creating their own dialogues or stories, writing the scripts and editing them, practicing, and filming again and again to have the best videos will enhance their ability and consciousness towards speaking skills (Riyanto, 2020). Anida & Patmasari (2018) state that re-watching the videos helps students improve their expressions, gestures, and body language and assess their own abilities and their friends' ones.

Video production also increases students' self-awareness. Anida & Patmasari (2018) and Riyanto (2020) claim that when students shoot a video and replay it, they can recognize their mistakes and learn from these mistakes. Furthermore, they can identify their strengths and weaknesses during the video production. Tochon (2001) found out that making video clips as a group work activity helps students considerably increase their self-awareness, boost their self-learning ability, and reflect their own learning. In addition, standing in front of the camera and learning to interact with other people also develop their confidence, which is a significant component in their learning process (Tochon, 2001).

Video-making process improves non-language skills such as psychological, social skills, and teamwork skills (Tochon, 2001). Brewster & Girard (2004) and Jany (2015) stated that video projects enhance students' communication skills, interaction, and cooperation. It is a great opportunity to work and be close with their friends. When they work in teams, they receive intensive interaction and great support from group's members. Anida & Patmasari (2018) and Riyanto (2020) supplemented a variety of skills students have learned during video-making projects. They learn how to collaborate with others, listen and understand their partners, be tolerant, build up the unity among the friends, deal with problems, set up and manage the group plans and time, etc.

In addition, video creation allows students to get familiar with technology and develop their computer, internet, and technical skills (Morgan, 2013; Riyanto, 2020; Tochon, 2001). Using technology to produce video clips enhances the students' understanding of media and changes their role from passive users to active producers (Jany, 2015; Tochon, 2001), which allows them to create innovative and thought-provoking products to raise their voices for educational or personal purposes (Tochon, 2001). Video production requires students to have knowledge of computer and internet skills involving how to use software to film a video, insert pieces of music or pictures, utilize sound and image effects, edit the videos for perfect performance (Riyanto, 2020). Moreover, they learn to ask for copyright permission and post their videos on YouTube without copyright violation (Morgan, 2013).

In summary, it can be seen that video-making activity is an enjoyable technique that can be applied effectively to promote not only students' language competence but also other soft skills.

2.3. Previous studies

Numerous studies have examined the use of video clips in speaking courses, investigating their impact on teaching and learning speaking skills (Lestari & Afifah, 2019; Muslem et al., 2017). These studies have consistently shown that incorporating video clips enhances students' speaking performance. Additionally, research has explored the effects of video creation on learners' speaking ability. Riyanto (2020) employed action research using three instruments including questionnaires, class observation, and video reviews to identify the advantages of integrating video production in a speaking class of 29 first-year students. The result showed that students benefited from making videos regarding social, language and literary, psychological, and technical aspects. Anida and Patmasari (2018) used a descriptive method to identify the students' beliefs about video creation to engage 25 third-year students in speaking and found that

making videos was exciting and motivated students to use English and improve their speaking skills. Another research from Amira and Amri (2022) was to examine the speaking ability of 19 English major students through short drama projects which were recorded and posted on YouTube in an online class during COVID-19 pandemic. The students' proficiency was analyzed in terms of pronunciation, structure, vocabulary, fluency, and comprehension. The finding revealed that the students' level was rather good, but grammar and fluency had a great impact on their speaking development.

Despite the existing body of research, the current study recognizes the importance of understanding students' perceptions of video creation and the benefits of creating video clips, using different research instruments and larger samples. The findings of this study can motivate students to utilize English more frequently outside the classroom and raise awareness of video creation activities in speaking classes, as well as other academic settings, to enhance students' language skills.

3. Methodology

To work out the answers to the aforementioned research question, the study used a mixed methods approach, the integration of both quantitative and qualitative data in a research study, which provides "a more completeunderstanding of a research problem" (Creswell, 2014, p.4).

3.1. Settings & Participants

This research was conducted at the Faculty of ForeignLanguages and Technical Education, Nong Lam University - Ho Chi Minh City. The subjects were 89 English majors, 71.9% female and 28.1% male, and were selected by convenience sampling method. More than half of them (57.3%) came from the countryside and small towns. 64% of the students did not learn English speaking skills at high schools, and 68.5% did not learn speaking themselves or have private lessons with

tutors. The majority of the participants (96.6%) were sophomores, who were learning a 15-week speaking course as a compulsory subject in their training curriculum. They were asked to create one video individually in the sixth week and one in groups of 4-6 students in the twelfth week of their course. The requirements for the videos, the rubric for evaluation, and the schedule of these video projects were presented in the course outline and clearly explained to all students at the beginning of the course, and were sent to their emails through Google Classroom. The students formed their groups, planned their projects, produced their videos, and posted them on YouTube before the deadline. After that, they watched their friends' videos and gave comments. These videos were evaluated as their assignments with criteria in a detailed rubric including students' speaking skills, content and organization of the videos, quality of the final products, teamwork, and timeliness. The teacher played the role of an instructor, supporter, and advisor to help students overcome their problems and difficulties.

3.2. Research instruments

In this research, instruments used to collect the data included survey questionnaires to 89 students, semi-structured interviews with 9 participants, and teacher journals. The questionnaire was designed with close-ended and open-ended items to get students' personal information, their perceptions of making video clips in a speaking course, and the benefits of creating videos. The interviews were carried out to obtain more in-depth information. Both questionnaires and interviews were implemented in Vietnamese to make sure that the students could understand clearly and express their own ideas easily. Data from interviews and close-ended items in the questionnaire were transcribed and translated into English then. In addition, teacher journals were used as an "auto-regulation and self-reflexive" tool (Wiegerová, 2013, p. 237). Teacher journals help the researcher

monitor the procedure she followed in the course, find out the detailed topics that interest students, and investigate students' difficulties during the video-making process; all are kept as personal diaries that can help the researcher get more experiences and have better instructions for the next courses.

3.3. Research question

What are the perceptions of English major students at Nong Lam University - Ho Chi Minh City to the benefits of video creation in an EFL speaking course?

3.4. Data Collection & Analysis

First, the questionnaire was sent to 89 English major students after they finished their speaking course through Google form and received all within 6 days. Then, the interviews were employed online via Zoom with the voluntary participation of 9 students and were recorded by recording software. Each interview took about 15-20 minutes, and the interviewees were labeled from S1 to S9.

Quantitative method was mainly used in coding and processing the data from the questionnaire with close-ended items and analyzed through descriptive statistics. Qualitative data is mainly collected from the questionnaire with open-ended items and semi-structured interviews and analyzed through content analysis to support the findings of the study. Raw data were collected and categorized after being read thoroughly, and then were grouped into themes. Finally, these themes were interpreted to draw a conclusion.

4. Results and Discussion

4.1. Students' self-assessment of their speaking competence

Figure1 shows the results of students' answers to their self-assessment of their speaking ability. 53.9% of the informants thought

their English speaking competence was at average level; 29.2% said their speaking was not good; and especially 3.4% ranked their speaking skills at "not very good" level. The results indicate that the students should improve their language speaking competence.

Figure 1: Students' self-assessment of their speaking competence
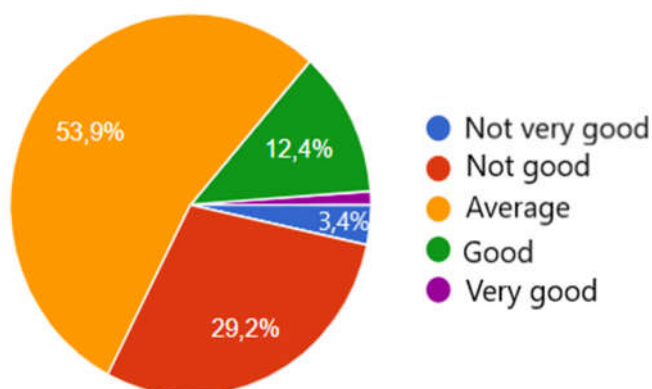
4.2. Students' self-studying of speaking skills

As shown in Figure 2, when asked how much they study speaking skills at home by themselves or with tutors, 11.2% of the participants said they did not learn speaking outside the classroom; 19.1% admitted they self-studied speaking little; and 31.5% checked "very little". The total percentage of students who did not spend enough time to self-study speaking skills was 61.8. It is a considerable number that makes the teachers think of the activities which promote students to speak more. In addition, regarding the allotment of credit learning, the University Academic Training Regulations require students to learn one period in class and two periods at home for an in-class credit. This speaking course was a three-credit one; therefore, students need to learn 45 periods in class and 90 periods at home. That is the reason why they should be encouraged to do more activities outside class to improve their speaking skills and other skills.

Figure 2: Students' self-studying of speaking skills
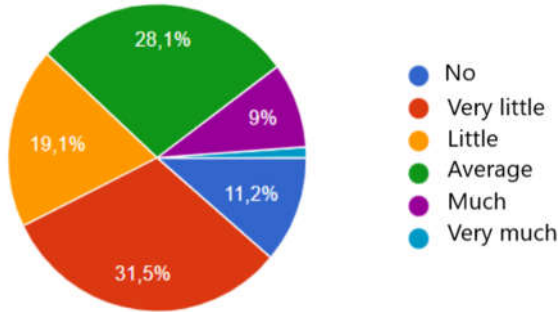
4.3. Frequency of students' video production

As can be seen in Figure3, of all the respondents, nearly half (47.2%) had never created a video before this course; and 39.3% made videos only once or twice. It means a great number of students (86.5%) did not have many opportunities to use video-making technology in their learning. Ghavifekr and Rosdy (2015) (as cited in Anida & Patmasari, 2018) proved that teaching and learning activities with the involvement of modern technology are more successful and enjoyable than traditional ones.

Figure 3: Frequency of students' video production before the course
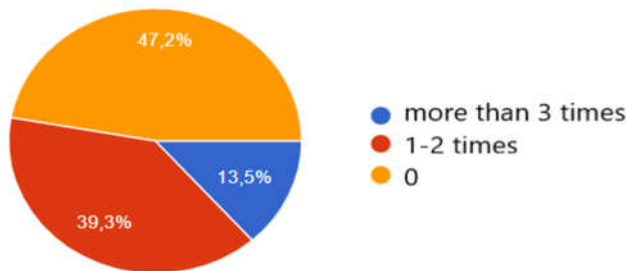

4.4. Students' perceptions of the usefulness of video creation in speaking courses

The results in Figure4 show that the students had a positive attitude toward the usefulness of video creation in speaking courses.

52.8% of the participants greatly acknowledged the benefits of making videos. In fact, video projects can engage students to speak English more and improve their confidence and creativity (Anida & Patmasari, 2018; Richards & Renadya, 2002).

Figure 4: Students' perceptions of the usefulness of video creation
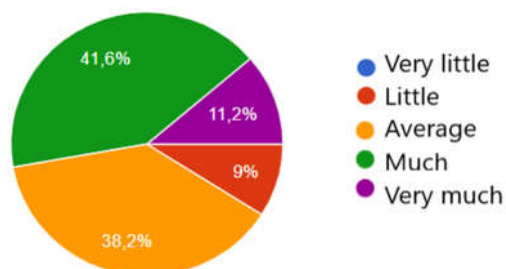
4.5. The benefits of making videos on language competence

The results regarding the benefits of making videos on language competence and knowledge are summarized in Table 1.

Table 1: The benefits of making videos on language competence

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Give chances to speak English more	1.1	4.5	19.1	33.7	41.6
Motivate to speak English and speak fluently	0	3.4	15.7	31.5	49.4
Practice speaking skills (eg. information-giving, persuasion, role-play)	0	2.2	14.6	40.4	42.7
Improve body language, facial expressions, gestures	0	1.1	15.7	36	47.2
Get more general knowledge	0	1.1	14.6	27	57.3

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Have more vocabulary	0	2.2	19.1	27	51.7
Increase other skills (writing, reading, listening)	0	0	13.5	37.1	49.4
Self-assess your own speaking skills	0	2.2	12.4	34.8	50.6
Assess your friends' speaking skills	0	4.5	22.5	36	37.1
Be a fun and exciting way to learn English	1.1	6.7	20.2	37.1	34.8

The results show that the highest proportion of participants strongly agreed to create video clips is beneficial to their language ability and knowledge. They significantly assured that video projects gave them opportunities to use English more frequently (41.6%), motivated them to speak English and practice speaking more fluently (49.4%), used many different kinds of speaking skills such as information-giving skills, persuasion skills, or role-play skills (42.7%), improved their body language, facial expressions, and gestures (47.2%). Some students reported in the interviews as follows,

"I am a little bit lazy. If teachers do not give me homework, I will not do anything. When you ask us to do this project, I have to do it. I have to be more studious. So, I expect the teachers to give us more activities to practice English." (S2)

"My speaking skills improved a lot because when I made the video with my team, I had to speak English." (S9)

"I spent a lot of time practicing before recording my video because I want to have a fluent speech." (S1)

"I look funny and my body language is not good in some of the first recordings. So, I noted what gestures I should improve to be

better; and I recorded the video again and again until I felt satisfied." (S8)

More than half of students agreed that video-making built up their source of vocabulary (51.7) and enriched their general and background knowledge (57.3%). The majority of respondents (86.5%) did affirm that video production helped them increase their speaking skills and reading, writing, and listening skills. 50.6% strongly believed they could assess their speaking when replaying their videos, whereas 37.1% were confident they could assess their friends' speaking skills. This assessment also supports their friends' progress, as S7 described.

"Two members in my group speak English not very well. They learn by heart, and they speak as they are reading the script. We show them how to speak more naturally, and after that, they have improved their talks a lot." (S5)

A remarkable number of informants (71.9%) checked "*strongly agree*" and "*agree*" for the item "*it is a fun and interesting way to learn English*". A student expressed her excitement:

"I really like the course which involves such kind of activity. It's very funny, useful, and practical." (S5)

A great deal of students recognized the importance of videos in enhancing their language ability.

4.6. The benefits of making videos on self-awareness

Data collected for the usefulness of video making on students' awareness are presented in Table 2. Two benefits of awareness that received the most significant agreement from students were that video production increased the awareness of their speaking (59.6%) and helped them identify their weaknesses (51.7%). 39.3% of them absolutely accepted that video-making increases consciousness

towards their self-learning. Anida & Patmasari (2018, p.286) claim that creating videos helps students be aware of "their weakness and their mistakes" and create "self-learning and self-evaluation for the students".

In addition, the students strongly agreed that they could realize their weaknesses (51.7%) and their strengths (38.2 %), and discover something new about themselves (33.7%) during video projects. All 9 interviewees said they could identify their strengths and shortcomings. As some reported,

> *"I recognize I have some abilities which I want to develop. I never thought I could be a team leader; but after this project, I think I can." (S7)*

> *"I find I can master a new technology tool very fast, so I am thinking of being a YouTuber or an influencer in the future." (S1)*

> *"One of my weaknesses is that I usually dominate my friends in group discussion. I want my friends to use my ideas in the video because I think my ideas are interesting." (S2)*

Table 2: The benefits of making videos on self-awareness

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Increase awareness of self-study	2.2	1.1	21.3	36	39.3
Increase awareness of your own speaking	0	1.1	11.2	28.1	59.6
Discover some new things about yourself	1.1	9	29.2	27	33.7
Identify your strengths	1.1	4.5	36	20.2	38.2
Identify your weaknesses	0	1.1	13.5	33.7	51.7

4.7. The benefits of making videos on psychological skills, social skills, and teamwork

Table 3 shows the results of students' opinions regarding the benefits of non-language skills such as psychological skills, social skills, and teamwork. 41.6% said that creating videos with their friends greatly supported their communication skills, and 36% agreed with this option. 67.5% of all informants agreed (including 37.1% strongly agreed) that when they worked in groups, they also boost their cooperation skills. Furthermore, many students indicated that they could strengthen their teamwork skills (69.7%) and increase their time management skills (71.9%) such as planning, scheduling time to meet, or assigning tasks for all members.

All interviewees showed their strong agreement that creating a video brings many benefits concerning communication skills. They said their communication skills significantly improved when they did the project. They emphasized that they learned the ways to give comments but not offend their friends, or talk to them gently but effectively. As S5 and S7 shared,

> *"I find that giving feedback harshly often brings unexpected results. I used to make this mistake at first, but then I changed the way to give comments. I talk more gently and I find it more effective." (S5)*

> *"At first, I usually push my team to do the tasks quickly, and my friends are very stressed. Then, I learn to encourage them; I find that everything goes better." (S7)*

The results align with previous research (Huang, 2021; Nikitina, 2010; Riyanto, 2020) in which video projects in speaking courses enhance linguistic and non-linguistic skills. The fact that students participate in a video project and work in teams with their friends gives them more significant opportunities to increase collaborative learning, social communication, and digital skills (Huang, 2021).

Table 3: The benefits of making videos on psychological skills, social skills, and teamwork

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Improve your communication skills	0	3.4	19.1	36	41.6
Boost your cooperation skills	1.1	2.2	29.2	30.3	37.1
Strengthen your teamwork skills	1.1	4.5	24.7	33.7	36
Increase your time management skills (planning, scheduling, assigning tasks)	0	3.4	24.7	30.3	41.6

4.8. The benefits of making videos on the computer, the internet, and technical skills

As in Table 4, many participants reported that they knew more technical knowledge and skills when they made videos. More than fifty percent of students admitted video-making projects brought them many technical benefits. They strongly agreed they knew more computer software to shoot a film (51.7%), increased their internet and computer skills (53.9%), edited and made an attractive video with sound and image effects (58.4%), created and posted a video on YouTube without copyright violation (55.1%). Posting videos on YouTube helps students share their achievements and learn from others in different groups. One student said:

"When I make my video, I think it is good. But after watching my friends' clips, I find they are much better and more interesting than mine; and I learn a lot from their videos." (S8)

The interview results also show that all students learned many technical skills, knew some helpful software to make videos, and produced exciting videos with subtitles, sounds, music, images, etc.

Table 4: The benefits of making videos on the computer, the internet, and technical skills

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Increase your internet and computer skills	0	0	19.1	27	53.9
Know more software	0	4.5	12.4	31.5	51.7
Edit and make an interesting video (sounds, images)	0	1.1	12.4	28.1	58.4
Create and post a video on YouTube without copyright violation	3.4	1.1	7.9	32.6	55.1

4.9. Other benefits of making videos

Results from open-ended items in the questionnaire and students' interviews add some more benefits to video production. Firstly, the participants felt more confident to speak English since they had time to practice speaking at home or in front of the mirrors before recording. When they re-watched the videos, they could recognize incorrect spoken expressions or wrong pronunciation. They corrected and recorded their videos again, so they felt more confident in comparison to talking directly to their friends. Secondly, they realized they could do the tasks more effectively than they thought. Before filming the videos, they did not think they could make such beautiful videos, but after video projects, they found out they did much better than expected. Thirdly, some of them thought creating videos would be very useful for their jobs in the future. They said media and telecommunication companies usually ask job applicants to submit resumes with an attached video to introduce themselves or show their

strengths. Hence after these projects, they had more experience in making professional and impressive videos. Lastly, creating videos gives them chances to express their personalities creatively. They said they were eager to make videos for personal purposes or memorable moments.

5. Conclusion and Recommendations

5.1. Conclusion

The research findings demonstrate the numerous benefits of video creation in speaking courses. Firstly, it provides more opportunities for students to practice the target language. Students are more confident, motivated, and engaged in speaking English. They also get more general knowledge and develop new vocabulary through video production. Moreover, they improve their body language and gestures when they watch and shoot the videos many times. Secondly, concerning self-awareness, students can identify their strengths and weaknesses and be aware of their speaking ability and self-learning. Thirdly, students improve their communication skills, interaction, and collaboration when they make videos with their friends. In particular, they learn how to listen, share, and behave in a friendly manner with group members and how to give comments or suggest ideas to support their friends. Lastly, they get tremendous knowledge and skills about technology utilization after finishing the task.

Many students have a positive attitude towards making video clips in this speaking course; however, they need more time to self-study speaking skills and more chances to learn outside the classroom. Taking this into account, some following recommendations should be considered and applied.

5.2. Recommendations

Students should harness the power of technology for self-study, such as creating and sharing video clips on platforms like Facebook or

YouTube. By sharing their videos, they can receive feedback from viewers and improve their language skills. Integrating technology in language learning provides a fresh and practical approach, enabling self-study beyond the classroom (Anida & Patmasari, 2018). Additionally, students should actively seek opportunities to practice speaking English outside the classroom, such as participating in group work with their peers, joining English-speaking clubs, or engaging in conversations with foreigners.

On the other hand, teachers play a crucial role in enhancing their teaching methodology. They should recognize that incorporating engaging activities is key to fostering student engagement in language learning. The integration of video projects in speaking classes has proven to be beneficial for students' language and non-language skills (Riyanto, 2020). When designing video-making tasks, teachers should anticipate potential challenges students may face and provide guidance and support accordingly. Furthermore, teachers should provide feedback to encourage students, highlighting their strengths and helping them address areas for improvement.

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