SOCIAL ACTOR BEHIND CAMERA: VIDEO PRODUCTION, SPEAKING ANXIETY AND SELF-EFFICACY

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Abstract. This study investigates the impact of iterative digital video production on foreign language speaking anxiety and self-efficacy among A2-level learners of Turkish in Uzbekistan. The theoretical framework is grounded in the Affective Filter Hypothesis, Foreign Language Classroom Anxiety Theory, and Self-Efficacy Theory. Utilizing a convergent parallel mixed-methods design, the study was conducted with 50 students in Samarkand. Data were collected via an analytical rubric, a learner experience survey, and open-ended interview forms, and analyzed using descriptive statistics and content analysis. Results indicate that iterative video production significantly reduced speaking anxiety, boosted confidence in fluent language use, and normalized making linguistic errors. The opportunity to re-record videos created a safe learning environment, enabling learners to perceive themselves not just as passive language learners, but as active "social agents" and "cultural ambassadors". Consequently, the systematic integration of asynchronous, iterative digital tasks into foreign language curricula is recommended.

Keywords: Foreign Language Speaking Anxiety, Self-Efficacy, Iterative Digital Video Production, Social Agent, Teaching Turkish as a Foreign Language, Uzbekistan.

Аннотация. В данном исследовании изучается влияние итеративного создания цифровых видеороликов на тревожность при устном изучении иностранного языка и самоэффективность среди изучающих турецкий язык на уровне А2 в Узбекистане. Теоретическая основа исследования базируется на гипотезе аффективного фильтра, теории тревожности в классе иностранного языка и теории самоэффективности. В исследовании, проведенном с использованием конвергентного параллельного смешанного метода, приняли участие 50 студентов из Самарканда. Данные были собраны с помощью аналитической рубрики, опросника об опыте учащихся и открытых интервью, а анализ проводился с использованием описательной статистики и контент-анализа. Результаты показывают, что итеративное создание видеороликов значительно снизило тревожность при устном изучении, повысило уверенность в беглом использовании языка и нормализовало совершение языковых ошибок. Возможность перезаписывать видео создала безопасную учебную среду, позволив учащимся воспринимать себя не просто как пассивных изучающих язык, а как активных «социальных агентов» и «культурных послов». Следовательно, рекомендуется систематическая интеграция асинхронных, итеративных цифровых заданий в учебные программы по иностранным языкам.

Ключевые слова: Тревога при разговорной практике на иностранном языке, Самоэффективность, Итеративное создание цифровых видеороликов, Социальный агент, Преподавание турецкого языка как иностранного, Узбекистан.

Annotatsiya. Ushbu tadqiqot O'zbekistonda turk tilini A2 darajasida o'rganayotganlar orasida chet tilida so'zlashish xavotiri va o'ziga ishonchga takroriy raqamli video ishlab chiqarishning ta'sirini o'rganadi. Nazariy asos Affektiv Filtr Gipotezasi, Chet tili Sinfidagi xavotir nazariyasi va O'ziga ishonch nazariyasiga asoslangan. Konvergent parallel aralash usullar dizaynidan foydalangan holda, tadqiqot Samarqanddagi 50 talaba bilan o'tkazildi. Ma'lumotlar analitik rubrika, o'rganuvchi tajribasi so'rovnomasi va ochiq intervyu shakllari orqali to'plandi va tavsifiy statistika va kontent tahlili yordamida tahlil qilindi. Natijalar shuni ko'rsatadiki, takroriy video ishlab chiqarish nutq xavotirini sezilarli darajada kamaytirdi, ravon tildan foydalanishga ishonchni oshirdi va lingvistik xatolarga yo'l qo'yishni normallashtirdi. Videolarni qayta yozib olish imkoniyati xavfsiz o'quv muhitini yaratdi, bu o'quvchilarga o'zlarini nafaqat passiv til o'rganuvchilar, balki faol "ijtimoiy agentlar" va "madaniy elchilar" sifatida qabul qilish imkonini berdi. Natijada, asinxron, takroriy raqamli vazifalarni chet tili o'quv dasturiga tizimli ravishda integratsiya qilish tavsiya etiladi. Kalit so'zlar: Chet tilida gapirish xavotiri, O'ziga ishonch, Takroriy raqamli video ishlab chiqarish, Ijtimoiy agent, Turk tilini chet tili sifatida o'qitish, O'zbekiston.

INTRODUCTION. In recent years, the integration of digital technologies into educational environments has radically reshaped classroom dynamics and pedagogical roles in foreign language teaching. This transformation has elevated technology beyond a passive medium for presenting lesson materials, creating interactive spaces where learners actively navigate their cognitive and affective language acquisition processes. Uzbekistan, currently executing comprehensive digitalization reforms across its educational system, seeks to incorporate these innovative methodologies into language curricula to align with international standards. However, the mere presence of digital tools does not automatically dismantle the psychological barriers learners face. Instead, technological capabilities must be paired with thoughtful pedagogical designs tailored to address students' affective needs.

Communicative competence remains a primary benchmark of foreign language proficiency. Yet, many learners experience severe apprehension during oral production due to fear of making errors, peer pressure, and negative evaluation. Recognized in the literature as Foreign Language Speaking Anxiety (FLSA), this condition restricts active participation, undermines self-efficacy, and ultimately hinders language acquisition. While Krashen's Affective Filter Hypothesis posits that heightened anxiety blocks language input, Horwitz et al. demonstrate that spontaneous classroom speaking tasks often exacerbate affective strain. Furthermore, Bandura’s Self-Efficacy Theory underscores that a learner's belief in their ability to accomplish a task is pivotal to sustained learning effort. Creating psychologically safe learning environments that mitigate speaking anxiety and normalize linguistic errors as natural steps in learning is therefore crucial.

Iterative digital video production—a process-oriented model—alleviates this affective burden by allowing learners to record, review, evaluate, and re-record their performances at their own pace. This asynchronous, self-regulated setup transforms the fear of making mistakes into a practice of cognitive rehearsal and continuous refinement. Although research on digital tasks is growing, empirical studies examining the impact of iterative video production on speaking anxiety and self-efficacy specifically within the Uzbekistani context of teaching Turkish as a foreign language remain scarce.

The distinct contribution of this study lies in addressing iterative video production not merely as a technological assignment, but as a holistic pedagogical framework that lowers anxiety barriers, strengthens self-efficacy, and empowers learners as active "social agents" communicating in the target language. Accordingly, this study employs a mixed-methods design to investigate the impact of iterative digital video production on FLSA and self-efficacy among A2-level learners of Turkish in Uzbekistan. To achieve this objective, the following research questions were addressed:

1. How does the iterative digital video production process affect learners' foreign language speaking anxiety?
2. What impact does this process have on learners' self-efficacy beliefs and their positioning as social agents?
3. What are the learners' overall experiences and perceptions regarding the instructional value of iterative digital video production?

THEORETICAL FRAMEWORK. Foreign language acquisition is not merely a cognitive process of decoding grammatical structures; it is intimately bound to the learner’s affective state. Among the most potent affective variables constraining oral production is Foreign Language Speaking Anxiety (FLSA). Conceptualized by Horwitz, Horwitz, and Cope (1986) as a situation-specific phenomenon, FLSA stems from apprehension over linguistic errors, fear of public embarrassment, and negative evaluation. Spontaneous, unprompted speaking demands in traditional classrooms often trigger defensiveness, reducing students' willingness to take communicative risks. Krashen’s (1982) Affective Filter Hypothesis posits that heightened anxiety, low motivation, and compromised self-confidence construct a psychological barrier. When this filter is high, target language input—regardless of its quality—fails to reach the Language Acquisition Device (LAD). Conversely, in safe environments where errors are normalized as intrinsic steps of learning, the affective filter drops, enabling input processing and facilitating speech output.

Lowering affective barriers directly enhances learner agency and self-efficacy. Rooted in Bandura’s (1977) Social Cognitive Theory, self-efficacy denotes an individual’s internal belief in their capacity to execute specific tasks. While learners with high self-efficacy perceive linguistic hurdles as challenges to overcome, low self-efficacy coupled with speaking anxiety pushes students into communicative withdrawal. Bandura identifies "mastery experiences" as the primary source of self-efficacy. Thus, instructional designs that absorb speaking anxiety and provide controlled success experiences simultaneously elevate learners' self-efficacy beliefs.

Integrating digital technologies into language pedagogy enables asynchronous task designs that scaffolding self-efficacy while mitigating affective barriers. The focal point of this study—iterative digital video production—refers to a cyclic process wherein learners record, review, self-evaluate, revise, and re-record their oral performances until achieving a finalized product. This iterative structure eliminates the immediate, irreversible pressure of traditional classroom speech. Each re-recording serves as a cognitive rehearsal, activating self-regulation as students evaluate their own performance. Consequently, errors transition from indicators of failure into manageable opportunities for improvement.

This framework aligns seamlessly with the Action-Oriented Approach highlighted in the CEFR Companion Volume (Council of Europe, 2020). Here, the learner is viewed not as a passive recipient of knowledge, but as an active "social agent" carrying out purposeful tasks within societal and digital ecosystems. Asynchronous video tasks transform the target language from a artificial classroom exercise into a functional tool for real-world self-expression. Grounded in Attwell's (2007) Personal Learning Environment (PLE) framework, granting learners full control over their production process reinforces task ownership. In summary, this theoretical matrix posits that iterative video production lowers speaking anxiety, fosters self-efficacy through mastery experiences, and empowers learners as active social agents communicating in the target language.

METHODOLOGY. Research Design

This study employed a convergent parallel mixed-methods design to investigate the impact of iterative digital video production on foreign language speaking anxiety (FLSA) and self-efficacy among A2-level learners of Turkish. Quantitative and qualitative data were collected concurrently, analyzed independently, and subsequently integrated during interpretation. This design enabled a comprehensive triangulation of the pedagogical intervention, validating its affective and communicative outcomes through both numerical metrics and qualitative student perspectives.

Participants

The study group comprised 50 A2-level learners of Turkish in Samarkand, Uzbekistan, during the spring semester of the 2025–2026 academic year. Criterion sampling, a purposeful sampling method, was utilized. Selection criteria included: (a) enrollment in an official A2-level Turkish language program in Samarkand, and (b) basic digital literacy required to operate video recording and editing applications. Participation was strictly voluntary, and absolute data confidentiality was assured.

Iterative Digital Video Production Process

Unlike conventional single-take speaking tasks, the iterative digital video production framework adopted a cyclic structure encompassing planning, draft recording, reviewing, self-evaluation, revision, and re-recording. This structure allowed learners to observe their own performance, recognize linguistic gaps, and normalize errors as natural steps in learning. Participants produced individual 2-to-5-minute digital videos within their Personal Learning Environments (PLE). To ensure contextual relevance, tasks were centered around three thematic options: *My Turkish Journey*, *A Day in Samarkand*, and *Two States One Nation*. Students retained full autonomy to re-record and edit their videos until final submission, fostering self-paced learning without affective pressure.

Data Collection Instruments

Three distinct instruments were employed to ensure data triangulation and internal validity. Student video assignments were assessed using a 5-point Analytic Rubrik covering four criteria: *linguistic accuracy*, *presentation*, *content quality*, and *technological competence*. Additionally, a Learner Experience Survey featuring Likert-scale items and an open-ended Interview Form were administered to capture the affective, motivational, and social agency dimensions of the process.

Table1. Digital Task Evaluation Criteria (Analytical Rubric)

Evaluation Criteria	Criterion Description	Score (1-5)
Linguistic Accuracy	Accuracy of grammatical structures, vocabulary choice, and pronunciation in the target language.	
Presentation and Interaction	Speaking fluency, use of body language, oratory skills and the digital connection established with the audience.	
Content Quality	Suitability of digital content to the chosen topic, originality and quality of cultural transfer for the target audience.	

Technological Competence	Image and sound quality, digital editing (montage) skills and effective use of multimodal tools.	

Student Experience Survey

We administered a survey comprising seven Likert-scale items and one open-ended question to measure students' motivation, self-confidence, and social interaction. The open-ended question specifically examined the impact of the video recording process on anxiety, error perception, and self-regulation skills.

Table2. Student Experience Survey Structure and Item Distribution

Item No	Measured Dimension	Covered Themes	No. of Items	Response Scale
1 - 4	Affective Domain	Language learning motivation, speaking confidence and anxiety management.	4	5-point Likert*
5 - 7	Socio-Cultural Domain	Cultural ambassadorship, social agency, and functional language use.	3	5-point Likert*
8	Student Opinion	Individual views, suggestions, and experiences regarding the process.	1	Open-ended
Total			8	
(*) 5-Point Likert Scale: 1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree (**) Question 8 was formulated as: 'How did the video production process as a Cultural Ambassador make you feel? Please share your experiences and suggestions.'				

Scoring and Reliability To ensure objectivity, the videos produced by students were evaluated using an analytical rubric by two independent experts in the field of Teaching Turkish as a Foreign Language (TTFL). To establish inter-rater reliability, their scores were compared, and minor discrepancies were reviewed item-by-item and resolved through consensus to reach final scores.

Data Analysis

- Quantitative Data: Rubric scores and survey responses were analyzed using descriptive statistics, including frequency (f), percentage (%), mean (M), and standard deviation (SD), and presented in tables.
- Qualitative Data: Content analysis was applied to the open-ended responses. The data were digitized and coded line-by-line; themes were then structured based on both the theoretical framework (Krashen, Horwitz, Bandura) and the inductive patterns emerging from the data itself. Key themes included *speaking anxiety*, *self-efficacy*, *transformation of error perception*, *self-regulation*, and *social agency*. Findings were supported and interpreted using direct, anonymized quotes from participants (e.g., S1, S2).

Ethical Considerations Scientific research and publication ethics were strictly followed throughout the study, and informed consent was obtained from all participants. To protect confidentiality, participant names were anonymized using coded identifiers (e.g., Student 1: S1, Student 2: S2).

4. FINDINGS

4.1. Quantitative Findings: Digital Task Performance

The videos prepared by students in their Personal Learning Environments (PLE) were evaluated with an analytical rubric by two expert instructors. Descriptive statistics regarding the evaluation results are presented in Table 3.

Table 3. Digital Task Evaluation Results (Analytical Rubric)

Assessment Criteria	Min. Score	Max. Score	Mean (M)
Linguistic Accuracy	3.0	5.0	3.68
Presentation and Interaction	3.0	5.0	3.84
Content Quality	3.0	5.0	3.76

Technological Competence	3.0	5.0	3.56
GENERAL AVERAGE	3.0	5.0	3.71

All criteria exceeding the 3.50 threshold in the rubric demonstrates the overall success of the implementation. The highest performance was observed in "Presentation and Interaction" (M=3.84), indicating that asynchronous tasks effectively supported students' body language, voice control, and digital engagement. Conversely, the lowest mean score in "Technological Competence" (M=3.56) confirms that students prioritized linguistic and social roles over technical video editing.

Graph 1. Digital Task Evaluation Results (Visual Distribution)

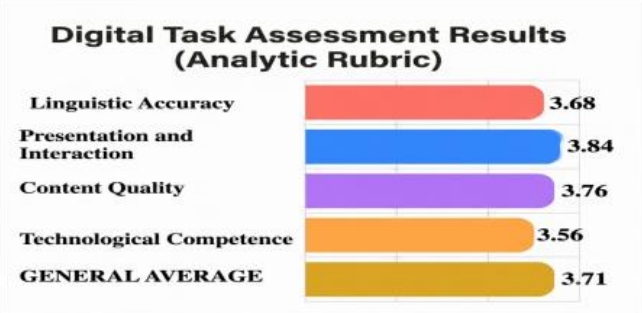


Figure 1 illustrates the distribution of rubric scores across criteria. The absence of sharp disparities among dimensions indicates that students performed consistently across all criteria. This confirms that iterative digital video tasks foster not only core language skills but also integrated communicative and content-creation competencies simultaneously.

4.2. Student Experience Survey Results

Following the implementation, the 7-item Likert-scale Student Experience Survey measured participants' affective (motivation, self-confidence, anxiety) and socio-cultural attitudes. The resulting frequency (f) and percentage (%) distributions are detailed in Table 4.

Table 4. Student Experience Survey Results

Item No	Item Content	Strongly Agree		Agree		Undecided		Total (f)
		f	%	f	%	f	%	
Q1	Preparing videos increased my motivation for Turkish.	42	%84	8	% 16	0	0%	50
Q2	Speaking Turkish to the camera reduced my in-class speaking anxiety.	29	%58	16	% 32	5	10%	50
Q3	My self-confidence in using Turkish fluently increased.	47	%94	3	% 6	0	0%	50
Q4	I learned new vocabulary and grammatical structures while preparing the script.	40	%80	10	% 20	0	0%	50
Q5	I felt like a "Social Agent" in the digital world while filming the videos.	34	%68	16	32%	0	0%	50
Q6	This task strengthened my role as a "Cultural Ambassador" between Uzbekistan and Türkiye.	45	%90	5	10%	0	0%	50
Q7	I used Turkish as a functional tool for real-world communication.	42	%84	8	% 16	0	0%	50

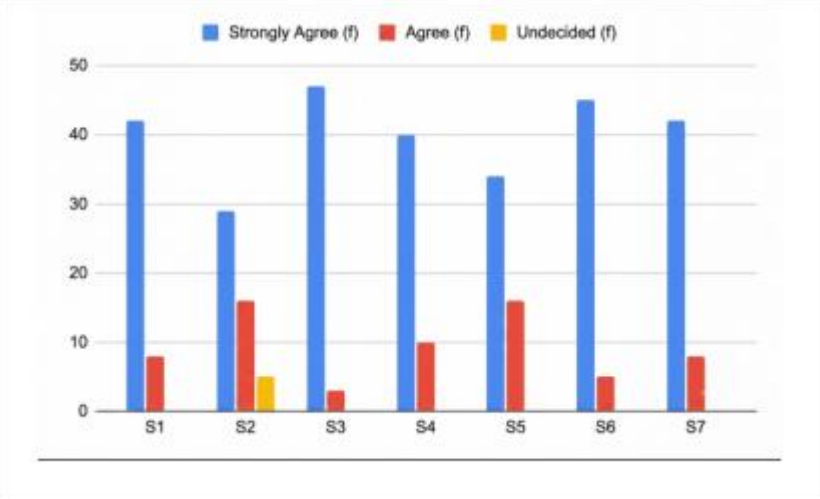
As shown in Table 4, responses were overwhelmingly concentrated in the "Strongly Agree" and "Agree" categories, reflecting a highly positive reception of the implementation.

A significant 94% of participants stated that video preparation boosted their self-confidence and self-efficacy in speaking fluent Turkish (Q3). Furthermore, 90% felt the task positioned them as active "cultural ambassadors" between Turkey and Uzbekistan (Q6). Motivationally, 84% noted that the process increased their motivation to learn Turkish (Q1) and allowed them to experience the language as a practical, real-life communication tool (Q7).

Conversely, item Q2—focusing on speaking anxiety—showed a slightly higher "Undecided" rate (10%), suggesting that asynchronous tasks could not completely eliminate deep-seated classroom speaking anxiety (Horwitz et al., 1986) for every student. Nevertheless, 90% of participants overall agreed that iterative asynchronous video creation was highly effective in mitigating speaking anxiety.

Additionally, 80% highlighted cognitive gains through vocabulary and structural acquisition during scriptwriting (Q4), while 68% viewed themselves as "social agents" rather than passive learners while generating digital content (Q5)

Graph 2. General distribution of data and categorical concentration



4.3. Qualitative Findings: Content Analysis

Content analysis of the open-ended items and interview forms revealed three main themes:

1. Self-Confidence Development and Anxiety Management: The opportunity to re-record was the primary factor in reducing anxiety. Framing errors as natural learning steps, students built confidence through self-paced home practice (S10: *"At first, I felt intense excitement and fear in front of the camera. However, being able to re-record the video by myself at home repeatedly was very helpful. I identified my mistakes, re-recorded the video, and my self-expression skills and self-confidence improved.")*

2. Identity Transformation as "Social Agents" and "Cultural Ambassadors": Functional language use shifted students from passive learners to active cultural representatives. Participants reported feeling empowered while showcasing Samarkand and bridging Uzbek-Turkish cultural connections (S13: *"Preparing a video as a cultural ambassador was not just an assignment for me; it became a vital mission. While explaining Samarkand and the brotherhood between the two states, I felt like a truly valuable and important person.")*

3. Cognitive Gains and Self-Regulation: Asynchronous video creation fostered autonomous learning. Awareness of a broader audience motivated students to use dictionaries, acquire vocabulary, and refine pronunciation during scriptwriting (S12: *"I thought about how the video would be watched by people in Türkiye, so I recorded it over and over again until I found the best, most flawless version. While writing the script, I looked up words in the dictionary, learned new vocabulary, and paid close attention to my pronunciation."*)

4. General Evaluation of Findings

Overall results demonstrate that iterative digital video creation optimizes communicative performance, lowers affective filters (Krashen, 1982), and strengthens self-efficacy. High scores in presentation skills (M = 3.84) alongside survey satisfaction empirically validate the value of digital task-based approaches in Teaching Turkish as a Foreign Language (TTFL).

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusions

- Lowering Affective Filters: 90% of participants reported reduced speaking anxiety. The option to record and revise videos repeatedly created a psychologically safe space, confirming Krashen's (1982) Affective Filter Hypothesis.
- Enhanced Self-Efficacy and Self-Regulation: 94% of students noted gains in speaking confidence. Each attempt fostered mastery experiences (Bandura, 1977) and self-regulation, reflected in a high overall mean performance (M = 3.71).
- Adoption of the "Social Agent" Role: All students identified as "Social Agents." Aligned with the Action-Oriented Approach (CoE, 2020), language transitioned from a classroom exercise to a functional communication tool.
- Linguistic vs. Technical Focus: Achieving the highest score in Presentation and Interaction (M = 3.84) and the lowest in Technological Competence (M = 3.56) confirms that students prioritized linguistic output over technical video editing.

5.2. Recommendations

1. Curriculum: Asynchronous, iterative video tasks should be systematically integrated into language curricula using contextual, intercultural themes (e.g., "A Day in Samarkand").
2. Pedagogy: Instructors should favor iterative scaffolding—allowing self-paced corrections—over single-instance grading. Short technical guides or peer-support groups should assist students facing technological or anxiety barriers.
3. Future Research: Future longitudinal studies should examine the effects of iterative video creation across higher proficiency levels (B1–C1) and investigate how peer feedback influences grammatical accuracy over time.

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