

Predictors of Learner Satisfaction in Video-Based ESP Assessment: A Factor-Analytic and Regression Study From Vietnam

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Abstract—This study employs exploratory factor analysis (EFA) and multiple regression analysis (MRA) to identify the key predictors of learner satisfaction with video-based assessment (VBA) in an English for Specific Purposes (ESP) context. Data were collected from 100 Public Relations students at a private university in Vietnam. Six constructs were examined: English skill gains, soft skill development, external motivation, internal motivation, perceived difficulties, and overall satisfaction. EFA confirmed the factorial validity of the instrument, while MRA revealed that only two factors exerted a statistically significant positive effect on satisfaction: soft skill improvement ($\beta = 0.322$, $p < .05$) and English language gains ($\beta = 0.295$, $p < .05$). Contrary to expectation, perceived difficulties and both motivational constructs showed no significant predictive effect. These findings suggest that skill acquisition — rather than motivational orientation or contextual challenge — is the primary driver of satisfaction in technology-mediated language assessment. Implications for ESP course design and digital assessment practice are discussed.

Index Terms—video-based assessment, ESP, learner satisfaction, skill development

I. INTRODUCTION

Digital media and technology have fundamentally reshaped how language educators design assessments and how learners engage with them. Among the most prominent of these shifts is the growing adoption of video-based assignments (VBA) in ESP classrooms, where learners move from passive observers of content to active producers of meaning. Yet despite a substantial body of evidence documenting the benefits of video production for language development, relatively little is known about which specific factors predict learner satisfaction with VBA as a form of summative assessment — particularly in the Vietnamese ESP context.

From an assessment design perspective, the potential of video-based tasks to engage learners in authentic, multi-modal production has been well documented. Yang and Yeh (2021) demonstrated that EFL learners who created promotional YouTube videos developed not only target language skills but also the capacity to articulate and represent meaning through digital media — a competency increasingly valued in professional ESP contexts such as Public Relations. Crucially, their findings highlight that the assessment value of such tasks lies not merely in linguistic output but in the integrated cognitive and creative demands placed on learners, suggesting that satisfaction with video-based assessment may be tied to the perceived richness of the learning process rather than task completion alone.

Naqvi and Al-Mahrooqi (2016) investigated how digital video projects may be incorporated into Middle Eastern EFL classes and showed how they could improve students' communication abilities and subskills. In a similar vein, Hafner (2014) promoted the inclusion of digital literacies in language instruction, highlighting the transformative power of multimodal ensembles in language learning—such as student-produced documentaries about science.

Sastre et al. (2022) carried out a thorough literature analysis that clarified the different ways that digital technologies support collaborative creativity in language learning. Their conclusions emphasized how important technology is for promoting co-creative language learning experiences and giving students the tools they need to succeed in an increasingly interconnected society.

Yeh et al. (2020) investigated how video production affected the writing abilities of EFL students. While video-making projects are frequently used to support language learning, their impact on writing abilities has not been well studied. During an 18-week investigation involving 57 EFL students, researchers examined how different types of video production could enhance writing skills. Data collection methods included reflective essays and pre- and post-writing assessments. The results indicated improvements in students' creative utilization of different modes of expression, alongside enhanced self-regulation and awareness of diverse perspectives and contexts.

Video assignments were also proven not only to improve language abilities but also to provide a platform for students to grow in terms of their personal competencies and skills. Student-produced instructional videos have been shown to support independent learning, collaborative teaching, and technical communication skills (Abidi et al., 2022).

Digital video production assignments have also been demonstrated to inspire students to be more self-regulated as they work to improve their pronunciation, vocabulary, and grammar. According to Mahardika et al. (2021), undergraduate

English learners have positive opinions about how video production affects language acquisition, emphasizing how it promotes motivation, self-assurance, and independent learning.

Brega and Kruglyakova (2025) developed and experimentally validated a pedagogical framework integrating ESP language competences (reception, mediation, production, and interaction) with five digital competence areas drawn from the DigComp 2.2 framework in the context of video podcast creation. Their experimental study with third-year non-linguistic ESP students demonstrated a statistically significant improvement in digital competence levels following structured video podcast training ($\chi^2 = 9.386$, $p = .025$). Crucially, the study found that video production tasks simultaneously developed both linguistic and digital skills, with the largest competence gains observed in communication and collaboration and digital content creation — areas that closely correspond to the soft skill gains identified in the present study's regression model.

Nevertheless, there are obstacles to implementing video-based assignments, such as time constraints and technological limitations. Although Maryani and Aguskin (2023) acknowledged the advantages of independent learning, they also recognized technical preparation and time management as major obstacles that students faced when working on collaborative video projects.

Cheng (2025) investigated the challenges encountered by ESP college students when composing video resumes as a digital multimodal composing task. Drawing on post-task interviews with eight fourth-year students and an analysis of 42 video productions, the study identified four primary difficulties: negotiating professional identity projection within time constraints, coordinating multiple communication modes, overcoming technical obstacles in video editing, and regulating verbal and non-verbal communication skills. Notably, even digitally competent students demonstrated limited readiness for multimodal text-generation, suggesting that familiarity with technology as consumers does not automatically translate into proficiency as digital producers. These findings resonate with those of the present study, where technical difficulties and skill-related challenges were among the factors examined in relation to student satisfaction with video-based assessment in ESP contexts.

Dal (2012) discussed the integration of digital video technology in language teaching, highlighting the importance of providing students with chances to develop 21st-century skills and adapt to emerging literacies. The study focused on how, especially in the context of task-based language learning, digital video technology empowers students to interact meaningfully with media, content, and language proficiency.

Students' preferences for speaking exercises in online ESP lessons were investigated by Odotu and Khoiriyah (2023). Their study found that students preferred a variety of online activities, such as video-based projects, online chores and exams, and video-conference discussions. Particularly popular were discussion activities conducted through websites like Zoom and Google Meet, which provided advantages including enhanced speaking, inventiveness, and vocabulary.

Kew et al. (2022) looked into how digital video production assignments could improve the pedagogical performance of English language learners in virtual settings. Their study demonstrated how digital video production can help with information acquisition and enhance students' ability to communicate in English, even in online classes where there are no in-person contacts.

Aksel and Gürman-Kahraman (2014) examined the impact of video project assignments (VBAs) on learning a foreign language. Students from Uludağ University in Turkey participated in their study, which examined the ways in which VBAs aided in the acquisition of English at various skill levels. The results, which were assessed quantitatively using questionnaires, emphasized the beneficial effects of VBAs on language acquisition procedures.

Aldukhayel (2021) investigated how teachers and EFL students felt about using vlogs in L2 listening instruction. The study, which included a sizable sample of instructors and university students, found that vlogs are well-liked and useful resources for enhancing vocabulary acquisition and listening comprehension in second language contexts.

In addition, Bobkina and Romero (2020) looked into how self-produced videos helped Spanish ESP engineering students improve their digital oracy. The study revealed that although some students felt frightened by the procedure, most students had positive opinions about how well video production enhanced their oracy skills. This shows that in addition to video production activities, it is important to build digital communication abilities.

The practice of using student-made videos as a means of creating meaning has also been explored in the context of collaborative learning by Anas (2019). The study demonstrated how video creation promoted active learning, vocabulary building, autonomous learning, and the development of technological skills in students through semi-structured interviews and analysis of student movies.

In the framework of Languages for Specific Purposes, Rodgers and Ni Dhonnchadha (2018) assessed the efficacy of utilizing digital video creation as a tool for teaching and learning. Their research, which involved undergraduate students, revealed that learners had favorable things to say about how well digital video creation helped them improve their language skills as well as their social and professional talents. The study did, however, provide a warning against assuming too much about students' digital competencies and emphasized the necessity of ongoing assistance and direction for the growth of digital literacy.

Lastly, according to Abdulrahman and Basalama (2019), EFL students' enthusiasm to study English vocabulary was greatly increased by working together on a collaborative film project. The investigation involved twenty-five students enrolled in a vocabulary-enhancement program, revealing their favorable perceptions of the project. Using camcorders and computer programs, students created a variety of collaborative videos that demonstrated their inventiveness and level

of engagement. According to the research, group video projects can improve engagement and motivation for learning English while also expanding vocabulary in an interactive classroom setting.

A recent systematic review by Al-Jarf (2026) synthesizing fifteen years of research (2010–2025) on instructional videos and podcasts in EFL and ESP contexts confirmed that video-based instruction consistently enhanced learners' comprehension, vocabulary development, pronunciation accuracy, and engagement with authentic language input across diverse skill areas. The review highlighted that the effectiveness of digital audio-visual materials depends not on technology itself but on structured pedagogical design — specifically the alignment between resource type and learning objectives, and the implementation of pre-, while-, and post-viewing task sequences. These principles are directly relevant to the design of the video-based assessment examined in the present study, which similarly required students to engage in structured production and reflection phases.

All of this research points to the many advantages of using student-made movies in the classroom, from improved pedagogical performance and language learning outcomes to higher levels of engagement and self-efficacy. They emphasize how crucial it is to use digital tools to design dynamic, captivating lessons that are appropriate for students in the twenty-first century.

In summary, there is a great deal of promise for how video-based projects might enhance language learning, advance cross-cultural awareness, and develop individual talents. In order to enable students to flourish in a globalized society, educators can design dynamic and captivating learning environments by utilizing digital technology and encouraging collaborative creativity.

Taken together, the literature establishes that VBA can enhance language proficiency, foster soft skills, and support digital literacy development. However, few studies have moved beyond descriptive or ANOVA-based approaches to examine which factors most strongly predict overall learner satisfaction. The present study addresses this gap by employing EFA and multiple regression to test the predictive weight of five constructs — language skills, soft skills, external motivation, internal motivation, and perceived difficulties — on satisfaction with VBA. Building on the exploratory findings reported in Tran et al. (2023), which used ANOVA to examine group-level differences in the same context, this study advances a regression-based model suited to quantifying individual-level predictors of satisfaction.

1. What are the primary factors influencing students' satisfaction with video-based assignments in language education, and how do improvements in English language skills and the development of soft skills contribute to this satisfaction?
2. Do external motivations, such as incentives or rewards, significantly impact students' satisfaction levels with video-based assignments, and how do internal motivations, such as personal interest or intrinsic motivation, influence this satisfaction?
3. How does students' gender identity affect their perceptions of video-based assignments across the six studied constructs, and are there statistically significant differences in satisfaction and related variables among male, female, and “prefer not to say” students?

These research questions aim to clarify the relative contribution of each factor to learner satisfaction, and to test whether gender — a demographic variable rarely examined in the VBA literature — moderates perceptions of language gains, soft skills, motivation, and difficulty. By grounding the analysis in motivation theory and empirically testing hypothesised relationships through MRA and one-way ANOVA, the study seeks to offer evidence-based recommendations for ESP practitioners designing video-based assessment tasks.

II. THEORETICAL FOUNDATIONS AND HYPOTHESES

For many years, numerous researchers have examined individual motivation. The prevailing consensus from these studies suggests that motivation serves as the determining force behind whether an individual opts to act or abstain (Guay et al., 2010; Broussard & Garrison, 2004). In the realm of language teaching, numerous scholars have explored the ramifications of learning motivation. Gardner (1985) posits that motivation emerges from the confluence of exerted effort, harboring positive attitudes toward language acquisition, and aspiring to achieve proficiency in the target language. Recent developments in this field have seen a proliferation of L2 models of motivation, expounded upon by a multitude of linguists and language specialists (Dörnyei, 2005). It is theorized that the motivation for language acquisition can be instigated, sustained, or terminated based on students' learning experiences. Various factors, both internal and external, such as environmental stimuli, educators, methodologies, and media exposure, can influence students' motivation to learn. Despite minimal variance in students' language aptitude (Christophel & Gorham, 1995; Kim et al., 2017), there exists the potential for a student initially exhibiting low motivation to later display a fervent drive for language learning. Investigating the dynamics of motivational shifts in language acquisition thus warrants attention. Dörnyei (2001) emphasizes the importance of researching the impact of specific teaching strategies on the cultivation of L2 motivation.

Within the extensive literature on video-based assignments in language learning, several pertinent issues emerge that warrant integration into the theoretical framework. One such issue pertains to the transformative potential of digital media and technology in facilitating language acquisition and cultural awareness. As evidenced by the studies conducted by Yang and Yeh (2021) and Naqvi and Al-Mahrooqi (2016), video-based assignments serve as effective tools for promoting intercultural communication skills and fostering cross-cultural exchange. These findings underscore the importance of

considering the role of technology-mediated interactions in shaping students' linguistic and cultural competencies within the language learning context.

The literature also reveals insights into the multiple benefits of video production assignments beyond language proficiency enhancement. Studies such as those by Mahardika et al. (2021) and Bobkina and Romero (2020) shed light on how video assignments can stimulate students' motivation, self-assurance, and digital communication skills. Additionally, the investigation by Rodgers and Ni Dhonnchadha (2018) underscores the need for ongoing support and guidance to nurture students' digital literacy skills alongside language development. These findings highlight the interconnectedness of technological integration, motivational dynamics, and skill acquisition in the context of video-based language learning. Thus, integrating these insights into the theoretical framework enriches our understanding of the complex interplay between instructional methodologies, learner motivation, and technological affordances in language education.

To address the research questions above, this study adopted a quantitative survey design. Five hypotheses were formulated based on the theoretical framework and literature review:

H1: Improving English skills through video-based assignments has a positive impact on students' satisfaction.

H2: Improving soft skills through video-based assignments has a positive impact on students' satisfaction.

H3: Difficulties in completing video-based assignments have a negative impact on students' satisfaction.

H4: External motivations of making video-based assignments have a positive impact on students' satisfaction.

H5: Internal motivations of making video-based assignments have a positive impact on students' satisfaction.

These hypotheses guided the quantitative analysis. The following section describes the instrument, sampling procedure, and statistical methods employed to test them.

III. METHODOLOGY

A. Measure Designs, Data Collection and Data Analysis

The instrument comprised two parts. Part 1 captured demographic information: age, gender, place of residence during the study period, and device type. Part 2 measured six constructs using a 20-item, five-point Likert scale (1 = strongly disagree; 5 = strongly agree): English skill gains (EGS, 4 items), soft skill development (SOS, 5 items), external motivation (EXM, 2 items), internal motivation (INM, 3 items), perceived difficulties (DIF, 3 items), and overall satisfaction (SSA, 3 items). Items were developed from the literature and validated through expert review. The scale was administered via Google Form.

The survey was distributed to 124 fourth-year students enrolled in an ESP course — English for Public Relations — at a large private university in Ho Chi Minh City, Vietnam, where the first author served as visiting lecturer. Students completed their group video projects as a summative end-of-term assessment. As first-hand participants in both the benefits and challenges of the method, they were well-positioned to provide meaningful evaluations of their experience. A total of 100 valid responses (response rate: 80.6%) were retained for analysis. Demographic details are presented in Table 4. This study uses the same dataset reported in a conference proceedings paper (Tran et al., 2023). That paper reported descriptive statistics and ANOVA results. The present manuscript extends this work through exploratory factor analysis (EFA) and multiple regression analysis (MRA), addressing distinct research questions about predictors of student satisfaction. No text from the conference paper has been reproduced in this submission.

B. Data Analysis

Data were initially screened and cleaned using spreadsheet software before being imported into SPSS version 20 for statistical analysis. The analytical procedure proceeded in four stages: (1) reliability analysis using Cronbach's α to assess internal consistency; (2) exploratory factor analysis (EFA) using Principal Component Analysis with Varimax Rotation to verify construct validity; (3) correlation analysis to examine bivariate relationships among variables; and (4) multiple regression analysis (MRA) to estimate the predictive weight of each independent variable on overall satisfaction. Prior to MRA, multicollinearity was assessed using Tolerance and VIF values, and model assumptions including normality and autocorrelation were verified.

(a). Reliability Analysis

The data underwent analysis to assess internal consistency, communalities, and factor loadings. These analyses were conducted collectively to make informed decisions about retaining factors. Corrected item-total correlation values were examined for each item. Notably, items 12 (0.004) and 16 (0.126) exhibited corrected item-total correlation values below the desired threshold of 0.200 (Johnson & Morgan, 2016); consequently, these items were removed from the scale. Following this refinement process, the scale achieved a Cronbach's α value of 0.953, indicating "excellent" reliability for the final version of SAS.

The internal consistency of retaining factors were analyzed for better judgment of the reliability of the scale. Among the 6 dimensions, the results showed that the desired Cronbach's α value > 0.722 in the 4 dimensions: SSA (with 3 items SSA1, SSA2, SSA3); EGS (with 4 items EGS1, EGS2, EGS3, EGS4); EXM (with 2 items EXM1, EXM2) and INM (with 3 items INM1, INM2, INM3). For SOS (with 5 items SOS1, SOS2, SOS3, SOS4, SOS5) and DIF (with 3 items DIF1, DIF2, DIF3), the findings showed that for SOS5 and DIF3, the corrected item-total correlation values fell below the

desired threshold of 0.300 (Nunnally, 1978; Hair et al., 2014), resulting in Cronbach's α values of SOS and DIF being less than 0.6. Consequently, these items were eliminated from the scale. After the removal of these two items, the Cronbach's α values of SOS and DIF were respectively measured at 0.859 and 0.694 indicating an acceptable level of reliability.

(b). *Exploratory Factor Analysis*

Principal Component Analysis with Varimax Rotation was conducted during the EFA process to assess the structure of students' satisfaction with VBA and validate the model, in which associated items correctly correspond to their variables. Two test values Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity reflect that observed data are valid and adequate for EFA procedure. In the current study, the KMO value was 0.772 and the Bartlett's test was significant (approximately Chi-Square was 753.78 and p value $< .05$). Both the KMO and the Bartlett values in this study are satisfied (KMO score must be greater than 0.6 and p -value must lower than 0.05), which means that the obtained data were sufficient for exploratory factor analysis. In addition, factor loadings for each construct were calculated to measure convergent validity, and the threshold was set at 0.5 (Hair et al., 2017). The results are presented in Table 1.

TABLE 1
KMO AND BARTLETT'S TEST

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.772
Approx. Chi-Square	753.785
Bartlett's Test of Sphericity	df
	105
	Sig.
	< .001

The EFA process utilized Principal Component Analysis with Varimax Rotation on 15 items designed to gauge students' satisfaction with VBA. The results presented in Table 1 indicate that the Bartlett Test score is significant (p value $< .05$), suggesting that the observed data are suitable for subsequent EFA procedures (Awang, 2010, 2012).

The rotated component matrix (Table 2) confirmed that items loaded cleanly onto their respective constructs, with no cross-loadings exceeding 0.40. This pattern supports the six-factor structure underlying the instrument: English skill gains, soft skill development, external motivation, internal motivation, perceived difficulties, and overall satisfaction. Each factor represents a theoretically coherent dimension of students' VBA experience.

TABLE 2
ROTATED COMPONENT MATRIX

	Component					
	1	2	3	4	5	6
SOS1	.863					
SOS3	.798					
SOS2	.793					
SOS4	.682		.372			
EGS3		.869				
EGS4		.813				
EGS1	.398	.762				
EGS2		.753				
INM3		.306	.834			
INM1			.815			
INM2	.383		.721			
EXM2				.868		
EXM1				.814		
DIF1					.879	
DIF2					.851	
SSA2						.875
SSA1						.812
SSA3						.723

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

TABLE 3
FACTOR LOADING, CRONBACH'S ALPHA, COMPOSITE RELIABILITY AND CONVERGENT VALIDITY OF THE MEASURES

Dimensions	Items		Factor loading	Cronbach's α	CR	AVE
EGS English skills development	EGS1	Speaking skill improved	.762	0.84	0.84	0.57
	EGS2	Listening skill improved	.753			
	EGS3	Reading skill improved	.869			
	EGS4	Writing skill improved	.813			
SOS Soft skills development	SOS1	Digital literacy improved	.863	0.85	0.85	0.60
	SOS2	Online working capability improved	.793			
	SOS3	Improved ability of speaking in front of camera	.798			
	SOS4	Time management skill improved	.682			
EXM External motivations	EXM1	Course examination accomplishment	.814	0.77	0.73	0.59
	EXM2	High score achievement	.868			
INM Internal motivations	INM1	The joy of group work/ collaboration	.815	0.82	0.80	0.54
	INM2	Self-reflection and better self-understanding	.721			
	INM3	Video publicity on social media	.834			
DIF Difficulties in VBA	DIF1	Lack of time	.879	0.69	0.70	0.54
	DIF2	Lack of IT skills	.851			
SSA Students' satisfaction	SSA1	Satisfaction with the working on VBA	.812	0.72	0.84	0.64
	SSA2	Satisfaction with the result of VBA	.875			
	SSA3	Satisfaction with the knowledge and the skills acquired through VBA	.723			

The results from Table 3 underscore the robust psychometric properties of the measurement items employed in the study. The factor loading values exceeding 0.56 suggest that each item contributes significantly to its respective construct, indicating good construct validity (Fornell & Larcker, 1981). The CR scores surpassing 0.7 indicate high internal consistency reliability, implying that the items within each construct are highly correlated with each other (Nunnally, 1978).

The AVE values above 0.50 suggest that more than 50% of the variance in each construct is explained by its measured indicators, indicating satisfactory convergent validity. This implies that the constructs are adequately represented by their respective measurement items. The comprehensive results presented in Table 3 offer compelling evidence supporting the reliability and validity of the measurement instrument utilized in this study. This bolsters confidence in the accuracy and credibility of the study's outcomes and conclusions.

IV. RESULTS

A. Descriptive Statistics

All 100 participants were enrolled in the Faculty of Public Relations. The sample was predominantly female (76.0%) and largely city-based, with 62.0% residing in Ho Chi Minh City at the time of the course, 30% in other provinces, and 8% in rural areas. Regarding technology access, most students used laptops (69.0%) or smartphones (26.0%) for their coursework. Table 4 presents the full demographic breakdown.

TABLE 4
DEMOGRAPHIC BACKGROUNDS OF THE PARTICIPANTS

Variable	Group	Frequency	%	Cumulative (%)
Gender	Male	16	16	16
	Female	76	76	92
	Prefer not to say	8	8	100
Place of living	Ho Chi Minh city	62	62	62
	Other provinces	30	30	92
	Countryside	8	8	100
Online learning tools	Laptop	69	69	69
	Desktop	4	4	73
	Tablet	1	1	74
	Smartphone	26	26	100

The mean of each construct measured the level of students' perception to each type of the six studied variables. Table 5 displays the descriptive statistics of the variables and the correlations among them.

TABLE 5
MEANS, STANDARD DEVIATIONS AND CORRELATIONS OF VARIABLES

Dimensions	Mean	SD	EGS	SOS	DIF	EXM	INM	SSA
English skills development (EGS)	4.26	0.63	-					
Soft skills (SOS)	4.36	0.59	0.42**	-				
Difficulties in VBA (DIF)	3.30	0.90	0.07	0.03	-			
External motivations (EXM)	4.32	0.72	0.25*	0.42**	0.09	-		
Internal motivations (INM)	4.09	0.74	0.38**	0.54**	0.02	0.43**	-	
Students' satisfaction (SSA)	4.30	0.62	0.48**	0.54**	0.11	0.39**	0.40**	-

Note: * $p < .01$ (two-tailed)

Table 5 provides insights into the descriptive statistics and correlations among the variables under study. Regarding the means and standard deviations, participants reported high levels of agreement across most dimensions, with soft skills (SOS) having the highest mean ($M = 4.36$, $SD = 0.59$), followed closely by students' satisfaction (SSA) ($M = 4.30$, $SD = 0.62$). Correlation analysis revealed significant positive relationships between various constructs. Particularly noteworthy is the strong positive correlation between students' satisfaction (SSA) and both internal motivations (INM) ($r = 0.40$, $p < .01$) and soft skills (SOS) ($r = 0.54$, $p < .01$), suggesting that higher levels of internal motivations and soft skills are associated with greater satisfaction with video-based assignments. Additionally, a significant positive correlation was found between external motivations (EXM) and soft skills (SOS) ($r = 0.42$, $p < .01$), indicating that external motivational factors may contribute to the development of soft skills. These findings highlight the importance of considering both internal and external motivational factors in enhancing students' satisfaction and skill development in video-based assignments.

B. Multiple Regression Analysis

(a). Testing for Multicollinearity

In educational research, multicollinearity is a common issue that can introduce bias into the final outcomes. Therefore, it is crucial to address this concern—high correlations among independent variables - prior to conducting regression analyses. Following the recommendations of Hair et al. (2014), this study utilized tolerance and variance inflation factor (VIF) assessments to evaluate multicollinearity. Tolerance values within the range of 0.1 to 1.0 (Kutner et al., 2004) and VIF values below 3.0 are typically deemed acceptable. As depicted in Table 5, all variables exhibited tolerance values within the acceptable range. Additionally, VIF values ranged from 1.02 to 1.64, well below the upper limit of 3.0. Consequently, these findings indicate the absence of multicollinearity among the factors.

(b). Testing for Model Fit

Statistics data in Table 6 show that the model was statistically significant ($p < .001$). The adjusted R square of 0.382 suggested relatively high explanatory power, in which independent variables of the study (i.e. improvement in English skills, development of soft skills...) can explain 38.2 % of the total variance of the dependent variable (students' overall satisfaction). Owing to the fact that The Durbin-Watson value (1.82) was between the critical range of 1.5 and 2.5 (Turner, 2019), it is suggested that the study was free from autocorrelation.

TABLE 6
MODEL SUMMARY AND THE AUTOCORRELATION TEST

R	R square	Adjusted R square	F change	p-value	Durbin-Watson
0.643	0.413	0.382	13.24	< .001	1.82

(c). Parameter Estimates and Hypothesis Testing

Figure 1 and Table 7 reveal the results of the hypothesis testing and the influence of five constructs on student satisfaction. Among the five independent variables/predictors, only two factors related to H1 and H2 were found significant ($p < .05$), suggesting not all predictors in the study had an impact on the dependent variable.

TABLE 7
MULTIPLE REGRESSION COEFFICIENTS AND HYPOTHESIS TESTING

H	Hypothesis	β	Tolerance (VIF)	t-value	p-value	95% CI	Results
H1	EGS positively affects SSA	0.295	0.77 (1.28)	3.297	.001	[0.118, 0.473]	Supported
H2	SOS positively affects SSA	0.322	0.60 (1.64)	3.179	.002	[0.121, 0.523]	Supported
H3	DIF negatively affects SSA	0.109	0.98 (1.02)	1.369	.174	[-0.049, 0.268]	Unsupported
H4	EXM positively affects SSA	0.155	0.75 (1.32)	1.697	.093	[-0.026, 0.335]	Unsupported
H5	INM positively affects SSA	0.050	0.63 (1.58)	0.506	.614	[-0.147, 0.248]	Unsupported

Because all items were measured on a consistent scale (5-point Likert), standardized regression coefficients (β) were used to assess the relative impact of each predictor on overall satisfaction. As shown in Table 7, the enhancement of soft skills exhibited the highest statistically significant coefficient ($\beta = 0.322$, 95% CI [0.121, 0.523], $p = .002$), underscoring its considerable influence on student satisfaction. The improvement in English skills ($\beta = 0.295$, 95% CI [0.118, 0.473], $p = .001$) also showed a significant positive effect. Both confidence intervals exclude zero, confirming the reliability of these estimates. The remaining three predictors — difficulties ($\beta = 0.109$, 95% CI [-0.049, 0.268]), external motivation ($\beta = 0.155$, 95% CI [-0.026, 0.335]), and internal motivation ($\beta = 0.050$, 95% CI [-0.147, 0.248]) — were not statistically significant, with all confidence intervals spanning zero.

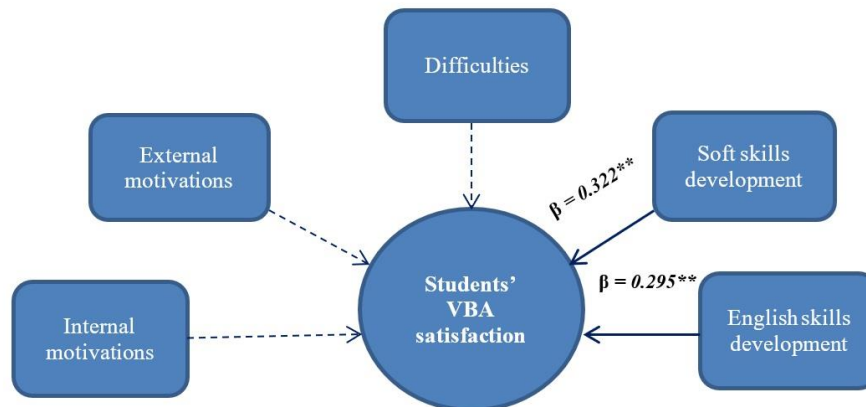


Figure 1. The Results of the Path Analysis and the Examined Model

Contrary to the hypotheses, three constructs showed no statistically significant effect on satisfaction. Perceived difficulties (H3: $\beta = 0.109$, $p > .05$) did not predict satisfaction, suggesting that even when students encountered obstacles in video production, these challenges did not diminish their overall contentment with the assessment. Similarly, neither external motivation (H4: $\beta = 0.155$, $p > .05$) nor internal motivation (H5: $\beta = 0.05$, $p > .05$) reached significance in the regression model, despite both showing significant bivariate correlations with satisfaction (Table 5). This dissociation between correlation and regression significance suggests that motivational effects may be mediated through skill gains rather than operating as independent predictors of satisfaction.

C. Differences in VBA Perceptions Across Gender Groups

One-way ANOVA was conducted to examine whether gender identity influenced students' perceptions across the six constructs. The sample comprised three groups: female ($n = 76$, 76.0%), male ($n = 16$, 16.0%), and "prefer not to say" students ($n = 8$, 8.0%). Levene's test confirmed homogeneity of variance across all constructs (all $p > .05$), satisfying the assumption for ANOVA. As presented in Table 8, no statistically significant between-group differences were found for any construct (all $F < 1.75$, $p > .05$). Mean satisfaction scores were comparable across groups, and a similar pattern held for English skills, soft skills, motivation, and perceived difficulties. These results indicate that gender identity did not moderate students' experience of video-based assessment in this context.

TABLE 8
ONE-WAY ANOVA RESULTS ON STUDENTS' VBA PERCEPTIONS BY GENDER

Construct	SS	df	Mean Square	F	Sig.
English Skills (Between)	0.641	2	0.321	0.800	0.452
English Skills (Within)	38.891	97	0.401		
English Skills (Total)	39.532	99			
Soft Skills (Between)	1.227	2	0.613	1.746	0.180
Soft Skills (Within)	34.070	97	0.351		
Soft Skills (Total)	35.297	99			
External Motiv. (Between)	0.192	2	0.096	0.179	0.836
External Motiv. (Within)	51.995	97	0.536		
External Motiv. (Total)	52.187	99			
Internal Motiv. (Between)	0.483	2	0.241	0.431	0.651
Internal Motiv. (Within)	54.250	97	0.559		
Internal Motiv. (Total)	54.732	99			
Difficulties (Between)	0.516	2	0.258	0.313	0.732
Difficulties (Within)	79.932	97	0.824		
Difficulties (Total)	80.448	99			
Satisfaction (Between)	1.121	2	0.561	1.453	0.239
Satisfaction (Within)	37.434	97	0.386		
Satisfaction (Total)	38.556	99			

V. DISCUSSION

This study set out to identify which factors predict learner satisfaction with video-based assessment in an ESP context, using EFA and multiple regression as its primary analytical tools. The regression model achieved an adjusted R^2 of .382, indicating that the five predictors together accounted for approximately 38% of the variance in satisfaction — a result that underscores both the explanatory value of the model and the existence of additional factors not captured in this study. Of the five hypothesised predictors, only two — English skill gains and soft skill development — emerged as statistically significant, lending support to H1 and H2 while rejecting H3, H4, and H5.

The primacy of soft skill development ($\beta = 0.322$) over English language gains ($\beta = 0.295$) as a predictor of satisfaction is theoretically noteworthy. Students who perceived that collaborative video production strengthened their organisational, critical thinking, and presentation skills reported higher overall satisfaction — even when controlling for English proficiency gains.

Regarding RQ2, neither external nor internal motivation emerged as a significant predictor of satisfaction in the regression model. The non-significance of both motivational constructs in the regression model warrants particular attention. Although external and internal motivations showed significant bivariate correlations with satisfaction (Table 5), these effects disappeared when controlling for skill gains. This pattern is consistent with a mediation interpretation: motivation may influence satisfaction indirectly, operating through its facilitative effect on skill acquisition, rather than constituting an independent determinant. This challenges straightforward applications of Gardner's (1985) additive model of motivation and suggests that in assessment contexts where learners are cognitively and creatively engaged, perceived competence gains may override motivational orientation as the more proximal predictor of satisfaction. Future studies employing mediation analysis would be needed to test this interpretation.

The one-way ANOVA results for gender (Section 4.3) revealed no statistically significant differences across any of the six constructs (all $p > .05$), despite the sample comprising three gender groups: female (76%), male (16%), and “prefer not to say” (8%). This finding suggests that VBA satisfaction and its associated predictors are experienced comparably across gender identities in this context — a noteworthy result given that gender effects on technology-mediated learning have been documented in some prior research (Christophel & Gorham, 1995; Kim et al., 2017). The equity of experience across gender groups may reflect the collaborative and creative nature of video production, which accommodates diverse learner orientations rather than privileging any particular group.

The adjusted R^2 of .382 indicates that approximately 38% of the variance in satisfaction was explained by the five constructs examined, suggesting that other factors not captured in this study also contribute meaningfully. Based on the specific context of this research — ESP students producing Public Relations videos online during COVID-19 — several concrete predictors merit consideration in future work. Instructor feedback quality is one such factor: in this study, feedback was delivered primarily during the Q&A session on exam day, and the timeliness and specificity of this feedback may independently shape satisfaction beyond skill gains. Group dynamics and peer collaboration quality — particularly salient in a team-based project — may also contribute to individual satisfaction regardless of motivation level. Additionally, students' digital self-efficacy and prior experience with video editing tools such as CapCut or iMovie could moderate how they perceived difficulties and skill development, yet these were not isolated as separate variables in the instrument. Regarding the non-significant motivational predictors, the present study's quantitative design limits our ability to explain the mechanisms underlying this finding. Future studies employing mixed-methods designs — incorporating student interviews or focus groups alongside survey data — could directly probe why motivated students did not necessarily report higher satisfaction once skill gains were controlled, and whether contextual or interpersonal factors mediate this relationship.

Several limitations should be noted. The study relies on a single cohort from one institution, limiting generalisability. Self-report data cannot fully capture the complexity of learning processes. The moderate adjusted R^2 also indicates that predictors beyond those examined here — such as instructor feedback quality, task authenticity, or individual digital self-efficacy — merit investigation. Future research could employ longitudinal or mixed-methods designs, test mediation pathways between motivation and satisfaction, or compare VBA outcomes across different ESP specialisations.

VI. CONCLUSION

This study examined the predictors of learner satisfaction with video-based assessment among ESP students in Vietnam, employing EFA to validate the measurement instrument and MRA to test five hypothesised relationships. The findings confirm that gains in English skills and soft skills are the only significant predictors of satisfaction, jointly accounting for a substantial portion of explained variance. Motivational factors and perceived difficulties, while correlated with satisfaction at the bivariate level, did not exert independent predictive effects once skill gains were controlled.

These results carry concrete implications for ESP practitioners. Assessment tasks that are perceived to develop both linguistic competence and transferable soft skills — such as collaborative video production — are likely to generate higher learner satisfaction, regardless of students' residential context or available technology. Instructors should therefore prioritise task designs that make skill gains visible and salient to learners, for instance through structured reflection activities or peer feedback on both language and presentation quality. Further research into the mediating role of

motivation and the moderating effects of individual differences will help build a fuller model of satisfaction in technology-mediated language assessment.

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