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Enhancing Student Motivation and Academic Achievement through Interactive Video Lessons in Workplace English

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Abstract: This study addresses the persistent challenge faced by university students in maintaining motivation and achieving proficiency in complex Workplace English, a context where traditional instruction often falls short. We examined whether incorporating interactive video lessons could offer a more engaging learning experience. A mixed-methods research design was implemented over one academic semester with a cohort of junior students enrolled in a compulsory English course. The intervention utilized the iSLCollective platform to customize video content by embedding interactive questions and tasks into existing lessons from an established English language teaching resource. Data were gathered through pre- and post-intervention English proficiency assessments, complemented by motivational surveys measuring goal orientation, task value, control beliefs, and self-efficacy. Quantitative analyses revealed notable positive trends and statistically significant gains in both student motivation and academic achievement. Participants reported increased drive to learn, alongside greater confidence in mastering the material. Qualitative feedback further highlighted that interactive questions, immediate feedback, and gamified elements were favorably received by students. These findings suggest that interactive multimedia tools can serve as a promising auxiliary approach to enhance learner engagement and support second language acquisition. Future research incorporating control groups should explore the long-term impact of this approach across broader educational settings.

Keywords: Academic Achievement; English Language Learning; iSLCollective Video Lessons; Mixed-Methods Research; Learning Motivation

1. Introduction

Although English is said to be the most globally spoken language, its complex grammar, large vocabulary and many exceptions make it one of the most difficult languages to learn. This challenge often intensifies for university juniors as they make the transition from high school English to more advanced academic language skills with a profound effect on their level of success and motivation in the field. A core element of second language learning is motivation [1]. In the absence of motivation to learn the language, students may find it difficult to maintain their interest, and this may impede their learning [2].

Becoming competent in Workplace English involves challenges that surpass just acquiring the language. At the university, communication is based on extensive vocabulary, complex grammar, and formal, academic writing styles that are very different from the English spoken in everyday life. An understanding of these distinctions is a must

for higher education. University-level English courses bring with them a host of new challenges and expectations; students are expected to read at a higher level and write more than they did in high school. But even though the institution takes a realistic view of education, students must still learn to think critically and express themselves clearly in English. Engaging with complex texts, participating actively in class discussions, and producing well-structured written assignments are vital for succeeding in Workplace English and establishing a solid foundation for future academic endeavors.

This paper attempts to investigate whether the interactive video lesson through the iSLCollective platform can motivate students and improve their achievement in Workplace English. By presenting rewarding, authentic and challenging activities and authentic video material from the BBC Learning English: “English for Work” series, this method attempts to meet students’ practical needs and help them to become more motivated and competent learners. The “English for Work” series is especially great for juniors because it provides them with communication basics to get by in the workplace for the first time. These videos offer more than just appropriate language: They also help students prepare for use in real-life situations that can be contextualized in school or work.

1.1. Problem Statement

Workplace English courses present significant challenges for university students transitioning from high school, often resulting in decreased motivation and poor academic performance. Regular teaching methods are too simple for students to comprehend the higher language complexity in these subjects. Therefore, teaching methodologies that are interactive and engaging, for example, through multimedia teaching resources such as video lessons, to capture students’ attention and increase learning effectiveness are needed. Setyoningsih et al. [3] asserted that when students are motivated and enthusiastic about learning English, a positive attitude develops, which can lead to improved participation and academic performance.

An efficient way to heighten motivation is the use of video as a visual aid. It has been suggested that YouTube may be a feasible learning resource for English language learners. Canning-Wilson and Wallace [4] demonstrated that videos can be a powerful impetus to foreign language learning. Nasution [5] agreed with this, pointing out the affective and cognitive advantages of using YouTube in classrooms where English is taught as a foreign language. In addition, Chien et al. [6] revealed not only positive attitudes toward its application in English courses but also significant enhancement in students’ listening comprehension in a YouTube-based learning environment.

Even though YouTube videos can be very engaging, they usually do not include interactive features that get students involved. The iSLCollective platform overcomes this shortcoming by enabling teachers to produce interactive video lessons in which questions and instructions can be inserted directly into YouTube material. This in turn promotes active engagement and participation on the part of the students. When teachers make use of the interactive options provided in iSLCollective video lessons, they can increase students’ motivation in Workplace English courses and may thus result in better academic achievement.

1.2. Aims of the Study

The purpose of this research is to assess students’ perceptions of utilizing YouTube videos on iSLCollective as a means for learning that would help them broaden their learning and motivate them in Workplace English. It is hypothesized that interactive exercises available on the iSLCollective platform would boost students’ interest and motivation. Furthermore, it is anticipated that as students engage with these YouTube videos—watching, listening, and participating—their academic performance in Workplace English will improve. In this regard, this study aims to add meaningful understanding of the effectiveness of multimedia resources in language teaching.

1.3. Significance

This research is notable in that it investigates the influence of iSLCollective video lessons on students’ motivation and academic achievement in workplace English. Prior studies have demonstrated the feasibility of using YouTube videos as learning resources; however, research addressing their applicability in undergraduate settings for particular disciplines, such as Workplace English, is scarce. In this respect, this study is novel and is expected to contribute to the research literature with regard to language learning. If the results reveal positive effects, this may give rise to the dissemination of this interactive multimedia model and the potential to improve learning and teaching outcomes within Workplace English for all students seeking success in this area.

2. Literature Review

2.1. Theoretical Frameworks and Dynamics of Learner Motivation in Second Language Acquisition

Motivation is already known as an important and leading factor that affects student performance [1] and the persistence and quality of learning results in foreign and second language (L2) acquisition. Elliot and Covington [7] define motivation as the driving force behind individuals' behaviors and desires, leading to either active engagement or avoidance of activities. This impetus is particularly important in the context of an educational institution and more precisely in the case of second language acquisition since students' motivation constitutes a crucial determinant for the manner they approach their learning, their perseverance and the final level of competence they achieve. The recent meta-analytic findings emphasize that the continuous motivational intensity level indeed reflects a complex, dynamic interplay with language achievement in a recursive manner over the course of instruction [8].

The motivation of language learning is conventionally divided into intrinsic and extrinsic perspectives. Intrinsic motivation is the internal motivation of the student for learning a language and is related to expectations of personal satisfaction, intellectual curiosity, and the desire to learn [2]. Whereas extrinsic motivation results from external influences, for example from rewards, mark patterns, or recognition from friends and teachers [3]. Both types of motivation are necessary in the language classroom context, but they have different effects on students' behavior. Students who are motivated intrinsically are reportedly much more likely to use self-regulated learning strategies and participate at a deeper level in communication activities, while students motivated extrinsically appear to be concerned primarily with fulfilling the minimum external requirements or performance goals [9]. Recent empirical studies in higher education suggest that while cognitive stimulation as a form of intrinsic motivation is a strong predictor of language performance, external pressures, including parental expectations, have limited influence in the long run [10, 11]. Furthermore, motivational profiles interact with affective variables, for example, foreign language anxiety, in a dynamic way, and strong internal orientation has been reported to buffer classroom-related anxieties [12].

Motivation is the cornerstone of second language acquisition, as is attested by findings in empirical research. Motivated learners (e.g., those with personal curiosity, self-efficacy, cultural appreciation) show greater participation in class and persistence [10]. In socio-educational frameworks, integrative motivation, which means a sincere intent to learn the language, to have some communication with members of the target language community, as well as to accept the target language culture, has been found to be one of the major impetus factors of successful and long-term language learning [13–15]. On the other hand, instrumental motivation is related to pragmatic matters, such as getting a better job or passing a certain number of tests; it can work to achieve short-term objectives, but it is not necessarily capable of inspiring enduring, lifelong language use.

Gardner [16] systematizes this construct in the context of second language learning by proposing three components of motivational force: active effort to learn the language, desire to reach the goal of language learning, and favorable attitude toward the specific learning activities. Motivated learners, according to Gardner [17], are characterized by their work habits, clarity of goals, and pleasure in learning. These learners freely take on the time and mental effort required to achieve a deep mastery of language.

Based on Gardner's [17] research on language learning motivation, modern second language (L2) motivation research is increasingly influenced by Dörnyei's [18] L2 Motivational Self System (L2MSS). This approach emphasizes the Ideal L2 Self, referring to a language learner's vivid image of who they would like to become as a fluent speaker. Instead of being motivated by external factors such as grades, students are motivated from within to close the distance between who they are now and this ideal future self [19]. Recent research suggests that Ideal L2 Self has a strong positive influence on L2 grit, a learner's ability to sustain passion and effort for language mastery over the course of months or years in the face of adversity. In digital and blended learning environments, students with high L2 grit have higher levels of academic resilience and overall course satisfaction [20].

However, having an ideal self-image is no guarantee of success. While a strong Ideal L2 Self helps reduce performance anxiety and sparks initial effort, negative day-to-day classroom experiences—such as unsupportive instruction or persistent frustration—can still undermine sustained motivation over time [21]. With an appreciation of these complexities, researchers have critically re-evaluated the assessment of the L2MSS framework, urging scale developers to advance more rigorous and more fine-grained measures capable of effectively capturing learner mo-

tivation in contemporary educational settings [22].

Autonomy in learning and motivation to learn are essential conditions for positive language learning experiences; learners with ownership of their learning paths are more likely to reach higher levels of communicative competence [23,24]. In contemporary learning environments, foreign language enjoyment serves as a key mediator that bridges the two autonomous motives with warm engagement in the classroom [25]. In addition, learner autonomy is now increasingly technology-mediated, with generative artificial intelligence (AI) and multimodal enablers. The current state of the research suggests that AI-based language tools, personalized learning environments, and multimodal media formats positively affect learners' continuance intentions through increasing their personal investment, self-efficacy, and task enjoyment [26–28]. In changing and developing multilingual educational contexts, relational perspectives (translanguaging) can also be a means of building and maintaining student motivation across longer phases of instruction [29]. However, the institutional setting is still a critical moderator, since transitional phases may be associated with changes in motivational intensity, highlighting the continuous need for an autonomy-supportive climate that promotes autonomous self-regulation in various educational contexts [30,31].

2.2. Integrating Video Technology in Educational Settings

Contemporary technology-enhanced language learning is oriented towards a shift away from passive multimedia consumption towards active, engaging digital environments. Harahap et al. [32] mentioned that the application of these technologies in the teaching of English as a foreign language unobtrusively contributes to the learning of the language and to making the instruction more productive. This ongoing transition is being fueled primarily by the use of interactive videos and new generative AI platforms. For example, Chen et al. [33] examined the influence of generative AI and ChatGPT-related video materials on social media among worldwide language learners, and realized that advanced technological and interactive learning media like these considerably impact the behaviors of learners and their engagement in digital media.

Expanding on this trend, Hai et al. [34] summarized the teaching benefits of AI-generated instructional videos and pointed out that automated avatar-led videos can improve emotional engagement, learning retention and accessibility and provide scalable personalization in language classrooms. Further confirming teacher presence in new media, Chen and Feng [35] found that video-based learning with talking head videos enhances social and instructional presence, which positively affects learner engagement in the virtual learning environment.

Videos have been considered a useful instrument for teaching in classrooms, fostering engagement and motivation in language learners [10]. As Keddie [36] notes, videos act as sources of motivation that present various forms of interactive dialogues and real-life situations using spoken grammar. They provide an excellent context for real classroom interaction and have been shown to promote the concomitant development of listening and speaking skills as well as general communicative ability. From a cognitive perspective, Mayer and Moreno [37] demonstrated that the cognitive load theory supports the systematic integration of videos in education. Their foundational work in managing cognitive bandwidth through multimodal design has shown how the combination of visual and auditory modalities can alleviate cognitive overload and engage meaningful learning. The framework is enriched by content signaling, information segmentation, and removing extraneous details, principles that continue to inform modern interactive video design.

Empirical studies further illustrate the tangible benefits of video-assisted instruction across various language domains. Riswandi [38] proved that the addition of video tasks in project-based learning enhanced the speaking skills and vocabulary of junior high school students. Kaboocha and Elyas [39] also reported that college students who watched YouTube videos for reading assignments performed significantly better on comprehension tests than students who received traditional instruction. Based on these empirical foundations, the study of immersive 360° interactive videos by Averbeck et al. [40] shows that dynamic visual layouts increase students' sense of presence and immersion in the application of theoretical knowledge in practical communicative skills. In addition, Lyu and Deng [41] conducted a comprehensive analysis of multimodal, technology-enhanced environments, confirming that interactive, embodied video interactions yield measurable gains in academic achievement, critical thinking, and task-specific problem-solving.

The development of interactive video platforms like Edpuzzle has been particularly advantageous for the development of selective receptive skills such as listening comprehension. Kholid et al. [42] investigated high school students employing digital video tools and discovered that listening skills and critical thinking ability were enhanced

significantly as comprehension questions and prompts were embedded strategically in the video stream. Consistent with the present result, Lestari et al. [43] found that college EFL (English as a foreign language) students expressed a high level of satisfaction in doing Edpuzzle-based listening activities and noted that the immediate feedback loops led to a more rewarding learning experience. Among participants on a detailed level of learners' perceptions, Bakla and Demiröz [44] demonstrated qualitatively that interactive videos provide meaningful input and motivating instantaneous feedback; yet, they warned instructors to balance the question density appropriately in order not to induce cognitive overload, particularly in listening-oriented activities.

Besides listening proficiency, video-based instruction positively influences general language learning, attitudes, and cognitive load in various types of students. In their study of fifth-grade classrooms, Turfanda and Ulu-dağ [45] reported that students who were instructed with interactive videos—based on drag and drop, multiple choice, and open-ended prompts—outperformed those in the control groups who were exposed to static materials in terms of overall academic achievement. In tertiary education, Hassoun and Trimasse [46] investigated guided inquiry with the aid of educational videos and substantiated that encouraging learners to engage in sustained cognitive processing during video viewing significantly enhances long-term retention of the video content and understanding. In a similar way, Behforouz and Al Ghaithi [47] tested AI-produced video animations for language learning and found that visually engaging, interactive cartoons facilitate rapid vocabulary acquisition while maintaining high motivation.

The pedagogical efficacy of interactive video is also enhanced when situated within flipped classroom approaches and integrated with adaptive educational software. Polat and Taslibeyaz [48] showed how interactive videos can be effectively used as asynchronous pre-class work assignments in online flipped language courses, indicating that pre-class video-based output fosters more in-class communication. Dolgunsöz and Yildirim [49] explored interactive video-based infographics in a flipped foreign language writing course and reported that participants considered the abridged visual materials useful in facilitating the writing task and alleviating writing anxiety. Building upon adaptive teaching models, Halkiopoulou and Gkintoni [50] found that adaptive interactive video systems adapt content presentation to an individual's learning pace in real time, optimizing the potential for self-regulated learning. In addition, Netland et al. [51] have shown that integrated video systems with AI narrators can provide learning outcomes comparable to or better than those of traditional human-recorded lectures, especially so for asynchronous pre-lecture lessons.

Another key component of instructional design is the diversity of platforms. Platforms such as iSLCollective offer a rich array of teacher-curated materials, including interactive video lessons, worksheets, and slide decks. One of the best features of iSLCollective is the multifunctional collection of interactive types of questions (e.g., gap-fills, multiple-choice, matching) that can be complemented with gamified features (e.g., "casino game mode") to raise motivation levels for students. Although formal investigation with iSLCollective is nascent, its mode of operation strongly resembles that of Edpuzzle. Both also encourage active learning by including questions to test students' knowledge during video play. Unlike Edpuzzle, iSLCollective is specifically designed for language learning and has more options for gamification and different types of queries.

Although Edpuzzle has good analytics and tracking features, research suggests that interactive elements embedded in videos tend to improve understanding and critical thinking [52,53]. However, results are not wholly consistent; da Costa et al. [54] noted that students' grades do not necessarily increase after the use of Edpuzzle. Due to the unique features of platforms such as iSLCollective—in particular the gamified paradigm and the language-based design—additional empirical studies investigating their suitability for niche areas like Workplace English and English for specific purposes are necessary.

3. Research Methodology

3.1. Research Design and Sample of the Study

This study aims to evaluate the impact of iSLCollective video lessons in enhancing student motivation and academic achievement in Workplace English courses. Conducted over 14 weeks, the research involved 33 junior students from the College of Finance enrolled in a compulsory English course at a private university in Taiwan. Before enrolling in the course, all students took the university's English proficiency placement test. Students were stratified and placed based on these placement scores into three predetermined proficiency tracks (elementary,

intermediate, and advanced). This study focused on 33 juniors from the intermediate-level track. Thus, in the context of a 14-week intervention, the members of this cohort had the same academic major and similar level of baseline English proficiency, which minimized the possibility of variance within-class in terms of both disciplinary background and language proficiency.

At the beginning, students took a pre-test on English proficiency and a motivation survey to measure learning motivation. Over the course of the semester, they used tailor-made iSLCollective video lessons based on YouTube videos from BBC Learning English's "English for Work" series (66 episodes) that focus on building workplace language skills.

At the conclusion of the course, students completed a post-test and a follow-up motivation survey that included open-ended qualitative questions regarding their learning experiences, instructional constraints, and perceived language skill development. These qualitative prompts were administered as unconstrained, free-text questions without forced-choice options, allowing participants to freely report positive, neutral, or critical feedback, as well as any perceived areas of improvement or lack thereof. Throughout the semester, the instructor enhanced the authentic YouTube videos via the iSLCollective platform by embedding diverse interactive question formats and utilizing the "play video quiz" and "casino game mode" features. This design enabled an exploratory investigation into the potential influence of interactive video lessons on students' learning motivation and academic achievement in Workplace English.

Due to the exploratory nature of this class-based intervention, a single group pretest-posttest design was adopted without a parallel control group. However, this design only enables the measurement of within-person changes in motivation and performance and does not account for external confounders, nor does it allow the attribution of any observed changes in the platform as the cause of such changes.

3.2. Instruments

Academic performance was tested by a standardized examination based on the BBC Learning English "English for Work" series of curriculum. To measure the gain of knowledge during the semester, the same test instrument was employed as a pre-test (Week 1) and post-test (Week 14). The test consisted of 40 objective items (100 points in total): 20 multiple-choice questions to assess the listening comprehension of workplace and functional vocabulary and 20 fill-in-the-blank questions to test contextual use of grammar and key terms. The 14-week gap was intended to mitigate practice and memory recall effects.

To evaluate student motivation, a modified Learning Motivation Scale was adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) [55]. The survey items were translated into traditional Chinese and contextualized specifically for Workplace English interactive video learning tasks. The scale comprised 20 items across five motivational dimensions: Intrinsic Goal Orientation (IGO; 3 items assessing internal reasons for task engagement), Extrinsic Goal Orientation (EGO; 3 items evaluating external motivators such as grades), Task Value (TV; 5 items measuring perceived relevance and interest), Control Beliefs for Learning (CB; 3 items assessing students' belief in directing their own learning process), and Self-Efficacy for Learning and Performance (SLP; 6 items measuring confidence in mastering course material). All items were scored using a 5-point Likert scale.

The reliability of the modified survey instrument was reassessed using the present data set. Cronbach's α for all subscales was excellent: 0.94 for IGO, 0.98 for EGO, 0.99 for TV, 0.96 for CB, and 0.98 for SLP. These results support high reliability and internal consistency for the adapted scale in the setting of this study.

4. Research Results

4.1. Impact of iSLCollective Video Lessons on Enhancing Learning Motivation

The results in **Table 1** reveal that the motivation of students in learning Workplace English was significantly enhanced by iSLCollective video lessons in five aspects. All dimensions showed significant improvements, indicating that the use of interactive video lessons could bring about desirable outcomes in learning motivation.

The mean for Intrinsic Goal Orientation increased from 4.08 (pre-test) to 4.85 (post-test, $p < 0.001$), showing an improvement in students' intrinsic motivation as a result of the iSLCollective video lessons. The integration of questions and activities directly into the videos created a more interactive and engaging learning experience, fostering intrinsic interest and curiosity.

Table 1. Reliability Test and Paired Samples *t*-Test of Learning Motivation (N = 33).

Dimension	No. of Items	<i>M (SD)</i>				<i>df</i>	<i>t</i>	<i>p</i>	95% CI	Cohen's <i>d</i>
		Pretest		Posttest						
IGO	3	4.08	(0.84)	4.85	(0.42)	32	-4.801	0.000	[-1.09, -0.44]	0.84
EGO	3	4.11	(0.85)	4.81	(0.55)	32	-4.055	0.000	[-1.05, -0.35]	0.71
TV	5	4.21	(0.77)	4.81	(0.55)	32	-3.467	0.002	[-0.94, -0.24]	0.60
CB	3	3.77	(0.80)	4.77	(0.60)	32	-6.191	0.000	[-1.33, -0.67]	1.08
SLP	6	4.11	(0.49)	4.77	(0.57)	32	-5.516	0.000	[-0.91, -0.42]	0.96
Learning Motivation	20	4.08	(0.56)	4.80	(0.54)	32	-5.519	0.000	[-0.98, -0.45]	0.96

Also, the mean for Extrinsic Goal Orientation increased from 4.11 at the pre-test to 4.81 at the post-test, with a *p*-value of less than 0.001 indicating a significant improvement in students' extrinsic motivation after the intervention. The "casino game mode" feature introduced game-like elements, making the learning process more enjoyable and increasing extrinsic motivation through competition and rewards.

Task Value mean score increased from 4.21 (pre-test) to 4.81 (post-test), with a *p*-value of 0.002, showing a significant rise in task value perceived by students. The videos showed realistic situations that illustrated how language could be directly applied and was useful, which increased perceived task value.

The average rating for Control Beliefs also increased significantly from pre-test (*M* = 3.77) to post-test (*M* = 4.77), *p* < 0.001, meaning that students were more confident about their ability to control their learning. This sense of control was molded by nested questions and activities that facilitated active engagement and immediate responses.

Finally, the average score for Self-Efficacy for Learning and Performance increased from 4.11 to 4.77, *p* < 0.001, revealing an increase in students' belief that they could do well and learn course content. The integration of visuals, audio and interactive components enhanced the educational content, and probably increased understanding and confidence.

4.2. Impact of iSLCollective Video Lessons on Enhancing Academic Achievement

The results from the paired samples *t*-test in **Table 2** show that there was a significant improvement in the students' academic performance after using iSLCollective video lessons. The average scores of the pre-test and post-test were 33.79 and 94.55, respectively, which showed significant progress. The enhancement is significant, as confirmed by the *t*-value of -18.367 and *p* < 0.001.

Table 2. Paired Samples *t*-Test of Academic Achievement (N = 33).

Dimension	<i>M (SD)</i>				df	<i>t</i>	<i>p</i>	95% CI	Cohen's <i>d</i>
	Pretest		Posttest						
Academic Achievement	33.79	(13.35)	94.55	(12.95)	32	-18.367	0.000	[-67.50, -54.02]	3.20

These findings suggest that the integration of interactive video lessons is associated with significant improvements in academic performance. The substantial rise in mean scores from pre-test to post-test, along with the significant *t*-value and *p*-value, points to positive trends in students' understanding and proficiency in Workplace English. The interactive, engaging, and contextual nature of the lessons likely contributes to this improved academic achievement, underscoring their value as a tool in language learning.

4.3. Qualitative Results from Post-Test Motivational Survey

In **Table 3**, the viewpoint of students towards iSLCollective video lessons is investigated, including what they liked and disliked and what could be improved in a range of English language capabilities.

The largest proportion of students (40%) stated that they enjoyed the interactive questions, which likely engaged them and led them to participate actively in the learning process. Such involvement can greatly increase motivation since lessons become less boring. Consistent with cognitive load theory [37], continuous video presentation may overload the working memory of non-native speakers. The interactive prompts served as signaling and

segmenting mechanisms, breaking authentic BBC video inputs into manageable cognitive units. This compulsory retrieval made students go from passive watching to active thinking.

Table 3. Responses to iSLCollective Video Lessons (N = 33).

Question		Responses	N	%
1	What part of iSLCollective video lessons do you like? Why?	Interactive Questions	13	40
		Casino Game Mode	7	21
		Immediate Feedback	9	27
		Visual and Auditory Learning	4	12
		Total	33	100
2	What part of iSLCollective video lessons do you dislike? Why not?	N/A	31	94
		Too slow	2	6
		Total	33	100
3	What is one specific English language skill you feel has improved the most from using iSLCollective video lessons and how has it helped you?	Listening Skills	9	27
		Vocabulary Expansion	3	9
		Pronunciation	9	27
		Speaking Skills	2	6
		Contextual Learning	10	30
		Total	33	100

Furthermore, 27% of students chose immediate feedback as the aspect they liked most. Real-time validation enabled students to recognize and correct their misunderstandings in real time rather than awaiting post-class assessment. Qualitative responses suggested that this instant confirmation was reassuring and contributed to a sense of achievement, with students reporting that it had an immediate positive effect on their Control Beliefs (CB) and Self-Efficacy for Learning and Performance (SLP).

The third most selected feature, chosen by 21% of the students, was the casino game mode. The gamified elements introduced positive extrinsic incentives that captured initial student attention. Qualitative feedback revealed that transformed game dynamics made repetitive vocabulary and structure practice engaging, turning routine drills into enjoyable classroom experiences that elevated overall Task Value (TV).

An overwhelming majority (94%) indicated “N/A” under dislikes, suggesting that most students had no significant complaints about iSLCollective video lessons. This high level of satisfaction suggests that the lessons are popular and that students are kept interested and motivated to learn. Only a small percentage (6%) mentioned that the lessons were too slow, pointing to a minor area for improvement; students cannot speed up the videos or skip questions on iSLCollective. Optimizing lesson pacing could better cater to those who prefer a faster learning pace.

The largest percentage of students (30%) reported that contextual learning was the most improved skill. Learning English through real-world scenarios makes the language more relevant and easier to grasp, thereby increasing motivation to learn and apply skills in real-life situations. For 27% of students, listening skills showed the most improvement, attributed to frequent exposure to spoken English in the videos, which enhances comprehension and listening abilities essential for effective communication in Workplace English. Additionally, 27% noted significant improvement in pronunciation skills, as regular listening to and mimicking native speakers aids in refining pronunciation, crucial for clear communication. Students noted that observing native characters in BBC “English for Work” videos provided multimodal contextual scaffolding (visual cues, pitch, and gestures). This assisted them in bridging the gap between theoretical knowledge and real-world Workplace English application.

5. Discussion

This research was designed to assess the motivation and academic performance of students in Workplace English after using iSLCollective video lessons, noting significant increasing trends in both variables. The mean pre-test score ($M = 33.79$) was raised to 94.55 after the intervention, representing a significant t -value of -18.367 ($p < 0.001$). The results support previous research on the role of motivation in language learning [1,2]. Motivated students are known to be more active and have a higher chance of academic success, and this study confirms that by showing that interactive video lessons can increase students’ motivation and their performance.

Previous studies have shown the usefulness of videos in language teaching. For example, Canning-Wilson and

Wallace [4] mention that videos motivate foreign language learning, while Nasution [5] elaborates on their cognitive and emotional benefits in an EFL situation. This study adds to that body of knowledge by specifically focusing on the iSLCollective platform's interactive features, which were associated with enhanced student engagement within this classroom setting. In contrast to standard YouTube videos, which lack interactivity, iSLCollective allows educators to embed questions directly into the video content, promoting active participation. This is similar to the results of Chien et al. [6], who reported enhancements in listening comprehension after comparable video-based training.

While previous research has mainly focused on the efficacy of platforms such as YouTube and Edpuzzle, this study is unique in that it focuses on the specific features of iSLCollective. The platform's diverse question types and gamified elements contribute to a more engaging learning experience, which is critical for maintaining student interest in challenging subjects like Workplace English. Despite Edpuzzle having demonstrated positive results for student comprehension [52,53], it does not have as many interactive features as iSLCollective.

6. Limitations and Future Research

Several methodological limitations of this study should be acknowledged. Most notably, the study employed a one-group pretest-posttest design without a parallel control group receiving traditional instruction or non-interactive video viewing. Consequently, internal validity threats—such as natural semester learning progress (maturation), test familiarity or memory effects across the 14-week gap, and general instructor teaching style—cannot be completely ruled out as contributing factors to the observed score gains. Although the substantial magnitude of improvement (Cohen's $d = 3.20$) and triangulated qualitative feedback suggest that iSLCollective features played a central role, strong causal claims regarding the platform's independent effect cannot be established.

A similar restriction is that effects of content cannot be disentangled from effects of the platform. Since the 14-week treatment involved the continuing use of both authentic BBC video content and iSLCollective interactive features throughout the entire period without breaking off or introducing any nested or staggered treatment design, this research is unable to estimate the separate effect of embedded interactive quizzes or gamification modes as modifiers of the pure treatment effect of exposure to native English video. However, qualitative comments confirmed platform-specific mechanics, as students stated that interactive embedded questions (40%), immediate feedback (27%), and the casino game mode (21%) were the main contributors to their involvement.

Furthermore, the study's scope was limited by a small sample size of 33 junior students from a single academic domain (College of Finance) assigned to an intermediate-level track at a private university in Taiwan, which restricts the generalizability of the findings across different academic disciplines or proficiency tiers.

To overcome these limitations, future studies need to employ quasi-experimental/experimental design with parallel control groups (e.g., traditional instruction vs. non-interactive video viewing vs. interactive video tasks) to separate the platform-related effects. Long-term follow-up with delayed post-tests (e.g., at 4- to 8-week intervals) should also be conducted to assess the rate of skills retention as well as motivational durability. In addition, repeating this experiment with a larger, multi-institutional sample (including public universities and stratified proficiency levels) will further provide a deeper understanding of the generalizability of interactive, gamified video tools to language education.

7. Conclusions

Although limited by a one-group design, the results imply that the use of interactive video lessons might have a positive effect on students' motivation and learning performance in Workplace English. Clear progress in test results was demonstrated, and students reported greater confidence, enjoyment and involvement in learning. The combination of visual, audio and interactive components resulted in a vibrant classroom environment that promoted concentration and active participation.

These outcomes emphasize the value of adopting innovative teaching methods that move beyond traditional approaches. By embedding interactive features into video-based lessons, educators can stimulate both intrinsic and extrinsic motivation, strengthen learners' self-efficacy, and make Workplace English more relevant to students' academic and professional development.

While the results are promising, further investigation is needed to assess the long-term impact of interactive video lessons and their effectiveness across diverse educational contexts. Exploring which design elements con-

tribute most to sustained engagement and learning success will provide deeper insights for optimizing future applications.

Consequently, interactive video lessons seem to have the potential to act as a motivating and stimulating work instrument for motivation and performance in Workplace English, which may provide a meaningful direction for teachers in their endeavor to develop interesting and active learning sessions.

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Conceptualization, methodology, data curation, writing—original draft preparation, L.L.; writing—review and editing, validation, supervision, D.L. Both authors have read and agreed to the published version of the manuscript.

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Institutional Review Board Statement

Ethical review and approval were waived for this study due to the minimal-risk nature of the study and because it was conducted as part of regular classroom instruction in accordance with institutional guidelines.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data presented in this study are available from the corresponding author upon reasonable request, subject to ethical and confidentiality considerations.

Conflicts of Interest

The authors declare no conflict of interest.

AI Use Statement

During the preparation of this manuscript, the authors used ChatGPT solely for language refinement. No AI tools were used for data analysis, interpretation, or generation of scientific content. All outputs were critically reviewed and edited by the authors. The authors take full responsibility for the integrity and accuracy of the work.

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