THE USE OF VLOGGING TO ENHANCE SPEAKING PERFORMANCE OF ESL STUDENTS IN A MALAYSIAN SECONDARY SCHOOL

by **Shoba Andiappan**

SMK Tinggi Setapak, 53200 Kuala Lumpur, WP Kuala Lumpur, Malaysia

Shoba_andiappan @ yahoo.com

Goh Hock Seng (Corresponding author)

Universiti Pendidikan Sultan Idris, 35900 Tanjong Malim, Perak, Malaysia

goh.hs @ fbk.upsi.edu.my

and **Soo Ruey Shing**

Universiti Malaysia Sarawak, 94300 Kota Samarahan, Sarawak, Malaysia

rssoo @ unimas.my

Abstract

This study investigates the effect of a vlogging project on Malaysian ESL students' speaking performance in a secondary school. Additionally, the students' experience and perception of making and using vlogs in their language learning were also investigated. To this end, a mixed-methods approach was adopted and the data was collected from 73 participants. A quasi-experiment was conducted to determine the effect of the vlogging project while a questionnaire and a retrospective self-report were utilised to obtain the participants' views pertaining to their experience in creating vlogs. The findings indicate statistically significant improvement in the ESL students' speaking scores. Additionally, the participants viewed the vlogging project positively and perceived it as a student-friendly learning tool which can also promote self-evaluation and function as a source of motivation. Drawing on the findings, ESL teachers should consider the pedagogical benefits of vlogs and incorporate them as an instructional technique in the language classrooms. This study indicates that the use of vlogs warrants further research in order to inform the feasibility and pedagogical impact of using vlogs to enhance students' speaking skills.

Keywords: video-based blogs (vlogs); asynchronous computer-mediated communication; out-of-class learning; ESL students; speaking

1. Introduction

Speaking has been widely recognized as a vital language skill and has received vast attention in English as a second language (ESL) research. Despite the focus and importance placed on the teaching of speaking across various educational contexts, it remains as one of the most challenging language skills to both ESL learners and teachers.

For some learners, speaking is often a challenging skill because it requires heavy cognitive processing. Bygate (2006) noted that in order to successfully and meaningfully communicate in a second language (L2), learners are required to employ a complex cocktail of elements comprising linguistic, non-linguistic and contextual para-linguistic features which all make speaking a difficult skill to ESL learners. Therefore, it is imperative for ESL teachers to devise activities that will help learners to automatize the aforementioned cognitive processes. Furthermore, speaking in a second language is particularly challenging for learners who speak more than one language due to native-language-interference related anxiety (Nurul Lina, 2010). L2 learners, especially those at the beginner-levels, often lack the confidence to converse in the target language due to possible first language interference and their lack of proficiency. Besides, they are also afraid of being judged for their mistakes. As such, teachers need to create an innovative and conducive environment which would encourage learners to speak confidently despite interference from their native language.

As for teachers, the challenge of teaching speaking to L2 learners could be attributed to a few pedagogical reasons. First, there is limited contact time for students to practise L2 speaking (Song, 2009). Based on the Malaysian syllabus, English language lessons constitute less than 3 hours per week. Teachers are expected to teach all the language skills, grammar and literature component within this limited contact time. As a result, students lack opportunities to practise L2 speaking. Second, large class size is often an obstacle in providing sufficient opportunities for individual students to practise speaking in class. Having many students in a class would understandably restrict the quantity and quality of teacher-student and student-student interactions, and thus students have to compete with their peers to get a chance to practise speaking (Chen, 2011; Huang, 2015; Sun, 2009). This issue highlights the need to create more individualized speaking opportunities for learners. The third most prominent challenge in the teaching of speaking is the dominance of drill-based pedagogies in some contexts that are often exam-oriented and tailored to improve students' written English proficiency rather than speaking (Hsu, 2016).

One way to overcome the aforementioned limitations is to create opportunities for students to increase their speaking time outside the classroom. However, a significant obstacle to this approach is that many ESL students lack the social support, for instance, a circle of peers who can engage in English language conversations with them. Fortunately, the development of Web 2.0 technologies seems to potentially fulfil the need for out-of-class speaking opportunity. The combination of computer-mediated communication (CMC), one of the affordances that Web 2.0 technologies have generated, and affordable video-recording gadgets enables learners

to communicate with one another using innovative tools and applications. One such tool which has the potential to facilitate speaking practice is "vlogging", which is "a portmanteau of the words video and blog (blog is itself a portmanteau of web and log)" (Watkins, 2012, p. 197).

The advancement of Web 2.0 technologies allows internet users to transform from individuals who passively consume content to contributors who can actively produce and provide content (Price, 2007). This implies that the use of vlogs could also encourage individuals to take part in CMC using their second language (L2) or any foreign language because they could actively communicate with an online community. As Moon and Lim (2013) assert, blogs are, among the many innovative tools, "best received in the field of education in general and foreign language education" due to their unique characteristics (p. 122). They are used by Internet-users to express their opinions and disseminate information. As a video equivalent of blogs, vlogs could be beneficial tools for speaking practice as they can be employed to increase out-of-class speaking opportunities and compensate for the limited contact time and speaking practice in class.

Although there is a growing body of research analysing the use of vlogs in language learning, most studies are explanatory in nature, in that they focus mostly on learners' perceptions of integrating vlogs into language learning. Additionally, the existing literature in the field of English language teaching has not extensively examined the actual impact of vlogs on learners' spoken language performance. Thus, given the potential that vlogs offer in facilitating in-class and out-of-class speaking practice, the present study was conducted to investigate the effects of using vlogs on ESL students' spoken English performance. The students' perceptions of integrating vlogs into their language learning and their experiences in making vlogs were also captured in the study.

2. Literature review

2.1. The application of SCMC and ACMC in language learning

Based on the temporal features, computer-mediated communication (CMC) can be categorised into two types, namely synchronous CMC (SCMC) and asynchronous CMC (ACMC) (Dix, Finlay, Abowd & Beale, 1993). SCMC, as the term 'synchronous' suggests, refers to computer-aided interactions which take place in real-time (Simpson, 2002). This implies that SCMC requires participants of an interaction to be online simultaneously. In contrast, ACMC does not necessitate its participants to be online at the same time. As such, it is a delayed form of

interaction, in that the interlocutors can respond to each other's messages at their own pace and convenience.

In language learning contexts, the application of either SCMC or ACMC depends upon the learners' level of proficiency. Levy and Stockwell (2006) posit that SCMC is better suited for high-proficiency learners because of the nature of its communication which requires immediate response. For instance, when taking part in a video-conferencing, the interlocutors are required to make and respond to comments spontaneously in a rapid fashion, without much time for preparation, review, rehearsals or repair. Thus, only students with higher language proficiency will be able to carry out a successful SCMC interaction by meeting SCMC's cognitive demands for faster language production. Students of lower language proficiency would not be able to fulfil these requirements and hence, might feel de-motivated by the potential communication breakdown.

Therefore, Huang (2015) recommends ACMC for lower-proficiency learners because its linguistic demands are considerably lesser than those of SCMC. ACMC can be conducted via e-mails, text-based blogs, discussion forums, voice bulletin boards, audio-based blogs and video-based blogs. The non-immediate nature of ACMC based on innovative tools and applications allows the interlocutors more time to produce, review and correct their language before publishing their completed written or spoken product. For this reason, language learners who are of lower proficiency would certainly find ACMC a less-intimidating experience for them to practise using the target language, while not missing out on the element of interactivity.

2.2. Vlogs

Blogs and specifically video-based blogs (vlogs) are considered one of the most phenomenal applications in language education (Hsu, 2016). Due to their pedagogical value, numerous studies have investigated the effects of using vlogs in language learning. For instance, Wagener (2006) experimented with the use of video-based speaking activities and found increased degrees of independent learning skills. Similarly, Shih's (2010) study on undergraduate-level ESL learners in Taiwan revealed that vlogging activities contributed towards higher levels of speaking confidence, cooperative learning and independent learning. Similar results were also reported in Hung's (2011) study within the English for Specific Purposes (ESP) field on Taiwanese undergraduates' perception towards vlogging. The undergraduates in the study reported gains in terms of motivation, independent learning skills, peer-supported learning and technical skills. In another study conducted in a Malaysian university context, Balakrishnan (2013) blended vlogging into the usual face-to-face communication activities and found that

her learners perceived vlogs to be an effective supplementary tool in improving their public speaking skills, especially in terms of fluency.

In terms of its effects on lexical and syntactic acquisition, Huang and Hung's (2010) study indicated that vlogs significantly improved the learners' oral performance in terms of total words and lexical richness although it did not increase their syntactic complexity. Sun (2012) investigated the effectiveness of vlogs on Taiwanese college-level EFL learners' speaking performance and their perceived gains in their speaking proficiency. Although the results showed no significant improvement in the students' speaking proficiency, it indicated enhanced levels of confidence from the learners' perspective. Likewise, Göktürk (2016) examined if vlogs enhanced Turkish EFL learners' oral performance, and reported that although vlogs did not lead to a significant improvement in the students' oral fluency, there was an overall increase in the students' oral proficiency, confidence and risk-taking.

Although the previous studies have reported promising results on the use of vlogs in language learning, there are some challenges that both educators and learners would encounter when engaging in a vlog-aided pedagogy. The first challenge is related to the unfamiliarity with technology and low Internet literacy. Becvar (2007) states that most teachers are hesitant to incorporate vlogs into their speaking lessons because they find the technicalities of publishing a vlog to be highly intimidating. This is especially noticeable among educators who are not adept with technology and the Internet. Likewise, students who are not accustomed to these concepts may also find a vlog project to be overwhelming and choose to opt out of the vlogging tasks and, hence, impede the successful implementation of a vlog project.

The second possible drawback to a vlog project stems from its individualized and learner-centred nature. Watkins (2012) claims that a vlog project may be impractical with large classes. This is because the implementers (or the teachers) would struggle during the feedback stage of vlogging. It would certainly be time-consuming for a teacher to view each student's vlog and then post individual comments on each video if it involves many students. This would be a huge burden for the teacher adding on to the existing amount of workload waiting to be completed.

The third form of challenge is related to learners' "affective interferences" (Hung, 2011, p. 744). According to Hung, some participants admitted that the vlog project induced a certain level of anxiety in them, as they were required to share their videos to a large group of audience. Although it was not real-time communication, they did not feel comfortable having many viewers watching their video clips. Hence, although much research into the use of vlogs indicates positive outcomes, there are also other studies that reported no significant effects

besides reporting observed challenges that need to be addressed in future research. It is hoped that this research will contribute to the body of knowledge with regard to the use of vlogs considering its potential benefits in the field of language teaching and learning.

3. Methodology

3.1. The aim of the study

This study aims at answering the following research questions:

1. Is there a significant difference between the mean scores of the pretest and the posttest in speaking performance obtained by the experimental group using vlogs?
2. How do the participants perceive the use of vlogs after their experience?

The design used in achieving the aims of the study is a mixed-methods approach involving quasi-experiment and retrospective self-report.

3.2. Participants and the context

A Malaysian national secondary school was the context for the present study. The participants comprised 73 Form 3 students (lower secondary). The students' English language proficiency ranged from low to intermediate levels. Additionally, they spoke little to no English outside the English classroom and the majority of them came from families who spoke their vernacular language(s) at their home and hence lacked exposure to the English language. All the students had mobile phones with video-recording and internet connection.

3.3. Research design and procedure

The mixed-methods approach was used to answer the research questions posed which require the use of both quantitative and qualitative methods (Creswell, 2018). A quasi-experimental design of one-group pretest-posttest (Fraenkel, Wallen & Hyun, 2015) was utilised to determine the effects of vlogging on the students' speaking skills whereby the independent variable was the vlogging project and the speaking performance was the dependent variable.

The treatment in this study comprised an eight-week long vlogging project. The participants were assigned a topic each week. Among the topics were 'food review', 'how I spent my holiday', 'story-telling' and 'be a tour guide'. In addition to the topics, two requirements were set for the vlog entries. Firstly, each video clip (see Figure 1) had to be at least two minutes long. Secondly, the participants were instructed to use only English language while speaking in the video clips. For each vlog entry, the participants were given a week's

time to plan, record, edit and publish their vlog entries by uploading it onto a private Facebook group. After uploading their videos, the participants were required to watch at least one of their peers' vlogs and post a comment on it (see Figure 2). Their comments had to be written in English and contain two positive points as well as one suggestion for improvement. Besides that, each participant was also required to complete a weekly retrospective self-report on their experience of vlogging.

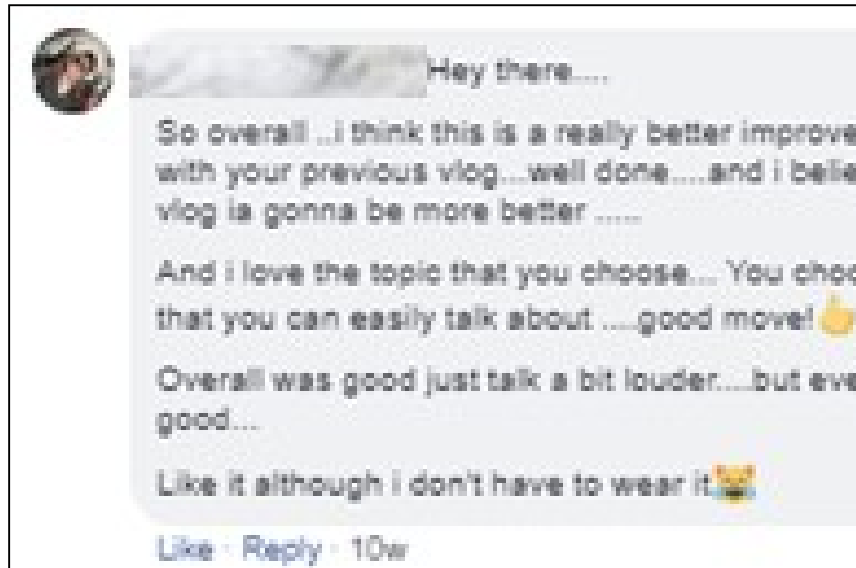

Figure 1. Screenshot of sample vlog

Figure 2. Sample students' comments

Prior to the treatment, a speaking test (i.e. the pretest) was conducted with the participants, who were not informed of their pre-test scores in order to avoid the testing threat to internal validity. After the pre-test, they were briefed on the ways to produce and upload their vlogs onto the Facebook group. During the treatment period (week 2 to week 9), the students were required to attend their usual English language lessons and produce one 2-minute long vlog entry every week following the topics given. After the treatment, another speaking test was conducted in week 10 and the test served as the posttest and was rated using the method as in the pre-test. As the final step, the participants filled in a questionnaire to indicate their perceptions of the vlogging project.

3.4. Research instruments

The pretest and posttest mentioned above were the instruments used in determining the effect of the vlogging project. In the pre-test, students were asked to speak individually on one topic assigned by the raters. The topic assigned was randomly chosen from a list of five topics, which were obtained from a previously used Spoken Interaction Assessments conducted in the Form Three Assessment (*Pentaksiran Tingkatan 3)*, one of the Malaysian public examinations. As for the posttest, the 2018 Spoken Interaction Assessment was used. The format of the post-test was similar to the pre-test in that the participants were assessed individually on their spoken English proficiency. The participants' spoken interaction in the pre- and post-tests were assessed by two raters. Before the actual scoring, both raters scored five students' sample spoken interaction in order to establish inter-rater consistency and norms of scoring. The raters used the Generic

Marking Descriptor for Spoken Interaction developed and prescribed by the Malaysian Ministry of Education for the English Language examination. The rating scale includes four basic assessment criteria – personal response, fluency, language accuracy and pronunciation. The maximum score for the test is 20 marks.

The other instruments of the study, a retrospective self-report and a questionnaire, were used to examine how the participants perceived the vlogging experience. As mentioned earlier, all the participants were asked to produce a retrospective self-report each week during the treatment period. A template was provided to help them write the reports. Prompts in the template were open-ended and had no word-limit for the responses. The prompts act as a guide for them to reflect on their vlogging experience. The participants shared the preparations they made for each week's vlog recording, a brief reflection of their speaking skill, plans for improvement and a personal evaluation of their performance in the current vlog compared to the previous week's.

The questionnaire was another instrument used and it was adapted from Yang's (2003) study on the integration of portfolio among EFL students. The questionnaire consists of 20 items constructed on a 5-point Likert scale, indicating their perceptions towards the vlog project. The items are grouped into four domains: (i) vlogs as a facilitator of learning, (ii) vlogs as a student-friendly tool, (iii) vlogs as a tool for self-evaluation, and (iv) vlogs as a source of motivation.

3.5. Findings

3.5.1. Effects of vlogging

A null hypothesis – 'H_0: There is no significant difference between the mean scores of the pretest and posttest in the speaking test at the end of the vlog project' was set to determine if the treatment has a significant effect. The hypothesis was stated as non-directional and hence, employed a 2-tailed non-directional test. The level of significance was set at $p < 0.05$, in line with the standard preselected probability level used in educational research (Gay et al., 2012). The descriptive statistics for the pretest and posttest obtained are shown in Table 1.

Table 1. Descriptive statistics for the pre-test and post-test

	N	Mean	Std. Deviation
Pre-vlog	73	15.16	1.81

Post-vlog	73	16.99	2.51

Table 1 shows the performance of the students before the treatment (M = 15.16, SD = 1.81) and after the treatment (M= 16.99, SD = 2.511), indicating an increase of 1.83 in the means after the treatment. A paired samples t-test was then conducted to compare the means and the results are given in Table 2.

Table 2. Results of Paired samples t-test

	Mean	SD	Std. Error Mean	95% CI for Mean Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Posttest-Vlog – Pretest Vlog	1.83	1.70	.199	1.425	2.219	9.143	72	0.000

Results of the t-test indicated that the increase was statistically significant, $t(73) = 9.143$, $p < .05$. The null hypothesis was thus rejected and hence, the results showed that the students had performed better in their speaking test after going through the vlogging project.

3.5.2. Perceptions towards vlogs

The students' perceptions towards the vlogging project were obtained through the questionnaire and triangulated with the students' comments in the self-retrospective report. Details of the students' responses to the items in the questionnaire can be seen in the appendix. It should be noted that the analysis and description of the students' responses to the questionnaire items are combined together as either positive ('Agree' and 'Strongly Agree') or negative ('Disagree' and 'Strongly Disagree').

Generally, the students view the vlogging project very positively. With regard to first domain (Vlogs facilitates learning; items 1, 3, 7, 10, 11, 13, 17), every item received very high percentages of agreement i.e. from 89.0% to 100%. Such overwhelming positive responses strongly show that the students are agreeable to the points that vlogs enable them to improve their speaking skills independently according to their learning style even outside the classroom, and importantly, vlogs provide the opportunity to watch and learn from their classmates.

Feedback given through the self-retrospective reports, as shown in Excerpts 1 and 2, reflect the students' excitement in being able to make vlogs to introduce their own culture (the excerpts are shown verbatim without corrections to grammar errors).

Excerpt 1

I recorded this vlog at a Hindu temple…my cousins were disturbing when I did my vlog. I had to do some rehearsals because my cousins were disturbing me while I did my vlog.

Excerpt 2

I had a chance to film about what the mosque looks like inside and shared to my non-Muslim friends.

Domain 2 (Items 2, 4, 15, 19, 20) seeks to find out from the students if vlog is a student-friendly tool. Interestingly, strong disagreements (69.9% - 97.3%) were registered towards negatively worded items and thus indicating positive views towards the idea that vlogs do not take up a lot of their time (69.9%) nor does it increase their workload (97.3%). With such perceptions, it is no surprise that a majority of them (80.8%) are willing to continue making vlogs after the project.

Nonetheless, there is a small number of students who provided a few notable comments through the self-retrospective reports. For instance, one student viewed the vlogging project as a hassle by stating, "I didn't like it because the topic was quite hard and also was a disturbance for me.". Another student who was experiencing shyness expressed her dislike of the vlogging project, "I don't like this vlog because I must do recording at public and I feel shy.". Hence, such comments are indeed valuable and should be taken note of when getting students to produce vlogs.

Domain 3 (items 8, 9, 14, 16, 18) examined whether the students viewed vlogs as a tool to encourage self-evaluation in ESL learning. As shown in the table (see Appendix), the students unanimously (100%) stated that the vlog project showed their learning progress. Additionally, they perceived the vlogs as being helpful in showing their strengths and weaknesses in English (91.8%), and in promoting self-reflection on their English language learning (86.3%). The pedagogical value of vlogging in encouraging self-evaluation among the students was also reflected in their self-retrospective reports. The vlogs enabled the students to 'see' themselves and self-evaluate. This can be seen in the following student responses.

Excerpt 3

I am good at describing but I talked less. I didn't like my hand movements and my tone

Excerpt 4

I am good at editing videos using stickers and themes. But I really want to stop making silly sounds. Other than that, I want to discover more words in my next vlog.

The students also responded very positively to items in Domain 4 (items 5, 6, 12) indicating that they perceived the vlog project to be motivating. This can be seen when 98.6% of them agreed that the project has increased their willingness to speak in English (98.6%) and that it allowed them to talk about topics that interest them (97.3%). The project also made them realise that they can learn English anytime and anywhere. Such views certainly bode well for the learning of English (or any language for that matter) especially the speaking skills in an environment where English is hardly used outside the English classroom. These findings are further supported by the students' feedback in self-retrospective reports. As one student stated, "I liked making the 'How to…' vlog entry because I could show my gaming skills to my classmates". Similarly, another student wrote that, "I loved the Food Review vlog because I am basically a food lover. I absolutely love trying out new food!".

4. Discussion

The t-test results indicate that the vlog project had a positive impact on the participants' English speaking performance. Such results corroborates with the results obtained in many similar studies (e.g. Göktürk, 2016; Shih, 2010) and further confirms the pedagogical value of using vlogging in enhancing learners' ESL speaking. The results of this study also corresponds to Krashen's (1982) Acquisition-Learning Hypothesis to a certain extent. According to this hypothesis, language learners benefit more when they acquire a language in an informal context while taking part in authentic and meaning-focused interactions, as compared to learning it in a formal and accuracy-focused setting. Therefore, it could be deduced that the participants' involvement in the vlogging project allowed them to 'acquire' the language in addition to 'learning' it in the formal language classroom. As Sun (2009) postulates, the task-based nature of vlogging project "promotes authentic and purposeful language use" (p. 98).

As for the students' perception of vlogs after their experience, it can be seen that most of the students view the project positively in all the four domains examined. The pedagogical value of vlogs in enhancing the speaking skills is clear. Of note is the value of learning from each other especially by watching and listening to their more proficient friends. This finding is consistent with the findings in Hung's (2011) and Huang's (2015) studies where the participants also reported experiencing peer learning in the respective vlogging projects. Such perceptions of peer learning provide further evidence to the notion of the Zone of Proximal Development (ZPD) by Vygotsky (1978), where learning occurs through interaction when they are in a 'zone' with more knowledgeable others. As they used the features of Facebook to view, comment and

provide feedback on their peers' vlogs, the project became an environment which stimulated learning for the less proficient learners as they were supported by their more proficient classmates.

Finally, the students viewed the vlog project as a source of motivation. This was evident as they felt less hesitant to speak in English and volunteered to be tested for their speaking skills based on the vlogging project. Similar responses were also noted by Huang (2015), whereby learners expressed decreased speaking anxiety and increased motivation to take risks and make mistakes while talking. These findings lend support to Krashen's (1982) Affective Filter Hypothesis, which advocates lower levels of anxiety and higher motivation levels to facilitate learners' language learning. Since vlog is an asynchronous form of CMC, it allows delayed interaction in that students have the flexibility of time to rehearse and review their recordings before publishing it for public viewership.

5. Conclusion

The outcomes of this study lead to two conclusions. First, ESL students could improve their speaking proficiency with the support of vlogging activities which are incorporated into language learning. Vlogs could be used as a supplementary tool to the conventional speaking activities to increase their learners' extensive speaking practice and increase motivation beyond the lesson hours. Nonetheless, the use of vlogs should also take into consideration the 'public nature' of the vlogging activities and as such may not suit certain types of personalities among the students. With this in mind, teachers should strive to set up a comfortable and safe vlogging environment as it is teachers' responsibility to cater to students' learning needs which match their diverse backgrounds and learning styles.

It should be noted that the positive outcome of the experiment is limited and may not be generalised due to the experimental design used which may be considered a weak design as numerous threats to internal validity are not addressed. Despite such a limitation, the design was used due to the context of the study which is a secondary school and carried out within the constraints of existing timetable and intact groups. However, the results provide useful insights into the pedagogical usefulness of vlogs in an authentic setting. That said, future research should employ true experimental designs to determine the effects of vlogs on the speaking skill.

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Appendix. Students' responses on the vlog project (N=73)

Items	Strongly disagree (%)	Disagree (%)	Not sure (%)	Agree (%)	Strongly agree (%)
1. The vlog project offered me an opportunity to learn good speaking skills from my classmates.	-	-	-	40 (54.8)	33 (45.2)
2. The vlog project takes up a lot of my time.	31 (42.5)	22 (30.1)	20 (27.4)	-	-
3. The vlog project helped me to improve my English language speaking skills.	-	-	2 (2.7)	26 (35.6)	45 (61.7)
4. The vlog project increased my workload.	51 (69.9)	20 (27.4)	2 (2.7)	-	-
5. The vlog project allowed me to talk about my personal interests.	0	2 (2.7)	0	35 (48.0)	36 (49.3)
6. The vlog project increased my willingness to speak in English.	-	-	1 (1.4)	34 (46.6)	38 (52.0)
7. The vlog project allowed me to learn English according to my learning style.	-	-	3 (4.1)	25 (34.2)	45 (61.7)
8. Preparing a vlog requires good video recording and editing skills.	-	-	2 (2.7)	41 (56.2)	30 (41.1)
9. The vlog project helped me to understand my strengths and weaknesses in English.	-	-	6 (8.2)	45 (61.7)	22 (30.1)
10. The vlog project helped me to learn English independently.	-	-	3 (4.1)	22 (30.1)	48 (65.8)
11. Watching other friends' vlogs helped me to have a better idea about vlogging.	-	-	0	21 (28.8)	52 (71.2)
12. I feel the vlog project made me realize that I can learn English anytime and anywhere, not just in the classroom.	-	-	3 (4.1)	29 (39.7)	41 (56.2)
13. Vlogs can show my efforts in learning English outside the English classroom.	-	-	7 (9.6)	34 (46.6)	32 (43.8)
14. The vlog project is a good tool to show my learning progress.	-	-	0	41	32

					(56.2)	(43.8)
15.	I still don't understand why we need to take part in the vlog project.	18 (24.6)	51 (69.9)	4 (5.5)	-	-
16.	When making the vlogs, I had a chance to reflect on my English language learning.	-	-	10 (13.7)	24 (32.9)	39 (53.4)
17.	The vlog project helps me to instil a habit of listening to, speaking, reading and writing in English regularly.	-	-	8 (11.0)	37 (50.7)	28 (38.3)
18.	I would like the teacher to assess my speaking skills by the vlog project.	-	-	9 (12.4)	32 (43.8)	32 (43.8)
19.	My experience of making vlogs has been a successful one.	-	-	8 (11.0)	30 (41.1)	35 (47.9)
20.	I will continue to make vlogs after this vlog project.	-	-	14 (19.2)	22 (30.1)	37 (50.7)