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FULL PAPER

Augmenting English Language Learning Through Vlogs: Teachers' Perspectives

Abstract

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The rapid advancement of technology has significantly transformed both teaching practices and student learning experiences. While numerous digital tools have proven effective, achieving English language proficiency continues to pose a challenge for many university-level EFL learners. This persistent gap may be attributed to the continued use of outdated or ineffective instructional methods, underscoring the need for more engaging, pedagogically sound, and innovative approaches. This study investigates the integration of vlogs as instructional tools in the EFL classroom, drawing on perspectives from Saudi Faculty. Adopting a quantitative methodology, data were collected through a structured questionnaire administered to Saudi EFL instructors. The findings suggest that vlogs, when incorporated thoughtfully into language curricula, can significantly enrich the learning experience and foster greater learner motivation and confidence in using English. They provide valuable insights for improving EFL pedagogy and guiding future research.

Key words: Technology, Tools, Vlogs, English, Language, Learning

1. Introduction

Advancements in technology-enhanced language learning have greatly improved access to educational resources and tools. The diversified social networking platforms and digital media now offer extensive opportunities for both learners and educators to enhance the teaching and learning experience. Elmahdi, et al. (2025) highlight the benefits of integrating technology into EFL contexts to enhance language teaching and learning, but also emphasize the implementation challenges that educational institutions must urgently address. One emerging technology tool is vlogging—a form of video blogging—which has shown promising applications in education. According to Pilkington (2009), a vlog is simply a blog presented in video format. Gunelius (2010: 413) further defines it as "a collection of video files posted to the Internet using a method that makes it easy to update content quickly—combining the usability of a blog with video files." Vlogs present unique opportunities to bridge the gap between formal instruction and real-world communication by incorporating visual, auditory, and cultural elements that enhance learner engagement and comprehension. Additionally, they promote independent learning, expose students to authentic language use, reduce speaking anxiety, build confidence, and enhance motivation. (Rakhmanina & Kusumaningrum, 2017). As Murcia (2001: 128) notes, "A video camera is a wonderful tool for recording student performances. It allows the learner to see the entire communicative performance, not just the sound." This multimodal feedback empowers learners to become more fluent and confident speakers. A growing body of research supports the effectiveness of vlogs in language learning and teaching (e.g. Tamimi, 2014; Lestari, 2019; Maldin et al., 2018; Arsyad et al., 2021; Nada, 2021).

However, despite their potential, the use of vlogs in many university EFL classrooms remains underexplored and underutilized. This may be due to factors such as irrelevant content, lack of pedagogical integration, or insufficient guidance. There is a clear need to implement vlogs more effectively, with well-defined learning goals and instructional strategies—not only to enhance speaking skills (Maldin et al., 2018; Wulandari, 2018; Arsyad et al., 2021; Nada, 2021; Chen & Hashim, 2022), but also to support creativity, learner autonomy, and language proficiency more broadly. Proficiency in the English language is no longer a luxury but a necessity for academic, professional, and social advancement.

This study seeks to investigate the extent to which vlogs can be strategically integrated into English language pedagogy to enhance learners' linguistic proficiency and engagement. It aims to address the current gap in educational practice by examining the effectiveness of vlogs as a supplementary tool for developing communication skills, language skills, and contextual understanding skills in English language learners. The following research questions have been addressed by the researcher: To what extent do vlogs enhance language learning? How do instructors incorporate vlogs in the EFL classroom?

2. Review of Related Literature on Vlogs in Language Learning

Hassan (2023) conducted a systematic review of 60 studies on vlogging published between 2011 and 2020, revealing that both students and instructors in higher education generally perceive vlogs positively. The findings emphasize the pedagogical value of vlogs in fostering student reflection, organization, and archiving of work, alongside benefits such as visual

representation, time flexibility, and opportunities for self-evaluation. However, limitations were also reported, including technical issues, weak integration with real-time communication, and emotional barriers. Tani, et al (2022) examined the impact of video on learning outcomes and found that multimedia presentations enhance student learning and provide valuable tools for increased online course delivery. Sadaf, et al (2024) discussed the role of YouTube lectures, vlogs, and videos in boosting ESL Learning and found significant results. Earlier, Anggraeni et al. (2020) examined the implementation of vlogs in speaking activities and found improvements in fluency, pronunciation, and intonation. Similarly, Mandasari and Aminatun (2020), in a study involving 40 Indonesian university students enrolled in a Transactional Conversation course, observed significant gains in students' performance based on pre- and post-test comparisons. In a Malaysian secondary school context, Vender and Ngui (2023) explored the use of vlogs to enhance speaking skills. Ayar (2022) focused specifically on writing development and found that vlogs significantly improved learners' written performance. Regarding communication skills, Sanad (2021) studied the effectiveness of vlogs in developing EFL college students' oral communication skills, and motivation to learn, and found vlogs had little effect in improving oral communication skills and motivation among EFL PYP learners.

In terms of vocabulary development, Syam and Emirati (2021) studied 25 students at Muhammadiyah Bulukumba and confirmed that vlogs significantly enhanced vocabulary acquisition. Taqwa and Sandi (2019) also observed improvements in students' vocabulary, self-confidence, and editing skills as a result of vlog use. Finally, Arndt and Woore (2018) conducted a comparative study on vocabulary acquisition through written blogs versus video blogs. Their findings showed that while video blogs were more effective in reinforcing grammatical functions and meaning recognition, written blogs were superior in enhancing orthographic knowledge. For grammar instruction, vlogs present language in context—an approach proven more effective than traditional, decontextualized grammar exercises (Spada & Lightbown, 1993).

Recent studies highlight the growing recognition of vlogs as effective tools for authentic speaking assessment in English language teaching (ELT). Habibah et al. (2021) investigated the role of vlog projects in facilitating authentic speaking assessment. Their findings indicate that students strongly preferred vlogs as an assessment tool, viewing them as effective for evaluating speaking skills in a more engaging and less stressful manner. Similarly, Sharon and Nurlaily (2020) examined students' perceptions of using vlogs to assess speaking fluency and pronunciation. The majority of participants demonstrated improved performance, although a few reported challenges with speaking in front of the camera. Importantly, the vlog project also provided valuable formative feedback for teachers, enhancing their understanding of individual student progress. Ashikin and Azizan (2022) explored the use of vlogging as an assessment tool with a focus on adult learners. Their study addressed two key areas: (1) whether vlogging reduces speaking anxiety, and (2) whether student-created vlogs can be effectively integrated into speaking course assessments. Findings confirmed that vlogging not only improved speaking performance and confidence but also significantly reduced test-taking anxiety, making it a viable alternative to traditional assessment methods. Earlier, Kırkgöz (2011) examined the use of video recordings for student self-assessment and peer

evaluation in speaking tasks. The study found that students developed critical perspectives on their speaking performance and showed notable improvement when engaging in self-reflection through video. Regarding critical thinking, the study examined the impact of electronic vlogs on teaching practices aimed at developing critical writing skills among secondary school students. The findings indicate that vlogging effectively stimulated students' thinking and significantly enhanced their critical writing abilities.(Mohamed, et al,2023).

3. Methodology

3.1 Research Design

This study employed a descriptive quantitative research design, using a questionnaire to gather data on participants' perceptions, attitudes, and experiences regarding the use of vlogs as a tool to enhance language learning in the classroom.

3.2 Participants

The study involved 43 Saudi Faculty, specializing in English language instruction. These participants taught a range of courses, including language skills, speaking, listening, reading, and writing. The participants voluntarily completed a questionnaire, which began with an informed consent section that allowed them to opt in or out of the study. The Faculty varied in their years of teaching experience at the university level. Additionally, some employed diverse teaching methods aimed at enhancing student engagement in English language learning.

3.3 Instrument

The study aimed to collect objective data regarding the integration of vlogs in English language teaching, under the theme: "Augmenting English Language Learning Through Vlogs." Data were gathered via a structured online questionnaire designed using Google Forms. This instrument consisted primarily of close-ended questions, crafted to address the study's central research questions: To what extent do vlogs enhance language learning? How are vlogs incorporated by instructors in the language classroom?

The selection of a questionnaire as the primary data collection tool is justified by its suitability for eliciting authentic and quantifiable responses from participants. Questionnaires have been widely adopted in similar research contexts. For instance, Andiappan, Seng, and Shing (2022), as well as Arsyad, Akhmad, and Bayan (2021), employed questionnaires to explore participants' perceptions regarding the effectiveness of vlogging in educational settings. Elmahdi, et al. (2025) have used a questionnaire to measure the perceptions, instructional practices, and obstacles faced by Saudi EFL educators when integrating critical thinking and technology.

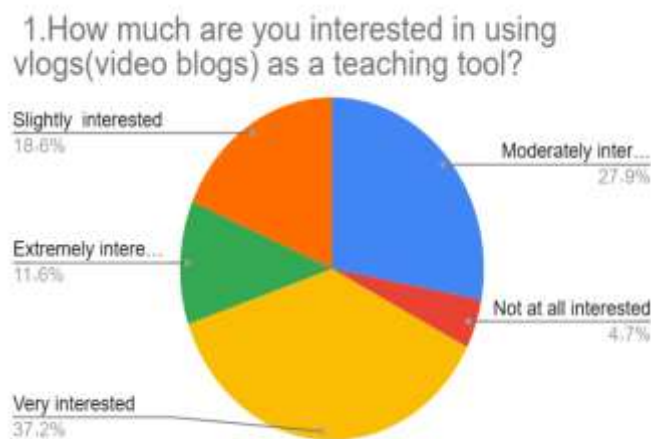
The questionnaire comprised of 14 statements, and the options were diversified to align with the specific target data. For example, several questions utilized a Likert scale with options such as Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree to gauge participants' attitudes. Other items measured significance or effectiveness using options such as: Greatly/Significantly, Partially, rarely (to test perceived significance), and Not at all effective, Slightly effective, Moderately effective, Very effective (to assess perceived effectiveness). Additional questions required participants to select from various technical skills involved in vlogging, such as Editing, Graphic Design, Content Creation, and Coding, and to choose from the list, the challenges they encountered when using vlogs. The collected

data were analyzed quantitatively, with Google Forms automatically generating response percentages for each item.

4. Analysis of Results

This section presents the quantitative findings from the questionnaire designed to capture the perspectives of 43 Saudi EFL faculty on the integration of vlogs in language education. To provide a clear interpretation, the results are presented using descriptive statistics (percentages) and are organized thematically to correspond with the study's two main research questions. The analysis begins with an overview of faculty interest in vlogs before delving into the specific questions that reveal the perceived extent to which vlogs enhance language learning. Following this, the analysis shifts to how instructors utilize vlogs as pedagogical tools in the classroom. Each finding is supported by data from the relevant questionnaire items and visualized through charts where appropriate.

Chart 1: Faculty interest in vlogs as an EFL teaching tool



The results from Chart 1 indicate that a substantial proportion of Saudi EFL faculty members expressed a high level of interest in using vlogs as a teaching tool. The largest segment, representing 37.2 percent of respondents, reported being very interested, while 27.9 percent indicated a moderate level of interest. A further 18.6 percent were slightly interested, and 11.6 percent described themselves as extremely interested in the integration of vlogs into their teaching practice. Only a small minority, 4.7 percent, stated that they were not at all interested.

These findings suggest that the overall attitude toward vlog integration is highly favorable, with more than three-quarters of participants displaying moderate to very high levels of enthusiasm. This positive inclination reflects patterns reported in previous studies, such as Hassan (2023) and Habibah et al. (2021), where educators recognized the pedagogical potential of vlogs in fostering engagement, supporting authentic language use, and enhancing learner motivation. The very small proportion of respondents who expressed no interest indicates that resistance to adopting such tools is minimal. However, the group that reported only slight interest may represent individuals who are either unfamiliar with the practical benefits of vlogs or concerned about potential implementation challenges. Providing targeted professional development, showcasing successful case studies, and offering institutional support could help increase their willingness to experiment with and adopt vlogs in their

classrooms. Overall, the data reveal a strong readiness among faculty to explore and integrate vlogging into EFL pedagogy, creating an encouraging foundation for further implementation.

Chart 2: Vlogs as an EFL tool for learning vocabulary



Chart 2 reveals that 58.1% of respondents agreed, 30.2% strongly agreed, 7% were neutral, 4.7, and strongly disagreed that vlogs can expose students to new vocabulary and demonstrate their understanding of it. Notably, no respondents disagreed with this statement. These results support Research Question (RQ1). Similarly, Syam and Emirati (2021) found significant improvements in students' vocabulary acquisition, while Taqwa and Sandi (2019) reported enhanced vocabulary, improved video editing skills, and increased self-confidence among students.

Chart 3: Vlogs as an EFL tool for learning grammar

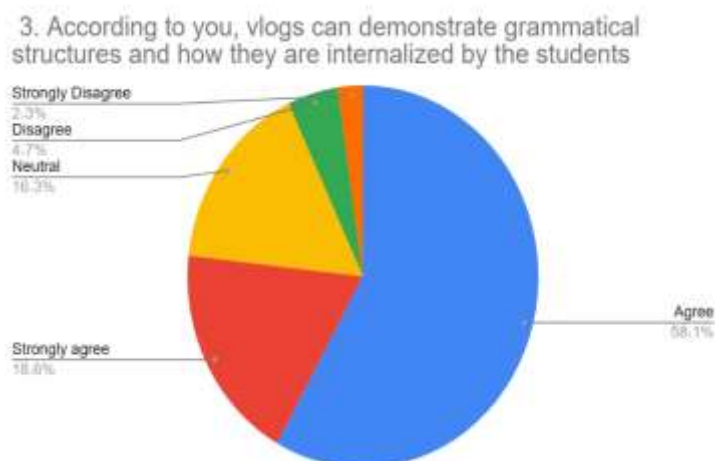


Chart 3 shows that 58.1% of participants agreed, 18.6% strongly agreed, 16.3% were neutral, 4.7% disagreed, and 2.3% strongly disagreed that vlogs can effectively demonstrate grammatical structures in context and how well students internalize them. This aligns with findings by Spada and Lightbown (1993), who emphasized that learning grammar in context

is more engaging than traditional approaches. Additionally, Arndt and Woore (2018) highlighted the value of vlogs in enhancing the grammatical functions of lexical items.

Chart 4: Vlogs as an EFL tool for improving learning outcomes



In Chart 4, 48.8% of respondents indicated that vlogs greatly or significantly improve learning outcomes, while 41.9% reported partial improvement. In contrast, 7% stated that vlogs rarely improve learning, and 2.3% believed they do so only to a little extent. These findings align with Tani, et al. (2022), who found that multimedia presentations enhance student learning and serve as valuable tools to increase online course delivery.

Chart 5: Vlogs as an EFL tool for communication skills

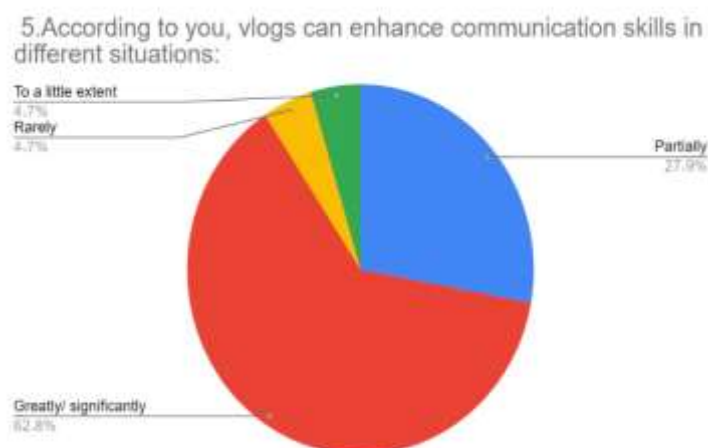


Chart 5 shows that 62.8% of participants believed vlogs greatly or significantly enhance communication skills in various contexts, with 27.9% choosing partially, 4.7% selecting to a little extent, and 4.7% choosing rarely. This positive perception is supported by Mandasari and Aminatun (2020) and Anggraeni et al. (2020), who observed improvements in students' speaking abilities.

Chart 6: Vlogs as an EFL tool for engagement and motivation

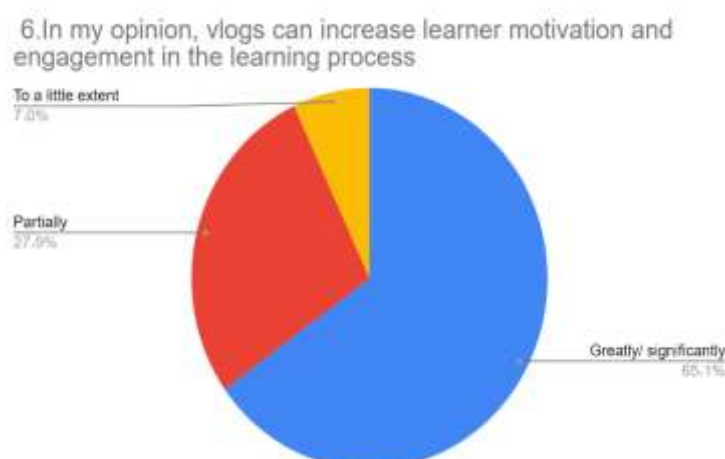


Chart 6 findings indicate that 65.1% of respondents believed vlogs greatly or significantly increase learner motivation and engagement, while 27.9% chose partially, and 7% selected to a little extent. These findings are supported by Vender and Ngui (2023), who emphasized the motivational power of vlogs in encouraging students to speak.

Chart 7: Vlogs as an EFL tool for an enjoyable classroom environment

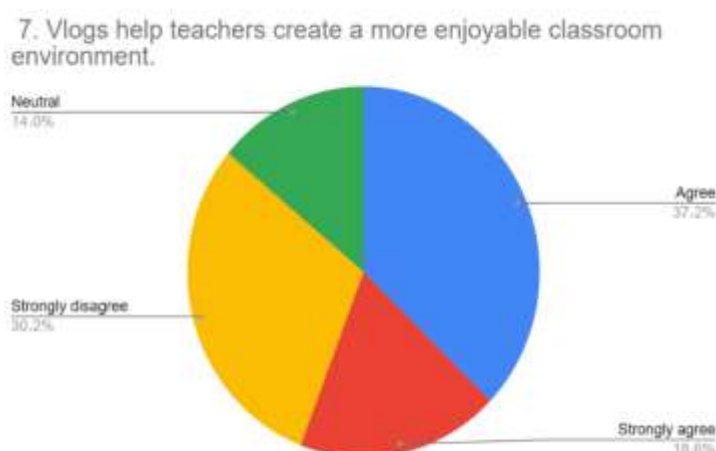


Chart 7 indicates that 37.2% of respondents agreed that vlogs help teachers create a more enjoyable classroom environment. However, 30.2% strongly disagreed, while 18.6% strongly agreed, and 14% were neutral. The results suggest differing perceptions among educators, though a notable proportion still recognizes the positive emotional impact of vlogs in classroom settings. Ashikin and Azizan (2022) support this notion, affirming that vlogs can reduce student anxiety and enhance confidence factors that contribute to a more engaging and supportive learning environment.

Chart 8: Vlogs as an EFL tool for assessment

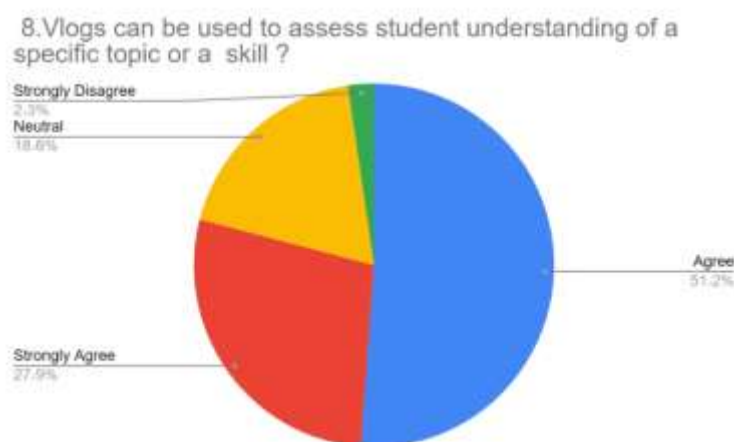


Chart 8 reveals that 51% of respondents agreed, and 27.9% strongly agreed that vlogs can be effectively used to assess student understanding of a specific topic or skill. Meanwhile, 18.6% remained neutral, and 2.3% strongly disagreed. These findings reflect a generally positive view of vlogs as alternative assessment tools that offer insight into student comprehension and performance. Kırkgöz (2011) assured the benefits of vlogs recording for self-assessment and peer evaluation in speaking tasks. Moreover, Habibah et al. (2021) confirmed the potential of vlog projects in facilitating authentic speaking assessment.

Chart 9: Vlogs as an EFL tool for authentic resources

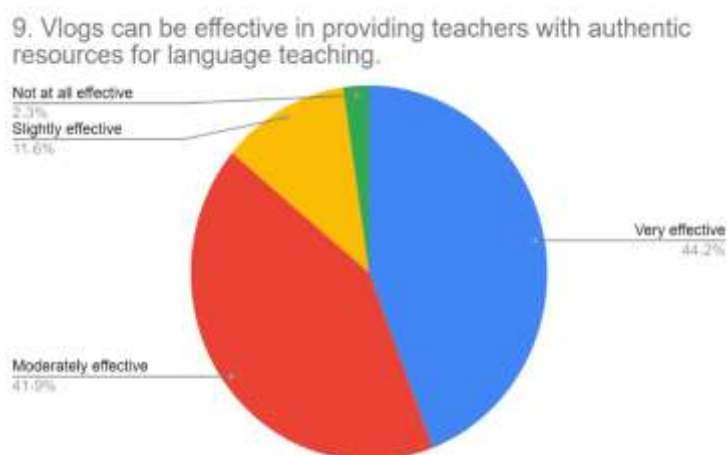


Chart 9 shows that 44.2% of participants found vlogs very effective, 41.9% considered them moderately effective, 11.6% saw them as slightly effective, and 2.3% as not at all effective in providing teachers with authentic resources for language instruction. The majority of responses point to the authenticity and real-world relevance of vlog content. Rakhmanina and Kusumaningrum (2017) highlighted the value of exposing students to authentic language to build confidence and enhance motivation

Chart 10: Vlogs as an EFL tool for obtaining feedback

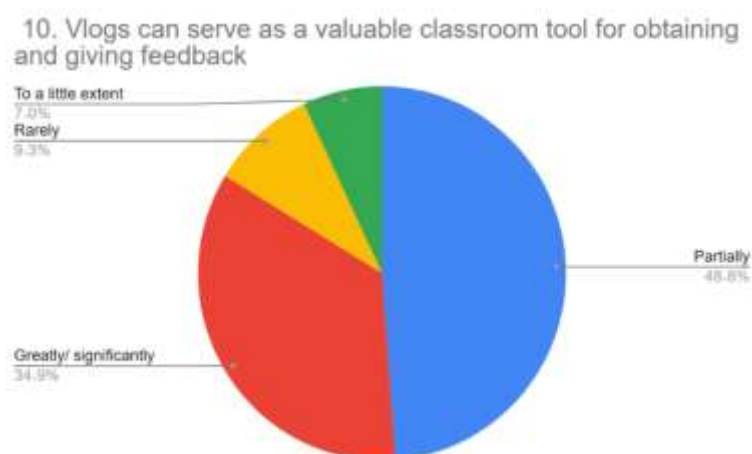


Chart 10 presents varied opinions on the use of vlogs for giving and obtaining feedback: 48.8% selected partially, 34.9% chose greatly/significantly, 9.3% reported rarely, and 7% chose to a little extent. While the responses show some hesitation, there is a general acknowledgment of the effectiveness of vlogs in facilitating reflective and interactive feedback practices. This aligns with findings by Sharon and Nurlaily (2020), who emphasized that vlogs support the delivery of meaningful and constructive feedback.

Chart 11: Vlogs and technical skills focus

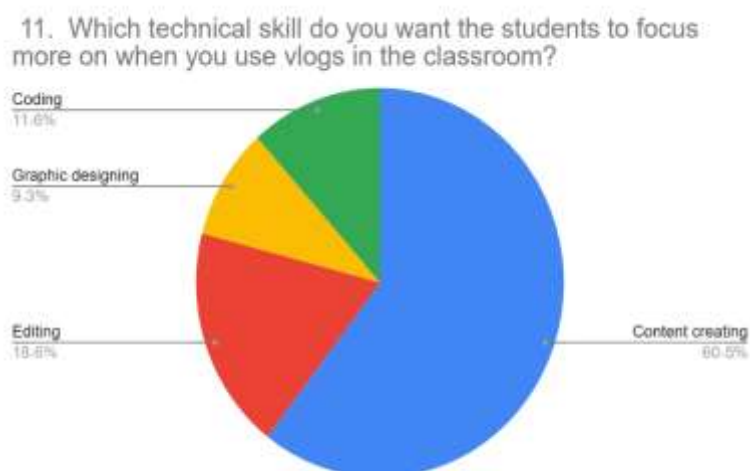
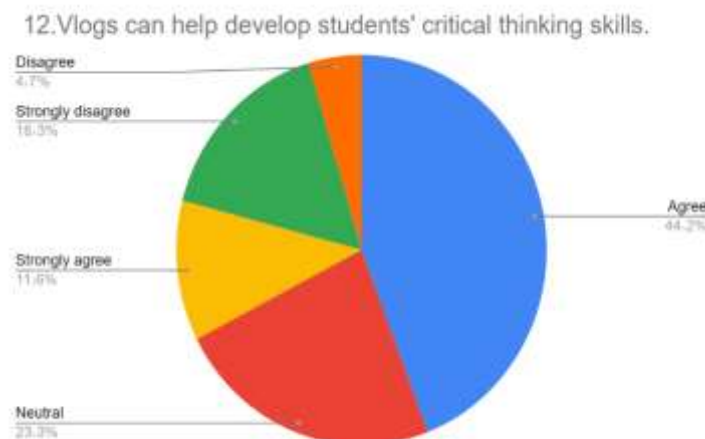


Chart 11 shows that 60.5% of respondents identified content creation as the most important technical skill students should focus on when using vlogs in the classroom. Other skills included video editing (18.6%), coding (11.6%), and graphic organizing (9.3%). The emphasis on content creation highlights the importance of idea development, storytelling, and message clarity in digital learning contexts.

Chart 12: Vlogs as an EFL tool for developing critical thinking



Regarding the role of vlogs in developing critical thinking skills: Chart 12 shows that 44.2% agreed, 23.3% were neutral, 16.3% strongly disagreed, 11.6% strongly agreed, and 4.7% disagreed. The overall tendency suggests good support for the critical thinking benefits of vlogs. Mohamed, et al (2023) affirmed the potential of vlogs to stimulate students' thinking and significantly enhance their critical writing abilities.

Chart 13: Which skill/skills can vlogs best develop? do you think(select all that apply)

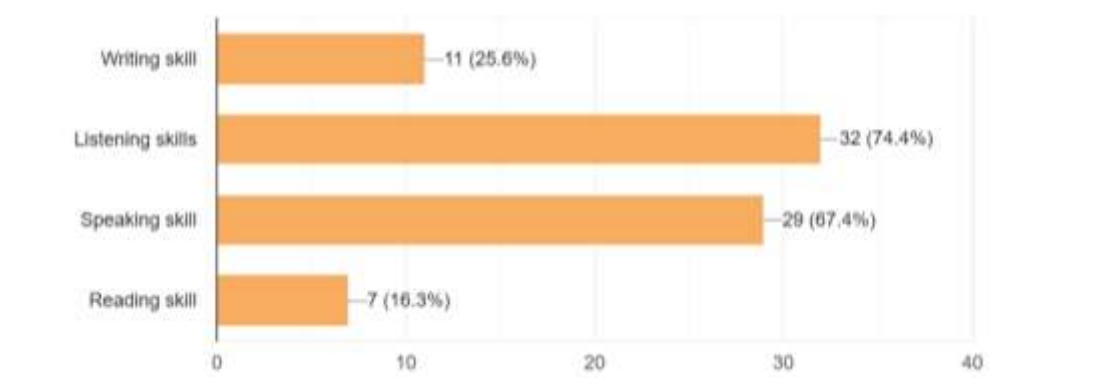


Chart 13 reveals that 74.4% of respondents believe vlogs are most effective in developing listening skills, followed closely by 67.4% who identified speaking skills. In contrast, only 25.6% selected writing skills, and 16.3% chose reading skills. These findings suggest that vlogs are perceived as particularly beneficial for oral-aural language skills. Ashikin and Azizan (2022) support this perception, highlighting that vlogs reduce speaking anxiety while boosting students' confidence and speaking proficiency. Similarly, Habibah et al. (2021) identified vlogs as one of the most effective assessment tools for speaking, a finding echoed by Sharon and Nurlaily (2020)—though the latter also noted challenges related to students' discomfort in front of the camera. Despite being rated lower, writing skills also showed

potential benefits through vlog integration, as evidenced by Ayar (2022), who reported improvements in students' writing abilities when using vlogs for expression and reflection.

Chart 14: What are the possible challenges of using vlogs in the language classroom? (Select all that apply)

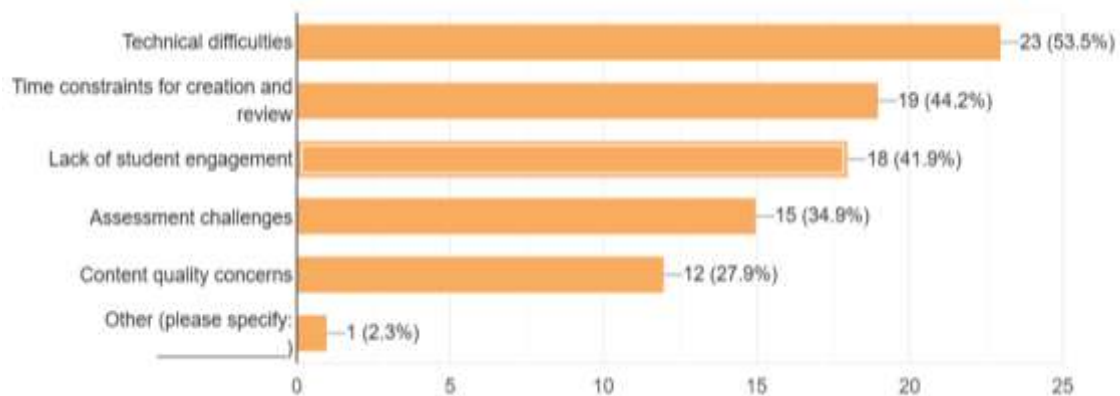


Chart 14 addresses the challenges of using vlogs in education. 53.5% of respondents cited technical difficulties as the most significant barrier. Other challenges included time constraints for creation and review (44.2%), a lack of student engagement (41.9%), assessment difficulties (34.9%), and concerns about content quality (27.9%). These findings are consistent with studies by Hung (2011), who noted that while vlogs offer pedagogical benefits, they also present practical issues such as equipment limitations, production quality, and the need for adequate support and resources.

To sum up, faculty members teaching English as a Foreign Language (EFL) show a strong and positive attitude toward incorporating vlogs into their classrooms. A large proportion expressed genuine interest, with 37.2% saying they are *very interested* and another 11.6% describing themselves as *extremely interested* (Chart 1). This level of enthusiasm reflects a clear openness to modern teaching methods. The low percentage of disinterest—just 4.7% of respondents—further highlights a collective willingness to explore creative, tech-based approaches to language instruction. This supports existing research, which emphasizes the power of vlogs to promote authentic language use and increase student motivation (Hassan, 2023; Habibah et al., 2021).

Educators also see vlogs as highly effective tools for developing a wide range of language skills. An overwhelming majority—88.3%—agreed or strongly agreed that vlogs help students learn new vocabulary (Chart 2), echoing findings by Syam and Emirati (2021) and Taqwa and Sandi (2019). Similarly, 76.7% believe that vlogs provide an engaging way to teach grammar through real-life examples (Chart 3), a method supported by scholars like Spada and Lightbown (1993) and Arndt and Woore (2018). Oral and listening skills also stand out as areas of benefit, with 76.4% of faculty citing speaking and 74.4% citing listening as the most improved skills through vlog use (Chart 13). These insights are backed by research showing that vlogs can reduce speaking anxiety and boost learner confidence (Ashikin & Azizan, 2022; Habibah et al., 2021).

Beyond language proficiency, educators recognize the broader impact of vlogs on overall learning and classroom dynamics. A significant 90.7% of respondents reported at least some

improvement in student learning outcomes due to vlog integration, with nearly half (48.8%) stating the improvement was *great* or *significant* (Chart 4). These findings align with research by Tani et al. (2022), who highlighted the benefits of multimedia in education. Faculty also see vlogs as powerful tools for boosting student motivation and classroom engagement—65.1% believe vlogs significantly enhance these factors, a sentiment echoed by Vender and Ngui (2023). While opinions are more mixed on whether vlogs make classes more enjoyable, more than half (55.8%) agreed or strongly agreed that they do, with reduced student anxiety cited as a likely reason (Chart 6, Chart 7).

When it comes to practical classroom use, faculty view vlogs as versatile and effective. Most respondents (78.9%) agreed that vlogs can support assessment, particularly in evaluating speaking skills and facilitating self-assessment, as supported by Kırkgöz (2011) and Habibah et al. (2021) (Chart 8). In terms of feedback, nearly half (48.8%) rated vlogs as *partially effective*, while 34.9% saw them as *greatly* or *significantly effective*, in line with Sharon and Nurlaily's (2020) findings on meaningful, personalized feedback (Chart 10). Vlogs are also praised for their authenticity—86.1% of faculty said they are moderately to very effective in providing students with exposure to real-world language (Chart 9), a benefit highlighted by Rakhmanina and Kusumaningrum (2017).

Educators also believe that vlog-based activities help students develop important secondary skills. Content creation was identified as the top technical skill students gain (60.5%), followed by video editing (18.6%), with many faculty noting the importance of clear communication and thoughtful idea development (Chart 11). Additionally, 55.8% of faculty agreed or strongly agreed that vlogs support critical thinking, aligning with research from Mohamed et al. (2023), which found that vlog projects can stimulate deeper thinking and improve students' critical writing abilities (Chart 12).

Despite all these benefits, faculty also acknowledged several real-world challenges. Technical problems topped the list, with 53.5% citing them as the main barrier, followed by time constraints (44.2%), low student engagement (41.9%), and difficulties in assessment (34.9%) (Chart 14). These concerns are consistent with earlier studies like Hung (2011), which pointed out how equipment issues and production quality can limit vlog effectiveness in teaching. Overall, these findings emphasize the need for institutional support, adequate resources, and targeted professional development to help educators overcome these hurdles and make the most of vlogs in the EFL classroom.

5. Discussion of Findings

The study explores two research questions: the extent to which vlogs enhance language learning and instructors' incorporation of vlogs in the language classroom. The findings of this study contribute to the growing body of literature on the pedagogical uses and impact of vlogging in language classrooms. The results indicate a clear tendency among Faculty to view vlogs as effective instructional tools that enhance various aspects of the learning experience. This observation is in line with existing research, which underscores the pedagogical value of vlogs in promoting English language learning, despite contextual limitations that may arise in some English language learning environments. For instance, Hassan (2023) emphasized the pedagogical significance of vlogs in enhancing students' reflection, organization, and archiving of work, in addition to the benefits of visual representation, time flexibility, and self-evaluation. This, to a greater extent, will offer Saudi University students a room for more autonomy and personalized learning.

The study demonstrates the role of vlogs in developing various English language skills—particularly speaking, listening, and writing—as well as in fostering communication skills and supporting assessment practices. Ashikin and Azizan (2022) support this perception, highlighting that vlogs reduce speaking anxiety while boosting students' confidence and speaking proficiency. Similarly, Habibah et al. (2021) identified vlogs as one of the most effective assessment tools for speaking, a finding echoed by Sharon and Nurlaily (2020)—though the latter also noted challenges related to students' discomfort in front of the camera. Despite being rated lower, writing skills also showed potential benefits through vlog integration, as evidenced by Ayar (2022), who reported improvements in students' writing abilities when using vlogs for expression and reflection.

The study further highlights the positive impact of vlogging on students' vocabulary and grammar acquisition. These findings align with those of Syam and Emirati (2021), who observed significant improvements in learners' vocabulary, and Taqwa and Sandi (2019), who reported not only enhanced vocabulary but also improved video editing skills and increased self-confidence among students. Additionally, Spada and Lightbown (1993) emphasized that learning grammar in context, as often occurs in vlogging activities, is more engaging and effective than traditional, decontextualized approaches.

The study reflects a generally positive view of vlogs as alternative assessment tools that offer insight into student comprehension and performance, providing teachers with authentic resources for language instruction and feedback. This aligns with findings by Sharon and Nurlaily (2020), who emphasized that vlogs support the delivery of meaningful and constructive feedback.

The finding, furthermore, affirms technical difficulties as the most significant barrier. Other challenges included: lack of student engagement, time constraints for creation and review, assessment difficulties, and concerns about content quality. These findings are consistent with studies by Hung (2011) who noted that while vlogs offer pedagogical benefits, they also present practical issues such as equipment limitations, production quality, and the need for adequate support and resources, and Hassan (2023) who also reported, including technical issues, weak integration with real-time communication, and emotional barriers. However, technical difficulties remain a common concern. These findings reinforce the importance of providing targeted training and ongoing professional development for educators. Equipping teachers with the skills to guide students in producing high-quality, meaningful vlog content—and to navigate the technical demands—can help mitigate barriers and maximize the educational potential of vlogging as a classroom practice.

6. Conclusion

This study set out to examine the impact of vlogging on English language learning by exploring instructors' perceptions. The findings conclude that vlogging has a notably positive influence on language acquisition, particularly in enhancing learners' engagement, skill development, and confidence. However, to fully harness the potential of this digital tool, instructors must become increasingly proficient in the pedagogical and technical aspects of emerging classroom technologies. Educators are encouraged to guide students toward reliable content sources to mitigate concerns related to content appropriateness and digital safety. Moreover, the study highlights the importance of fostering a more liberated and learner-centered classroom environment—one that offers students the opportunity to express their

creativity and take ownership of their learning journey through vlogging and other innovative practices.

7. Implications

While this study has provided valuable insights into the role of vlogging in the teaching and learning process, several important areas remain unresolved.

There is a need for teachers to incorporate vlogs into classroom activities to develop students' language and communication skills, expose them to authentic vlogs, and encourage them to create their vlogs to demonstrate learning. Moreover, the need is dire to integrate in the curriculum vlog-based projects and innovative assessment methods for vlogging. It is the need of the hour for universities and educational institutions to provide technological support for students and teachers to produce and view vlogs, offering professional development for teachers on integrating digital tools and managing student-created content, and creating platforms where students can publish and showcase their vlogs, and encouraging extracurricular vlog clubs or competitions to keep learners engaged.

Further research should focus on learners' preferences in more educational and informative technological tools that align with their evolving needs. Moreover, future studies should examine the appropriateness of vlog content and quality that meet the diverse learning styles and individual learner differences, ensuring that such tools are inclusive and pedagogically sound. Finally, more attention should be given to addressing the gap between learners' expectations and the realities of classroom implementation broadly.

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