

# The Effects of Vlogging on Student Speaking Ability

Ahmad Abdan Sakuro, Sunchai Hamcumpai

English Language Teaching, Roi Et Rajabhat University, Roi Et Thailand

·ahmad.abdan.sakuro@gmail.com

## Abstract

English is considered a Foreign Language in Thailand and has been an integral part of the Thai curriculum, spanning from primary to university levels. To further their education, Thai students are required to take English Proficiency Tests (EPT), such as TOEIC. Despite the emphasis placed on mastering English, many Thai learners continue to face challenges in acquiring proficiency and fluency in spoken English. While some studies have explored factors hindering English speaking among Thai EFL learners, there is a notable lack of research conducted in the Northeast region of Thailand. This study focuses on Roi Et, Selaphum, in the Northeast part of the country, with the aim of investigating the impact of incorporating vlogging as an innovative learning method into the classroom on student speaking ability. By utilizing interactive vlogging as a pedagogical tool, educators seek to enhance students' motivation and engagement in English language learning. The research methodology employed in this study involves a qualitative approach, with a sample size of 11 participants observed over an eight-week period. Through data analysis, six thematic areas emerged, shedding light on various aspects of students' speaking abilities. These thematic data points include: 1) Readiness to Speak English; 2) Thinking in English; 3) Fluency and Free Expression in English; 4) Confidence in Speaking English; 5) Overcoming Fear and Nervousness in English Speaking; and 6) Self-correction. By exploring these thematic areas, this study aims to provide valuable insights into the effects of incorporating vlogging into English language classrooms on student speaking ability. The findings will be of significance to educators and practitioners seeking to enhance language learning outcomes, especially in regions where little research has been conducted in this context.

**Keywords:** vlogging, student speaking ability, innovative learning methods.

## A. INTRODUCTION

In Thailand, English is regarded as a Foreign Language, primarily utilized in academic and professional settings. The Thai Solution Survey conducted in 2021 revealed that approximately 44.6% of the population (equivalent to 31.9 million individuals) are English speakers, predominantly concentrated in urban centers like Bangkok and tourist destinations such as Phuket and Koh Samui. Nevertheless, the distribution of English speakers is not evenly spread, particularly in the Northeastern region of Thailand, where the predominant language spoken is the Isaan dialect.

Furthermore, English has been an integral part of the Thai curriculum, spanning from primary to university levels (Prescott, 2009). To further their education, Thai students are required to take English Proficiency Tests (EPT), such as TOEIC (Ellis, 2016). Despite the emphasis placed on mastering English, many Thai learners continue to face challenges in acquiring proficiency and fluency in spoken English (Pawlak & Waniek, 2014; Noom-ura, 2013). While some studies have explored factors hindering English speaking among Thai EFL learners (Abasha'ar, 2021), there is a notable lack of research conducted in the Northeast region of Thailand.

The present study is centered on the region of Roi Et, specifically Selaphum, situated in the Northeastern part of Thailand. Its primary objective is to examine the influence of integrating vlogging, an innovative instructional approach, into the classroom setting on the speaking proficiency of students. With the incorporation of interactive vlogging as a pedagogical tool, educators aspire to bolster students' motivation and active involvement in the process of English language learning.

Fortunately, modern technology provides a global opportunity for rapid and communicative English language learning. Social media platforms such as Facebook, Instagram, and video-sharing websites like YouTube offer an excellent platform to facilitate students' English language development (Johnson, 2011). In this study, we will focus on Vlogs, video logs, consist of a series of videos created by individuals to convey personal stories or experiences (Ahmad, 2014) by integrating two platforms: Youtube and Facebook. Vlogging serves as a suitable teaching tool for the current generation of students, who have grown up in a digitally-driven world (referred to as 'digital natives') (Considine, Horton & Moorman, 2009).

Moreover, the incorporation of vlogs within the classroom setting has demonstrated the potential to not only augment students' speaking duration (Watkins, 2012) but also to foster heightened motivation and increased levels of confidence (Sari, 2007). In light of this, the present study seeks to investigate the influence of vlogging on students' speaking proficiency, while concurrently delving into their experiences pertaining to English language vlogging.

The integration of vlogging into the teaching and learning process is anticipated to yield improvements in students' overall speaking ability and foster positive experiences in English language learning.

## **B. METHODS**

### **Research Context**

The core objective of this study was to investigate the impact of incorporating vlogs into the pedagogical process of English language acquisition, aiming to enhance participants' motivation and engagement, ultimately resulting in improvements in their speaking proficiency. The study was conducted at Roi Et Rajabhat University (RERU), located in the Northeastern region of Thailand, specifically in Roi Et province, approximately 12 kilometers from Roi Et Airport. RERU, established in 2001, currently enrolls a student body exceeding 10,000 individuals, offering a diverse array of academic programs encompassing 48 distinct fields of study. Among the students, around 9,700 are pursuing bachelor's degree programs, while the remaining 300 are involved in master's and doctoral studies.

As part of their academic requirements, students at all levels, including Bachelor, Master, and Ph.D., are obligated to successfully complete an exit exam or English Proficiency Test (EPT), such as TOEIC. Despite the considerable emphasis placed on English language proficiency, students tend to display reticence and passivity in participating or initiating discussions and speaking activities both within and outside the classroom.

### **Participants**

The study's population consists of Business English students (BEs) enrolled in the Listening and Speaking 2 (LS2) course at Roi Et Rajabhat University, totaling 12 students. However, during the course, one student withdrew, resulting in a final sample size of 11 students. Convenience sampling was employed to select the participants, driven by the correlation of Vlogging with the course's nature and the researcher's accessibility to gather data.

### **Instruments**

Semi-structured interview was employed to collect the data and it was further analysed using Thematic Analysis.

#### *Semi-structured interview (SSI)*

Semi-structured interviews (SSI) are highly valued in qualitative research due to their ability to facilitate in-depth conversations and reveal multi-layered insights (Kakilla, 2021). Researchers can critically analyze the initial superficial responses and delve into verbal and non-verbal cues like hunches, laughter, and silence to extract hidden information, contributing to the final data analysis and the identification of various themes discussed during the interviews (Ritchie & Lewis, 2003). This interactive nature of SSI allows for free responses from interviewees, promoting flexibility in discussing diverse topics with multiple themes. To ensure the reliability of the Semi-Structured Interviews (SSI), three experts were engaged to validate the SSI process and its individual components.

#### *Thematic Analysis (TA)*

Thematic Analysis is a type of qualitative analysis. It is used to analyse classifications and present themes (patterns) that relate to the data. It illustrates the data in great detail and deals with diverse subjects via interpretations (Boyatzis 1998 in Alhojailan, 2012). Alhojailan (2012) presents a comprehensive account of the steps involved in conducting Thematic Analysis (TA), which can be summarized as encompassing three main phases: data reduction, theme development, and considerations of reliability and validity.

### **Data Collection Procedures**

The vlog treatment extends over a period of eight weeks, with each meeting scheduled for 4 credit hours. The lesson plan was thoughtfully crafted in accordance with the Business English Course and Syllabus, integrating vlogs into the instructional framework.

### **Data Analysis Procedures**

The Semi-Structured Interviews (SSI) were transcribed and subsequently grouped, following which these groups were thematized. To ensure the reliability of the emerged themes and their individual components, three data analysis experts were involved in validating the findings of this study.

## **C. RESULT AND DISCUSSION**

There are six themes emerged from the data analysis, namely:

### 1. Speaking Practice

2. Readiness to Speak
3. Free and Fluent
4. Speaking Confident
5. Fear and Nervous
6. Self-awareness

The identification of this theme arises from the analysis of interview data collected from all participants, aiming to gain insight into the context in which vlogs were created. It is crucial to acknowledge that each participant's circumstances are distinct, which can potentially influence the outcomes of the interviews. Nevertheless, the transcribed data provides valuable information about the participants' experiences and practices related to speaking while creating vlogs.

#### 1. Speaking Practice

*“I practice many times. I record and revise over and over again.” – Student 6*

*“Vlogging is hard for me but its great activity to practice listening and speaking” – Student 9*

*“I practice many times before I vlog..” – Student 10*

*“I cannot remember how many times I practiced for my vlog, just as much as I feel satisfied with the final one” – Student 11*

Based on the responses provided by the participants, the act of creating a vlog motivates them to engage in rigorous practice to enhance their English speaking and listening abilities. They strive to achieve a high level of proficiency in their final vlog submissions, demonstrating their dedication to perfection.

*“At first, I lack of preparation ... after the last class session, I feel my speaking is quite fluent after many practices ...” – Student 1*

*“Vlog gives me the chance to practice English-speaking; I like it. I like it very much.” – Student 5*

*“I like this activity. It's very good because I have chance to practice English-speaking” – Student 6*

*“Vlog helps me a lot. I have a chance to practice listening and speaking outside of the classroom” – Student 9*

The phrase "Practice makes perfect" aptly encapsulates the participants' learning experience with the vlogging treatment, as it provides them with opportunities to practice speaking and listening in English beyond the classroom setting. This extended practice is essential for enhancing their English speaking and listening skills.

*“First vlog, it took me around seven times until the final draft. The rest took me less and less..” – Student 8*

*“Provide me with the opportunity to use English and I have learnt how to edit the video” – Student 9*

*“..I kept in mind that I don’t want the teacher to not able to understand me in the interview (the exam) so I try my best to practice so that I can be understood..” – Student 2*

*“I cannot remember how many times I practiced for my vlog, just as much as I feel satisfied with the final one” – Student 11*

In order to achieve the desired final vlog result before submitting the assignment, students engaged in extensive practice and repetitions. The consistent preparation and rehearsal of their vlog content played a significant role in shaping the ultimate outcome of their vlogs. Throughout this process of learning to speak and listen in English, participants were immersed in a habitual context, where they strived to perform well driven by their own motivation. This aligns with the principles of the cognitivism learning theory, which emphasizes the development of intelligent problem-solving skills in learners. Students are encouraged to explore their own knowledge and engage in thinking and reasoning processes during the learning journey. In this theory, the emphasis is placed on meaningful learning rather than mere memorization, allowing learners to grasp the essence of the learning experience.

## 2. Readiness to Speak

Effective communication requires thoughtful consideration of what we want to convey, ensuring that our message is well-structured and coherent. The participants in the study also acknowledged the significance of readiness and preparation as crucial elements to be mastered in the process of effective expression.

*“Before I vlog, I need to prepare myself, this helps me a lot to structure what I want to say. I need to think what should I communicate to the audience to make them understand what I wanted to say. This preparation process takes time” – Student 1*

*“This activity lets me to prepare myself before I come to class and practice to speak English more...” – Student 2*

The significance of being well-prepared has a positive impact on the final outcomes (Rizaldy, 2021), which emphasizes that readiness plays a crucial role in influencing students' learning achievements. When students are adequately prepared to receive instructions from educators, they tend to respond positively to questions or instructions given during the learning process. In this study, Vlog media serves as an intermediary to enhance students' readiness to speak, encouraging them to engage in thorough preparation on their own.

*“Before I vlog I need to find some sample on the Internet. I put more time to translate with google and find the sentence that suits me” – Student 3*

*“I write the script first, then I practice two-three times before I vlog” – Student 4*

*“At first, I find the words that I want to say and practice how to pronounce the words before I vlog.” – Student 5*

This study identified a positive correlation, revealing that adequate preparation can enhance students' confidence levels and empower them to exercise self-control through self-directed learning.

*“I feel more confident now with my English as I have more time on my hand to practice beforehand...” – Student 3*

*“I gained more confident as I have more time to prepare for my speaking” – Student 5*

*“Vlogging gives me the chance to prepare myself to come to the class..” – Student 10*

During the initial vlogging sessions, participants encounter various challenges that require adjustments and adaptations. However, as they become familiar with the learning pattern required, they will not only be pleasantly surprised by the results but also find enjoyment in the process. Overcoming the fear of language barriers and adequately preparing to create a vlog are essential steps for obtaining the desired satisfactory outcomes.

### 3. Free and Fluent

Learning activities should aim to create a comfortable and free environment for students, which can unexpectedly stimulate the generation of novel ideas. To achieve this, it is crucial to foster a sense of freedom in speech and fluency, ensuring that classroom activities do not overly emphasize grammar and rigid structures, thus minimizing constant correction. One effective approach is to conduct Job Interview Simulations, which mirror real-life situations that students may encounter when applying for jobs at specific locations and times.

*“When I answered the questions in the interview simulation, I feel that I have more fluency and more accuracy in a natural way” – Student 1*

*“...we use daily words in vlogs which gives me comfort in expressing my idea” – Student 3*

*“... I talk more and I feel more fluent ...” – Student 4*

*“It’s good activity but I’m very shy to speak. After the first vlog, it feels better and I can speak more freely” – Student 8*

*“When I speak in front of the class, I am afraid to make mistake and my friends don’t understand me – it’s very nervous; when I vlog, I feel free...” – Student 11*

Vlogs possess the capacity to cater to diverse student personalities, thereby revealing aspects of their character that may not have been evident in the traditional classroom setting. Moreover, vlogs offer a platform for addressing various concerns, empowering students to experience a sense of freedom in their expression. This newfound freedom fosters a substantial boost in self-confidence, enabling students to communicate fluently and comfortably, while feeling less burdened by external judgments and pressures.

### 4. Speaking Confident

State confidence is a factor in learning which can have its effects on students’ participation and progress (Norman & Hyland, 2003 stated in Akbari, 2020). Self-confidence is very necessary for a student to take risks and engage in the learning activities and those who have self-confidence they are assured of their abilities and are setting goals for themselves and work hard to achieve their goals without worrying about the outcomes (Kanza, 2016 cited in Akbari, 2020).

Some students have problems with self-confidence, feeling afraid of being wrong, embarrassed, not wanting to be laughed at, maybe that is the shadow of the response they get after trying to speak English in front of them. This theme shows that vlogs can help students with their self-confidence problems.

*“At first, I don’t like speaking neither this subject, but after I learned I gained more confidence in speaking” – Student 1*

*“I gained more confident as I have more time to prepare for my speaking” – Student 5*

Numerous factors contribute to self-restraint in the context of speaking English in front of others. A potentially effective approach to overcome this inhibition is to engage in self-reflection by observing oneself speaking English. Such self-observation can prove to be a powerful method to empower individuals and enhance their confidence levels, consequently sustaining high levels of learning motivation.

*“Vlog helps me with my confident and helps me with the real-life situation.” – Student 3*

*“Yes, I feel more confident to speak when I vlog..” – Student 4*

*“Vlog helps me a lot. I am now confident to speak out.” – Student 6*

*“I feel more confident because I can understand what the teacher says..” – Student 8*

*“I feel more confident about my listening and speaking skills now” – Student 10*

The pivotal factor lies in self-trust, wherein self-confidence is characterized as the conviction or reliance that a student possesses in successfully accomplishing a task. As Akbari (2020) affirms, self-confidence has a profound connection with achievements in education, overall well-being, and harmonious relationships, among other aspects. Furthermore, self-efficacy, self-esteem, and self-compassion are identified as three key factors that can influence an individual's level of self-confidence (Perkins, 2018)

## 5. Fear and Nervous

Although possessing self-confidence does not exempt individuals from experiencing feelings of fear and nervousness, it is essential to recognize that fear and nervousness are common and natural emotions. What matters most is how one manages and triumphs over these emotions.

*“I am not nervous anymore because I have time to practice. In the first video I was very worried because I didn’t get a chance to practice” – Student 4*

*“Yes, I feel nervous when I speak English but now it’s less nervous to speak English” – Student 5*

*“Yes, I still feel nervous but it’s better now” – Student 8*

*“I am nervous to use English in class and I don’t have chance to use English outside of class” – Student 11*

Conquering fear and nervousness should not solely involve battling against these emotions, but it can also entail acknowledging and embracing them while seeking support from the appropriate community or forming connections with others. This approach can make the journey more enriching and facilitate its accomplishment. Expressing one's nervousness or fear by stating "yes, I'm nervous" or "yes, I'm afraid" can be a positive step.

Following this acknowledgment, it is crucial to prioritize and devise an action plan to overcome these emotions effectively.

*“I’m not nervous to use English because I know it is beneficial for my future, however at first I have trouble expressing myself in English” – Student 3*

Speaking in front of an audience using a foreign language is a challenging endeavor that necessitates ongoing practice, self-evaluation, and a dedicated focus on individual abilities. Vlogging can serve as a valuable tool for aiding students in overcoming their fear and nervousness in such situations. Through vlogging, students can center their attention on themselves, facilitating the process of conquering their apprehensions and anxieties.

*“At first, I’m nervous and afraid to use English. I never try to open a conversation with foreign teacher. After this class, I feel more confident with my English that I can open a conversation with foreign teacher ...” – Student 1*

*“At first, I feel it’s hard for me to speak English, when I saw my friends speak English in the class, I’m nervous but now I can speak English and have more confident after I vlogged” – Student 9*

*“Yes, I am afraid and nervous to speak English. When I saw the teacher’s face, I forgot what I wanted to say. After I vlog, I’m more confident to speak” – Student 10*

*“When I speak in front of the class, I am afraid to make mistake and my friends don’t understand me – it’s very nervous; when I vlog, I feel free...” – Student 11*

The results of the interviews indicate that fear and nervousness are natural emotions inherent in human beings and can be effectively overcome. As a result, students can successfully complete their vlogs and triumph over their individual challenges.

## 6. Self-awareness

Engaging in vlogging entails encouraging individuals to revisit the vlogs they have created, which initiates a process of self-evaluation. As a result, participants naturally engage in self-assessment and undertake essential rehearsals to refine their performance based on their own perceived level of proficiency.

*“I think it is good to record the video because we can re-watch ourselves and see our mistakes or how much we have improved” – Student 1*

*“I gain more vocabulary because I need to re-check the vocabulary that I wanted to use before I attend the class” – Student 2*

*“When I vlog, I can re-watch the video and see if I made mistake then practice from then on” – Student 2*

*“...I learned from my mistakes when I watched my videos. If I made mistakes on the video, I can correct more and more” – Student 6*

*“Vlogging helps me a lot. I can practice on my own before I record or revise my recording when I am not happy with it” – Student 11*

*65 “...when I vlog, I only speak in front of camera. Thus, I can practice as much as I can. Allowing me to correct my mistakes...” – Student 11*



The learning theory proposed by Thorndike encompasses the fundamental S-R (stimulus-response) framework of behavioral psychology. According to this theory, learning occurs through the establishment of associations between stimuli and corresponding responses. These associations, often referred to as "habits," are reinforced or weakened based on the nature and frequency of the stimulus-response pairings. Thorndike's S-R theory was exemplified by trial and error learning, wherein certain responses come to dominate others due to the influence of rewards.

Connectionism, which underpins all behavioral theories, emphasizes that learning can be adequately explained without invoking unobservable internal states. In the context of students' learning environment, both internal and external factors play crucial roles in shaping their learning experiences. Students actively respond to stimuli within their environment, and the resulting responses are the impact of this interaction.

By rechecking the results of their vlogs, students come to realize that making mistakes is a common aspect of the learning process, which aligns with the principles of the S-R framework and the overall learning theory of Thorndike.

*“I watched my friend’s vlog and compare with my vlog and its very challenging. It made me to improve my listening, speaking and vocabulary size” – Student 6*

The process of re-watching their own vlogs enables students to develop self-awareness regarding their errors in pronunciation, vocabulary usage, grammar, and other aspects of English speaking. Engaging in comparisons with others is a common and beneficial practice for self-improvement. Through such comparisons, individuals gain insights into their aspirations and desired goals, as well as receive valuable feedback on their progress and performance relative to others. Nevertheless, it is crucial to exercise self-control and maintain focus on individual progress and development during this learning journey.

#### **D. CONCLUSION**

From the six themes that emerged through the interviews, it is evident that the incorporation of vlogs in the English language learning process has significantly impacted the students. The use of vlogs as a means of speaking practice has motivated the participants to engage in frequent rehearsals and revisions, striving for perfection before submitting their final vlogs.

Moreover, the readiness to speak among the students has improved as they acknowledged the importance of preparation before vlogging, helping them structure their thoughts and communicate effectively to the audience. The interactive and free nature of vlogs has fostered fluency and comfort in expressing ideas, overcoming initial hesitations and fears associated with public speaking. Consequently, the students have reported an increase in self-confidence and a sense of accomplishment in their speaking abilities.

While nervousness and fear may still exist to some extent, the students have recognized that vlogging offers a safe space to practice and improve their language skills, promoting self-awareness and the ability to learn from mistakes. The opportunity to review and analyze their vlog recordings has facilitated vocabulary expansion and continuous self-improvement.

In conclusion, the integration of vlogging in the English language learning process has had a positive impact on the students' speaking abilities, fostering motivation,

self-confidence, and self-awareness. By utilizing vlogs as a powerful learning tool, educators can effectively support students' language development, allowing them to overcome their hesitations and embrace a more active and confident role in communicating in English.

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## APPENDIX

### Semi-Structured Interview (SSI)

#### Purpose of SSI

Participation in this interview will not impact your grade in any manner. Please feel at ease to respond to each question as you see fit. The primary objectives of this interview are twofold: (1) to assess the extent of students' learning from Vlogging, and (2) to gain insights into their experiences with Vlogging as a learning tool. The interview format employed in this study is one-on-one, where each participant engages in an individual interview session. The interviewer conducting the interviews is a Thai native speaker.

#### Equipment

1. Phone/camera to record the Interview
2. Tripod To mount the phone/camera
3. Projector/Laptop To show the students’ performance progress overtime
4. A piece of paper/book to take a note on during the Interview
5. Pen/Pencil to write a note with during the Interview

#### SSI Instructions

1. Ask the student to take a seat and state the purpose of this SSI
2. Ask the student to watch the two videos:
  - a. Pre-test: Job Interview
  - b. Post-test: Job Interview

Pose the interview questions to the participants and carefully assess their responses. In cases where a student's answer is unclear or does not directly address the question, seek further clarification from them. You are encouraged to paraphrase the questions as necessary to ensure the participants comprehend the inquiry. Additionally, feel free to inquire about any topics that require clarification based on their answers or ask for additional information on specific subjects that arise during the interview process. The primary goals of these follow-up questions are to (1) gain a deeper understanding based on the participants' responses and (2) gather more detailed information on particular topics that emerge during the interview.

3 Upon concluding the interview, extend gratitude to the student for their participation and kindly request them to wait outside in a quiet manner.

### **Interview Questions**

1. How have you improved in English overall, comparing your performance in the videos to now?
2. Comparing your performance in the videos to now, how much have your speaking skills in English improved?
3. Comparing your performance in the videos to now, how much have your listening skills in English improved?
4. How much has your confidence in speaking English improved overall since the beginning of the term until now?
5. Do you still feel anxious or afraid to speak in English overall since the beginning of the term until now? Please explain.
6. Does it bother you that the interview is being recorded? Does it make you feel more nervous? Please explain.
7. How do you think learning Business English topics by vlogging helps you learn?
8. What do you like the most about vlogging itself?
9. Can you give suggestions on how we can improve the use of vlog in the subject (Listening and Speaking 2) in Business English? You can start by mentioning what you don't like and how it can be improved in the future.

This is the end of the interview. Is there anything else you want to say about anything related to teaching and learning?