Vlogging: An Alternative to Role-play in Improving EFL Learners' Conversation Skills

SEONG HYEON CHOI
Faculty of Liberal Arts, Prince of Songkhla University, Thailand
KEMTONG SINWONGSUWAT*
Faculty of Liberal Arts, Prince of Songkhla University, Thailand
Corresponding author email: ksinwong@gmail.com

Article information	Abstract
	Technology-enhanced language learning, or TELL, has played a major role in boosting EFL learners' speaking skills in recent years. The use of online technological methods such as vlogging and uploading videos to popular social networks such as YouTube, in particular, has been recommended as a tool to hone students' conversation skills in addition to providing ubiquitous role-play practice. This study, therefore, aims to examine the effectiveness of multiple-party YouTube vlogging with the effectiveness of role-play when it comes to improving EFL learners' conversation skills. Seventy-six Thai undergraduates taking an English conversation course were engaged in five role-play and five vlogging lessons before and after the midterm for the purpose of improving their English-speaking skills. The students were additionally assessed by the pre-, post- roleplay and vlogging teaching interviews for their speaking performance. A comparative analysis was conducted on the score sets derived from the three distinct interviews, and the scores obtained from participants' weekly role-play assignments were compared with those from their weekly vlogging. The results showed a significant improvement in the students' confidence and content expression despite some challenges of the vlogging method. Further research can explore the alternative use of vlogging in other areas of English language skill improvement.

INTRODUCTION

Technology in recent years has led to the rise of new online learning trends (Zou et al., 2018). Social media platforms such as YouTube and Facebook have been considered beneficial as they have provided opportunities for people across the globe to communicate using English and to enhance their English-speaking skills (Indrastana & Rinda, 2021). The benefit of using social media is underscored by technology-enhanced language learning (TELL) (Zhou & Wei, 2018), which emerged during the second half of the 21st century. Referring to the beneficial use of technology that is applied to language learning activities in which both teachers and students participate (Zou et al., 2018), TELL involves the integration of information and communication technology (ICT) in teaching and improving learners' language skills (Al-Kadi, 2018; Ghanizadeh et al., 2015; Mulyadi et al., 2021) and has been proven influential in developing speaking skills

(Golshan & Tafazoli, 2014). Given that ICTs, especially digital platforms, have become an indispensable part of our daily lives, educators and students now have free access to a wealth of online resources to enhance speaking instruction and learning.

The use of online social media platforms has led to the rise of online trends such as vlogging (Indrastana & Rinda, 2021). Due to the rising trend and increasing needs for TELL through both computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) to hone learners' English-speaking skills, application trends such as YouTube vlogging have been established for teachers to help their students improve their speaking performance (Combe & Codreanu, 2016; Indrastana & Rinda, 2021). Vlogging through YouTube has particularly become a popular method to improve speaking skills in recent years as it helps users broadcast their videos online to a wide audience while boosting their language expression and creativity (Nada, 2021; Snelson, 2015). It also helps learners to practice and produce their best performance in the target language through less social pressure from multiple parties present (Brilianti & Fithriyani, 2020; Maulidah, 2018).

Vlogging is a type of activity that involves uploading short and edited videos online (Lestari, 2019). Typically lacking the use of scripts, it allows students to become more creative with their language expression compared to role-play (Sanad, 2021). The latter, often practiced in most language classrooms, gets students to remember their turns and converse through character roles and scenarios with multiple partners (Lestari & Sridatun, 2020; Rahayu, 2015). Despite the fact that roleplay engages students in both scripted and unscripted conversations, and has long been acknowledged as a valuable tool within Communicative Language Teaching (CLT) for fostering communication skills through memory retention, it often lacks the same level of creative and autonomous expression that vlogging affords students (Tamimi, 2014).

While role-play has been a prominent tool in CLT for teachers to improve students' English-speaking skills, the potential efficacy of vlogging has yet to be examined since it might be an alternative tool to enhance students' speaking efficiency and encourage autonomous learning and creative content expression. However, there has not been any solid evidence for the different impact of the two task methods on various aspects of the speaking performance of EFL learners and for the learners' preferences on their use. For this reason, the main goals of this research are to compare the effectiveness of multiple-party vlogging with the effectiveness of role-play and to explore teacher and student perceptions of vlogging as a tool to enhance their speaking skills in a second language such as English.

Research questions

The following questions are addressed in the study:

1. Can students perform orally better in two-party vlogging than in roleplay dialogues? If so, in what aspects?

2. How do teachers and students perceive vlogging as a teaching and assessment tool?

LITERATURE REVIEW

English speaking skills and communicative language teaching

Considered the most common skill for L2 learners to develop, speaking has been prioritized by the foreign language policy of many countries in Asia, including Thailand. Compared to other skills, it is the most essential, yet challenging skill for learners to master despite being exposed to formal education for a long time; achieving proficiency in spoken language is a thorny area for many EFL learners (Leong & Ahmadi, 2017; Lestari, 2019). The problems these learners normally encounter in speaking are characterized by their lack of familiarity with topical knowledge, heightened inhibition, and limited motivation to engage in verbal communication. Westrup and Baker (2003), in particular, emphasized that the lack of sufficient topical knowledge and capability to discuss it contributes to learners' unwillingness to engage in verbal communication, resulting in their low participation in L2 spoken discourse.

CLT has been one of the most prominent pedagogical approaches emphasizing L2 learners' speaking competence (Mangaleswaran & Aziz, 2019). There are so many aspects that the learners can improve on when it comes to communicating orally and such complexity of speaking is what makes it among the target skills to be developed via CLT. When speaking, ones need to express thoughts and opinions appropriately in real time based on their understanding of an ongoing interactional context. Foregoing the traditional, rote learning of vocabulary and grammar, CLT thus emphasizes creating opportunities for learners to build on their topical knowledge, engage in authentic, meaningful interactional scenarios, and develop practical speaking abilities. This pedagogical approach promotes the use of authentic materials that expose learners to a variety of L2 speaking contexts and encourages them to communicate without fear of making mistakes, making the learning process more engaging and helping boost learners' overall speaking confidence.

Heavily focusing on interaction to help boost communication and language learning, CLT promotes student-centered learning and tends to focus more on improving language use through interactive activities. Mangaleswaran and Aziz (2019) maintain that students improve their speaking via CLT implementations because they engage in meaningful class activities with teacher facilitation and feedback. Moreover, it was found that the approach can help students improve their motivation to communicate in individual assignments and group activities using role-play and task-based instructions (Rahmatillah, 2019). This approach helps students improve their speaking skills by engaging in natural conversation such that they must produce their language in natural or near-natural speech settings. CLT can thus benefit learners' language acquisition when they manipulate linguistic resources such as vocabulary, grammar, and prosody in the organization of their interaction (Putri et al., 2014). It also helps teachers assess and keep track of students' progress in their speaking performance, in turn developing their communicative competence. However, as suggested by Farooq (2015), a curriculum or syllabus with a greater variety of interactive activities can help make CLT even more effective.

Technology enhanced language learning and its benefits for the development of ESL/EFL speaking proficiency

Technology-enhanced language learning (TELL) is a type of learning environment that endorses the use of media technology to help guide language learners (Kranthi, 2017). In recent years, TELL has played a pivotal role in guiding language learners to enhance their language proficiency through the utilization of ICT (Al-Kadi, 2018; Ghanizadeh et al., 2015; Mulyadi et al., 2021). Because of ease and popularity, ICT has become a resource for educators to improve learners' learning L2 effectively and creatively. Access to online technology has allowed both teachers and learners to easily view and provide comments on video performances (Miangah & Nezarat, 2012). Additionally, the implementation of a student-centered pedagogical approach has been more convenient with free access, allowing teachers to guide their learners through their language learning process and facilitate the management of their learning more efficiently (Palacios-Hidalgo, 2020). However, the absence of substantial fundamental frameworks and institutions that can establish the support and credibility of TELL in language education implies a need for increased pedagogical awareness and support. This gap must be addressed to effectively meet learners' language skill requirements and enhance their language learning processes (Ghanizadeh et al., 2015; Morchid, 2020). Johnson et al. (2013), Yang (2013), and Zou et al. (2018) argued that technology in general has the potential to be applied for various educational pedagogical purposes, including language learning. The recent development in technologies and accessibility to both mobile and computer devices within education has made it possible for learners to access vast educational resources. Learners can exploit these devices to enhance their learning processes and convenience, while educators can use the content from these technologies, tailored to meet the specific needs of learners, to improve language learning. Multimedia elements, such as videos and simulations can make learning more interactive and engaging while online platforms help to facilitate collaboration and communication among students and educators (Derakhshan et al., 2015; Johnson et al., 2013). Both teachers and language learners nowadays can easily apply TELL to their daily language lessons (Ghanizadeh et al., 2015; Yang, 2013).

Research indicates that TELL has a positive impact on learners' speaking skills, especially in word and phrase usage in communication, creation, and contextual learning within verbal interaction. The impact encompasses aspects such as pronunciation, grammatical accuracy, and oral comprehension (Almarshadi et al., 2019; Ratnaningsih et al., 2019). It provides a suitable learning environment for L2 learning and is also entertaining enough for learners to maintain their interest in honing their English-speaking skills (Golshan & Tafazoli, 2014; Tonekaboni, 2019). Due to the enjoyable, interactive environment that TELL has created, students have reportedly experienced the creativity, smooth expression, and pace of their linguistic performance in English via technology (Huang et al., 2016; Soto & Zenteno, 2019).

TELL also offers versatility and flexibility to language learners by allowing personalized learning experiences and providing diverse sources of authentic conversations and creative language use that are accessible from anywhere. With its interactive and adaptive elements, TELL gives them even more opportunities to practice interacting with clarity of content and sequential structure, enabling them to be creative and experiment with various strategies to improve

their communication skills at their own pace. These features that TELL offers can empower learners to develop their speaking abilities in such a way that fits their individual needs and preferences.

Vlogging on TELL and its uses in teaching ESL/EFL speaking

Vlogging or video logging involves making and uploading videos online for the public. Popularized through websites such as YouTube, vlogs are generally videos made by users with commentaries, ideas, and stories projected to a wider audience via an online sharing platform (Snelson, 2015). YouTube has, in particular, given opportunities for users to edit and share their videos for viewers to watch, subscribe, comment, and utilize, helping them broadcast their content in various ways (Gao et al., 2010; Snelson, 2015). While potentially impacting students' speaking skills, the main advantage of vlogging is its audiovisual capabilities helping users and viewers appeal to a wider audience (Lestari, 2019; Nada, 2021).

According to Jenkins (2009), vlogging creates an environment fostering a culture of participation encouraging creative expression, user interactive engagement, content sharing, online mentoring, distribution to a particular audience, and social connections within the community. The major appeal of vlogging on YouTube is it allows for users' participation in discussions in an interactive environment, and it is this participatory culture that benefits teaching pedagogies. Sahayu (2019) and Saiful (2019) emphasize the interactive nature inherent in the participatory culture of vlogging. This interactivity allows teachers to observe their students' speaking performances and engage with student users by offering feedback and advice, thereby helping them understand their students and facilitate their engagement in activities aimed at refining their language repertoire to enhance overall communication skills. Vlogs serve as rich and versatile tools for teachers in teaching speaking skills within authentic, real-life context, given the diverse range of topics they can encompass (Aldukhayel, 2021). Creativity in video making is what helps learners to freely express their ideas, thoughts, and stories to the audience, in turn boosting their discussion skills and self-confidence. Overall, YouTube vlogging is considered essential for teaching students to express topical discourse with the knowledge input they have received, which can help enhance their speaking competence (Indrastana & Rinda, 2021; Watkins & Wilkins, 2011).

Vlogging advantages via TELL in teaching and assessing ESL/EFL speaking

While vlogging incorporates both informational and interactional content treated as the main aspect of teaching (Brilianti & Fithriyani, 2020), role-play, on the other hand, places emphasis on imaginary character roles in various situations. The latter is considered the most common speaking activity in a CLT classroom since it allows common multiple-speech acts, such as complimenting, requesting, and refusing to be performed (Celce-Murcia & Snow, 2014). This interactive method allows teachers to assess and understand their students' use of linguistic choices and especially how they converse in particular speech settings. Essential social information can also be made available via role-play so that students know what phrases they might use that are appropriately relevant to their respective partners' turns. The students can especially reap its benefits if the character roles they play are understandable and relevant to

their daily lives (Rahmatillah, 2019). Overall, speech acts are often the main appeal of role-play since they offer a variety of roles and conversational expressions for students to depict and use in their interactions with others (Azeez & Al Bajalani, 2018).

The use of TELL can enhance the effectiveness of role-play in developing learners' speaking skills as it can create and capture social, situational environments for students to observe and conveniently engage them in performing social actions to accomplish a plethora of social goals in conversation (Zhou & Wei, 2018). Role-play available both online and offline presents important dialogue features that can be used as examples to get learners to recognize various accents and grammatical choices (Czerska-Andrzejewska, 2016). The social interactional side of role-play allows them to express themselves to others through conversation acts that are casual and personal, helping them get accustomed to real-life social activities through meaningful observation and practice. The intensive exposure to the speech acts sequentially embedded in dialogues co-constructed by different characters as in dramas both on- and offline can especially enrich learners' experience with social etiquette. Role-play can additionally be an ideal instructional tool for teachers to observe their students' learning as they can easily judge the students' interactional, communicative knowledge and assess their recorded performances to help them better develop their communicative competence (Zain & Bowles, 2021).

On the other hand, vlogging with the support of TELL can also be a useful teaching and assessment tool since it also allows students to record their performance and detect their flaws with teachers' feedback. Vlogging allows students to produce their topical content through digital means and encourages them to build confidence to express their topical and interactive content without restraints (Wulandari, 2019). Vlogging can also be made interactive and the interactivity between partners in vlogging can help students become both communicative and technical in their speaking (Nada, 2021). In other words, vlogging helps learners become competent in discussing and interacting with each other while dealing with a variety of topical content which can bring a dynamic or progressive improvement in their oral skills.

Vlogging via TELL gives students opportunities to recreate vlogs with little concern over errors. The vlogs created also help teachers assess the strengths and flaws of their students' speaking in a facilitating and entertaining manner (Anil, 2016); owing to their diverse communicative content, students can become more expressive with guidance from teachers' feedback. Students' conversational skills can develop depending on how much effort they put into contributing to the interactive participation in creating meaningful topical discussions in vlogging. As they interact regularly with various people on topics of their interest, accumulated experience with freedom of expression in topical discussion will help increase the depth of their talk and hone their overall speaking performances.

Overall, role-playing and vlogging both offer unique aspects that set them apart and have positive effects on L2 learners' speaking development. However, the distinct qualities of each task type that have an impact on different aspects of the learners' speaking abilities have not yet been adequately researched. Given no conclusive evidence in any previous studies comparing learners' English-speaking performance elicited via the implementation of role-play and vlogging tasks, it is, therefore, worthwhile for this study to determine to what extent

vlogging can serve as an alternative tool to role-play to develop different facets of learners' speaking skills.

METHODS

Research design

This study is a one-group quasi-experiment conducted during the semester with two sections of Thai undergraduate students taking an English conversation course. For ethical reasons, the same treatment was given to all students from the two sections investigated. With such a quasi-experimental design, the study attempts to address (1) whether students perform better in two-party vlogging than in role-play dialogues in terms of informational and interactional content, and (2) what teacher and student perceptions are on vlogging as teaching and assessment tools. The research was undertaken during classes taught by the same teacher through a comparison of the student's pre- and post-treatment speaking performances. The students were engaged in role-play speaking practice during the first 5-unit lessons, whereas, during the last 5-unit lessons of the semester, they were involved with vlogging-related activities. These students had prior English-speaking experience and passed English standardized proficiency tests with adequate results. Mixed methods were used to gather data, including pre-, mid-, and post-treatment speaking tests (i.e., oral interviews with the researcher), comparative analyses of weekly role-play and vlogging performances, and teacher and student questionnaire surveys.

Participants and recruitment

Purposively sampled, the participants included one university teacher who taught two different classes of the same course and the students in those classes. The teacher had a Master's degree in Teaching English as an International Language and several years of English teaching experience. Seventy-six student participants were divided into 35 groups to do practice role-play and vlogging activities assigned to them according to the lesson plans (See a sample in Appendix A). Engaged with the lesson activities with role-play in the first half of the semester (June-August) and vlogging (August-October) in the second half, students were taught with the same learning goals explicated in the course syllabus towards the improvement of their overall speaking skills. The participants agreed to take part in the research with written informed consent and the data obtained from them were kept confidential by the researcher. The research had been approved by the Center for Social and Behavioral Sciences Institutional Review Board at Prince of Songkla University with a document ID of 2022-St-Libarts-042 (Internal).

Researcher-participant relationship

The researcher served as an observer and facilitator of the development of the students' speaking skills with the teacher's guidance through ten lesson units. Enabled to improve their speaking while participating in the research, the student participants were engaged in role-play and vlogging activities and assignments through presentations of PowerPoint slides provided by

the teacher during the first and the second half of the first semester (June-October) respectively. When treated with vlog lessons, they were also given a learning opportunity to achieve the same course goals as prescribed by the original course syllabus and to reflect on the improvement of different aspects of their speaking skills. The teacher was seen as a voluntary research participant who would manage course-unit teaching with the content-related spoken materials the researcher had given.

Data collection

Pre-teaching

Each student's speaking performance was assessed through three sets of interviews: a pre-role-play interview (before the role-play unit lessons), a midterm oral interview (after units 1-5 of role-play lessons), and a post-vlogging (after units 6-10 of vlogging lessons) oral interview with the researcher (See Appendix B for interview questions.). The pre-interview was mainly used to assess students' current English-speaking skills before the start of the course.

While-teaching

Treated as one group with shared learning goals, the students in both sections were taught with the same lesson plans covering the same topics as appeared in the course syllabus. The first five units of the role-play lessons included "Greeting and introducing yourself" (Unit 1), "Introducing others and making small talk" (Unit 2), "Making an Invitation" (Unit 3), "Making an offer and a request in a service encounter" (Unit 4), and "Making a request to friends" (Unit 5). Once taught with a role-play practice activity, a weekly final role-play paired assignment was assigned and the students were given feedback and assessed by the researcher and the instructor with the same rubric.

While performing their character roles in five role-play conversation assignments in the first half of the semester, in the second half after the mid-term, they were taught to do vlogging and create unscripted, non-character vlogs for their graded weekly assignments. Vlogging lessons were organized through warm-up activities, lesson features, video clip activities and discussion, content activities, and then the assignment instructions were given at the end. The units covered after the mid-term consisted of "Making a suggestion" (Unit 6), "Giving and returning a compliment lead-in activity" (Unit 7), "Giving and asking for opinions" (Unit 8), "Making a complaint" (Unit 9), and "Delivering bad news" (Unit 10) via vlogging. The student participants did pair-work activities assigned to them by the main teacher with the vlogging-only lesson plans and assignment instructions being provided by the researcher, and the teacher would also grade all the unit assignments.

Throughout the semester, paired students were engaged in practice activities and weekly assignments based on the syllabus goals. The students' speaking performances in vlogging and role-play assignments obtained from each unit were assessed and given feedback by both the teacher and the researcher. The researcher additionally observed their consecutive unit role-play and vlogging performances to compare the progressive improvement of these two methods of developing their speaking skills.

Each week's recorded role-play performance was assessed by the teacher based on the rubric adapted from Dema & Sinwongsuwat (2021), Shimray et al. (2021), and Youn (2020). The rubric items consisted of language (individual scoring in clarity), delivery of responding turns (individual scoring in interaction), and organization of the topic content (pair scoring in content). Each unit's roleplay assignment was worth eight points and the total role-play score of units 1-5 was 40 points. Vlogging-unit assignments were also assessed based on clarity, content, and interaction; each assignment was worth 15 points. The total vlogging assignment score from units 6-10 was 75 points. The validity of this rubric was based on the classroom role-play rubric adopted by Dema & Sinwongsuwat (2021), and Youn (2020) as well. Overall, the total scores from the role-play performances were compared in percentage with those from the vlogging paired assignments to determine whether or not the students performed better through either sort of speaking practice.

Post-teaching

To address the second research question as to how teachers and students perceive vlogging as teaching and assessment tools, questionnaires filled with Likert scale questions were used along with narrative, open-ended questions provided with blank spaces where the participants were instructed to fill and write their responses (See Appendix C). There were two questionnaires designed, one was for the role-play 1–5-unit classes and the other for vlogging 6–10-unit classes. Available through Google survey, the questionnaire consisted of 18 Likert scale questions and 5 semi-structured questions to tap into both the students' and teacher's perceptions of the use of vlogging compared to role-play in teaching speaking. The role-play and vlogging questionnaires were launched after the lessons. The former occurred after the 1-5 role-play lesson units (mid-term) and the latter was administered after the 6-10 vlogging lesson units (post-term).

Data analysis

Pre-teaching

The paired sample t-test comparison was applied to the scores from the three sets of interviews with all 76 students, each of which was worth five points. All the students' scores on each of the three interview tests were calculated for the mean value. A comparison was then done between each set; the total pre-teaching interview score from all the individual students was compared with their mid-interview score (post role-play speaking test) and then with the final interview (post-vlogging speaking test). Additionally, three students' oral interviews were purposively sampled from each set and transcribed for subsequent close analysis to determine the difference in the students' speaking improvement between the interview tests.

While-teaching

Once all the class unit activities were completed, a paired sample t-test was conducted to determine the difference between the averaged performance scores obtained from the role-play and the vlogging assignments. The conversations obtained from both assignments were also

purposively sampled for close analysis to verify the students' performance difference between the two tasks.

Post-teaching

The data obtained were the teacher and student participants' responses to questionnaire items and to open-ended questions concerning their perception of the use of vlogs and role-play in speaking practice. The Likert scale answers of the students were analyzed using descriptive statistics, including mean and standard deviation. The intergroup comparison between the mean scores of role-play and vlogging was done via an independent paired sample t-test. The five-point mean scores from the 18 Likert Scale questions were arranged on an interval scale and interpreted as follows:

Table 1
Likert-Scale Interpretation Interval

Likert-Scale Description	Likert-Scale	Likert Scale Interval
Strongly Disagree	1	1.00-1.80
Disagree	2	1.81-2.60
Neutral	3	2.61-3.40
Agree	4	3.41-4.20
Strongly Agree	5	4.21-5.00

Additionally, the participants' short answers to the open-ended questions concerning role-play and vlogging in the survey were analyzed through content analysis. The answers to each role-play and vlogging-related question were compared and common keywords and phrases were extracted from them for thematic data coding. Any information irrelevant to the questions asked was removed during the coding. Statements were then formulated based on different themes to summarize the participants' experience or perception of using roleplay and vlogs in their English-speaking practice.

RESULTS AND DISCUSSION

The important findings of this study were the students' overall improvement in speaking skills in the post-vlogging interview and their positive perception of the vlogging tasks despite challenges faced during the unit assignments. Table 2 below depicts the total 5-point score comparison of the three sets of oral interview tests, pre-(roleplay) teaching, mid-term, and post-vlogging/final interviews. According to the comparison between the pre-roleplay teaching and midterm interviews, (A)-(B), the scores showed no significant difference. However, the score results were significantly different when the post-role-play/mid-term and the post-vlogging interview scores were compared (B)-(C); the degree of improvement was greater in the post-midterm after the students were engaged in the vlogging tasks, as shown in (D)-(E).

Table 2
Comparison of interview scores and differences in performance improvement

Sets of Interview	n	M(*SD*)	Std. Error Mean	t	df	p-value
(A) Pre-Teaching Interview Test (5 points)	56	4.05	0.34	-1.620 ns	67	0.11
(B) Mid-Term Interview Test (5 points)	56	3.99	0.31			
(B) Mid-Term Interview Test (5 points)	56	3.99	0.31	11.432**	65	0.00
(C) Final Interview Test (5 points)	56	4.47	0.34			
(D) B-A	56	-.068	.042	-1.620	55	0.11
(E) C-B	56	.4875	.0428	11.432		0.00

Remark: * significant at 0.05 level, ** significant at 0.01 level, ns non-significant

The main purpose of the vlogging task was to improve the students' engagement and creativity with their expression and content. Via vlogging assignments, they were regularly given feedback on their speaking clarity or comprehension, engaging interaction with relevant turns, and content. Initially, the students seemed to struggle with expressing their content ideas and preparation despite their effective and interactive performance with their partners. However, through preparation and practice, they became more content with opportunities provided by the task, which encouraged them to use their flaws as opportunities for improvement and gave them more leeway to be more expressive and creative with their ideas on the topics (Anil, 2016; Nada, 2021). Such a significant post-vlogging improvement could be due to their familiarity and accumulated experience with the previous classes and exposure to content-related lesson activities. Brilianti and Fithriyani (2020) argued that vlogging lets students improve their speaking performance without the need to bend to social or normative rules when it simply involves a conversational discussion between two partners on their opinions.

Regarding the first research question as to whether students orally performed better in two-party vlogging than in role-play dialogues, the findings reveal that, as demonstrated in the vlog excerpt provided below, students performed more proficiently in vlogging assignments in terms of content expression than they did in role-play scenarios. The close analysis of samples of students' vlogging and role-play excerpts showcased a significant difference that could depict the benefit of vlogging in terms of the construction of responsive and expressive turns regarding the topical content. A greater amount of depth through turns at talk was noticeable in the student's expression, contributing to better interactivity with questions and confidence in self-expression. Consequently, as previously discussed, the final post-vlogging interview performance revealed a heightened level of expression and confidence among students, leading to the incorporation of more substantial content into their topical responses.

Vlog Conversation Excerpt

Line	Speaker	Turn
1 2	A.S:	Today we're going to talk about how to improve English language. What shall we do to improve our in the skill?
3	A.H:	For me, I like watching movies so I watch movie without subtitles.
4 5	A.S.:	Cool. I used to do that too, but now I'm very busy studying, so I don't have enough time to do that.
6	A.H:	How about finding your own interest? Learn by your own way?
7 8	A.S.:	That's a great idea. I like listening while studying. Maybe I should listen to English podcast while studying.
9	A.H.:	I want to speak English but I have no one to talk.
10 11	A.S.:	About only Goal or HelloTalk. There are apps I saw long time ago. On Tik-Tok maybe you can talk with people on that and.
12 13 14	A.H.:	Wow that's amazing that we can talk with people all over the world. However, it's still hard for me to talk in English. You know, sometimes I got struggle and it's made me feel nervous.
15 16 17 18 19	A.S.:	Yeah. Thing is to pay attention to your surroundings wherever you are all out and about. And take note of all the billboard, person, and sign board that are around you. When you're in the supermarket mentally identify the item on display in which if you don't know what something is in virtue. Not either and find later.
20 21 22 23	A.H.:	Wow, what a good idea. Every time I go out and I will pay attention to my surroundings. Wow, English can really be learned from the surroundings. You know I always overlook it from now. I think I have to pay more attention to my surroundings.
24 25 26 27 28	A.S.:	The biggest barrier to developing English is confidence. It is certainly something that all in good learner have difficulty with and one of the best way to overcome the S ticket (unintelligible speech) out there and practice. The way to do it is to try speaking English with danger, you should continue to do that. It will get better one day.
29 30	A.H.:	Okay. I will try my best thing is because of both my confidence and vocabularies.
31 32 33 34 35 36 37	A.S.:	How about talk to yourself in English because we talk to of so many times in a day, and we generally do it in the language we are most comfortable with, uhh however, consciously decide to thing. Endless, there is an excellent way to build your confidence, build your vocabulary, and develop your English, when you find the time and space. And you can even try talking out loud, while sitting in front of a mirror, can take away your accent and pronunciation and body language.

Line	Speaker	Turn
38	A.H.:	That sounds like a good idea. So nowadays, I am learning 10 words per day.
39 40 41	A.S.:	So hardworking there and shall we learn it together. Maybe you can share with me so that I can check on your progress and listen to each other pronunciation.
42	A.H.:	That's so nice. I agree with you. Let's do it together.

Shown in the above excerpt, taken from a three-minute recorded unit-vlog assignment, the students' social engagement and detailed responses are noticeable in their expression of the content about improving English. The students had to put effort into producing appropriate responses regarding how to improve their English-speaking skills. Due to continued familiarity with each other from their past activities, the student pair noticeably became more interactive and friendlier with each other as they exchanged supportive and encouraging responses.

From the excerpt, A.S. was also able to give multiple pieces of advice on how to improve English. The students each took responsive turns discussing their opinions on the topic, helping boost their interactivity and comprehension. They were attentive to each other's opinions and gave positive and encouraging advice to each other, thus showing a clear understanding of the content and the purpose of each other's turns. They concluded the talk with a mutual agreement to improve their English together.

The following is a more detailed analysis of the talk. In line 1 of the recorded vlog, it was A.S. who started by introducing the main topic to the audience, namely to come up with different ways of improving English, and to engage partner A.H. in raising one way. In Line 3, A.H. responded with a more personal preference ("For me, I like watching movies so I watch movies without subtitles."). Responding with an assessment token accepting the idea ("Cool," lines 4-5), A.H. shared her struggles to find time to improve her English. This in turn led to an opening discussion sequence where suggestions were exchanged for improving English from lines 6 through 42.

As seen in lines 7-37 from the vlogging excerpt, the students exchanged ideas about finding one's interest and a preferred way to improve English during the extended sequence initiated by A.H.'s suggestion in line 6, leading to A.S.'s suggestions of listening to a podcast (lines 7-8) and using apps (line 10). In line 9, A.H. shared the obstacle in finding someone to speak English with, opening for more suggestions (seen in line 10 with apps) and the positive assessment with a surprise ("Wow," line 12) and approval of the suggestion (line 12). The approval of the encouragement and suggestion led to further discussion on more ways of improving English in lines 15-18 and 20-23 with the key utterance "pay attention to your surroundings". This was further endorsed with the agreement marker, "Yeah" (line 15), and an assessment token, "Wow" (lines 20-21) with few grammatical flaws and informalities "Not either and find later," line 19; "You know I always overlook it from now," line 22). Apparently, despite language inaccuracy, the students showed their eagerness to provide relevant and more elaborate responses to their interlocutor turns; therefore, with practice, their confidence in taking risks to speak more can increase along with their autonomy in learning to express themselves.

In line 24, speaker 1, A.S., even proffered a shift from the main discussion on English-improving suggestions to the new issue of the biggest barrier to developing one's English skills, before ending with further advice and encouragement, "The way to do it is to try speaking English with danger, you should continue to do that. It will get better one day," (lines 27-28). A.H. responded to the turn in lines 29-30 with a further promise to do better with confidence in speaking English, starting it with the "Okay" token and accepting the idea. It is then from the turn in lines 31-37, A.S. made further suggestions with added encouragement, leading A.H. to share her activity of "learning 10 words per day," in line 38, responded to by A.S. with a compliment and a suggestion for potential collaboration as seen in line 39, "So hardworking there and shall we learn it together?" The turn in lines 39-41 subsequently ended with a mutual and possible collaboration, "Maybe you can share with me so that I can check on your progress and listen to each other pronunciation", leading to the final agreement of working together in line 42, "That's so nice. I agree with you. Let's do it together" in line 42.

Accordingly, with the content related to the in-depth discussion requirement assigned, the students were able to produce a well-organized conversation with sequentially relevant turns within a short period, thus showing depth in knowing how to interact and appropriately respond to comments and advice. The flexibility of vlogging allowed them to use whatever lines or expressions they could come up with to engage themselves with the content produced (Saiful, 2019). Furthermore, vlogging enabled them to communicate with each other on an interactive level and to assess and interpret the content they were presented with to produce an engaging topical discussion (van den Berg & de Villiers, 2021). The vlogging lesson practice in turn helped raise their speaking motivation and boost their confidence in taking risks to engage in substantial discourse. The entire conversation ends on a positive note with the students' optimism and desire for collaborative learning to speak English, which should be promoted in any language curriculum.

Nevertheless, it should also be noted that during role-plays in the first half of the semester, the students were also exposed to contents of the first five-unit lessons, resulting in their accumulative experience in developing content-related responses that likely boosted their performance in subsequent vlogging assignments with their partner. Such frequent exposure also helped boost their ability to speak in a topical discourse and produce responses related to it. Therefore, the bigger score difference in the second half of the semester may be due to the students' regular exposure to vlogging practice and assignments conducive to expressing content knowledge of a topic and previous, repeated exposure to speaking activities such as role-play assignments, and interviews. All of these seemed to help make them more accustomed to talk-in-interaction and boost their confidence and autonomy in speaking English.

Students' opinions on vlogging

Based on the emerging themes from the content analysis of responses to the open-ended survey question concerning the aspects in which students experienced improvement through vlogging lessons, it was evident that students aimed to enhance their English proficiency by emulating the conversational style of native speakers. The participants struggled to find interesting words to narrate the content of the vlogging conversation, as it necessitated

a certain scope of knowledge related to the assigned topic and a comprehensive understanding for effective vlog creation. Among the activities found challenging in creating vlogs were the structural organization of ideas, editing the script, appropriate use of spoken English, confidence in communicating in public, and creating interesting video content. They needed to put considerable effort into delivering participatory content in English and recording videos in public spaces. Some students even stated that despite the appeal, they would not use vlogs since they required a lot of effort to produce and because they were a novel and unfamiliar concept to them.

Nevertheless, seventy percent of the student participants treated vlogging as an invaluable opportunity to become knowledgeable of the content and to improve their confidence in expressing themselves and interacting with others in public. The overall perception implied that the versatility of the uses of vlogging may have opened their minds about challenging themselves to try something new and continued exposure to the content-driven aspect may have helped them boost their interactional confidence. They considered vlogging beneficial, especially in improving their creativity and all skills related to speaking English. Via vlogs, they knew how to maintain a smooth flow of conversations, apply the vocabulary in certain situations, make interesting content, and share experiences or stories with others. In line with Chen and Hashim (2022), once vlogs have been implemented in teaching speaking for a longer duration, it could help students boost their confidence and speaking competence. Repeated exposure and tolerance to vlogging lessons and their activities helped them gain confidence and create content-worthy conversations.

Compared with the conversation in the past role-play assignment shown in the role-play conversation excerpt below, the vlog contains more meaningful, content-oriented turns with constructive responses. In role-play, with which the students were more familiar, although they performed better in the overall interaction, their turns were only perceivably sufficient for accomplishing the target action.

Role-play conversation excerpt

Line	Speaker	Turn
1	A.S:	Hello, my name is Ainee Sensom.
2	A.H:	Hello. My name is Anatcha Hodsub.
3	A.S.:	Let's start. Sofia, is that you?
4	A.H:	Wow. Long time no see.
5	A.S.:	Absolutely.
6 7	A.H.:	What a coincidence. When did we last see each other? It was probably a Christmas party wasn't it? and it was really two years ago.
8 9	A.S.:	Yeah. That's right. And how are you? I'm fine. Thank you. Thanks. My study is doing quite well and how are things with you?

Line	Speaker	Turn
10 11	A.H.:	Looking at the business office at the moment and accountance there is a full time.
12	A.S.:	All right. Look, are you doing anything today?
13	A.H.:	No, nothing special.
14 15	A.S.:	Well, I'm having a few friends around for my birthday party at my home. If you like to come.
16	A.H.:	Umm Yes. I...yes. I would love to. Do you still live in the same place?
17	A.S.:	Yes, I do.
18	A.H.:	Uhh what time should I come around?
19	A.S.:	Ehh about eight? And bring a friend if you like.
20 21	A.H.:	Actually I have to start going out with the guy from work. So maybe if he if he wants to come.
22	A.S.:	That's interesting. Well, what is his name?
23	A.H.:	Eric? He's very nice. I will let you know tomorrow if you can come.
24	A.S.:	Great. I still got this same mobile number. So just send me a text.
25	A.H.:	I will. I'm really looking forward to it. See ya. ((Turning to A.S.))
26	A.S.:	See ya. Bye. ((Turning to A.H. and they wave at each other))

In the role-play conversation, shown above, the students engaged in exchanging shorter turns and despite a possibility for further discussion of personal information prompted by the turns such as those in lines 10-11, they abandoned it for socializing with their partner on a personal level with such social actions they were more familiar with as greeting and making an invitation. Based on the students' short answers from the survey, role-play helped them understand social greeting situations and served as a social scaffolding tool to help them understand and know how to produce appropriate social responses. Through regular interaction practice with others in an appropriate and friendly manner using relevant phrases to perform these actions in role-play, they developed greater comprehension in social interaction, in turn helping boost their speaking skill and etiquette in multi-party talk. The daily conversational practices they are familiar with in real life apparently helped improve their overall ease and sociability.

Responses from as many as 48 students to the first survey question about their opinion on role-play revealed their positive perception of its use. Most agreed that it is very "good" in that it helped them to practice their speech, communicate with others, boost their confidence, and adapt to certain situations in real life. Their positive perception was encapsulated in the notion that "A role-play is a constructed scenario involving the development of a genuine

narrative and the practice of authentic conversations to convey the story." Participants expressed sentiments such as "I find role-play very advantageous. It has empowered me to speak confidently, become assertive, and acquire conversational skills applicable in everyday interactions," and "Role-play enables me to generate diverse conversations on new topics and infuse interest into them when collaborating with partners." This facilitated their ability to simulate real-life situations by understanding the social depth within the environment in which speakers are immersed.

Closer analysis of the one-minute role-play shown above reveals that the two students were engaged in a casual talk where they exchanged their personal information and invited their partner to a birthday party. The paired students were able to go through the opening sequence with greetings and making small talk before rushing to create an invitation, accepting it, and finally closing the entire sequence. It is interesting to note that a rush-through to the main social activity, observed in A.S.'s turn in lines 8-9, where the how-re-you sequence is carried out entirely by one speaker, was never found in the students' vlogging performance as a vlog is more content-driven, requiring students to tackle various aspects of the content discussed one at a time. With more of a discussion outline, vlogs produce a more topical or topic-oriented discourse. While struggling with delivering content knowledge of particular topics when vlogging, the students were more comfortable undertaking everyday social actions such as greeting and making invitations in role-play.

Despite being short of content in terms of elaborate topic-related responses or discussion compared to vlogging, role-play allowed the students to engage in everyday social interaction with relevant turns in the target language within particular social situations. Via role-play, the students were allowed to carry out a conversation indexing and maintaining a friendly relationship and accomplish the main social interactional goal of offering an invitation to their partner with ease. Their familiarity with each other and with the target social activity helped with their speaking clarity, comprehension, and turn exchange, thus boosting their speaking performance overall. This can be verified by the results in Table 3 below, depicting the scoring comparison between the performances elicited through the vlogging and the role-play assignments which showed significantly higher mean scoring on role-play compared to vlogging.

Table 3
Performance difference between vlog and role-play assignments

Types of Method	n	M (SD)	Std. Error Mean	t	df	p-value
Vlog	76	77.02 (10)	5.12			
Roleplay	76	83.26 (5)	9.79	-5.659 **	75	0.00

Regarding the research participants' perceptions of vlogging and roleplaying as teaching and assessment tools, Table 4 shows a comparison of the results obtained from the perception questionnaires with 18-Likert scale questions concerning the two tasks.

Table 4
Students' perception of role-play and vlogging

Perception	group				t		df	p-value
	roleplay (n=48/76)		vlog (n=35/76)					
	mean	S.D.	mean	S.D.				
Question 1 - Easy to use	4.31	0.75	4.29	0.79	0.156	ns	71.12	0.88
Question 2 - English content and vocabulary of the speech improved	4.44	0.77	4.34	0.84	0.533	ns	81.00	0.60
Question 3 - Doing on different topics is very interesting	4.46	0.71	4.31	0.90	0.813	ns	81.00	0.42
Question 4 - Build confidence and expressiveness when speaking with the partner	4.46	0.71	4.44	0.79	0.103	ns	80.00	0.92
Question 5 - helps comprehend what other partner says	4.27	0.79	4.32	0.77	-0.301	ns	80.00	0.76
Question 6 - Using an online/social media approach helps improve English and achieves the best speaking results	4.29	0.85	4.29	0.83	0.032	ns	81.00	0.97
Question 7 - Speaking through online technology helps improve speech delivery and comprehension	4.40	0.76	4.26	0.95	0.736	ns	81.00	0.46
Question 8 - Less anxiety and shyness when speaking online	4.27	0.98	4.20	1.08	0.311	ns	81.00	0.76
Question 9 - Online learning creates a good and entertaining learning environment for the studies	4.17	0.88	4.03	1.07	0.643	ns	81.00	0.52
Question 10 - Technology are essential tools in education today	4.50	0.77	4.54	0.61	-0.272	ns	81.00	0.79
Question 11 - Vocabulary knowledge and skills have improved	4.29	0.68	4.53	0.66	-1.581	ns	72.54	0.12
Question 12 - Confidence in discussing opinions, beliefs, and experiences about the topics with the partner via lessons is prevalent	4.33	0.72	4.43	0.78	-0.567	ns	70.27	0.57
Question 13 - Oral conversation comprehension does improve	4.15	0.80	4.54	0.70	-2.353	*	81.00	0.02
Question 14 - Speaking English via lessons helps gain content knowledge	4.44	0.71	4.46	0.66	-0.128	ns	81.00	0.90
Question 15 - Overall target speech acts have improved	4.29	0.80	4.43	0.65	-0.831	ns	81.00	0.41
Question 16 - Examples provided in lessons helped create an understanding in-class activities and objectives	4.38	0.74	4.40	0.65	-0.108	ns	80.00	0.91
Question 17 - The assignments of the lessons have helped improve the overall communication skills.	4.40	0.74	4.51	0.61	-0.776	ns	81.00	0.44
Question 18 - The instructions and objectives of the assignments are well-understood and successfully completed.	4.50	0.77	4.43	0.74	0.424	ns	81.00	0.67
Overall 1-18	4.35	0.57	4.37	0.58	-0.145	ns	81.00	0.89

The overall comparisons between the students' opinions on their experiences with vlogging and role-playing revealed no statistically significant differences, indicating a balanced perception

of the two task types. In general, based on the Likert-scale interpretation interval, the students strongly agreed that both roleplaying and vlogging were equally helpful with the mean values of 4.35 and 4.37 respectively. Nevertheless, as seen from Table 4, their responses to the questionnaire items 14-17 suggested that compared to role-play, vlogging was regarded as slightly more effective in helping them gain content knowledge, improve speech acts, gather deep understanding and experience of the objectives, and activities, and hone overall communication skills. This can be further supported by their responses to the open-ended question about vlogging, thematically analyzed as to whether they would continue or wanted to use vlogs for their English-speaking practice or English skill improvement and why. It was found that the majority held vlogs in high regard, suggesting that vlogging helped them improve their English-speaking skills and gain experience in expressing and making themselves understood. They were also able to see the myriad potential of vlog uses when it came to improving and pursuing new challenges in other areas of speaking skills. The entertaining and challenging aspects of vlogging appeared to also have inspired them to experiment with vlogging on new content. This is in line with Brilianti and Fithriyani's (2020) assertion that it is essential to gather further information to adequately communicate speaking content. The pedagogy targeting speaking skills should therefore be flexible and diverse for students and teachers such that it allows for L2 skill improvement with different practices since there would be no single task to help them master all elements of particular L2 skills.

In addition, the results from question 13 (highlighted), eliciting learners' perceptions on the improvement in conversation comprehension, showed a high degree of significance at 0.05 level when the two tasks were compared, suggesting greater conversation comprehension levels in vlogging than in role-play. This affirmed a more positive inclination towards learning conversation content via vlogging. When asked what they had learned the most from vlogging, they reportedly learned various aspects of the English language through vlogging, such as vocabulary, grammar, pronunciation, content expression, and conversational experience. While vlogging, they improved their confidence and found ways to produce conversations with interesting content.

According to questions 5 and 10-12, there was a positive inclination towards comprehending their partner, vlogging technology being used as a beneficial tool, vocabulary skills being improved, and confidence in boosting their beliefs, opinions, and experiences in a topical discourse. Their responses to open-ended questions also confirmed that via vlogging they learned new vocabulary and gained real-life conversational experience in interacting with each other in English. They were able to create conversation based on unit content materials and use conversational patterns to interact with each other better. Overall, vlogging was effective as a practicing tool when it came to content expression and interactions, in line with Sanad (2021)'s endorsement of using vlogs to promote learners' self-expression. The learners can gain accumulative experience as they continue to converse through vlogging.

In fact, there was no difference in the overall perception of the students and the teacher regarding role-playing and vlogging as teaching and assessing tools. The students' perception of the benefits of vlogging, elicited by questions 5, 10-12, as well as the open-ended question, was consistent with that of their teacher, who saw vlogging favorably as an effective method

for using social media to practice the language. However, despite the potential positive usage, there were challenges in vlogging-content creation which the teacher thought was difficult for students to produce since it required added depth of topical knowledge in responses to the conversation partner. Although emphasizing its capacity to boost students' confidence, vocabulary knowledge, pronunciation, and expressiveness with the content (aligned with questions 14-17), the teacher still thought that vlogging in general revealed students' struggle with making meaningful responses with good grammar. Nevertheless, given its being an enjoyable, engaging, and useful teaching tool, it was agreed that vlogging can be used to teach and help students improve their speaking skills.

Despite the previously discussed pros of vlogging, based on questions 1, 2, 3, 4, and 18, role-play also gave students certain advantages due to its ease of practice, benefits for improving content and vocabulary, versatility in doing random topics, capacity to boost their confidence and expressiveness when it came to interacting with their partner, and their ability to follow the instructions. These were supported by students' responses to the open-ended question as to whether they would continue using role-play for their English-speaking practice or English skill improvement and why. It was found that more than 50 percent of the responses were positive as they viewed role-play as an efficient and easy way of using English as an international language, improving communication skills for daily life, engaging in fun learning activities, practicing speaking with native speakers, and developing creativity. Seen via students' responses to questions 7-9, role-play, conducted online, appeared to have an edge over vlogging when it came to its helpfulness in speech delivery, anxiety, and shyness deduction, and fostering a positive and engaging environment.

Furthermore, from the teacher's perspective, role-play remains an enjoyable and effective tool for learners to improve their speaking skills. The teacher participant also did not deny the usefulness of role-play for L2 learning of vocabulary and expressions despite having doubts about its benefits as students could just memorize scripts but fail to converse naturally.

Vlogging as an alternative

Overall, both vlogging and role-play contributed positively to the development of students' speaking skills to varying degrees. Based on the research results, it can be maintained that despite not necessarily being superior to role-play, vlogging can still be treated as another effective alternative, especially for students seeking to improve their content expression. Additionally, when asked whether they would use vlogs for other purposes aside from English speaking practice, most reported that they would vlog for more personal and entertaining purposes such as practicing English speaking skills in daily life, recording videos for others, or keeping and cherishing memories. They agreed that vlogs allowed them to develop a creative and alternative way of expressing themselves to others and helped them to become more open as they spoke and interacted. This affirmed the potential of vlogging as a creative and innovative tool to help learners express their content knowledge interestingly while simultaneously improving their speaking competence. However, given its more content-oriented and discussion-like nature, when engaged in interactional activities such as multiparty vlogging, the students should be encouraged to do content-related research and talk about the subject of their interest.

CONCLUSION

Both role-play and vlogging offered diverse experiences and learning improvement among students to varying degrees. Role-play helped students boost their conversational familiarity when it came to interacting with others while vlogging improved their motivation to produce meaningful content. In role-play, the character roles helped learners be accustomed to the conversations and express the social expressions like in real life (Rahmatillah, 2019). The lines of the character roles are reflected in the casual conversational phrases said by people in real life, making it easier for students to interact in multiple social scenarios (Lestari & Sridatun, 2020). Zain and Bowles (2021) also elaborated on how role-play is considered a perfect tool for remembering conversations through observation of the online speaking performance and applying them to their assigned roles and character lines. Vlogging, on the other hand, helped encourage students to be more expressive on the topical discussion side in a communicative and informative manner, thus improving their overall speaking skills (Indrastana & Rinda, 2021; Maulidah, 2018). Also, the versatility in discussing the topics and expressing themselves freely and creatively helped boost their interactive side in making the content more appealing with multiple parties being involved (Aldukhayel, 2021; Wulandari, 2019). The in-depth turns seen in the vlogging excerpt sample above are a testament to how the content-driven discussion encouraged their confidence in interacting with the topics as the students continued with their turns in vlogging.

The aftermath of vlogging showed improvement in their English-speaking skills due to the amount of video content the students created and edited. Generally, vlogging helped students to boost their English-speaking skills in various basic aspects of the overall communication and despite the challenges and extra effort required, vlogging could still be considered a potential and valuable tool to be utilized in language education. Although vlogging provides learning experiences for students to utilize their creativity when creating content, further studies might examine how vlogging can help improve other speaking skills such as pronunciation and clear accent. They should also consider the impact that vlogging might have on the development of presentation and public speaking skills.

LIMITATIONS AND FUTURE RESEARCH

Future studies should also address the following limitations. For instance, instead of a one-group pre- and post-test design, a two-group quasi-experimental study can be conducted to obtain more clear-cut results in a circumstance in which a fair treatment of research participants is not an issue. Furthermore, for a better comparison, students should be allowed the same amount of time to prepare for and deliver the two tasks with the same set of required actions and they may need more time to better fulfill assignment requirements. The class schedule should be better organized to fit student participants' task-engagement needs. To detect the clear impact of each task type on student improvement, students may need substantial exposure over a longer period; role-play and vlogging can both be applied to all ten lesson units during the whole year. This is to see the overall and detailed comparison between the two methods on the improvement of each aspect of students' speaking skills. Students with different proficiency levels can also be researched to detect different impacts of the tasks on their performance and their unique experiences with both tasks.

THE AUTHORS

Seong Hyeon Choi is a Master's degree student in the Applied English Language Studies program at the Faculty of Liberal Arts, Prince of Songkhla University (PSU), Hat Yai, Thailand. Her research interests lie in the advancement of speaking abilities among EFL learners and the influence of Technology-Enhanced Language Learning (TELL) on the improvement of English-speaking abilities via such pedagogical approaches as Communicative Language Teaching (CLT).
seonghyeon1208@gmail.com

Kemtong Sinwongsuwat, PhD, is an Associate Professor in the Department of Foreign Languages at the Faculty of Liberal Arts, Prince of Songkla University (PSU), Hat Yai, Thailand. With specialization in English language and linguistics, she has a keen interest in researching written and spoken English grammar as well as the development of Thai EFL learners' conversation skills via Conversation-Analysis (CA)-informed pedagogy.
ksinwong@gmail.com

REFERENCES

Aldukhayel, D. (2021). Vlogs in L2 listening: EFL learners' and teachers' perceptions. *Computer Assisted Language Learning, 34*(8), 1085-1104.

Al-Kadi, A. (2018). A review of technology integration in ELT: From CALL to MALL. *Language Teaching and Educational Research (LATER), 1*(1), 1-12.

Almarshadi, A. N. B., Alenazi, S. R., Bidin, A. B., Abdulkarim, A. B., & Nasir, M. K. B. (2019). The application of M-learning in improving speaking skills among EFL learners. *ResearcherID, 6*(8), 1-16.

Anil, B. (2016). Top-up students second language talk time through vlogs. *Indonesian Journal of EFL and Linguistics, 1*(2), 129-143. https://doi.org/10.21462/ijefll.v1i2.9

Azeez, P. Z., & Al Bajalani, F. R. H. (2018). The impact of mobile assisted language learning on developing Kurdish EFL students' speaking sub-skills at Koya University. *Journal of Raparin University, 5*(15), 143–168.

Brilianti, D., & Fithriyani, H. (2020). The implementation of video blog (vlog) as a teaching media in speaking skill. *Journal of Education, Teaching and Learning, 5*(2), 340-345.

Celce-Murcia, M., & Snow, M. A. (2014). *Teaching English as a second or foreign language*. Heinle.

Chen, X., & Hashim, H. (2022) The effect of vlogging on Year 5 ESL students' speaking performance. *Creative Education, 13*, 698-716. https://doi.org/10.4236/ce.2022.132044

Combe, C., & Codreanu, T. (2016). *Vlogging: A new channel for language learning and intercultural exchanges.* Research-publishing.net.

Czerska-Andrzejewska, D. (2016). Mobile assisted language learning. *Zeszyty Glottodydaktyczne*, (6), 43-52.

Dema, C., & Sinwongsuwat, K. (2021). Harnessing conversation analysis-(CA-) informed language-in-talk log assignments to improve conversation skills of EFL learners. *Language Related Research, 12*(5), 111–142.

Derakhshan, A., Salehi, D., & Rahimzadeh, M. (2015). Computer-assisted language learning (CALL): Pedagogical pros and cons. *International Journal of English Language and Literature Studies, 4*(3), 111-120.

Farooq, M. U. (2015). Creating a communicative language teaching environment for improving students' communicative competence at EFL/EAP university level. *International Education Studies, 8*(4), 179-191.

Gao, W., Tian, Y., & Huang, T., et al. (2010). Vlogging: A survey of videoblogging technology on the web. *ACM Computing Surveys, 42*(4), 1–57.

Ghanizadeh, A., Razavi, A., & Jahedizadeh, S. (2015). Technology-Enhanced Language Learning (TELL): A review of resources and upshots. *International Letters of Chemistry, Physics and Astronomy, 54*, 73-87.

Golshan, N., & Tafazoli, D. (2014). Technology-enhanced language learning tools in Iranian EFL context: Frequencies, attitudes and challenges. *Procedia - Social and Behavioral Sciences, 136*, 114-118.

Huang, Y. M., Shadiev, R., Sun, A., Hwang, W. Y., & Liu, T. Y. (2016). A study of the cognitive diffusion model: Facilitating students' high-level cognitive processes with authentic support. *Educational Technology Research and Development, 65*(3), 505–531.

Indrastana, N. S., & Rinda, R. K. (2021). The implementation of mobile-assisted language learning through YouTube vlogging to boost students' speaking performance. *Proceedings of the First International Conference on Social Science, Humanity, and Public Health (ICOSHIP 2020), 514*, 50-54. https://doi.org/10.2991/assehr.k.210101.012

Jenkins, H. (2009). *Confronting the challenges of participatory culture*. https://doi.org/10.7551/mitpress/8435.001.0001

Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A., & Ludgate, H. (2013). *NMC Horizon Report: 2013 Higher Education Edition*. The New Media Consortium.

Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education, 2*(1), 34–41. https://doi.org/10.18869/acadpub.ijree.2.1.34

Lestari, F., & Sridatun, F. A. (2020). An analysis of student speaking skill using role-play method. *Professional Journal of English Education (PROJECT), 3*(1), 114–119.

Lestari, N. (2019). Improving the speaking skill by vlog (video blog) as learning media: The EFL students' perspective. *International Journal of Academic Research in Business and Social Sciences, 9*(1), 915-925.

Kranthi, K. (2017). Technology Enhanced Language Learning (TELL). *International Journal of Business and Management Invention, 6*(2), 30–33.

Mangaleswaran, S., & Aziz, A. A. (2019). The impact of the implementation of CLT on students' speaking skills. *International Journal of Scientific and Research Publications (IJSRP), 9*(4), 75–82.

Maulidah, I. (2018). Vlog: The mean to improve students' speaking ability. *Proceedings of the International Conference on English Language Teaching (ICONELT 2017), 145*, 12-15. https://doi.org/10.2991/iconelt-17.2018.3

Miangah, T. M., & Nezarat, A. (2012). Mobile-assisted language learning. *International Journal of Distributed and Parallel Systems, 3*(1), 309–318.

Morchid, N. (2020). Mobile assisted language learning: Evidence of an emerging paradigm. *International Journal of English Literature and Social Sciences, 5*(1), 148–156. https://doi.org/10.22161/ijels.51.30

Mulyadi, D., Wijayatiningsih, T. D., Singh, C. K. S., & Prastikawati, E. F. (2021). Effects of technology enhanced task-based language teaching on learners' listening comprehension and speaking performance. *International Journal of Instruction, 14*(3), 717-736.

Nada, M. A. L. (2021). Vlogging towards improving students' speaking skills. *EPRA International Journal of Research and Development (IJRD), 6*, 711-722.

Palacios-Hidalgo, F. J. (2020). TELL, CALL, and MALL: Approaches to bridge the language gap. In *International approaches to bridging the language gap* (pp. 118-134). IGI Global.

Putri, N. W., Sukirlan, M., & Sudirman, S. (2014). The effect of using CLT to improve speaking. *U-JET, 3*(4), 1–11.

Rahayu, P. (2015). Role play strategy in teaching speaking. *Edu Research, 4*(1), 61-70.

Rahmatillah, K. (2019). Communicative Language Teaching (CLT) through role play and task-based instruction. *Script Journal: Journal of Linguistic and English Teaching, 4*(1), 161-177.

Ratnaningsih, D., Purba, D., Wiratno, D., & Nofandi, F. (2019). The influence of Computer-Assisted Language Learning (CALL) to improve English speaking skills. In *English linguistics, literature, and language teaching in a changing era* (pp. 144-149). Routledge.

Sahayu, W. (2019). The effect of YouTube on high school students' second language acquisition. *Online Submission, 2*(6), 38-44.

Saiful, J. A. (2019). EFL teachers' cognition in the use of YouTube Vlog in English language teaching. *Journal of Foreign Language Education and Technology, 4*(1), 72-91.

Sanad, H. A. (2021). Developing EFL oral communication skills and motivation through vlogging. *CDELT Occasional Papers in the Development of English Education, 74*(1), 97-119.

Shimray, Y. P., Intharaksa, U., Jaihow, P., & Sinwongsuwat, K. (2021). Enhancing oral English communication ability of Thai EFL undergraduates via interactive reading comprehension teaching (IRCT). *Education Quarterly Reviews, 4*(1), 122–129.

Snelson, C. (2015). Vlogging about school on YouTube: An exploratory study. *New Media & Society, 17*(3), 321-339.

Soto, C. P., & Zenteno, C. C. (2019). Smartphone screen recording apps: An effective tool to enhance fluency in the English language. *Colombian Applied Linguistics Journal, 21*(2), 208-229. https://doi.org/10.14483/22487085.14202

Tamimi, O. (2014). *The use of unscripted role-play in teaching English interactional speaking skill: An experimental study at the tenth-grade students of SMAN 8 MATARAM in academic year 2014/2015* [Independent Study, University of Mataram]. UNRAM Repository. http://eprints.unram.ac.id/11596/1/article.pdf

Tonekaboni, A. M. (2019). Effects of mobile assisted language learning (MALL) on speaking proficiency (a case of learn English daily mobile app). *International Conference on Advanced Research in Humanities and Art, 2*, 1-13.

van den Berg, L., & de Villiers, J. M. (2021). Tech talk: Development of a conceptual framework to enhance sport students' communication skills and content learning through vlogs as an assessment tool. *Cogent Education, 8*(1), Article 1999785.

Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia, 2*(1), 113-119.

Westrup, H., & Baker, J. (2003). *Essential speaking skills*. Continuum.

Wulandari, E. (2019). Improving students' speaking ability through vlogging. *Proceedings of UNNES International conference on English language teaching, literature, and translation (ELTLT 2018)*, 25-27.

Yang, J. (2013). Mobile assisted language learning: Review of the recent applications of emerging mobile technologies. *English Language Teaching, 6*(7), 19–25.

Youn, S. J. (2020). Managing proposal sequences in role-play assessment: Validity evidence of interactional competence across levels. *Language Testing, 37*(1), 76-106.

Zain, D. S. M., & Bowles, F. A. (2021). Mobile-assisted language learning (MALL) for higher education instructional practices in EFL/ESL contexts: A recent review of literature. *Computer Assisted Language Learning Electronic Journal, 22*(1), 282-307.

Zhou, Y., & Wei, M. (2018). Strategies in technology-enhanced language learning. *Studies in Second Language Learning and Teaching, 8*(2), 471-495.

Zou, D., Xie, H., & Wang, F. L. (2018). Future trends and research issues of technology-enhanced language learning: A technological perspective. *Knowledge Management & E-Learning: An International Journal, 10*(4), 426-440.

Appendix A

Sample Lesson Plan

Unit 6 Vlogging Lesson Plan

Objectives: Making suggestion to a partner or friend using the following vocabulary and expression, and grammar criteria.

Warm-up Activity - Introduction to Suggestion

- Brainstorm the amount of suggestion phrases you can think of in any situation. Do this with your partner.
- List as many as you can in one of the situations such as
    - o **1. Asking for a suggestion** (e.g., *What shall we do now?*)
    - o **2. Making a suggestion** (e.g., *Shall we go there?; What about …?; How about …?*)
    - o **3. Accepting a suggestion:** (e.g., *Why not?; That's a great idea.;*)
    - o **4. Rejecting a suggestion:** (e.g., *No, thanks. I'm not very keen on running.;*)
    - o **5. Additional vocabulary and expressions:** *be keen on something; feel like ….; exactly; cool; I have to admit.; Actually* three of the conversation bubbles between two speakers.
- I will set a 10-minute timer.
- After 10 minutes, present your list of phrases for either one of the highlighted situations above.
- Objective: The warm-up activity is to build up the brainstorming of the suggestion phrases with their partner.

Activity 1 - What are Vlogs?

- Introduce the term, "vlog" to the students and what and how they are used through PowerPoint slides. Vlogs are videos that are uploaded and can be used as content of different ideas like shopping, school, hobbies, learning, and so forth.
    - o https://www.youtube.com/watch?v=3gNeGFrhoro
    - o https://www.youtube.com/watch?v=aUIXtRexdUU
    - o https://www.youtube.com/watch?v=SKEuzS32_ko
    - o https://www.youtube.com/watch?v=3kXZgAwLWLo
    - o https://www.youtube.com/watch?v=VtF2AgFSLAw
- Introduce them with examples of vlogging.
    - o YouTube vlogs of School/College
        - ▪ https://www.youtube.com/watch?v=rHF4loTvwOU&list=WL&index=3
        - ▪ https://www.youtube.com/watch?v=6sHNxMIBCwo&list=WL&index=1
- Objective: The activity is to introduce video vlogging through YouTube means.

Activity 2 - Lesson Features

- **06 - Making a suggestion**
- ***Vocabulary and Expression Criteria***
    - o **1. Asking for a suggestion**
        - ▪ (e.g., *What shall we do now?*)
    - o **2. Making a suggestion**
        - ▪ (e.g., *Shall we go there?; What about …?; How about …?*)
    - o **3. Accepting a suggestion**
        - ▪ (e.g., *Why not?; That's a great idea.;*)
    - o **4. Rejecting a suggestion**
        - ▪ (e.g., *No, thanks. I'm not very keen on running.;*)
    - o **5. Additional vocabulary and expressions**
        - ▪ (e.g., *be keen on something; feel like …,; exactly; cool; I have to admit.; Actually*)
- ***Grammar Criteria***
    - o 1. Negative Yes/No questions & Negative Wh-questions
        - ▪ Q: What do we do now? Shall we go to the class?
        - ▪ A: No, we shouldn't.
    - o 2. Negative statements
        - ▪ I don't think we should go to the cafeteria.
    - o 3. Use of *that clauses as a complement* (e.g., *I think (that) I might have an early night.*)
        - ▪ I think that I might have to go to school or university in the afternoon.

- Objective: The activity is to have students be introduced with the basic conversation features of the objective of the overall lesson which is the suggestion.

Activity 3 - Content activity (Suggestion)

- In this activity, suggest how to deal with or avoid COVID 19 with you and your friend in a short speech. Please make this discussion meaningful and interactive.
    - o Examples can be "What shall we do in the pandemic?", "I think we should do ….", "No I don't think that will", "Hey I think that is cool".
    - o Please use the lesson features we learned from above.
    - o 20-30 min of preparation with a partner. Film a short clip of your discussion and send it through Line.
- Please present your suggested answers to class.
- Objective: This is for students to engage in the content of their conversation using the lesson features they have learned.

Assessment or Evaluation - Vlog Project

- Make a 4-5 minute video about you and your assigned partner on suggestion. After filming the vlog, please upload this to either your newly created vlog YouTube account with the name of the assigned pair.

- Vlog Assignment/Project: Come up with different ways of suggesting things or methods to improve English language with your assigned partner. Treat it as a discussion. Make the content of the video meaningful and engaging.
- Criteria of the Assignment:
    - o **Suggestions must include:**
        - ▪ **1. Asking for a suggestion**
            - ▪ (e.g., *What shall we do now?*)
        - ▪ **2. Making a suggestion**
            - ▪ (e.g., *Shall we go there?; What about …?; How about …?*)
        - ▪ **3. Accepting a suggestion**
            - ▪ (e.g., *Why not?; That's a great idea.;*)
        - ▪ **4. Rejecting a suggestion**
            - ▪ (e.g., *No, thanks. I'm not very keen on running.;*)
        - ▪ **5. Additional vocabulary and expressions**
            - ▪ (e.g., *be keen on something; feel like…,; exactly; cool; I have to admit.; Actually*)

    - o **Total 15 points for Vlog Assignment**
        - ▪ **Partner Clarity/Oral Comprehension - 5 points**
            - o **Can your partner understand you? Is your partner clear? Is the conversation understandable?**
        - ▪ **Creative/Engaging Interaction - 5 points**
            - o **Is the flow of the interaction smooth and goes accordingly and creatively.**
        - ▪ **Content - 5 points**
            - o **Does the content of the conversation follow the general topic of the unit? Does it follow the instructions?**
- Objective: The vlog assignment is the final product of the unit 6 (Making a suggestion).

Appendix B

Pre-teaching Interview Questions

1. Introduce yourself.
    1) What is your name?
    2) Which school do you attend?
    3) Where do you currently live?
    4) How old are you?
2. Why do you want to learn English? And what would you like to learn in speaking English? What aspect of speaking would you want to improve the most on?
    i.e. Vocabulary, Speech, Comprehension
3. Did you go anywhere during the vacation or COVID pandemic? If so, where did you go?

Total Score: __/ 5

Mid-Term Interview (After role-play lessons)

1. Introduce yourself again.
2. How were your class lessons?
3. What was your favorite part in learning English from role-plays?
4. Do you think role-play lessons are useful lessons? Yes or No? Why?

Total Score: __/ 5

Post-vlogging Interview Questions (After vlogging lessons)

1. Introduce yourself again.
2. Describe the vlogging experience. Tell me the pros and cons.
3. What was your favorite part in vlogging English? Least favorite parts?
4. Would you invite me and your friends to do YouTube vlogging? Why?

Total Score: __/ 5

Appendix C

Perception of Vlog Questionnaire

INSTRUCTIONS: The purpose of this questionnaire is to explore your perception of the effectiveness of the use of vlogs in improving your speaking skills. There is no right or wrong answer to each item and your responses will not affect your final grades. Also, they will be kept anonymous. Please take your time to fill in the questionnaire. Thank you for your time to answer the questions thoughtfully.

Section 1: Background information

(Please read and fill in these items regarding your personal background and tick them. Your information will be strictly confidential and used only for educational and research purposes. Thank you)

Personal Information

1.1 Gender: □ Male   □ Female   □ Other
1.2 Field of Study/Education:_____
1.3 Faculty:_____
Year: □ 1st   □ 2nd   □ 3rd   □ 4th   □ higher/other

Language Information

2.1 Years of studying English in school: (tick/cross in the box)
    □1-5 months   □ 1 year   □ 2-3 years   □ 4 years or more

2.2 Years of exposure to English in an English-speaking country
    □ never   □ less than 1 year   □ 1 year or more

Section 2: Perception of the effectiveness of the use of vlogs

(In the following section, there will be 3 sub-sections: vlogging, online learning, and speaking results. Please read the questions carefully and answer them by simply checking the item based on your judgment. Thank you)

Item-Rating Judgment:

1(Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)

Vlogging

Questions (Content of Experience)	1	2	3	4	5
1) Vlogging is very easy to use.					
2) Vlogging helps improve the English content and vocabulary of the speech.					
3) Vlogging on different topics is very interesting.					
4) Vlogging helps build confidence and expressiveness when speaking with the partner.					
5) Vlogging helps comprehend what other partner says in vlogs.					

Online Learning

Questions (Technology Usage & Experience)	1	2	3	4	5
6) Using a social media approach helps improve English and achieve the best speaking results.					
7) Speaking through online technology helps improve speech delivery and comprehension.					
8) There is less anxiety and shyness when speaking online.					
9) Online learning creates a good and entertaining learning environment for the studies.					
10) Social media technology are essential tools in education today.					

Speaking Performance & Activities

Questions (Evaluation of Learning)	1	2	3	4	5
11) Vocabulary knowledge and skills have improved after vlog lessons.					
12) Confidence in discussing opinions, beliefs, and experiences about the topics with the partner via vlogging is prevalent.					
13) Oral conversation comprehension via vlog lessons does improve.					
14) Speaking English via vlogs helps gain content knowledge.					
15) Overall target speech acts have improved via vlog lessons.					
16) Examples provided in vlog lessons helped create an understanding in class activities and objectives.					
17) The assignments of the lessons have helped improve the overall communication skills.					
18) The instructions and objectives of the vlog assignments are well-understood and successfully completed.					

Section 3: Opinions towards the effects of vlogging/role-play on speaking performance

(To answer the following questions, please read each of these questions carefully and write down your answers. Your opinion is what we would like to hear. Thank you)

1. What have you learned the most from vlogging?
2. What aspect of these activities have you found challenging?
3. What area of speaking do you think have improved the most and the least via vlog lessons?
4. Will you continue or want to use vlogs for your English-speaking practice or for English skill improvement? If yes or no, why?
5. Will you also use vlogs for other purposes? If so, for what purposes and why? If not, why not?

Perception of Role-Play Questionnaire

INSTRUCTIONS: The purpose of this questionnaire is to explore your perception of the effectiveness of the use of role plays in improving your speaking skills. There is no right or wrong answer to each item and your responses will not affect your final grades. Also, they will be kept anonymous. Please take your time to fill in the questionnaire. Thank you for your time to answer the questions thoughtfully.

Section 1: Background information

(Please read and fill in these items regarding your personal background and tick them. Your information will be strictly confidential and used only for educational and research purposes. Thank you)

Personal Information

1.1 Gender: □ Male   □ Female   □ Other
1.2 Field of Study/Education:_____
1.3 Faculty:_____
Year: □ 1st   □ 2nd   □ 3rd   □ 4th   □ higher/other

Language Information

2.1 Years of studying English in school: (tick/cross in the box)
    □ _1-5 months_   □ _1 year_   □ _2-3 years_   □ _4 years or more_

2.2 Years of exposure to English in an English-speaking country
    □ never   □ less than 1 year   □ 1 year or more

<u>*Section 2:Perception of the effectiveness of the use of role play*</u>

(In the following section, there will be 3 sub-sections: role-play, online learning, and speaking results. Please read the questions carefully and answer them by simply circling the item based on your judgment. Thank you)

Bold represents the assessed and commented from Expert Rater 1.
Italics represents the assessed and commented from Expert Rater 2.
The changes of the survey have been revised through bold italics.

Item-Rating Judgment:

1(Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)

Role-Play

Questions (Content of Experience)	1	2	3	4	5
1) Role-play is very easy to use.					
2) Role-play helps improve the English content and vocabulary of the speech.					
3) Role-play on different topics is very interesting.					
4) Role-play helps build confidence and expressiveness when speaking with the partner.					
5) Role-play helps comprehend what other partner says.					

Online Learning

Questions (Technology Usage & Experience)	1	2	3	4	5
6) Using an online media approach helps improve English and achieve the best speaking results.					
7) Speaking through online technology helps improve speech delivery and comprehension.					
8) There is less anxiety and shyness when speaking online.					
9) Online learning creates a good and entertaining learning environment for the studies.					
10) Technology are essential tools in education today.					

Speaking Performance & Activities

Questions (Evaluation of My Learning)	1	2	3	4	5
11) Vocabulary knowledge and skills have improved after role-play-based lessons.					
12) Confidence in discussing opinions, beliefs, and experiences about the topics with the partner via role-play is prevalent.					
13) Oral conversation comprehension via role-play lessons does improve.					
14) Speaking English via role-play helps gain content knowledge.					
15) Overall target speech acts have improved via role-play lessons.					
16) Examples provided in role-play lessons helped create an understanding in class activities and objectives.					
17) The assignments of the lessons have helped improve the overall communication skills.					
18) The instructions and objectives of the assignments are well-understood and successfully completed.					

Section 3: Opinions towards the effects of vlogging/role-play on speaking performance
(To answer the following questions, please read each of these questions carefully and write down your answers. Your opinion is what we would like to hear. Thank you)

1. What have you learned from role-play?
2. What aspect of these activities have you found challenging?
3. What area of speaking do you think have improved the most and the least via role-play lessons?
4. Will you continue or want to use role-play for your English-speaking practice or for English skill improvement? If yes or no, why?

5. Will you also use role-play for other purposes? If so, for what purposes and why? If not, why not?