STUDENTS' REFLECTIONS ON WEEKLY VLOGGING IN A SPEAKING FOR ACADEMIC PURPOSES COURSE: CHALLENGES AND PEDAGOGICAL IMPLICATIONS

Nana Priajana[1]*, Hendi Hidayat[2], Amin Basir[3]
[1,2,3]UIN Siber Syekh Nurjati, Cirebon, Indonesia
(priajana@uinssc.ac.id)

ABSTRACT

Adding vlogging to academic speaking classes could be both new and challenging at a time when digital expression is becoming more and more important in how we learn and talk to each other. This study investigates how students in a Speaking for Academic Purposes class at UIN Siber Syekh Nurjati Cirebon reflected on making vlogs as their tasks. It talks about the problems they had and what learning through vlogs means for teaching. The researchers applied an explanatory sequential mixed methods design to collect data from 46 third-semester ELT students. This study collected data through a structured questionnaire and in-depth interviews with three students who were at different levels of performance. The numbers showed that using language, feeling bad, and having technical problems were all moderately to very hard. Students said they got a lot out of it, like more confidence, better speaking skills for school, and more interest in school. Qualitative data confirmed these findings, showing that students had more freedom, motivation, and self-awareness. The study reveals that, even though there were some problems, weekly vlogging is a fun and useful way to improve academic speaking in digital learning settings.

Keywords: challenge; mixed-method; pedagogical implication; reflection speaking

ABSTRAK

Menambahkan vlog ke kelas berbicara akademis bisa jadi hal yang baru dan sulit di saat ekspresi digital menjadi semakin penting dalam cara kita belajar dan berbicara satu sama lain. Studi ini menyelidiki bagaimana mahasiswa di kelas Berbicara untuk Tujuan Akademis di UIN Siber Syekh Nurjati Cirebon merefleksikan pembuatan vlog sebagai tugas mereka. Studi ini membahas tentang masalah yang mereka hadapi dan apa arti belajar melalui vlog bagi pengajaran. Kami menerapkan desain metode campuran sekuensial eksplanatif untuk mengumpulkan data dari 46 mahasiswa ELT semester ketiga. Kami mengumpulkan data melalui kuesioner terstruktur dan wawancara mendalam dengan tiga mahasiswa yang berada pada tingkat kinerja yang berbeda. Angka-angka menunjukkan bahwa menggunakan bahasa, merasa tidak enak badan, dan memiliki masalah teknis semuanya tergolong cukup hingga sangat sulit. Mahasiswa mengatakan bahwa mereka memperoleh banyak manfaat darinya, seperti lebih percaya diri, keterampilan berbicara yang lebih baik untuk sekolah, dan lebih tertarik pada sekolah. Data kualitatif mengonfirmasi temuan ini, yang menunjukkan bahwa mahasiswa memiliki lebih banyak kebebasan, motivasi, dan kesadaran diri. Studi ini menemukan bahwa, meskipun terdapat beberapa masalah, vlogging mingguan adalah cara yang menyenangkan dan bermanfaat untuk meningkatkan kemampuan berbicara akademis dalam lingkungan pembelajaran digital.

Kata Kunci: *berbicara; implikasi pedagogis; metode campuran; refleksi; tantangan; vlogging*

INTRODUCTION

In the digital age, vlogs and other video-based tools are great for teaching languages, especially for getting better at speaking. A vlog, or video blog, is a place to share your thoughts and feelings and a way to learn more about yourself, judge yourself, and improve your language skills in both school and social situations (Watkins & Wilkins, 2011; Anil, 2016; Parkes & Kajder, 2010; Yaprak, 2024). Misdi et al. (2021) argued that video blogging is the "third generation" of blogging because it uses more than one mode, which makes it different from other types of blogging. In the field of English as a Foreign Language (EFL), vlogs take what students learn in class and put it into real-life, public, and often asynchronous settings, giving them chances to speak the target language outside of class.

Underlying this practice, multimodality theory by Kress and van Leeuwen (2001) and Jewitt (2013) explains how meaning is constructed not only through spoken language but also through visual, auditory, and gestural resources. Vlogging therefore becomes a multimodal literacy practice that requires learners to coordinate these modes in producing coherent spoken performance. In addition, recent sociocultural research in digitally mediated learning highlights that learning develops through mediated action, where technological tools play a central role in shaping learners' cognitive, linguistic, and reflective growth environments (Swain, et al., 2015; Zheng & Warschauer, 2017). These contemporary perspectives position vlogging as both a communicative practice and a meaning-making process that supports speaking development in digitally mediated EFL environments.

This topic is very important for campuses such as UIN Siber Syekh Nurjati Cirebon, which operates as a hybrid Islamic higher education institution. UIN Siber is the first digital Islamic university in Indonesia. It is currently developing its capacity for effective digital learning, including improving its Learning Management System (LMS), enhancing lecturers' competencies in online pedagogy, and supporting research related to cyber-based education. In this situation, examining the use of digital tools such as vlogging in language learning becomes pedagogically relevant, as it offers insights into how technology-mediated speaking activities can contribute to institutional goals in online learning environments.

Some studies have shown that vlogging is a good way for students to get better at speaking. Zhang et al. (2021) concluded that making digital multimodal compositions with vlogs made students' language much more accurate, even though their fluency only got a little better. Faiza et al, (2022) and Nufus (2023) also found that vlog projects made students more motivated, confident, and able to judge their own work. Also, vlogging has been shown to help students become more self-sufficient as in Misdi et al. (2021) and Ozkan (2019), and to encourage both collaborative and reflective learning (Yaprak, 2024; Hassan, 2023).

But these studies also show some problems. Making content, editing videos, and dealing with technical problems like slow internet or not knowing how to use technology are things that students often have challenges with (Saputro et al., 2020; Zhang et al., 2021; Faiza et al., 2022). Fear of making mistakes, performance anxiety, and low self-esteem are all emotional barriers that make learning harder (Hassan, 2023; Reeves et al., 2017). These issues make it clear how important it is to study how students deal with and react to these kinds of problems, especially as vlogging becomes a regular, structured activity over time.

Vlogging is important because it helps people learn a lot and gives them a place to practice their language skills. Vlogs help people use language in real life, get them to think critically, and connect what they learn in school with what they do in real life (Goh, 2017; Yaprak, 2024). In the context of a Speaking for Academic Purposes course, such activities provide repeated, self-paced opportunities to practice academic genres, organize ideas coherently, and articulate arguments more clearly. Debbag and Fidan (2022) added that vlogging helps people learn how to use technology,

talk to each other, and be creative all at the same time. These multimodal practices align with the course's goal of strengthening academic speaking performance, as students must plan, rehearse, and deliver structured spoken content. Vlogs are a real and flexible way to test students instead of traditional oral exams (Balignasay et al., 2024). Therefore, vlogging functions not only as a digital task but also as an assessment form that supports the development of clarity, fluency, and academic communicative competence.

A lot of people know that vlogging can help people learn a language, but not many studies have looked at how students feel about doing it every week in classes like Speaking for Academic Purposes. Most research has looked at project-based or end-of-semester vlog assignments, which are usually given to K–12 students or college freshmen. Although vlogging has been widely explored in EFL contexts, research has not yet captured how students experience sustained weekly vlogging in digital-first academic speaking courses, particularly regarding how they manage multimodal production demands, technical limitations, and affective challenges within fully online learning environments. This gap is important to address because recent studies in digital language learning highlight how multimodal authoring platforms shape learners' agency, emotional engagement, and self-regulation in increasingly technology-mediated learning spaces (Hafner, 2020; Kohn & Weskamp, 2022), yet little is known about how these dynamics unfold when vlogging becomes a continuous, curriculum-embedded requirement rather than a short-term project. Responding to this gap, the present study investigates fourth-semester students' reflective accounts of producing weekly video blogs in a Speaking for Academic Purposes course at UIN Siber Syekh Nurjati Cirebon, using qualitative reflection-based inquiry to uncover their perceived challenges, benefits, and pedagogical expectations in a fully online setting. The novelty of this research lies in its focus on weekly vlogging practices, its positioning within a digital-first Islamic higher education context, and its integration of contemporary multimodality and digital sociocultural learning perspectives to explain how students construct academic speaking competence through technologically mediated reflective tasks.

This study wants to fill that gap by finding out what it was like for fourth-semester students in the Speaking for Academic Purposes course in the English Language Teaching (ELT) Department at UIN Siber Syekh Nurjati Cirebon to make a video blog every week. This research is set up as a qualitative study that is based on reflection. It uses student voices to learn more about the problems, perceived benefits, and teaching implications of having students make weekly vlogs in a fully online course.

This study wants to find out more specifically what the biggest problems students have when they make weekly vlogs, how they think vlogging helps them get better at speaking in school, and what teaching ideas can be used to make online EFL curriculum design, teaching methods, and assessment methods better. The study adds to the growing body of research on learning languages online and makes cyber-based education more useful in Indonesia's Islamic higher education system.

METHODS

Research design

This study applied an explanatory sequential mixed methods design to find out how students in a Speaking for Academic Purposes class reflected on doing weekly vlog assignments. It was inspired by the work of Tora (2024) and Majuddin et al. (2022). The study focused on two main things: the problems students had and how adding vlog-based tasks to academic speaking lessons could change the way teachers teach. The researcher could first look at the big patterns in the data and then look at the reasons behind them and what the people involved thought about them.

Research site and participants

The study was conducted in the English Language Teaching (ELT) Department at UIN Siber Syekh Nurjati Cirebon. There were 46 third-semester students in the Speaking for Academic Purposes class. As part of their semester-long work, they had to make vlogs every week. We picked three students on purpose to do in-depth interviews for the qualitative phase. There were three students in this group: one did very well, one did okay, and one did not do well at all. This was done to get a variety of opinions and experiences.

Data collection and analysis

At the end of the semester, we used Google Forms to send out a structured online questionnaire to get quantitative data. The questionnaire had both closed-ended Likert-scale questions that asked students about the challenges and benefits they thought they would face in school, and open-ended questions that let students think more deeply about their experiences. The items were developed by adapting indicators commonly used in evaluating technology-mediated speaking activities, including task difficulty, affective responses, and perceived learning outcomes (adapted from Goh, 2017; Huang & Hung, 2019).

To ensure instrument quality, the initial pool of questionnaire items underwent a systematic validation process. First, two experts in ELT and educational technology evaluated the relevance, representativeness, and clarity of each item, establishing content validity through expert judgment. Their feedback led to refinement of several statements to enhance linguistic clarity and alignment with the construct definitions. Second, a pilot test involving ten students from a different cohort was conducted to examine item readability and response consistency. Following the pilot, minor revisions were made to improve item precision. Third, reliability testing using Cronbach's alpha was performed on the final version of the questionnaire; all subscales yielded alpha coefficients above .70, demonstrating acceptable internal consistency and measurement stability.

Along with the survey results, three chosen students were interviewed in depth. The interviews asked about emotional and technical issues, language use, task engagement, and how vlogging was thought to affect speaking skills and the desire to learn.

We looked for patterns in the students' answers by using descriptive statistics like the mean, standard deviation, minimum, and maximum scores. We used thematic analysis to look at the qualitative data from the open-ended questionnaire responses and the interview transcripts. This helped us find important themes that came out of the data on their own. This method gave a complete picture of how students reflected and thought about learning through vlogs.

FINDINGS AND DISCUSSION
Findings

The main focus of the study was on how students reflected on doing weekly vlogging tasks in the Speaking for Academic Purposes course, what problems they had, and what the activity meant for teaching. The results are shown using both quantitative data (from closed-ended questionnaire items) and qualitative data (from open-ended responses and in-depth interviews) so that these goals can be fully met. We used a mixed-format questionnaire because the participants were students, and combining open- and closed-ended items made the instrument more accessible and easier for them to respond to. Integrating both types of data allowed us to obtain a more comprehensive understanding of how students think, what problems they face, and how they experience learning through weekly vlogging tasks. To clearly address the research aims, the findings are organized according to the research questions. The results fall into two main groups: 1) the challenges students experienced while completing weekly academic vlogs (RQ1), including linguistic, affective, and technical difficulties, and (2) the perceived impacts of weekly vlogging on

academic speaking performance (RQ2), such as improvement in confidence, fluency, and ability to structure academic content. A third subsection integrates these findings to highlight key pedagogical implications, showing how weekly vlogging can inform task design and instructional strategies in technology-enhanced Speaking for Academic Purposes courses.

1) Challenges Faced by Students in Weekly Vlogging for Academic Speaking

The first theme talks about the different problems students have, like emotional, technical, language, and teaching problems. We used Likert-scale questions, student stories, and interviews to support these measurements. Table 1 shows the descriptive statistics for the problems that students said they had with the weekly vlog assignments.

Table 1. Students' Challenges in Weekly Vlogging for Academic Speaking

No	Sub-theme	Statement	N	Min	Max	Mean	SD
1	Instructional Support	I needed to seek additional resources or support to complete the vlog assignment.	46	1	5	3.43	1.28
2	Affective Challenges	I felt anxious or nervous when speaking in front of the camera.	46	1	5	3.78	1.22
3	Technical Difficulties	I encountered technical difficulties (e.g., editing, recording, uploading).	46	1	5	3.21	1.34
4	Linguistic Challenges	I struggled to use appropriate academic vocabulary while speaking.	46	1	5	3.47	1.18
5	Time and Task Management	The vlog assignment required more time and effort than I initially expected.	46	1	5	3.65	1.10
6	Linguistic Challenges	I had difficulty maintaining fluency and coherence throughout my vlog.	46	1	5	3.39	1.20
7	Instructional Support	I was unsure about the assessment criteria or expectations for the vlog task.	46	1	5	3.17	1.29

The study found that students in a Speaking for Academic Purposes course had a lot of challenges with their weekly vlogs. These problems were emotional, language, technical, and teaching-related. The average response ranged from 3.17 to 3.78, which means that the problems were seen as moderately to very difficult. The most important issue was emotional, especially anxiety about performing on camera (M = 3.78). This shows how hard it is to make academic content that is spoken.

Language was also a big problem. Students had challenges using the right academic vocabulary (M = 3.47) and keeping their speech fluent and coherent (M = 3.39), which shows how hard it is to speak academically on the spot. People said they had problems with technology, like editing and uploading videos, and gave it an average score of 3.21. These issues did not happen as often, but they were still important. Students were also stressed out because the tasks were too hard; many thought the assignment would take more time and effort than they had planned (M = 3.65), and some weren't sure what the grading criteria were (M = 3.17), which shows that they needed clearer instructions.

In short, the results show that vlogging once a week is a great way to learn, but teachers need to help a lot. Students need emotional support, help with academic language, clearer rubrics, and technical help to deal with the many different requirements of vlog-based speaking tasks in digital learning environments.

In-depth interviews added qualitative data to these quantitative insights, which helped paint a more complete picture of how these issues affected students' daily lives. People talked about their own problems with anxiety about performance, technical issues, and using academic language. They

also talked about how hard it is to understand instructions and how stressful it is to be under time pressure. These stories show how important it is to have full support systems because students' reflections showed how hard it was for them to do weekly vlog assignments both mentally and emotionally. Table 2 shows the main themes and quotes that show how serious these problems are for students who do well and those who do not.

Table 2. In depth interview on Challenges in Weekly Vlogging

Participant	Coded Theme	Representative Quotes
Student 1	Technical Challenges	*"I had some difficulties editing the video because I had never used editing apps before. Uploading to YouTube also took a while due to poor internet connection."*
Student 2	Task Clarity	*"The instructions were a bit confusing at first, especially about the required duration and what content to include. I had to ask my friend to make sure."*
Student 3	Time Management	*"Sometimes I only started recording the day before the deadline because I had so many other assignments. The time given felt too short."*
Student 2	Affective Challenges	*"At first I felt very nervous because I wasn't confident speaking in front of the camera. I had to re-record about five times."*
Student 3	Language Barriers	*"The hardest part was constructing academic-sounding sentences that still felt natural. I often had to search online before recording."*
Student 1	Emotional Regulation	*"I also felt awkward during the first few recordings, but I got used to it over time since it was a weekly task."*

The interviews revealed five main problems that students had with their weekly vlogging tasks: technical issues, unclear instructions, time management, emotional barriers, and language issues. Student 1 stated about experiencing persistent technological difficulties, stating, "I had some difficulties editing the video because I had never used editing apps before. Uploading to YouTube also took a while due to poor internet connection." This aligns with the technical constraints commonly reported in digital learning environments. Student 2 emphasized issues of instructional clarity, noting, "The instructions were a bit confusing at first, especially about the required duration and what content to include. I had to ask my friend to make sure." This suggests that task guidelines need to be more explicit and accompanied by modelling or exemplars. Student 3 highlighted time-management challenges due to academic workload, explaining, "Sometimes I only started recording the day before the deadline because I had so many other assignments. The time given felt too short." This indicates the need for scaffolded planning and workload alignment across the semester.

Emotional and linguistic barriers also emerged as significant. Student 2 described their emotional discomfort, saying, "At first I felt very nervous because I wasn't confident speaking in front of the camera. I had to re-record about five times." This highlights the necessity of building a supportive socio-emotional environment that normalizes early-stage anxiety in performance tasks. Meanwhile, Student 3 shared a challenge related to linguistic production, stating, "The hardest part was constructing academic-sounding sentences that still felt natural. I often had to search online before recording." This demonstrates the importance of structured academic speaking support, including genre modelling and vocabulary scaffolding. Student 1 additionally noted that the discomfort gradually lessened through repeated practice: "I also felt awkward during the first few recordings, but I got used to it over time since it was a weekly task." Such remarks indicate that sustained engagement can gradually enhance learner confidence and fluency.

These qualitative insights reinforce the quantitative findings, illustrating that students' challenges were multidimensional both practical and psychological, requiring pedagogical responses that include technical assistance, emotional support, and linguistic scaffolding. When the data were analysed together, a coherent pattern emerged across modalities. The descriptive

statistics showed that affective challenges (M = 3.78) and time management (M = 3.65) were the most intense difficulties, followed by academic vocabulary use (M = 3.47) and fluency challenges (M = 3.39). The interview data confirmed and deepened these trends through lived experiences that explain why these numerical patterns occurred. Technical issues (M = 3.21) and instructional clarity concerns (M = 3.17) were also corroborated by direct student testimony, strengthening the explanatory power of the mixed-methods design. Collectively, these findings underscore the need to integrate emotional support, technical troubleshooting guidance, clearer instructions, and targeted academic language development to optimize the use of vlogging for academic speaking purposes.

To deepen the interpretation of students' challenges in completing weekly vlogs for the Speaking for Academic Purposes course, the quantitative and qualitative findings were integrated into a joint display. This integration allows the statistical trends from the survey to be directly connected with the lived experiences shared in the interviews. By aligning the data under four key indicators affective challenges, linguistic difficulties, technical barriers, and instructional clarity, the joint display demonstrates where the datasets converge, complement, or extend one another. The table below presents the integrated analysis for RQ1.

Table 3. Integration Findings on Students' Challenges in Weekly Vlogging

Indicator	Quantitative Findings	Qualitative Findings	Integrated Interpretation
Affective Challenges	Students felt anxious or nervous speaking on camera (M = 3.78).	Students described nervousness, awkwardness, repeated retakes, low early confidence.	Convergence: emotional pressure is the most dominant challenge. Qualitative data explains the psychological discomfort behind high mean scores.
Linguistic Challenges	Difficulty using academic vocabulary (M = 3.47) and maintaining fluency/ coherence (M = 3.39).	Students struggled constructing academic-sounding sentences, searching vocabulary, and sustaining flow.	Both strands confirm linguistic difficulty as a persistent barrier linked to spontaneous academic speaking.
Technical Challenges	Moderate difficulty (M = 3.21).	Students struggled with editing tools, slow internet, and uploading failures.	Convergent evidence: technical literacy and infrastructure issues add stress and influence performance quality.
Instructional Support & Task Clarity	Moderately challenging (M = 3.17).	Students are unclear about duration, content, and rubric expectations.	Integrated finding: unclear instructions reduce confidence and increase cognitive load, signaling need for clearer guidance and models.

Table 1 integrates the quantitative and qualitative findings related to the challenges students faced during weekly vlogging, revealing strong alignment between numerical trends and students' lived experiences. The quantitative data show that affective challenges were the most dominant, with high levels of anxiety and discomfort when speaking on camera, a pattern echoed in the interview accounts where students described nervousness, repeated retakes, and low initial confidence. Linguistic challenges also appeared consistently across both data strands: students reported moderate difficulty using academic vocabulary and maintaining fluency, which the qualitative narratives explain through students' struggles to construct academic-sounding sentences and sustain coherent delivery. Technical difficulties and issues related to task clarity received moderate ratings but were described vividly in interviews, including problems with editing tools, slow internet, upload failures, and confusion about instructions. Together, the convergence of the two datasets indicates that students' challenges stem not from a single factor but from the combined emotional, linguistic, technical, and procedural demands of the task.

The integrated interpretation suggests that weekly vlogging places students in a complex learning situation where emotional pressure interacts with cognitive and technical load. These challenges significantly influence how students plan, perform, and evaluate their speaking tasks. While the quantitative data provides an overall measure of difficulty, the qualitative findings clarify why students struggled: highlighting feelings of self-consciousness, uncertainty about expectations, and frustrations with digital tools. By examining both datasets together, Table 1 demonstrates that students' challenges are multifaceted and interconnected, underscoring the need for stronger instructional guidance, targeted linguistic scaffolding, and technical support to ensure that vlogging can function effectively as a learning tool rather than a source of overwhelming difficulty.

2) Pedagogical Implications of Weekly Vlogging for Enhancing Academic Speaking Skills

This study investigated the problems students had and how they thought doing weekly vlogs helped them get better at speaking in class. The survey provided us numbers that showed how students thought vlogging assisted them learn, use language, talk to others, feel more confident, and stay motivated. Table 3 below shows the descriptive statistics for how the students thought they had learned.

Table 4. Pedagogical Implications in Weekly Vlogging for Academic Speaking

No	Sub-theme	Statement	N	Min	Max	Mean	SD
1	Conceptual Understanding	The vlog assignment helped me better understand the concept of the Speaking for Academic Purposes course.	46	1	5	4.11	0.73
2	Language Application	I found the vlog assignment helpful in applying the language skills learned in class.	46	1	5	4.00	0.76
3	Communication Skills	The vlog assignment improved my ability to communicate ideas effectively.	46	1	5	3.87	0.88
4	Academic Speaking Confidence	After completing the vlog assignment, I feel more comfortable communicating in the target language in an academic setting.	46	1	5	3.96	0.82
5	Speaking Proficiency Growth	I feel improvement or growth in specific areas of language proficiency, particularly in speaking.	46	1	5	4.15	0.70
6	Overall Language Confidence	After completing the vlog assignment, I feel more confident in using the target language.	46	1	5	3.91	0.85
7	Motivation and Engagement	The vlog assignment motivated me to engage more actively in language learning.	46	1	5	3.89	0.81

The study showed that students thought that doing weekly vlogs was a great way to get better at speaking in school. Responses were always good in areas like understanding concepts, using language, being able to communicate, and having confidence. The mean scores were between 3.87 and 4.15. Students thought the vlog tasks were helpful for both speaking practice and learning more about the course material and ideas (M = 4.11).

Vlogging also facilitated students using what they learned in class in real life by putting them in situations where they had to speak (M = 4.00). Students said they could better express their thoughts (M = 3.87) and felt more comfortable talking in school (M = 3.96). The item with the highest rating (M = 4.15) showed that speaking skills had gotten better. This shows how the vlog tasks helped people become more fluent and encouraged them to keep an eye on themselves over time.

Students not only improved their language skills, but they also felt more confident (M = 3.91) and motivated (M = 3.89), which shows that vlogging helped them become more emotionally

involved and independent learners. These results show how important it is to include vlog-based tasks in academic speaking classes. This is especially true in digital learning environments where students can regularly express themselves, think about what they've learned, and practice their speaking skills.

We employed qualitative data from in-depth interviews to find out what students really thought about how vlogging every week helped them improve their academic speaking. This was done to add to the numbers on how weekly vlogging affects teaching. The people who took part talked about a number of benefits, such as being more motivated, being more fluent, being able to think more deeply about themselves, and feeling more confident when they spoke. These new ideas help us understand better how vlog-based tasks help students learn a language and also give them more freedom and interest in their studies. Table 4 lists the most important results and quotes from students of all levels of performance.

Table 5. In depth interview on Pedagogical Implications of Weekly Vlogging

Participant	Coded Theme	Representative Quotes
Student 1	Increased Speaking Confidence	"After doing vlogs regularly, I became more confident speaking in English, even in academic settings."
Student 2	Practical Application of Language	"It helped me use what we learned in class in a real way. I could practice academic vocabulary and expressions naturally."
Student 3	Motivation to Improve	"I wanted to do better each week, so I paid more attention to how I spoke and tried to improve."
Student 2	Self-Reflection and Autonomy	"Watching my own videos made me realize my mistakes. I started learning how to fix them myself."
Student 1	Communication Skills Development	"It pushed me to explain ideas clearly. I had to think about structure and flow when speaking."
Student 3	Engagement Through Creativity	"I enjoyed choosing the topics and editing. It made me feel more involved in the learning process."

The interview data displayed that vlogging every week helped students become more confident, especially in formal situations, and helped them use what they learned in class, like academic vocabulary, in real life. Students also said that their clarity and fluency had improved, which suggests that vlogging helped them improve their speaking skills by giving them a chance to practice regularly.

Students said that they were more motivated, thoughtful, and involved, and that their language skills got better. Watching their own videos helped them see what they could do better, which gave them more freedom to learn. The ability to choose topics and edit made learning more personal and meaningful. Vlogging turned into more than just a way to talk; it became a way to learn more and get involved.

These qualitative results were supported by the quantitative data. For instance, the average scores for perceived speaking proficiency (M = 4.15), conceptual understanding (M = 4.11), and language application (M = 4.00) were all high. Scores for motivation (M = 3.89) and confidence (M = 3.91) showed that vlogging once a week helps students improve their skills and gives them more control over their learning, both of which are important for doing well in academic speaking.

For the second theme or RQ2, which explores how weekly vlogging contributed to students' academic speaking development, a joint display was constructed to connect quantitative indicators of learning gains with the qualitative explanations provided by students. By integrating both strands under two core indicators: speaking proficiency and communication development, as well as confidence, motivation, engagement, and self-reflection, the table presents a unified understanding

of how vlogging facilitates growth. This approach clarifies not only the magnitude of improvement but also the mechanisms through which learning occurred.

Table 6. Integration Findings on Pedagogical Implications of Weekly Vlogging

Indicator	Quantitative Findings	Qualitative Findings	Integrated Interpretation
Speaking Proficiency & Communication Skills Improvement	Strong gains: speaking proficiency (M = 4.15), language application (M = 4.00), communication skills (M = 3.87).	Students reported clearer explanations, improved flow, better structure, and greater coherence.	High convergence: regular vlogging leads to measurable improvements in speaking proficiency and rhetorical clarity.
Confidence, Motivation, Engagement, and Self-Reflection	Higher confidence (M = 3.91), increased motivation (M = 3.89), conceptual understanding (M = 4.11).	Students felt more confident, motivated to improve weekly, enjoyed creative autonomy, and engaged in self-evaluation by rewatching their vlogs.	Complementary + expansion: qualitative insights reveal deeper autonomy and reflective growth beyond what quantitative measures capture directly.

Table 6 integrates the quantitative and qualitative findings on the pedagogical benefits students experienced from weekly vlogging, showing strong consistency across both data strands. The quantitative results indicate substantial improvement in speaking proficiency, communication skills, conceptual understanding, and language application, with speaking proficiency receiving the highest mean score (M = 4.15). These numerical patterns are reinforced by students' interview accounts, where they described clearer explanations, improved fluency, stronger structuring of ideas, and increased control over academic speech. Similarly, the quantitative data showing higher motivation (M = 3.89), confidence (M = 3.91), and strengthened conceptual understanding (M = 4.11) is mirrored in the qualitative findings. Students expressed feeling more confident over time, becoming more engaged in the learning process, and feeling motivated to perform better with each weekly task.

The integrated interpretation demonstrates that weekly vlogging did more than provide speaking practice; it created opportunities for meaningful language use, self-monitoring, and sustained engagement. Qualitative insights expand the quantitative outcomes by revealing mechanisms behind the improvements such as students rewatching their videos to identify weaknesses, gaining awareness of their speaking habits, and exercising creative autonomy through topic selection and editing. These reflective and autonomous learning behaviors, although not directly measured in the survey, emerge as powerful contributors to students' academic speaking development. Overall, the mixed-methods integration in Table 2 shows that vlogging fosters linguistic growth, confidence building, cognitive engagement, and self-regulated learning, suggesting that it is a highly effective pedagogical tool when supported with clear guidance and structured reflection.

Discussion

The current study found that students had a lot of problems vlogging every week, like feeling bad emotionally, having technical issues, and having challenges using academic language. Saputro et al. (2020), Zhang et al. (2021), and Faiza et al. (2022) also highlighted that anxiety, time pressure, and not being able to edit well were common problems in vlog-based learning. These problems are similar to those they found. The most common emotional problems were speaking anxiety on camera (M = 3.78). This finding highlights that camera-based oral production tasks can intensify learners' self-monitoring and perceived social evaluation, which are known triggers of L2 speaking anxiety. This is in line with research by Misdi et al. (2021), Nufus (2023), and Wulandari (2019) showing that fear of making mistakes and low confidence often make it hard to speak well in digital speaking tasks. In the context of vlogging, such anxiety may emerge because students must manage both linguistic accuracy and on-screen presence, creating additional cognitive load

compared to traditional in-class speaking. This suggests that scaffolding such as modeling, low-stakes practice, and guided reflection, is essential for reducing affective barriers and supporting academic speaking development.

However, unlike many earlier studies that focused on short-term or project-based vlogging, the present study revealed that weekly and sustained vlogging heightened emotional fatigue over time, an aspect that has received limited attention in the literature. This extended emotional strain suggests that frequency and duration of vlogging tasks may intensify learners' anxiety beyond what previous studies have captured.

In addition, technical issues like challenges editing and bad internet access (M = 3.21) supported what Reeves et al. (2017), Saputro et al. (2020) Zhang et al. (2021) concluded, which stress the need for digital readiness and equal access to technology in learning that happens through technology. Beyond logistical inconvenience, these technical constraints shape learners' engagement and willingness to produce extended academic speech. They reflect broader structural inequalities in digital learning ecosystems, where insufficient technological support can diminish learners' cognitive focus and limit opportunities for meaningful oral practice. This indicates that successful implementation of vlogging tasks requires not only pedagogical design but also institutional investment in infrastructure, training, and digital literacy.

Yet, the current study diverges from previous findings by showing that technical challenges did not decrease over time, even with weekly repetition, suggesting that repeated exposure to digital tools does not automatically improve digital fluency. This contradicts earlier claims that vlogging naturally builds students' technological proficiency (e.g., Ozkan, 2019).

Task clarity was also an issue (M = 3.17), since the students did not know what they were supposed to do. Yaprak (2024) added that when students are told to think about something, unclear instructions can make them less focused. These results were supported by Anil (2016) and Rahayu & Nurviyani (2018) who underlined that vlogging might be too much for students who aren't doing well if they do not get enough help. There were also problems with language, like making academic speech that makes sense (M = 3.47). This backs up what Faiza et al. (2022) and Tukan (2024) found that students often have challenges speaking fluently when they are doing self-directed speaking tasks because they are worried about their vocabulary, grammar, or pronunciation.

What differs in this study is that students specifically struggled with constructing *academic-sounding yet natural* sentences for weekly tasks, an issue not strongly emphasized in prior research that generally focused on general fluency and pronunciation barriers. This indicates that academic-speaking vlogs place more cognitive demand than everyday vlogs, expanding current understandings of linguistic difficulty in multimodal tasks.

Furthermore, the students reflected that they were more motivated (M = 3.89), thought their language skills had gotten better (M = 4.15), and felt more confident (M = 3.91). The results were also confirmed by Misdi et al. (2021), and Balignasay et al. (2024) who concluded that vlogging helps with speaking, self-evaluation, and getting students interested in learning. Besides, digital multimodal composing makes writing more accurate, helps students learn by thinking about what they write, and helps them use language in real life (Zhang et al., 2021; Goh, 2017; Yaprak, 2024). They support their work by being able to use what they've learned in class in real life by scripting, recording, and reviewing.

However, unlike previous studies reporting that confidence builds steadily, the current study found that confidence grew only after multiple attempts and repeated retakes, suggesting a more gradual and effort-intensive developmental process. This nuance highlights that vlogging's motivational effects may emerge more slowly in academic-speaking contexts.

Qualitative data also showed that vlogging helped students become more independent and improve their metacognitive skills by making them find their own mistakes and keep track of their

progress. The results confirmed what Brott (2023), Debbag & Fidan (2022), and Faiza et al. (2022) found that tasks based on vlogs help students take charge of their own learning. Students were more interested in the task because it had creative parts, like picking a topic and making a video. This is similar to the conclusion that vlogging gives passive learners a way to use language that is flexible and expressive, which makes them more active communicators (Mandasari & Aminatun, 2020; Hassan, 2023).

A point of departure from prior findings is that sustained weekly vlogging appeared to strengthen students' self-regulation more consistently than project-based vlogging, indicating that frequency is a key factor in fostering metacognitive development—an insight not well documented in previous work.

Hence, this study adds to a growing body of evidence that shows vlogging is a powerful way to teach academic speaking in digital education settings, even though it can be hard on the brain, the technology, and the emotions (Saputro et al., 2020; Zhang et al., 2021; Yaprak, 2024; Misdi et al., 2021). Teachers need to set clear rules, help students improve their digital and language skills, and deal with emotional barriers to make the classroom a fair and welcoming place for everyone.

In short, the study both confirms established findings in the literature and contributes new nuances, especially regarding the impact of task frequency, the persistence of technical issues, and the heightened cognitive load of academic-speaking vlogs, thereby extending current understandings of technology-mediated oral production in EFL settings. In integrating both quantitative and qualitative strands, the findings reveal that the challenges students experienced were not isolated, but rather interconnected and mutually reinforcing. This interdependence suggests that emotional, linguistic, and technical demands in digital speaking tasks tend to compound one another, shaping students' overall engagement and performance. The quantitative data positioned emotional pressure, linguistic difficulty, technical constraints, and unclear instructions as moderately to highly challenging components of weekly vlogging. From a theoretical perspective, these domains align with established models of L2 speaking performance, where affective factors, cognitive load, and environmental conditions jointly influence learners' ability to produce extended academic speech.

The qualitative narratives, however, further explained why these areas emerged so strongly in the statistical results, students' descriptions of repeated retakes, uncertainty about task expectations, and frustration with unstable internet connectivity offer concrete illustrations of the numerical patterns. Hence, these accounts indicate that vlogging tasks require coordinated support at both the pedagogical and technological levels, as students' struggles often arise from the interaction of instructional clarity, digital competence, and affective readiness rather than from any single factor.

This complementarity between datasets strengthens the interpretation that the vlogging task imposes a multi-layered cognitive load, where emotional discomfort amplifies linguistic strain and technical disruptions heighten anxiety, thereby creating a cumulative burden that aligns with earlier findings by Saputro et al. (2020), Misdi et al. (2021), and Zhang et al. (2021). The integrated insights also highlight that weekly vlogging challenges do not function independently but interact in ways that shape students' overall learning experience.

In the same way, the integration of findings across datasets demonstrates that the benefits students gained from weekly vlogging emerged through the same mechanisms that initially posed difficulties. Quantitatively, students reported improvement in speaking proficiency, confidence, motivation, and conceptual understanding, while qualitatively, they provided rich accounts of how repeated practice, self-review, and creative engagement supported these gains. The alignment between increased proficiency (M = 4.15) and students' reflections on clearer structuring and more coherent delivery suggests that the demands of the task eventually became productive challenges. This convergence supports existing literature on multimodal learning, which posits that structured digital tasks can foster deep reflection and autonomy (Goh, 2017; Brott, 2023; Debbag & Fidan, 2022). The qualitative expansion, students discussing how rewatching videos helped them track

progress and correct errors, adds a dimension not captured in the survey, indicating that vlogging cultivates self-regulated learning habits. As such, the integrated evidence positions weekly vlogging not only as a speaking activity but as a transformative pedagogical tool that nurtures both linguistic development and learner autonomy.

CONCLUSIONS AND SUGGESTION

The study looked at how students reflected on weekly vlog in Speaking for Academic Purposes class. It was mostly about the problems they had and how the task helped them learn. The results showed that the students had a lot of problems, such as technical issues, emotional problems, language problems, and challenges keeping track of their time. But the vlog assignments also gave them real chances to get better at speaking and writing. The problems showed us that we need clearer task instructions, better technical support, and more help with language and performance skills.

At the same time, students who vlogged every week got better at speaking in class, gained confidence, learned to think about themselves, and had more freedom as learners. Practicing speaking on a real, creative basis helped bridge the gap between theory and practice. However, this study has several limitations. It involved a small sample from a single institution, relied heavily on self-reported perceptions, and focused only on students' viewpoints without considering teachers' roles or classroom dynamics. These factors limit the generalizability of the findings. Longitudinal or comparative studies that look at the long-term effects of learning through vlogs should be done by future researchers. To learn more about how to teach, these studies could look at what teachers think or how they observe their own classrooms. Future studies may also examine how different types of scaffolding or technological support influence students' emotional and linguistic development in vlog-based speaking tasks.

REFERENCES

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

Balignasay, I. K. J. A., Morado, K. A. F., & Vizconde, C. J. (2024). Filipino students' vlogging experiences: Insights on English-speaking skills development. *Asian Journal of English Language Studies (AJELS) Volume*, *12*(1), 47. https://doi.org/10.59960/12.1.a3

Brott, P. E. (2023). Vlogging and reflexive applications. *Open Learning: The Journal of Open, Distance and e-Learning*, *38*(3), 281–293. https://doi.org/10.1080/02680513.2020.1869536

Debbag, M., & Fidan, M. (2022). Examining pre-service teachers' perceptions about virtual classrooms in online learning. *International Review of Research in Open and Distributed Learning*, *23*(3), 171–190. https://doi.org/10.19173/irrodl.v23i3.5925

Faiza, D., Bestari, A. C. Y., & Mayekti, M. H. (2022). Students' Perception of Vlog as A Self-Learning Media in Speaking. *Surakarta English and Literature Journal*, *5*(2), 90–104. https://doi.org/10.52429/selju.v5i2.7

Goh, C. C. M. (2017). Research into practice: Scaffolding learning processes to improve speaking performance. *Language Teaching*, *50*(2), 247–260. https://doi.org/10.1017/S0261444816000483

Hassan, R. H. (2023). Educational vlogs: a systematic review. *SAGE Open*, *13*(1), 21582440231152404. https://doi.org/10.1177/21582440231152403

Majuddin, C., Khambari, M. N. M., Wong, S. L., Ghazali, N., & Norowi, N. M. (2022). Students' Perspectives on the Use of Differentiated Assessment Tool: Results from an Explanatory Sequential Mixed-Method Pilot Study. *Contemporary Educational Technology*, *14*(2). https://doi.org/10.30935/cedtech/11667

Mandasari, B., & Aminatun, D. (2020). Improving students'speaking performance through vlog. *English Education: Journal of English Teaching and Research*, *5*(2), 136–142. https://doi.org/10.29407/jetar.v5i2.14772

Misdi, M., Siregar, U. D., Zein, T. T., Anggraini, D., & Ananda, Z. F. (2021). Vlogs in University EFL Speaking: Student-Teachers' Perceptions. *KnE Social Sciences*, 416–424. https://doi.org/10.18502/kss.v5i4.8700

Nufus, T. Z. (2023). Video blogging: a pedagogical media to improve speaking skill. *Academic Journal Perspective: Education, Language, and Literature*, *11*(1), 27–35. https://doi.org/10.33603/se7ny397

Ozkan, Y. (2019). Reflectivity of pre-service language teachers echoed through blogs. *Kasetsart Journal of Social Sciences*, 40(1), 155–163. https://doi.org/10.1016/j.kjss.2017.09.007

Parkes, K. A., & Kajder, S. (2010). Eliciting and assessing reflective practice: A case study in Web 2.0 technologies. *International Journal of Teaching and Learning in Higher Education*, 22(2), 218–228.

Rahayu, A. S., & Nurviyani, V. (2018). A study of students' speaking skill through vlog. *Journal of English Pedagogy, Liguistics, Literature, and Teaching*, 6(2), 1–9. http://dx.doi.org/10.35194/jj.v6i2.398

Reeves, T., Caglayan, E., & Torr, R. (2017). Don't shoot! understanding students' experiences of video-based learning and assessment in the arts. *Video Journal of Education and Pedagogy*, 2(1), 1–13. http://dx.doi.org/10.1186/s40990-016-0011-2

Saputro, T. H., Tafsirudin, I. C., & Farah, R. R. (2020). The use of vlog in improving students' oral language production: A case study. *English Education: Jurnal Tadris Bahasa Inggris*, 13(1), 135–158. https://doi.org/10.24042/ee-jtbi.v13i1.5298

Swain, Merrill, Penny Kinnear, and Linda Steinman. *Sociocultural theory in second language education: An introduction through narratives*. Multilingual Matters, 2015. https://doi.org/10.21832/9781783093182

Tora, T. (2024). English Language Instructors' Beliefs about Implementing Reflective Teaching Strategy in EFL Instructions: A Mixed Method Research. *Educational Administration: Theory and Practice, 30 (4), 4231-4245 Doi, 10*. http://dx.doi.org/10.53555/kuey.v30i6.5771

Tukan, F. M. E. (2024). Student's Perception of Improving Speaking Skills Through Video Recording Task. *Journal of Linguistics, Culture and Communication*, 2(1), 18–29. https://doi.org/10.61320/jolcc.v2i1.18-29

Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia*, 2(1), 113–119. http://dx.doi.org/10.5746/LEiA/11/V2/I1/A09/Watkins_Wilkins

Wulandari, E. (2019). Improving students' speaking Ability through vlogging. *UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT 2018)*, 25–27. https://doi.org/10.2991/eltlt-18.2019.5

Yaprak, Z. (2024). The Use of Vlogs and Collaborative Reflection in Teacher Education. *E-Kafkas Journal of Educational Research*, 11(1), 227–242. https://doi.org/10.30900/kafkasegt.1318084

Zheng, B., & Warschauer, M. (2017). Epilogue: Second language writing in the age of computer-mediated communication. *Journal of Second Language Writing*, 36, 61–67. https://doi.org/10.1016/j.jslw.2017.05.014

Zhang, Q., Liu, X., & Chen, Y. (2021). Enhancing EFL Learners' English Speaking Performance Through Vlog-Based Digital Multimodal Composing Activities. *International Symposium on Emerging Technologies for Education*, 92–103. http://dx.doi.org/10.1007/978-3-030-92836-0_9