

Vlogging as Instructional Strategy: Improving English Oral Communication Skills of Generation Z Students: A Case Study

Myla Medrano Loreto

Language Center, Dusit Thani College, Bangkok, Thailand
Assumption University of Thailand

*Corresponding author; E-mail: myla.loreto@dtc.ac.th

Received 2022-04-25; Revised 2022-05-19; Accepted 2022-05-20;
Published online: 2022-05-30

Abstract

One of the long-standing communication challenges among Thai students is their low proficiency in English, specifically oral communication skills, brought about by limited opportunities for practice, use of traditional teaching strategies, and students' lack of confidence. Different approaches to teaching and learning have been utilized to cater to the needs and challenges of this new generation of learners, the Generation Z. In this study, vlogging is introduced as an instructional strategy. It aimed to assess the effectiveness of vlogging in improving the oral communication skills and to explore the perception of students on the utilization of vlogging as instructional strategy. In this case study, a quasi-experiment and focus group discussions were conducted among forty-two first year hospitality college students enrolled in Principles of Communication class. After a pre-vlogging speaking activity, participants created and shared four vlogs in a private Facebook group throughout the semester. A post-vlogging speaking activity was conducted at the end of the semester. Two sets of instruments were utilized: 1) a four-point scale standardized scoring rubric used to evaluate pre-vlogging (pretest) and post-vlogging (post-test) activities; and 2) an expert-validated focus group discussion guide to explore the students' perception. Data were analyzed using paired sample t-test for the quantitative data and thematic analysis for the qualitative data. Results revealed that the students' nonverbal communication, verbal communication, and organization of content improved significantly. Overall, the most significant improvement was organization of content. Specifically, the most substantial improvements were in the subskills of purpose, time management, composure, enthusiasm, and vocabulary. The majority of the participants perceived vlogging as a positive experience and as an effective strategy to improve their oral communication skills. Apart from improving English oral communication skills and boosting their self-confidence, vlogging also enhanced self-awareness, socialization, comprehension of the course content, writing skill and creativity. Instructional designers and teachers can adopt vlogging in different courses to improve English communication skills of students. The challenges on preparation time, exchange of peer feedback, attitude of the students, and topics assignment should be appropriately addressed. Effectiveness of integration in other disciplines and assessing improvement in other related skills are recommended for further studies.

Keywords: *Generation Z, Vlogging, Technology Integration, English Oral Communication Skills, Perception*

1. Introduction

Media and technology are transforming communication and education. This transformation has brought about changes in the teaching and learning process. Most of the college students belong to Generation Z or what Mark Prensky called "digital natives" who are born between 1995 and 2012. Sarkar, Ford, and Manzo (2017) described digital natives

as learners in a technology-infused learning environment who prefer a flexible schedule, have a short attention span, and value feedback. Moreover, they are collaborative learners and universal adopters of mobile devices. They are active and heavy users of social media. In the study of Loreto (2019), more than 70 percent of the respondents who were first-year college students used social media for more than four hours daily. On a national scale, Thais are online 10.05 hours a day, according to the Thailand Internet User Survey for 2018. Gen Z or the digital natives are the groups spending the most time online, at 10.22 hours daily, browsing YouTube, Line, Facebook, Messenger, and Instagram the most (Nguansuk, 2018). Utilization of social media ranks as one of the most popular online activities. In 2019, an estimated 2.95 billion people were using social media worldwide, a number projected to increase to almost 3.43 billion in 2023, as reported by [statista.com](https://www.statista.com).

The rise of this new generation in higher education posed a new challenge and paradigm shift in education. According to Maldin, Reza, and Rezeki (2018), these rapid changes in technology prompts educators to immerse themselves in modern technology and explore opportunities where technology can be integrated in the classroom. This necessitates teachers, who are mostly digital immigrants, to revisit their instructional strategies to cater to the needs and learning styles of students who are native speakers of digital language (Prensky, 2001). Given the ubiquity of social media and the digital native students' heavy exposure to YouTube, Facebook and other video hosting sites, social media activities like vlogging can be explored, maximized, or taken advantage of as one of the strategies for instruction to address or narrow gaps in the skills of students which can be practiced and demonstrated in particular subjects or courses both inside and outside the classroom.

In Thailand, the need to improve the English proficiency of students is widely recognized in all levels of education. According to the English Proficiency Index conducted by the global education company EF Education First, Thailand dropped from rank 74th to 89th out of 100 countries in 2020. Thailand's English language proficiency scored 419 out of 800, which is considered "very low". Thailand ranks seventh in Southeast Asia, and 20th out of twenty-four countries in Asia. Studies have consistently discussed a number of factors that contributed to the deterioration of Thai students' English proficiency. Some of these factors are anxiety of students in using the language, use of teacher-centered or traditional methods, and lack of opportunity for practice (Prapphal, 2003; Chuenpraphanusorn, 2014; Yusica, 2014; Loreto, 2019). Khamkhien (2010) ascertained that among these factors, more attention must be focused on the selection of appropriate teaching approaches and methods, used both inside and outside class.

To address the gap, teachers have explored using various strategies. One of the innovations is the integration of technology in the teaching and learning process. Integration of technology in the education sector has incorporated social media as tools for teaching and learning. Social media promotes interaction among users who create, share and exchange information and ideas in virtual communities and networks. Social media depends on mobile and web-based technologies to create highly interactive platforms where individuals and communities share, co-create, discuss, and modify user-generated content (UGC). It provides an avenue to introduce changes in communication between organizations, communities, and individuals. One of the emerging media where UGC is applied is vlogging. Vlogging (short for "video blogging") is the practice of capturing and

sharing videos characteristically featuring a vlogger shooting or filming themselves. According to Baran (2007), vlogging possessed the potential to address the learning needs of Generation Z students who are surrounded by highly dynamic and interactive technology. Vlogging is regarded as an emerging tool and a popular trend on the internet and a new way of media production that has a lot to offer to educational setting. Furthermore, vlogging can “redefine classroom borders by expanding the learning experiences outside of the school.” Several studies have consistently highlighted the advantages of using social media in both secondary and undergraduate students from different fields of specialization. As a media-based oral communication, vlogging has the capacity to increase the quantity and improve the quality of language practice by providing more opportunities for speaking and raising learner awareness (Young & West, 2018).

Two of the learning theories that support the development of students’ oral communication skills are Vygotsky’s Sociocultural Theory and Bandura’s Social Learning Theory. Vygotsky is known for his concept of the zone of proximal development (ZPD) while Bandura’s Social Learning Theory which later evolved to Social Cognitive Theory posits that behavior is learned from the environment through the process of observational learning. ZPD is defined as the distance between what a student can do on their own, and what they can accomplish with the support of someone more knowledgeable about the activity with the support of an adult or in collaboration with more capable peers. ZPD refers to the ability of a learner to develop reflective and problem-solving ability through interaction with peers. The use of vlogging as an instructional strategy enables the teacher or facilitator to provide a learning environment that maximizes the learner’s ability to interact with each other through discussion, collaboration, and feedback. Social Cognitive Theory can also be applied in development of students’ oral presentation performance. One of the constructs of this theory is observational learning. This assumes that students can watch and observe a skill demonstrated by others, and then reproduce those behaviors. This is often exhibited through modeling of behaviors. If students observe successful demonstration of a behavior, they can also complete the behavior successfully. Performance and rehearsal of modeled pattern of behavior can lead to better memory and performance of the skills (Bandura, as cited in Hung and Huang, 2015). In the context of improving oral communication skills, students can practice specific skills and learn from feedback given by peers and by watching presentation of others and may later imitate the effective skills they watch or observe from watching the vlogs of their classmates. According to Hung and Huang (2015), vlogging as an instructional strategy has the capability to promote social modeling or observational learning, independent learning, peer feedback, and greater motivation among learners.

This study attempted to investigate the emerging capability of utilizing vlogs as instructional strategy used outside the class in improving oral communication skills among first year hospitality students in a private college in Bangkok, Thailand. Several studies suggested that there is a deficiency when it comes to hospitality students’ oral communication skill especially in using English as a medium of instruction. In an online test conducted by Loreto (2019), almost 40 percent of the first-year college students assessed themselves to possess below average verbal communication skills while only 14 percent registered above average assessment. In another research conducted by Lolli (2012), entry level hospitality leaders perceived that communication skills are very important, however, they claimed that their college curriculum did not prepare them enough

to be competent in this skill. The mismatch between the industry needs and intern's verbal communication abilities were also put forward by Rahim and Tazijan (2011). Moreover, interview with industry representatives in Noor's (2008) study revealed that students working in hospitality industries are weak in oral communication skills in English and recommended that students need to be more exposed to English language. In a focus group discussion facilitated with first-year college students, participants pointed out that lack of confidence, limited opportunities for practice in class, and lack of motivation were the factors that they perceived to contribute to their low verbal communication skills (Loreto, 2019). Guided by these previous studies, first-year Gen Z hospitality students, who are active users of social media, were selected to provide more opportunities for them to improve their English oral communication skills. It will also prepare them to successfully satisfy more presentation and speaking requirements in their succeeding courses. As explained in the study of Hung and Huang (2015), presentations are common and important part of students' university experience, so mastery of oral presentation skill is a crucial component in college students' learning.

Oral communication skills operationally refer to presentation skills demonstrated in delivering effective presentations in the Generation Z students' vlogs. The specific presentation skills which were assessed are verbal communication, nonverbal communication, and organization of content.

2. Research Objectives

- 1) To assess the effectiveness of vlogging in improving the English oral communication skills of Gen Z students in the areas of nonverbal communication, verbal communication, and organization of content
- 2) To explore the perception of Gen Z students on the utilization of vlogging as an instructional strategy

3. Research Questions

- 1) How did vlogging improve the English oral communication skills of Gen Z students in the areas of nonverbal communication, verbal communication, and organization of content?
- 2) What is the perception of Gen Z students in using vlogging as instructional strategy to improve their oral communication skills?

4. Research Hypotheses

The related studies presented in the review of related literature consistently revealed that vlogging has a significant effect in improving the speaking skills of students specifically in the areas of vocabulary, intonation, posture, organization of content, motivation, and developing confidence. As Young and West (2016) highlighted in their literature review, asynchronous multimedia-based oral communication like vlogs can

develop the presentation and speaking skills and linguistic self-awareness of learners. Guided by the findings of these studies, the following research hypotheses are put forward.

H.1 Vlogging significantly improves the overall oral communication skills of first year Gen Z students enrolled in the subject, Principles of Communication in a private college.

H.2 Vlogging significantly improves the Gen Z students' nonverbal communication skill.

H.3 Vlogging significantly improves the Gen Z students' verbal communication skill.

H.4 Vlogging significantly improves the Gen Z students' organization of content skill.

5. Literature Review

5.1 Vlogging as an instructional strategy

Jonassen, Grabinger, and Harris, as cited in Maldin, Reza, and Rezeki (2018) defined instructional strategy as the plan, method, or series of activities aimed at obtaining a goal. Instructional strategies are plans and techniques used by instructors to engage the learner and facilitate learning.

One of the emerging strategies used in teaching is vlogging. Video blogging or vlogging is the practice of capturing and sharing videos characteristically featuring a vlogger shooting themselves. According to Young and West (2018), vlogging, as media-based oral communication, can increase the quantity and improve the quality of language practice by providing more opportunities for speaking and raising learner awareness. In their study, vlogging was identified as one of the effective asynchronous multimedia-based oral communication used to practice speaking outside the classroom. In the study of Hung and Huang (2015) among students in English as a Foreign Language (EFL) class at a university in Taiwan, the most substantial improvement in the students' presentation skills was indicated in the areas of intonation, posture, introduction, conclusion, and purpose. Each student uploaded four vlogs of their presentation and exchanged peer feedback over 18 weeks. The first and last vlogs were rated by three qualified evaluators based on voice control, body language, content of presentation, and effectiveness. Watkins (2012) investigated how vlogging could be used to increase student talk time in two universities in Japan. The study compared students in two universities in Japan. In both groups, students were able to develop mastery of new vocabulary and grammar, decrease shyness, develop confidence and fluency. As students became more familiar with vlogging, their speech quality also improved. The respondents in the study of Taqwa and Sandi (2019) who were students enrolled in an English for Specific Purposes (ESP) subject also revealed that vlogging enabled them to gain confidence, express their identity, and improve their vocabulary. Through vlogging, students of catering and culinary management class had more time to practice English. Vlogging can also address the issue on large class size where students have limited opportunity to practice speaking (Watkins, 2012). Similarly, Young and West (2018) discussed that video recordings afforded students to watch, listen to, and assess their own performance. This increases students' self-awareness and identify areas they need to improve on. Motivation brought by vlogging leads to students' sense of achievement, self-expression, creating their best performance and reducing anxiety.

It is also worthy to note that vlogging addressed the issues on limited practice in the classroom, the student's lack of confidence, and lack of motivation in learning and using English.

5.2 Assessing oral communication skills

One aspect of verbal communication is effective oral communication like presentation skills. It involves three main areas which are the words spoken, the manner or way of saying the words and the use of nonverbal communication to reinforce the words spoken. According to Mehta and Mehta (as cited in Rahim and Tazijan, 2011), good oral communication refers to presentation, audience awareness, critical listening, and body language.

There are different instruments used to measure or assess this skill. Students' presentation skills were measured in a rating scale based on voice control (projection, pace, intonation, diction), body language (posture, eye contact, gesture), content of oral presentation (introduction, body, conclusion), and effectiveness of topic choice, language use, vocabulary, and purpose (Hung & Huang, 2015). Ginkel et al (2017) conducted a study to design an oral presentation rubric and test its validity within an expert group. The validated rubric consisted of 11 criteria using a five-point scale. These criteria were adopted from the widely accepted criteria in assessing presentations namely content, structure, interaction with audience, and delivery of presentation. Similarly, Peeters, Sahloff, and Stone (2010) designed, implemented, and assessed a rubric to evaluate student presentations in a capstone course for pharmacy students. The main criteria for evaluation were nonverbal skills, verbal skills, visual aids, and content organization.

5.3 Perception of students on the use of vlogging

Students generally have positive perception on the use of vlogging as an instructional strategy. They perceive vlog to be beneficial to learning in terms of visual representation, relief from time constraints, self-evaluation, professional development, wide audience, peer learning, and technical capability. Lestari's (2019) study dealt with the perspectives of EFL students about using vlog as a learning media. Findings indicated positive perception of students. Specifically, students felt excited and busy. They found vlogging to be convenient, interesting, motivating, entertaining and educational at the same time. Vlogging gave them the courage to speak by preparing well. These findings correlate with those of Maldin, Reza, and Rezeki (2018) where respondents viewed vlogging as easy, creative, and fun. Students' perceived criteria in making vlogs are duration, content, purpose, communication skill in front of camera (Taqwa & Sandi, 2019), interest level, clear pronunciation, accent, and authenticity (Maldin, Reza & Rezeki, 2018). Hung and Huang (2015) also gathered the perception of students in using vlogs through interviews and writing reflection papers. Vlogging was perceived to facilitate learning oral presentation skills, but it increased the students' anxiety. The students viewed vlogging to provide enhanced learning environment by giving them opportunity to modify their presentations and they could also watch and learn from their peers' vlogs and comments.

On the other hand, participants perceived that making vlogs is not easy in terms of using appropriate vocabulary and conveying expressions (Taqwa & Sandi, 2019). Anxiety is a commonly identified disadvantage from the studies of Watkins (2012), Hung and Huang (2015), and Wulandari 2019. The presence of virtual audience increased students'

anxiety. Since they upload their vlogs online, they felt nervous that viewers other than their classmates watch their vlogs (Hung & Huang, 2015).

In addition, the respondents perceived vlogging as an extra work which is difficult to plan for. Other limitations mentioned in related studies mostly dealt with technical issues like internet connection, time limitation, and uploading of vlogs in video hosting sites. Fifty percent of the participants in the study of Wulandari (2019) experienced technical problem, unstable internet, time limitation, and limited internet data consumption. Moreover, Watkins (2012) identified class size, students' attitude and aptitude, and the lack of motivation as limitations of using vlogging for improving speaking ability. Students who lack motivation to vlog may just read a script while filming. Another limitation on the side of students who created vlogs in groups was the unequal speaking roles given to members (Maldin, Reza & Rezeki, 2018). Additional limitations were delayed feedback and the quality of vlogs (Lestari 2019), as well as security and ethical issues (Baran, 2007).

To manage these limitations, Baran (2007) and Maldin, Reza, and Rezeki (2018) emphasized the role of the teacher as a guide or facilitator, who creates a community where teachers and students can learn from each other. Lestari (2019) added that digital literacy among students is particularly important to be selective about good and bad content of vlogs that students refer to as examples.

Most of the perceptions presented were in the form of the benefits and limitations of vlogging as an instructional strategy. In conclusion, it is interesting to find out that students shared both positive and negative perception about their experience in vlogging. One contrasting perception deals with the issue of reducing or increasing anxiety. Some studies highlighted that vlogging decreases the shyness of students while other studies discussed how vlogging increased the anxiety of students.

6. Research Methodology

This section presents the sample, instruments, data collection, and data analysis of this study.

6.1 Sample

The participants in the quasi-experiment were forty-two first year students in the international program from a private college, enrolled in the subject, Principles of Communication, during the first semester of academic year 2021. Principles of Communication is designed to equip students with key concepts and skills on public speaking which includes delivering oral presentations. Among the 50 total enrollees, 42 were able to complete the four vlogging assignments. For the FGDs, the participants were purposively selected and grouped based on the improvement of their scores in the posttest. The first and second FGDs each had 11 participants while the third and fourth FGD has ten participants, respectively.

6.2 Research design

The case study employed mixed methods research. Mixed methods research, as described by Creswell (2014) is a methodology for conducting research that involves collecting, analyzing and integrating quantitative and qualitative research. Both quantitative and qualitative research methods were used. Qualitative data consists of open-

ended information that the researcher usually gathers through interviews, focus groups and observations. On the other hand, quantitative research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. Specifically, the study used explanatory sequential design which included three phases of data gathering namely: quantitative data collection and analysis, followed by qualitative data collection and analysis, and interpretation and connecting both quantitative and qualitative results.

Quantitatively, a quasi-experiment was conducted to assess how vlogging can improve the oral communication skills of the Gen Z students. For the qualitative part, four focus group discussions were facilitated, using the expert validated FGD guide. The focus group discussions were facilitated after the post-vlogging speaking activity. The two sets of data from the quasi-experiment and FGDs were analyzed separately. The quantitative results served as the basis for purposively selecting and grouping the participants in the qualitative data gathering phase.

6.3 Research instruments

Scoring Rubric. The four-point scale scoring rubric was adapted from the standardized rubric on presentation of Peeters, Sahloff, & Stone (2010). The three main criteria were nonverbal communication, verbal communication, and organization of content. Under each main criterion were specific subskills and performance description of each rating from 1 to 4, 4 being the highest. For nonverbal communication, the subskills were eye contact, facial expression, use of notes, gestures, composure, and time management. The subskills for verbal communication were enthusiasm, articulation/pronunciation, rate of speech, volume, and vocabulary. For organization of content, the subskills were purpose, introduction, body, and conclusion. The original standardized four-point scale presentation rubric included nonverbal skills, verbal skills, visual aids/handouts, and organization of content. The usability of the adopted scoring rubric was determined by pretesting or piloting the instrument with another group of students enrolled in the same subject on the semester preceding the semester when the study was conducted.

FGD Guide. An expert-validated focus group discussion (FGD) guide was used to gather the perception of the participants on their vlogging experience. Its format is semi-structured, with questions phrased in an open-ended way, to encourage participants to share and discuss among themselves, and help the facilitator guide the discussion (Dzino-Silajdzic, 2018). The proposed FGD guide is based on the guidelines developed by Krueger (2002). The content of the FGD guide was validated by three experts and obtained a rating of 3.94/4 based on the content validation instrument. The questions were based on the related literature that discussed the common perception of students on their vlogging experiences.

6.4 Data collection

There were two phases in data collection. Quantitative data were collected in the first phase followed up by the qualitative phase. The first phase used a quasi-experimental pretest-posttest design, while the second phase employed focus group discussions. The quasi-experimental design intended to test the impact of a vlogging as intervention among the first-year students. On the other hand, FGD or focus groups, as defined by Babbie (2010), allows the researcher to question several individuals systematically and

simultaneously. It is an in-depth, open-ended group discussion that explores a specific set pre-defined research objective. Kruger (as cited by Babbie in 2010) pointed the advantages of FGD: it captures real-life data in a social environment, flexible, has high face validity, speedy results and is low-cost. Information is expressed in the participants' own words and context without having constrained categories. The success of the approach depends on the quality rather than the quantity of the responses, which means that the process can be used in various contexts and in a range of research topics.

The researcher gave students orientation about the study on the first day. A pre-vlogging oral presentation (pretest) was delivered by the participants in the online class, the topic of which was given by the researcher. In the succeeding weeks, students learned the concepts of giving feedback and delivering a good presentation which include non-verbal communication, verbal communication and organization of content, along with the key concepts and lessons covered in the subject, Principles of Communication. Students were given vlogging assignments to be done outside the class to practice their oral communication skills. The time duration for each vlog was four to five minutes. Participants were also instructed to adjust their camera angle that will show half of their body while talking. Each vlog was shared in the private Facebook group, where the participants watched their classmates' vlogs and exchanged peer feedback. There was a total of four vlogging activities. The four topics for each vlog were Vlog 1: My Communication World, Vlog 2: My Bucket List of Top Ten Dreams, Vlog 3: My Relationship Matters, and Vlog 4: Developing My Interpersonal Communication Skills. Guide questions were provided for the creation of each assignment. After all the four vlogs were completed and rated by the teacher-researcher, a post-vlogging presentation (posttest) was delivered by the students on the same topic as that of the pre-vlogging presentation. Pre-vlogging scores were compared to the post-vlogging to determine if there is significant improvement in English oral communication skills before and after vlogging.

The qualitative data were gathered by facilitating four focus group discussions (FGD). The participants were selected based on their scores in the pre- and post-vlogging activities. The questions focused on the participants' thoughts and feelings about their vlogging experience, challenges encountered, the improvement in their oral communication skills, and other reflections they had.

6.5 Data analysis

The paired sample t-test was used to analyze pre-vlogging scores and post-vlogging scores. This determined whether there is a statistically significant difference in the scores. The paired sample t-test, sometimes called the dependent sample t-test, is a statistical procedure used to compare two population means.

FGDs were transcribed and analyzed thematically guided by Creswell's modified hierarchical approach in analyzing qualitative research. It emphasizes analyzing and decoding patterns or themes from the collected data. As explained by Creswell (2014), themes are the data that appears as major findings or patterns that emerged from the discussions that are described in the scope under study and are relevant to the pre-defined research questions.

7. Results and Discussions

This section presents the results of the study.

7.1 Assessment on how vlogging improved the participants' oral communication skills

Table 1. Comparison of Overall Pretest and Posttest Scores

Sample Group (n)	Mean (S.D.)	Mean Difference	Paired-Sample t-test		
			t value	df	Sig.(1-tailed)
Pretest	2.03 (.62)	1.09	-15.07*	41	.0005
Posttest	3.12 (.52)				

*p:<0.05

Table 1 presents the paired sample t-test results, comparing the pretest and posttest scores. The mean score (\bar{X}) of pretest is 2.03 with a standard deviation (S.D.) of .62. Meanwhile, the \bar{X} of the posttest is 3.12 with an S.D. of .52. Moreover, the mean difference (MD) between the two data is 1.09, and the t-value of the pretest and posttest is -15.07. From these results, it was evident that there was an increase in the mean of the posttest after vlogging. The P-value represents significance, P-value less than 0.05 means significant effect. This implies that vlogging improves the overall oral communication skills of students based on the statistical results.

Table 2. Comparison of Pretest and Posttest Scores in Nonverbal Communication (NVC), Verbal Communication (VC), and Organization of Content (OC)

Sample Group (n)	Mean (S.D.)	Mean Difference	Paired-Sample t-test		
			t value	df	Sig.(1-tailed)
NVC Pretest	2.31 (.72)	0.88	-9.60*	41	.0005
NVC Posttest	3.19 (.56)				
VC Pretest	2.22 (.78)	1.08	-12.23*	41	.0005
VC Posttest	3.30 (.50)				
OC Pretest	1.37 (.36)	1.4	-17.80*	41	.0005
OC Posttest	2.77 (.62)				

*p:<0.05

Table 2 summarizes the results of the paired sample t-tests comparing the pre- and post-test scores in the specific areas of nonverbal communication, verbal communication, and organization of content. The \bar{X} of pretest in nonverbal communication (NVC) is 2.31 with a standard deviation (S.D.) of .72 while the \bar{X} of the posttest is 3.19 with an S.D. of .56. Moreover, the mean difference (MD) between the two data is 0.88, and the t-value of the pretest and posttest is -9.60. There was an increase in the mean of the posttest in nonverbal communication after vlogging. The P-value which is less than 0.05 indicates significant effect.

The \bar{X} of pretest in verbal communication (VC) is 1.37 with a standard deviation (S.D.) of .36. Meanwhile, the \bar{X} of the posttest is 3.30 with an S.D. of .50. In addition, the mean difference (MD) between the two data is 1.08, and the t-value of the pretest and

posttest is -12.23. The results show that there was an increase in the mean of the posttest in verbal communication after vlogging. The P-value of less than 0.05 represents significance.

The \bar{X} of pretest in organization of content (OC) is 1.37 with a standard deviation (S.D.) of .36 and the \bar{X} of the posttest is 2.77 with an S.D. of .62. It can be seen that the mean difference (MD) between the two data is 1.4, and the t-value of the pretest and posttest is -17.80. From these results, it was evident that there was an increase in the mean of the posttest in nonverbal communication after vlogging. The P-value represents significant effect.

Table 3. Comparison of Pretest and Posttest Scores in Nonverbal Communication Subskills

Sample Group (n)	Mean (S.D.)	Mean Difference	Paired-Sample t-test		
			t value	df	Sig. (1-tailed)
Eye Contact Pretest	1.90 (.66)	1.17	-8.85*	41	.0005
Eye Contact Posttest	3.07 (.84)				
Facial Exp Pretest	2.17 (.82)	.83	-7.40*	41	.0005
Facial Exp Posttest	3.00 (.73)				
Composure Pretest	2.12 (.94)	1.26	-9.24*	41	.0005
Composure Posttest	3.38 (.66)				
Gesture Pretest	2.10 (.85)	.90	-6.48*	41	.0005
Gesture Posttest	3.00 (.69)				
Time Pretest	2.05 (.88)	1.55	-9.64*	41	.0005
Time Posttest	3.60 (.59)				

*p:<0.05

Table 3 shows the paired sample t-test results, comparing the pretest and posttest scores in the subskills of nonverbal communication. The paired sample T-tests indicate that there were significant differences in the nonverbal communication skills of students before and after the vlogging, as indicated in the mean difference and the P-values that are less than .05. The statistical results in Table 3 suggest that vlogging improves the nonverbal communication skills of the participants.

Table 4. Comparison of Pretest and Posttest Scores in Verbal Communication Subskills

Sample Group (n)	Mean (S.D.)	Mean Difference	Paired-Sample t-test		
			t value	df	Sig.(1-tailed)
Enthusiasm Pretest	2.38 (.96)	1.19	-9.26*	41	.0005
Enthusiasm Posttest	3.57 (.74)				
Articulation Pretest	1.95 (.88)	1.00	-9.28*	41	.0005
Articulation Posttest	2.95 (.70)				
Vocabulary Pretest	1.81 (.71)	1.14	-11.45*	41	.0005
Vocabulary Posttest	2.95 (.58)				
Rate of Speech Pretest	2.31 (.95)	.93	-5.89*	41	.0005
Rate of Speech Posttest	3.24 (.62)				
Volume Pretest	2.67 (.85)	1.14	-11.54*	41	.0005
Volume Posttest	3.81 (.40)				

*p:<0.05

Table 4 presents the paired sample t-test results, comparing the pretest and posttest scores in the subskills of verbal communication. The paired sample T-tests indicate that there were significant differences in the nonverbal communication skills of students before and after the vlogging, as indicated in the mean difference and the P-values that are less than .05. The paired sample T-test presented in Table 4 indicates that there were significant differences in the verbal communication skills of students before and after the vlogging. This implies that vlogging improves the verbal oral communication skills of students based on the statistical results.

Table 5. Comparison of Pretest and Posttest Scores in Organization of Content Subskills

Sample Group (n)	Mean (S.D.)	Mean Difference	Paired-Sample t-test		
			t value	df	Sig.(1-tailed)
Purpose Pretest	1.17 (.44)	2.35	-22.07*	41	.0005
Purpose Posttest	3.52 (.67)				
Introduction Pretest	1.29 (.51)	1.02	-8.86*	41	.0005
Introduction Posttest	2.31 (.68)				
Body Pretest	1.93 (.68)	1.09	-8.65*	41	.0005
Body Posttest	3.02 (.81)				
Conclusion Pretest	1.10 (.30)	1.11	-9.40*	41	.0005
Conclusion Posttest	2.21 (.81)				

*p:<0.05

Table 5 exhibits the paired sample t-test results, comparing the pretest and posttest scores in the subskills of organization of content. The paired sample T-tests indicate that there were significant differences in the nonverbal communication skills of students before and after the vlogging, as indicated in the mean difference and the P-values that are less than .05. The paired sample t-test indicates that there were differences in the organization of content skill of students before and after the vlogging.

The results of paired sample T-test indicates that there were significant differences in the overall nonverbal communication, verbal communication, and organization of content skills of students before and after the vlogging. The statistical results imply that vlogging significantly improves the nonverbal and verbal communication, along with organization of content skills of students. The results revealed that the most substantial improvement is in the area of organization of content, followed by verbal communication and nonverbal communication. For nonverbal communication, the most improved subskills are time management, composure, and eye contact. This signified that in the post-vlogging activity, the participants were able to regularly make eye contact while scanning the audience, felt at ease while speaking with less anxiety, and followed the prescribed time for their speech. The biggest improvement in verbal communication subskills were enthusiasm, vocabulary, volume, and articulation. In the post-vlogging speaking activity, the participants demonstrated positive emotions while speaking, used old and new vocabulary and expressions learned from the topics in class. Their voice was more easily heard, and they spoke more clearly with reduced pauses and attempts to pronounce words correctly. Purpose registered the highest improvement under organization of content. The participants' message in the post-vlogging activity match the objectives of the speech. The results imply that vlogging is an effective instructional strategy to improve oral

communication skills of hospitality students in nonverbal communication, verbal communication, and organization of content.

The improvement in the participants' oral communication skills could be attributed to the four vlogging assignments. The effectiveness of vlogging to improve oral communication skills can be traced to related studies which pointed out that vlogging has a significant effect in improving the speaking or the oral communication skills of students. The improvement in nonverbal communication specifically in the subskill of composure confirms findings of Watkins (2012). In relation to this, Taqwa and Sandi (2019), and Young and West (2018) concluded that vlogging enabled students to decrease shyness and develop confidence. Other notable improvements on nonverbal communication yielded from the results of this study were the subskills of eye contact, facial expressions, gestures, and time management. In terms of verbal communication, the results are also parallel with the findings in the studies of Watkins (2012) and Taqwa and Sandi (2019) that also highlighted the improvement in vocabulary. Moreover, respondents in Wulandari's (2019) study also improved their speaking proficiency in terms of pronunciation, fluency and vocabulary after the implementation of vlogs in their speaking class. The additional findings in this study enriches the effectiveness of vlogging in improving other verbal communication subskills like enthusiasm, volume, articulation and rate of speech. For the organization of content, significant improvement yielded in the subskills of purpose, introduction, and conclusion validates the findings of Hung and Huang (2015) which revealed that vlogging can substantially improve the students' organization of content specifically in developing introduction, purpose, and conclusion. In this study, vlogging also improved the participants' skill in organizing the body of their presentation or speech. Providing guide questions for each vlog helped the participants to improve the content of their vlog. The topics discussed in class also significantly contribute to the improvement in this area.

The findings imply the effectiveness of using vlogging as an instructional strategy to narrow the previously discussed gaps that contribute to hospitality students' poor or low ability in oral communication. Vlogging can address the limitation on the lack of or limited classroom practice, congruent to the studies of Rahim and Tazijian (2011) and Loreto (2019). The results further reinforce the claim of Young and West (2018) and Watkins (2012) that vlogging can increase the quantity and improve quality of language practice and speech. The findings of this study can be viewed as a positive response to the recommendation of Wulandari (2019) to use media that has the capability for extended practice and more exposure. The results also ascertain the recommendation of Watkins (2012) that students be given more opportunities to practice oral communication outside the classroom instead of doing homework quietly and passively and Kongkerd's (2013) suggestion to make students realize that learning could also occur outside of the classrooms.

Furthermore, vlogging is an innovative solution to the challenges among Thai students raised by Yusica (2014) and Ulla (2018) concerning teacher-centered approach, students' anxiety, lack of confidence, motivation, exposure and support for an English-speaking environment since teaching and learning is only limited in the classroom. In relation, the study proves that vlogging can be a communicative and immersive instructional strategy which is essential in improving proficiency in oral communication

(Noor, 2008; Rahim & Tazijan, 2011; Prabhu & Wani, 2015; Yasmin, Sarkar, & Sohail, 2016; Bury & Oka, 2017).

7.2 Perception on using vlogging as instructional strategy

The salient themes that emerged from the FGDs revolved on the participants' thoughts and feelings, benefits and challenges, exchange of peer feedback, improvement of oral communication skills, and other reflections about their vlogging experience.

All of the participants felt anxious to do the vlogging assignments at the beginning of the semester since they lack the confidence and skills in oral communication, and they were not comfortable being in front of the camera. This was the first time the participants were assigned to create and share vlogs. Similarly, the feeling of anxiety has been a consistent theme in several studies that looked into the participants' perception about vlogging (Hung & Huang, 2015, Watkins, 2012, and Wulandari, 2019). One point that differentiated this study from related studies is the participants' feeling after the vlogging assignments. Hung and Huang's (2015) findings indicated that vlogging increased the students' anxiety. In contrast, the participants of this study, mostly felt confident, good, and happy after completing the vlogs. As P50 put it, "I can honestly say that at first, I was scared and did not really want to do it, and it got me out of this fear. I think it's very good." Another related response from P44 was, "For doing these vlogs, it's been a great experience for me. It gave me the courage to do something new and dare to come out of my safety zone." They also viewed their vlogging assignments to be useful, important, and an effective way to practice and improve their speaking skill. This supports Lestari's (2019) research findings where participants described their vlogging experience to be beneficial, interesting, motivating, and entertaining. In addition, the perception on vlogging as an effective way to practice speaking skill is similar to the results of Watkins (2012) and Young and West (2018). The vlogging assignments were also described as creative and timely as all classes were facilitated online due to the pandemic. P7 remarked, "It's a very creative assignment. I cannot think of a better way to practice our speaking skills, especially in an online class."

The extent of preparation was another prominent part of the discussion. Unanimously, the participants expressed that vlogging required a lot of time and effort to produce, which was also considered to be one of the challenges. During the discussion, the students who registered higher scores shared that it took them about ten to twenty times to record themselves until they achieved the best version of the vlog that they shared in Facebook group. This reinforces the findings of Wulandari (2019) and Taqwa and Sandi (2019) claiming that vlogging is not easy and it is an extra work that is difficult to plan for. The participants also discussed how they addressed the challenge with preparation. They talked about different strategies they used. One common strategy was preparing the script based on the topic and guide questions, using new vocabulary learned, relating their stories with the key concepts taught in class, and finding a suitable environment where they can record the vlog. Other participants filmed their vlogs continuously from beginning to end, while others record per part (introduction, body, conclusion) and then put the clips together later on. The same result was obtained from the study of Maldin, Reza, and Rezeki (2018) which pointed out how the challenges experienced in vlogging can develop students' problem-solving ability. The participants referred to this experience in preparation as "improvement of thinking skills." As explained by P18, "I have improved my thinking

process. I must think of the bullet points of my vlog first. Then I have to think of the introduction, hook, and conclusion. Everything must be thought of step by step so it will be easier to manage my next idea.” This also validates the quantitative findings highlighting organization of content to gain the most substantial improvement. A similar finding was determined in the studies of Taqwa and Sandi (2019) and Qowiyuddin (2019) that discussed the effectiveness of vlogging in preparation and guideline making skills of students.

In terms of oral communication skills improvement, the participants validated the quantitative results suggesting that the series of vlogging assignment is effective in improving their oral communication skills. This was proven by the significant differences from comparing the scores from vlogs one to four. They found the vlog assignments useful to prepare for the final speaking activity in class, as indicated in the improvement in the post-test scores of all the participants. As P5 and P14 respectively shared, “Vlogging assignment helped me for the speech day. The fact that I do vlogs every week made me have more skills in verbal and nonverbal communication. It makes it easier for me to prepare for public speaking” and “The vlogging assignment allowed me to thoroughly organize the content that I have prepared for my speech day. It has also taught me to practice before giving my speech.” According to Watkins (2012), as students became more familiar with vlogging, their speech quality also improved. Participants discussed how they improved their nonverbal communication, verbal communication, and organization of content skills. For nonverbal communication, the most frequently mentioned were eye contact, composure, gestures, and time management. For verbal communication, it was vocabulary, articulation, and rate of speech and for organization of content, the discussion focused on the organization of information and preparation. These are similar to the findings of Hung and Huang (2015) which revealed that the most substantial improvement in the students’ oral presentation skills were intonation, posture, and organization of content specifically introduction, body, and conclusion. Moreover, respondents in Wulandari’s (2019) study also improved their speaking proficiency in terms of pronunciation, fluency, and vocabulary after the implementation of vlogs in their speaking class. On the other hand, it is noteworthy that while majority of the participants were confident about their skills improvement, few claimed that they did not actually improve their speaking skill that much, however, they gained more confidence and knowledge on how to prepare for and improve their oral communication skills.

Furthermore, there is a number of other benefits the participants perceived. One of these was how the vlog assignments became an “indirect way to review topics” that were discussed in class. In addition, the assignment allowed them to self-reflect and know themselves more since they were narrating their personal stories in the vlog. In relation to self-awareness, Wulandari (2019) ascertained that posting vlogs allowed students to identify their weaknesses and find solutions to address these weaknesses while Qowiyuddin (2019) discussed that after creating and watching the vlogs, the students engage in self-reflection. They also had the opportunity to get to know their classmates in a more interpersonal way. Baran (2007) listed this benefit as socialization. To quote P18, “It is the best way to know our classmates’ personality, just watching their vlogs, it feels like I can know our friends deeper.” All of them just met online since they have been attending online classes since the start of the semester.

The FGDs also captured the participant's favorable and opposing perceptions regarding the exchange of peer feedback. Ninety percent of the participants regarded peer feedback to be helpful in boosting the participant's confidence and pointing out the strengths and weaknesses that helped in the improvement of their succeeding vlogs. The comments also allowed them to reflect on their skills and the quality of their work. Moreover, the comments gave them encouragement and affirmation. In relation, Rakhmanina and Kusumanungrum (2017) and Wulandari (2019) stressed that vlogging promotes motivation that translates to high speaking ability. Young and West (2018) furthered that this motivation leads to students' sense of achievement, self-expression, creativity, and confidence. As articulated by a participant, P5 voiced out, "Every time when my classmate comments and watch my vlog, I feel good because I put so much effort into it. I spend my time doing my best to make people understand and enjoy my vlog."

Another salient point discussed about peer feedback was the chance to watch and learn from the vlog of their peers that helped them gather ideas as they prepare to create their own vlog. Participants who encountered difficulty talking about the topic shared that they overcame this barrier by watching the vlogs of others to better understand the topic. "As someone who is quite self-conscious, I appeared very stiff and emotionless in my first vlog. After some reflection, upon reading the feedback I had first received, I allowed myself to relax in front of the camera. The positive feedbacks about showing improvement in the following vlogs allowed me to feel more secured and comfortable (P14)." As Kunwongse (2013) concluded, peer feedback can boost confidence, create collaboration and enhance critical thinking. The participants' perception on peer feedback supports Vygotsky's concept of Zone of Proximal Development (ZPD).

Through peer feedback in vlogs, an online environment is created where the participants interacted with fellow learners by sharing and watching one another's vlogs and exchanging feedback. Vlogging provides students a new form of self-expression while sharing their outputs to other students without the anxiety of being assessed in the classroom. As Vygotsky suggested, learning can take place through the interaction of students with peers, teachers, and other experts. Moreover, Bandura's construct of observational learning is also evident in the exchange of peer feedback. The participants were able to see successful oral communication demonstrated in their peers' vlogs, giving them the opportunity to demonstrate those behaviors in their own vlogs. Participants practiced specific skills and learned from feedback given by peers and by watching presentation of others and may later imitate the effective skills when they watched and observed the vlogs of their classmates. In congruence to the findings of Hung and Huang (2015), vlogging as an instructional strategy can promote social modeling or observational learning, independent learning, peer feedback, and greater motivation among learners. On the other hand, few participants had reservations about the usefulness of peer feedback. They were not comfortable with giving and receiving comments from their peers.

In FGD 1, one participant expressed that she received all compliments and there were no suggestions for improvement. Another participant registered hesitation in giving peer feedback and noted that using the right words was important to avoid offending peers. This was supported by another participant from FGD 4 who shared that this could lead to feeling of depression for students with sensitive or weak personality. Another participant honestly shared that he was lazy to engage in this activity because it took too much of his time.

Watkins (2012) similarly pointed out that the students' attitude is one of the limitations of using vlogging. These findings also reflect the study of Liu and Carless (2006) that discussed the possible reasons for resistance to peer feedback which are reliability, power relations, expertise, and time. As expressed by the participants, they were not confident that they can give reliable feedback. Considering that all participants were Asians, Liu and Carless (2006) clarified that the collectivist mindset and the fear of giving comments to avoid conflicts explains the reason few of the participants were not comfortable exchanging peer feedback.

Apart from the amount of preparation, attitude of the participants, knowledge and understanding of the topic, another notable challenge was technical difficulties in terms of using background music and inserting texts and images in the videos. Although this was not part of the assessment criteria, the participants were particular about the challenge editing of their vlogs. The same limitation was put forward in the study of Wulandari (2019).

8. Conclusion

The results of the study indicate that vlogging is effective as shown by the overall improvement in the nonverbal communication, verbal communication, and organization of content skills of the hospitality students. Specifically, the most substantial improvements were in the subskills of purpose, time management, composure, enthusiasm, and vocabulary. The results strongly suggest that vlogging has the capability to become an effective and successful instructional strategy. This was validated by the participants in the focus group discussions that highlighted the improvement they observed and demonstrated in creating and sharing their vlogs. The most prominent advantages were confidence building, more opportunities for practice and preparation for speaking activities, and organization of content. Participants appreciated the value of watching and learning from the vlogs of their classmates and being given the opportunity to exchange peer feedback and to improve their next vlogs. Overall, the participants registered a positive perception about their vlogging experience. They recommended to keep the assignment for the next batch of students who will be enrolled in the subject. The challenges encountered were technical difficulty, extent of preparation, knowledge and understanding of the topic, time management, and attitude of the participants.

In addition, vlogging can effectively address the gap on the students' lack of motivation and active participation in the improvement of their oral communication skills. Moreover, it also has the potential to cultivate among students the skills of self-expression, self-reflection, problem solving, independent learning, comprehension, motivation, socialization, learning by observation, and digital literacy. Additional oral communication skills that were improved in this study that can enrich the literature about the effectiveness of vlogging in improving oral communication skills are time management, facial expression, composure, enthusiasm, gestures, and organizing the body of presentation or speech.

Creating a collaborative learning community and promoting digital literacy is imperative to maximize the benefits of vlogging in the improvement of students' oral communication skills. Improving oral communication skills in delivering presentation prepares the first-year students to successfully satisfy more academic and industry

requirements in the future. The effectiveness of vlogging proven in this study should prompt educators and instructional designers to appropriately adopt this emerging technology for digital native students, not only in communication courses but also in other subjects and courses. Vlogging can be integrated in different subjects to provide an interactive learning environment for digital native students by incorporating pedagogy, content, and technology in the instructional design (Watkins, 2014). By doing so, first year Gen Z students can develop their English oral communication skills and demonstrate proficiency to prepare them to satisfy further requirements in their college or university life.

Addressing the challenges in using vlogging as an instructional strategy is another implication. Appropriate motivational strategies should be considered and planned. The role of peers or the more knowledgeable others, as described in Vygotsky's ZPD should be maximized to provide additional support to their classmates.

Considering the advantages drawn out from the study, the successful utilization of vlogging in this study can also serve as guide or framework for teachers and facilitators who intend to adopt this strategy. Significant lessons and areas for improvement can further be extracted from the perception and reflections of the participants about their vlogging experience. Due consideration should be given to preparation time, exchange of peer feedback, aptitude and attitude of the students, and assignment of topics.

Similar research may be replicated with students from other programs, levels, and cultural backgrounds with a bigger sample size. It is also recommended to assign two or more evaluators to assess the vlogs. Since it was revealed that the participants wrote scripts in preparation for recording vlogs, utilization of vlogging as an instructional strategy to improve written communication skills can also be explored in future studies. The area of peer feedback may also be another potential area of research, in terms of analyzing of the quality and usefulness of the comments.

9. Acknowledgements

Utmost appreciation and due credit are shared to the following who have been instrumental from the conceptualization to the completion of this study: To my students in Principles of Communication course for willingly and actively participating in the research; to Ms. Maricris Agawin, for being always virtually available for statistical consultation; to my expert validators, Dr. Cel Tibayan, Dr. Gerby Muya, and Dr. Jennifer Amparo; to my research and Ph.D. mentors, Asst. Prof. Dr. Laura Brahmakasikara, Dr. Naree Archrawin, Asst. Prof. Dr. Thanawan Phongsatha, Dr. Satha Phongsatha, and Dr. Athipat Cleesunthorn for all the wisdom, guidance, support, trust, and motivation; and to the management of Dusit Thani College for the consistent support.

10. The Author

Myla Medrano Loreto is a Ph.D. candidate in Assumption University of Thailand's Teaching and Technology program. She works as a full-time instructor of English and Communication subjects in Dusit Thani College. Her research interests are in the areas of communication and education, and technology integration in instruction.

11. References

- Babbie, E. R. (2010). *The practice of social research* (12th ed.). Belmont, CA: Wadsworth/Cengage Learning.
- Baran, E. (2007). The promises of videoblogging in education. *Proceedings of Annual Convention of the Association for Educational Communications and Technology*, 2, 10-18. Retrieved from https://members.aect.org/pdf/Proceedings/proceedings07/2007I/07_2.pdf.
- Chuenpraphanusorn, T. An assessment of the English language needs of the second-year undergraduate hospitality students of Suan Dusit Rajabhat University, Thailand (May 28, 2014). Available at SSRN: <https://ssrn.com/abstract=2443232>
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. Los Angeles: SAGE.
- Dzino-Silajdzic, V. (2018). Practical guide: focus group discussions. Retrieved from https://www.crs.org/sites/default/files/tools-research/fgds_april_24_final_lo_res_.pdf.
- Ginkel S., Laurentzen, R., Mulder M., Mononen, A., Kyttä, J. & Kortelainen, M. (2017). Assessing oral presentation performance: designing a rubric and testing its validity with an expert group. *Journal of Applied Research in Higher Education*, 9 (3), 474-486. doi: 10.1108/JARHE-02-2016-0012
- Hung, S. & Huang, D. (2015). Video blogging and English presentation performance: a pilot study. *Psychological Reports*, 117(2), 614-630. doi: 10.2466/11.PR0.117c20z6
- Khamkhien, A. (2010). Teaching English speaking and English speaking tests in the Thai context: a reflection from Thai perspective. *English Language Teaching*, 3(1), 184-190. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1081501.pdf>.
- Kongkerd, W. (2013). Teaching English in the era of English used as a lingua franca in Thailand. *Executive Journal*, 33(4), 3-12. Retrieved from <https://so01.tcithaijo.org/index.php/executivejournal/article/view/80853>.
- Krueger, R. (2002). Designing and conducting focus group discussion interviews. Retrieved from <https://www.eiu.edu/ihec/Krueger-FocusGroupInterviews.pdf>.
- Kunwongse, S. (2013). Peer feedback, benefits, and drawbacks. *Thammasat Review*, Special Issue, 277-288.
- 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. <http://dx.doi.org/10.6007/IJARBSS/v9-i1/5490>
- Liu, N. & Carless, D. (2006). Peer feedback: the learning of peer assessment. *Teaching in Higher Education*, 11(3), 279-290.
- Lolli, J. (2013). Interpersonal communication skills and the young hospitality leader: Are they prepared?. *International Journal of Hospitality Management*, 32. 295-298. 10.1016/j.ijhm.2012.02.010.
- Loreto, M. (2019). The influence of social media exposure on the interpersonal communication skills of hospitality students. *Journal of Social Science and Humanities (Graduate School) Ramkhamhaeng University*, 4(1), 1-20.
- Maldin, S., Reza, S., & Rezeki, I. (2018). Stepping up the English-speaking proficiency of hospitality students through video blog. *Advances in Social Science, Education and Humanities Research*, 148. Retrieved from <http://creativecommons.org/licenses/by-nc/4.0/>.
- Nguansuk, S. (2018, July 26). Survey: Thais online for over 10 hours everyday. Bangkok Post. Retrieved from <https://www.bangkokpost.com/thailand/general/1510122/survey-thais-online-for-over-10-hours-every-day>.
- Noor, F. (2008). Language needs for hotel and catering students: a proposal for syllabus design. *Proceedings of 6th Language for Specific Purposes International Seminar*, 1-14. Retrieved from https://www.researchgate.net/publication/277987240_Language_needs_for_hotel_and_catering_students_a_proposal_for_syllabus_design.

- Peeters, M., Sahloff, E. & Stone, G. (2010). A standardized rubric to evaluate student presentations. *American Journal of Pharmaceutical Education*, 74(9), 171. Retrieved from <https://www.ajpe.org/content/74/9/171.full>.
- Prapphal, K. (2003). English proficiency of Thai learners and directions of English teaching and learning in Thailand. *Journal of Studies in the English Language*, 1(1), 6-12. Retrieved from <https://so04.tci-thaijo.org/index.php/jsel/article/view/21840>.
- Prensky, M. (2011). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6. Retrieved from <https://www.marcprensky.com>.
- Qowiyuddin, A. (2019). Using video-blogging (vlogging) to enhance students speaking skill. *Lintang Songo: Jurnal Pendidikan*, 2(1), 69-73. Retrieved from <https://pdfs.semanticscholar.org/b277/19abba1f10d80fbfa2972dda4e4f133f5c1a.pdf>
- Rahim, S. and Tazijan, F. (2011). Analyzing the training and internship needs assessment of verbal communication Skills amongst hotel practitioners. *English Language Teaching*, 4(3), 44-53. <http://dx.doi.org/10.5539/elt.v4n3p44>
- Rakhmanina, L. & Kusumaningrum, D. (2017). The effectiveness of video blogging in teaching speaking viewed from students' learning motivation. *Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5)*, 28-34. Retrieved from <http://ejournal.unp.ac.id/index.php/selt/article/viewFile/7980/6083>.
- Sarkar, N., Ford, W. & Manzo, C. (2017). Engaging digital natives through social learning. *Systemics, Cybernetics and Informatics*, 15(2), 1-4. Retrieved from <http://www.iiisci.org>.
- Taqwa, A. & Sandi, V. (2019). Students experiences of using vlogs to learn English. *Journal of Foreign Language Teaching and Learning*, 4(1), 4-13.
- Watkins, J. (2012). Increasing student talk time through vlogging. *Language Education in Asia*, 3(2), 196-203. Retrieved from <https://pdfs.semanticscholar.org/3dd5/4c69f7c511046765441c1cb84078fb84835c.pdf>.
- Wulandari, M. (2019). Improving EFL learners' speaking proficiency through Instagram vlog. *LLT Journal: A Journal on Language and Language Teaching*, 22(1), 111-125.
- Yeh, H.-C., Tseng, S.-S., & Chen, Y.-S. (2019). Using online feedback through blogs to promote speaking performance. *Educational Technology & Society*, 22(1), 1-14.
- Young, E. & West, R. (2018). Speaking practice outside the classroom: A literature review of asynchronous multimedia-based oral communication in language learning. *The EUROCALL Review*, 26 (1), 59-78. Retrieved from <https://eric.ed.gov/?id=EJ1187075>.
- Yusica, U. (2014). *Problem faced by Thai students in speaking English*. [Unpublished master's thesis]. English language department, The State Islamic Institute of Tulungagung. Retrieved from <https://www.academia.edu/9423968>.