



## Filipino students' vlogging experiences: Insights on English-speaking skills development

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Received: October 9, 2023  
Reviewed: December 2, 2023  
Revised: February 2, 2024  
Accepted: February 13, 2024

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Published by the UST  
Department of English,  
University of Santo Tomas  
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### 1. Introduction

In today's digital era, effective speaking skills have become essential for success in numerous domains of life, including professional and social contexts (Rubin & Thomson, 2019). As English has become widely recognized as a universal language, many students

### Abstract

The need to develop students' English-speaking skills continues to be relevant but with the COVID-19 pandemic, students' speaking skills could have suffered due to mandatory limitations on face-to-face interactions. Instead of face-to-face interactions, students are actively involved in digital expression like vlogging. This study delves into how this experience has enhanced their development of English-speaking skills. Toward this end, the study examined vlogs created by Filipino junior and senior high school students, where they self-reported the effect of vlogging on their English speech. A total of 12 publicly posted vlogs from TikTok and YouTube were analyzed. The findings show that high school students recognize that vlogging contributed to developing their English-speaking skills. They reported that the activity allowed them to engage in authentic speaking activities, improved their accent, enabled them to acquire new vocabulary and enhance their grammar, increased their motivation to use the English language, augmented their self-expression, and strengthened their self-confidence. Hence, the study recommends that educators consider utilizing vlogging as an assessment tool aimed at fostering learners' English speaking abilities.

**Keywords:** English-speaking skills, Filipino high school students, vlogging, language education

across the globe are eager to hone their English-speaking skills, considering that among the four aspects of English, speaking is the most pivotal skill in communicating with others (Faiza et al., 2022). Within the context of English as a Second Language (ESL) and English as a Foreign Language (EFL), traditional methods of language instruction often focus on grammar rules and formal speech but lack opportunities for authentic learning. However, with the rise of video blogs or vlogs as an emergent and popular form of online content, students now have a unique avenue to enhance their English-speaking skills. As part of the Industrial Revolution 4.0, where technological advancements have emerged quickly (Mandasari & Aminatun, 2020), the vlog is one of the most popular technological innovations that has offered a new avenue for communication through user-generated media (Lestari, 2019). It enables students to speak in an authentic context within and outside the classroom (Hartati & Valimbo, 2019), as students can share their thoughts, opinions, and experiences with a wider audience while simultaneously honing their speaking skills. Vlogs in language teaching have been commended for their ability to enhance speaking proficiency through repeated exposure, self-reflection, and self-assessment, which fosters autonomous learning and boosts learners' confidence in using the language in real-world contexts. Vlogs are also recognized for providing students with a dynamic platform to express themselves, share their ideas, and engage with a wider audience through videos (Buckingham, 2018). Additionally, vlogs offer the convenience of anytime, anywhere access to language input and practice opportunities, making them a flexible and efficient tool for language instruction. Overall, the utilization of vlogs as a teaching tool has been recognized as a modern and effective approach to developing speaking skills in language learners of all levels.

Recently, several related types of research have been conducted on how student speaking skills can be made more effective through vlogs. According to Maldin et al. (2018), the incorporation of vlogs into English for Specific Purposes instruction is suggested due to its potential to foster a positive attitude towards learning and enhance students' language acquisition and speaking abilities within an enjoyable educational setting. Arsyad et al. (2021) and Susanti (2019) examined further research on the utilization of vlogs as a tool for English instruction, with findings indicating that teaching English at the secondary or collegiate level through vlogging proved to be effective.

Moreover, the utilization of video blogs (vlogs) has been deemed more efficient and effective in teaching speaking skills, as evidenced by recent research conducted by Hartati and Valimbo (2018), Devanah and Afifah (2020), Weganofa and Khoiro (2020), Nada (2021), Faiza et al. (2022), Chen and Hashim (2022), and Ersan et al. (2022), which affirmed that enhanced speech and student engagement in speaking classes were associated with the use of vlogs. While widely researched, the effect of vlogging on English-speaking skills learning has been mostly situated in contexts outside the Philippines and largely focused on teachers' perceptions. Nonetheless, Asian studies on this language learning strategy contribute significantly to this study's motivation. Related research situated in Indonesia, Thailand, and Malaysia have so far contributed to the understanding of vlogging.

In Indonesia, Ersan et al. (2022) concluded that using video blogs to teach speaking can help students improve their speaking skills such as acceptable pronunciation, proper

grammar, and appropriate vocabulary. The use of vlogs is seen as helpful in enhancing learners' speaking skills since it gives them more opportunities to speak up and develop their ideas and imagination. At the same time, teachers can use the media to pique students' attention (Hartati & Valimbo, 2019). In addition, Rahmawati et al. (2018) mentioned that vlogging made students more interested, confident, and enthusiastic about practicing speaking in English. Mandassari and Aminatun (2020) stated that students' anxiety levels are reduced when provided with an enjoyable learning environment since real-time contact via vlog offers a friendly and soothing setting. As a result, learners are more expressive and enjoy speaking without feeling pressured. Further, Wulandri (2019) indicated that vlogging promotes self-directed learning and provides an authentic context for practice in speaking.

In Thailand, Muzakki (2019) revealed that as students enjoyed and mastered vlogging, they could also speak more confidently and fluently. Students appreciated creating vlogs because the activity allows them to express themselves imaginatively and innovatively. It helped them learn new English words. Subsequently, it made them more active in speaking English.

In Malaysia, students were found to benefit from vlogging in terms of vocabulary, grammar, pronunciation, accent, and understanding of culture (Lestari, 2019). Safitri and Khoiriyah (2017) revealed that the use of vlogs helped the students improve their speaking skills, and that the advantages of vlogging outweighed the drawbacks of the method. According to Andiappan et al. (2022), incorporating vlogging activities into language learning can enhance the speaking abilities of ESL students. This approach has the potential to supplement conventional speaking exercises, thereby increasing learners' opportunities for extensive speaking practice and motivation.

In the context of the Philippines, the researchers have thus far identified only one relevant study conducted by Nada (2021). This study utilized an experimental method to assess how teachers utilize vlogs to address disparities between students' speaking abilities and the teaching-learning process. However, to broaden and refine this understanding, it is crucial to investigate students' perspectives on the development of their English-speaking skills in relation to their experiences with vlogging. Given the scarcity of studies within the Philippine context, further examination of this social phenomenon is warranted, as it holds significant implications for language learning practices.

To fill this research gap, this study delves into high school students' perspectives concerning how their vlogging experiences influence the enhancement of their English-speaking abilities. Further, it answers the following research questions:

1. What are the actual contributions of students' vlogging experiences to their English-speaking skills development?
2. How do students' vlogging experiences contribute to their confidence in speaking English?

## 2. Review of Related Literature

This study is informed by and adds to literature on English-speaking skills and vlogging, which are discussed in turn.

### 2.1 English-speaking skills

According to Rao (2019), English serves as a global language and functions as a key means of communication across academic, professional, and business domains (Macayan & Quinto, 2019). Moreover, English, identified as the Philippines' second language (Cabaltica, 2021), holds sway as the primary medium of instruction across various educational levels within the country (Madrunio, 2015). Its prevalence extends to official usage in administration, law, business, education, media, and other sectors. English is also recognized as one of the Philippines' two official languages, alongside Filipino (Dela Cruz, 2022).

Further, English has emerged as one of the fundamental standards in the 21st century. Given this status, it is apparent that effective communication skills in English are necessary to be globally competitive (Terogo et al., 2018). As claimed by Goh (2017), the ability and mastery to speak English is an essential prerequisite for second language learners. Speaking, one of the most difficult components of language learning (Khan, 2021) is the ability to articulate or exchange ideas through language (Rahmawati et al., 2018). Kim and Elder (2015) asserted that speaking in a second language is widely recognized as the most challenging of the four language skills, requiring learners to coordinate multiple processes in real-time while also dealing with the complexities of social interaction. Goh and Burns (2012) added that in English as a Foreign Language (EFL) or English as a Second Language (ESL) courses, oral skills are often disregarded. Hosni (2014) elucidated that speaking is a complex skill since the components of grammar, vocabulary, and pronunciation are all involved. Similarly, it involves using words, understanding and being able to utilize a language, expressing oneself in words, and delivering a speech (Afisa, 2015). It is one of the macro skills that should be mastered in language learning. The ability to speak proficiently in the language learned is often considered a measure of success in language learning. On top of that, achieving fluency in speaking is highly valued by language learners, as it is often considered the most critical aspect of language proficiency.

However, it is essential to note that the significance of other language skills, including listening, reading, and writing, must be maintained. To speak proficient English, learners must use authentic language in various contexts, including academic settings and interactions with other students (Huang, 2013; Kim, 2018; Li, 2015; Nguyen, 2020; Tseng, 2022). Therefore, students must practice and use the language as much as possible in real-life situations to develop their speaking skills and become proficient in English.

Notwithstanding its significance, the challenges associated with teaching speaking skills in the context of EFL have been the subject of numerous studies across the globe (Bouzar, 2019). Despite the importance of speaking skills, students need help to learn this skill. Tuan and Mai (2015) described a few variables that might have affected students'

speaking skills, such as their listening skills and the feedback they received during speaking activities. Moreover, affective variables such as motivation, confidence, and anxiety were also mentioned. The speaking environment is another external factor that makes learning speaking challenging (Samat et al., 2019). This is true since the speaking environment is crucial as it gives students more chances to use the language. As Asma (2016) suggested, speaking is an essential component of teaching and learning foreign and second languages, but many students may find it challenging to express themselves in English due to the mother tongue's influence, the lack of time to practice the target or second language, the lack of vocabulary to express ideas, as well as the lack of confidence or shyness.

In a study conducted by Cabaltica (2021), 31 out of 39 participants showed that the most common issue Filipino High School students encountered was their fear of making mistakes. Throughout the speaking performance, 26 students stated they were shy when speaking English. They could not communicate "impromptu" or "on the spot." Students were minimally willing to speak English in their classes. Their primary concern was a lack of confidence and the pressure to speak well. Terogo et al. (2018) corroborated that when asked to demonstrate their abilities, high school students in the Philippines needed to improve their pronunciation skills and impromptu speaking ability. As supported by Chentez et al. (2019), high school students concurred that poor communication skills are one of the main factors contributing to communication problems. In 320 participants, the result exhibited that these issues were caused by barely using English in daily life, which resulted in discomfort when speaking in the second language.

As illustrated by Rayla and Sonsona (2021), their study shows that speaking skills are linked to students' abilities in mental organization, concept formation, transitions, exhibited points of view, skills in citing sources, elaborating on the topic, and their knowledge of the topic. Findings indicate that Filipino High school students have no focus on ideas because they are not clearly defined; there was a lack of development in their thoughts; they used fewer transitions; and their organizational structures need to be enhanced. The results displayed that the participants' organization of ideas still requires an extensive degree of coherence. It demonstrates the participants' speaking delivery, which showed limited articulation, overuse of fillers, and poor body language. Further, they could not elaborate on answers when asked questions.

Moreover, according to Morada and Pili (2020), 70 high school students from two public schools in the Philippines struggled with spoken communication, such as pronunciation, grammar, vocabulary, and fluency. One of the significant challenges identified was a lack of confidence in speaking English, which was attributed to students' fear of making mistakes and being judged by others. This fear was further exacerbated by a lack of opportunities to practice speaking English in real-life situations. A study by Generales et al. (2019) demonstrates how Filipino students are still uncomfortable with the English language, particularly when expected to give oral presentations, recite, and report in class, and even engage in casual discussions, and with a challenge of (EFL) learners (Lasut et al., 2022). Speaking English in an EFL class can be complicated. Because they are anxious about making mistakes when speaking, EFL students need more motivation to strive to talk

in English. Students' ability to develop their speaking skills can be hampered by a lack of opportunity to practice the language in various contexts. On top of that, it is a productive and oral skill composed of systematic verbal utterances intended to convey meaning. It is crucial in language learning and understanding since it is an interactive process that includes creation, reaction, and information processing. Speaking English tends to be challenging since it requires understanding, correlation, and correct utilization of grammar, vocabulary, and pronunciation.

Consequently, in a study conducted by Zarei and Pourghasemi (2018), it was found that using authentic materials in language classrooms can improve students' speaking skills, as authentic materials expose students to language use in the real world and can help them develop more fluent and natural speaking skills. Thus, students must be able to use appropriate language when answering what, where, when, who, why, and how questions (Kurniawan & Susanti, 2019). Similarly, Alrubail (2020) claimed that task-based instruction can improve students' speaking abilities by allowing them to use the language in a meaningful context. Therefore, it is essential to give EFL students new opportunities to learn English to enhance their speaking skills. The use of interactive activities in the classroom and the integration of technology (Renandya & Nguyen, 2022) can assist students in overcoming their anxiety and advancing their speaking skills in the EFL context. That is why it is necessary to provide new opportunities for students to learn English, particularly in enhancing their speaking skills (Lingga et al., 2022). Bouzar (2019), for instance, discovered that incorporating interactive, collaborative classroom activities can significantly enhance students' speaking skills. Building upon this, Renandya and Nguyen (2022) corroborated these findings, highlighting that the incorporation of interactive and collaborative activities is an effective means to enhance speaking skills greatly. Thus, consistent practice is essential to strengthening this skill set (Ersan et al., 2022).

## 2.2 Vlogging

Table 1 provides a scoreboard of recent studies about vlogging.

**Table 1**  
**Research studies on vlogging**

Study	Modality	Content	Context
Alshahrani, A. (2018)	YouTube	Vlogging is an authentic tool to enhance students' speaking skills.	These studies examine the issue of low self-confidence among Filipino high school students when speaking English. The studies suggest that many students lack confidence in speaking English due to various factors such as fear of making mistakes, shyness, and concerns about being judged by others. The studies highlight the need for interventions and strategies to help students overcome these challenges and build their confidence in speaking English. They also emphasize the importance of creating a supportive and positive learning environment that encourages students to practice their English-speaking skills without fear of being criticized or judged.
Andiappan, S., Seng G., & Shing, S. (2022)			
Anil, B. (2016)			
Buckingham, D. (2018)			
Caze, S. (2017)			
Goh, C. C. (2017)			
Goh, C. C., & Burns, A. (2012)			
Hartati, E. & Valimbo, I. (2019)			
Kurniawan, H. & Susanti, E. (2019)			
Lestari, N. (2019)			
Mandasari, B., & Aminatun, D. (2020)			
Maulidah, I. (2018)			
Maulidah, N. (2019)			
Muzakki, A. (2019)			
Nurviyani, V., & Rahayu, A. S. (2018)			
O'byrne, B. & Murrell, S. (2014)			
Safitri, N.S., &			
Khoiriyah, I. (2017)			
Wulandri, E. (2019)			

Table 1 continued...

Study	Modality	Content	Context
Alrubail, R. F. (2020)	YouTube	Provide new opportunities for students to improve their speaking skills.	These studies investigate ways to enhance students' speaking abilities, such as using technology, classroom activities, and teaching methods. The studies emphasize the importance of creating a supportive and engaging learning environment that encourages students to practice speaking skills and receive feedback from their teachers and peers. Overall, these studies provide valuable insights into how educators can create new opportunities for students to develop their speaking skills and succeed in English language learning.
Anil, B. (2016)			
Bouzar, S. (2019)			
Caze, S. (2017)			
Faiza, D., Bestari, A. C., & Mayekti, M. H. (2022)			
Goh, C. C. (2017)			
Goh, C. C., & Burns, A. (2012)			
Hartati, E. & Valimbo, I. (2019)			
Kurniawan, H. & Susanti, E. (2019)			
Lingga, Y., Yuliyanti, W., & Ningsih, Y. (2022)			
Mandasari, B. & Aminatun, D. (2020)			
Nurviyani, V. & Rahayu, A. S. (2018)			
O'byrne, B. & Murrell, S. (2014)			
Pourghasemi, H. R. &			
Renandya, W. A., & Nguyen, M. T. T. (2022)			
Zarei, A. (2018)			
Safitri, N. S., & Khoiriyah, I. (2017)			



Table 1 continued...

Study	Modality	Content	Context
Muzakki, A. (2019)  Nurviyani, V. & Rahayu, A. S. (2018)	YouTube	Vlogging contributes to boosting students' confidence in speaking English.	These studies delve into the impact of vlogging on the confidence of students in speaking English. Both studies suggest that vlogging can significantly contribute to improving students' confidence levels and boosting their ability to speak English fluently. The studies indicate that vlogging can be a powerful tool for language learners, providing them with a platform to practice speaking skills and receive feedback, which can enhance their confidence in communicating in English.
Anil, B. (2016)  Andiappan, S., Seng, G., Shing, S. (2022).  Nurviyani, V., & Rahayu, A. S. (2018).  Reeves T., Caglayan E., Torr R. (2017)	YouTube	Limitations of vlogging in improving English speaking skills.	These studies show that vlogging has limitations in improving English speaking skills when implemented and given as activities to the students. The findings suggest that despite its potential benefits, challenges such as perceived disadvantages and negative attitudes among learners, contribute to the complexity of incorporating vlog-aided pedagogy.

Within the context of the Industrial Revolution 4.0, marked by rapid technological advancements (Mandasari & Aminatun, 2020), video blogs (vlogs) stand out as a prominent technological innovation that contributes to the expansion of communication channels through user-generated media (Lestari, 2019). Phone cameras, digital cameras, and other devices that

can record video with a microphone are capital for video blogging activities (Kurniawan & Susanti, 2019). It enables students to speak in an authentic context within and outside the classroom (Hartati & Valimbo, 2019). They will have more chances to interact outside of the classroom. Further, students should be able to comprehend the linguistic structures of various discourse types in accordance with various contexts. Wherefore, teachers necessitate resources and pedagogical skills to support students' learning. In speaking, Goh (2017) defined scaffolding as the process through which teachers give beneficial exercises to help students complete a speaking assignment. Scaffolding activities can be incorporated into regular speaking practice tasks to help students improve their performance and become more aware of speech processes.

Students studying English in a country where English is a second or foreign language will have the opportunity to practice English for a more extended period because the standard amount of time they practice is relatively limited. Task repetition is when students must accomplish a speaking assignment again (Goh, 2017). It involves doing the same thing repeatedly, but it could also be an iteration of the same task process with modified aspects. As vlogging enables students to do vlogging anytime, they can perform it regularly if they are not satisfied with the outcome or prefer to make a new vlog with different content. Accordingly, vlogging suffices as a characteristic of task repetition. Likewise, strengthening speaking time and English training will surely increase learners' speaking abilities (Kurniawan & Susanti, 2019). Vlogging is claimed to help students improve their speaking skills, as this platform has the potential to help through practice that can increase students' speaking proficiency, confidence, and risk-taking (Andiappan et al., 2022). Shin and Son (2017) investigated the impact of vlogging on the language learning outcomes of Japanese EFL learners, and it showed that vlogging helped students improve their speaking skills, gain new vocabulary, and develop their intercultural competence.

Similarly, it can also be observed that vlogging encourages students to talk because it can encourage students to openly discuss, explore, and develop their ideas without any burden (Wulandri, 2019). Alshahrani (2018) examined the effectiveness of vlogs as a tool for improving the speaking skills of Saudi Arabian students. It was found that vlogging indeed helped enhance their speaking skills and their ability to express their ideas thoroughly in English. Moreover, Buckingham (2018) validated that vlogs provide students with a dynamic platform to express themselves, share their ideas, and engage with a wider audience through videos.

While prior research has shown promising results on the efficacy of incorporating vlogs into language learning, there are still obstacles that both educators and learners may face when participating and adopting in a vlog-aided pedagogy (Andiappan et al., 2022). Some studies contend that vlogging has limitations in improving English speaking skills. In the study conducted by Anil (2016), it was observed that some students perceived vlogging as less effective than traditional methods. Additionally, Reeves et al. (2017) reported negative perceptions among students, which highlights vlogging as a time-consuming and uncomfortable activity. Andiappan et al. (2022) argued that, in any case, it is essential to consider the public nature of the vlogging exercises, which may not suit specific characteristics

among the learners. Not all learners can do such activities requiring them to vlog and publicly expose themselves. Nurviyani and Rahayu (2018) affirmed that other weaknesses of vlogging include necessitating students to do a series of steps to create a good vlog, and they must have devices such as cell phones, computers, laptops, and a stable internet connection. Considering that some learners do not have such devices, it will be challenging for them to do vlogging, hampering the improvement of their English speaking skills.

However, one of the studies conducted by Safitri and Khoiriyah (2017) revealed that using vlogs helped the students improve their speaking skills, as the advantages of vlogging outweigh the drawbacks of the method. Faiza et al. (2022) mentioned implementing enjoyable and amusing learning methods through vlogs as a beneficial and effective approach for enhancing English-speaking skills. In addition, as concurred by Maulidah (2019), the vlog method was advantageous in enhancing learners' speaking abilities. The approach is believed to increase students' motivation to learn because vlogging was perceived as more enjoyable, which was reflected in their speaking performance, where they were able to deliver effective oral presentations. Besides, vlogging allows students to practice independent learning, enhancing their speaking ability (Maulidah, 2018). This is also consistent with a prior study by Wulandari (2019), which discovered that vlogging encourages positive outcomes in students' independent learning by giving them spaces to conduct their self-evaluation, which helped them to be more aware of their fluency and accuracy in speaking skills.

A study of students' speaking skills in tenth-grade vlogs at a vocational high school was further investigated by Nurviyani and Rahayu (2018). They found five advantages of using vlogs to teach speaking, including the student's ability to practice anywhere, the student's ability to view their vlogs to monitor their speaking skills' strengths and weaknesses, the student's ability to speak with more courage and confidence, the student's ability to concentrate better during practice sessions, and the student's ability to use technology to learn. Consequently, it is significant to note that vlogging enhances language learning by making it exciting and increasing students' motivation to learn (Mandasari & Aminatun, 2020).

Based on these related findings, it can be deduced that several studies from other countries, such as Indonesia, Malaysia, and Thailand, have shown how students' speaking skills can be made more effective through vlogging. However, research on the said matter has mostly been limited to foreign countries, and minimal related studies have been conducted in the Philippines, representing the blind spot of the study. Hence, there is a need for further research to examine the students' insights on blogging in this particular Global South country.

Speaking skills in English are fundamental, and they remain a factor in developing students' language skills. Filipino high school students in the Philippines often face challenges honing their English-speaking skills. Given the potential of vlogging to foster English-speaking skills, we must explore this avenue more comprehensively. The current literature on this topic is very limited, primarily focusing on teachers' perspectives. While teacher insights are valuable, understanding the benefits of vlogging for students is equally essential. To bridge this gap, research should investigate the insights of Filipino high school students who have ventured into vlogging to improve their English-speaking skills.

### **3. Method**

#### **3.1 Qualitative design**

This study utilized a qualitative research method to understand high school students' vlogging experiences and insights into developing their English-speaking skills. Qualitative research focuses on the qualities of the research process and the participants' experiences and perceptions without relying on numerical data and measurement of quantities. Rahi (2017) notes that this approach is beneficial for collecting comprehensive details on a specific topic and assumes that a single person's feelings and emotions can represent those of a larger group, making interpreting data crucial.

#### **3.2 Unobtrusive data**

The research was conducted unobtrusively using two social media platforms, TikTok and YouTube. Only vlogs created by Filipino high school students in the Philippines who used these platforms to share their experiences and insights into developing their English-speaking skills were included. Since these platforms are accessible and widely used by Filipino high school students in urban and rural areas, they provided a suitable research locale for this study.

As indicated by Lee (2017), unobtrusive methods employ techniques for data collection that do not directly elicit responses from research participants. Data from vlogs posted on social media platforms like TikTok and YouTube were collected. These vlogs served as the primary data for the study and were content analyzed to identify patterns in the vlogging experiences. A multi-stage data analysis process was conducted to ensure rigor and credibility in the research.

The data examined in this study are vlogs where part of the content is a self-report by the vloggers about the impact of vlogging on their English-speaking skills. These insights were manifested in their vlogs as they verbally stated that their English-speaking skills were improved through doing a vlog. The vloggers themselves reported improvements in their speaking skills due to their consistent vlogging efforts. The vloggers were not interviewed as the study used unobtrusive method.

#### **3.3 Vloggers' profile**

Since the study aims to investigate the vlogging experiences of high school students in the Philippines, the vloggers were limited to Filipino high school students only. This sample satisfied the homogenous sampling characteristic, as it centered on students with shared characteristics and experiences in the Philippines to ensure that this could provide reliable and relevant information. This method gained valuable insights into the role of vlogging in language learning for this group of students.

Filipino high school students studying in both public and private schools in the Philippines were the focused vloggers in this study. They are junior high school students ranging from 12 to 16 years old or senior high school students ranging from 16-18 years old, studying in rural or urban areas in the Philippines.

Vlogs were chosen, specifically Filipino high school vlogs with a series of videos ranging from 2017 to 2022. Twelve (12) accounts were viewed with a series of vlogs from two social media platforms, namely TikTok and YouTube. These vlogs may be educational or entertaining (e.g., A Day in A Life vlogs, Makeup Video Tutorials, Unboxing videos, and others). Each account has a series of vlogs with at least 15 videos publicly available online. The researchers ensured that each vlogger had developed speaking skills by watching the vlogs from each account.

### **3.4 Transcription and translation**

A combination of verbatim and edited transcriptions was utilized in transcribing the students' insights. Verbatim transcription is a method of transcribing audio or video recordings. The transcriptionist records everything said, including filler words, false starts, and non-verbal sounds such as laughter or sighs (McNamara, 2020). This type of transcription aims to capture the exact wording and delivery of the speaker and can help study the nuances of language, communication patterns, and emotions. In the context of the study on high school students' vlogging experiences, a verbatim transcription was used to capture the students' actual contributions as they discussed their experiences through vlogging. By transcribing everything that was said, including any pauses or non-verbal cues, the researchers got a more accurate picture of the students' experiences.

Edited transcription entails omitting sentences or phrases considered redundant, exaggerated, or grammatically incorrect (Kong, 2022). This is beneficial when translation is involved. Following this, an edited transcription was employed to translate some of the insights from Filipino or Taglish (a combination of Filipino and English) into English.

The researchers time-stamped a specific part of the vlog, where the vloggers verbally said that their English-speaking skills improved through vlogging. Moreover, to ensure the veracity and accuracy of the translations, peer debriefing was employed to discuss findings and interpretations with colleagues and other researchers to obtain their input and feedback about the study.

### **3.5 Content analysis**

The purposively selected vlogs were subjected to content analysis to begin to understand the students' insights on the actual contributions of vlogging experiences to their English-speaking skills. In the content analysis, the researchers paid attention to the specific areas of improvement in their speaking skills that were identified by the vloggers. This was done through recursive reading of the transcribed data, highlighting relevant words or phrases, and grouping them into categories or themes.

Timestamps on the videos were utilized to note when the students specifically stated that their English-speaking skills were improved through vlogging. This allowed the researchers to locate the relevant sections of the video and analyze the content around that specific time. Further, Filipino high school students' excerpts from their vlogs were included in the timestamps as they responded to their viewers' comments on how their vlogging experiences became a means to develop their English-speaking skills.

Transcriptions from the relevant sections of the videos that mention the students' improvement in English-speaking skills were transcribed. This enabled the researchers to analyze the content in more detail and gain insights into the students' experiences with vlogging. In cases where the videos are in Filipino or Taglish (Tagalog and English codeswitched variety), they were translated into English for uniform presentation in this article.

The researchers independently coded the data to verify the reliability and accuracy of the codes and themes. Thereafter, both researchers compared the data gathered to ensure that they were able to cover all possible themes. This intercoding technique helped ensure the reliability of the findings as it served as a means for the coders to discuss and concur on their analysis of the data (Cheung & Tai, 2021).

### **3.6 Ethical considerations**

*Legal Use of Posted Material.* On the authority of TikTok's (2023) privacy settings, a user can decide between a private and a public account. Hence, the profile and videos will be visible to anyone on or off TikTok if one has a public account. Other users can duet, stitch, and download videos depending on the privacy settings. Sharing publicly available TikTok videos is generally acceptable and is one of the platform's main features. Users frequently intend to share their content with a large audience when they upload videos to TikTok unless they change the privacy settings. Moreover, TikTok offers sharing tools to like, comment, share, and download videos. However, the original creator is typically credited when sharing videos on TikTok or other platforms by including their username or TikTok handle. For purposes of this research, however, the vloggers were deidentified to protect their confidentiality.

Further, YouTube videos can be legally downloaded or used through third-party YouTube downloaders, which do not fall within the scope of copyright laws or for which the copyright provides one the right to reproduce the video (Price, 2021). Since YouTube is a platform for sharing and discovering video content, sharing publicly posted YouTube videos is typically acceptable and encouraged. Users usually upload videos to YouTube in the public setting to reach a larger audience.

## **4. Findings and Discussion**

This study investigated the actual contributions of vlogging among Filipino high school students and identified the extent to which vlogging and self-confidence contribute to developing their English-speaking skills.

#### 4.1 Contributions of Vlogging to Filipino High School Students

Table 2 indicates the actual contributions of students' vlogging experiences to developing English-speaking skills. The numbers in the table denote the number of accounts from TikTok and YouTube reporting each contribution. Among these, the top contributions were identified as improvement in accent and new vocabulary acquisition, with grammar, motivation, and self-expression ranking close to the top contributions.

**Table 2**  
*Actual contributions of vlogging to Filipino high school students' speaking skills*

<i>Actual Contributions</i>	<i>No. of Accounts</i>
Accent	3
New vocabulary	3
Grammar	2
Motivation	2
Self-expression	2

#### 4.2 Accent

Recognizing that even though vlogging can be a helpful tool, consistent practice, engagement and interaction with others, and feedback is still necessary for effective speaking skills development. Accents can be improved by doing vlogs and receiving positive feedback or comments. This implies that allowing students to do a vlog gives them more time to learn English (Mandasari & Aminatun, 2019). This aspect plays an important role in building one's willingness to continue practicing their English-speaking skills, which in turn can contribute to one's accent improving gradually. This is supported by the insights of vloggers 1 and 2:

**Excerpt 1:**

*May nag-comment sa vlog ko na I have a good speaking voice. Iyong boses ko pwedeng pang-artista. Direk, ready na ako for mature roles. (Vlogger 1)*

**Translation:**

*Someone commented on my vlog that I have a good speaking voice. My voice could be used for acting. Director, I am ready for mature roles. (Vlogger 1)*

**Excerpt 2:**

*I was praised for having this accent. I mean for having this kind of confidence when I vlog. (Vlogger 2)*

Engaging in imitation occurs when one often watches foreign vlogs and imitates the way native speakers of English speak. According to Kusumaningrum and Rakhmanina (2017), making vlogs as a trend tends to improve students' accuracy or language complexity. Since vlogging consists primarily of oral, speaking is the main component being emphasized. Thus, one can learn to improve the accent over time, further honing the language skills through vlogging. The vlogger's insight has proven that:

**Excerpt 3:**

*Marami na akong napanood na vlogs sa Youtube. Naging hobby ko na rin manood ng mga foreign vloggers. Sobrang na-aamaze talaga ako the way they speak kaya naging interesado talaga ako. Minsan nga ginagaya ko na sila mag-salita. (Vlogger 7)*

**Translation**

*I have watched countless vlogs on YouTube. It also became my hobby to watch numerous foreign vloggers. I am really amazed by how they speak, that is why I became interested. Sometimes, I also imitate the way they talk. (Vlogger 7)*

### 4.3 New Vocabulary

As manifested in the vlogger's insight, doing a vlog as a personal diary offers an opportunity to practice utilizing new words and phrases in context. This is evident when describing events or experiences in detail, which fosters the use of more detailed and expressive language. It could be a type of self-reflection and expression that allows one to explore thoughts, emotions, and ideas. Shin and Son (2017) confirmed that the impact of vlogging can help students improve their speaking skills, gain new vocabulary, and develop their intercultural competence. Thus, this introspective approach can contribute to discovering new words and expressions to describe one's experiences and feelings.

Vlogging expands vocabulary by introducing new terms and ideas while motivating one to utilize the language more. It allows one to discuss topics in more detail or with greater specificity, stimulating one to search for more words and phrases to express oneself. Caze (2017) affirmed that students' participation and motivation to generate substantial discussion and excellent output can be increased by vlogging. Vlogger 8 stated that:

**Excerpt 4:**

*Actually, ni-lilistdown ko yung mga nasesearch kong vocabularies na gagamitin ko sa pag-vlog. So natututo ako ng mga bagong vocabulary para ma-express sa vlog ko. Na-momotivate niya ako to know more about sentences and vocabularies. (Vlogger 8)*



**Translation:**

*I listed down the vocabularies I have searched to use in my vlog. In my vlogging experiences, I discovered new terms to express myself. As I looked into and explored different words, it inspired me to learn more about sentences and vocabulary. (Vlogger 8)*

In a study by Pasicolan et al. (2021), doing and uploading a daily vlog is one of the flexible approaches in this digital era to motivate students to learn new words. It is revealed that vlogging is valuable, efficient, and engaging because it serves to develop students' vocabulary skills rather than the traditional approach to enhancing vocabulary. As part of daily activities, vlogging, which involves active engagement in speaking, can expose one to various topics, increasing the opportunity to learn new vocabulary and use it in articulating oneself. Vlogger 10 asserted that:

**Excerpt 5:**

*There are times na may nasasabi akong deep words dahil sa pag va-vlog ko kasi halos weekly dapat nakakapag-upload ako. Nagugulat na lang din ako kasi alam ko pala 'yung mga words na yon. (Vlogger 10)*

**Translation:**

*Since it is my goal to upload vlogs weekly, there are times when I could say deep words when vlogging. I am surprised because I did not imagine that I could express those words. (Vlogger 10)*

#### 4.4 Grammar

According to Dulay (1982, as cited in Vazariah & Rozimela, 2020), in second language acquisition, the selection of one number from a class of forms to represent others in the course is a standard archi-form error that numerous students make. As evidenced by the insights of vloggers 9 and 11, making vlogs has proven to be an effective way to correct someone's grammatical mistakes in real-time, as this requires using the English language actively when speaking in front of the camera.

**Excerpt 6:**

*Medyo worried ako sa speaking ko, lalo if may wrong grammar. Kaya madalas talaga ako mag practice before mag vlog. (Vlogger 11)*

**Translation:**

*I am worried about my speaking skills, especially when I commit grammatical errors. That is why I keep on practicing before vlogging. (Vlogger 11)*

In the case of Vlogger 9, this has become an avenue for him to determine the correct usage of pronouns. In accordance with the insight provided by the mentioned vlogger, it

is found that there is a grammatical error in archi-forms where he sometimes still forgets to distinguish the possessive and objective forms of the pronoun. Therefore, vlogging effectively improves students' English-speaking skills, as it encourages them to pay attention to their grammar mistakes and communicate effectively (Faiza et al., 2022).

**Excerpt 7:**

*Pag naramdaman ko na my grammar is bad, so nag aalala talaga ako pag ganon. Whenever I rewatch my vlogs, napansin ko na maraming grammar mistakes—like na coconfuse ako sa him at his, so I retake my vlog again. (Vlogger 9)*

**Translation:**

*I am really worried if I feel that my grammar is bad. Whenever I rewatch my vlogs, I can notice that there are many grammatical mistakes. For example, I get confused between him and his. Thus, I retake my vlog again. (Vlogger 9)*

#### 4.5 Motivation

The vlogger's insight shows that vlogging can significantly increase an individual's motivation to practice their speaking skills. Another noteworthy aspect of vlogging is that it can be a potent motivator, as it offers a platform for individuals to share their thoughts engagingly and develop their speaking skills in an interactive and meaningful way. Maulidah (2018) stated that vlogs greatly enhance students' speaking skills, and they become more motivated as vlogging offers a fun and convenient way to learn. A study conducted by Faiza et al. (2022) found that utilizing vlogs as a self-learning tool can improve students' motivation to practice their communication and speaking skills. Vloggers 2 and 12 said that:

**Excerpt 8:**

*I am here to motivate everyone on TikTok. It's actually like an honor to just be here to motivate everyone! (Vlogger 2)*

**Excerpt 9:**

*Sobrang nakaka-motivate rin talaga mag vlog maski wala masyadong subscribers kasi nilolook forward ito ng mga friends at family ko. (Vlogger 12)*

**Translation:**

*I am motivated to do vlogs even though I do not have that many subscribers. This is what my family and friends look forward to. (Vlogger 12)*

#### 4.6 Self-Expression

Reflecting on the vlogger's insight, vlogging is a unique and engaging medium to express oneself, share experiences, and interact with others. It can also serve as an avenue to vent or let out one's frustrations, communicate problems, or voice thoughts on any topic. Fidan and Debbag (2018) corroborated that vlogging contributes to recognizing weaknesses, reviewing and correcting them (reflective skills), and developing self-expression, communication, information exchange, and critical thinking. Vloggers 3 and 6 expressed that:

**Excerpt 10:**

*Why did I start vlogging? I started vlogging to confront my fears, to gain my confidence, to share my thoughts and ideas with the world. (Vlogger 3)*

**Excerpt 11:**

*I am speaking on the spot. Venting! I just wanted to let this out. (Vlogger 6)*

Overall, vlogging has been found to offer significant contributions to Filipino high school students in various aspects. It helps improve accent by encouraging imitation of native English speakers and fostering a willingness to practice speaking. Furthermore, vlogging facilitates the development of new vocabulary by encouraging detailed self-reflection and exploration of thoughts and emotions. It exposes students to various topics, motivating them to learn and use new words and phrases effectively. Additionally, vlogging is an effective tool for correcting grammar mistakes in real-time and encouraging students to pay attention to their language errors. It also significantly contributes to motivating students to practice their speaking skills, making language learning engaging and fun. Finally, vlogging allows for unique self-expression, sharing experiences, and interaction with others, promoting self-discovery and reflective skills. Therefore, vlogging offers Filipino high school students a multifaceted approach to language development.

#### 4.7 Contribution of students' vlogging experiences to their confidence in speaking English

Table 3 illustrates how students' vlogging experiences contribute to their confidence in speaking English. The number portrays the number of accounts from TikTok and YouTube that contributed to this enhancement.

**Table 3**

*Contribution of students' vlogging experiences to their confidence in speaking English*

<i>Contribution</i>	<i>No. of Accounts</i>
Self-Confidence	5

#### **4.8 Self-Confidence**

As demonstrated by the vlogger's insight and the series of his publicly posted vlogs, having an artist-like voice because of vlogging is a significant factor in amplifying his confidence in speaking—exposure to vlogging enhanced his speaking voice through experience and continuous practice. Andiappan (2022) affirmed that vlogging has the potential to help through practice that can increase students' speaking proficiency, confidence, and risk-taking. Further, Goh (2017) validated that task repetition involves doing the same thing repeatedly, but it could also be an iteration of the same task process with modified aspects. Vlogger 1 claimed that:

**Excerpt 12:**

*May nag-comment sa vlog ko na I have a good speaking voice. Iyong boses ko pwedeng pang-artista. Direk, ready na ako for mature roles. (Vlogger 1)*

**Translation:**

*Someone commented on my vlog that I have a good speaking voice. My voice could be used for acting. Director, I am ready for mature roles. (Vlogger 1)*

As O'Byrne and Murrell (2014) claimed, vlogging encourages students to create meaning and engage in meaningful conversation inside and outside the classroom. Self-confidence in speaking encompasses different aspects, including subject matter knowledge, public speaking experience, and the ability to connect with the audience. As the vlogger continues to engage in vlogging, self-confidence is more refined through the audience's affirmation of one's speaking skills. Vlogger 2 mentioned that:

**Excerpt 13:**

*I was praised for having this accent. I mean for having this kind of confidence when I vlog. (Vlogger 2)*

As vlogging enables one to speak in front of a camera, it aids in improving public speaking skills. Speaking about their experiences or narratives helps students become more creative (Anil, 2016). When one trains or talks in front of a camera, it can increase confidence while speaking in public or front of others. Vlogger 3 said that:

**Excerpt 14:**

*Why did I start vlogging? I started vlogging to confront my fears, to gain my confidence, to share my thoughts and ideas with the world. (Vlogger 3)*

The vlogging journey enabled Vlogger 4 to have a deeper understanding of a subject matter, thus sharing it with others and conveying thoughts confidently, clearly, and comprehensively. Wulandri (2019) supported the idea that vlogging encourages positive outcomes in students' independent learning by giving them spaces to conduct their self-evaluation, which helps them be more aware of their fluency and accuracy in speaking skills. Vlogger 4 answered that:

**Excerpt 15:**

*I swear 16 was yesterday but I'm turning 24 this year. Makulit pa ring magsalita pero iba na ang pinag-uusapan. (Vlogger 4)*

**Translation:**

*I swear 16 was yesterday, but I am turning 24 this year. I am still jolly when I talk, but my ideas are now more profound. (Vlogger 4)*

Vlogging provides an opportunity to establish an online presence, wherein one's self-confidence is ameliorated through personal growth. Sari (2017) concurred that vlogging allows learners to speak openly and easily without feeling nervous and intimidated. Confidence is enhanced as they become more active in speaking activities and have greater initiative and favorable reactions. Accordingly, it supports one toward progression, builds deeper connections, and articulates oneself more clearly and confidently.

**Excerpt 16:**

*Share lives with viewers and take them throughout their day, creating a self online and shaping a different kind of cyberspace. (Vlogger 5)*

#### **4.9 Realizations about self-confidence**

As the previous excerpts show, vlogging has the potential to be an effective tool for enhancing self-confidence in speaking English in many ways. It offers an avenue to express their beliefs, opinions, passions, and interests to an audience. It aids in becoming more confident in social situations by encouraging one's public speaking skills while improving communication skills. Moreover, as one discovers areas for improvement in vlogging, this process promotes self-reflection. In effect, having a greater sense of self-awareness can lead to more self-confidence in speaking English.

## 5. Conclusion

This study found that the vlogging experiences of Filipino high school students have proven to be a highly effective means of developing their English-speaking skills based on their insights. By actively engaging in the process of creating and doing vlogs, it is revealed that the students were able to acquire new vocabularies, enhance their accent through imitation of their favorite vloggers when vlogging, utilize and practice grammatical structures in a meaningful context, communicate any issues they may have encountered, and amplify their motivation and self-confidence, which contributed to their English-speaking skills development. Accordingly, it demonstrated the unconventional and engrossing aspects of vlogging, wherein the traditional learning approach or monotonous language learning is not evident but rather a contextualized and authentic speaking engagement.

Vlogging is viewed as an effective tool to enhance speaking skills. Its prevalence among students in this contemporary time underscores its relevance and appeal. It is a valuable and versatile medium for language teaching because it provides accessibility and convenience to language practice opportunities, especially in speaking. Vlogging promotes authenticity by allowing students to communicate, engage, and express themselves in practical situations not only bounded by the four walls of the classroom. As students immerse themselves in this innovative technology, they discover the motivating nature of vlogging. Therefore, teachers can strategically utilize the effectiveness of vlogging to enhance and teach English-speaking skills in the classroom.

Besides this pedagogical recommendation, the study also provides an initial understanding of students' insights on the impact of vlogging on their language learning. To extend this, future research may use other qualitative methods, such as interviews, to further probe the insights expressed by student vloggers. The effect of vlogging on other language skills, such as listening, may also be explored.

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