



**ENGLISH LANGUAGE USERS' PERCEPTIONS TOWARDS
THE USE OF VLOGGING AS AN ENGLISH SPEAKING
ACTIVITY**

BY

MISS PIMPANITT CHOTTSAWHAS

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2016
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การรับรู้ของผู้ใช้ภาษาอังกฤษในการใช้วลีออกเพื่อกิจกรรมในการพูดภาษาอังกฤษ

โดย

นางสาวพิมพ์พนิต โชติสวัสดิ์



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
ศิลปศาสตรมหาบัณฑิต
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ABSTRACT

This qualitative study aimed to investigate English language users' perceptions towards the use of vlogging as an English speaking activity. The participants were 5 English language users aged 23 to 28 from different careers. During the 7-week intervention, the participants employed vlogging to practice their speaking. Data was collected from personal journals of self-assessment on speaking skills improvement as well as in-depth individual interviews. The findings indicated that there were themes in this research study such as perceptions towards language experience in vlogging and perceptions towards the technology use in this study. Positive perceptions included some changes in the participants' speaking progress and improvement, mostly due to the opportunities to practice and vlog in English repeatedly. However, barriers in vlogging were also found. These included lack of real interaction, and lack of support from the instructor in giving feedback. The study provided implications for future research in terms English language users' adoption of technology as well as the benefits and drawbacks of vlogging.

Keywords: English language users, perception, vlogging, English speaking activity

บทคัดย่อ

งานวิจัยฉบับนี้เป็นส่วนหนึ่งของงานวิจัยเชิงคุณภาพจุดประสงค์เพื่อศึกษาการรับรู้ของผู้ใช้ภาษาอังกฤษในการใช้วลีเพื่อการกิจกรรมในการพูดภาษาอังกฤษ

ทั้งนี้ ผู้มีส่วนร่วมในการวิจัยประกอบไปด้วย ผู้ใช้ภาษาอังกฤษจำนวน 5 คน อายุระหว่าง 23 และ 28 ปี จากหลากหลายสาขาอาชีพและการทำงาน ระหว่างระยะเวลาการวิจัยทั้งหมด 7 สัปดาห์ ผู้มีส่วนร่วมในการวิจัยได้มีส่วนร่วมในการทดลองในการฝึกฝนการพูดภาษาอังกฤษผ่านทางวลี เครื่องมือในงานวิจัยนี้ประกอบไปด้วยข้อมูลจากการจดบันทึกส่วนตัว และผลจากการสัมภาษณ์เชิงลึกหลังจากเสร็จสิ้นการทดลอง โดยผลของงานวิจัยนี้แสดงให้เห็นว่าแก่นโครงเรื่องของการวิจัยนี้มีทั้งในการรับรู้ในเชิงบวกและเชิงลบของการใช้เทคโนโลยี และ วลี การรับรู้เชิงบวกรวมไปถึงพัฒนาการและความก้าวหน้าในการใช้ภาษาอังกฤษซึ่งเป็นผลมาจากโอกาสในการฝึกฝนการพูดผ่านทางเครื่องมือที่ภาพและเสียงภายใต้มนต์ทัศน์ของวลีเป็นภาษาอังกฤษ อย่างไรก็ตาม อุปสรรคในการวลีถูกค้นพบในงานวิจัยนี้ด้วยเช่นกัน นั้นรวมไปถึงการขาดปฏิสัมพันธ์ในการฝึกพูดภาษาอังกฤษ และขาดการสนับสนุนจากผู้สอนในการแนะนำ หรือ แบบประเมินทักษะการพูดภาษาอังกฤษที่ผู้ร่วมทดลองควรรับรู้เพื่อนำมาปรับปรุงแก้ไข

ผลจากวิจัยนี้จะมีประโยชน์อย่างมีนัยสำคัญต่อการทดลองในอนาคต ในเชิงของการนำผลที่ได้จากการทดลองนี้มาประยุกต์ปรับใช้ เช่นเดียวกับข้อดีและข้อเสียของการวิจัยฉบับนี้

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Interpretation in terms of ‘language user’ in various aspects are significant as they lead to several directions to conceptualize an English language user in a certain framework. To investigate the concepts in a thorough way, the definitions should be discussed in an in-depth analysis of the concepts. The key concepts of ‘learner’ and ‘user’ in relation to an English language education have no differentiation in terms of objectively measured proficiency level or language gain. The signs emerged of being ‘learner’ or ‘user’ are labels that the participants were requested to select based on the perceptions of how effectively these learners and users could operate in an English academic context (Blaj-Ward, 2017). Benson, Barkhuizen, Bodycott, and Brown (2013; as cited in Blaj-Ward, 2017) appear to identify the terms learners and users in their research:

‘Many of the Hong Kong students whom we have worked with, for example, return from a semester at an overseas university with the feeling that they are no longer “learners” of English. They feel that they have become “users” of English, who can best improve their competence not by studying, but simply by continuing to use the language in their everyday lives.’

According to Littlewood (1996), these language users can be referred to as learners using roles for creative language use with the ability to use ‘situation-appropriate’ communication strategies, especially learning beyond the classroom through informal contexts. Today there are great benefits of the use of technology as a part of informal

learning, as various social networking tools have entered people's lives and technological tools and these platforms are becoming highly interactive.

Technology has played an important role in English language teaching and learning. In regard to the area of speaking skills, there have been a number of studies which investigated the use of technology in English speaking skills, for instance, the use of the internet (e.g Warschauer and Liaw, 2010; Brändström, 2011; Tang, 2013; Dassenko, 2014; Rodrigues and Vethamani, 2015), podcasts (e.g Lawlor and Donnelly, 2010; Jain and Hashmi, 2013; Farshi and Mohammadi, 2013), video conferencing (e.g. Gruson and Barnes, 2011; Wu, Yen, and Marak 2011; Hampel and Stickler, 2012; Lu, Goodale, and Guo, 2013), videos (e.g Kuswardani and Wahyuni, 2013; Wang, 2014; Fauzi, Damayanti and Ilahi, 2017; Bunjan and Suppasetsee, 2017) and speech recognition software (e.g. Bahadorfar and Omidvar, 2014; Xie, Andreae, Zhang and Warren, 2014; Reeder, Shapiro, Wakefield and D'Silva, 2015). The use of video recording, in particular, is concerned with English speaking skills in terms of oral performance evaluation and improvement (Kırkgöz, 2011), outside classroom English speaking practice (Watkins, 2012) as well as oral communication improvement and English speaking skills development (Anil, 2016).

While having existed for a number of decades, video recording did not become readily available until the invention of digital videos in the late 1900s which allowed users to edit the materials on their own computers easily and inexpensively (Kaminsky, 2010). Video blogs (vlogs) were first introduced in the year 2000 by Adam Kontras. He composed the video blogs by recording himself speaking on the video recorder in his blog entry, without preparing any scripts. The purpose was to keep updating his life to his family when he had to move across the country to pursue his career in show business. Over the next few years, there were a small number of vlogs appeared on the Internet but it was not popular. Then in 2005,

video blogs became noticeable when YouTube.com; an online streaming video or video hosting website, was created and was very well-known (Kaminsky, 2010; as cited in Kirschner, 2012). Vlogs have become increasingly common over the recent years (Warmbrodt, 2007). Many vlogs phenomena have emerged on YouTube where people can post videos online. It is also considered to be the most immediate ‘observed through sight and sound; tool that ESL teachers use as authentic material and assessment to enhance students’ proficiency in English skills. (Watkins and Wilkins, 2011). Coupled with the internet technology and social media websites such as YouTube (Watkins & Wilkins, 2011; Snelson, 2013; Gustafsson, 2016) and Facebook (Yunus and Salehi, 2012; Kajornboon; 2013; Ghani, 2015), video recording has developed to become a new platform known as the video blog.

Within the field of English language teaching and learning, video blogs or vlogs have been researched in terms of application in English speaking skills (Wang, 2014). The benefits of video blogging include improving English communication skills (Bunjan and Suppasetseree, 2017), improving teaching and learning process and practices (Fauzi, Damayanti, and Ilahi, 2017) and building confidence in speaking skills through the documentation of experiences, sharing information, or to connect with others (Snelson, 2015).

Despite the increasing number of studies investigating the use of video blogging in relation to English speaking skills, a little attention has been awarded to language users’ perceptions in relation to the use of technology. There are research studies regarding perceptions towards the use of technology, with most research frameworks related to the education field of foreign language learning, especially in the classroom environment such as both from students and teachers’ point of view on technology; (Li, 2007), or in teachers’ perceptions (Bruess, 2003; Kim, 2008; Ismail, Almekhlafi, and Al-Mekhlafy, 2010; Bell,

2011; Saqlain, Mahmood and Arabia, 2013; Santiago, 2015; Pepe, 2016; Groen, Quilgey, and Herry, 2016; Suárez-Guerrero, Lloret-Catalá, and Mengual-Andrés, 2016) and students' perceptions (Kim, 2000; Lui, Choy, Cheung, and Li, 2006; Burrus, 2009; Davies, Lavin, and Korte, 2009; Moseley, 2010; Chikasanda, Williams, Otrell-Cass, and Jones, 2011; Castaneda and Rodriguez-Gonzalez, 2011; Sung and Yeh, 2012; Tugrul, 2012; Steele and Schramm, 2012; Lim and Yong, 2013; Kim, Rueckert, Kim, and Seo, 2013; Alduwairaj, 2014; Makura, 2014; Chen, 2015; Gorra and Bhati, 2016; Musa, 2016), but rarely on English/ L2 language users who use English in their daily life or in the workplace. This research gap has led to the research question in this study which aims to investigate English (L2) language users' perceptions towards the use of vlogging as an English speaking activity.

1.2 RESEARCH QUESTIONS

1.2.1 What are the English language users' perceptions towards the use of vlogging as an English speaking activity?

1.3 OBJECTIVE OF THE STUDY

1.3.1 To investigate English language users perceptions towards the use of vlogging as an English speaking activity.

1.4 RESEARCH LIMITATIONS

1.4.1 This study does not aim to investigate how English language users acquire a second language, nor does it aim to research how they use language to express their opinion (Gromik, 2017). Rather, the objective of this research study is to investigate the English

language users' perceptions towards the use of vlogging as an English speaking activity through 6 different topics provided each week for 6 weeks.

Perceptions towards vlogging were expected to be revealed from all participants during and at the end of the vlogging process. Additional comments and recommendations were also expected to be gained for future implications. Thematic analysis will be used to identify, analyze, and report patterns within the data.

1.4.2 The participants were five English language users, aged between 23 and 28, from different demographic backgrounds, who were not students at university or school. They learn English to satisfy their immediate communication requirements rather than academic requirements (Talebinezhad and Beniss, 2005). They were selected based on the characteristics related to the objective of this study, using a non-probability sample technique in purposive sampling.

1.5 SIGNIFICANCE OF THE STUDY

The intention of this study was to investigate perceptions of English language users towards the use of vlogging technology in an English speaking activity. The findings may benefit English language users regarding whether the use of vlogging is effective for an English speaking activity and whether vlogging should be another activity to promote English speaking skills. Other significant points of this study are as follows:

First, the findings of this study will reveal positive and negative perceptions from English language users of using the technology of vlogging as an English speaking activity. This could enable English language users to find ways to improve their speaking abilities and skills. For the researcher and those who are associated with the education field, such as teachers and/or policy makers, or language learners or language users, the study will provide

information and help them to discover the potential of using technology such as video recordings, especially under the concept of vlogging, to improve English language users' speaking skills in their future direction.

1.6 DEFINITION OF TERMS

The definition of terms in this research study are as follows:

1.6.1 English Language Users refers to 'non-academic English users' or learners who are not students at university or school as they learn English to satisfy their immediate communication requirements rather than academic requirements (Talebinezhad & Beniss, 2005). They are aged between 23 and 28, from different demographic backgrounds, and use English as a Second Language (ESL) in this research study. They are users who have adapted second language (L2) use in a new environment, moving from a language learner to become a language user, or have been using English at any level in an L2 environment for years with the language ability to deal in various situations (Cook, 2002; Liu, 2013).

1.6.2 Perception refers to the participants' perceptions towards the use of vlogging as an English speaking activity to interpret the message from their senses to provide some order and meaning to the environment (Bowditch, Buono, and Stewart, 2008).

1.6.3 Vlogging refers to video collections that present an audio-visual life documentary, involving the process of sharing information, experiences, or giving advice presented in oral or speech utterance. This requires the person who conducts the video as a vlogger to speak on a web-camera for a limited time of 3-5 minutes, then watch and evaluate their recorded statements, editing before deciding to post online, and then watching and listening to the vlog of their performance (Watkins and Wilkins, 2011).

1.6.4 English Speaking Activity refers to vlogging activity as an oral diary where students are encouraged to speak in an impromptu manner about anything on their minds within a specific number of minutes to enhance English language learners' oral communication skills (Watkins, 2012).

1.7 ORGANIZATION OF THE STUDY

The study of English language users' perceptions towards the use of vlogging as an English speaking activity is divided into five chapters as follows: *Chapter One* introduces the research, giving the background of the study in English language users' perceptions towards the use of vlogging as an English speaking activity. *Chapter Two* includes a review of literature that is relevant to this research study. *Chapter Three* describes the research methodology of this study; participants, research tools, research procedures, and research ethics. *Chapter Four* provides the results of the study; results of the personal journal of self-assessment and in-depth personal interviews. *Chapter Five* presents a discussion of the findings; the conclusion, and recommendations for further research.

CHAPTER 2

REVIEW OF LITERATURE

This chapter presents a survey of literature that is relevant to the research study, looking at the use of technology in English speaking. The major area that will need to be discussed is English language users in relation to their perceptions on the use of technology of video recording under the concept of vlogging in English language.

2.1 LANGUAGE USERS AND PERCEPTIONS OF TECHNOLOGY

As this research study aimed to focus on English language users' perceptions towards the use of vlogging as an English speaking activity, first, the terms of 'language users' need to be discussed, including understanding of individual differences to support the reasons why using technology in language practice would benefit these language users. Also, to fully understand how each person perceives the use of technology in the field of language learning, the term 'perception' also needs to be addressed.

2.1.1 Concepts and Definitions of Language User and Individual Differences

In relation to '*English language user*', the concepts of 'second language' (L2) and the differences between 'learner' and 'user' need to be addressed, since they share similar characteristics that relate to this research framework. It should be noted that there is little research focused on the term 'language user'; a clear-cut definition needs to be addressed in future analysis. However, Talebinezhad and Beniss (2005) stated that the term English 'learners' and 'users' can be used interchangeably depending on the purpose of each article.

Modern linguists and educators these days usually use the term '**L1**' to refer to a '**first or native language**', while the term '**L2**' refers to a '**second language (SL)**' or a '**foreign language (EF)**' that is being studied (Nordquist, 2017).

According to Nunan (2003), a 'foreign language' is *'one where the target language is not the language of communication in the society'*, for example, learning English in Japan or studying French in Australia. A 'second language' is *'one where the target language is the language of communication in the society'*, for example, English in the United Kingdom or Spanish in Mexico; refugees, immigrants, and international students are examples of second language learners. However, the term 'English as A Second Language (ESL)' and 'English as a Foreign Language (EFL)' are always disputed and used interchangeably. Sometimes, the distinction between the ESL and EFL is ambiguous (Shrestha, 1983).

Cook (2002) stated that an L2 user is any person who uses a second language as an ordinary activity, and uses a language other than their first language (L1). It can be said that the term '**L2 user**' refers to a person who knows and uses a second language at any level, but mostly is applied to someone who has been using the language in an L2 environment for years. Also, L2 users can refer to '**non-academic English users**' - learners who are not students at university or school, who learn English to satisfy their immediate communication requirements (Talebinezhad and Beniss, 2005).

Cook (2002) also stated that the term '**L2 learner**' can imply that the task of acquisition is never finished, it focuses on how people acquire second language rather than their knowledge and use of second language. It can be clearly seen that L2 users are not necessarily the same as L2 learners: L2 users are using their language ability to deal effectively with various situations they have in real-life goals, for example, reporting their

symptoms to a doctor, negotiating a contract, or reading a poem and so on, while L2 learners are acquiring a system for later use. Cook also supports the idea that some L2 users may also be L2 learners who are still acquiring language. For example, an immigrant becomes a student who learns the language when they participate in the classroom but once they step outside the classroom door, they become a language user.

Since L2 users are those who use the ability of language to deal in various situations in real-life goals, it implies the idea that these language users are autonomous language users. Linkage between autonomy and language user are in agreement with Littlewood's (1996; as cited in Lai, 2017) statement that these users have '*learners' capacity for creative language use and their ability to use situation-appropriate communication strategies*', such as seeking help, dealing with culture challenges, or cross-culture skills. These strategies enhance learners' opportunities to maintain conversation in relation to attitudes and behaviors that obtain more learning and life opportunity (Lewis, 2014; Oxford, 2011; as cited in Lai, 2017). Moreover, an autonomous learner has an active involvement in the 'curriculum' planning process. For instance, learners decide their own goals of short-term and long-term in learning methods (Holec, 1983; as cited in Tsao, 2008). There is the opportunity for learners on self-monitoring and self-checking which guides them to gain ability in the learning outcome. Language learners can also improve skills in expressing of what and how they want to learn (Lim, 1992; as cited in Tsao, 2008).

Liu (2013) investigated language learners' perception of the changes and challenges faced in study abroad from a language learner to a language user with 12 Chinese university students who studied abroad in the United Kingdom (UK). The results from Liu's analysis indicated some changes in language learning and the use from these students. When Chinese students have to adapt to an entirely new language environment in the UK, they

perceived themselves changing from a language learner in China to become a language user in the UK in various ways:

First, regarding adaptation in listening and speaking, for instance, when learning language in China, they used to listen to standard English such as Voice of America or BBC. After arriving to UK, in terms of accents, they found that teachers and students from different countries speak differently, so they had to adjust their specific ways of speaking, especially to native speakers. Second, the distinction arose between language for learning and language for usage, since they had to communicate in English in the UK; the situation was not the same as when they learnt the language in China where language learning is very formal. They were able to acquire new words and expressions that matched to real-life situations when they keened for every opportunity to practice their listening and speaking. Third, regarding dependence on translation, it is quite normal in Chinese culture to consult a dictionary in translating unknown words; however, it was reported in this research study that the use of a dictionary was decreased by the end of the study. The students tried to understand and think directly in English. Lastly, conceptual development took place more absolutely when the students learnt new meanings of familiar words.

Lantolf and Thorne (2006; as cited in Liu, 2013) stated that changing from a language learner to a language user is making the use of surrounding circumstances which have much more potential in the target language. Language users should be conscious of language practices as they occur (Jordan, 2009). However, self-perception of development might not be a precise notion of reality; language users may under- or over-estimate their performance. Also, different contexts may trigger different performances (Blaj-Ward, 2017).

Furthermore, to clarify the term ‘language user’ clearly, we need to go back and explore the concepts of individual differences in second language learning. According to

Lightbown and Spada (2013), researchers have an interest in understanding how the characteristics of each individual are related to their ability to achieve the target in learning a second language successfully. Some of the individual characteristics have been investigated to gain a better knowledge in interpretation of differences in learning outcome. For instance, the relationship between learner styles and strategies, personality, and attitudes and motivation should be taken into consideration and discussed in this literature framework.

1) Learning Styles and Strategies; learning styles refers to '*a learner's natural, preferred ways of absorbing, processing, and retaining new information and skills* (Kinsella, 1995; Reid 1995; as cited in Nunan, 2003; Lightbown and Spada 2013)', or '*an indicator of how a student learns and likes to learn* (Keefe 1991; as cited in Zhou, 2011) while learning strategies are specific ways that learners use to learn or improve their language according to Nunan (2003). Suliman (2014) stated that if second language learners would like to make maximum progress with their own learning style, the individual differences must be acknowledged.

2) Personality; a pattern of unique characteristics that reveal a person's behavior in term of consistency and individuality. Peterson (2014) demonstrated that personality refers to who a person is, his or her own thoughts, feelings, behaviors, and patterns of interpreting the world. That includes 'learner anxiety' such as feelings of worry, nervousness, and stress that each person experiences when learning a second language. Researchers concluded anxiety is a permanent feature of learners' personality and it has been highly investigated; but one might feel anxious and nervous when giving a presentation in front of the whole class and not when interacting with peers in oral communication (Lightbown and Spada, 2013).

3) Motivation; also plays an important part in speaking. Reilly (2004; as cited in Tsao, 2008) also demonstrated that motivation is enhanced when goals and objectives of learning are clear. Positive attitudes are associated with a willingness to keep learning (Lightbown and Spada 2013). Dornyei (2001; as cited in Lightbown and Spada 2013), stated that there is a process-oriented model of motivation that consists of three phrases: The first phrase, ‘choice motivation’ refers to getting started and setting goals; the second phrase, ‘executive motivation’ is about accomplishing the necessary tasks to maintain motivation; the third phrase, ‘motivation retrospection’ refers to students’ assessment of and action made in response to a stimulus to their performance.

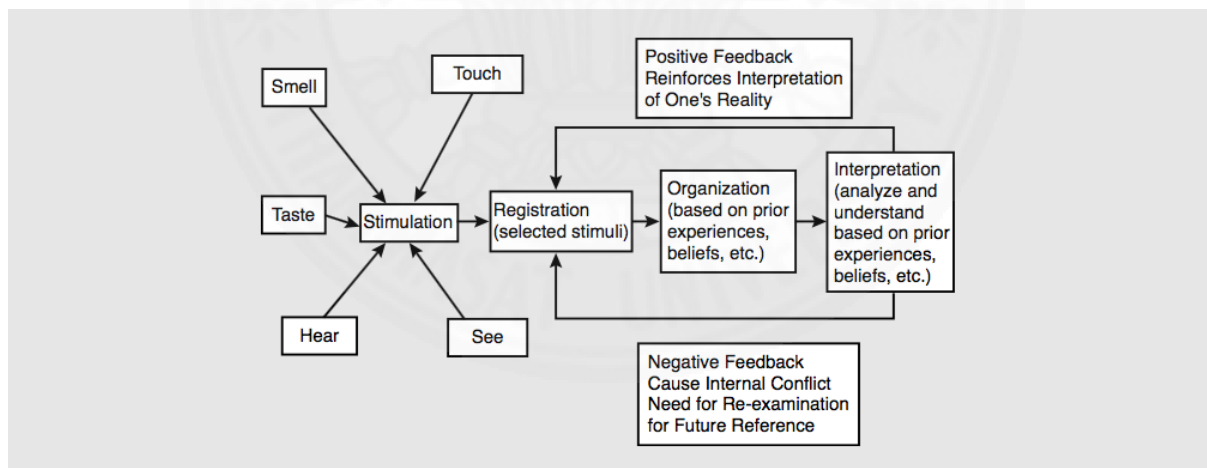
Chongpensuklert (2011) investigated the type of motivation of Thai international students when speaking outside the classroom, also the obstructions in communication that discourage them from speaking English outside the classroom. The results showed that most students have high motivation to speak English outside the classroom. It was found that ‘extrinsic motivation’ had an impact role in stimulating students to speak, such as in terms of education, as it benefits them when studying abroad to pursue a higher degree of education, or to survive in foreign countries. In terms of career path, it encouraged them to have the ability to get a higher-paid salary. Also, the significant barriers that obstruct them from speaking were mostly due to the limitation of vocabulary, knowledge of grammar and structures, as well as being unable to perform in English fluently and spontaneously.

As this research intended to investigate perceptions of language users, these perceptions of the changing from a language learner to become a language user can be related to Pickens’s (2005) study which stated that perception was closely related to attitudes. To

gain a better understanding in perception, it is important to understand the definition of attitude. Attitude is '*a mind- set or a tendency to act in a particular way due to both an individual's experience and temperament*'. When referring to a person's attitudes, there are a complex combination of personality, beliefs, values, behaviors, and motivations. Attitude includes three components, which, are an affect or a feeling, cognition or thoughts or belief, and behavior or action.

Perception is the process of how people interpret a situation and stimuli into something meaningful according to each person's previous experiences. However, an individual's interpretation and how they perceive something may be significantly different from reality. The perception process engages four stages of stimulation, registration, organization, and interpretation (see Figure 2.1)

Figure 2.1: Stages of Perception Processing System (Pickens, 2005)



Pickens also stated that individuals would select the stimuli that satisfy their immediate needs which is *perceptual vigilance*, they may neglect the stimuli that may cause psychological anxiety which, in other words, is *perceptual defense*. However, perceptual defense creates an internal barrier that restrict the external stimuli crossing through the perception process, when it is not corresponding with the individual's current beliefs,

attitudes, motivation, and so on. This refers to *selective perception*, which takes place when an individual limits the processing of external stimuli by selectively interpreting what he or she have seen based on beliefs, experience, or attitudes (Sherif and Cantril, 1945; as cited in Pickens, 2005).

According to Bowditch, Buono, and Stewart (2008), to understand the reasons of how and why a specific person may have certain behaviors, these perceptions can be explained, based on the concept of sensation and perception. Sensation is *'the physical stimulation of the senses; the ability to see, hear, smell, taste, and touch'*, it is necessary to understand how an individual responds to and arranges these sensations. This process is referred to as perception, which refers to *'the way in which we interpret messages from our senses to provide some order and meaning to our environment'*. Also, the key to this definition is the term 'interpret' because different people can view the same situation in different ways, an interpretation of the particular situation can determine how each person will react to it.

2.1.2 Perceptions and the Use of Technology

As various social networking tools have entered people's lives and technological tools and these platforms have become highly interactive (Littlewood, 1996), there are great benefits in the use of technology as a part of informal learning. This relates to the previous literature framework where English language users are non-academic English users or learners who are not students at university or school and they learn English in their own way to satisfy their immediate communication requirements (Talebinezhad and Beniss, 2005).

It can be implied that these language users link language learning beyond the classroom and learning language in informal contexts to engage in various ways and use, the

emergent events and environments take the advantage that these autonomous learners have with the opportunity for learning (Benson, 2013).

In the education field, relating to students' perceptions, Lim and Yong (2013) investigated students' perceptions of the use of technology in teaching towards a positive learning experience of university students in Singapore. Based on the qualitative methods from the interviewees, all comments were coded into a number of categories. First, the reflection on technology in teaching has enhanced their learning experiences, particularly:

- **Consolidation in Learning;** Repeat, Recapitulation, Revision, and Remedy
- **Convenience in Learning;** Easy Access and Quick Communication
- **Empowered Learning;** Bridging, Clarity, Captivation/Enhancement, and Practicality
- **Interactivity in Learning;** New Platform, Extension, and Monitoring
- **Organized Learning;** Consistency, Intensive, and Facilitation

Second, sometimes students' reflections on technology in teaching has obstructed their overall learning experience:

- **Barriers to Learning;** A Hassle, Lack of Real Interaction, Lack of Mediator
- **Apprehensions towards Learning;** Technology Failure and Unfamiliar Technology
- **Loopholes in Learning;** Overreliance/Imbalance
- **Disruptions to Learning;** Irresponsible Behavior and Distraction

Tugrul (2012) investigated students' perceptions of technological tools in classroom education, to be specific, with the use of video cameras for recording. The study

mainly focused on discussing in-class group project presentations. The results indicated that using videos to record the presentations and evaluate students' performances were effective and useful, in term of promoting students' learning process with instructional technology. It demonstrated the integration of video-recorded project presentations into learning environment to improve communication skills. Also, the results also demonstrated that students felt that in classroom learning mixing with video-recorded presentations as highly effective in developing their skills related in career. Moreover, regarding learning motivation, it was reported that the use of video camera did increase student motivation to work hard.

2.2 VLOGGING AND VIDEO RECORDING: TECHNOLOGY USE IN ENGLISH SPEAKING

As in this part, the use of technology, such as video recording under the concept of vlogging, will be discussed and also the linkage in terms of the advantages of the technology which can be applied to English speaking skills in the education field.

2.2.1 Vlogging and Video Recordings

'**Vlogging**' is a platform of blogging through which the main medium is video (Kirschner, 2012). It may include speakers or vloggers providing the text and context for the video, which are video collections that present as an audio-visual life documentary and an instrument for communication interacting on the Internet (Biel and Gatica-Perez, 2010). Involving the process of sharing information, experiences, or giving advice, it can be presented in an oral or speech utterance (Davis, 2014).

The concept of vlog is setting up a tripod, pointing a video camera at oneself, talking into the camera, saving the video, and then converting the footage to a format readable on computers before posting the video on an internet location to host the footage

(Watkins, 2012). This requires a person who conducts the video as a vlogger to speak on a web-camera for a limited time, then watch and evaluate their recorded statements, editing before deciding to post online, and then watching and listening to the vlog of their performance (Watkins and Wilkins, 2011). Vlogging can be done on a smartphone or computer connected with a video camera with internet connection. Also, personal computer users can use the movie maker program Window Movie Maker on Windows or iMovie on a Mac computer, and smartphone users can edit videos on their mobile before they upload the files onto video hosting websites on YouTube.com, or Facebook (Watkins, 2012 and Anil, 2016). However, the speaker should be sure to always hold the phone or a camera sideways when filming because most video players are horizontal, not vertical (Gibson, 2016).

In the education field, Gibson (2016) suggested vlogging ideas for teachers such as record a lesson in the classroom, document planning or reflection, or vlog a field trip. In addition, Watkins (2012) also suggested the idea of vlogging as a periodic diary where teachers can provide a specific topic or question to discuss or talk through. For example, a general self-introduction, task demonstration in real-life experience, or whatever topics that have been discussed in the classroom. Also, another option is students are encouraged to speak about anything, giving their opinions freely and spontaneously, with a limited number of minutes provided.

Watkins (2012) and Anil (2016) also recommended that vlogs help language learners to self-monitor their performance before they post their vlogs to the audience. They can listen and modify the level of understanding, and if the learners need to improve their presentation, they can try again; feedback and comments can be provided. However, the feedback of vlogs is time consuming, and this is not recommended to teachers with classes larger than 10 to 15 students. In the field of education, vlogging is suggested in the areas of

English language teaching and learning in relation to speaking skills for English as a foreign language (McCarty, 2011; Watkins, 2012; Anil, 2016; Gustafsson, 2016; Bunjan and Supasetseree, 2017).

Watkins (2012) for instance, detailed how vlogs can be used in an EFL oral communication classroom, based on the report of vlogging usage in two Japanese universities during different semesters. Their level of proficiency was at Intermediate to Advanced for both classes. All classes engaged in vlogging regularly for about eight to ten weeks. There were some differences in implementations for both universities. For Institution 1, the students recorded their vlogs as a series of mini-projects, each vlog had a different theme and instructions as a guideline. The activities and topics were self-introduction, favorite TV show, how-to meal preparation, trip to favorite neighborhood place, and vlogged classmate feedback. For Institution 2, the implementation for this vlogging was more as a weekly journal activity with the notion of free-flowing thoughts or ideas based on spontaneous speaking. The activities and topics were self-introduction, and regular vlog journal entries.

The findings indicated that there were some benefits in the ability to speak outside the class; the students could practice English speaking skills outside their classroom to master new vocabulary and grammar, decrease shyness, support confidence and develop fluency. In addition, it encouraged student self-monitoring. They could listen to themselves before submitting the video and if a student decided that the original vlog was not the best, they could try it again, and last, feedback could be given and received after the video was posted. The study suggests if the opportunities of speaking are limited to within the blocks of the classroom; confidence, fluency, as well as oral proficiency are similarly limited. Watkins (2012) also recommended that vlogging is much more effective for students to practice English speaking skills outside the classroom. In addition, to give feedback in oral on other

students' vlogs, and receive feedback from the teacher or instructor is crucial. The possible evaluative framework for vlogging assessments could be included in vocabulary, grammar, pronunciation, fluency, and content in speaking.

Under a similar framework to Watkins (2012), Anil (2016), investigated undergraduate students' perceptions of using vlogs to improve their communicative skills in a Foundation English course in India with the total vlogging of 75 hours. The questionnaire was designed as a part of quantitative data to establish the attitude of students toward vlogs. Interviews were also used to support the qualitative data and were conducted at the end of the study because they were thus expected to share more of the experience regarding the vlogs. The students were advised to create an account on Facebook and register with YouTube to discuss the following topics: Self-introduction, favorite subject, ambition in life, benefit of gadgets, childhood days, success, you are a winner, science and technology, education for women, freedom of expression.

It was found that there were some positive aspects toward vlogging, including providing a chance for the respondents to redo the video if the footage was not satisfactory, learning from computers or smartphones generating ways to learn English, and vlogging facilitating them to learn English through vlogs in interesting ways. However, there were some negative attitudes toward vlogging as it was reported that vlogging was being less effective compared to classroom learning, lacked interaction, and sometimes lacked suitable explanations for some points. It was also something that lacked in variety, and the last disadvantage was due to the challenges of access through the Internet.

2.2.2 Technology use as a Speaking Activity

Alduwairaj (2014) investigated the impact of technology could have on the development of language skills and their learning process with English Second Language

college students. One result indicated that students viewed the use of technology as an effective, helpful way of learning English and improving the learning process in the classroom. The participants drew attention to how the technology had helped them increase their knowledge and skills in English. Especially, these students were more likely to use technology such as Audio, Video recording, and Pronunciation Software to help them improve speaking and listening skills. They recommended that video recordings were very enhancing and helpful for listening and speaking skills.

According to Pim (2013), technology recording devices have a key role in assessment as they allow learners to have an opportunity to record themselves with replaying of a recording later. It benefits the oral task which can be called upon again to show progression in learning and this can support their oral skills such as pronunciation and reinforcement of new vocabulary. When learners listen and playback the recordings it identifies the grammatical errors and inaccuracy in pronunciation which encourages self-improvement. Also, they are cheap and easy to use. The recordings can be done multiple times.

Ritchie (2016) also contended that the use of video technology during a performance allows students to understand the observers' point of view. Having students employed in self-assessment is mainly to provide the benefits of self-reflection and engagement in meta-cognitive activity. It encourages the development of a life-long learner.

Generally, it has been highlighted that there are two extensive benefits of using technology for self-review in presentation and/or performance classes. It helps students in skills development and improves attitudes toward their presentation abilities; it also allows students to watch and assess their performances. The technology has been widely used in

speech and/or communication classes. Also, during career training, it is now common for teachers, medical health professionals, social workers, and lawyers.

The term self-review also promotes the concept of a '*positive self-review*' method in video self-modeling, as it can use the best recorded examples of target skills already capable of being managed but rarely collected in a selective manner; these can be used to consolidate or for continuation of abilities newly educated or learned (Dowrick, 1999; as cited in Dowrick, Hitchcock, and, Prater 2004). Dowrick (1999; as cited in Ste-Marie, Vertes, Rymal, and Martini, 2011) also described the technique as "catch me being good and remind myself of it".

In terms of video camera recorder substitution, Gromik (2012) conducted a case study of the use of video recording features on cell phones to produce weekly video productions in a 14-week communicative course. The participants were required to produce a 30-second video on a topic that a teacher selected. It was reported from the weekly observation that students were able to increase the number of words spoken in one monologue. Also, the results from the surveys indicated that the participants believed that using the cell phone video recording feature was a useful activity. Also, all students believed that feedback provided by the teacher had let them become more fluent and confident when explaining themselves in each topic. Most of the students also recommended that creating a video motivated them to find appropriate filming locations relevant for the topic.

Another study from Gromik (2017) also involved a case study of technology use with 'Smartphone-based Learning in the Japanese ESL Classroom.' When the results from the survey were collected and discussed, there were both positive and negative perceptions of the experiences. There were three themes in the perceptions which emerged in this case study: (1) perceptions of speaking experience; some students could see some

improvements with their speaking confidence, pronunciation, volume control, speaking speed, fluency, and pausing, as well as beginning to have the ability to speak without notes. (2) perceptions of technology; by the end of the project most students stated that they were familiar with using the cell phone videos camera features. However, they reported the opinion that production in the target language was not as effective as speaking with a native speaker. (3) perception of the theme; after reflecting on the overall project, students thought that all the themes were reasonable and within their understanding of general knowledge.

Also, there is a study to support the usage of video recordings and the use of reflective journals as a self-assessment tool in speaking skills by Christianson, Watanabe, and Hoskins (2009). They investigated the effectiveness of a video recording based self-assessment system for academic speaking with university students. The procedures included of recording a four-minute video of group discussion, then watching with peers, doing a self-analysis and creating a transcript of the recording, identifying strong and weak points of speaking, and setting goals and writing out practice plans for further improvement. The results demonstrating some interesting facts were highlighted:

First, the participants stated that watching and listening to themselves on the ‘Academic Speaking Course’ video had helped them noticed their weak points of speaking. It had also shown positive experiences while recording the videos. They noted that the process had helped them improve how they spoke in presentation and discussion. They also discovered the specific points that they felt they would like to improve. Another comment was the students felt more confidence with the second recording and were glad to have a chance where they can do the repetition. Only a few students said that they did not like the video-recording because it was too difficult or made them too nervous, while some others suggested that in terms of discussion, only four minutes was too short to develop the topic in

detail. There should be more time given for them to express their own opinions and lead a discussion during the recording session.

In term of the potential of self-assessment, Abdullah (2011) stated that self-assessment raises learners' awareness of their potential as well as enhances their performance and skills. He conducted a study which aimed to explore the impact of video-recording and a self-reflection paper. Basically, the study focused on learners' verbal and non-verbal performance in a communication and presentation skills course with university students. They were requested to videotape both their first and second performance in the presentations, and watch them privately. After that, they were asked to reflect on their performance by submitting a self-reflection essay on each presentation. The guideline was to detail their strengths and weaknesses, and areas they aimed to improve in the following presentation. A rubric to evaluate their performances was given to all participants a week in advance to be aware of the assessment criteria.

The results from the reflection essays showed that they could demonstrate critical evaluation and reflective skills. They could identify the strengths and weaknesses in their performance. By doing this, they could identify what they should improve in their next performance. Some key quotes reflecting on their verbal and non-verbal skills were: 'talking right English pronunciation and correct English phrases', 'cleared voice', 'need to practice more so that not to look at the PowerPoint a lot', 'noticed some problems while presentation like using filler 'ehhh' between sentences or when tend to forget a certain word', 'have shown self-confidence', 'did not get nervous throughout the presentation', after watching the performance in the 2nd presentation, they felt that they got 'better, and stopped looking at the screen which made more comfortable than the last time.'

Hubbard and Stockwell (2013) also stated that mobile technologies used in substitution for video recorders reduced the cost of production and increased the functionalities of tools and can be easily done. Mobile phones provide a very attractive option for language learning. Furthermore, most of the students already own these devices which makes it easier to encourage learners to spend their spare time to pay more attention to their language learning.

It can be suggested that the ability to speak is the most essential skill and the most powerful as it is the basic way for communication (Aungwatanakun, 1994; as cited in Oradee, 2013). Torky (2006) states that speaking is one of the hardest parts of all four language skills; reading, writing, listening, and speaking. It is the means through which learners can communicate with others to achieve specific targets or to express opinions, hopes, and viewpoints. As Nunan (2003) stated, in language teaching, speaking is the key productive skill. It consists of producing systematic verbal utterances to convey meaning. Speaking is the process of building and sharing meaning in various contexts by using verbal and non-verbal symbols (Chaney, 1998; as cited in Rahimy and Safarpour, 2012).

According to Nunan (2003), for skills related to speaking, learners should practice for accuracy; for the extent to which student speech matches what people say when they use the target language, and fluency; and to enhance the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, or even word searches.

Amberg and Vause (2010) also stated that “knowing” a language is very different from “having knowledge” of a language. In order to be fluent in a language, these are four terms that should be noted: (1) word systems, knowing its word structures and meanings. The ability to use language includes knowledge of the ways in which words are

formed. (2) sentence structures; constructing sentences is more than putting a chain of characters of words together. Sentences must match rules of meanings. (3) sound systems: speakers must know how to produce sounds and understand which sounds are meaningful and which are not. (4) context: the ability to use language is communicative competence, it means being able to use language in appropriate ways within a particular context, such as, being able to respond appropriately to questions, tell jokes, use polite forms, give directions, and so on.

Also, Florez (1999; as cited in Torky, 2006) highlighted some skills necessary for a good speaker to succeed in speaking. The first is, using grammar structures accurately. The second is shared knowledge of status and power relations, or differences in perspectives regarding the target audience's characteristics. Thirdly, selecting an understandable and appropriate vocabulary for the audiences in the speech act is essential. The fourth skill involves applying strategies to gain a better understanding in context, such as emphasizing key words, rephrasing, or checking for listener's comprehension. Lastly, the speaker must be paying attention to the modifying parts of speech to increase listener comprehension and involvement, such as vocabulary, rate of speech, and complexity of grammar structures.

In relation to speaking problems often found in Thai language learners. Srisang's (2014) study shared some characteristics in L2 speaking problems. Srisang investigated the problems for Thai university English major students when speaking English. The findings demonstrated that the main problem in speaking was the lack of opportunities to practice as students always speak Thai to their friends and family. Also, some of them knew the required structure of the sentences but were not able to speak correctly when they had to speak in a real conversational situation. Also, anxiety made the students lose confidence and question their ability to speak English effectively. To overcome those difficulties, Srisang

suggested that students should just speak, no matter it is right or wrong. Nonetheless, to improve their ability in speaking English, students should practice a lot to improve their speaking such as talking in front of the mirror, or trying to speak with anybody who is a native speaker as much as they can to absorb native speaker pronunciation. This also relates to being surrounded by an English speaking environment, reading English books, listening to English songs, or watching English movies in English and trying to repeat what they have heard.

There is no exact definition of the term ‘speaking activity’ related from the outlined literature in this study. However, it can be inferred that most activities to promote students’ speaking skills are those involved in communicative activities in the classroom and efforts to create a favorable classroom environment (Holmes, 2004; Oradee, 2013; Ngan, 2013; Kayi, 2006). According to Kayi (2006), there are some speaking activities that teachers can apply in a classroom for second language learners that would make students more active in the learning process and make their learning more meaningful and fun for them. Kayi gives these examples: discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, or picture narrating/ describing.

Nunan (1988) believed that no matter what the topics for speaking activities are, if students discuss authentic issues that are directly related to their social experiences, this could engage them the best method in learning. This will allow students to have more confidence. Also, to be able to gain speaking confidence, Mak (2011) stated that time for reflection and preparation is most important for students (as cited in Gromik, 2017).

In conclusion, the purpose of this literature review was to help the reader understand the use of the technology of video recording using the concept of vlogging to enhance skills in English speaking. Also, it is important to understand the concept of English language

users' perceptions, as different persons may interpret phenomena in different ways. Despite the interest in technology and language learning, no one, to the best of this researcher's knowledge, has studied the use of vlogging with the emphasis on English language users' perceptions and the possibilities of the use of vlogging as an activity outside the classroom practice. The methodology for this investigation is described in the next chapter.



CHAPTER 3

RESEARCH METHODOLOGY

3.1 PARTICIPANTS

The participants in this study were five English language users, aged between 23 and 28. They were classified by demographic information such as name (or pseudonym), age, gender, occupation, and education background.

Using a non-probability technique in purposive sampling, the participants were selected based on the characteristics of population and objectives of the study (Crossman, 2017):

‘It is a nonrandom technique that does not need fundamental theories or a set number of participants. The researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience; this involves identification and selection of individuals or group of individuals that are proficient and well-informed with a phenomenon of interest; willingness to participate, the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner (Etikan, Musa, and Alkassim, 2015).’

Data were collected through a telephone interview. Demographic information of the participants was collected to represent the sample in this research study, defined as the characteristics of the population (Wyse, 2012). Characteristics such as gender, age, nationality, occupation, education, language background, and location were collected, then transcribed into a table format. In addition, clarifications in terms of occupation and education were described in-depth as below in the table (See Table 3.1).

Table 3.1 Demographic information of the participants

Pseudonym	Gender	Age	Occupation/ Location
Participant A	Female	23	Study a language course/ Part-time Presentation Designer (Sydney, Australia)
Participant B	Female	26	Pre-sale & Licensing Consultant (Kuala Lumpur, Malaysia)
Participant C	Male	27	Freelance Graphic Designer and Import-Export Officer (family business) (Bangkok, Thailand)
Participant D	Female	28	Dentist (Bangkok, Thailand)
Participant E	Male	28	Engineer (Bangkok, Thailand)

3.2 RESEARCH TOOLS

3.2.1 Personal Journals

Personal journals were used to record the participants' experiences and reflections in the vlogging process to increase ability in reflection and thinking, enhance problem solving skills, and enhance creativity (Salisbury, 1994; as cited in Moon, 2003), presuppositions, choices, experiences, and actions during the research process (Mruck and Breuer, 2003) in depth. Guidelines for the personal journal were adapted from Christianson, Watanabe, and Hoskins (2009) (Appendix D).

3.2.2 In-depth individual interview

The in-depth individual interview was conducted at the end of the vlogging process on week eight, with each participant personally. The interview is classified as one of the elicitation procedures (Bailey and Nunan, 2009). It permits an exchange of ideas and information of knowledge, of past and future, or special features, conducted between two persons; the interviewer and the interviewee; face-to-face (Pandey and Pandey, 2015) (Appendix F).

However, for those participants who are in another country or having time conflict, a telephone interview (Carr and Worth, 2001; Farooq, 2015) or an online interview such as Skype (Janghorban, Roudsari, and Taghipour, 2014) or FaceTime (Lo Iacono, Symonds and Brown, 2016) as an alternative or supplemental choice could be conducted, using voice and video across the internet via a synchronous (real-time) connection (Janghorban, Roudsari, and Taghipour, 2014; Lo Iacono, Symonds and Brown, 2016).

3.3 RESEARCH PROCEDURES

3.3.1 Pilot study

A pilot study, a small-scale version of the full-scale study, was conducted (Teijlingen and Hundley, 2001). It allowed advance testing to be more precise in the main study, and the emergence of new ideas that the researcher had not predicted before conducting the pilot study (Woken, 2013).

The pilot study was conducted before the actual data collection by two participants who shared similar characteristics related to the objectives of this research study but were not in the sample themselves; they provided the feedback, allowing for possible problems before starting the data collection. There were three parts in this pilot testing:

- **Pre-vlogging process:**

Signing the consent form, interviewing for personal information and need analysis, watching a video orientation

- **During-vlogging process:**

Providing vlogging topic, vlogging process, editing videos, posting videos on video hosting site, assigning personal journal

- **Post-vlogging:**

In-depth interview (Appendix E)

Data were collected through a telephone interview. Demographic background including characteristics such as gender, age, occupation and education, language background, and location were collected, then transcribed into table format. In addition, clarifications in terms of occupation and education were described in-depth as below in the table (See Table 3.2).

Table 3.2 Demographic information of the participants in the Pilot study

Pseudonym	Gender	Age	Occupation/ Location
Pilot A	Male	27	Part-time Accountant (family business) (Bangkok, Thailand)
Pilot B	Female	27	Secretary to Quality (Bangkok, Thailand)

These are the clarifications of each participant's personal information in details according to the demographic information in this pilot study:

Pilot A: a 27-year old Thai male, a part-time accountant for family business, almost a year of working experience in Thailand (started in August 2016) with a

little use of English language in spoken communication, has a chance to use English in reading and replying to emails with foreign suppliers once a month. Had an experience of spending four years abroad in Melbourne, Australia (started in February 2013), receiving academic education and work experience; studied 2-year degree in Master of Commerce in Finance and IT program, after graduation, worked full-time with an education agent as a trainee education counselor and Information officer; also, worked part-time as a waiter in a restaurant for 1 year before moving back to Thailand. Highest degree level in Master of Commerce with a specialization in Finance and IT (Information and Technology).

Within the period of 2 years, he had taken the IELTS General Training (International English Language Testing System) test with band score of 7 as a *‘Good user; the test taker has operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. They generally handle complex language well and understand detailed reasoning (IELTS, 2017).’*

Pilot B: a 27-year old Thai female, a secretary of Quality Department in a calibration services company for 4 years of working experience in Thailand. Using English technical terms in related field of work such as writing and replying to emails in English 3-4 times a week with foreign customers, or giving information of the products or services to foreign customers on the phone once a month. Highest degree level in academic year in Bachelor of Social Science in Geography.

After the end of the post-vlogging process, in the interview section, with, as predicted, some unexpected glitches, the results from the pilot testing were reported and adapted as below:

During-vlogging process:

One issue raised during the process of recording vlog, Pilot A recorded himself in the video in the vertical position, which caused difficulty for the researcher when posting the vlog online on YouTube website, since the screen of the YouTube channel platform is formatted for video posting in the horizontal position (Gibson, 2016). The situation had been solved by adding more information in the video orientation for the participants before the actual data collection.

Post-vlogging process:

Pilot A stated that vlogging was not much help for the improvement in English speaking skill or in speaking activity, since there was no feedback provided in this research study. He felt he should received feedback on his weak points in English language so that he could be working on those particular areas to improve his English-speaking skills (See Table 3.3).

Table 3.3 Participant from a pilot study perceptions' towards the pilot study

Statement
<i>'I can just use English for communicating in this video but I don't know what should I improve because there is no feedback. I suggest that feedback should be provided to improve the speaking skills specifically for example grammar and pronunciation is my weakness point. How can I improve my English speaking skills without anyone telling me my mistakes? (Pilot A).'</i>

The researcher explained that giving feedback was not a part of this research objective. However, if the findings of the participants' perceptions on feedback

matched with this pilot study, giving feedback would be taken into consideration and recommended for future research.

3.3.2 Data Collection

Data collection procedures in this research study consisted of three parts; pre-vlogging process, during-vlogging process, and post-vlogging process:

3.3.2a Pre-vlogging Process

First, each participant was asked to provide basic information by interviewing on the telephone, giving such data as name, gender, age, occupation and education, language background, and location.

Also, this step involved a needs analysis, which was the process of identifying needs for the topics in vlogging. It is a tool to help clarify and validate true needs (Akyel and Ozek, 2010) from each participant. However, this was not a part of the data analysis in the qualitative method for this study, but were collected as a reference for listing the topics for vlogging in order. Each participant was asked to analyze their interest in topics for vlogging. Listed topics for the participants were to be ranked from 1-10. Number 1 referred to the most important topic that they should try first, and number 10 was the least important. The topics were based on, and related to, the topics used with adult learners in speaking, adapted from Watkins (2012), Anil (2016), and FluentU (2017) (Appendix A).

After that, each participant was required to observe the orientation, which required little time or effort. The instructor created a six-minute orientation video to explain the procedures and giving instructions for the research study (Hoskins et al, 2009; as cited in Christianson, Watanabe, and Hoskins, 2009). The orientation video was uploaded on YouTube and posted on the project website so that students could watch it as many times as they wanted (Christianson, Watanabe, and Hoskins, 2009) (Appendix B). Also, the separated

information sheet and consent form was provided in the attached files for them to access and download later. The consent form could be signed, scanned, and sent to the instructor via email or Line application, or sending via the instructor' email (Appendix C).

3.3.2b During-vlogging Process

To instruct the conditions of the process, the frameworks from Watkins (2012) and Anil (2016) were adapted to be suitable and applied in this study as follows:

(1) **Providing a topic** - the researcher provided a certain topic for each participant to talk through a specific number of minutes (Watkins, 2012), 3-5 minutes (Watkins and Wilkins, 2011). Every Monday each week for six weeks, each participant received a different topic. The possible speaking topics and activities were adapted from Watkins (2012) and Anil (2016). They were based and ranked on the participant need analysis as follows (See Table3.4).

Table 3.4 Topics for Vlogging

Week	Topic	Guidelines
Week 1	Self-introduction	<ul style="list-style-type: none"> - Name/ Age/ Occupation/ Education background/ Family - Hobbies/ Interests/ Passions/ Goals/ Hobbies - State 3 words of personality types that describe you best
Week 2	Work	<ul style="list-style-type: none"> - What work do/did you do? - How did you like your work? - What is your dream job?
Week 3	Hobbies	<ul style="list-style-type: none"> - What are your hobbies?

		<ul style="list-style-type: none"> - Why do you like your hobbies so much? - How long have you been doing these hobbies, and how did you get started? - What hobbies did you used to have, but now do not? - Is it important to have hobbies? Why/ why not?
Week 4	Movie	<ul style="list-style-type: none"> - What was the last movie you saw? How was it? - What is your favorite movie? Why? - - How are movies in Thailand? What are the best ones?
Week 5	Love	<ul style="list-style-type: none"> - What is love? - How do you feel about love? - Who/what do you love? - Describe 3 words when you think of 'love'
Week 6	Music	<ul style="list-style-type: none"> - What types of music do you like/dislike? - What's your favorite song / artist/ album? Why?

(2) **Vlogging process** - Vlogging could be done on a smartphone or computer connected with a video camera (Anil, 2016). The participants were assigned to speak the topic provided in English in front of the video camera, horizontally, for at least three to five minutes each time. They would have one week to record their topic, to be done without editing any footage. There were many ways participants could use a helping tool while recording themselves on the video camera. They could either speak the given topic freely without using any script if they wished, or if they could not perform independently, they could have off-camera cue cards to support their entirely performance (Sheppard, 2015).

(3) Editing videos - Each participant had to send raw footage of their video to the researcher every Monday at 12.00 pm. to assign and receive the topic for vlogging. It could be sent via Line application, chat message or email. In case of non-availability of internet, USB memory cards could also be used to transfer the footage to the researcher (Anil, 2016).

The main criteria in editing the video part was based on identification of some errors in the process of speaking, for instance, stuttered or repeated words and fillers such as “er”, “em”, “ah”, or “like” (Griswold, 2013), or pausing or intentional silence or dead air, or any support such as using scripts, off-camera cue cards, or modeling behind the video camera which could be edited out later (Sheppard, 2015).

(4) Posting videos on video hosting site - The edited videos were to be posted on the YouTube website every Tuesday at 12.00 pm. (the next day after providing a topic for vlogging which the instructor set to be the beginning of the day to assign and receive the topic for vlogging). An account for hosting websites on YouTube was newly created for the purpose and used for this study only. The reason for using a YouTube account as a main website to host the videos was because it was easy for the participants to get through the link provided. However, in this study, all the videos were set to be private since it focused on self-monitoring. If the participants wanted to share the links for others to observe, they could send an URL (Uniform Resource Locator) link for others to see.

(5) Personal journal - After watching the performed video each time, each participant was encouraged to write down their own reflections, keeping records in their personal journals to emphasize their own thoughts about such as their own performance, improvements, future goals, and practice plans (Appendix D and Appendix G).

From the process of writing a journal, data was collected three times during seven weeks of vlogging - after vlogging on topic 1, 3, and 6. This could be easily done on a laptop via a Word document or notepad via smartphone or tablet. If convenient, it could be done by writing while observing or the allocation of times in the following day to write reflections (Lichtman, 2013). Also, each participant was required to return the journal to the researcher every following Tuesday at 12.00 pm.

The following table shows the process of submitting all documents and video footages during the process in this vlogging research study; providing a topic, vlogging process, editing videos, posting videos on video hosting site, and personal self-assessment (See Table 3.5).

Table 3.5 Process in Vlogging

	Monday	Tuesday
Week1	-Signing the consent form - An orientation video in vlogging -Receiving vlogging Topic1	-
Week2	-Sending Vlogging Topic1 -Receiving Vlogging Topic2	-Topic1 posted on YouTube -Assigning the personal journal after Topic1
Week3	-Sending Vlogging Topic2 -Receiving Vlogging Topic3 -Collecting personal journal after Topic1	-Topic2 posted on YouTube

Week4	-Sending Vlogging Topic3 -Receiving Vlogging Topic4	-Topic3 posted on YouTube -Assigning the personal journal after Topic2 and 3
Week5	-Sending Vlogging Topic4 -Receiving Vlogging Topic5 -Collecting personal journal after Topic2 and 3	-Topic4 posted on YouTube
Week6	-Sending Vlogging Topic5 -Receiving Vlogging Topic6	-Topic5 posted on YouTube
Week7	-Sending Vlogging Topic6	-Topic6 posted on YouTube -Assigning the personal journal after Topic4, 5, and 6
Week8	-Collecting personal journal after Topic4, 5, and 6	In-depth Interview

3.3.2c Post-vlogging

The in-depth individual interview was conducted at the end of the vlogging process on week eight with each participant personally. It was conducted after the study because the respondents were expected to share more of their experience regarding vlogging.

3.3.3 Data Analysis

The data collected from this study was analyzed under a thematic analysis procedure. The personal journal of self-assessment (Appendix G) and the in-depth personal interview (Appendix H) were used to elicit and interpret data to find the themes and sub-themes in this study. The data was collected and analyzed at the end of the vlogging process. Information from the interviews was transcribed to find the common themes related with the framework from the literature review. Key quotes were highlighted, coded and sorted into themes to identify the framework. The coding data coded every 2-3 lines of text with code names that identified key words, concepts, images and reflections. For the themes and sub-themes, patterns that emerged from the coded data (Komori, 2014) were adapted from Gromik (2017).

Triangulation compares information to determine confirmation as a process of qualitative cross-validation (Wiersma 2000; as cited in Oliver-Hoyo and Allen, 2006). In this study, using multiple data sources in data triangulation to produce and develop a more comprehensive point of view of the phenomenon being studied in the qualitative research (Patton, 1999; Sargeant, 2012) involved combining personal journals and interview data to seek the same information through different methods and see if the research findings were validated.

3.4 RESEARCH ETHICS

In relation to ethical dilemmas concerns in the research work, before conducting the study, all participants were informed to ensure that each participant was voluntarily participating in this research study with full knowledge of the rules and their rights (Smith,

2003). A consent form adapted from Gilchrist (2013) was received from each participant (Appendix C).



CHAPTER 4

RESULTS AND DISCUSSION

The previous chapters contained an introduction, a review of literature, and the methodology of this study. In this chapter, the findings of this research study are described. This chapter is divided into three parts according to the themes which emerged from the data sources, combining personal journals and interview data to compare information and determine the findings as follows:

- 1) Personal information of the participants, including characteristics of an English language user
- 2) Perceptions towards language experience in vlogging
- 3) Perceptions toward technology of video recording in vlogging

In order to answer the research question in chapter one of ‘what are the English language users’ perceptions towards the use of vlogging as an English speaking activity?’, this part presents a discussion about the participants’ personal information and their characteristics as an English language user, perceptions on language experience in vlogging, perceptions of technology in vlogging, and perceptions of the themes in the speaking activity.

4.1 PERSONAL INFORMATION OF THE PARTICIPANTS: CHARACTERISTICS OF AN ENGLISH LANGUAGE USER

This part presents the personal information of the participants in this research study. Demographic information of the participants was collected to define the characteristics of the population (Wyse, 2012), including gender, age, nationality, occupation, highest degree level, and language experience such as English usage in daily life. Also, the results from a test of language proficiency within the period of the last two years (2015-2017) were asked for as

evidence that the participants had taken an action to maintain or improve their level of English since taking the exam (West, 2013). However, the key concepts of ‘learner’ and ‘user’ in relation to an English education have no differentiation in terms of objectively measured proficiency levels or language gain. The information requested was aimed at getting a perception of how effectively these learners and users could operate in an English academic context (Blaj-Ward, 2017). The participants’ personal information is shown in the table as follows (See Table 4.1):

Table 4.1 Personal information of the participants

Pseudonym	Gender	Age	Nation	Occupation/ Location	Degree
Participant A	Female	23	Thai	Study a language course/ Part-time Presentation Designer (Sydney, Australia)	Bachelor
Participant B	Female	26	Thai	Pre-sale & Licensing Consultant (Kuala Lumpur, Malaysia)	Bachelor
Participant C	Male	27	Thai	Freelance Graphic Designer and Import-Export Officer (family business) (Bangkok, Thailand)	Bachelor
Participant D	Female	28	Thai	Dentist (Bangkok, Thailand)	Master
Participant E	Male	28	Thai	Engineer (Bangkok, Thailand)	Master

The data following gives each participant's personal information in detail according to the demographic information:

Participant A: a 23-year old Thai female, had taken 6 months (started March 2017) of a General English (GE) course for communication, Intermediate Level, in Sydney, Australia, with the score equivalent to an IELTS test as a *'Limited user; The test taker's basic competence is limited to familiar situations. They frequently show problems in understanding and expression. They are not able to use complex language (IELTS, 2017).'*

While studying on the language course she also applied for a part-time job as a presentation designer, designing all the presentation slides for using as teaching materials for an English business course 1-2 times a week, using English for communication. Highest degree level: Bachelor of Science; major in Chemistry, 4-year degree in Thai program.

Within the period of 2 years before coming to Australia, she had also taken the TOEIC test (The Test of English for International Communication) to apply for attending the course in Australia in October 2016, with the result as *'Elementary Proficiency; Speaker has functional, but limited proficiency. Able to maintain very simple face-to-face conversations on familiar topics (Waikato Institute of Education, 2013).'*

Participant B: a 26-year old Thai Female, a pre-sale and licensing consultant officer in Kuala Lumpur, Malaysia, 1.5 year working experience (started 2016), using English in communication and communicate with international colleagues and clients such as providing information and writing emails. English Highest degree level: Bachelor of Business Administration, major in Business Information Systems, 4-year degree in English as an International Language Program.

Participants C: a 27-year old Thai male, almost a year of working experience in Thailand (started in November 2016) as a freelance graphic designer, using English

speaking when in contact with clients on the telephone 1-2 times a week, and also an import-export officer for family business, mostly using English in reading and writing emails only.

Had experience of spending a total of 6 years (started in 2010), abroad in Washington, the United States of America (USA) for receiving academic education and work experience; joined an English as a Second Language Program as a preparation course for 1 year, attended a community college for 2 years, after that, studies in a university for 2 years, afterwards, worked as a Graphic Designer for 1 year before moving back to Thailand. Highest degree level: Bachelor of Business, major in Marketing and Management from USA.

Participant D: a 28-year old Thai Female, a dentist for 4.5 years (started in 2013) in Bangkok, Thailand, using English to communicate with international patients 1-2 times a month. Highest degree level: Master of Dentistry, major in Implant Dentistry, 2-year in English as an International Language Program.

Participant E: a 28-year old Thai male, an engineer for 7 years in Thailand (started in 2010), using English to communicate with foreign customers such as writing emails to foreign customers everyday and speaking on the telephone with foreigners 4-5 times a week. Highest degree level: 2-year degree in Master of Engineering, major in Welding Engineer in 2015 and 2-year degree in Master of Engineering, major in Metallurgical and Materials Engineering in 2013.

Within the period of the last 2 years, he had also taken the TOEFL iBT test (Test of English as a Foreign Language: Internet-based test) in year 2015, with the score equivalent to IELTS test (Educational Testing Service, 2017) as a *‘Competent user; the test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. They can use and understand fairly complex language, particularly in familiar situations (IELTS, 2017).’*

As expected, the findings demonstrated that these participants shared similar characteristics to average English language users. First, most participants were L2 or English language users who had experience using English as a second language or English as a foreign language instead of their first language in an ordinary activity. They had used their language ability to deal effectively with various situations they had in real life,, for example, negotiating a contract; they had known and used a second language at various levels for years (Cook, 2002).

Examples of participant ‘user’ experience: Participant B was a pre-sale and licensing consultant officer in Kuala Lumpur, Malaysia with 1.5 years working experience; Participant C had experience of spending years abroad in Washington, USA, for a total of 6 years; Participant D used English to communicate with foreign patients and had studied in a Master of Dentistry program; and Participant E used English to contact foreign customers and had studied in a Master of Engineering program.

Also, Participant A’s characteristics can also indicate an English language user in terms of a non-academic English user or a learner who is not a student at university or school, and learns English to satisfy immediate communication requirements (Talebinezhad and Beniss, 2005) or a person who is an L2 learner on the street, trying to use English for communicating outside the classroom, who is still acquiring the language when stepping inside the classroom (Cook,2002). It can be inferred that Participant A has a linkage between language learning beyond the classroom and learning language in real informal contexts to engage with the language in various ways. Also, the emerging events and environments give an advantage to her, as an autonomous learner, with the opportunity for further learning (Benson, 2013).

4.2 PERCEPTIONS TOWARDS LANGUAGE EXPERIENCE IN VLOGGING

4.2.1 The opportunity to Practice on English Speaking

It was reported that the language gains all participants made in this research study were mostly due to the opportunities of having a chance to speak English repeatedly (See Table 4.2). It shows that language users should be conscious of the need for language practice as the opportunity occurs (Jordan, 2009). For instance, in this study, some participants could perceive some improvements with their speaking confidence, pronunciation, volume control, speaking speed, fluency, and pausing, as well as beginning to master the ability to speak without notes (Gromik, 2017). They were trying to adapt to their specific ways of speaking (Liu, 2013):

Table 4.2 The opportunity to Practice English Speaking

Statement
<i>'I practice by listing the topics and the points in what I wanted to speak in a paper. After that, I tried to speak without recording the video camera, and then, I tried to speak in front of the recorded video camera, without looking at the paper... I wanted to improve others that I can speak English, there are topics to be discussed in various, so that makes me use some particular vocabulary to fit in in each topic, I had a chance to practice my English within that part...(Participant B).'</i>
<i>'I was trying to watch a lot of videos, like American interview or some kind of a show before I recorded every of my vloggings, with that opportunity I had a chance to practice to kind of boost up my English and kind of absorb their accents before I said anything in real vlog recorded...(Participant C).'</i>
<i>'It just like helps me practice everyday, mostly, in my life I didn't really have a chance to</i>

...speak English that much because in my work part, I only speak only when I study and meeting some patients. But in every week that I had been talking and vlogging which took about only 5-10 minutes, So, of course, it could improve my English and it keeps me practicing...(Participant D).'

The most striking result to emerge from the data collection came from Participants A and E in terms of their experience in vlogging; there emerged new learning styles in terms of expanding vocabulary through the concept of practice before vlogging each time (See Table 4.3).

Participant A stated that vlogging is a new way to facilitate her speaking skills since she realized that her weakness was the limitations of her vocabulary. So she tried to find ways to develop her speaking ability, such as techniques to memorize the meaning of vocabulary to use in communicating and interacting with international friends while she has taken the English course in Australia to improve her speaking skills:

Table 4.3 New vocabulary emerged through learning styles and strategies

Statement
<i>'Vlogging helps me in terms of vocabulary that I don't know, so I had to look it up in the dictionary. I try to remember by drawing, remembering and memorizing from pictures. Also, I try to learn and study in terms of speaking techniques to make my English more fluent and make me more confident. On my last vlogging, I felt that I have more courage to speak, a bit of confidence in English. I felt confident, even sometimes I did speak it wrong. I had a chance to practice on my sentences, even some of the words are not completely correct but I have had a chance to speak. It benefits me when using English in real life</i>

situation in Sydney, I try to speak as much as possible, such as, when I answer questions in classroom, when I speak with my friends, order food, buy things and so on...(Participant A).'

'Everytime before recording vlogging I have to practice, especially trying to be familiar on vocabulary. I searched and studied more on vocabulary. Some of the words I had to look up in the dictionary, especially the words that I want it to be fancier and etiquette... (Participant E).'

For Participant A, she was able to acquire new words and expressions that matched her real-life situation when she looked for every opportunity to practice her listening and speaking since she tried to understand and think directly in English (Liu, 2013). Importantly, this proved that changing from a language learner to a language user means making use of the contextual meaning potential of the target language (Lantolf and Thorne, 2006; as cited in Liu, 2013). It is the means through which the participant can communicate with others to achieve specific targets or to express opinions, hopes, and viewpoints (Torky, 2006). To share knowledge, understand status and power relations, or differences in perspectives to the target audience's characteristics, are skills essential for language users (Florez, 1999; as cited in Torky, 2006).

This is also in agreement with the idea that language users have different learning styles and strategies, they might have their own preferred ways of absorbing, processing, and retaining new information and skills (Kinsella, 1995; Reid 1995; as cited in Nunan, 2003; Lightbown and Spada 2013). It can be an indicator of how they learn and like to learn (Keefe 1991; as cited in Zhou, 2011). They later use their specific ways of strategies to improve their language (Nunan, 2003).

Also, for the ability to speak outside the class, Participant A practiced English speaking skills outside the classroom to master new vocabulary and grammar, decrease shyness, support confidence and develop fluency. This confirmed that Vlogging can be a very effective way for students to practice English speaking skills outside the classroom.

Motivation plays an important part in speaking. Reilly (2004; as cited in Tsao, 2008) demonstrated that motivation was enhanced when goals and objectives of learning are clear (Reilly, 2004; as cited in, 2008). It is also believed that positive attitudes are connected with a readiness to continuing the learning process (Lightbown and Spada, 2013). Participant A also had high motivation to speak English outside the classroom. Extrinsic motivation played an important role to stimulate her, such as the advantages of studying abroad and surviving in a foreign country that were found in this research study. The major barriers that obstructed her from speaking were limitations of vocabulary and lack of knowledge in grammar and structures, causing her to be unable to speak English extemporaneously and fluently (Chongpensuklert, 2011).

This is in strong agreement with Srisang (2014) who demonstrated that the main problem in speaking is the lack of the opportunities to practice; to improve their ability in speaking English, students should practice a lot to improve their speaking. For instance, students should try talking in front of the mirror, or try to speak with anybody who is a native speaker as much as they can. This also relates to finding a way to be surrounded by an English speaking environment to absorb native pronunciation.

4.2.2 Vlogging Experiences Generate New Method in Vlogging

There were three sub themes emerged in this part with the generation of new ideas and methods in the vlogging experience, related to the amount of time for vlogging, vlogging location, and vlogging position (See Table 4.4)

First, in relation to speaking for a specific number of minutes (Watkins, 2012), in respondents' feedback, one participant stated that only four minutes was too short to develop the topic in detail. They said there should be more time given for them to express their own opinions and lead a discussion during the recording session (Christianson, Watanabe, and Hoskins, 2009).

Second, the findings also reveal that vlogging generated new ideas in vlogging for one participant because it motivated them to find appropriate filming locations relevant for the topic (Gromik, 2012) and new data about the vlogging position emerged.

Third, in this part, new data from the study emerged, not revealing or confirming significant differences between ideas of vlogging position, but showing it is important for the speaker to be sure to always hold the phone or a camera sideways when filming because most video players are horizontal, not vertical (Gibson, 2016):

Table 4.4 New ideas and methods in vlogging

Statement
<i>'Maybe you should try to ask them to make it longer each time so it could be some challenges for them because I feel that 3 minutes is not that long, 3-5 minutes might not that long. Maybe, try 10 minutes, that would be challenging... (Participant C).'</i>
<i>'I tried to change the locations in vlogging from bedroom to somewhere else such as in the car to change my mood and feelings. I felt that I was more creative in terms of locations and atmospheres. I tried to use my surroundings to support my speech, which made it a lot more interesting than the first vlogging...(Participant C).'</i>
<i>'I felt that to hold the camera in 'selfie'; holding camera in one hand and use front camera recording position would be more casual, more than placing the camera on the flat floor</i>

and recorded... (Participant B).'

4.2.3 Perceptions Towards the Topics in Vlogging

After reflecting on the overall project in this research study, the findings were reported differently in term of positive and negative perceptions towards the topics provided in this vlogging. Most participants thought that all the themes for the vlogging were reasonable and within their understanding of general knowledge (Gromik, 2017). They stated that vlogging provided them an opportunity to express their ideas in English related to their experience (See Table 4.5). These values correlate well with Nunan (1988) and support the idea of topics for speaking activities which allow students to discuss authentic issues that are directly related to their social experiences. This can engage them the best in learning and will make students become more confident. Different contexts may trigger different performances (Blaj-Ward, 2017):

Table 4.5 Positive perceptions towards topics in vlogging

Statement
<i>'If I stick to the topic that I feel like I really love it, maybe, it can be like... from 6 videos, the topic that I feel like I don't need any guidelines, or I didn't need to practice before I recorded the video was about 'love' because I can express them best. Actually, this topic is not a topic that I just talk to anyone but I just want to express the feeling I have inside my mine. It is the content that I already know, so it is much easier for me to come up with the talking... (Participant B).'</i>
<i>'I like the Music one the most, because music has been my passion and I got to sing in front of the camera too, and that's my hobby that I have been doing everyday and I have a</i>

lot of fun doing that topic...(Participant C).'

'I can express my emotion. In my daily life, I have never done that before, it helps me done a lot of things that I wouldn't say. I can say the ridiculous things that I wanted to say.

Because it is private, I can do anything that I wanted to do, for example, I like Self-introduction the best because it's easy and it's about me. I talked everything about me and I have many stories to tell other people about me...(Participant D)'

The findings confirm the previous study of Watkins (2012) which proposed that the implementation of vlogging was more likely to succeed as a weekly activity with the notion of free-flowing thoughts or ideas based on spontaneous speaking. Using regular vlog journal entries, vlogging should be more a periodic oral diary where students are encouraged to speak freely and extemporaneously about whatever is on their minds for a specific number of minutes. Another idea is for the teacher to give a specific topic or question for the students to talk about, for example, how to demonstrate a task in a real-life situation, or anything related to the content being discussed.

However, there were some comments in contrast to previous findings regarding the topics provided in the vlogging. Some participants believed the context and the topics used for the speaking activity were not challenging, given their experience, and also people could easily find the topics on the internet and copy them. Some also said the topics were too broad. (See Table 4.6):

Table 4.6 Negative perceptions towards topics in the vlogging

Statement
<i>‘The topics in vlogging should be more “challenging” for the participants. These topics were too easy to find the content on the internet so that makes people can copy all the words and sentences. If it is more challenging topic, it might be challenged in terms of pronunciation and all that...(Participant A).’</i>
<i>‘I think the content in vlogging should be more challenging beyond the basic topics I received, such as the experience in my life that I have found in my daily life, or something nice and good that I would like to share to others from my perspective...(Participant C)’</i>
<i>‘I think that the third time vlogging was not as pleasant than the first two vlogs because on topic 3 is not my area of interest. When I did not have much things to say, I kept saying over and over, repeatedly. I could not organize the sequence, especially when I have to tell the story that is not in my area of expertise, so I was off the main point of the topic quite a lot...(Participant D)’</i>

4.2.4 Assessment Tools and Feedback to Improve Speaking Skills

There were some obvious negative perceptions in relation to feedback provided (or not provided) in this study. All participants commented that even though the vlogging provided them a good opportunity to practice speaking English, however, it did not facilitate their improvement in English speaking skills since they did not receive feedback from the instructor (See Table 4.7):

Table 4.7 Assessment tools and feedback to improve speaking skills

Statement
<i>'Sometimes I don't know my weaknesses in my speaking because there were no feedback provided (Participant A).'</i>
<i>'The one who does not know much of the English, who is not profession in English, will definitely not get anything from doing this at all because no one would guide me what to do, and all of my mistakes, such as grammar and words (Participant B).'</i>
<i>'Everytime I had to comment myself, that's just only in my point of view, that if I could get other kinds of point of view of my English skills and my speaking skills, that would be awesome (Participant C).'</i>
<i>'I think if you want people to speak in order to get more confidence they will get just only the confidence but if there is someone who is really wants to improve their English, they might want to know what did they miss or what did they do something wrong, for a little improvement (Participant D).'</i>
<i>'It was like a normal speaking. My speaking skills was not that promoted because there were no feedback pointed out the errors or mistakes that have been made in the speaking. Such as errors in speech functions that makes the speaking does not continually spontaneous, flow and smooth and grammar (Participant E).'</i>

As might have been expected, the findings were often critical of the process because respondents felt that to give oral feedback and receive feedback from the teacher or instructor is crucial. A possible evaluative framework for vlogging assessments could be included looking at vocabulary, grammar, pronunciation, fluency, and content in speaking (Watkins, 2012). This also confirms a previous study from Gromik (2012) where all students

believed that feedback provided by the teacher had allowed them to become more fluent and confident with explaining their ideas according to each topic.

4.3 PERCEPTIONS TOWARDS TECHNOLOGY

The results from the interview indicated that all participants had been using the video camera feature provided on their smartphones to record their vlogs each week, since it was convenient for them. Also, no issues were reported by the participants in the process of accessing the link for the YouTube account each week until the end of the project. By the end of the study, most participants stated that they were familiar with the using of their cell phone video camera features (Gromik, 2017). There were positive and negative comments revealed from the participants as follows:

4.3.1 Self-Monitoring and Self-Review

The findings offered powerful evidence for English language users in that there were several similarities with points from previous literature in relation to L2 learners. Vlogging encourages student self-monitoring. Because they could listen to themselves before submitting the video, if a student decided that the original vlog was not the best, they could try it again. Also it is recommended that vlogs help language learners to self-monitor their performance before they post their vlogs to the audience (Watkins, 2012; Anil, 2016) (See Table 4.8):

Table 4.8 Perceptions on self-monitoring and self-review

Statement
<i>'I feel like I can monitor myself when I go back and see what I have recorded, I can hear what I said, and I can hear all my accents, and all my speaking skills. That's really helps,</i>

just like looking into the mirror and I think it's just the same thing, looking the vlogging, in the video and after you did it and you think that you can do it, I was awesome!

(Participant C).'

This evidence also supported the idea that it is important for students to review their learning experiences and the expectations from the instructor (Sellers, 2008). Using technology for self-review in presentation or performance classes helps students in skills development and improves attitudes toward their presentation abilities. It allows students to watch and assess their performances (Ritchie, 2016).

Also, in a positive self-review, a self-observer views a perfect model of themselves successfully achieving the given task (Sangster, 2007). Moreover, the findings also shared some characteristics from Lim and Yong's (2013); results of the reflection on technology in learning has enhanced students' learning experiences in that technology consolidates the learning processes such as repetition and revision.

However, there were some reflections on technology in vlogging which showed the experience has obstructed their overall vlogging attitudes in terms of disruptions, barriers, and apprehensions towards vlogging (Lim and Yong, 2013) and these negative views were as follows:

4.3.2 Disruptions in Vlogging: Distraction

One significant finding emerged from Participant B in terms of negative perception towards vlogging, which was mainly due to the feeling of difficulty or feeling nervous about video recording (Christianson, Watanabe, and Hoskins, 2009) (See Table 4.9):

Table 4.9 Distractions in vlogging

Statement
<i>'I feel anxious and shy when perform in front of the camera. I feel scared of performing in front of the camera, I felt nervous everytime. Maybe, this might be because I'm not a talkative person, so it turned out that there was not much thing in the vdo clips. I feel that talking to the video camera like this does not match with my lifestyle and personality... I have no confident when speaking and it happened to have some people around me. If there were no one around me, I would feel more confident. Apparently, there is someone living in the same house with me, that makes me don't have any confidence in English at all (Participant B).'</i>

The results from Participant B's perceptions share a number of similarities with Suliman's (2014) findings, that personality is a pattern of unique characteristics that reveal a person's behavior which may differ from others in the same situation. When referring to a person's attitudes, or, in this case, reaction to vlogging, there are a complex combination of personality, beliefs, values, behaviors, and motivations to consider. Attitude includes three components: an affect or a feeling, cognition or a thought, or belief, and behavior or an action (Pickens, 2005). This includes anxiety such as feelings of worry, nervousness, and stress that each person experiences when experiencing a second language, especially in a new situation. Researchers have concluded anxiety is a permanent feature of learner personality, and this will impact on respondent's reactions to vlogging.

4.3.3 Barriers in Vlogging: Lack of Real Interaction

Some participants stated that producing the target language during vlogging was not as effective as speaking with a native speaker (Gromik, 2017) since there was no interaction during the process of vlogging, only interacting in front of the video camera (See Table 4.10):

Table 4.10 Lack of real interaction in vlogging

Statement
<i>'It is not quite effective because there is no interaction, just like speaking alone to yourself (Participant A).'</i>
<i>'You should not let the person do that alone, you should interview each participant in vlogging. Just like vlogging live together, and maybe you will see some kinds of interaction and this can provide you information in the process (Participant D).'</i>

This is in agreement with Anil (2016) who said that Vlogging was less effective compared to classroom learning, and sometimes lacked suitable explanations for some points; it was also something that lacked variety.

4.3.4 Apprehensions Towards Vlogging: Technology Failure

New data from the findings also emerged showing that a few participants in this research study reported negative perceptions, the findings were related to barriers during the process of vlogging due to technical problems. However, this data has not confirmed previous research on Lim and Yong's (2013) investigation on the apprehensions towards learning such as technology failure and unfamiliar technology, their results were only reported in the point of students' reflections in classroom learning on technology in teaching

that has obstructed their overall learning experience but not when using video recording in speaking performance (See Table 4.11).

Table 4.11 Technology failure in vlogging

Statement
<i>'Sometimes I ran out of the memory on my phone, and I thought I did very good but get to record what I said so I had to do it again... (Participant C).'</i>
<i>'Sometimes the video seemed to cut it off in the middle of the process of recording and I had to redo the vlogging again it's kindda annoying but not a problem... (Participant E).'</i>

CHAPTER 5

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

5.1 CONCLUSIONS

This research investigated English language users' perceptions towards the use of vlogging as an English speaking activity. Based on the emerging themes in the qualitative data generated from personal journals and in-depth individual interviews, perceptions towards language experience in vlogging and perceptions towards the use of vlogging were revealed. As can be seen, the language gains all participants made in this research study (for instance, expanding new vocabulary) were due to the opportunities to use vlogging to practice their English speaking. Also, with the opportunity for vlogging this study generated some new points about vlogging as a language learning activity, such as perceptions on the amount of time allocated for the vlogging, locations for vlogging, and technical position and movements in vlogging.

There were both positive and negative perceptions towards the topics provided for the vlogging in this study due to how much each participant could relate the topics to their experience. Moreover, it was also reported that the vlogging in the research study would have more potential and be more effective if there were assessment tools or feedback provided by the instructor for reflection on the vlogging.

Also, in terms of perceptions towards the use of technology, there were positive comments about the vlogging for self-monitoring and self-review. However, there were also reported negative perceptions towards the use of technology as it causes problems such as distractions because of the personal feeling of nervousness, as well as barriers because vlogging lacks real human interaction compared to the classroom environment. Lastly, there

were some apprehensions with vlogging such as concerns about technology failure during the recording process.

5.2 IMPLICATIONS OF THE STUDY

The findings of this research study have important implications showing that vlogging can be successfully used as an English speaking activity, not only for English language users but it could be also used with language learners to practice speaking English outside the classroom. Giving the opportunity to practice speaking English, vlogging can support learners' oral skills such as pronunciation and reinforcement of new vocabulary. When learners listen and playback the recordings, it allows them to identify grammatical errors and inaccuracy in pronunciation to encourage self-improvement. Also, the benefits of the technology of video recording allows users to review their production before submitting the videos. If they feel that the recorded video is not the best, they can do the process again which could motivate those learners or users to improve their performance in their English speaking abilities. This could also motivate and inspire English language learners to use their ideas and creativities to present themselves in English through vlogging. They can express ideas from topics provided in relation to their past experience and knowledge, perhaps vlogging an audio-visual life documentary, involving the process of sharing information, experiences, or giving advice. With the opportunity to practice speaking outside the classroom by vlogging, English speaking skills can improve due to the opportunities for practice, as well as the opportunities for language learners to become language users by creating informal learning contexts outside the classroom environment.

However, it should be noted that the vlogging activity would have more potential and effectiveness if self-assessment tools are given or feedback is provided by the instructor for

the improvement in language proficiency. Self-assessment raises learners' awareness of their potential and difficulties, as well as enhancing their performance and skills by identifying strengths and weaknesses in their performance. In addition, as speaking is the key productive oral skill, language learners and users need to develop their fluency and accuracy in language production for communication to convey the meaning of the message accurately. Instructors should encourage language learners to have more interaction with real humans outside the classroom to make vlogging more effective compared to classroom learning.

The research suggests that policy makers should encourage the technology of video recording for the purposes of English language teaching and learning, since technology can have an impact on the development of language skills such as speaking skills, as demonstrated in this research study. However, whether the use of vlogging is suitable for learners or not depends on how the vlogging might relate to each learner who will respond to the technology according to previous experience.. Success might also depend on each learner's characteristics in relation to their language proficiency and education background. In terms of the relationship between learner styles and strategies, personality, and attitudes and motivation, it is important to understand how the characteristics of individuals are related to their ability in learning a second language successfully, and for vlogging, their attitudes towards technology and video recording. Language users and learners' perspectives should be considered to gain a better knowledge of the likely differences in learning outcome. It is also important to focus on providing a clear explanation of the process of using this technology and vlogging in particular.

5.3 RECOMMENDATIONS FOR FUTURE RESEARCH

As the present study has been limited in its investigation of English language users' perceptions towards the use of vlogging as an English speaking activity, the results and conclusions of this study need further research.

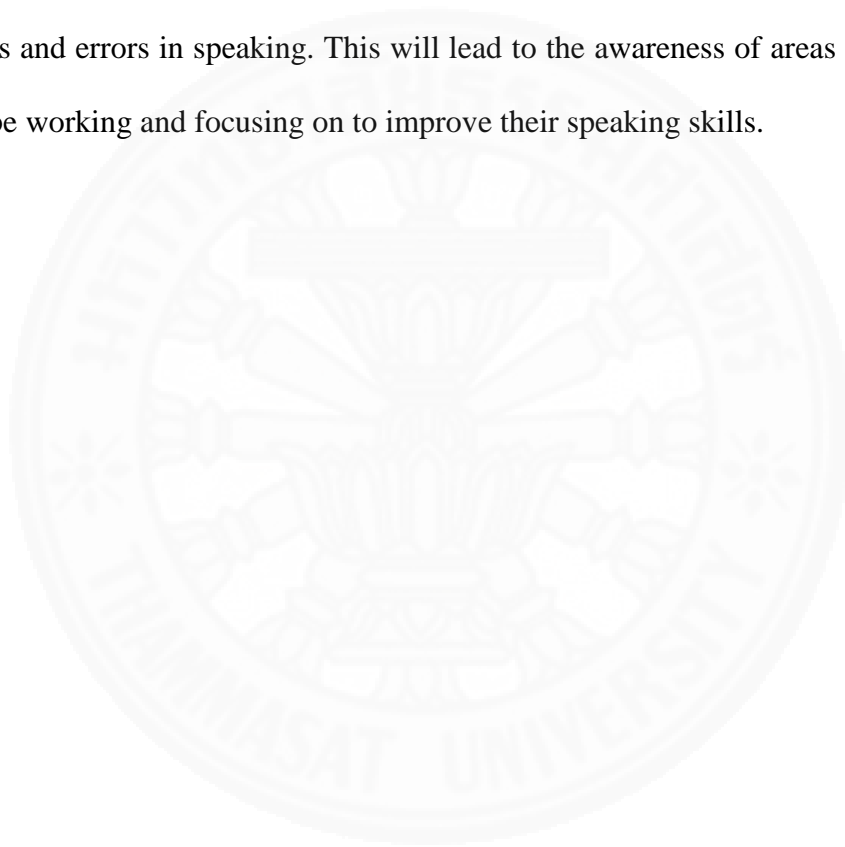
5.3.1 As the number of participants in this study was limited to only five participants who were English language users, the number of participants should be increased (but no larger than 10-15 participants, if giving feedback is involved in the study). Also, the research should be conducted with a greater variety of participants, for example, high school students, graduate students, workers, or adult learners who are studying, learning, or using English for any purpose.

5.3.2 Level of language proficiency in speaking should be used to classify participants' proficiency level according to their speaking skills. For example, results from CEFR (The Common European Framework of Reference for Languages) Language Level test. Additional work on measuring self-confidence should also be investigated; with a clear classification, it would be easier for the instructor to analyze the data in a quantitative analysis. This is important for future research in relation to investigating the correlation between self-confidence or motivation in speaking skills and the level of language proficiency.

5.3.3 It is recommended that further research should be undertaken in ways for each participant or participants to have more interaction with others while recording vlogs, such as having a conversation or discussion. Since speaking is a way of communicating with each other, it would be more progress of communicating in oral communication than speaking alone, each participant is recommended to use their own creativity to ensure that each

participant is motivated in their English speaking. They should also have a chance to use their English in a real life situation context.

5.3.4 Future study should concentrate on a possible evaluation framework for assessment to improve participants' speaking skills by giving each participant feedback and/or comments from the instructor on their language proficiency in vocabulary, grammar, pronunciation, fluency, or content. Each participant would have a chance to become aware of their mistakes and errors in speaking. This will lead to the awareness of areas in English that they should be working and focusing on to improve their speaking skills.



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The seal of Thammasat University is a large, faint, circular watermark in the background. It features a central emblem with a crown and a sword, surrounded by Thai script and the words "THAMMASAT UNIVERSITY".

APPENDICES

APPENDIX A

QUESTIONNAIRE TO NEED ANALYSIS

Part 1: Personal Information

- 1) Name _____
 - 2) Age _____
 - 3) Gender _____
 - 4) Nationality _____
 - 5) Occupation _____
 - 6) Location _____
 - 5) Highest Degree Level _____
-

Part 2: Need analysis for choosing topics for vlogging

Instruction: Please rank the number from 1-10 in order. For number 1 is the most important topic that should be vlogging first.

_____ Self-introduction

_____ Food

_____ Music

_____ Movie

_____ Love

_____ Work

_____ Hobbies

_____ Pets/Animals

_____ Traveling

_____ Others, please specify _____

APPENDIX B

A 6-MINUTE ORIENTATION VIDEO FOR THE PARTICIPANTS:

VERBAL SCRIPT FOR THE RESEARCHER

1. Greeting the participants
2. Self-introduction from the researcher; personal information
3. Introducing to the research study; topic for the research study, purposes of this study
4. Process of the research study;
 - Seven week of intervention and six topics in vlogging
 - In-depth interview after the end of vlogging process on week eight
 - Vlogging in front of the video recorder at least 3-5 minutes each time, set the position of the video camera recorder horizontally
 - Receiving new topic and sending the video in speaking each time to the researcher via Line application or email every Mondays at 12.00 pm.
 - The researcher will be the one who edit all videos and post them online every Tuesdays at 12.00 pm. via YouTube
 - Writing personal journal three times after vlogging topic 1,3, and 6 and send to the researcher every Mondays at 12.00 pm.
 - All videos are set to private, only the one who has the URL link can access to the videos
 - Agree with the condition and confirm to participate in the research study.
 - Sign the consent form

APPENDIX C

CONSENT FORM FOR PARTICIPANTS

AND INFORMATION SHEET FOR A PARTICIPANT

Pimpanitt Chottsawhas

Telephone: 094-224-6355

Email: c.pimpannitt@hotmail.com

‘ENGLISH LANGUAGE USERS’ PERCEPTIONS TOWARDS THE USE OF

VLOGGING AS AN ENGLISH SPEAKING ACTIVITY’

Consent Form for Participants and Information Sheet for a Participant

Information Sheet for Participants

I am a post graduate student from Master of English Language Teaching program at Language Institute, Thammasat University. I am conducting a research study as a part to fulfill my graduation on **‘ENGLISH LANGUAGE USERS’ PERCEPTIONS TOWARDS THE USE OF VLOGGING AS AN ENGLISH SPEAKING ACTIVITY’**.

I am interested in investigating the English language users’ perceptions towards the use of vlogging as an English speaking activity. Therefore, I would like to invite you to participate in this study. If you agree to take part, you will be asked to do the following instructions:

	Monday	Tuesday
Week1	-Signing the consent form - An orientation video in vlogging -Receiving vlogging Topic1	-

Week2	-Sending Vlogging Topic1 -Receiving Vlogging Topic2	-Topic1 posted on YouTube -Assigning the personal journal after Topic1
Week3	-Sending Vlogging Topic2 -Receiving Vlogging Topic3 -Collecting personal journal after Topic1	-Topic2 posted on YouTube
Week4	-Sending Vlogging Topic3 -Receiving Vlogging Topic4	-Topic3 posted on YouTube -Assigning the personal journal after Topic2 and 3
Week5	-Sending Vlogging Topic4 -Receiving Vlogging Topic5 -Collecting personal journal after Topic2 and 3	-Topic4 posted on YouTube
Week6	-Sending Vlogging Topic5 -Receiving Vlogging Topic6	-Topic5 posted on YouTube
Week7	-Sending Vlogging Topic6	-Topic6 posted on YouTube -Assigning the personal journal after Topic4, 5, and 6
Week8	-Collecting personal journal after	In-depth Interview

	Topic4, 5, and 6	
--	------------------	--

Consent Form for Participants

I have been given a full explanation of this research study and have been provided with the opportunity to ask questions. I understand what will be required if I agree to take part in this research study.

I understand that my participation is voluntary and that I may withdraw from the study if this remains practically achievable.

I understand that videoing will all be arranged every Mondays for sending raw footage to the researcher to edit the video and view the video every Tuesdays for seven weeks, and that I will have to write down a reflexive journal for my videos after vlogging on Topic 1, 3, and 6 for six weeks.

I understand that during the process, specific feedback is not required. But it can be given reasons at the end of this study and go over any questions I might have.

I understand that all data gathered in this study will be confidential to the researcher. My condition of being unknown in publications of the findings will be protected. All raw data will be held securely and kept for a minimum period of 3 years following completion of the project and then destroyed. This thesis, when completed, will be publically available in the Thammasat University Library. The findings may be published in journal articles and presented at conferences, however all names and features will be changed. A copy of my video and a summary of results of the project will be given to me. This is standard procedure in accordance with the University of Canterbury Policy.

I understand that if I have any questions about the study, I can contact the researcher via 094-224-6355, Email: c.pimpannitt@hotmail.com. If I have a complaint about the study, I

may contact Language Institute Thammasat University Taphrachan at 02613-3101-3, Email:
litu_thammasat@hotmail.com

By signing below, I agree to participate in this research project.

Participant's Signature: _____

(Name _____ Last name _____)

Date: _____



APPENDIX D

GUIDELINES TO PERSONAL JOURNAL

Instruction: For each statement, please write a thoughtful, specific response of at least 3 sentences for each.

Guidelines to Personal Journal

- 1) Improvement goals expected on this vlogging
- 2) Feelings after watching the vlog
- 3) Practice plan
- 4) Strengths and weaknesses
- 5) Others



APPENDIX E

INTERVIEW QUESTIONS FOR PILOT STUDY

1. Have you done vlogging before?
2. Tell me about your experience in this vlogging?
3. How did you feel when you have to speak English in front of the video camera?
4. What do you think about vlogging?
5. How comfortable do you feel with vlogging?
6. Tell me about your background and experience of English language in your occupation or education.
7. Have you taken a language proficiency within the period of two years?
8. Do you have any recommendations or suggestions?

APPENDIX F

IN-DEPTH INTERVIEW QUESTIONS:

(AFTER A 7-WEEK OF INTERVENTION)

1.) Experience in English Language

- Tell me about your background and experience of English language in your occupation or education.
- Have you taken a language proficiency within the period of two years?

2.) Experience in Vlogging

- Can you tell me about your background or experience in vlogging?
- How comfortable do you feel with vlogging?
- Were there any technical problems in vlogging?

3.) Perceptions on Vlogging

- What do you think of the use vlogging as an English speaking activity?

4.) Perceptions on Speaking Experience

- How did you feel when you have to perform in front of the video camera?
- What are the gains you made by performing in this activity?

5.) Perceptions on Theme in Vlogging

- What do you think about the topics provided in this vlogging activity?

6.) Recommendations

- Anything else that you would like to add as a suggestion or recommendation on this study?

APPENDIX G

EXAMPLE OF PERSONAL JOURNAL (EXCERPT ONLY)

Participant A's Personal Journal 1

My feeling after I have watched myself vlogging Topic1: Self-introduction, I felt that my English speaking skills should have more improvement and should get any better. I still worried when I cannot figure out or think about the words or vocabularies. I was still afraid in speaking and yet don't have much confidence. So, I try to communicate and interact more with my friends who are foreigners. I try to learn and study in terms of speaking techniques to make my English more fluent and make me more confident.

Comment [PC1]: Speaking skills

Comment [PC2]: Practice plan:
Practice/communicate/interact
To improve speaking skills
Use English in real-life

Comment [PC3]: Learning style & strategy

Participant A's Personal Journal 2 and 3

I still worried on the pronunciation. When I speak I sometimes, I still always forget the vocabulary, in term of vocabulary, I try to remember by drawing, remembering and memorizing from pictures. I try to speak as much as possible, such as, when I answer questions in classroom, when I speak with my friends, order food, buy things and so on. This would benefit when using English in real life situation in Sydney, Australia.

Comment [PC4]: Speaking skills

Comment [PC5]: Learning style & strategy

Comment [PC6]: Practice plan:
Practice/communicate/interact
To improve speaking skills
Use English in real-life

Participant A's Personal Journal 4, 5 and 6

I felt that I have more courage to speak, a bit of confidence in English. I speak without preparing anything. I did not focus much on Grammar or spending much time thinking on vocabs. I tried to speak with my foreign friends as much as I can. I spoke to my native teachers and friends as much as I can as usual, and as much as possible.

Comment [PC7]: Practice plan:
Practice/communicate/interact
To improve speaking skills
Use English in real-life

APPENDIX H

EXAMPLE OF IN-DEPTH INTERVIEW (EXCERPT ONLY)

Participant A: In-depth interview Questions

- Tell me about your background and experience of English language in your occupation or education.

I have been study a General English course at Navitas Language Institute in Sydney, Australia for 5 months, I was her in March, and I will have ended this course in August. I am in the Intermediate Plus Level and will be moving to Upper Intermediate Level soon. I have to use English everyday in speaking for communication, and mostly I stay with foreign friends only to practice my English.

Comment [PC8]: Still being an English language learner in classroom and user to communicate in real-life context

- What do you think of the use vlogging as an English speaking activity?

It helps in terms of vocabulary that I don't know, so I had to look it up in the dictionary. Next, the pronunciation, I had a chance to practice on my sentences, even some of the words are not completely correct but I have had a chance to speak. However, sometimes I have a problem because I don't know my mistakes since there is no feedback and no interaction with others.

Comment [PC9]: Speaking skills: expand vocabulary

Comment [PC10]: Positive perceptions on language experience

Comment [PC11]: Practice plan

Comment [PC12]: Negative perceptions: barriers on technology

Comment [PC13]: Negative perceptions: lack of real interaction

- What do you think about the topics provided in this vlogging activity?

I think that the topics in vlogging are too easy. I recommend to have more "challenging" topic in vlogging for the participants. By doing this, they can perceive their actual potential. These topics were too easy to find the content on the internet so that makes people can copy all the words and sentences. If it is more challenging topic, it might be challenged in terms of pronunciation and all that.

Comment [PC14]: Negative perceptions: does not relate to real-life experience

BIOGRAPHY

Name	Miss Pimpanitt Chottsawhas
Date of Birth	January 16, 1990
Educational Attainment	
2016:	Master of Arts English Language Teaching Language Institute, Thammasat University
2014:	Bachelor of Arts Business English Assumption University
Work Position	English Teacher/ Freelance News Reporter
Work Experiences	
2016 - Present:	English Teacher Mind English: Speaking Institute, Thailand
2016 - Present:	English Teacher Inspire English: Language Institute
2014 - 2015	Journalist and News Presenter (Reporter/Anchor) Nation Multimedia Group: NOW26 (Digital TV)