

Improving Writing Constructs and Performance Through Vlog-Assisted Language Learning (VALL)

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Abstract

Utilizing technology to enhance students' writing skills at the higher education level is now the focus of scholars. One of the most effective nontraditional approaches to enhancing pupils' writing abilities is vlog-assisted language learning (VALL). The university professors who instruct pupils on writing skills never use this VALL. Therefore, the purpose of this study is to compare the academic writing skills of first-year university students taught utilizing the methodology of Bog-Assisted Language Learning (VALL) with those who were not. In addition, this research analyzes how students react to using VALL in teaching and learning writing skills. Thirty university English majors in their third year participated in the research. The research took a quantitative approach to data collection by administering pre- and post-writing examinations and a series of questionnaires to both the experimental and control groups. Evaluation of the gathered data was carried out with the use of descriptive statistics. The findings indicated that pupils who were taught writing utilizing VALL improved substantially more than those that were not. In addition, most student responses on using VALL to teach writing skills were favorable. Since this is the case, the English Department at a university might benefit from implementing VALL into their teaching and learning of writing.

Keywords: writing skills, foreigner, learners, Vlog-assisted language learning

1. Introduction

Knowing how to communicate effectively in English is essential in the 21st century. Teachers of English as a foreign language often look for new ways to help their students improve their English skills. They have drastically switched from conventional teaching approaches to those that use technology to improve students' English language proficiency. In order to meet the needs and expectations of the nations, many different types of research have been conducted to enhance the quality of education and pedagogy for students and teachers everywhere, with a particular focus on the application of technology to the teaching and learning of English language skills (Rafique et al., 2021). The ability to express oneself clearly in written English is essential. Writing is a significant challenge for those who are not fluent in English. Students of the English language need practice in a number of areas before attempting to write an essay. For example, a student should write without making any misspellings and know how to utilize commas, question marks, capital letters, etc. Various strategies and techniques, like group work, including activities like think-pair-share and discussions about what they have learned, are all proven effective ways to learn a language and have been used to increase students' writing ability (Rachmadtullah et al., 2019). However, kids' ability to write fluently and accurately continues to be a concern.

Using technology tools in the classroom has been proven to improve outcomes for both teachers and students (Lai et al., 2022). When teaching English as a foreign language in a country where English is not spoken as the local tongue, there are many reasons to use media technology in the classroom. To teach English as a foreign language, university professors must have the knowledge and abilities to use technology (Lai et al., 2022). Furthermore, using technology in the classroom to teach English improves students' language abilities and

increases their motivation (Jannah et al., 2020). Vlog-assisted Language Learning (VALL) is one of the finest tools for teaching and learning English, replacing the outdated notion of the computer as a substitute instructor (Sulistyo, 2022; Bankier, 2022). This learning medium has never been utilized to teach English, particularly writing, in a university. Typically, lecturers at the institution use conventional approaches to instruct students in writing. Vlog-assisted language learning is a series of activities comprising Blogging activities, comments, and peer feedback, as described by Sulistyo (2022). Students are assigned to write reflective pieces or vlog posts to which their peers or the public at large may respond. Peer feedback is used to help students revise one another's work so that they may become aware of their errors.

Computers, videos, tape recorders, Powerpoint presentations, and mobile phones are only some of the technological tools included in the English language education system at all levels. Some research has shown that using vlogs as a tool for language learning may help college students become better writers (Rafique et al., 2021, Veluri et al, 2022, Arcinas, 2022, Arcinas et al, 2022). While this user-friendly technology has yet to catch on in the United States, many international instructors have included it in their classrooms and language education (Coombs et al., 2018). Although the primary purpose of this vlog was not language instruction, it might serve as a powerful resource for EFL composition courses (Mabuan, 2018). In a higher-level Teaching English as a Foreign Language (TEFL) classroom, vlog usage may give teachers a valuable tool for teaching writing (Garcia et al., 2019). As a result, the following research questions are the focus of the current study:

1. Is there a discernible difference in the level of writing proficiency among first-year college students between those whose language classes use vlog-assisted language learning (VALL) and those whose classes do not?
2. What do students think of the implementation of VALL in the classroom?

Learning and Technology

Learning and technology can work well together when used correctly (Garca Botero et al., 2018, Magulod 2018a, 2018b). It is commonly known that technology may have both positive and negative effects on teaching and learning. Daniela (2019) states a technology has been used since the 1950s. Mechanical teaching aids were used initially, then in the early 1980s, computer-based education was added. The World Wide Web, sometimes known as the internet, has just been introduced to humankind. In addition to mobile technology, integrating technology into teaching and learning has had highly positive results. In accordance with this assertion, technology, such as the internet, may be utilized by students to study and enhance their language skills and the resources for education for everybody, anytime and wherever they desire (Salamanca Sierra, 2020).

Compared to the traditional face-to-face meeting method, it is surprising that teachers and students may now discuss course content through email or social media. If a teacher learns how to use email appropriately, he can now easily manage huge classes. Teachers used to cope with kids' persistent queries. However, with the aid of email, teachers may quickly respond to students' inquiries without feeling overburdened. Other effective technology-based teaching strategies include peer working and inquiry-based learning. Students can research certain topics, acquire data from the internet, and report their findings through online media. Collaboration among pupils has also been simpler. In order to collaborate and finish the task, they may organize an online group on a social networking site like Facebook or another platform like a blog (Daniela, 2019). The items mentioned above are all instances of how technological advancements have improved our lives and made teaching and learning much easier.

Expository Text writing

In this investigation, the researcher focused on expository writing as a method of instruction. The researcher expanded on a few details of expository material to comprehend it better. Expository writing uses a variety of text structures, including generalization, categorization, cause-and-effect relationships, sequence, comparison and contrast, and enumeration (Hedgcock & Ferris, 2018). An essay is a piece of writing meant to educate or inform the reader (Rashtchi and others, 2019). Expository writing is written with readers who have no prior knowledge of the material being conveyed in mind. The writer of an explanatory text must thus write the material more clearly.

It has been shown that there are five distinct types of explanatory texts by Zaini and Ollerhead (2019). The first one is the narration. In the description pattern, the author must explain a subject by listing the qualities, features, traits, and instances, for instance, such as, including, and so on are a few signal words utilized in this pattern. The author of an explanatory work must list elements or events in chronological order to follow the sequence pattern. This content may be written explicitly or implicitly. The phrases first, second, next, finally, and more are cue words used in this sequence. There is a tendency for comparison in expository writing as well. The author of a comparison article must describe the two pieces of information they are comparing. The material's specifics may include any event-related facts, ideas, theories, and more. However, on the other hand, a few signaling phrases are utilized in this pattern. Another pattern employed in expository writing is the cause-and-effect relationship. The author is urged to convey information from both the cause and the effect of the cause in this way. Cause and effect writers often employ signal words like "as a consequence," "hence," "consequently," and similar phrases. Problem and solution is the most recent iteration of the explanatory text. The writer must convey the issue and the remedy in the piece, much like cause and effect. In this pattern, signaling phrases like the issue is, because, and if/then are employed.

Using vlogs to help with language learning while teaching writing

Despite the fact that vlog-assisted language learning is still a relatively new phenomenon, there is much interest among writing scholars, teachers, and course designers (Sulistyo et al., 2019). Vlogs have provided authors greater room to express novel ideas, together with

resources and articles, to attract an audience (Alsubaie & Madini, 2018). Students might be encouraged to learn to write through this experience. Students experience what it is like to be bloggers, having to post and update fascinating stuff on their vlogs (Alsubaie & Madini, 2018). The use of vlogs in the teaching and learning of EFL may still be foreign to some English lecturers and instructors. Vlogs are an excellent platform for students and educators to share their ideas and opinions in writing (Ireland, 2020). In your own words, please explain what a vlog is. A vlog is an online journal or learning resource where the most current entries appear at the top of the page (short for "weblog"). The article allows the author (or writers) to share their thoughts on the subject. The majority of instructors and lecturers used their vlogs in their reading and writing lessons due to blog characteristics, including an intuitive user interface, regular text updates, and an engaging comment section (Mali, 2019). According to Sulisty et al. (2019) 's phenomenological research, blogging serves a number of crucial roles in writing instruction.

A. *Using a vlog for journaling*

It was thought that using VALL in the classroom would help students learn how to write by having them keep journals. Journaling is becoming a component of blogging, which may help writers write better (Sulisty et al., 2019). Because blogging demands frequent updates to the entries on the bloggers' websites, they have become used to the pastime.

B. *Vlogging as a new, innovative, and practical platform*

Besides being used for journaling, vlogs are regarded as an innovative and practical medium. The simplicity of using a vlog is increased by the tools available for article authoring, such as bold, underlining, adding images, heading 1, heading 2, and so forth. Sulisty et al. (2019) 's study indicates that:

...the utilization of new technology in the classroom changed how they felt about the experience compared to the conventional, non-online teaching techniques they had previously experienced. In her last diary post, Gloria said, "This experience is so novel and cool to me," and Cindy concurred. Because their contributions were made public in an internet context, VALL was seen as new by many people...

Additionally, Sulisty et al. (2019) highlighted that it was thought that the ability to alter the submitted entry was beneficial.

... While Danny thought accessing peer journals was "convenient," Isaac enjoyed that he could "take the opportunity of recovering earlier work." However, the main driver of this feeling of ease was their ability to turn in assignments online, anywhere, and on their schedule. Cindy said, "I do not have to worry about forgetting to bring the material or running to school to give assignments to the office. This is incredibly handy." Olivia added another apparent benefit: "Vlogs are handy since I can access content or examine your [referring to the teacher's] notes whenever I please." Students voiced support for the concept of using VALL in future classes in large part because of this overall feeling of ease...

C. *Vlogging as a Type of Online Mimicry Education*

Students' VALL experiences improved their ability to write in English. The pupils were motivated to focus more on the grammar and word choice issues as a result of peer comments (Sulisty et al., 2019). Some crucial components and procedures have already been addressed. These components may sometimes provide difficulties for pupils. Some students can struggle to develop a strong paragraph body, while others could struggle to make their sentences logical. The instructor should explain the problems and give students enough time to complete the writing process. As Xu and Li (2018) have previously said, writing is a continuous activity that cannot be ignored.

2. Methodology

An experimental methodology was used to demonstrate whether VALL improves pupils' writing abilities. A quasi-experiment was conducted to assess a treatment's or an educational intervention's efficacy. In this study, two groups of students were randomly selected; one group was given a treatment in which vlog-assisted language learning was included in the classroom setting to boost students' writing abilities, while the other group acted as a control. Aside from the experimental group, it was not given any special attention. Two classes from a university's English Education Department participated in this research. Although the participants were not put into conditions at random, the resultant groups were probably different in some aspects. In the authors' eyes, this inequity necessitated a between-subjects design in which subjects were not randomly assigned to treatments. Every classroom had fifteen students. Thirty students made up the whole sample for the present research. The students in both groups took a pre-test to establish a baseline for their writing skills before the treatment began for the experimental group. The procedure was then carried out. The authors conducted both a pre-test and a post-test to determine the score before and after the therapy. The experimental approach included participation from two groups. VALL was used to teach the experimental group of students, whereas non-VALL was used with the control group of students. The test results of the two groups were compared to see whether there was a statistically significant difference. Statistical analysis was used to do a quantitative examination of the data acquired.

3. Results

RQ 1: Does the writing ability of university students change significantly depending on whether they are taught using vlog-assisted language learning (VALL) or not?

Students' writing skills improved dramatically when they were exposed to the language via vlogs. This conclusion was supported by data showing that students who were taught using VALL approaches outperformed those who were not ($t\text{-test} > t\text{-table}$, $2.61 > 2.10$). As a result, the study's premise was confirmed. After utilizing VALL to teach them, kids' writing abilities significantly improved. The results of

the pre-and post-test for the experimental courses are shown in the table below.

Table 1. Results of the Pre- and Post-Tests for the Experimental Class

Experimental Class Mean Score	
Pre-test	Post-test
69.7	78
64.9	83
72.3	81.3
81.3	81
75.5	79.7
73.9	76.5
66.3	74.7
60.5	85.1
65.9	88.1
72.9	75.3
79.5	80.5
78.9	79.3
64.5	80.7
79.7	81.7
70.7	73
81.5	84.3
74.9	75.3
61	85.7
75.3	80.3
62.3	83.3

Table 1 above displays the pre-test and post-test outcomes for the experimental class before and after utilizing vlog-assisted language learning. The findings demonstrate that the experimental group's scores dramatically increased between the pre-test and post-test. It demonstrates that just one student has the lowest and most outstanding marks, 61 and 83.3, respectively. Only one kid, however, had the lowest post-test score of 74.9 and the highest post-test score of 88.1.

Table 2. Results from Both the Pre- and Post-Tests Conducted on the Control Group

Mean Score for the Control Class	
Pre-test	Post-test
73	71.5
67	70.5
71.5	71.7
82	85
74.3	77
73.1	73.9
67.7	70
70.1	69.1
72	74.9
73	75.9
79.3	79.3
72.5	74.7
69.7	72.7
79.5	79.7
76.3	80
77	79.9
76.1	77
69.3	70.9
68	69.3
67.5	69

The pre-test and post-test raw scores for the control class using the traditional mode of instruction are shown in Table 2. It demonstrates that just one student, whose pre-test scores were 66.5 and 85, respectively, had the lowest and best marks in the control group. Thus, it can be said that adopting the traditional technique has not resulted in a discernible improvement in pupils' writing in the control class. In Tables 1 and 2's experimental and control group scores, the authors give the mean scores for both groups, shown in Table 3 below.

Table 3. The Mean and Standard Deviation of Experimental and Control Groups' Post-Test

Groups	N	Mean	Std. Deviation
Experimental Group - Post-test	15	75.31	6.8355
Control Group - Post-test	15	69.16	8.3746

Table 3 above displays the typical post-test results for the experimental and control groups. An independent sample t-test was used to

compare the groups' additional post-test results. A mean of 75.31 was found across all experimental groups, with a standard deviation of 6.8355. By comparison, the standard deviation of the control group's scores is 8.3746, with a mean of 69.16.

Table 4. Analysis of the Post-test Scores for the Experimental and Control Groups Using an Independent Sample T-Test

Dep. Variables	t-test for Equality of Means		
Post-test Groups	t	df	Sig. (2-tailed)
	-2.525	28	0.0174

Given that the result of the aforementioned Sig. (2-tailed) Table 4 is less than 0.05 (0.0174 < 0.05), H_0 is acceptable. Consequently, the alternative hypothesis for the research is accepted, and the null hypothesis is disproved. This indicates that the experimental and control groups achieved significantly different writing learning outcomes while utilizing the vlog-assisted language learning strategy. In conclusion, it can be claimed that using vlogs to help with language learning improves the writing skills of students in English departments at universities.

RQ 2: What are the students' reactions to VALL as a teaching and learning tool?

Regarding Question 2, it can be said that students will be exposed to the usage of vlog-assisted language learning in the context of teaching and studying composition. The following numbers provide further information regarding how students responded to VALL's usage in teaching and learning.

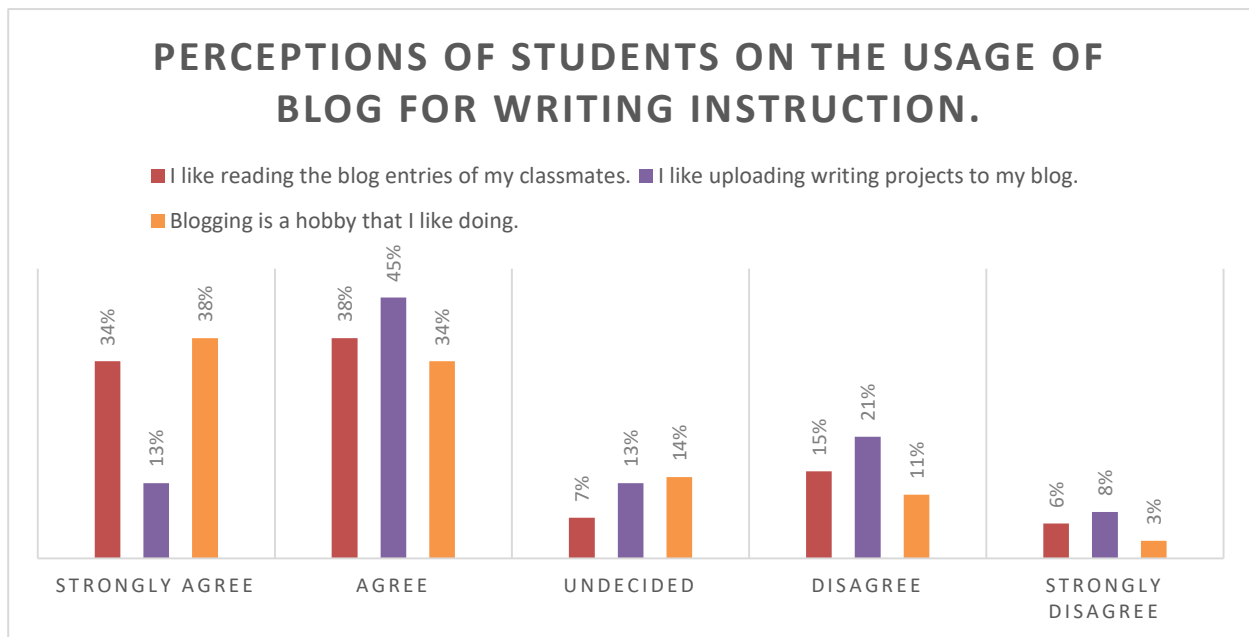


Figure 1. Perceptions of students on the usage of Vlog for writing instruction

The perceptions of students on using vlogs for writing instruction are shown in Figure 1, which includes the three statements displayed. This suggests that VALL was well-received by the students as a tool for improving their writing skills. As seen in the image above, 34.00% of students strongly agreed that blogging might be a learning activity, and 38.00% agreed that it could be. However, 14% of students were uncertain about the first assertion. Students also feel that a vlog may be a tool for writing assignments. Among the students surveyed, 13% strongly agreed, 45% agreed, and 13% were undecided about the second statement. Also, student bloggers said that reading their peers' vlogs was a valuable learning experience. Statement 1 was supported by 34.00% of the students' strong agreement, 38.00% of their agreement, and just 7.00% of their uncertainty.

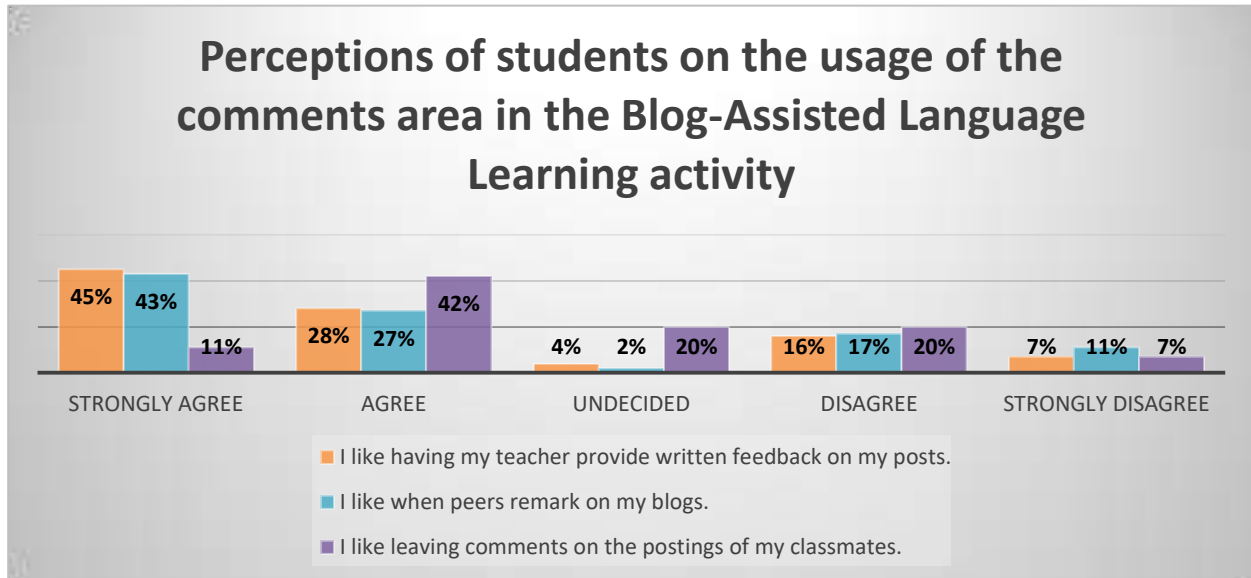


Figure 2. Perceptions of students on the usage of the comments area in the Vlog-Assisted Language Learning activity

According to the figure above, the study indicated that students feel the instructor's comments on their vlog postings had a favorable influence. 45.00% strongly agreed, 28.00% agreed, and 4.00% were unsure about the statement, as shown in figure 2. Students feel that their peers' comments on their vlog postings were both encouraging and entertaining. 43% of the students strongly agreed with the statement, while 27% agreed and just 2% strongly disapproved. On the other hand, students consider making comments on their peers' vlogs to be an enjoyable pastime. There are 11% of students strongly agreed, 42% agreed, and 20% were unsure about the statement.

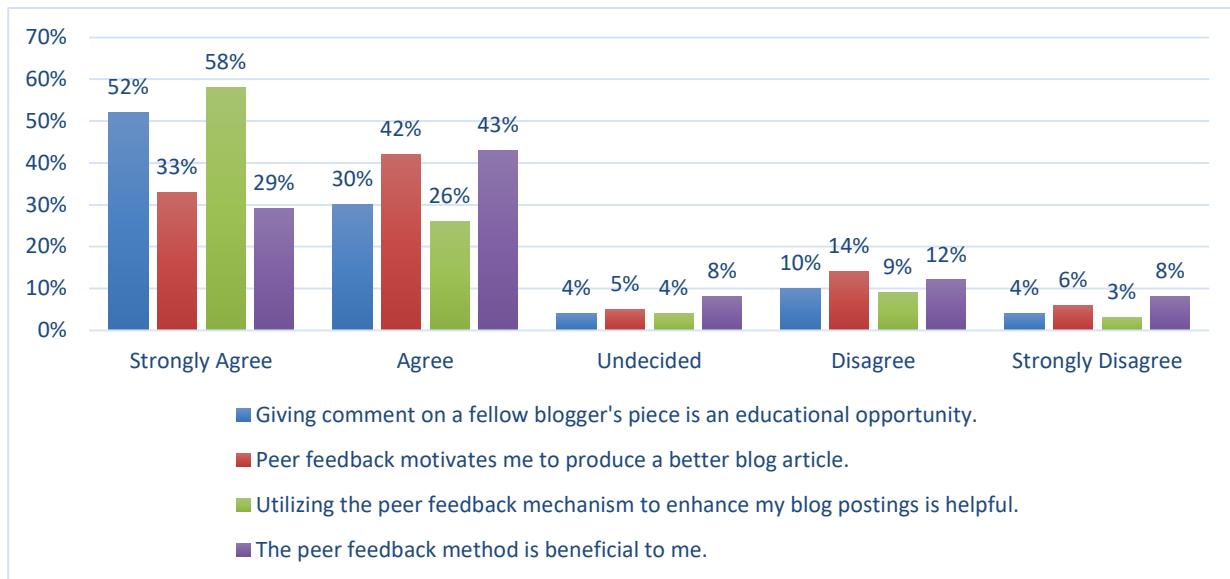


Figure 3. The impact of peer evaluation on students' perceptions of the process of increasing their writing skills in vlog-assisted language learning

Figure 3 shows that students believed that using peer criticism to enhance their writing was an excellent technique for boosting the efficiency of vlog-assisted language learning. Students understood how beneficial it is to provide feedback to a partner. Only 4.00% of the students were unsure, followed by 30.00% who agreed and 52.00% who strongly agreed with the statement. The students believe that the vlog post improvement directly resulted from the peer feedback activity. Only 5% were undecided, while 33% strongly agreed. The students felt that the peer feedback system helped enhance the quality of their vlog posts. Only 26% of the students disagreed with the statement, with 58% strongly disagreeing and 4% not sure. In conclusion, students found that blogging was useful for both teaching writing and fostering critical feedback among peers. A total of 29% agreed with the statement, 43% were neutral, and 8% were undecided.

4. Discussion

Referring to the study's goals, we want to know whether using vlogs to help with language acquisition increases students' willingness to learn to write well and their writing ability. VALL was shown to significantly increase participants' drive and writing abilities, as shown in

this study. Both groups scored quite differently. The experimental group's scores may rise as a result of the teaching and learning processes occurring as intended by the planning. Additionally, this development results from the fact that kids may communicate with their peers through vlogs while they write and converse. They may cross-check each other's work to ensure they have given their best effort. Technology use and collaborative learning boost students' aptitude and drive (Rachmadtullah et al., 2019). Additionally, the findings of this research are consistent with those of other studies showing that students' outcomes, particularly their writing skills, were enhanced by using digital technology and peer assistance (Acquah & Katz, 2020).

Using ICT or digital technology enhances student learning outcomes and instructors' delivery of instruction (Aşık et al., 2020). Through vlog-assisted language learning, there are four advantages to writing instruction. First, it encourages independent learning by allowing students to take greater charge of their education. Secondly, it inspires pupils to write and read better, and third, it encourages student dialogue. Encourages kids (and instructors) to utilize the Internet and the Web (Kung, 2018). Using vlog-assisted language learning, students may communicate with one another, define their interests, and even learn about new topics. Blogging also increases engagement among authors if they are aware that more people are reading and commenting on their posts (Kung, 2018). In the process of learning, motivation is also crucial. It is crucial to employ the right media technology. Using the correct technology may increase students' interest in learning (Kung, 2018). The majority of the students thought VALL was an intriguing approach for use in a writing lesson. Writing vlog posts, leaving comments, and receiving peer criticism were motivational activities for enhancing writing abilities.

The VALL is used for the first time in the university's teaching and learning process to enhance the writing ability. In order to help the students in the English Education Department enhance their writing skills, this research has provided a crucial alternative technique and medium. As a result, after being taught through vlog-assisted language learning, this research has assisted university students in improving their motivation and writing skills.

5. Conclusion

It is hard to dispute that the availability of technology in the 21st century is helping students and instructors increase the quality of the learning outcomes they each attain. This is true for both groups. In light of the present research findings, it is possible to conclude that implementing Vlog-Assisted Language Learning helps students become more motivated writers. Therefore, instructors or professors who teach writing at the school should use vlogs as the most considerable alternative to raising their students' writing abilities. They want to improve their students' writing skills and boost their desire to write. However, this present research does have certain limitations, which are to be expected. Due to the fact that this research included participants who were not native English speakers, the authors should use the student's native language, even if only in a limited capacity. During the therapy, the pupils must have a solid comprehension of the instructional material provided by the writers. Because the students had restricted resources, this study has another limitation: it is limited in its ability to connect to the internet. The researchers requested the students to submit the email and vlog posts from their homes. As a result, more study has to be carried out using all the resources that ensure the process of instructing and being instructed may be carried out enjoyably and effectively.

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