# Learning of Language Teachers from Vloggings: A Multiple Case Study

### Aiza L. Sugandi[1] and Celso L. Tagadiad[2]
[1]Researcher, UM Davao City
[2]Adviser, UM Davao City

*Abstract*— This study contributed to reveal significant insights on the usage of Vlogging in English language teachers and its underlying assumptions of English language teachers in different schools' level in private schools in Panabo City, Davao del Norte, with 20 male/female participants. The researcher used multiple-case design explores a real-life multiple bounded system through detailed, in-depth data collection. Moreover, this study utilized semi-structured interview questions which addressed salient aspects of the language teachers' learning from vloggings. Furthermore, the findings of this study unveil that intermittent internet connection, unavailability of electronic devices, time constraints, augments language teaching process, authentic language experience, comprehensive delivery of language instruction, demonstration of language proficiency, individual language learning practice, design an engaging language class, selection of suitable vlog for language practice, and enhancement of teacher's vlogging skill were the learning of language teachers from vlogging. Additionally, vlogging allows teachers to engage with students in a more dynamic and interactive way, creating a more immersive language learning experience. By utilizing vlogging, teachers can enhance students' listening and speaking skills, as they are exposed to authentic and contextualized language use. Thus, this proves incorporating vlogging into language teaching can be a powerful tool for enhancing language acquisition, promoting cultural understanding, and fostering creativity and self-expression. By embracing this digital medium, language teachers can create a dynamic and engaging learning environment that empowers students to become confident and effective communicators in the target language.

*Keywords*— learning, multiple-case, teachers, vlogging.

## I. INTRODUCTION

[COVID-19 is a virus that has infected millions of people and has become a pandemic in late 2019. People have been urged to stay at home and limit their physical interaction with others by governments. Due to the global COVID-19 pandemic, all educational institutions have been forced to switch from face-to-face to distance (online) learning programs (Alahamdi and Alraddadi, 2020). During the current pandemic, virtual classrooms are becoming increasingly popular in English language study and teaching. They provide online forums for professors and students to interact, share, and exchange ideas. (Yadav, 2016). Teachers, as active intellectuals, have an essential role in the effectiveness of the teaching and learning process. Understanding what teachers think, know, and believe is consequently critical for comprehending teachers' multiple activities or acts in the classroom (Saiful,2019).

One way to improve language teachers' performance is understanding teachers' mental constructs (Birello, 2012). Apart from this, it is to comprehend the needs and issues of curriculum continuity (see Won & Lee, 2013); and "to create and implement sustained and integrated teacher education programs" (Song, 2015, p. 263). Thus, enlightening on language teachers' mental lives is

important for improving language teacher quality and language teacher education and curriculum. Opportunely, a unified shelter of study, known as teacher cognition, has arisen that takes these implications of teachers' mental constructs into consideration. Teacher cognition relates to what language teachers think, know, and believe about their work, as well as how they affect to what they do in the classroom (Borg, 2003). With this, teacher cognition is a study that interested in investigating language teachers' cognitive constructions and how these constructs influence teachers' teaching practices.

Recently, there have been considerable bodies of empirical ground to discuss this teacher cognition study (Öztürk & Yildrim, 2016). Despite the current prominence of this study, there has been a scarcity of research protocols digging into language teachers' cognitions in the employment of Vlog in English language teaching and as a result, there is a lack of understanding on how to and why is it important to integrate Vlog into English Language Teaching and the learning experiences of English language teachers as a whole. The primary purpose of this study is to devise the learning of English language teachers in the usage of Vlogging in teaching English. To solve these emerging

gaps the following are the research questions: (1) What are the learning experiences of language teachers from vloggings? (2) How do they used vlogging in quest of their language teaching? and (3) What lessons and insights can be shared by the participants?

This study will contribute to reveal significant insights on the usage of Vlogging in English language teacher and its underlying assumptions, it will provide the current millennia of English language teachers or instructors with a creative route to increase language learners' success in target language utilizing Vlogging. In Panabo City, the faculty in private school prioritized to focus on immediate online instructional matters in the wake of the pandemic with the emphasis on global practices for online learning in which it necessitates me to initiates a study which would look into the learning realities of private English language teachers. This would take 20 male/female language teachers in different private schools in Panabo City.

Furthermore, in the field of education aligned in the interest of language teaching, I have confidence that the insights yielded in this study is a resource that could help teachers exhibit improvement in their overall career growth. The findings of this study will show how teachers perceive the learning from vloggings. Additionally, Teachers' accounts provide additional insight into their attitudes, self-reflection, beliefs, and motivation, as well as the professional benefits they see from vloggings and how this total learning is manifested in their language teaching methods.

This study is anchored on Vygotsky's social constructivism and Bandura's Social Cognitive Theory provide the most support for vlog-based learning. According to Vygotsky (1978), learning happens when pupils interact socially with others and absorb the information gained from these encounters.

Bandura (1999, 2001) claims that learning can occur when people witness the behavior of others and use them as a model because humans are social beings (Fidan, et,al,.2018). In addition, this study relates on "Teacher cognition", the concept that language teachers' decisions about what they do in the classroom are governed, formed, or influenced by their mental lives (Borg, 2015). In other words, teacher cognition operates on the assumption that there is "a symbiotic connection or interaction between language teachers' mental conceptions and instructional techniques" (Foss & Kleinsasser, 1996, p. 441).

Moreover, this researcher gathered theory which have similarities with the study that will investigate and support the issue of the study.

The current studies teacher cognition defines as language teachers' aptitude, attitudes, principles, judgments, assumptions, reflections, conceptions, and perspectives about all related language education ecosystems and how these impact to instructional activities. Thus, teacher cognition refers to all of the cognitive constructions that language teachers have about language education enterprises and how these constructs influence language teachers' teaching practices (Oztürk and Gürbüz, 2017).

Besides, Student teachers in Hong Kong vlog their residents, use a web-based tool to practice teaching system and carried out self-reflections along the way the scope of curriculum design and development evaluation. It developed the student teachers more and deeper ideas after watching footage of their work, they took notes on how they felt on their own instruction. Similarly, incorporating video from the internet into the debate professional performance is enhanced by the environment in pre-service and in-service development of Taiwanese teachers (Liu, 2012).

In addition, several researches were undertaken to determine the usefulness of Vlog in the workplace. Vlogs can help students enhance their English skills (Hakim et, al.,2016). All vlogging activities provide student-teachers with opportunities to promote English speaking practices over and over again (Hsu, 2016). Vloggers can also create a channel that other people or viewers can subscribe to be notified when new videos are added. Advancement of technology presents endless possibilities in education (Dunwill, 2016). As a result, it will continue to transform teaching techniques and the learning process in general. Teachers are critical in creating an interesting learning environment in which their students can prosper academically (Rashid & Zaman, 2018). That is why teachers must always enhance their teaching skills by investigating online media and modern informatory tools in order to inspire creativity in their classrooms through the usage of technology (Krkçlar & Yldz, 2019).

On the other hand, it is occasionally observed that certain persons are extremely hesitant to speak in public or in front of the community, considering that vlog videos address a community and they are viewed and available to be seen again, despite the fact that they are

well equipped, cultured, and who excel in dual discussions.

In this era where education being emphasized upon every aspect in teaching and learning, the use of technology-based tools is considered significant in providing drive to the educators to opt for education in non-traditional ways (Mahmud,2021). Vlogging can be utilized both within and outside of the English Language classroom to create a real and relevant environment that allows students to use the language creatively through cooperation (Astriani, et,al., 2017). Users see YouTube as more of a social network than a video sharing platform (Barton et, al.,2013) because of the unique link that exists between those who post videos and those who watch them examining and commenting on them (Green,2018).The teachers are able to share the knowledge to their students through media. Instructive vlogs were made and learning videos broadcast to YouTube as part of a project-based learning strategy were both effective and feasible modalities in distance education (Fitriani & Rohman, 2021).

Also, various investigations were carried out in order to demonstrate the influence of developing vlogs on the learning experiences of the learners related to the performance and/or emotional outcomes. Aside from the findings demonstrating that it raises the learners' motivations and learning performances (Huang, et,al., 2015) it indicated good outcomes associated to reflecting thinking, critical thinking, knowledge sharing, attitudes/perceptions, and engagement in learning and sense of community of the learners in vlog-based environments (Pavo and Rodrigo, 2015).

## RESEARCH QUESTIONS

To facilitate the attainment of the above-mentioned purpose of the study, the researcher guided with the subsequent research questions as follows:

1. What are the learning experiences of language teachers from vloggings in Panabo City?
2. How do they used vlogging in quest of their language teaching?
1. 3.What lessons and insights can be shared by the participants?

## METHOD

This section of the study describes in detail how the study conducted. Likewise, it presents the participants, materials/instruments, design, and procedures observed in the study.

*Participants*

The participants in this study were 20 male/female language teachers in different schools' level in private schools in Panabo City. Participants constituted the control group and These English Language teachers were selected based on the following criteria: (1) they have at least two years' experiences in teaching English, (2) they have already made and used Vlog to teach English in their online classroom, and (3) they agreed to contribute to this study. They all ranged between 23-35 years of age. English language teachers who do not meet the aforementioned criteria are not eligible to participate. Participation of participants is voluntary. Refusal to participate involved no penalty or loss of benefits which they are entitled.

*Materials/Instrument*

The researcher utilized interview questions and observation in collection of reliable and desired information. The interview questions developed originally by the researcher with the recommendation of an experts in the field of English language teaching. To establish the reliability of the interview questions, the panel will check the researcher interview questions. The interview is done face-to-face and will be recorded thru video or audio recordings. The questions are focused on the participants' learning experiences of language teachers from vloggings.

*Design and Procedure*

This study employed multiple-case study. A multiple-case design explores a real-life multiple bounded system through detailed, in-depth data collection involving multiple sources of information (Cresswell, 2013). In-depth interview is also an excellent choice for exploratory interviews with people who are highly knowledgeable about or involved with your research topic. This design enables the researcher to gather data with the respondents who have participated or interested on vloggings. The in-depth interview mainly focus on the respondents' thoughts, learnings, and experiences from vloggings. In order to gather data, the researcher developed a semi-structured interview questions which addressed salient aspects of the language teachers' learning from vloggings. The researcher sends letters to the equally important individuals before the conduct of the interview. Semi-structured interviews with each participating language teacher conducted and complemented with sound recordings. The main areas covered was the language learning history, of language teacher from vlogging. It involves the use of interview

which is useful for getting the story behind a participant's experiences.

The personal experiences are gathered with confidentiality and recordings are to be kept with discretion and to be used for the purpose of the study. After the gathering, it is followed by interpretation of data by the researcher. The researcher transcribes the recording. Then content analysis is used. Robson (1993) & Yin (1989) discovered that content analysis is possible Systematic coding of data by organization Information in the category for discovering patterns It cannot be detected just by listening to the tape or reading the transcripts. Finally, the interpretation is presented through a narrative form.

### Ethical Considerations
There were significant ethical issues and concerns that had a particular influence on this qualitative study. Some issues and concerns were from the methodology involved in this study. The ethical disputes were applicable to this research concerns. The issues of the right to conduct the study, confidentiality and obscurity were considered. In adherence to the standards set by the university's Ethics Review Committee, the researcher took specific steps to ensure that respect, beneficence, and justice were being observed.

The first issue was a request letter submitted to the office of the dean of Professional schools and school directors of the chosen institutions asking permission to conduct the study. Once it was approved and accepted, a copy of the approved letter was sent to the office of the Dean of the colleges. The researcher respected the views and opinions of the respondents and their decision, whether or not to participate in the course of gathering data. The questionnaires answered were seared and scorched after the data was analyzed and interpreted to address those concerns. The researcher observed complete ethical standards in the conduct of the study following the research protocol assessment criteria, particularly in managing the population and data collection.

### Voluntary Participation
The English language teachers of the chosen private school were given free choice to answer the questionnaire without any form of results penalty or loss of benefits. The researcher respected the views and opinions of the respondents and their decision whether to participate or not while gathering the data. Thus after the purpose and the benefits of the study were described and presented to the respondents, their rights to

contribute to the body of knowledge were carefully considered and adhered to.

### Privacy and Confidentiality
The respondent's personal information required in the study kept private, and the utmost obscurity of the respondent's data will be adhered to. The researcher focused on significant ethical problems such as confidentiality, respect for the respondent's opinions, and integrity. Failure to address such concerns means placing a threat to the rights of the respondents.

### Informed Consent Process
The research questionnaire was free of technical terms and was easy to understand by the respondents of the study. It was provided with clear view of benefits to the teachers and administrations to generate after the conduct of the study. The research questionnaire was administered with the consent and support of the authorities of the Directors of the institutions chosen. Therefore, no research questionnaire was given to the English language teachers of the different private schools in Panabo City without approval from the authorized command channel.

### Recruitment
The allocation of respondents considered in the population and sample has shown the population is disseminated. In addition, it was stated in the inclusion and exclusion of the respondents and the reasons for selecting the respondents. Furthermore, the data collection proceeding, as well as how the survey questionnaire were conducted and kind of respondents involved in the study. Lastly, in the data gathering, it was stated clearly the process in conducting the study.

### Risk
The study did not intricate any high-risk situation that the respondents experienced in physical, psychological, or socio-economic concerns. The study focused on the domains of goals for reading and self-efficacy of the English language teachers. The respondents focused on the learning using vlogging they are manifesting and their attributes.

### Benefits
The result of the study benefited the English language teachers, School Administrators and Students.

### Plagiarism
The study avoided plagiarism as one way to address research ethics by observing proper citation of sources both in-text and references. Also, utilizing multiple and

several sources of information avoided this ethical issue. All texts from other sources were not only be copy-pasted verbatim but also paraphrased without losing their thoughts. The study has no trace or evidence of misrepresentation of someone's work as her own. The study has undergone plagiarism detectors like Grammarly or Turnitin software.

### Fabrication

This study considered authentic data to be gathered first hand, and no otherb information shall genetated without an authentic source. Also, this manuscript was made first hand by the researcher to address fabrication issues. Likewise, the documents needed, such as letters and other pertinent papers, were generated with appropriate signatories to avoid fabrication. The study has no trace or evidence of intentional misinterpretation of what has been done. There is no making up data and result or purposefully putting forward conclusion that are not accurate.

### Falsification

The study has no trace of purposefully misrepresenting the work to fit a model or theoretical expectation and has no evidence of over claiming or exaggeration.

### Conflict of Interest (COI)

The study has no trace of conflict of interest like for an instance, the disclosure of COI, which is a set of conditions in which professional judgment concerning primary interest such as participants' welfare or the validity of the research tends to be influence by secondary interest such as financial or academic gains or recognitions.

### Deceit

The study has no trace of misleading the respondents to any potential harm. All information was lead down, so respondents could understand the research as it is.

### Permission from Organization/Location

The study was conducted with formality and precise adherence to the ethical standards; thus, a formal letter is sent to the authorities of the institutions of Panabo City. The researcher only conducted after approval from the authorities.

### Technological Issues

Due to COVID-19 and health restrictions, the sending of gathering of some data was done through Google form and made sure that instruction were clearly understood by the participants. Additionally, correction and suggestion by the panelists were made through oline and again made sure that suggestions were followed.

### Authorship

The researcher of the study was a graduate of Secondary Education major in English. The researcher of the study underwent a series of revisions papers because of recommendations made by the adviser. The study also followed the standards of the university's Ethical Review Committee for guidelines of ethical consideration.

## RESULTS AND DISCUSSIONS

This chapter focuses on presenting, analyzing, and interpreting the research results concerning the Learning of Language Teachers from Vlogging: A Multiple Case Study. Further, it also discussed the challenges encountered by the language teachers from vlogging.

### *The Emerging Themes and Core Ideas on the experiences of language teachers from vlogging in Panabo City.*

### Intermittent Internet Connection

This research focuses on the learning experiences of language teachers from vlogging, and one of the main themes that keeps coming up is the

intermittent internet connection. A challenge that stands out for language teachers. In reality, from a vlogging standpoint, language teachers felt helpless to encourage their pupils to participate in class discussions because to the intermittent connectivity issues. One of them stated this:

"Based from my experience, one of the challenges that been encountered was that the struggle of having a really bad signal, like you really want to finish the discussion but then the signal is keep on lagging so that's one of the most challenging part when your used videos or vlog during your discussion." (IDI_14)

This statement of participant will anchor to the statement of Linjawi and Alfadda (2018), a strong internet connection and prior ICT experience are essential for successful online learning. Supported by Pokhrel S. and Chhetri R.(2021) that creating customizable, accessible, and cheap online learning tools should be the primary aim of educational tool creators. In a comparable investigation by Rotas, E. et al. (2020), students' frequent struggles with online learning include inconsistent internet access.

### *Unavailability of Electronic Devices*

The second rising issue and key concepts on the learning experiences of language teachers from vlogging that obstruct on their goals and objectives as a language teacher are unavailability of technological equipment. In fact, not all students have the equipment they need to benefit from online learning, as one of them explained:

"Transitioning to online platforms learnings has been extremely difficult and challenging for most teachers and students. Most schools have a hard time making the concept work since they face challenging including unreadable internet connections, lack of gadgets and effective tools to use and how to adopt new learning methods." (IDI_12)

This statement of participant 12 supported by the statement of Bansal, et al., (2020) that because of limited access to digital resources like computers, poor internet connectivity, and the digital divide, scholars have noted that e-learning does not achieve as much as classroom learning. Back up of research by Ferri et al. published in 2020, that access to infrastructure like technical tools and an Internet connection are some of the major barriers to using online learning effectively. Additionally, because they can be accessed anywhere and at any time, cellphones are unquestionably intriguing and useful as learning tools (khotimah & Masykuri, 2017; Masykuri, 2013).

### *Time Constraints*

A captivating way to hold students' interest is via vlogs and video material. Establishing and upholding reasonable deadlines not only relieves the teacher of the burden of providing immediate, round-the-clock feedback but also helps students maintain realistic expectations. However, it also presents challenges for language teachers. In fact, some of them stressed the following during individual discussions:

"The challenges I have encountered so far in using vlogs in teaching were the browsing and spending too much time in the internet looking for the right video." (IDI_8)

"In integrating vlog in my teaching, the usual distress I encountered was

the moment of selecting the perfect vlog for my lesson. It requires time and brain to choose one among thousands of vlogs." (IDI_16)

A statements of participants that coincide made by Zhang, Dongsong, et al. (2006) that watching and listening to a video requires more effort and time than perusing a textbook supports the challenges faced by language teachers. Inganah, et al., 2023 also backed the idea that it is preferable to use/design videos for which time management must be a top priority.

### *Augments Language Teaching Process*

The use of vlogging increases student engagement, fosters intentional and meaningful interactions, and promotes both active and passive learning. Many aspects of modern social life appear to be impacted by vlogging increasing dominance. By incorporating vlogging teachers may be given the chance to experiment with novel ways of delivering teachings. Like one of them put it:

"It enables me to learn meaningful languages from other people with different language proficiency level." (IDI_2)

"I like using vlogs to help my students learn broaden their vocabulary and proper enunciation." (IDI_8)

Therefore, it can assist students in connecting the interaction relationship in building verbal communication skills, engaging and captivating presentation, speech, or conversation inside a vlog, the style canon highlights the creative component of communication. According to Ainan Salsabila's (2021) Vlog includes a lot of reviews for pupils. It blends voice, video, pictures, educational material, fun delivery methods, expressiveness, and emotion. And utilizing a vlog may demonstrate one's skill in an action (Mandasari & Aminatun, 2020). Therefore, using design features might help a speaker or vlogger deliver a message that connects with the target audience.

### *The Emerging Themes and Core Ideas on the quest of language teachers in using vlogs for their language teaching.*

### *Authentic Language Experience*

Vlogs might be useful tools for practicing speaking since they can be used to expand speaking chances outside of class and make up for the insufficient interaction time and speaking opportunities in the classroom.

This suggests that using vlogs could potentially inspire people to have real life experiences. This assertion links to their response during a focused group discussion, which states:

"For me, enhancing the ability to provide real life examples and increasing student's engagement and motivation in language learning." (FGD_9)

The real life experience of language teachers relatable to the statement of Combe,2014) that users of the internet utilize them to share information and express their ideas with the advent of the vlog genre, a specific type of vlogging, as a tool to practice languages online while studying. Supported by Moon and Lim (2013), states that blogs/vlogs are among the numerous cutting-edge tools that are "best received in the field of education in general and foreign language education" because of their distinctive qualities.

### *Comprehensive Delivery of Language Instruction*
Nowadays, because of switching of traditional language instruction to technology-based instruction this occurrence, teachers or students may also use vlogs on YouTube or make their own to engage them in the teaching and learning environment. The participant highlighted the importance of these abilities by saying:

"So for me, other vlog I watched that help me, improve me as a language teacher include educational channels, because educational channels focuses on language learning, language teaching methodologies and of course videos showcasing effective language teaching technique and strategies." (FGD_9)

"It provides the learner the actual language delivery." (IDI_4)

Supported by Aydin (2014), states that vlogs have a good influence on the growth of student-lecturer interaction in the target language. According to its creation, vlogs are made to provide people the opportunity to express their own personal experiences before being posted online. This result backs up Pamungkat's (2019) claim that speaking improvement may be encouraged by using video-assisted speaking techniques.

### *Demonstration of Language Proficiency*
Participants said that they used educational vlogs that complemented their classes, and they felt strongly that vlogging helped them improve their language skills. In fact, they stressed the following throughout the focused group discussion:

"Vlogs become useful in teaching language to students because vlogs can also be gate way to improve their listening comprehension skill then as students the can

practice also their tuning into different accent and picking up nuances, tune and inflection." (FGD_3)

"Improve their listening comprehension and pronunciation skills as we mimic the people speaking in the videos and teachers are able to spend more time focusing in the students instead of trying to explain complex topic." (FGD_6)

These comments justified by Wulandari, (2019) that Vlogging is one of the most efficient ways to help students become better speakers because it emphasizes speaking as a mode of communication. Additionally, Encalada and Sarmiento (2019) stated, that using self-recorded videos helped students grow their vocabulary, improve their pronunciation, and gain confidence in their English-speaking abilities. After using video-recorded speaking exercises, Kirkgöz's (2011) pupils not only increased their vocabulary knowledge, but also improved their oral abilities (i.e., fluency, pronunciation, vocabulary, accuracy, and task accomplishment). In Australasian Journal of Educational Technology, 2021, 37(6). Students stated that they felt a feeling of accomplishment. In terms of English learning, the video or vlog projects improved class participation (Aldukhayel, 2019; Gromik, 2012, 2015). Finally, projects that involve creating videos can help students become more proficient readers (McKenney & Voogt, 2011; Yang & Wu, 2012), develop their social skills when interacting with peers (Park, 2019), and encourage active learning (Anas, 2019).

### *Individual Language Learning Practice*
Participants agreed that vlogging encourages personal language practice. They thought that since students could repeat the video, it was helpful for improving their language skills. The examples below demonstrate this claim:

"Vlogging can useful in teaching by providing accessible, engaging platform for remote learning enabling to access authentic language content and maintaining a sense of connection and interaction despite of physical distance. Maintaining student

engagement, providing clear instructions and guidance for independent learning and fostering supportive online learning environment." (FGD_10)

Lestari (2019) contends that constant practice is necessary to enhance speaking since it is a crucial communication skill in language teaching and learning

activities. The combination of video, sound, photos, and text enhances the informative material and emotions that are exchanged with other Internet users, according to (Safitri & Khoiriyah, 2017), who also claimed that video blogging offers a deeper experience than sites with text blogging. Vlog can therefore aid students in honing their English-speaking skills. Students have improved storytelling, concept expression, and other skills. As part of a project assignment, students can also participate in video blogs. This project assignment is thought to be useful for helping pupils develop their own foreign language communication abilities (Rakhmanina & Kusumaningrum, 2017).

### The Emerging Themes and Core Ideas on the significant lessons and insights shared by language teachers in using vlogging in language teaching.

### Design an Engaging Language Class
All participants agreed that vlogging should be interesting to the class so that it can engage the students. They claimed that students may learn more when they are actively involved in the learning process. According to a participant's comment:

"Vlogs are engaging. Students are more likely to pay attention to a vlog than to a textbook. This makes learning more fun and effective." (IDI_9)

To get children interested in learning to speak, teachers should conduct more engaging and fascinating sessions. Inspiring media may be utilized to draw in students and inspire them to speak English more confidently (Wulandari, 2019). According to study on vlogging done by Mandasari and Aminatun (2019), vlogging enhances the process of learning a language by making it attractive and boosting students' enthusiasm to learn. Additionally, the majority of the students had a greater knowledge of English-language content, according to their research findings.

### Selection of Suitable Vlog for Language Practice
Teachers may reach a worldwide audience by selecting or creating vlogs for instructional reasons. Encouraging language teachers to consider carefully before publishing something online and carefully examining the downloaded vlogs to promote effective language acquisition. One or more of the participants said:

"All I can say is that vlog and videos are very helpful for us as a teacher so don't worry just used the appropriate vlogs for your students. It has an impact especially now

a day we are in a competent world so we must to apply an advance learning." (IDI_14)

"I usually choose vlogs that are relevant to the topic of my lesson. For example, if I am teaching a lesson on grammar, I might choose a vlog that talks about the different types of grammar. I also choose vlogs that are helpful and engaging." (IDI_9)

Hung (2011) emphasized students' favorable opinions of vlogs for language learning as well as the educational value of gathering, considering, and archiving students' vlogs, which are considered as the results of their labor. Jee (2011) highlights the use of vlogging in foreign language lessons to allow students to collaborate and produce a video clip that allows for conversation practice and peer evaluation. According to Anggraeni et al.,(2020) utilizing vlogs is thought to be helping students talk more fluently, expand their vocabulary, and improve their English intonation and pronunciation. Additionally, given the good feedback from students, this research suggests using Vlogs as an alternate learning method for instructing speaking skills.

### Enhancement of Teacher's Vlogging Skill
Gained experiences have been digested, resulting in the development of new, deeper knowledge and abilities that, in the future, will help to improve a teacher's own performance in the classroom. The concept of 21st century learning is very new to and the majority of teachers are still unsure on how to use this new paradigm of instruction in their daily work. Participants were reminded of the importance of these abilities by hearing:

"It should create a support program to encourage interconnectedness and help teacher also in transition to remote teaching. Uhm, for teachers so take advantage of remote learning tools. So, it takes much more preparation, materials and thoughts rather than educational system can have prepared in a few days or works. So the teachers, in my experience the teacher should gain skills before returning. Before the children return into face to face in their classroom. They should have opportunity to enhance their learning through the, through their teachers." (FGD_6)

The training gave teachers important experience. Professional development is important because it encourages teacher learning and is anticipated to change teaching practices (Kennedy, 2016). Due to the fact that vlogs are a digital genre that thrives on multimodal interactive platforms, it offers vloggers the chance to develop their digital literacy skills while focusing on

their words and body language as well as by editing their media product and including video effects, text, artistic effects, images or photos, and emoticons. According to Postholm (2016), teachers must be involved in both the current situation and the preparation of future practice rather than becoming caught into the experiences. Additionally, by being exploratory, teachers can gain knowledge from their own experiences and develop a meta-perspective on their own teaching methods. Postholm, (2016).

The Emerging Themes and Core Ideas on the significant lessons and insights shared by the language teachers in using vlogging in language teaching.

## CONCLUSION

The findings of this study unveil that intermittent internet connection, unavailability of electronic devices, time constraints, augments language teaching process, authentic language experience, comprehensive delivery of language instruction, demonstration of language proficiency, individual language learning practice, design an engaging language class, selection of suitable vlog for language practice, and enhancement of teacher's vlogging skill were the learning of language teachers from vlogging. Thus, vlogging allows teachers to engage with students in a more dynamic and interactive way, creating a more immersive language learning experience. By utilizing vlogging, teachers can enhance students' listening and speaking skills, as they are exposed to authentic and contextualized language use. Additionally, vlogging can extend the learning environment beyond the classroom walls. Students can explore real-life situations, document their experiences, and share them with a wider audience. This opens up avenues for collaboration and interaction with native speakers and learners of the target language worldwide, creating a global community of language learners.

However, it's important for language teachers to be mindful of potential challenges. Teachers need to ensure that vlogging activities align with the curriculum objectives and learning outcomes. They should also provide clear guidelines and instructions to students to maintain a focus on language learning rather than solely on entertainment.

Overall, incorporating vlogging into language teaching can be a powerful tool for enhancing language acquisition, promoting cultural understanding, and fostering creativity and self-expression. By embracing this digital medium, language teachers can create a dynamic and engaging learning environment that empowers students to become confident and effective communicators in the target language.

## RECOMMENDATION

Based on the finding of this study the researcher suggests the following recommendations:

1. Language teacher should take into account the changes in education brought about by the Covid-19 pandemic and advised to embrace vlogging as a new learning trend.

2. Language teachers should familiarize with Vlogging platforms and tools. Explore different vlogging platforms and familiarize yourself with their features and functionalities. Some popular options include YouTube, Vimeo, and TikTok. Additionally, learn how to use video editing software or apps to enhance the quality and presentation of vlogs.

3. Language teachers should stay updated on digital trends. Keep up with current digital trends and popular vlogging styles. This will help you relate to your students' interests and preferences, making the learning experience more relatable and engaging.

4. Language teachers should reflect and adjust. Continuously reflect on the effectiveness of vlogging activities in achieving language learning outcomes. Seek feedback from students and make necessary adjustments to improve future vlogging tasks.

5. Language teachers should continuous professional development. Stay updated on best practices in integrating technology and digital media into language teaching. Participate in professional development workshops, webinars, or online courses to enhance your skills and knowledge in this area.

6. Language teachers should investigate offline or low-bandwidth digital platforms that support video sharing. These platforms may provide the ability to upload and share videos without requiring a stable internet connection. Research local options or explore platforms specifically designed for low connectivity settings.

7. Language teachers should set in-class viewing sessions. Dedicate specific class time to watch and discuss the vlogs. This allows for peer feedback, discussion, and learning from one another's experiences. It also reduces the reliance on the internet for sharing vlogs. This will help students with limited access to gadgets. However, if students might still have access to basic mobile devices like

smartphones encourage them to use these devices for learning purposes.

8. The researchers conducted further study suggest conducting a quantitative version of the study to help validate the interviewees' responses.

## REFERENCES

[1] Anggraeni, Anita, Cynantia Rachmijati, and Dewi Listia Apriliyanti. "VLOG: A TOOL FOR STUDENTS'SPEAKINGPRACTICE ENHANCEMENT." Research and Innovation in Language Learning 3.1 (2020): 23-31.

[2] Brott, Pamelia E. "Vlogging and reflexive applications." Open Learning: The Journal of Open, Distance and e-Learning (2021): 1-13.

[3] Cong-Lem, Ngo. "Web-based language learning (WBLL) for enhancing L2 speaking performance: A review." Advances in Language and Literary Studies 9.4 (2018):143-152.

[4] Dunwill, E. 4 changes that will shape the classroom of the future: Making education fully technological (2016). Retrieved fromhttps://elearningindustry.com/4-changes-will-shape-classroom-of-the-future-making-education-fully-technological

[5] Egielewa, Peter, et al. "COVID-19 and digitized education: Analysis of online learning in Nigerian higher education." E-learning and Digital Media 19.1 (2022): 19-35.

[6] Ersan, Mohammad, Fabiola D. Kurnia, and Eka Fadilah. "Improving Students' Speaking Ability Using Vlog Media at SMK Negeri 1 Arjasa." Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences 5.1 (2022): 5646-5656.

[7] Feng, Kexin, et al. "Exploring Speech Cues in Web-mined COVID-19 Conversational Vlogs." Joint Workshop on Aesthetic and Technical Quality Assessment of Multimedia and Media Analytics for Societal Trends. 2020.

[8] Fidan, Mustafa, and Murat Debbağ. "The usage of video blog (vlog) in the "school experience" course: The opinions of the pre-service teachers." Journal of Education and Future 13 (2018): 161-177.

[9] Ferri, Fernando, Patrizia Grifoni, and Tiziana Guzzo. "Online learning and emergency remote teaching: Opportunities and challenges in emergency situations." Societies 10.4 (2020): 86.

[10] Fitriani, U., & Rohman A. A. Students' Mathematical Communication Skills Through Vlog in Project-based Learning Based on the Unity of Science. Journal of Physics: Conference Series, 1796 (2021), 012119. Retrieved from doi:10.1088/1742-6596/1796/1/012119

[11] Huang, Hui-Wen. "Effects of smartphone-based collaborative vlog projects on EFL learners' speaking performance and learning engagement." Australasian Journal of Educational Technology 37.6 (2021): 18-40.

[12] Inganah, Siti, Rani Darmayanti, and Nopia Rizki. "Problems, Solutions, and Expectations: 6C Integration of 21 st Century Education into Learning Mathematics." JEMS: Jurnal Edukasi Matematika Dan Sains 11.1 (2023): 220-238.

[13] Kırıkçılar, R. G. & Yıldız, A. Developing an Observation Form to Determine the TPACK

[14] Usage. International Journal of Educational Studies in Mathematics, (2019: 172-181). Retrieved from https://dergipark.org.tr/en/pub/ijesim/issue/50978/628888

[15] Lestari, Novita. "Improving the speaking skill by vlog (video blog) as learning media: The EFL student's perspective." BEST PRACTICES IN EDUCATION MANAGEMENT: Teaching, Learning and Research 89 (2019).

[16] Liandi van den Berg & Jacobus M. de Villiers | Sammy King Fai Hui (Reviewing editor) (2021) Tech talk: Development of a conceptual framework to enhance sport students' communication skills and content learning through vlogs as an assessment tool, Cogent Education, 8:1, DOI: 10.1080/2331186X.2021.1999785

[17] Mahmud, Nazirah. "ATTITUDES AND PERCEPTIONS OF MALAYSIAN ESL UNDERGRADUATES TOWARDS THE USAGE OF VLOGGING IN ENHANCING THEIR SPEAKING SKILLS." LET: Linguistics, Literature and English Teaching Journal 11.2 (2021): 43-58.

[18] Mandasari, Berlinda, and Dyah Aminatun. "VLOG: A TOOL TO IMPROVE STUDENTS'' `ENGLISH SPEAKING ABILITY AT UNIVERSITY LEVEL." PROCEEDINGS UNIVERSITAS PAMULANG 1.1 (2020).

[19] Misdi, Misdi, et al. "Vlogs in University EFL Speaking: Student-Teachers' Perceptions. " KnE Social Sciences (2021): 416-424.

[20] Ong, Wei Ann, Suyansah Swanto, and Asmaa AlSaqqaf. "Social Media as a Platform for Reflecting Practice: Experience of Malaysian Pre-service ESL Teachers." The English Teacher 49.3 (2020): 105-122.

[21] Picher Gollart, Clara. "Developing fluency and motivation through vlogging outside the EFL classroom." (2021).

[22] Pokhrel S, Chhetri R. A literature review on impact of COVID-19 pandemic on teaching and learning. Higher Education for the Future. 2021;8(1):133-141

[23] Rashid, M., & Zaman, S. Effects of teacher's behavior on academic performance of students. 3rd International Conference on Research and Practices in Education, (2018:1-15). Retrieved from https://www.researchgate.net/publication/3252485 14

[24] Safitri, N., & Khoiriyah, I. Students' Perceptions on the Use of English Vlog (Video Blog) to Enhance Speaking Skill 1 Nailis Sa'adah Safitri, 2 Ianatul Khoiriyah. (2017). The 5th 5656 AASIC,240247.http://103.216.87.80/index.php/sel t/article/view/7980/6083%0Ahttp://ejournal.usd.ac .id/index.php/LLT

[25] Saiful, Jepri Ali. "EFL teachers' cognition in the use of Youtube Vlog in English language teaching." Journal of Foreign Language Education and Technology 4.1 (2019): 72-91.

[26] Salsabila, Ainan. "Augmenting Students'speaking Skill Through Vlog as an Innovation In Learning." Syntax 3.8 (2021).

[27] Sanad, Hanan Ahmed. "Developing EFL Oral Communication Skills and Motivation through Vlogging." CDELT Occasional Papers in the Development of English Education 74.1 (2021): 97-119.

[28] Thriwaty, Arsal, and Karamina Sharfina. "Learning Innovation Through Youtube Vlog In Era 4.0." (2020).

[29] Wulandari, E. Speaking Proficiency through Instagram Vlog. LLT Journal: A Journal on Language and Language Teaching, (2019). 22, 111-125.

[30] Zhang, Dongsong, et al. "Instructional video in e-learning: Assessing the impact of interactive video on learning effectiveness." Information & management 43.1 (2006): 15-27.