International Journal of Social Science and Human Research

ISSN (print): 2644-0679, ISSN (online): 2644-0695

Volume 09 Issue 05 May 2026

DOI: 10.47191/ijsshr/v9-i5-65, Impact factor- 8.361

Page No: 4014-4021

Creating Vlogs to Improve Speaking Skills of Second-Year Non- English Major at A University of Education

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ABSTRACT: The attainment of oral fluency continues to be a difficult aspect in terms of second language learners who are not English majors in the northern part of Vietnam. In this case, traditional classroom practices fail to help learners to link their linguistic knowledge with actual oral practice. Thus, this study investigated the effects of the combination of asynchronous vlogs and use of ELSA Speech Analyzer on students' speaking confidence, fluency, and performance. Adopting the pre-experimental research design, the study was conducted among students at the second year level chosen through convenience sampling techniques. Data were collected by conducting speaking tests, answering closed-ended Likert scales, and writing down open-ended questions. Quantitative data were subjected to analysis by descriptive statistics and Paired Samples t-test using the software SPSS 27, while qualitative data were processed using thematic analysis technique. Based on the results, there was a statistically significant difference between participants' speaking test results before and after participating in the intervention since most learners have moved from one proficiency level to another. Students have improved considerably in controlling their speaking rate and minimizing disfluency cues. These were supported by students' positive feedback about feeling confident and emotionally connected to performing their vlogs. This technological innovation is a highly scalable teaching technique for developing communicative skills in an EFL setting, thereby demonstrating that when technology is used creatively, it acts as a potent motivator for language development.

KEYWORDS: Speaking; Speaking fluency; VLOG; Vlogging; Non-English majored students.

I. INTRODUCTION

English has become a widely used global language and plays an essential role in many fields such as communication, science, commerce, technology, and education. In the current context of globalization and integration, “English is increasingly consolidating its position as a “bridge language” connecting people across continents” (Crystal, 2003; Graddol, 2006). In Vietnam, “English has been integrated into the national education program as a compulsory subject from primary school, with the expectation that students can use English fluently in life and work in the 21st century” (Hoang, 2011). In addition, under Resolution No. 71-NQ/CP issued by the Government of Vietnam, the Ministry of Education and Training announced an initiative to make English the second language in the general education system, requiring students to use English more confidently and fluently to meet new educational demands. Among the four language skills, speaking is deemed to be the most important in learning a second or foreign language because it is used in effective communication (Kuning, 2019). However, despite many years of English education, Vietnamese learners commonly face persistent difficulties in speaking English. Many students struggle with expressing themselves although they possess a solid grasp of grammar and vocabulary. They often lack confidence and are hindered by various factors when communicating in English (Vu & Nguyen, 2024). In particular, special attention should be given to improving the speaking skill of EFL learners because speaking skill occupies a prominent place in the communication process, especially when the medium of communication is a foreign language (Akhter, 2021).

To address these challenges, effective and innovative teaching methods are needed to improve speaking fluency. In this context, vlogging has emerged as a potential method. Vlogging provides learners with the opportunity to record their daily activities, personal thoughts or feelings and upload them to platforms such as YouTube, TikTok, or other social media networks. “This form of guided and regular speaking practice helps learners organize ideas, increase confidence, and improve fluency” (Watkins, 2012; Anil, 2016). In addition, sharing vlogs allows learners to receive feedback, helping them adjust their pronunciation, grammar, and expression more effectively (Rahmawati, 2023).

Based on the above context, this study was conducted as a small experiment to evaluate the effectiveness of daily vlogging in improving English speaking fluency among second-year non-English major students at a University of Education in Northern Vietnam. The study aims to investigate the impact of vlogs on students’ speaking fluency and explore students’ attitudes toward the use of vlogs in learning fluency. The findings are expected to provide a realistic perspective on the application of vlogging and

contribute to more innovative and effective methods for teaching speaking skills in Vietnam.

II. LITERATURE REVIEW

Speaking skills

Speaking is also one of the most important parts of the interaction and communication procedure, through which language users can present their language competence (Creswell & Creswell, 2018). This ability affects the quality and outcome of social, as well as academic, communication and embodies learners' communicative and linguistic competencies when applied to real situations.

Speaking fluency

According to the British Council, fluency in a language means "speaking easily, reasonably quickly and without having to stop and pause a lot." Richards (2008) considers fluency a major goal of speaking courses, while Bailey (2003) states that fluency is reflected in the ability to speak "quickly and confidently, with few hesitations or unnatural pauses." Barr (2010) notes that hesitation often appears when speakers process information, whereas the use of fixed phrases supports smoother communication. Segalowitz (2016) divides speaking fluency into three aspects: cognitive fluency, verbal fluency, and perceived fluency. In addition, Nation (2007) emphasizes fluency as one of the four core elements of language learning. Overall, speaking fluency involves speaking naturally, clearly, confidently, and ensuring effective communication with listeners.

Vlog

Vlog can be interpreted as the video component (Gunelius, 2012) that provide a series of events online (Molyneaux, Gibson, O'Donnell & Singer, 2007) which is allowing everyone to create and share their posts (Biel & Gatica – Perez, 2010) and considers it as compilations of videos that function both as audiovisual records of life events and as mediums for communication. According to Sun (2009), VLOG is defined as a site which authors post videos containing their stories and or information about certain topics. VLOG is a blended term derived from 'video' and 'blog', with 'blog' itself being a contraction of 'web' and 'log'. The vlogging method is considered a systematic and learner-centered approach to language learning, particularly in developing speaking fluency.

Benefits of Vlog

Vlog combination of multimedia and interactive features makes it a powerful tool for learning, self-expression, and skill development. A new learning method in the digital age, vlogging introduces an innovative learning approach that integrates visual, auditory, and technological elements. Through creating vlogs, learners not only acquire knowledge in a more intuitive and engaging way, but can also develop the skills of searching, selecting and processing information from various sources. This method is suitable in the context of modern education, maximizing the potential of digital tools. Vlogs are a new and interesting way to express opinions and ideas about issues in study and life or simply share their feelings. Through vlogs, they can connect with people with similar interests, creating many interactive spaces to exchange and learn from each other. Therefore, their communication skills as well as their confidence will be significantly improved. To produce a vlog, they need to master some digital skills such as filming, taking photos, video editing, audio processing, using digital platforms and the ability to build personal brands on social media. In the modern technology era, these are essential skills that not only bring benefits in learning but can also open up many job opportunities in the recent years and future.

Stages of making Vlog

Table 1. Stages of making Vlogs

Stages	Activities
Conceptualizing	- Find inspiration and information for the topic planning to work on. - Take note of some related ideas .
Brainstorming	- Organize the content logically. - Write down the script before making the video.
Articulation	- Do rehearsal. - Record and upload video after checking.
Monitoring	- Watch the video carefully and thoroughly check its content and language use
Evaluating	- Evaluating vlog content, organization, and language-usage. - Redo if necessary.

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III. METHODOLOGY

Research objectives and procedures

Thirty non-English major students from a university of education in Northern Vietnam participated in the study and were divided into two groups. The experimental group consisted of 15 students who were instructed to apply and practice weekly vlogging activities to improve their English-speaking skills, while the 15 students in the control group continued learning through traditional methods without additional speaking practice outside the classroom. The study was conducted over eight weeks. In Week 1, the researcher assessed the initial speaking fluency of both the experimental and control groups through a pre-test designed in the format of the VSTEP B1-level speaking test. During the eight-week intervention, students in the experimental group used vlogging as a tool for English-speaking practice. Each week, students were assigned a specific topic and recorded a 2–3 minute video to practice speaking English. Meanwhile, the control group continued studying through conventional teaching methods. At the end of Week 8, a post-test was administered to all participants from both groups, all students completed the same speaking test to ensure objectivity and a fair comparison between the two groups.

Data collection instruments

The quantitative data collected from the results obtained through pre-tests, post-tests, and ELSA Speak app are then subjected to analysis using the computer software program IBM SPSS Statistics (Version 27.0).

The qualitative stage of this study, a follow-up questionnaire was administered in order to make sure that all pedagogical aspects were covered and to verify that their answers were correct and appropriate. The questionnaire reliability was carefully calculated using Cronbach's Alpha for internal consistency (Cronbach, 1951).

Data analysis methods

Microsoft Excel 2019: Excel as an effective instrument for educators and researchers is its capacity for automated computation via built-in functions such as SUM, AVERAGE, and MIN/MAX (Winston, 2016).

Normality Test: In this study, a researcher uses the Shapiro-Wilk test for the purpose of checking that the data sample is representative of the general population, which Ade Saputri (2020) considers to be an appropriate tool for samples of fewer than 50 participants.

Homogeneity Testing: A test for homogeneity of variance is used to verify that any changes that may occur during the experiment are caused not by chance but by the impact of Vlog and ELSA Speak practice. Following the criteria set forth by Agustian (2023), if p-value ≥ 0.05, the hypothesis about the homogeneity can be considered valid.

Hypothesis Testing: A researcher conducts the Paired Samples t-test to evaluate how effective this program was in improving the participants' language skills. According to Kimberlin & Winterstein (2008), such testing makes it possible to find out if the differences were significant. In case of p-value < 0.05, the null hypothesis will be rejected. **Effect Size Calculation:** Finally, Cohen's d coefficient is calculated to determine how effectively the proposed method worked. As per Jacob Cohen's (1988) classification criteria, a value of $d > 1.00$ means that technology was used extremely effectively by the students.

IV. FINDINGS AND DISCUSSIONS

Compare the test outcomes

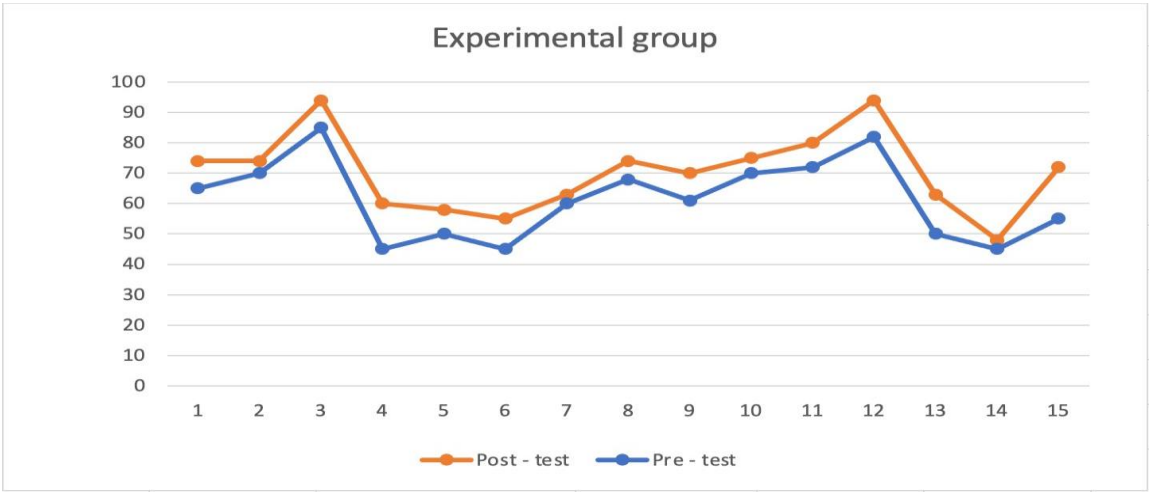


Figure 1. The outcome of the experimental group's student' scores

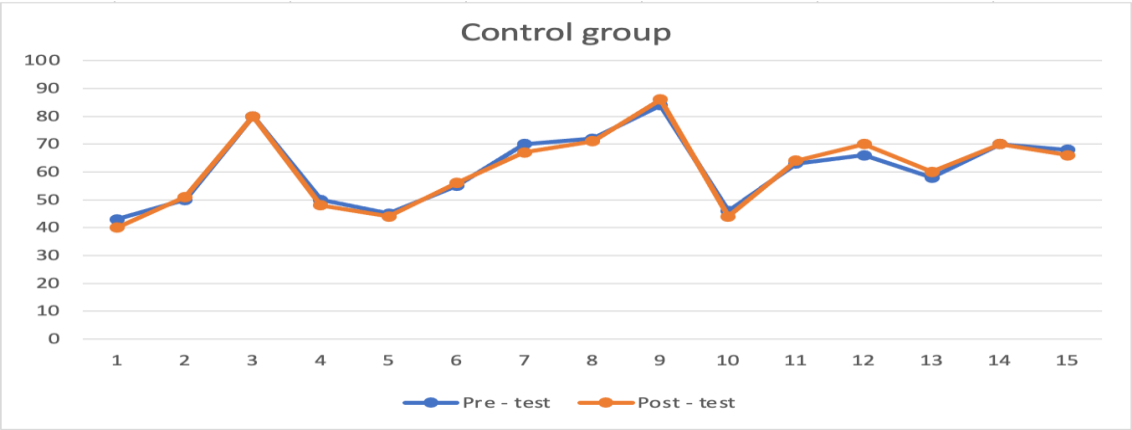
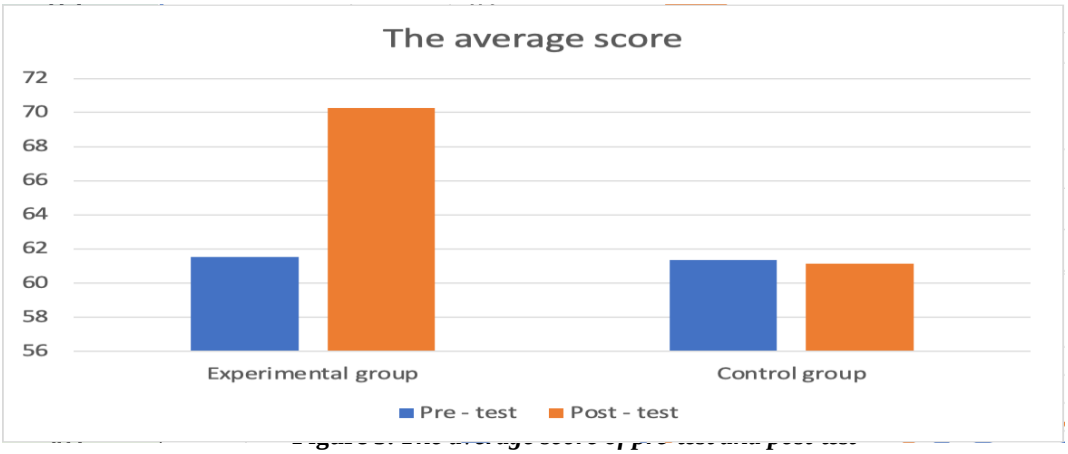


Figure 2. The outcome of the control group's student' scores

As appeared in Figure 1, most students' rankings expanded after the post-test, illustrating a positive effect of the intercession. In contrast, Figure 2 demonstrated there was no change in scores in any noteworthy way between the tests, with some students indeed showing lower rankings. In spite of the fact that some learners demonstrated a few changes, in general the design did not get any way better. This recommended that conventional consider strategies did not contribute altogether to upgrading talking familiarity.



The bar chart shows contrasting performance patterns between the experimental group and the control group after the intervention. While the experimental group demonstrated clear and substantial improvement in speaking performance following the treatment, the control group showed little to no noticeable progress throughout the study. These findings show that the vlogging method applied to the experimental group was significantly more effective than the control group in improving student outcomes.

Descriptive statistics on the students' speaking fluency

Table 2. ***The experimental group***

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_test	15	43	84	61.33	12.932
Post_test	15	40	86	61.13	13.711
Valid N (listwise)	15				

Table 3. ***The control group***

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_test	15	45	85	61.53	13.114
Post_test	15	48	94	70.27	13.035
Valid N (listwise)	15				

The results demonstrate that while both groups started at a comparable level, only the experimental group showed marked and consistent improvement after the intervention. This provides strong preliminary evidence supporting the effectiveness of the applied teaching method.

The outcomes of the nomarlity test

Table 4. ***Normality test when conducting the pre-test***

Tests of Normality

		Kolmogorov–Smirnov[a]			Shapiro–Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Pre_test	Experimental	.144	15	.200*	.933	15	.302
	Control	.143	15	.200*	.949	15	.505

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the normality test using the Shapiro–Wilk test indicated that the data were normally distributed for both groups. Specifically, the significance value for the experimental group was p = .302, while that for the control group was p = .505. As all p-values were greater than .05, the assumption of normality was satisfied. Therefore, parametric statistical tests were considered appropriate for further analysis.

Table 5. Normality test when conducting the post-test

Tests of Normality

		Kolmogorov–Smirnov[a]			Shapiro–Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Post_test	Experimental	.158	15	.200*	.949	15	.515
	Control	.116	15	.200*	.960	15	.691

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the Shapiro–Wilk test indicated that the post-test scores were normally distributed in both groups. Specifically, the experimental group showed a significance value of p = .515, while the control group had p = .691. As all p-values exceeded .05, the assumption of normality was met.

The outcomes of the homogeneity test, paired samples t-test, and effect size calculation.

Table 6. ***The outcomes of the homogeneity test***

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre_test	Equal variances assumed	.004	.953	.042	28	.967	.200	4.755	-9.541	9.941
	Equal variances not assumed			.042	27.995	.967	.200	4.755	-9.541	9.941

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post_test	Equal variances assumed	.238	.630	1.870	28	.072	9.133	4.885	-.873	19.139
	Equal variances not assumed			1.870	27.929	.072	9.133	4.885	-.874	19.140

Levene's test results showed that there was no significant difference in variances between the experimental and control groups in both the pre-test (p = .953) and post-test (p = .630), as all significance values were greater than .05. Therefore, the assumption of homogeneity of variances was satisfied, and the independent samples t-test with equal variances assumed was appropriate for further analysis.

Table 7. Paired sample t-test within experimental and control groups

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-test Experimental – Post-test Experimental	-8.733	4.217	1.089	-11.068	-6.398	-8.021	14	.000
Pair 2	Pre-test Control – Post-test Control	.200	2.042	.527	-.931	1.331	.379	14	.710

The results of the paired-samples t-test indicated a statistically significant improvement in the experimental group following the intervention, $t(14) = -8.021$, $p < .001$. The mean difference was −8.733, reflecting a substantial increase in post-test scores compared to pre-test scores.

The results of the questionnaire

Table 8. Descriptive statistics of the constructs

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Conf_mean	15	1,00	5,00	3,6667	,90291
Flu_mean	15	1,00	5,00	3,6667	,95519
Exp_mean	15	1,00	5,00	3,6400	,88866

The results showed that the mean scores for all three constructs were above the neutral level on a five-point Likert scale. Specifically, Confidence and Fluency both had a mean score of 3.67 (SD = 0.90 and 0.96, respectively), while Expression had a slightly lower mean of 3.64 (SD = 0.89). These findings indicate that students generally agreed that vlogging had a positive impact on their speaking performance.

The highest average scores were recorded in the categories related to increasing speaking frequency and recording effectiveness (both with M = 3.87), highlighting the importance of practice and repetition. Meanwhile, the lowest average scores were found in the category related to organizing ideas (M = 3.33), indicating that this aspect remained relatively challenging for students.

The standard deviation (approximately 0.9) suggests a moderate level of consensus among participants, indicating that students had a relatively consistent perception of the benefits of vlogging.

Qualitative findings from open-ended responses

Most participants reported that vlogging improved their confidence, fluency, pronunciation, vocabulary, and speaking habits through repeated practice and recording. However, some students experienced difficulties related to anxiety, limited vocabulary, grammar, idea organization, and technical issues. Overall, the findings confirm that vlogging has a positive impact on speaking ability, particularly confidence and fluency, despite some linguistic and technical challenges.

V. CONCLUSION AND RECOMMENDATIONS

Conclusion

As pre-test results showed, both the experimental and control groups had relatively low English fluency before the intervention. While a few students demonstrated fairly good abilities, the majority experienced significant difficulties in speaking English fluently. After eight weeks of intervention, all 15 students in the experimental group showed significant improvement. They could speak more fluently on familiar topics, and some students gradually developed the habit of thinking in English and using the language more naturally. These findings suggest that vlogging contributed positively to the development of English fluency.

Participants' attitudes towards vlogging were generally positive. Most students in the experimental group reported that regularly recording videos speaking English provided an engaging learning experience and improved their academic performance. Conversely, students in the control group, who did not participate in vlogging, reported continuing to experience significant difficulties in speaking English, particularly in maintaining fluency.

Due to time constraints, the study was conducted on a relatively small sample of 30 non-English major students from a teacher training university in northern Vietnam. Therefore, the findings may not be entirely generalizable to broader educational contexts.

Researchers anticipate that future studies may expand the scope of investigation to other language skills to examine the broader impact of vlogging-based learning on overall language proficiency. Despite these limitations, the current study makes a significant contribution to the field of English language education by providing empirical evidence that vlogging can effectively enhance English fluency in the context of learning English as a Foreign Language (EFL) in Vietnam. The research findings could be a useful reference for teachers seeking innovative teaching strategies to improve students' speaking abilities. Additionally, this study is valuable for educators and policymakers interested in integrating vlog-based activities into speaking skills instruction.

In conclusion, vlog-based learning was found to significantly improve the English speaking fluency of non-English majored students at a university of education in Northern Vietnam. Compared with traditional instructional techniques, this approach provided learners with greater opportunities to practice speaking English in a more active, autonomous, and comfortable manner. Given its educational benefits, the researcher recommends integrating vlog-based activities into extracurricular speaking practice and language instruction.

Recommendations

From the identified shortcomings and the findings obtained from the test, it is recommended that there be a number of areas for further research into the topic. The most important thing is that the sample size should be increased for multi-institutional investigations. In addition, the design of future research should include longitudinal observations of speech gains made by vloggers over time. The integration of vlogging with cutting-edge Generative AI technology can provide some insights into ways of overcoming psychological barriers in language learning and developing natural language skills in a professional setting. Lastly, institutions must focus on improving their digital literacy to maximize the potential of intelligent tools in education.

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