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**VLOGGING TASKS FOR EFL CLASS: MATERIALS, PROCESS, AND
STUDENTS' REFLECTIONS ON THE EXAMPLE OF ESTONIAN YEAR 9
STUDENTS**

MA thesis

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ABSTRACT

Speaking and self-expression play an essential role in foreign language proficiency. Thus, exploring different methods to develop these skills interests many teachers. Apart from exploring and devising new materials and methods, it is equally important to investigate their practical application and consider the perceptions of the students involved. This study aims to develop vlogging tasks as supplementary speaking activities for an EFL class and analyze the students' perceptions regarding the vlogging process. Thus, the present thesis focuses on the students' perceptions of vlogging considering all the aspects of the process: filming themselves, practicalities of completing the tasks, perceived benefits, and the construction of the given tasks.

Nine Year 9 students from an Estonian basic school participated in the present study. Their task was to complete five vlogging tasks created in correlation with the topics students were learning in class. The tasks were completed from November 2022 to March 2023, after which students were asked to reflect on the vlogging process in the form of a questionnaire. The students' responses were coded using words and phrases to mark common themes. These themes were later analyzed and discussed.

This paper is divided into two parts. The first chapter gives a theoretical overview of speaking skills regarding learning FL, problem areas in developing speaking skills in the classroom, including FLA, developing speaking activities, and providing feedback. Finally, it introduces vlogging as a speaking activity. The second chapter focuses on investigating the students' perceptions of vlogging as a speaking activity. This chapter is followed by a discussion and a conclusion.

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LIST OF ABBREVIATIONS

CEFR – the Common European Framework of Reference for Languages

EFL – English as a Foreign Language

ENC – Estonian National Curriculum

FL – foreign language

FLA – foreign language anxiety

RT – Riigi Teataja

INTRODUCTION

All four language skills are essential if one is to have a good command of a language. A large part of communication is oral, and thus, the ability to express oneself orally is undoubtedly an important and practical skill. When it comes to learning to speak a foreign language (FL), it is not uncommon to see people being reluctant and finding it difficult. It is one thing to understand what is being said verbally or in writing, but completely different skills are required to produce language orally and spontaneously. The Estonian National Curriculum for Basic Schools (2011) lists the ability to function independently in an authentic FL environment and the ability to communicate purposefully in speech as goals of FL learning. Thus, teaching speaking and self-expression is a key component in FL learning in Estonia. The curriculum also encourages teachers to use different methods and modern technology in their teaching practices, inspiring them to find new and inventive ways to enrich students' learning experiences.

How a teacher approaches teaching students depends on their language level, among other factors. It is essential to consider what students can do at their current level and what areas need improvement. Estonia, like many other European countries, uses the Common European Framework of Reference for Languages (CEFR) proficiency levels to describe students' abilities. The document distinguishes three different categories: basic users (A1-A2), independent users (B1-B2), and proficient users (C1-C2). According to the Estonian National Curriculum for Basic Schools, students graduating from basic school should have reached the independent user level (B1). At this level, students should be able to deal with familiar topics and situations independently.

As mentioned earlier, speaking as a productive skill involves many aspects and is therefore often considered challenging. According to the CEFR, the elements that constitute spoken language are range, accuracy, fluency, interaction, and coherence (Council of Europe

2001). Considering all this, speaking is indeed a complicated skill to acquire and perfect. Not surprisingly, paying attention to all the aspects of speaking and developing these skills can be quite problematic for students and teachers.

A variety of problems can arise in the classroom. The teacher plays an important role in the development of speaking skills, and therefore inadequate teaching strategies or classroom management methods may extinguish students' desire to speak (Littlewood 1981: 45). Time restriction (too few teaching hours in the curriculum or too little speaking time in class) or a lack of motivating speaking tasks also add to the list of problems (Hosni 2014: 24-25).

Apart from these problems, which may exist independently from the students, complications may also arise from the students themselves. Students may have difficulty speaking due to their lack of vocabulary or grammatical knowledge as well as a lack of motivation to speak (Baker and Westrup 2003: 16; Ur 2012; Hosni 2014: 24). In addition, there are several factors that may make students nervous about speaking a FL in front of their peers. They may fear being criticized for making mistakes or feel insecure about their language skills (e.g., not knowing how to form a sentence). Another problem could be that when students in a classroom share a mother tongue and are not motivated to use the FL to express themselves, they may keep using their mother tongue to communicate.

Another barrier that may occur is foreign language anxiety (FLA), a growing issue in FL teaching. Researchers have found that FLA has a significant impact on students' ability to speak FL (Horwitz, Horwitz & Cope 1986; Laumets 2020; Occhipinti 2009; Tok 2009). This form of anxiety is strictly related to the language learning process and more directly to having to speak in a foreign language, especially when students' speech must be spontaneous or when they are being tested on it (Horwitz et al 1986). Students affected by FLA may have had previous negative experiences with the language or struggle with low self-esteem and

self-perceptions of their abilities. They may also struggle with communication apprehension or simply not feel comfortable in the company of their peers (Cassady 2010). The symptoms these students experience are similar to those of general anxiety and may lead to avoidance, procrastination, or severe overstudying (Horwitz et al 1986). These problems of in-class speaking should be considered when developing speaking activities, as well as determining the purpose of the activity, figuring out how to make it motivating for students, and using the most appropriate assessment methods. Feedback, in particular, can majorly impact student performance and must be carefully considered (Richards 2006; Hattie and Timperley 2007).

The problems mentioned previously can be severe depending on the students. Thus, alternative teaching methods should be considered. This topic was chosen for an MA thesis because I, as a teacher, began to see these problems in one of my English language groups. It became apparent that most of the students in this group had serious issues with speaking in class, especially when they did not have time to prepare, had to speak spontaneously or in front of their classmates. The present thesis springs from my deep worry concerning my students' difficulties in developing speaking skills. I wanted to find a different type of activity and decided to try vlogging. Previous research has shown that vlogging can be an effective tool for developing students' speaking skills (Hung 2011; Laumets 2020; Andiappan 2022). It was important for me to consider the students' perceptions of vlogging because my purpose was to find out whether it was effective and helpful for them. Thus, the research concentrates on the students' perceptions of vlogging considering the following aspects of the vlogging process: filming themselves, practicalities of completing vlogging tasks, perceived benefits, and the construction of the given tasks.

This paper is divided into two chapters. The first chapter gives an overview of self-expression and speaking skills in a foreign language, some of the problems that make

speaking difficult in the classroom, and the main principles for developing speaking activities and giving feedback. It also introduces vlogging as a tool to use for speaking activities. The second chapter provides an overview of the methodology of the empirical study and analyzes the results of the questionnaire carried out among the participants.

1. SELF-EXPRESSION AND SPEAKING SKILLS IN A FOREIGN LANGUAGE CLASS: PROBLEMS WITH DEVELOPING SPEAKING SKILLS, TASKS, GIVING FEEDBACK, AND VLOGGING AS A TOOL

1.1 Self-expression and speaking skills in a foreign language

According to Green (2007: 1), communication and the ability to express oneself is not only verbal but also manifests itself in the tone of voice and body language. Expressing oneself means offering a point of view that often includes beliefs, emotions, moods, and experiences. He shares that self-expression is essential in daily life and communication. (Green 2007: 1)

Similarly, the Estonian National Curriculum for Basic Schools (ENC) (2011) mentions the importance of being able to express oneself in a foreign language. The curriculum states that after graduating from basic school, students should be able to function independently in an authentic foreign language environment (Riigi Teataja 2011: annex 2 para 1). According to the ENC, language competence includes, among other aspects, the ability to communicate purposefully in writing as well as speech (RT 2011: annex 2: 1.1). This indicates that teaching self-expression skills and giving students the opportunity to express themselves in a foreign language is an important part of foreign language learning in Estonian schools. The curriculum emphasizes that it is important to use different teaching methods, including active learning (e.g., roleplays, discussions, and projects) and modern technology (RT 2011: annex 2 para 1.7). It is also mentioned that at the 3rd level (7th-9th grade) of basic school, students should be guided to use the foreign language in class but also outside of school (RT 2011: annex 2 para 2.1.5.3), thus it is important to give students different opportunities to do so.

To develop students' ability to express themselves, it is essential that students' speaking skills are also well-developed. According to Bailey (2003: 48), speaking is one of

the four language skills and is defined as a productive oral skill that requires the systematic use of verbal utterances to convey meaning. She notes that speaking in a native language seems to be perfectly natural and easy, while in a foreign language, it is anything but simple.

Students at different language levels have different needs when it comes to spoken language (Murphy 1991: 53). The ENC distinguishes different language levels based on the Common European Framework of Reference for Languages (CEFR). The CEFR (Council of Europe 2001) is a document that establishes common goals for curricula, curriculum guidelines, examinations, textbooks, etc., throughout Europe. The framework also describes various language proficiencies and learning objectives. In the framework, language levels are separated into three categories: basic users (A1 and A2), independent users (B1 and B2), and proficient users (C1 and C2) (Council of Europe 2001: 24). In the ENC (2011: 10) it is stated that a graduate of basic school should have reached level B1.2 level in all language skills. According to the CEFR, at this level, a student can:

Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.; deal with most situations likely to arise whilst travelling in an area where the language is spoken; produce simple connected text on topics which are familiar or of personal interest; describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans (Council of Europe 2001: 24).

For referencing the quality of spoken language, the CEFR (Council of Europe 2001: 28-29) considers five different aspects:

- range – showing the capability of formulating ideas using different linguistic forms (e.g., idioms, colloquialisms);
- accuracy – showing the capability of using correct grammar;
- fluency – showing the capability of expressing oneself in spontaneous situations with a natural flow;
- interaction – showing the capability of taking part in social interactions and picking up on different non-verbal and intonational cues;

- coherence – showing the capability of producing cohesive and coherent speech using appropriate linguistic devices (e.g., organizational patterns, connectors).

Since these aspects are described in the framework as a common reference point for evaluating oral performance, they should also be considered when providing feedback to students. Taking an exam in English is not compulsory in Estonian basic schools. However, there is a standardized marking scale used to assess the speaking skills of students who do choose to take the exam. This marking scale considers three main aspects: fluency, accuracy, and pronunciation (Haridus- ja noorteamet 2022).

Different authors have described these aspects of speaking. McCarthy (2010) explains that fluency means finding a good harmony between speech and pauses as well as creating a balanced tempo and flow. He adds that to deliver a fluent performance, having the ability to retrieve words and phrases quickly is helpful, but these items must be well-associated in the mental lexicon (McCarthy 2010). Bailey (2003: 55) summarizes fluency as “the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.” Willis (2000: 38-39) also mentions fluency, describing it through activities where learners produce language spontaneously and where the focus is on meaning rather than language structures. Students are supposed to practice making the most of the language they already have, similar to how they might use it outside of the classroom. He also talks about the concept of accuracy.

According to Willis (2000: 38-39), accuracy can be emphasized in activities where students focus on meaning as well as language structures built on a student’s own language system. Bailey (2003: 55) explains accuracy as students’ ability to use the target language the way native speakers do. Baker and Westrup (2003: 7) note that accurate speakers do not make grammatical, lexical, nor pronunciation mistakes, and fluent speakers are not concerned with making errors and are able to express themselves promptly.

Dalton and Seidlhofer (1994) define pronunciation as a ‘production of significant sound,’ meaning that sounds are significant to a particular language and are used to achieve meaning in usage. According to Cruttenden (2008: 3-4), pronunciation encompasses phonetics, phonemics, and prosody. Phonetics concerns the concrete characteristics of the sounds used in a language. Phonemics deals with how sounds function systematically. Prosody looks at how words and sentences are accented and how pitch, loudness, and length make up rhythm and intonation. All these aspects are essential in learning pronunciation.

As seen from the above, speaking is a skill that requires knowledge and practice in many aspects. The ENC draws attention to the importance of teaching speaking, and the CEFR helps to determine language levels as well as characteristics particular to a certain proficiency level. The CEFR also gives a list to keep in mind when referencing the spoken language: range, interaction, coherence, accuracy, and fluency. In addition to the last two aspects on that list, the Estonian Year 9 English exam marking scale adds pronunciation. All these aspects should be kept in mind when developing speaking skills, which can be difficult, especially in the foreign language classroom.

1.2 Problems with developing speaking skills in the EFL classroom

Problems with developing speaking skills in EFL classrooms may be manifested by different factors. Harmer (2007: 345) explains that students often feel reluctant to speak because of shyness and not being comfortable with expressing themselves in front of other people, especially if they need to share personal information or give opinions. He adds that students often feel worried about speaking badly and ‘losing face’ in front of their peers. Ur (2012: 118) agrees that shyness can be a problem and adds that students may feel self-conscious because they fear making mistakes and being criticized for them.

According to Baker and Westrup (2003: 16), students might struggle with forming their thoughts promptly in a foreign language because they lack the vocabulary or ability to use grammar, which can make them apprehensive about speaking. Hosni (2014: 28) agrees that students may lack the necessary vocabulary and language structures to be able to form a sentence, which can be a problem. Tok (2009) found in his study that students who think their English is poor tend to be more unwilling to communicate in English classes because they feel more anxious than students who perceive their English as good.

Problems in developing speaking skills can also be brought forward by the strategies that are used to teach, e.g., not emphasizing the development of speaking skills enough, teaching isolated vocabulary, or lowering students’ motivation to speak English by managing the class in the mother tongue, which diminishes students’ need to use the foreign language to communicate (Littlewood 1981: 45). Ur (2012: 118) also points out that the use of a common first language can be a problem. She explains that students may prefer their mother tongue when communicating because it is easier than using English, which asks for more effort (Ur 2012: 118).

According to Hosni (2014: 24-25), not having enough English lessons in the syllabus and a lack of motivational speaking tasks in textbooks also contribute to the emergence of

these difficulties. Ur (2012: 118), however, emphasizes that having motivating speaking tasks might not be enough to solve the problem because students need to feel like they have something relevant to say to make speaking worth the effort. She adds that low or uneven participation in class can also be a problem, explaining that in a large group, students have little time to speak and be heard individually, or certain students tend to speak more than others (Ur 2012: 118). What is more, according to Hosni (2014), students are not given enough opportunities to produce language outside of the classroom and their exposure to the language can be limited.

Aside from the problems mentioned above, Foreign Language Anxiety (FLA) has a massive role in developing speaking skills in foreign language classrooms. Many researchers (Horwitz, Horwitz & Cope 1986; Laumets 2020; Occhipinti 2009; Tok 2009) have found that FLA impacts students' ability to speak a foreign language.

1.2.1 Foreign language anxiety

The concept of foreign language anxiety (FLA) as a distinctive form of anxiety was first introduced by Elaine Horwitz, Michael Horwitz, and Joann Cope (1986). In their words, FLA is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to the uniqueness of the language learning process” (Horwitz et al, 1986: 128). What they draw attention to is that FLA most frequently manifests when students have to speak in a foreign language, especially when their speech needs to be improvised or they are being tested.

Cassady (2010: 96-118), however, explains foreign language anxiety in two ways. The first explanation suggests that it is simply an expression of other types of anxiety (e.g., test anxiety, public speaking anxiety) that appear in the context of foreign language learning. The second explanation refers to anxiety that is specific to certain situations. This can also be understood as state anxiety, meaning that it is there but can fluctuate lesson-to-lesson and the whole duration of language learning. Evidently, anxiety towards anything influences the

outcomes. In foreign language learning, that means that students who experience FLA tend to achieve lower grades and levels in the foreign language, use the language less and underestimate their proficiency in it. According to Cassady (2010), the causes of FLA are, among others:

- previous negative experiences with the language;
- low self-esteem;
- low self-perceptions of ability;
- communication apprehension;
- lack of affiliation of group membership with peers;
- beliefs about language learning.

Horwitz et al (1986) explain that students who experience FLA feel the symptoms of general anxiety: nervousness, trouble concentrating, forgetfulness, sweating, and fastened heartbeat, as well as avoidance. In the school context, this means missing classes or procrastinating homework (Horwitz et al 1986: 126). On the other hand, FLA may also lead to overstudying because students are extremely worried about their performance and fear making mistakes. Teachers are advised to use relaxation techniques, teach effective learning strategies, create support systems for students, and keep an eye on the classroom climate. In addition, teachers should be mindful of error correction. Severe cases of FLA should be handled by therapists equipped to deal with them (Horwitz et al 1986: 131).

To briefly sum up, there are a variety of problems that may occur in the classroom when developing speaking skills. These include students' lack of ability to use vocabulary and grammar well enough, inadequate teaching strategies, lack of motivation, and foreign language anxiety. All these aspects should be considered when developing speaking activities.

1.3. Developing speaking activities and giving feedback

Speaking has different functions; therefore, while creating speaking activities, it is important to first determine what kind of speaking will be focused on. Goh (2007: 4-5) states that effective learners should have an acceptable command of basic grammar and vocabulary. Additionally, they need to be able to produce accurate sounds, manage face-to-face interactions, establish coherence and cohesion, and perform different speech functions. The CEFR (Council of Europe 2001: 26-27) distinguishes between two kinds of speaking functions: spoken production and spoken interaction. According to the framework, spoken production focuses on presentational skills such as clarity, smoothness in descriptions or arguments, using appropriate style to the context, and effective logical structure of explanations. Spoken interaction, however, emphasizes the ability to partake in conversations and discussions fluently and being able to use the language flexibly to express ideas and opinions with precision.

Richards (2006) also points out different functions of speaking: interaction, transaction, and performance. Talk as interaction, according to Richards (2006: 2-3), focuses on conversational speaking and has a social function. Talk as a transaction makes the content of speech the most important aspect and the function is to deliver information (Richards 2006: 3-4). Talk as a performance, where the emphasis is on talking in front of an audience and having a more organized speech (paying attention to vocabulary, form, accuracy, and pronunciation), is closer to a monologue and written language (Richards 2006: 4-5). Aside from the purpose of the speaking activity, it is also important to determine what would make students motivated to speak.

According to Baker and Westrup (2003: 16), it is challenging for EFL students to speak on a topic that they do not know enough about. Therefore, speaking activities should consist of appropriate topics that students are familiar with. They also emphasize the

importance of motivating students to speak, which can be done by using a variety of interesting activities (Baker and Westrup 2003: 17). Ur (1996: 120) also mentions high motivation as a component of a successful speaking activity, explaining that being interested in a topic and wanting to say something new about it makes students eager to speak. She adds three more characteristics of effective speaking activities that should be kept in mind: learners should talk as much as possible over the duration of the activity, participation in the activity should be even, and the language that is used should be relevant, understood by all participants and acceptably accurate (Ur 1996: 120). These aspects, of course, refer to classroom activities.

In addition to determining the function of speaking and making the task motivating for students, Richards (2006: 7-9) adds that while creating speaking activities, it is also important to consider how these tasks will be assessed. The Common European Framework of Reference for Languages distinguishes two kinds of assessment: formative and summative. Summative assessment is essentially achievement assessment, where students are assessed at the end of a certain period with a grade. Formative assessment requires the teacher to frequently gather information and give feedback on students' learning, including their strengths and weaknesses. It is a good way to improve learning, but it requires the student to be motivated to receive feedback, organize and personalize it, and have the ability to understand and integrate it moving forward (Council of Europe 2001: 186).

Harmer (2007: 139) also suggests that feedback contributes the most to students' improvement when it combines praise with helpful suggestions on how to improve in the future. According to Wiggins (2012), there are seven key aspects that effective feedback should possess:

- goal-reference – feedback should give information about whether a person is on track with achieving a certain goal;

- tangibility and transparency – feedback should lead to a tangible result and be clearly understandable;
- actionability – feedback should be concrete, specific, descriptive, and useful so that it can be acted upon;
- user-friendliness – feedback should focus on one or two key elements of a performance rather than be overloaded with information;
- timeliness – feedback should be given as soon as possible after a performance;
- continuity – feedback should be ongoing and give opportunities to reshape performance if needed;
- consistency – feedback should be stable, accurate, and trustworthy (e.g., based on descriptive rubrics).

Hattie and Timperley (2007) write in their paper about the power of feedback that it is a powerful influence on learning and can have a positive or negative impact. They define feedback as “information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding”. According to Hattie and Timperley (2007: 87), effective feedback answers three questions: Where am I going? How am I going? and Where to next?

University students taking part in Poulos and Mahony’s study (2008) strongly preferred feedback to be early, consistent, and transparent, as well as clearly criteria-referenced. Ferguson’s (2011) study among university students found that they liked timely feedback that was personalized, positive, clear, and constructive. Additionally, they preferred feedback that pointed out their strengths and guided them toward improvement.

To summarize, the most important aspects to keep in mind while developing a speaking task are determining the focus and purpose of the task and identifying the function

of speech in the context of the task. Additionally, a speaking task should be one that motivates students to speak. Therefore, it is important that the topic is familiar and interesting enough to students. Feedback on a speaking task also has a marginal impact and should be considered carefully so that students receive as much information about their abilities as possible. Considering previously discussed problem areas in developing speaking skills in the classroom, the alternative speaking activity of vlogging is introduced next.

1.4 Vlogging as a speaking activity

Vlogging in the context of this thesis means recording speech in video format. It is an activity where students use English to express their thoughts and opinions on familiar topics. Vlogging has been researched by many authors to assess its effectiveness and benefits.

Combe and Codreanu (2016: 123) see a multitude of benefits vlogging has potential for. They explain that aside from improving speaking skills, students can develop their digital literacy skills, and in the case of using an online platform, students may also benefit from multilingual peer learning. Hung (2011) found in his study that participants, senior students from the Department of English at a university in Taiwan, reacted positively to vlogging and found the vlogs to be a great way to document their learning process. Throughout the process of creating vlogs, students got feedback from their classmates, and each vlog was reflected by students both in writing and in-class discussions, which focused on how they could improve. The participants found that vlogging enabled them to figure out their strengths and weaknesses, which led to finding areas they could improve in their EFL speaking proficiency. Additionally, students benefited in other areas besides self-evaluation, such as visual representation and relief from time constraints.

Hung (2011) proposes that teachers should bring vlogs into the classroom because it motivates students to use the target language and that through vlogging, students can become reflective learners who monitor their own learning. Hung (2011) also suggests that vlogging can be used as a tool for assessment. He does, however, point out that while vlogging enhances students' ability to perform, it does not develop spontaneous communication skills (Hung 2011: 744). In addition, he mentions technical difficulties, lack of real-time communication, and time requirements as drawbacks to using vlogging (Hung 2011: 743). Fitria (2022), who also used the vlogging method and analyzed students' perceptions of problems, found that students do face problems making vlogs in English. Her study showed that students had difficulty with grammar when speaking English and feared making mistakes. Additionally, they felt insecure about filming themselves on camera. Fitria (2022) does mention, however, that vlogging can improve students' speaking skills and the ability to express themselves, as well as increase their self-confidence.

Andiappan's study (2022) among Malaysian lower secondary students led to the conclusion that students can improve their speaking skills through vlogging activities and vlogging as a supplementary activity increases speaking practice time and builds motivation to speak. Students taking part in the study perceived vlogging positively and found it to be student-friendly. They also thought that vlogging as a learning tool helped with self-evaluation and motivation. Additionally, most students explained that making vlogs did not take up a lot of their time and did not increase their workload (Andiappan 2022: 33).

The responses of participants taking part in a study that explored using Instagram vlogs to increase students' speaking proficiency showed that implementing such vlogs improved not only their self-confidence and motivation but also their speaking proficiency as they got better at acquiring vocabulary items and became more fluent (Wulandari 2019). Saputro (2020: 151), however, found that vlogging helps students with accuracy but not

complexity or fluency. In Wulandari's (2019) study, the vlogs had a one-minute time limit, which students found challenging because they were forced to retake their videos multiple times. Students also felt anxious about talking to the camera but mentioned that it was easier to handle compared to performing in front of the class (Wulandari 2019: 122). Similarly, Occhipinti (2009), who carried out a survey among 100 English language bachelor students, found that students perceived in-class speaking activities as nerve-wracking and tension arising. The author concludes that FLA is indeed a common problem that affects students in many ways. Thus, finding ways to tackle the problem of anxiety towards speaking should be considered.

Using vlogging as a method of reducing foreign language anxiety has been researched in Estonia. Laumets (2020) conducted a study among four Estonian EFL learners who suffered from FLA, and the results showed that the participants gained confidence in performing orally in their EFL classes. She found that vlogging gave students the opportunity to think about their pronunciation and multiple video drafts gave them a chance to analyze and assess their process of speaking. Additionally, three of the students found that their anxiety had decreased, although they initially felt uncomfortable and nervous about vlogging.

In conclusion, previous research has found that students mostly perceive vlogging positively and it can be an effective method to reduce FLA. The following study aims to investigate Estonian Year 9 students' perceptions of vlogging as a speaking activity.

2. THE STUDY OF USING VLOGGING AS A SPEAKING TASK AND INVESTIGATING STUDENTS' PERCEPTIONS OF IT

2.1 The overview of the conducted study

In this part of the thesis, an overview of the conducted study will be given. The study was carried out among Year 9 students in one Estonian basic school during the second study period (trimester) of the academic year 2022/2023 (November 2022 – March 2023). The aim of the study was to determine the participants' perceptions of vlogging, concentrating on the following aspects of the vlogging process: filming themselves, practicalities of completing vlogging tasks, perceived benefits, and the construction of the given tasks. The school and participants were chosen because the author of the thesis works there.

2.1.1 Methodology and procedure

The purpose of the study was to analyze students' perceptions of the vlogging experience. Therefore, a qualitative method in the form of a questionnaire was applied. The group of students who participated in the vlogging project was a convenience sample and consisted of six female and three male students. The group chosen for the study was a 'slower tempo' year 9 English language group. It is a common practice at the school I work to assign students to tempo groups based on their previous learning outcomes in English language lessons and their teachers' recommendations. Students are assigned to tempo groups first when they move to Year 5 and start learning with new teachers and at the beginning of Year 7 when they choose a math, science, social, or general class direction to join. This means that class collectives change as well as language groups.

The students in Year 9 are studying English at the level of B1, the students' exact language level was not tested. The reason for choosing these students was that I, as the teacher, saw that these students tended to avoid speaking in class, especially when it came

to tasks where they had to express their opinions and speak spontaneously. Some of them had expressed that they felt nervous speaking up in class. Therefore, coming up with alternative and more comfortable tasks to assign to students to give them the opportunity to speak in English was the aim.

The vlogging tasks were presented to the students as mandatory home tasks which, upon completion, would give them a cumulative grade of “5”. The assessment of students’ performance and speaking skills was not included in the grade. Therefore, formative assessment methods were used. Students received thorough verbal feedback on their performance after each vlog, where their strong points and areas needing improvement were described, along with instructions on how to improve. The feedback structure was the following: positive comments on the content of their opinions, mentions of one or two aspects in which the student succeeded, mention of one or two aspects that they could improve with sources for independent practice, and finally, a comment about their effort and encouragement to continue. As only a small group of students took part in the vlogging tasks, giving thorough feedback was not too time-consuming for me as the teacher. Having a larger group completing similar tasks might not be as efficient because giving feedback would take up a lot of time for teachers who are already overloaded with work,

Before starting the vlogging period, the overall requirements for the vlogs and vlog topics were introduced to the students as well as procedural instructions on the technical aspects of making and submitting the videos. The overall requirements were to talk about everything that was asked in the task description, to speak to the camera (making eye contact), to use speaking prompts if needed but not a pre-written text, and to make sure that the video and audio quality were good. Students were advised to keep in mind that their video editing skills nor their performance would be assessed and leaving speaking mistakes (such as grammar or pronunciation errors) or presentational mistakes (such as hesitation and

pauses) in their videos was encouraged. The number of re-recordings nor the length of the videos was regulated. Therefore, students could remake their video multiple times before submitting it.

The vlog topics were presented as TikTok challenges to make them more interesting for students. This presentation of the task provided a short background story where students were given the context of the tasks. Their approach was instructed to be as if they were speaking to a friend. The decision to present the tasks in such a way was made based on knowing the students' interests and being aware that they were very familiar with TikTok and the kind of content that is posted there. The designed tasks are included in Appendix 1.

The topics of the vlogs were the following:

- me and my every day (students had to talk about themselves, their quirks, and their daily routines)
- survival tips (students had to give advice on how to deal with exams)
- 2073 (life in fifty years) (students had to share their opinions on what would be different in the future)
- my favorite childhood movie (students had to talk about a favorite childhood movie and explain their reasons for liking it)
- the pros and cons of being a teacher (students had to express their opinions about the advantages and disadvantages of being a teacher and whether they would like to be a teacher).

Students were made aware that their videos would only be seen by the teacher to make them less anxious about the tasks. The study and its purpose were also introduced to the students and their permission to participate in the study was asked.

Students completed five vlog tasks in total over the period of fourteen weeks and each vlog was related to the topic we were studying in class. Therefore, students were

constantly preparing for their vlogs in lessons as we learned relevant vocabulary and completed other tasks and assignments (reading and writing articles, essays, reviews, etc.) on the same topics.

After the video tasks had been completed by students and they had received feedback, the post-vlogging questionnaire was carried out using Google Forms. The questionnaire consisted of four sets of questions; each set consisted of four to six questions. The first set focused on students' feelings towards vlogging, the second on the practicalities of doing the tasks, the third on skills development and perceived benefits, and the final set on task organization. Students filled out the questionnaire at school during their English lesson and answering the questionnaire took about 30-40 minutes. The purpose of the questionnaire and instructions were given and explained to students before they began answering the questions. To prioritize students' opinions, they were allowed to answer in Estonian. The questions and instructions were all presented in English. However, all questions were introduced to the students in Estonian before they started filling in their answers. They were allowed to, and did, ask for specifications where needed. The questionnaire is included in Appendix 2.

Answers that were given in Estonian were translated to English as precisely as possible to preserve students' exact thoughts and Estonian originals are presented in Appendix 3. Students' answers were categorized and coded using keywords and phrases to find common themes.

2.2 The results of the study and analysis

As mentioned previously, the post-vlogging questionnaire consisted of four sets of questions. Students were asked to explain their feelings towards vlogging, the practical side of vlogging, their opinions on received benefits, and finally, their opinions on the

organization of the tasks they were given. The analysis of the results is based on the author's interpretations of students' answers.

2.2.1 Feelings towards vlogging

The first set of questions was aimed at getting students to express their feelings towards vlogging, filming themselves, speaking in English, and their motivation to do the tasks. The first of those questions examined students' general feelings towards the task of vlogging at the beginning of the vlogging process. In their answers, three students explained that they felt slightly scared or worried:

"I was a bit worried about whether I could make the videos well."

"First it was a little bit confusing and scary to record myself and talk to myself, in the end, it wasn't that scary anymore."

"At first I felt a little bit awkward and scared of recording myself but after a length of time, it wasn't so terrifying at all."

The reasons for their worries were that they doubted their ability to make the videos well enough and they found recording and talking to themselves scary and awkward. Although students expressed that they were worried at the beginning, they did mention that after a while, it was not as scary as they thought. Students might have had these doubts because, for most of them, it was their first time doing a task like this. Two students had negative feelings toward the vlogging tasks. One student stated, *"I didn't like them, but they had to be done."* Another student struggled with motivation, *"Sometimes I didn't have the motivation to make videos, but it wasn't too difficult."* The negative stance towards vlogging might have been caused by a variety of different reasons. These reasons might be a lack of motivation which may be because the student did not find the task interesting or relevant enough, or reservations about filming and speaking to a camera in general. Three students felt opposite about the vlogging tasks, finding them easy and interesting:

"I liked the idea because the task seemed interesting and new."

"A bit strange but otherwise easy."

"The topics we had to make videos about were okay and understandable."

These answers show that while some students may feel uncomfortable with challenges, there are also students who enjoy taking them on and try to find the positives.

The second question asked about students' feelings towards filming themselves. While three students felt positive about filming themselves, saying, "*Filming wasn't unpleasant, but it was a bit uncomfortable to watch it back and listen to my own voice.*", "*It was nothing special.*", "*I got used to it.*" most of the students thought that filming themselves was uncomfortable and awkward:

"I wasn't comfortable."

"I don't like filming myself much."

"It made me feel awkward, but then I remembered that only my teacher sees it and she is kind and won't disparage me."

"I was a little scared."

"It was awkward to film myself but at the same time it wasn't that bad."

"It was a bit uncomfortable because I had to speak to myself and a camera."

It might be that students felt uncomfortable about filming themselves because they had not done anything like that before or because they are at an age where they tend to be very self-conscious. On the other hand, speaking alone on camera could most likely be awkward for anyone, especially if it was their first time doing it. Generally, people might feel uncomfortable seeing and hearing themselves on camera. As a positive, some students mentioned that it was not actually as bad as they thought and knowing that only their teacher would be seeing their video helped them overcome the feeling of awkwardness.

The fourth question inquired about students' feelings toward having to speak in English. Some students thought that speaking in English was easy and they felt good about it, commenting, "*It wasn't that difficult for me.*", "*Easy, I've done things like this a lot*". It is logical that students who have previous experience in similar things do not feel as anxious about them. In addition, students who feel more confident about their abilities might find speaking tasks like this easier. On the contrary, a student who feels confident about their speaking skills but struggles with performance anxiety might still find the vlogging tasks difficult. Some students brought out that they felt strange about having to speak in English

because it was a new and different kind of task for them. One student commented that they found it a bit funny because they had never spoken in English that much. This can be interpreted as a positive reaction towards the task because the student realized that this would be an opportunity for them to practice and use English more than they had previously. One student said that although the task was different and a bit scary, they realized it would help them get better at speaking. Another student also mentioned that although they were afraid of making the videos because they considered their pronunciation poor, they still thought that speaking in English would help them improve. These can also be taken as positive responses because students who see a real attainable benefit for themselves are more likely to be motivated to do the tasks. There were also students who thought that speaking in English was difficult for them.

“Sometimes it was difficult to speak because I messed up the words.”
“It would be easier if I could talk with a friend or a person.”

It is understandable that students who have not practiced their speaking skills or presented monologues a lot would perceive speaking in English difficult. Students may also feel bad about making mistakes, which in turn can lower their motivation and lead them to perceive the tasks as difficult. One of the students also drew attention to the fact that speaking to another person would make speaking in English easier. This student might benefit more from real-time social interactions where they get immediate feedback and have a real attainable purpose and, therefore, also motivation to speak. Having a speaking partner might lessen the burden of having to do all the speaking. However, in a conversation, it is easy to take on the role of a listener, especially when a person is not as good at speaking or lacks the confidence to do so. Therefore, to benefit from a conversation, both parties should be equally involved.

When asked about how they felt before making each video, most students said they felt nervous and scared or a bit strange about it. While one student explained that they were afraid of not managing to film the video well, another student commented that they were

nervous because they thought they would not know what to say. These are quite rational fears about a process that students had had very little or no contact with at all. While worrying about the technical side of filming might indicate that the student was more confident about their ability to speak, the worry of not knowing what to say might reflect the student's lack of self-confidence or insufficient speaking skills. Another student mentioned that while they were a little bit nervous before filming a video, they weren't as nervous as they would have been in front of the class. This may indicate the students' anxiety about performing or speaking English (FLA). While more than half of the students experienced negative emotions, four students felt either good, *"because it wasn't that scary to make the videos and I could prepare well for what I would talk about,"* or indifferent before filming each video.

When asked about their feelings after completing a task and receiving feedback, students responded that they felt either relieved or good about it. Three students explained that they felt good when reading the feedback because they thought it was positive. They got good grades and gained more courage.

"I felt relief that the video was done, and it wasn't as bad as I thought. The feedback was formulated very positively, and I felt good when I read it."

"I was relieved and happy that I made it, reading the feedback gave me more courage."

"Good because I got a good grade and feedback."

"Good because I got a lot of good feedback."

These responses show that getting positive feedback is essential in making students feel good about their achievements and that the teacher's role in this kind of process cannot be underestimated. It goes without saying that the quality of the feedback influences students' feelings toward the task and their motivation to keep with it.

Finally, in the first set of questions, students were asked about their motivation to do the tasks. Three students mentioned that they were motivated because they thought making the vlogs would help them prepare for the oral part of their English exams. The other students did not feel that motivated, saying that they did the tasks out of a sense of obligation *"I*

wasn't that motivated to make the videos, I did them out of a sense of obligation," or that they kept procrastinating because it was difficult to find the right time for it *"At times I wasn't motivated because I didn't bother to do them at the right time and kept postponing them," "Sometimes I didn't have motivation because I couldn't find a good time to make the video or I didn't have time nor willingness,"*. Students who do not have experience with vlogging might be anxious about talking to a camera by themselves, especially when there are other people present. Therefore, finding the 'right time' can be seen as a considerable hurdle they have to cross. However, these students might have habits of procrastinating or struggle with a general lack of study motivation which might not be present particularly only in completing the vlogging tasks.

To sum up students' feelings towards vlogging, it can be said that it was new to most students and that they perceived it as a bit scary and made them feel awkward and uncomfortable. It cannot be overlooked that there were students who had positive reactions to it. They found the tasks interesting and felt motivated.

2.2.2 Practicalities of doing the tasks

The second set of questions focused on the practicalities of doing the tasks, such as time and support. It also set out to investigate the positive and negative experiences students had in the process of making the videos.

When asked whether they thought making the videos was time-consuming, three students said that it was, while six of them thought it did not take up that much time. The general time windows students mentioned ranged from ten minutes to half an hour. Students who thought the vlogging tasks did not take up much time added that it was because they had prepared for it in class, *"It wasn't time-consuming because the preparation was done previously in class"* or they did not take extra time to prepare, *"No, because I just talked and didn't have to prepare"*. However, students mentioned that some videos took longer to

make because they kept making mistakes, did not have any thoughts, had too many pauses, or forgot what they wanted to say and wanted to start over.

In this set of questions, students were also asked whether they had enough support during the vlogging process. All students answered that they felt supported either because they could prepare in class or get information and support from the teacher. Students said that they found previous classwork and worksheets aimed at vlog preparation helpful.

“Yes, the texts we wrote on the same topic before helped me a lot.”

“Yes, especially when we got worksheets where we could write down our ideas, it helped a lot while making the video.”

They also stated that they could get support and information from the teacher, which also made them feel supported.

“Yes, when I asked what I had to talk about at certain points, then the teacher explained and assured me that I wouldn’t get a bad grade and that making the video wasn’t anything bad.”

“Yes, my English teacher has always said that it is okay to make mistakes and you don’t have to worry about that.”

“Yes, I felt that if I needed help, I could ask for it.”

These responses demonstrate again that the teacher has a significant role in how the students deal with a task like vlogging. Students value the effort a teacher puts into supporting them and the encouragement they get from the teacher.

When asked about positive things students experienced during the vlogging process, they brought out four overlapping aspects: feedback, interesting topics, improving speaking skills, and improving confidence. Seven students commented on how getting positive and useful feedback was a good experience for them, emphasizing again how important it is. Three students mentioned that learning to speak on given topics was a plus. Acknowledged by seven students again as a positive experience was that they felt they improved their speaking skills. Although the vlogging period was quite short, and students only made five blogs, it is noteworthy that they noticed any improvement. Perhaps the perceived improvements stemmed from getting more confident with the tasks and in their abilities.

Five students answered that being able to practice their confidence and overcome their fears was also a positive experience.

When asked about negative experiences during the vlogging process, the two common themes were technicalities and uncertainty. Students described their problems with recording the videos or uploading them as a bad experience. Technical difficulties can indeed be a source of frustration and upset. The other negative that students brought up was uncertainty. Students felt uncomfortable and worried about their speaking abilities, which made the process negative for them.

To sum up, students thought the tasks were not time-consuming and they felt well-supported by the classwork and the teacher. Some of the positive experiences students mentioned were the feedback they received, getting to speak on interesting topics, improving their speaking skills, and getting more confident. Technical difficulties and feelings of uncertainty were some of the drawbacks students mentioned.

2.2.3 Skills development and perceived benefits

The third set of questions was aimed at figuring out students' perceptions of how their skills had developed and what personal benefits they thought to have received during the vlogging process.

First, students were asked to describe how their ability to express themselves in English had improved. Two students found that they noticed no improvement in their abilities to express themselves. It must be mentioned that these were students who were the least motivated (one of them only completed two tasks) and put in minimum effort to complete the tasks (very short videos with laconic speech). One student commented, "*I think it would improve more if I would speak with another person who speaks English.*" Again, this indicates that some students may benefit more from conversational speaking activities. Students who did notice some changes answered that they were able to speak more freely,

were more confident, and could express themselves better. Two students mentioned that they were able to make up better sentences when speaking and choose better words to use. Two students also said they felt that their pronunciation improved a little.

Second, students were inquired about how their spontaneous speaking abilities had changed over the vlogging period. The spontaneity here is referred to as the ability to make up sentences on the spot with minimum preparation. There were two students who did not notice any improvement. The others noted that they felt their ability to speak spontaneously had improved.

“I dare to speak more of what I immediately think but sometimes it’s hard not to prepare and say things instantly.”

“I can use better words and phrases in sentences.”

“I am more confident when I speak.”

Students brought out that they dared to speak more spontaneously, were more confident, and could use better words while speaking. One student described how they slowly progressed from using more to fewer helping materials such as pre-written sentences and keywords: *“I made the first video so that I looked at some sentences from my paper, but for the next videos I only used keywords and for the last videos I spoke without any help.”* This indicates that although speaking on these topics was not strictly spontaneous, students found they did get better at making up sentences on the spot. As the teacher, it was quite obvious to which extent students were using their notes.

Third, students were asked to describe how the feedback they received was helpful to them. Two common themes emerged from students’ answers: they got information about their current abilities and instructions on how they could improve. Students commented that it was helpful to them to know what mistakes they were making but also what they were doing well. They also answered that it was helpful to them to know what and how they should improve regarding their speaking skills and making the videos.

“I know what I should do better and what I have to practice more.”

“I got feedback on how to pronounce some things better.”

“The feedback helped me make the next videos better.”

“Yes, I have gotten to know how to form some sentences better.”

Students were also asked their opinions on whether vlogging is something they would like to do more in the future. Three students said they would rather not continue doing vlogs in the future.

“No, it wasn't my thing to do, but if I have to, I will do them without making a fuss.”

“No, I really don't like doing vlogs.”

“I'd rather not. It was time-consuming and I keep postponing making the videos.”

Mostly, these students thought vlogging was not something they liked doing. One student mentioned that it was time-consuming for them. The rest of the students answered that they would like to do more vlogs in the future because it was a different kind of task that they learned from, and they felt it helped them improve their speaking skills. One student also mentioned that they would rather do vlogs than speak in front of the class.

Finally, in this set of questions, students were asked who they would recommend vlogging to. Students thought that vlogging tasks would suit people who are scared of speaking English or speaking in front of other people in order to gain confidence. These answers show that students recognize that vlogging can help students who experience anxiety. They also recommended vlogging to everyone who wants to improve their English.

“To everyone who wants to improve their English. It is a good way to practice English when you're alone.”

“To students because it helps to develop speaking skills, confidence, and self-expression.”

Students also recognized that speaking skills can be improved through vlogging tasks.

There were also students who did not know to whom to recommend vlogging, or they said they would recommend it but did not specify to whom.

To conclude students' opinions about their skills development and perceived benefits, it can be said that over time students were able to speak more freely, felt more confident, and could express themselves better. Students also mentioned that they were able to make up better sentences and choose better words to use while speaking, and they felt that

their pronunciation improved. Additionally, students recommended vlogging to people who may feel scared of speaking in English or in front of other people.

2.2.4 Task organization

The final set of questions drew attention to the organizational side of the tasks. Students were asked about the clarity of task instructions, their opinions on the chosen topics, and their suggestions for any changes.

When asked about the clarity of task instructions, all but one student answered that the instructions were clear, understandable and that they knew exactly what they had to do. One student thought the instructions had too much text and too many things in the instructions which they did not know how to answer, and this made the instructions more difficult to understand.

On whether they found the topics interesting, two students thought some were interesting and some were not. Others thought that most topics were interesting.

“Yes, they were interesting because I got to know more about those topics myself.”

“Yes, they were interesting and cool to talk about, they were all different too.”

“Yes, it was nice to talk about them.”

“Yes, they were very appropriate and understandable.”

“Yes, especially the one where I had to think about what could happen in the world after 50 years.”

The topics students liked the most were *Me and my everyday* and *Life in 50 years*. However, more than half of the students said their favorite topic was *My favorite childhood movie*. Students who chose *Me and my everyday* (2) explained that it was the easiest because they only had to talk about themselves and that they also got to know themselves more. Only one student chose *Life in 50 years* as their favorite because they found it interesting to think about what would happen in 50 years. The others chose *My favorite childhood movie* as the topic they liked the most. Students commented that it was their favorite because they were able to talk about something that really interests them.

Four topics were mentioned by students as topics they liked the least. Three students agreed that *Life in 50 years* was their least favorite topic. They explained that it was difficult for them to speak on this topic because they found it hard to make predictions about the future. One student chose the topic that was mostly well-liked (*My favorite childhood movie*) as their least favorite because “*It was the most difficult one. There were words that I didn’t know how to say in English and then I didn’t say them.*” One student chose *The pros and cons of being a teacher* as the one they liked the least because they did not know what to talk about, and another student chose *Survival tips* for the same reason.

The final question of the set asked students what they would change about the vlogging tasks. Most students answered that they would not change anything. However, two students commented on how they would improve the vlogging tasks. One student said they would give students a worksheet to write ideas on for each topic, and the other student said, “*I would think of topics that students can relate to their interests. I would ask students what topics they would like to speak about*” drawing attention to the fact that it is important to students that they get to do tasks they are interested in and that they would like to have a say in what they could talk about.

To sum up, students thought the task instructions were clear and understandable, and each of them had topics they found interesting. As for recommendations for improvement, they advised providing students with preparatory worksheets and involving students in the process of choosing topics to speak about to make sure that they are interesting enough.

DISCUSSION

The purpose of the study was to find out students' perceptions of vlogging as a speaking task. To get multiple different points of view, the research concentrated on the students' perceptions of vlogging considering the following aspects of the vlogging process: filming themselves, practicalities of completing vlogging tasks, perceived benefits, and the construction of the given tasks.

The first aspect that students were asked to express their opinions about was vlogging and filming in general. Students' responses indicate that they were a bit uncomfortable and nervous about filming themselves when they were first introduced to the idea of it. These feelings reoccurred for some students throughout the vlogging period. Studies focusing on students' perceptions of vlogging have also arrived at the conclusion that tasks where students must speak to a camera can be a source of anxiety (Wulandari 2019; Laumets 2020). When asked about their motivation to complete the tasks, three out of nine students responded that they were motivated to do the tasks. Other students struggled with motivation. Some of the reasons why students were unmotivated were because they did not find a good time for it or because they kept postponing the task. Students' answers did not indicate any other reasons for their lack of motivation, but Ur (1996) has pointed out that for students to be highly motivated to speak, the topic must be interesting enough for them to want to say something new about it. Perhaps students' interest in the topics fluctuated enough for them to feel less motivated.

The second aspect that students were asked to reflect on was the practical side of doing the tasks. Most students perceived the tasks as not time-consuming, and they found previous preparation in class supportive. When asked to describe their positive experiences, the main things students mentioned were feedback, interesting topics, and improving their

speaking skills. Seven out of nine students commented that receiving feedback was a positive experience for them which leads to the inference that feedback is one of the key elements in keeping students positive-minded during tasks like vlogging. Hattie and Timperley (2007) also emphasize the importance and impact of feedback is crucial in students' performance and can have a negative or positive influence on students. Students mentioned that they appreciated the positiveness of the feedback and getting information about their current abilities as well as aspects to improve on. This aligns with previous research about what kind of feedback students prefer (Ferguson 2011).

Students also thought that speaking on interesting topics was a good experience for them. Previous research has shown that interesting topics make students want to speak about them and make them more motivated (Ur 1996). The willingness and motivation to speak about a topic also require students to be familiar with the topic (Baker and Westrup 2003), which may explain why students mentioned previous classwork as a supportive aid.

The perception of improvement in their speaking abilities was also a positive aspect according to students. Previous research has shown that students are capable of noticing their improvement through vlogging (Wulandari 2019; Laumets 2020; Andiappan 2022), even more so when it is a part of their vlogging task (Hung, 2011). In this study, students were not asked to reflect on their performance. However, they did notice that their pronunciation got better and that they were able to express themselves better over the vlogging period. They also marked that they improved their confidence in speaking, which is also a benefit observed by other authors (Wulandari 2019; Laumets 2020; Fitria 2022).

The negative experiences students mentioned were technical difficulties and uncertainty. Students commented that having problems with recording or uploading their videos was challenging. Hung (2011) also points out that technical difficulties may be a drawback of vlogging tasks. The other aspect mentioned by students was uncertainty,

especially the feelings of discomfort and nervousness. It is natural that the negative emotions students felt shaped their opinion of their experience to some degree. Although vlogging is an alternative or supplementary speaking activity to in-class speaking and was used in this study to reduce students' anxiety about speaking, it encompasses other elements, such as filming oneself and listening back, that still raise a certain level of apprehension.

The third aspect students were asked to reflect on was their skills development and how beneficial they found the tasks. It was mentioned previously that seeing their improvement was a positive experience for students. To be more exact, students felt they improved their self-expression skills, got better at building their sentences and having better pronunciation, and their general confidence about speaking also improved. Five out of nine students found vlogging beneficial enough to say that they would not mind doing more vlogs in the future. Students perceived vlogging to be good for people who want to improve their English and people who fear speaking in English in front of other people. The latter remark indicates that students recognize the possibility of FLA and that vlogging might be a good alternative.

Finally, students gave their opinions about the tasks they were asked to complete. Overall, students found the instructions of the task to be clear and understandable and mostly thought the topics were interesting. Students liked talking about themselves the most (*Me and my everyday* and *My favorite childhood movie*), and their least liked topics were ones not related to them (*The pros and cons of being a teacher* and *Life in 50 years*). This indicates that at their current language levels, students are more confident and motivated to speak on familiar topics. Baker and Westrup (2003) also found this to be true, especially concerning students' motivation to speak. The CEFR (Council of Europe 2001) also describes that at the intermediate level (B1-B2), which is the assumed language level of basic school graduates, speakers can deal with familiar topics and situations successfully. The importance

of interesting topics was also mentioned by one student who commented that they would consider more carefully what topics students can relate to and what they are interested in. When suggesting changes for the vlogging tasks, they said they would ask students what they would like to talk about.

Although vlogging can be used as a supplementary speaking activity, it does not come without limitations. Students' perceptions of vlogging indicate that vlogging does not eliminate FLA completely and still causes apprehension, even if not as palpable as speaking in front of others. It is also important that students are motivated to do the tasks, otherwise, they might not be beneficial for students. Vlogging requires the use of technology and, in the case that problems arise in that area, it can also cause challenges and make the whole process less motivating.

From the teacher's perspective, it must be considered that giving individual and lengthy feedback does take up time. Therefore, it is important to consider whether it is an effective tool to use. If the participating group is small, it is not too time-consuming but if the group is larger (for example, over ten students), it would not be the best option. It would be difficult to give thorough feedback to each student and would add a lot of work for the teacher. It is possible to have students giving feedback to each other, but in that case, I think the group must still be small so that students can trust each other. For example, Lauments' (2020) study had only four participants who were watching and commenting on each other's videos, and these were students who struggled with FLA. Still, the small group seemed to work enough for three out of four of them to decrease their anxiety. Otherwise, the students have to be older, or the feedback might not be of any value. Participants in Hung's (2011) study, for example, benefited a lot from giving feedback to each other, but these were university students. The purpose of the vlogs must also be considered in that case because it

can be argued that having classmates give feedback defeats the purpose of getting to practice speaking without the anxiety of speaking in front of others.

Overall, the results of the current study show that although students had negative experiences with certain parts of vlogging, they also saw the benefits they received. Be it their improvements in speaking or gaining confidence. As a supplementary speaking task to get students to use the language outside of the classroom and get them to improve their ability to express themselves in a foreign language, it does serve its purpose. I think teachers should be encouraged to try out different methods of developing students' skills, and in case there are problems with developing speaking skills in the classroom, using different types of activities might be best for everyone involved.

CONCLUSION

The present thesis set out to investigate students' perceptions of vlogging as a speaking activity. The interest in the topic stemmed from my experience as an English teacher, as I saw that students were reluctant to speak in English in the classroom. To get students to speak more to develop their speaking skills, I decided to try vlogging.

In the introduction of the thesis, the importance and difficulty of speaking in a foreign language are discussed and related to the Estonian National Curriculum for basic schools. The curriculum identifies the desired language level of basic school graduates according to the CEFR language level categorization, where the specific abilities for each level are described. The introduction also gives a short overview of the different ways to look at speaking as a skill, some of the problems with developing these skills in the classroom, and introduces vlogging as a possible alternative activity.

The first chapter aims to build a theoretical framework for the thesis. It gives an overview of speaking as a skill in more detail and discusses some of the problems that may arise when developing these skills in the classroom, including FLA. Additionally, it explains the most important aspects to keep in mind when developing speaking activities, such as motivating students, and explains the importance of feedback. Finally, vlogging is defined as related to the thesis and previous studies about vlogging have been discussed.

The second chapter describes the procedure for carrying out the study. It also presents, analyses, and discusses the results. The study was conducted among nine Year 9 students in one Estonian basic school, and to achieve the purpose of the paper, a qualitative method of a questionnaire was used. The four aspects that were investigated were the following: feelings towards vlogging, practicalities of doing the tasks, skills development and perceived benefit, and task organization. All these aspects are drawn from students' responses to a questionnaire and are strictly their perception of their experience. The most

important findings were that students found vlogging to be somewhat uncomfortable and nerve-wracking, but they still had positive experiences, such as getting good feedback, seeing the development in their speaking skills, and getting more confident in speaking in English. What is more, students found the tasks to be understandable and the topics mostly interesting. Technological obstacles and lack of motivation were perceived by students as drawbacks of vlogging. The perspective of the teacher is also discussed, and it is mentioned that giving feedback to students may be time-consuming and using vlogging tasks must be carefully considered and tailored so that they are efficient and useful.

Although the study revealed that students' perceptions of the vlogging experience were mostly positive, it is obvious that the research was very small-scale, and no generalizations can be made. It is also difficult to prove that vlogging reduced the problems that can arise in a classroom setting, as that was not strictly the aim of the present study. However, the results of the study may encourage EFL teachers to consider employing vlogging tasks in their teaching practice if they experience students' reluctance to speak in class. It may also encourage teachers to use different approaches and make use of today's technology. Future studies on a similar topic may consider including different age groups or inspecting the longer-term influence of vlogging. It might also be useful to study more closely how students' speaking skills can be developed using vlogging and whether vlogging plays a role in reducing the problems that can be observed in the classroom setting.

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APPENDIX 1 The created vlogging tasks

Over the summer you went on a family trip to Sweden. One night after dinner at a restaurant, when you were walking back to your hotel with your family, you saw a crowd gathered in the middle of the street. A group of people your age were filming something with their phones... there was music and dancing involved. It didn't take long to realize that they were making TikToks. You'd even seen one of them on TikTok before. His name was Hans and he was a little older. You know he started a lot of trends on TikTok.

Before going to sleep that night, you scrolled through TikTok and looked him up. From his videos you could tell three things: 1) he couldn't dance but that didn't stop him from doing it; 2) he wasn't all that great at speaking English but he spoke English in all his videos; 3) he was funny.

A few weeks later he announced a 10-week challenge. He would post a challenge for his friends at least every other week, where they would be asked to make a longer TikTok video than the usual 20-30 seconds. You were also invited to take part in the challenges.

Task 1. TikTok

Topic: Me and my everyday

TikTok challenge: #themeinthemirrorchallenge #talkaboutyourselfchallenge

Scrolling through the hashtags and watching other peoples' videos, you figured out what the challenge was about. In the videos, people were talking about some usual and not-so-usual things about themselves.

The content in the videos was:

- If I had to describe myself to a blind person...
- If I had to wear one outfit for the rest of my life...
- If I could turn a hobby into a full-time job ...
- If I could delete one thing/object/item from existence ...
- Things I do almost every day that just makes sense
- Things I do almost every day that make no sense

Take on the challenge and make a video where you speak about these things as well.



Topic: Survival tips

TikTok challenge: #survivaltips #howtopassanexam #mathsexam

TikTok usually gives a lot to laugh at but if the algorithm is just right, you get some really good life hacks. This challenge is all about educating and helping those people (read: all people) who have to take a Maths exam at the end of the school year. Generally, Maths is difficult for many people, and exams are always stressful, so giving some survival tips is almost like saving the world. As your own first exams are coming closer and closer, it is not too early to think about how to best prepare for them. Use the notes from the video we watched in class and talk about what people can do to deal with the stress of exams. Add in some of your own ideas and tips.

In the video, you should:

- offer condolences
- give tips on how to do well on the exam (2-3) and explain what the results are
- give tips on how to deal with the stress of exams (2-3) and explain what the results are
- give encouragement



Topic: 2073 (life in fifty years)

TikTok challenge: #futurechallenge #lifein50years #2073

The topic is a buzz. People worldwide are giving their two-cents on what life in fifty years will look like. Unafraid and unashamed, people are putting their wildest guesses out there, starting from flying cars and AI takeovers to rampant diseases and ailiens on Earth. Some predictions are more down to Earth, like finding cures for diseases and developing living arrangements that are environment-friendly, but in the end - who really knows?

What do you think life in 50 years will look like?

Keep the essay you wrote as your basis and talk about the following topics:

- education
- relationships
- houses
- health
- food
- jobs
- the environment





Topic: My favorite childhood movie / A movie I probably shouldn't have watched

TikTok challenge: #favoritechildhoodmovie #probsshouldnthavewatchedthat

People tend to remember extremely good and extremely bad experiences the most. These are also the most fun to talk about.

Is there a specific movie you saw as a child that still has a special place in your heart? Do you want other people to know more about it? Do you want to rant to anyone who will listen about what makes it so amazing and why it has stayed with you as you've grown up? Here's your chance!

Is there a movie that you saw that was so horribly bad that you regret watching it? What made it so awful? Do you want to warn anyone and everyone against watching it and living through it the way you did? Tell us all about it!

Is there a movie that you were too young to watch (e.g. horror movie) and figured out later on that you probably shouldn't have? Do tell!

Share your story by talking about:

- The movie title and genre
- Summarize the plot (what happens in the movie?)
- Talk about the acting, special effects, music, etc - comment on everything that makes it good/bad
- Why is it your favorite childhood movie? / Why shouldn't you have watched the movie?





Topic: The pros and cons of being a teacher

TikTok challenge: #ifIwereateacher #teacherlife #ohno

You have thought about the pros and cons of different professions and written about the profession of teaching. Now, try to think about the profession in a different light. What would you say to someone to convince them to become a teacher?

Teachers have their own fears and worries. What would you be most afraid of as a teacher?

After having thought about the pros and cons of being a teacher, would you like to be one? Explain your opinion. What kind of teacher would you want to be?



Share your thoughts using the following prompts:

- If I had to convince someone to become a teacher ...
- If I were a teacher, I would be most afraid of...
- Would I like to be a teacher?
- If I were a teacher, I would...

APPENDIX 2 The post-vlogging questionnaire

This questionnaire is a part of your teacher's MA thesis (magistritöö).

Please answer the questions **honestly** based on your own experience with vlogging tasks.

It is important that you **explain your opinions thoroughly**, therefore, **if you would rather use Estonian to answer the questions, please do so.**

There are five blocks of questions in the questionnaire:

1. General information about participants
2. Suitability of vlogging
3. Practicalities of doing the tasks
4. Skills development
5. Task organization

The focus is entirely on **YOUR reflection** on the vlogging process. Your names will not be revealed in the study, you will remain anonymous. If you have any questions about the questionnaire, ask your teacher!

Thank you!

GENERAL INFORMATION ABOUT PARTICIPANTS

Name

Age

Gender

SUITABILITY OF VLOGGING

The following questions will ask you to describe how you felt during the vlogging process. Answer the questions honestly based on your own experience. Answer in full sentences and explain your answers as much as possible. Feel free to answer in Estonian to better express your opinions.

How did you feel about the vlogging task in general when it was presented to you?

How did you feel about filming yourself?

How did you feel about having to speak in English on a certain topic?

How did you feel before making each video?

How did you feel after creating the video and receiving feedback?

Were you motivated to do the video tasks? Explain.

PRACTICALITIES OF DOING THE TASK

The following questions will ask you to describe the practical side of creating the videos in your experience.

Answer the questions honestly based on your own experience. Answer in full sentences and explain your answers as much as possible. Feel free to answer in Estonian to better express your opinions.

Was it time-consuming to make the videos? Explain.

Did you have enough support from the English lessons to do the vlogging tasks well? Explain.

Describe at least three positive things you experienced during the vlogging process.

Describe at least three negative things you experienced during the vlogging process.

SKILLS DEVELOPMENT AND BENEFITS TO STUDENTS

The following questions will ask you to describe how the vlogging tasks have influenced your ability to express yourself in English.

Answer the questions honestly based on your own experience. Answer in full sentences and explain your answers as much as possible. Feel free to answer in Estonian to better express your opinions.

In what ways has your ability to express yourself in English improved during the vlogging process?

In what way has your ability to speak spontaneously in English changed during the vlogging process?

In what ways was the feedback you received from the teacher on your videos helpful? Explain.

Would you like to make more vlogs in the future? Explain.

Who would you recommend vlogging to? Explain.

TASK ORGANIZATION

The last part of the questionnaire asks you to think about the organization of the vlogging tasks and instructions.

Answer the questions honestly based on your own experience. Answer in full sentences and explain your answers as much as possible. Feel free to answer in Estonian to better express your opinions.

Were the task instructions clear? Explain.

Were the topics interesting? Explain.

Which topic/task did you like the most? Explain

The topics were the following:

- 1. Me and my everyday*
- 2. Survival tips*
- 3. Life in 50 years*
- 4. My favorite childhood movie / A movie I probably shouldn't have watched*
- 5. The pros and cons of being a teacher*

Which topic/task did you like the least? Explain.

The topics were the following:

- 1. Me and my everyday*
- 2. Survival tips*
- 3. Life in 50 years*
- 4. My favorite childhood movie / A movie I probably shouldn't have watched*
- 5. The pros and cons of being a teacher*

What would you change about the vlogging tasks?

Is there anything you would like to add or comment on that wasn't mentioned in the questionnaire?

APPENDIX 3 Students' answers to the post-vlogging questionnaire

How did you feel about the vlogging task in general when it was presented to you?

Mulle meeldis see idee, sest ülesanne tundus huvitav ja uuenduslik. Aga olin veidi mures, kas saan videote tegemisega hästi hakkama.

First it was a little bit confusing and scary to record myself and talk to myself, at the end it wasn't that scary anymore.

Vahepeal ei olnud motivatsiooni videoid teha aga see polnud eriti raske. Sai palju enda rääkimise kohta teada.

First I felt a little bit awkward and scared to record myself but length of time it wasn't so terrifying at all.

Hästi, sest need teemad mille kohta videoid tegime olid okeid ja arusaadavad.

I didn't care the two videos I did weren't hard.

I didn't like them but they had to be done.

Natuke imelik aga muidu lihtne.

How did you feel about filming yourself?

Filmimine ei olnud ebameeldiv, aga enda video üle vaatamine ja enda hääle kuulamine oli minu jaoks veidi ebamugav.

It made me feel awkward but then I remembered that only my teacher sees it and she is kind and won't disparage me.

Okeilt kuna natuke oli piinlik end filmida, aga samas see polnud nii hull.

I was little confused and scared but finally I get used to it.

Natuke ebamugav oli, sest pidi rääkima enda ja kaameraga.

Mulle ei meeldi ennast eriti filmida

I was okay with it.

Ei midagi erilist

Not comfortable.

How did you feel about having to speak in English on a certain topic?

Hästi, alguses kartsin video tegemist, kuna arvasin, et minu sõnade hääldused on halvad, kuid arvan, et inglise keeles rääkimine aitas mul enda inglise keele oskust ja hääldusi parandada.

I thought it was hard to speak in English, but it came generally naturally, and I just told what I was thinking.

it was different task, firstly it was scary but then it actually helps your English speaking better.

I do it a lot because I have friends from Ireland and English is the only thing they understand.

It would be easier if I would talk with my friend about it or with a person.

Natuke naljakas oli, sest polnud kunagi nii palju inglise keeles rääkinud.

Muidu hästi, aga vahepeal oli raske rääkida, sest sõnad läksid sassi.

Lihtne palju sellist asja teinud

Polnud väga raske minu jaoks

How did you feel before making each video?

Minu jaoks oligi kõige raskem osa ennast sundida videoid tegema, sest kartsin, et ei saa video filmimisega hakkama.

I was a little bit nervous but not as nervous as i would have been in front of the class.

Hästi, sest polnud väga õudne videoid teha ja sain läbi korrata mida räägin.

Pisut närvis olin, sest mõtlesin et ei oska midagi öelda.

nothing I usually forgot and then I did them.

Veidi imelik aga muidu täitsa enamvähem.

Nothing much.

Kind of scared.

How did you feel after creating the video and receiving feedback?

It was dope.

Relieved.

Tundsin kergendust, et video on tehtud ja sain aru, et see polnudki nii raske kui arvasin. Tagasiside oli väga positiivselt sõnastatud ja tundsin ennast seda lugedes hästi.

It was good feeling that I had done it.

I was relieved and happy that I made it, reading feedback gave me more courage.

Hästi, sest sain hea hinde ja head tagasisidet.

Hästi sest sain palju head tagasisidet

Väga hästi, sest oli hea tunne et ära tegin.

Were you motivated to do the video tasks? Explain.

Sure the last two topics were interesting.

No, I just wanted to get it done.

Jah.

Ma polnud väga motiveeritud videoid tegema, tegin videod kohusetundest.

Yes, because I have English exam speaking task.

Yes, it helped me prepare for my English exam.

Vahepeal ei olnud, sest ei viitsinud teha õigeks ajaks ära ja ma lükkasin koguaeg videote tegemist edasi.

Jah, kuna aitab ingliskeele eksamiks.

Mõnikord ei olnud motivatsiooni, sest ei leidnud õiget hetke video tegemisel või ei olnud aega ega tahtmist.

Was it time-consuming to make the videos? Explain.

No because I just talked I didn't have to prepare.

No

Polnud väga aega nõudev, sest eeltöö sai enamasti tunnis ära tehtud.

Olenevalt teemast võttis videote tegemine erinevalt aega. Aega kulus 15 minutist kuni tunnini.

No, it wasn't really but sometimes when I made too many mistakes I wanted to make new one. I made it about 10-20 min.

No I wasn't, I made them about 15-30 min.

Oli küll, sest pidin mitu korda uuesti alustama kuna vahest unustasin ära mida ütlema pidin..

Ei sain kähku ja hästi hakkama.

Mõne video tegemisele läks aega rohkem, sest ei tulnud video tegemisel mõtteid või läksid mõtte pausid liiga liiga pikaks.

Did you have enough support from the English lessons to do the vlogging tasks well? Explain.

Yes, I felt if I needed help I could ask for it.

Yes, because we did worksheets.

Jah, sest sain infot selle ülesande kohta.

Jaa, mind aitasid väga varem kirjutatud tekstid sama teema põhjal.

Yes, because my teacher always supports us and gave us some worksheets to help us.

Yes, my English teacher have always said that it is okay to make mistakes and you don't have to worry about that.

Jah, kui küsisin mida mingis punktis nt rääkima peab siis õpetaja seletas ja ütles ka seda, et halba hinnet ei saa ja, et see pole midagi hullu videote tegemine.

Jah, võibolla isegi liiga palju.

Jah, eriti kui saime töölehed, kuhu saime oma mõtted kirja panna see aitas video tegemisel kaasa.

Describe at least three positive things you experienced during the vlogging process.

The grade, the feedback and doing the videos cause on the last video I laughed because of one sentence.

A few new words, Õppisin hääldama paar uut sõna.

Ma sain harjutada inglise keeles rääkimist ja õppisin ennast inglise keeles väljendama

"1. Ma parandasin inglise keelsete sõnade hääldust.

2. Ma sain rääkida huvitavatel teemadel.

3. Ma sain enda õpetajalt kasulikke infot, et enda inglise keelt parandada. Näiteks video lingi, mille abil saan õppida paremini hääldada th häälikut."

Improved my English, boosted my confidence, I learned what I could do better.

I practiced my pronunciation, I learned to argue on a certain topic, I practiced my confidence.

Kuidas paremini rääkida. Vead on okeid. Kuidas järgmine video paremini teha.

"Parem keele kasutus

Natuke hirmust ülesaamine

Palju positiivset tagasisidet"

"1)Sain teada kui hästi ma rääkida oskan

2)sain teada kui palju mul on julgust üldse rääkida.

3)teemad olid ette antud "

Describe at least three negative things you experienced during the vlogging process.

I really didn't experience any negative things.

It was not comfortable to do the videos and it was pretty annoying to do them because of the video sending part.

"1. Enda video üle vaatamine oli ebamugav.

2. Video üleslaadimistega tekkis probleeme.

3. Pidin tihti videoid uuesti salvestama."

A bit scary, I was afraid to make mistakes, and made me nervous to record myself.

It was a little bit scary; I made some mistakes and I was worried about them, I had to force myself to still do the vlog.

Negatiivset ei olnudki võibolla siis see, et see oli aeganõudev ja natuke raske.

Jutt saab otsa ja muud väga midagi.

"1)Et rääkimine ei tule eriti soravalt

2)mõni teema oli raskem "

In what ways has your ability to express yourself in English improved during the vlogging process?

In my opinion I really didn't improve

Not really much I think it would improve more if you would speak if another person who speaks English.

Ma räägin vabamalt

Paranes mõne hääliku ja sõna hääldus.

I dare to speak more, I dare to express myself better, I am more confident.

I can express my thoughts better and I talk and explain more.

Mu eneseväljendusoskus parenes, sest tagasiside aitas.

Parem sõnade valik

Ma oskan koostada rääkimine käigus paremaid lauseid.

In what way has your ability to speak spontaneously in English changed during the vlogging process?

It really hasn't.

I think the vlog thing really doesn't help.

Mu hääldus muutus natuke paremaks.

Olen selles veidi paranenud.

It was bit harder but it helped to speak more in English and it was interesting to receive feedback.

I dare to speak more what I immediately think but sometimes it's hard not to prepare and say things instantly.

Kui ma esimese video tegin nii, et ma vaatasin paberilt mõned laused maha siis järgmised videod tegin märksõnu ja viimased videod ma rääkisin peast.

Oskan panna paremaid sõnu lausesse ja kasutada paremaid väljendeid

Olen palju julgem kui räägin

In what ways was the feedback you received from the teacher on your videos helpful? Explain.

I felt good after.

I know what I did wrong and could do better.

Ma sain tagasisidet kuidas mõnda asja paremini hääldada.

Tagasiside aitas mul järgmiseid videoid paremini teha.

Yes it was very good, I learned what I did well and what I should do better.

I knew what I should do better and what I have to practice more.

Hästi, sest julgesin vigu teha.

Tean kuidas areneda ja sealt edasi minna

Ja, olen saanud teada kuidas mõningaid lauseid paremini koostada ja kui hästi ma räägin.

Would you like to make more vlogs in the future? Explain.

No, it wasn't my thing to do but if I have to I'll do them without making a fuss.

No, I don't really like to do vlogs.

Jaa, aga mitte nii tihti. Ma arvan, et hea oleks teha üks kuni kaks videot kuus.

Yes, it was much different task and gave new knowledge.

Yes, I would rather do vlogs than do speaking in front of the class.

Pigem vist mitte, sest see oli aeganõudev ja ma lükkasin videote tegemist koguaeg edasi.

Jah, hea ülesanne

Jah,, sest videote tegemine aitas mul rääkimise oskust parandada

Were the task instructions clear? Explain.

Yes, when I read them I understood they were clear and not foggy or something like that

Not really because it came so fast and there was so much text and too many things in the instruction and some of the tasks I really didn't know how to answer.

Jah

Jaa, sain aru, mida ja kuna pean tegema..

Yes, there was nicely told what I have to do.

Yes, I knew exactly what I have to do.

Jaa, need olid arusaadavad ja lihtsalt seletatud.

Ja väga selged ja said aru mida tegema pead.

Ja eriti hea oli kui olid küsimused ees ja pidid küsimustele vastama.

Were the topics interesting? Explain.

The last 2 were because I like movies and I dislike some of the teachers.

Some of them were pretty interesting because they were easy and they were easy to understand.

Mõned olid huvitavad ja mõned ei olnud.

Enamused teemadest olid. Minu jaoks oli igav teema survival tips. Ma ei osanud sellel teemal palju rääkida.

Yes, they were interesting and cool talk about, they were all different too.

Yes, it was nice to talk about them.

Jah, need olid huvitavad, sest sain ise ka teada rohkem nende teemade kohta.

Ja väga teemakohased ja arusaadavad.

Jah, eriti need kus pidid mõtlema mis näiteks 50 aasta pärast võib maailmas juhtuda.

Which topic/task did you like the most? Explain.

4 cause I really like movies and I plan to make one myself.

4. because it was easy and I knew what I liked to watch as a child.

2

4, sest sain rääkida teemal, mis mind huvitas.

My favourite childhood movie, because I liked to talk about that what was my childhood favourite movie.

My favourite childhood movie because I was able to talk about a movie that really interests me.

1. sest seal sai rääkida endast ja see oli kõige kergem.

4

"3. Sain mõelda mis võib juhtuda 50 aasta pärast maailmas

1. See oli lihtne ja sain enda kohta ka natuke teada. "

Which topic/task did you like the least? Explain.

I really didn't dislike and because I only did 2.

5. I really don't know teachers and I have never been a teacher, so I really don't know what to do in the vlog and what to talk about in the vlog.

1;3

2, kuna ei osanud sellel teemal palju rääkida.

life in 50 years, it was bit weird for me because I don't know yet what is coming in the future.

Life in 50 years, it was hard to think about what should come in 50 years, we cannot predict the future so well.

3. sest see oli natuke raskem, kuna seal oli palju rääkida.

5

4. sest see oli kõige raskem neist. Oli sõnu mida ma ei osanud inglise keeles öelda ja siis jätsin need ütlemata.

What would you change about the vlogging tasks?

Nothing.

I don't know.

Teeksin teemad, mida õpilased saavad enda huvidega siduda. Küsiksin õpilastel, millistel teemadel nemad rääkida tahaskid.

I think everything was fine and I liked it.

I think everything was understandable and fine.

Midagi.

Midagi.

Ma annaksin iga ülesande tegemisel lehe kuhu saab kirjutada.

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Elerin Helde

ENG: Vlogging tasks for EFL class: materials, process, and students' reflections on the example of Estonian year 9 students

EST: Vlogi ülesanded inglise keel võõrkeelena tundides: materjalid, protsess ja õpilaste refleksioon Eesti 9.klassi õpilaste näitel

Magistritöö

2023

Lehekülgede arv: 62

Käesoleva magistritöö eesmärk oli luua vlogimise ülesandeid üheksanda klassi õpilastele inglise keele tundide raames ja uurida nende arvamusi vlogimise kohta. Uurimuses keskenduti vlogimise protsessi järgmistele aspektidele: enda filmimine, ülesannete lahendamise praktilised osad, tajutav kasu ja antud ülesannete ülesehitus.

Lähtudes töö eesmärgist kasutati kvalitatiivset uurimismeetodit küsimustiku näol. Küsimustiku küsimused olid jaotatud neljaks osaks, olles vastavuses uurimisküsimusega. Igas jaos oli neli kuni kuus küsimust, mis olid esitatud inglise keeles. Õpilased võisid vastata nii inglise kui eesti keeles. Küsitluse läbiviimine toimus õpilaste inglise keele tunni ajal ja kestis 30-40 minutit.

Uurimistöö empiiriline osa koosnes 14-nädalasest vlogimise perioodist, mille jooksul õpilased esitasid viis erinevat videot. Nende tegemisele eelnesid samal teemal tunnis tehtud tegevused, mis toetasid õpilasi teemast rääkimisel. Enne igat vlogi tegemist, said õpilased selgitusi eelseisva ülesande kohta ja pärast nende esitamist said nad individuaalset ja põhjalikku tagasisidet õpetajalt. Õpilased üksteise videoid ei näinud ega kommenteerinud. Pärast vlogimise perioodi täitsid õpilased küsimustiku, kus nad reflekteerisid oma kogemuse üle.

Antud magistritöö on jaotatud kaheks, esimeses peatükis avatakse empiirilise uurimusega seotud tausta. Käsitletakse eneseväljendus- ja rääkimisoskuse olulisust ning lahatakse rääkimisoskuse komponente. Samuti räägitakse probleemidest, mis võivad rääkimisoskuse õpetamisel kooliklassis tekkida ja tutvustatakse vlogimist alternatiivse meetodina. Eelnevalt sellele käsitletakse rääkimisülesannete loomise ja tagasisidestamise põhimõtteid. Teine peatükk kirjeldab antud uurimuse läbiviimist, tutvustab ja analüüsib küsimustikust saadud tulemusi ning arutleb nende üle.

Õpilaste vastused näitasid, et kuigi vlogimisega kaasnesid mõnevõrra negatiivsed emotsioonid (kahtlus, ebamugavus, piinlikkus enese filmimise suhtes), tajus enamus õpilastest vlogimist positiivsena. Õpilased leidsid, et nad said läbi vlogimise paremini hakkama inglise keele kasutamisega ja muutusid enesekindlamaks. Samuti väljendasid nad, et ülesanded ei olnud nende jaoks aeganõudvad, nad said tuge inglise keele tundidest ja õpetajalt.

Märksõnad: inglise keel võõrkeelena, rääkimisoskus, rääkimisoskuse arendamine, vlogimine, õpilaste arvamused

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