



Vlogging as a Pedagogical Tool for Enhancing Speaking Skills: A Comprehensive Review of Literature in ESL and Interpretation Contexts

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Abstract

This comprehensive paper explores the efficacy of vlogging as a pedagogical tool for enhancing English as a Second Language (ESL) speaking skills, with a focus on fluency, vocabulary, pronunciation, motivation, and learner autonomy. Drawing on a wide range of studies, it examines vlogging's role in providing authentic speaking practice, reducing foreign language speaking anxiety (FLSA), and fostering self-regulated learning. The review critically analyzes the methodological strengths and limitations of existing research, identifying significant gaps, including the lack of studies on simultaneous interpretation learners, Arabic-speaking contexts, longitudinal effects, and comprehensive skill assessments (e.g., grammatical accuracy). These gaps highlight the need for targeted research to optimize vlogging's application in specialized language programs, particularly for Arabic-to-English simultaneous interpretation learners. The findings underscore vlogging's transformative potential in ESL education and propose a research agenda to address underexplored areas, emphasizing culturally relevant interventions and robust methodological designs.

Keywords: Vlogging, Speaking Skills, ESL, Simultaneous Interpretation, Arabic-Speaking Contexts, CEFR, Learner Autonomy

1. Introduction

Speaking is a crucial skill for effective communication in English as a Second Language (ESL) contexts, particularly in specialized programs such as simultaneous interpretation, where fluency, accuracy, and pragmatic competence are essential (Gile & Barranco-Droege, 2021). Traditional ESL pedagogies often prioritize grammar and written skills, limiting opportunities for authentic oral practice (Ali & ElBassuony, 2023). Vlogging, defined as video-based blogging (Griffith & Papacharissi, 2010), has emerged as a dynamic tool to address these limitations by enabling learners to create, edit, and share video content, thereby enhancing speaking skills through self-monitored practice and reflection.

Despite its growing adoption in ESL education, vlogging's application remains underexplored in specialized contexts, such as simultaneous interpretation training, and in Arabic-speaking environments, where linguistic and cultural factors shape language learning (Ali, 2022). This paper gives a comprehensive review of the literature on vlogging's impact on ESL speaking skills, critically evaluates methodological approaches, and identifies research gaps to guide future investigations. By focusing on the unique needs of simultaneous interpretation learners in Arabic-speaking contexts, the review contributes to the discourse on innovative pedagogical tools for specialized language programs.

Objectives:

1. To synthesize existing research on vlogging's impact on ESL speaking skills, including fluency, vocabulary, pronunciation, and motivation.
2. To critically analyze the methodological strengths and limitations of prior studies.
3. To identify research gaps, particularly regarding simultaneous interpretation learners and Arabic-speaking contexts.
4. To propose directions for future research and pedagogical applications.

2. Theoretical Framework

2.1 Speaking Skills in ESL and Interpretation

Speaking proficiency in ESL encompasses fluency, discourse competence, grammatical range, and pragmatic competence, as outlined by the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2020). In simultaneous interpretation, these skills are heightened, requiring real-time language processing, cultural adaptability, and precise articulation under pressure (Gile & Barranco-Droege, 2021). Torky (2006) categorizes speaking functions (e.g., descriptive, persuasive, interpretive), emphasizing their relevance to interpretation

training, where learners must convey meaning accurately across linguistic and cultural boundaries.

2.2 Sociocultural Theory and Vlogging

Vlogging aligns with Vygotsky's sociocultural theory, which posits that learning occurs through social interaction and self-regulation (Vygotsky, 1978). Vlogging provides a platform for learners to engage in meaningful communication, receive peer feedback, and reflect on their performance, fostering autonomy and metacognitive skills (Combe & Codreanu, 2016). This theoretical lens underscores vlogging's potential to bridge the gap between classroom instruction and real-world language use.

2.3 CEFR as an Assessment Framework

The CEFR offers a standardized framework for assessing speaking skills across proficiency levels (A1–C2), evaluating fluency (speech flow), discourse competence (coherence and cohesion), grammatical range (syntactic complexity), and pragmatic competence (appropriateness and cultural sensitivity). Its application in vlogging studies provides a robust measure of speaking improvement, particularly in specialized contexts like interpretation (Council of Europe, 2020).

3. Literature Review

3.1 Overview of Vlogging in ESL Education

Vlogging involves creating video content to share personal or educational narratives, offering a flexible platform for speaking practice (Griffith & Papacharissi, 2010). Its integration into ESL classrooms has been widely studied, with research highlighting its ability to enhance fluency, vocabulary, pronunciation, and motivation (Watkins, 2012; Jin, 2024). The following sections review key studies, organized by their focus on specific speaking components and learner outcomes.

3.2 Studies on Fluency and Vocabulary

Halliza et al. (2024) conducted action research with 7th-grade Indonesian students ($n=23$), implementing a vlogging intervention to improve speaking skills. Pre- and post-test scores showed significant gains in fluency and vocabulary, with average scores rising from 48.1 to 75.91 ($p < 0.05$). The study attributed improvements to increased student talk time (STT) and authentic task design, though its small sample size limited generalizability.

Zubaidi and Suharto (2024) explored vlogging's impact on Korean EFL learners ($n=40$), finding reduced foreign language speaking anxiety (FLSA) and enhanced willingness to communicate (WTC). Post-intervention assessments revealed improvements in fluency and vocabulary, with mean scores increasing from 62.5 to

78.3 ($p < 0.001$). However, speaking accuracy remained unchanged, suggesting a need for targeted interventions to address grammatical and pronunciation errors.

Jin (2023) examined vlogging in an EFL context ($n=49$), reporting significant improvements in fluency ($p < 0.01$) and vocabulary range, with eta-squared values indicating a large effect size ($\eta^2 = 0.68$). The study highlighted vlogging's role in fostering self-paced practice but noted that pronunciation and accuracy required additional support, such as teacher feedback or structured tasks.

3.3 Studies on Pronunciation and Motivation

Yusroh and Erlangga (2023) implement a classroom action research study with Islamic Law students ($n=30$), using vlogging to enhance speaking skills over two cycles. Mean scores improved from 73.92 to 78.57, with notable gains in pronunciation and fluency. Students reported increased motivation due to vlogging's engaging format, though technical challenges (e.g., audio quality) were noted as barrier

Lumintang and Aminin (2024) investigate vlogging's effect on public speaking skills among high school students ($n=35$). Post-test scores increased from 57.3 to 69.2 ($p < 0.001$), with improvements in pronunciation and confidence. The study emphasized vlogging's ability to simulate real-world communication, enhancing learners' motivation and engagement.

Maharani and Andayani (2024) conducted a needs analysis with junior high school students ($n=50$), finding that vlogging significantly boosted motivation and diverse language skills, including pronunciation and vocabulary. Students perceived vlogs as a creative outlet, though the study lacked a control group, limiting causal inferences.

3.4 Studies on Learner Perceptions and Autonomy

Hawari (2023) uses qualitative interviews to explore non-native speakers' perceptions of vlogging ($n=20$). Participants reported enhanced fluency and vocabulary but varied experiences with grammar and pronunciation. The study highlighted vlogging's role in reducing FLSA and fostering autonomy through self-reflection, though technical issues and lack of feedback were identified as challenges.

Fatikha and Hidayanto (2023) applied a qualitative design to assess vlogging's implementation in vocational high schools ($n=25$). The study aligned vlogging with Gilly Salmon's teaching model, finding it effective across all stages (access, socialization, information exchange, knowledge construction, and development). Students valued vlogging's simplicity and engagement, which fostered autonomous learning.

Qamariyyah (2024) explores TikTok as a vlogging platform for vocational high school students ($n=30$). Despite challenges like short video formats, students reported



improved speaking confidence and autonomy, with vlogging enabling self-regulated practice. The study recommended integrating vlogging into curricula to enhance learner engagement.

3.5 Broader Pedagogical Benefits

Vlogging's benefits extend beyond specific speaking components:

- **Increased STT:** Vlogging allows learners to practice speaking outside the classroom, addressing the limited interaction typical in EFL settings (Watkins, 2012).
- **Reduced Anxiety:** Self-paced recording and editing reduce FLSA, enabling learners to refine their performance without immediate judgment (Zubaidi & Suharto, 2024).
- **Autonomous Learning:** Vlogging fosters self-regulated learning through planning, recording, and reflection, aligning with sociocultural theory (Combe & Codreanu, 2016).
- **Authentic Contexts:** Vlogs enable learners to discuss real-life topics, enhancing pragmatic competence and cultural adaptability (Mandasari & Aminatun, 2019).

4. Critical Analysis of Research Gaps

4.1 Methodological Limitations

The reviewed studies exhibit several methodological limitations:

- **Small Sample Sizes:** Studies like Halliza et al. (2024; n=23) and Jin (2023; n=49) used small samples, reducing statistical power and generalizability.
- **Short Study Durations:** Most studies were conducted over a single semester or less (e.g., Yusroh & Erlangga, 2023), limiting insights into long-term effects.
- **Lack of Control Groups:** Several studies (e.g., Fatikha & Hidayanto, 2023; Maharani & Andayani, 2024) lacked control groups, making it difficult to isolate vlogging's impact.
- **Limited Use of Standardized Frameworks:** Few studies employed standardized assessment tools like the CEFR, hindering comparability across contexts (Council of Europe, 2020).
- **Focus on General ESL:** The literature primarily targets general ESL learners (e.g., high school or university students), with no studies addressing simultaneous interpretation learners.

4.2 Contextual Gaps

The absence of research on simultaneous interpretation learners is a critical gap. Interpretation requires advanced skills in real-time processing, accuracy, and cultural

adaptability, which differ from general ESL competencies (Gile & Barranco-Droege, 2021). Vlogging's potential to support these skills—through repeated practice and self-evaluation—remains unexamined.

Similarly, the lack of studies in Arabic-speaking contexts limits the applicability of existing findings. Arabic-to-English interpretation involves unique challenges, such as syntactic differences (e.g., VSO vs. SVO structures) and cultural nuances, necessitating tailored pedagogical approaches (Ali, 2022). Studies from Korea, Indonesia, and other regions do not account for these dynamics, underscoring the need for context-specific research.

4.3 Gaps in Skill Assessment

While fluency, vocabulary, and motivation are well-documented, speaking accuracy (e.g., grammatical and pronunciation accuracy) is often underexplored (Jin, 2023; Zubaidi & Suharto, 2024). Simultaneous interpretation demands precise articulation, yet few studies assess vlogging's impact on these skills. Comprehensive evaluations using CEFR-aligned rubrics could address this gap, providing a holistic view of speaking performance.

4.4 Gaps in Longitudinal and Comparative Research

The short duration of most studies restricts understanding of vlogging's sustained effects. Longitudinal research is needed to assess whether improvements in fluency, motivation, and autonomy persist over time. Additionally, comparative studies pitting vlogging against other methods (e.g., role-plays, traditional speaking tasks) would clarify its relative efficacy.

4.5 Gaps in Learner Autonomy and Curriculum Integration

Vlogging's potential to foster learner autonomy through self-regulated practice is underexplored in interpretation contexts. Simultaneous interpreters must continuously monitor their performance, making autonomy a critical skill (Watkins, 2012). Research on how vlogging supports this process—through reflection, feedback, and task design—is limited. Furthermore, the integration of vlogging into specialized curricula, such as interpretation programs, remains unaddressed, necessitating practical models for implementation.

5. Implications for Pedagogy and Research

5.1 Pedagogical Implications

The findings suggest several strategies for integrating vlogging into ESL and interpretation curricula:

- **Structured Vlogging Tasks:** Design tasks targeting specific skills (e.g., fluency, accuracy) with clear instructions and CEFR-aligned rubrics.
- **Personalized Feedback:** Provide teacher or peer feedback to address accuracy and pronunciation, enhancing vlogging's effectiveness.
- **Collaborative Platforms:** Use platforms like YouTube or institutional systems to facilitate peer review and interaction, fostering social learning.
- **Teacher Training:** Train educators on vlogging tools and strategies to support implementation in diverse contexts, including Arabic-speaking settings.
- **Cultural Adaptation:** Tailor vlogging content to reflect cultural and linguistic nuances, particularly for Arabic-speaking learners.

5.2 Research Implications

To address identified gaps, future research should:

- **Focus on Simultaneous Interpretation:** Investigate vlogging's impact on interpretation-specific skills, such as real-time processing and accuracy, using experimental designs.
- **Explore Arabic-Speaking Contexts:** Conduct studies in Arabic-speaking regions to address linguistic and cultural dynamics, ensuring relevance to local learners.
- **Adopt Longitudinal Designs:** Implement multi-semester studies to assess sustained effects on speaking skills and autonomy.
- **Incorporate Control Groups:** Use robust experimental designs with control groups to isolate vlogging's impact.
- **Use Standardized Assessments:** Employ CEFR-aligned tools to evaluate fluency, discourse competence, grammatical range, and pragmatic competence comprehensively.
- **Examine Learner Autonomy:** Explore how vlogging fosters self-regulated learning in interpretation training, emphasizing reflection and self-evaluation.
- **Compare Pedagogical Methods:** Conduct comparative studies to evaluate vlogging against other speaking interventions (e.g., debates, role-plays).

6. Conclusion



This comprehensive review illustrates vlogging's transformative potential as a pedagogical tool for enhancing ESL speaking skills, particularly in fluency, vocabulary, pronunciation, and motivation. Its ability to increase student talk time, reduce anxiety, and foster autonomy makes it a valuable addition to language curricula. However, significant gaps—small sample sizes, short study durations, lack of focus on simultaneous interpretation learners, Arabic-speaking contexts, and speaking accuracy—highlight the need for targeted research. By addressing these gaps through robust, context-specific studies, educators and researchers can optimize vlogging's application in specialized language programs. For Arabic-to-English simultaneous interpretation learners, vlogging offers a promising avenue to develop critical skills, provided future research accounts for cultural, linguistic, and methodological considerations.

التدوين المرئي كوسيلة تعليمية لتنمية مهارات التحدث: مراجعة نقدية للأدبيات في ميدان تعليم اللغة الإنجليزية كلغة أجنبية وسياقات الترجمة الفورية

تتناول هذه الورقة البحثية الشاملة فعالية التدوين المرئي (فلوج) كوسيلة تعليمية لتنمية مهارات التحدث: مراجعة نقدية للأدبيات في ميدان تعليم اللغة الإنجليزية كلغة أجنبية وسياقات الترجمة الفورية كأداة بيداغوجية لتعزيز مهارات التحدث في اللغة الإنجليزية كلغة ثانية، مع التركيز على الطلاقة، والمفردات، والنطق، والدافعية، واستقلالية المتعلم. وبالاستناد إلى مجموعة واسعة من الدراسات، تستعرض الورقة دور التدوين المرئي في توفير ممارسات تواصل شفوي أصيلة، والتقليل من قلق التحدث بلغة وتعزيز التعلم المنظم ذاتيًا. كما تقدم مراجعة نقدية للتحليل المنهجي للأبحاث السابقة، مبرزة ما لها (FLSA) أجنبية من نقاط قوة وما يعثر عليها من قيود، وكاشفة عن ثغرات بارزة، منها غياب الدراسات المتعلقة بمتعلمين في مجال الترجمة الفورية، والسياقات الناطقة بالعربية، وآثار الاستخدام الطويلة، إضافة إلى تقييمات شاملة للمهارات (مثل دقة القواعد). وتؤكد هذه الفجوات الحاجة إلى أبحاث موجهة تهدف إلى تحسين توظيف التدوين المرئي في البرامج اللغوية المتخصصة، ولا سيما في تدريب متعلمي الترجمة الفورية من العربية إلى الإنجليزية. وتبرز النتائج الإمكانيات التحويلية للتدوين المرئي في تعليم اللغة الإنجليزية كلغة ثانية، كما تقترح أجندة بحثية لمعالجة المجالات غير المستكشفة، مع التأكيد على التدخلات ذات الصلة الثقافية والتصاميم المنهجية الرصينة.

الكلمات المفتاحية: التدوين المرئي، مهارات التحدث، اللغة الإنجليزية كلغة ثانية، الترجمة الفورية، الإطار الأوروبي المرجعي المشترك للغات.



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