

# COLLABORATIVE VLOGGING AS AN ACTIVITY FOR FOREIGN/SECOND LANGUAGE STUDENTS: A LITERATURE REVIEW

Společné vlogování jako aktivita pro studenty cizího/druhého  
jazyka: Přehledová studie

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**Abstract:** *In this review, I will present empirical studies that focused on the use of vlogging as a collaborative productive activity and research designs employed in these studies as well as their findings. The review will serve as a basis for my future research on the possible impact of vlogging on student learning strategies. According to existing literature, vlogging can improve students' collaboration and provide other benefits for language learners.*

**Key words:** *learning strategies, social strategies, EFL, ESL, video blog, vlog, vlogging, video, classroom collaboration*

**Abstrakt:** *V této přehledové studii představím empirické výzkumy zaměřené na využití vlogování jako společné produkční aktivity, výzkumné designy použité v těchto studiích a jejich výsledky. Přehledová studie bude sloužit jako základ pro mou budoucí výzkumnou práci o možném vlivu vlogování na učební strategie studentů. Podle dostupné literatury může vlogování zlepšit spolupráci studentů a mít jiné výhody pro studující jazyků.*

**Klíčová slova:** *učební strategie, sociální strategie, angličtina jako cizí jazyk, angličtina jako druhý jazyk, video blog, vlog, vlogování, video, spolupráce ve třídě*

## **1 Introduction**

This literature review concerns the use of vlogging or video blogging as a collaborative activity done by foreign/second language students. According to Oxford English Dictionary, a vlog or a video blog is “a blog composed of posts in video form; (also) a video forming part of such a blog” (Oxford University Press, 2022a). According to this definition, we need to understand what a blog is to make sense of this term. A blog is described as “a frequently updated website, typically run by a single person and consisting of personal observations arranged in chronological order, excerpts from other sources, hyperlinks to other sites, etc.; an online journal or diary” (Oxford University Press, 2022b). Thus, a vlog is a website (or often a web page on a larger website) that is usually run by a person and contains video posts (personal observations, information from other sources, links, diary entries, etc.). A vlog is typically arranged in a chronological order and is regularly updated with new entries.

Research on the use of vlogging (creating vlogs) as a student activity in foreign/second language learning has recently started developing: the earliest article presented herein was published in 2018, which shows that the topic is gaining relevance. However, there are still few articles that are peer-reviewed and indexed in renowned databases like Web of Science, Scopus or Eric, which shows that the issue requires further attention from scholars. The goal of this review is to outline the main existing studies on collaborative vlogging as a productive activity. This review will tackle research designs and focus on findings of existing studies, and it will serve as a basis for my future research on the possible impact of vlogging on student social learning strategies and experience in an EFL learning setting. In my own study, I will develop a vlogging intervention to be used in high schools; thus, in this review I am focusing on the vlogging interventions themselves, the ways they are researched, and their possible impact on the learning process. As this review will show further, vlogging is a promising tool for foreign/second language learning that could promote collaboration and create a student-centered constructivist environment for learning (Beirne & Floquet, 2012; Huang, 2021; Shuib et al., 2020). However, there are still only seven articles that I was able to find for this review, which shows that there is a gap in research of collaborative vlogging as a language learning activity.

## 2 Literature Review Questions and Literature Selection

In my literature review, I would like to answer the following questions:

1. What research designs have been used for researching collaborative vlogging in language learning?
2. How were the vlogging interventions organized?
3. How does collaborative vlogging impact the learning process according to the existing studies?

The answers to these questions will be useful for my future research, in which I will design my own vlogging intervention and study the social learning strategies students use when completing vlogging tasks.

For the purposes of this review, I decided not to limit myself to any particular aspect of collaborative vlogging, but to include all studies that focus primarily on vlogging as a productive collaborative activity for foreign/second language learners. The search was conducted in the Web of Science, Scopus, and Eric databases according to the following criteria: 1) academic articles, 2) written in English, Czech, French, or Russian (unfortunately, only the search in English gave relevant results), 3) describing empirical studies, and 4) mainly focused on collaborative vlogging (vlogs created in groups or pairs) as a production task for foreign/second language students (excluding recorded classroom interactions and non-vlogging activities, such as recorded role play, reception tasks, and non-foreign language contexts). Thus, here is the English formula I used in the database search engines: (vlog OR videoblog OR videoblog) AND (EFL OR ESL OR “language learning”). I decided not to limit my search results by date due to their relatively low number. After applying the formula, I studied the search results to identify collaborative vlogging activities as opposed to individual ones. Out of the results that I found, I excluded those that do not fulfill one or more criteria that I had chosen. I also excluded an article (Maldin & Rezeki, 2018) that did not clearly describe the data collection methods, even though it was relevant to the search criteria. In addition, I used three articles from my previous literature review on vlogging in the context of student motivation/engagement to learn a foreign language, out of which I chose the articles that focused on vlogging as a collaborative activity. As a result of this search, seven articles were selected to be reviewed herein:

1. Anas, 2019 (Indonesia), published in *Teaching English with Technology*;
2. Authar & Muflihah, 2020 (Indonesia), published in *Journal of Physics: Conference Series*;
3. Huang, 2021 (China), published in *Australasian Journal of Educational Technology*;

4. Jauregi & Melchor-Couto, 2018 (the Netherlands and Spain), published in Future-proof CALL: Language learning as exploration and encounters – short papers from EUROCALL 2018;
5. Muhonen & Kujanen, 2018 (Canada), published in Future-proof CALL: Language learning as exploration and encounters – short papers from EUROCALL 2018;
6. Shuib et al., 2020 (Malaysia), published in Universal Journal of Educational Research;
7. Zhang et al., 2020 (China), published in 2020 International Symposium on Educational Technology (ISET).

They are all presented in Appendix, which describes their research goals and questions, the sample, the research methods used, the vlogging procedures and those results that I considered relevant to this review.

### **3 Research designs**

To address the first question posed in this literature review, an analytical review of the research methodologies adopted in the chosen studies is required. The articles describe a variety of research designs, from qualitative case studies to an experiment. Four out of seven studies are purely qualitative (Anas, 2019; Authar & Muffihah, 2020; Muhonen & Kujanen, 2018; Shuib et al., 2020), three of which (all except Anas's study (2019)) are case studies. Two studies (Huang, 2021; Jauregi & Melchor-Couto, 2018) report using a mixed-methods design.

The qualitative data collection methods used are student artifacts (vlogs), interviews, focus groups, observations, students' reflections, and a qualitative document. All or some of these data collection methods could be useful to me in my future qualitative study, as I am planning to use multiple data collection methods to triangulate the data and gather rich data on the students' collaboration and social learning strategies. As most of the articles focus on student learning experience, I believe the use of qualitative methods is appropriate to explore these experiences in depth and describe the findings in the students' words. Only one study (Zhang et al., 2020) in this selection is quantitative, and it is a true experiment. It focuses on the students' writing performance and uses the two-group pretest-posttest randomized design. I believe the design choice is appropriate for the aim of the study, which is to find out if the vlogging intervention improved the students' writing performance.

## **4 Collaborative vlogging and social learning strategies**

This section is aimed at outlining the connection of existing research results on collaborative vlogging in foreign/second language learning with social learning strategies, as in my future research I will focus on social learning strategies that students employ when they vlog in their target language. Existing studies of collaborative vlogging found in the above-mentioned databases do not explicitly focus on social learning strategies. One article from those selected for this review focuses on learner autonomy, a concept closely related to learning strategies, without explicitly mentioning learning strategies themselves (Anas, 2019), while most of them primarily study learning experience, including collaboration. Collaboration, as it is described in five out of seven articles (Anas, 2019; Authar & Mufflihah, 2020; Huang, 2021; Muhonen & Kujanen, 2018; Shuib et al., 2020), can be interpreted in terms of using social learning strategies, such as cooperating with peers and proficient users of the language, being aware of others' thoughts and feelings, developing cultural understanding, asking for correction, or asking for clarification or verification (Oxford, 1990, p. 145).

Out of all the studies, none explicitly consider social learning strategies, which is the concept I am planning to focus on in my research. In my view, this gap needs to be filled, and social learning strategies need to be explicitly studied in relation to collaborative technology use in the classroom. Unfortunately, there are also no studies among the ones reviewed herein that would adopt a complex dynamic view of autonomy or learning strategies, which has gained attention among recent autonomy and learning strategy studies (Oxford, 2016, p. 102) and, in my view, requires further exploration.

As the details below show, the effect of vlogging on student collaboration, speaking skills, and social skills seems positive.

## **5 The organization of collaborative vlogging interventions**

To answer the second question posed to this literature review, we need to look at the design and organization of the collaborative vlogging interventions in question. Some of the authors give an account of the structure of their vlogging interventions, which I will describe below.

Anas (2019) describes a vlogging intervention that is comprised of three steps: pre-task (preparation), during-task (action), and post-task (reflection). These steps conform to the Task-Based Language Learning (TBL) approach, which Anas uses to design the intervention. During the first step (pre-task), the teacher gives a thorough introduction to the task (what, why, and how to perform/accomplish the task), explains the structure of the task (video-making task, duration/the length of the video, the language, and flow of the talk),

explains the technological tools the students could use to perform the task (video/sound recording and video editing software), and models the task, engaging the students in the process. During the second step (during-task), the students study the topic of their vlog and discuss it in groups, prepare the technological tools for video recording, plan their videos, practice their speeches, evaluate themselves and practice again, record the videos, edit them, and submit them for viewing. During the third step (post-task), the teacher watches the submitted videos, the students and their teacher view them together and discuss them, and then the class focuses on the forms: the students correct their errors and perform noticing, consciousness-raising, and production activities.

Huang (2021) gives an intervention plan that took 10 weeks to implement in its entirety. During the first week, the students took the speaking pre-test (TOEFL), then for the next seven weeks, the class cycled the following three stages twice: 1) group discussions about vlog script development, 2) filming vlogs using smartphones and editing them, and 3) uploading the vlogs and exchanging peer feedback. After that, the students completed the TOEFL post-test and a survey, and at the end, they participated in the final reflection and a focus group. As we can see, Huang (2021) uses a similar plan to Anas's (2019) pre-task during-task and post-task formula.

Jauregi and Melchor-Couto (2018) describe a vlogging intervention, which was comprised of a sequence of four tasks with a specific topic assigned to each task. The two participating teachers were free to organize the activities the way they saw fit for their classes, as long as they adhered to the general plan. As a result, the Spanish teacher integrated the project in his classes and coached the learners during the whole process, while for the Dutch teacher, the project was an add-on activity, in which the learners worked on the videos outside the classroom or during the last 10 minutes of the class. The Spanish students responded positively to the intervention, while the Dutch learners reported less satisfaction with the intervention and the need for more guidance from the teacher. The authors do not indicate the activities included in each task.

Muhonen and Kujanen (2018) do not describe how the teacher structured the activity or what instructions were given to the students; however, they show us how one of their students organized her own vlogging: she first wrote a script, then asked a friend, who was proficient in the target language, to check it, and then they revised and practiced the script together and recorded the videos in collaboration.

Finally, Zhang et al. (2020) present the reader with an intervention plan that they used in their study. First, they conducted brainstorming of ideas for writing/a vlog. In the case of the experimental group, the brainstorming activity was based on a vlog that the students had watched. Then the first draft

was written, after which the students wrote their first assignment (in the case of the experimental group, it was also based on a vlog the students had watched). The students then assessed their peers' assignments and edited their own writing. At the end, the control group was asked to submit their edited writing assignments, while the experimental group needed to record a vlog in addition to that. No post-vlogging activities (such as a discussion or peer-evaluation) are described in the article.

Thus, all the articles that describe the vlogging procedure follow at least two of the main three stages of a task in the TBL method: pre-task, during-task, and post-task. This suggests that the TBL method is seen as suitable to organize collaborative vlogging activities and may be useful in developing my own vlogging intervention.

## **6 Advantages of collaborative vlogging as a language learning tool**

To answer the question "How does collaborative vlogging impact the learning process according to the existing studies?", we need to take a close look at the findings of the reviewed articles.

The impact of vlogging on the students' speaking skill was explored in two reviewed studies (Authar & Muflihah, 2020; Huang, 2021). According to Huang's mixed-methods study (2021), students performed significantly better in their speaking test after completing the vlogging project, while Authar and Muflihah's (2020) qualitative analysis also showed improvement in speaking. A two-group pre-test/post-test randomized study (Zhang et al., 2020) focused on the effects vlogging can have on the writing skill, and the results showed that the experimental group had higher writing scores in the post-test than the control group. Anas (2019) also found out that vlogging can facilitate vocabulary building. Other vlogging advantages reported by the studies are described below.

Vlogs increase students' autonomy (Anas, 2019) as well as promote active learning (Anas, 2019; Huang, 2021). Vlogging provides students with the opportunity to learn from their classmates by watching their videos and analyzing their speech (Shuib et al., 2020). Vlogging gives students the opportunity to give and receive feedback and engage in peer-teaching (Huang, 2021; Muhonen & Kujanen, 2018; Shuib et al., 2020). The activity can encourage creativity (Anas, 2019) and help learners acquire and practice technology-related skills (Anas, 2019; Huang, 2021). Vlogs can be a source of positive emotions and enjoyment (Authar & Muflihah, 2020; Huang, 2021). One study has shown the value of vlogs as a self-reflection tool that allows students to improve their performance more efficiently (Shuib et al., 2020).

Students claim that vlogging is motivating (Shuib et al., 2020; Zhang et al., 2020) and see the tasks as meaningful (Huang, 2021). Some participants gain confidence (Anas, 2019; Huang, 2021), a sense of achievement (Huang, 2021), and self-efficacy (Jauregi & Melchor-Couto, 2018) while vlogging. Jauregi and Melchor-Couto (2018) show that the Spanish students' feelings of self-efficacy and evaluation of the project as meaningful increased in the course of the project, while the Dutch students did not show a marked improvement in these aspects. The same study also shows that the students in both groups had low anxiety throughout the intervention. Some students recommend using vlogging as an activity in schools (Zhang et al., 2020).

In terms of group collaboration, almost all the studies report that vlogging gave students opportunity to work together or improved collaboration between them (Anas, 2019; Authar & Mufflihah, 2020; Huang, 2021; Muhonen & Kujanen, 2018; Shuib et al., 2020; Zhang et al., 2020). According to participants, the tasks improved the students' skills in collaboration (Authar & Mufflihah, 2020; Huang, 2021), task distribution (Huang, 2021), conflict resolution (Authar & Mufflihah, 2020), giving feedback (Shuib et al., 2020), and understanding another person's thoughts (Huang, 2021). According to Shuib (2020), the collaborative element of the tasks improved the students' motivation and engagement.

All in all, there are three recurring themes among students' learning experiences with collaborative vlogging that are reported in three or more articles. Unsurprisingly, they are all related to the collaborative nature of vlogging: the activity is reported to provide opportunity for collaboration or improve collaboration, to teach students skills related to teamwork (giving feedback, task distribution, conflict resolution, etc.), and is linked to peer-teaching and learning from peers. There were also other themes that were mentioned by more than one article: vlogging improves the students' speaking skill, their technology-related skills, such as video editing, their motivation, and confidence and causes them to experience enjoyment.

## **7 Challenges of collaborative vlogging as a language learning tool**

Students in six of the seven studies (Anas, 2019; Authar & Mufflihah, 2020; Huang, 2021; Jauregi & Melchor-Couto, 2018; Shuib et al., 2020; Zhang et al., 2020) highlighted the challenges that vlogging posed for them. Some notable examples are the time-consuming nature of the task, especially editing the vlogs (Anas, 2019; Authar & Mufflihah, 2020; Huang, 2021; Zhang et al., 2020), experiences of shyness or lack of confidence (Anas, 2019; Authar & Mufflihah, 2020), insufficient knowledge about the video recording process and tools (Anas, 2019), difficulties caused by a lack of stable Internet access



(Anas, 2019), other technical difficulties (Authar & Muflihah, 2020), difficulty to select content and topic for their videos (Huang, 2021), feeling lost and needing more instructions from the teacher (Jauregi & Melchor-Couto, 2018), and not having enough language skills to help each other and work efficiently (Shuib et al., 2020).

As we can see from this chapter, most of the studies report challenges in vlogging; however, not all the students experienced challenges. Practical application of vlogging in the classroom requires addressing all possible challenges and helping students overcome them; thus, it is an important area to focus on.

## **8 Conclusion**

The existing research on the use of collaborative vlogging in foreign language teaching is scarce, which shows that the topic requires further exploration. The studies presented herein provide evidence that vlogging improves students' cooperation, develops their skills related to working in a team, and provides opportunity for self-reflection and self-evaluation while also providing a vast array of other benefits that do or do not relate to collaboration. However, none of the studies reviewed here explicitly focus on language learning strategies, even though much of what students do while cooperating on a vlog can be seen as social learning strategies. Concepts related to learning strategies (autonomy and active learning) are sometimes evoked; however, only one study explicitly focuses on them (Anas, 2019). No studies presented herein see learning strategies or collaboration through the lens of the Complex Dynamic Systems Theory, which, in my view, is an appropriate lens that requires further use in future research on these topics. In my future thesis, I am planning to address the gaps identified above by adopting the Complex Dynamic view of social learning strategies and collaboration and focusing my research on social learning strategies that students use when they complete collaborative vlogging tasks.

All of the studies reviewed above see collaborative vlogging as a generally useful tool that has many advantages, and almost all the studies present the challenges that this tool could pose for the students and teachers employing it in their practice. I believe that future vlogging interventions need to use this existing knowledge to design better vlogging tasks. Some of the studies describe how the interventions are organized, which will definitely be useful for my own intervention design: the existing intervention designs suggest that TBL is a suitable approach to organize a vlogging intervention. In my study, I will strive to address the challenges vlogging might create for students by providing them with clear instructions on the vlogging process and the

use of technology, offering them support and choice that will help them overcome shyness or lack of confidence, giving them tasks with regards to their available time (for instance, avoiding video editing as it is reported to be time-consuming) and making sure the students have necessary language skills to complete the tasks.

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## Appendix

### Literature Reviewed

Study	Study goal(s) and/or questions	Sample and participants	Methods	Vlogging procedure	Selected results
Anas, I. (2019).	The goal was to explore a meaning-making process of the student-created video task in a micro-reality context of English language learning.	- an Indonesian state poly/technic; - two classes (N = 41); - mixed proficiency levels, from elementary to intermediate.	- a qualitative design; - data collection: student artifacts (videos) and interviews.	The tasks incorporated the TBL principles and consisted of three phases: 1) pre-task, 2) during task, and 3) post-task. Videos were recorded in groups during the 2 <sup>nd</sup> stage. The students selected their own tools for video recording.	Video creation enabled student active and autonomous learning, vocabulary building, and self-confidence. Autonomy and collaboration that were facilitated by the project can be related to the use of social learning strategies, like cooperating with peers (Oxford, 1990, p. 145), which the students actively did during the project. The students divided roles in groups and cooperated in those groups at all the stages.
Auathar, N., & Muflihah, T. (2020).	To explore the "cognitive, emotional, and behavioral response" of the students to the vlogging activity, as well as impact of vlogging on speaking skills.	30 first-semester university students, taking part in a speaking course, divided into five groups (six students in each).	- a qualitative case study; - student response data collection: interview; - the impact on speaking skills data collection: observation and questionnaire.	Vlogs were made in groups of six collaboratively. Each group received a topic for their video.	All the students enjoyed the task. They had an opportunity to communicate and collaborate, and their speaking skills improved. They learned to work better in a team and resolve conflict, which can be interpreted as using the social learning strategies of cooperating with peers and being aware of others' thoughts and feelings (Oxford, 1990, p. 145). Some students found vlogging time-consuming (especially editing) and encountered technical difficulties, and some felt shy and uncomfortable in front of the camera.

Study	Study goal(s) and/or questions	Sample and participants	Methods	Vlogging procedure	Selected results
Huang, H.-W. (2021).	<p>Goal: Examine how smartphone-based collaborative video projects influenced EFL learners' speaking performance and learning engagement using blended learning in China.</p> <p>Research questions:</p> <ol style="list-style-type: none"> <li>1. Are there significant differences between the pre-test and post-test speaking test results?</li> <li>2. What are students' perceptions of group collaboration in the smartphone-based collaborative vlog projects?</li> <li>3. How do the students perceive their learning experiences?</li> <li>4. What are the opportunities and challenges of smartphone-based collaborative vlog projects?</li> </ol>	<p>N = 65</p> <p>Translation major sophomores (aged 20–21) enrolled in a 4-year public technical university located in Fujian, China.</p> <p>Convenience sampling.</p> <p>Level of English: intermediate</p> <p>English scores of the National College Entrance Examination in China.</p> <p>No prior experience recording and editing vlogs.</p>	<ul style="list-style-type: none"> <li>- mixed-methods; data collection: pre-test and post-test speaking tests, a group collaboration questionnaire, students' final reflections and semi-structured focus group interviews;</li> <li>- the reflections and focus group interviews used to collect qualitative data on the students' learning experience with vlogging.</li> </ul>	<p>During a 10-week blended learning course, students collaboratively recorded and edited two smartphone-based vlog projects. The two vlog topics were chosen from the textbook units, following the course syllabus.</p> <p>Students had two weeks to discuss the topics of the vlog projects, film videos at the self-selected site, edit the videos, and upload them to the class learning management system.</p> <p>After that, students had one week to watch and give comments on peers' vlogs.</p>	<p>100% of the students reported enjoying the project-based tasks. They reacted positively to vlog projects in the EFL classroom as their confidence in speaking English improved and they learned video editing skills. The main challenges for them were choosing video topics and editing the videos, which was time-consuming. The students reported having discussions in groups, learning to understand another person's thoughts, and task distribution, which can be linked to the social learning strategies of cooperating with peers and becoming aware of others' thoughts (Oxford, 1990, p. 145).</p>

Study	Study goal(s) and/or questions	Sample and participants	Methods	Vlogging procedure	Selected results
Jauregi, K.; Melchor-Couto, S. (2018)	The goals were to find out (1) the effects vlog-based telecollaboration exchanges have on learners' motivations and (2) the experiences they engender in learners and teachers who participate in them.	Two schools at different educational levels (primary and secondary) in two different countries (Spain and the Netherlands) were involved in the project: 17 learners of Spanish from a Dutch bilingual secondary school (ages 13–14) and 22 learners of English from a Spanish primary school (ages 11–12). Target language level: A2.	After each task, the students did a survey (ten five-point Likert scale items related to self-efficacy, anxiety, attitudes towards communication, technology, and the task). The first survey included 15 additional open and closed items on their background and learning preferences. In the last survey, they were also asked to rate the project. In-depth interviews with four Spanish students and their teachers were conducted at the end of the project.	Using either their own smartphones or ones provided by their teachers, groups of learners from the two schools created vlogs in their target language (English or Spanish), which they shared with their partner groups abroad through a Padlet wall. The students were given four tasks for vlogging, three of which were completed in their target language and one in their native language or a language they were proficient in (English for the Dutch students).	The Spanish students' attitude towards the vlog exchange improved significantly over the course of the task, while the change in attitude of the Dutch learners was less pronounced and the data were less reliable for them. Self-efficacy was similar for both groups, although the Spanish students' self-efficacy improved slightly in the course of the exchange. Both groups had low levels of anxiety during the exchange.

<b>Study</b>	<b>Study goal(s) and/or questions</b>	<b>Sample and participants</b>	<b>Methods</b>	<b>Vlogging procedure</b>	<b>Selected results</b>
Muhonen, A., & Kujanen, R. (2018)	Investigate one student assignment and analyze what kind of collaborative encounters the use of vlogging creates outside the classroom. Research questions: (1) What kind of collaborative encounters took place while Lisa was creating the vlog? (2) How do they connect to Lisa's language learning?	Students of an intermediate Finnish course at the University of Toronto.	- a case study excerpted from a larger study; - ethnographically collected data (semi-structured interviews and written reflections), discourse analysis.	The student chose her own topic for the vlog. She chooses to make her vlog collaboratively with her friends. The student gets help from her friend when she forgets what she was going to say on camera. The student involves her friend and the friend's family in her language learning process as they speak Finnish. She also mentors her other friend who does not speak Finnish, which helps her learn. They exchange feedback in a respectful manner.	Vlogging facilitated interaction between the student and her friends outside the classroom, and the article describes the students' collaborative learning, which can be interpreted as the use of social learning strategies, such as asking for clarification or verification, asking for correction, cooperating with peers and proficient users of the language, and developing cultural understanding (Oxford, 1990, p. 145).

Study	Study goal(s) and/or questions	Sample and participants	Methods	Vlogging procedure	Selected results
Shuib, A., Ismail, L., & Manaf, U. K. A. (2020)	Identify the scaffolding techniques used by the participants of the study. Research question: What are the scaffolding techniques employed by learners during peer reviewing of the vlog portfolio?	- higher education college; - 19 participants (5 men and 14 women) aged 18–20 years old (purposively sampled); - the sample criteria: participants must be students who only possess intermediate or advanced level of proficiency in English, - mostly native in Chinese or Malay; - all enrolled in the Structure and Speaking ESL course.	- a qualitative single case study; - data collection: verbal responses derived from the qualitative document, field observations and focus group interview. The qualitative document and field observation were administered weekly throughout the duration of the study, whereas the focus group interview was carried out at the end of the study; - data analysis: All verbal responses were recorded and transcribed verbatim, analyzed to encode and determine the themes revolving around scaffolding techniques that learners applied.	The duration of the study was 10 weeks. A module was developed to guide the participants to conduct the project. The module was aligned with the instructional needs with guidance and feedback from the course instructor and literature. It was treated as a manual to guide learners in completing their weekly video blog tasks, and as a supplementary instruction to their formal instruction in their "Structure and Speaking" class. Some students recorded vlogs collaboratively and some individually.	The students corrected each other's mistakes and gave each other feedback, analyzed each other's speech, and reflected on it. Some of their techniques can be interpreted as learning strategies, for example, asking for clarification or verification, asking for correction, becoming aware of others' thoughts and feelings, and cooperating with peers (Oxford, 1990, p. 145). Some students preferred recording their videos collaboratively, as they can ask for correction, clarification, or verification, talk and discuss, and feel more confident in their language use on camera. Others prefer recording alone.



Study	Study goal(s) and/or questions	Sample and participants	Methods	Vlogging procedure	Selected results
Zhang, N., Zhang, Q., Liu, X., & Jiang, X. (2020)	<p>Investigate the effect of group vlogging activities inside and outside an English writing class on learners' writing performance.</p> <p>Research questions:            (1) Is the application of mobile SNS (Social Networking Services in this case, a vlog) effective in improving college students' writing performance?            (2) What are major intervention effects of the mobile SNS used in this study?            (3) What are students' perceptions of and attitudes toward the use of SNS (vlog) in this study?</p>	<ul style="list-style-type: none"> <li>- university students in China;</li> <li>- all the students had smart phones, and they also had experience in video-making with mobile phones;</li> <li>- 200 students (99 freshmen and 101 sophomores);</li> <li>- writing – intermediate level.</li> </ul>	<ul style="list-style-type: none"> <li>- an experimental pretest-post-test design (writing tests);</li> <li>- experimental and control groups – randomized sampling;</li> <li>- after the experiment, questionnaires (5-point Likert scale) about their perceptions of and attitudes towards vlogging were assigned to students.</li> </ul>	<p>The VUE Vlog platform was used based on its ease of use and appropriateness for college students. The student first brainstormed, drafted, and wrote the scripts for their vlogs and assessed their peers' writing (the control group did the same but without recording the vlog). A topic closely related to the learners' lives was chosen by the teacher ("daily life"). Vlogs were recorded in groups.</p>	<p>The SNS (vlog) used through mobile devices improved college learners' English writing performance. The analysis of the questionnaire demonstrated that vlogging contributed to the EFL learners' motivation, presentation skill, and interactivity (collaboration). Most learners suggested that vlogging should be recommended in a writing class because of its usefulness; however, several learners thought it time-consuming.</p>