Bilingual Vlogs on Tiktok to Improve Speaking Skills

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ABSTRACT

This classroom action-research study examined a six-week bilingual-vlog and peer-feedback intervention involving 20 Semester 2 Culinary Arts and Bakery–Pastry students at Kolej Vokasional Sandakan 2, Sabah, Malaysia. Students produced short Malay–English videos on Health and Environment topics, gradually increasing their planned use of English, and reviewed classmates' videos using a structured peer-assessment rubric. Data were drawn from a baseline oral task, pre- and post-intervention questionnaires, teacher speaking assessments, peer assessments, classroom observations, and brief interviews with six students. The class-level mean for self-rated confidence in speaking English for one to two minutes increased from 2.2 to 4.1 on a five-point scale. Mean speaking scores also increased across the assessed domains: fluency from 2.1 to 3.7, pronunciation and intonation from 2.4 to 3.8, spoken grammar from 2.3 to 3.5, and thematic vocabulary from 2.5 to 3.9. The subgroup summaries showed the largest reported fluency and pronunciation gains among Tier A learners, while Tier C showed its largest gain in delivery. The reported peer–teacher rating correlation was approximately .60, indicating a moderate positive association. Classroom observations and student interviews highlighted the value of repeated rehearsal, specific peer feedback, bilingual scaffolding, and vocationally relevant topics. Taken together, the findings suggest that a structured short-video activity can provide a practical setting for repeated speaking practice and formative assessment in vocational education. As a single-class action-research project, the results are interpreted in the context of the participating cohort and the intervention implemented.

Keywords: bilingual vlogging, TikTok, English-speaking skills, peer feedback, vocational education, mobile-assisted language learning, translanguaging

Reflection on Previous Teaching and Learning

In the previous semester, English-speaking activities at Kolej Vokasional Sandakan 2 were conducted through conventional methods such as guided dialogues, group presentations, and role-play simulations. These methods aimed to help students practise communication in workplace scenarios. However, many students continued to rely on memorised lines or read directly from their notes. When they forgot a word or phrase, they often hesitated, switched to Malay, or stopped speaking. This indicated a need for more opportunities to practise speaking in a supportive environment.

The class consisted of mixed-ability students from the Culinary Arts and Bakery–Pastry programmes. Their English proficiency varied considerably. A few students were comfortable using basic English phrases such as "clean the table," "prepare the ingredients," or "turn on the oven," while others communicated predominantly in Malay. This difference made it challenging to sustain classroom interaction in English and suggested that students required different levels of support when preparing oral presentations.

Teachers also observed that some students associated English-speaking activities with anxiety. During classroom presentations, several students avoided eye contact, laughed nervously, or requested permission to speak in Malay. Although a supportive environment was encouraged, the traditional assessment approach, in which students performed once while the teacher evaluated them, provided limited opportunities for repeated practice and self-correction.

Feedback in previous semesters was mainly teacher-centred. The teacher assessed students using the PB speaking rubric, returned their scores, and provided verbal comments. However, students needed further opportunities to understand the feedback and apply it to subsequent speaking tasks. There was also limited opportunity for them to review their own performances or learn from their classmates' presentations.

Vocational students often respond positively to activities that are practical, visual, creative, and connected to real-life situations. During informal conversations, some students expressed interest in using TikTok and Instagram to learn cooking techniques, decorate cakes, and follow kitchen tutorials. This suggested that short-video platforms could be adapted for purposeful speaking practice.

A video-based activity would allow students to combine practical subject knowledge with English-speaking practice. Unlike a single live presentation, recording a video would provide opportunities to plan, rehearse, review, and improve the presentation before submission. Peer feedback could also help students recognise effective speaking practices and identify specific areas for improvement.

These reflections led to the development of the Bilingual Vlogs on TikTok Class project. Students recorded short bilingual videos related to the Semester 2 English theme, Health and Environment, and submitted them through a private class account. They were encouraged to rehearse, record multiple takes, and review their performances before submission.

The bilingual-vlog format also provided opportunities to coordinate language learning across Malay and English lessons. For example, students could first discuss the importance of kitchen cleanliness in Malay before practising an English explanation using relevant technical vocabulary. The approach was intended to support understanding while gradually encouraging greater use of English.

Consequently, bilingual vlogging was introduced as a practical teaching strategy that combined repeated speaking practice, familiar digital technology, peer involvement, and vocationally relevant content.

Concern / Focus of the Study

The central concern of this study was the need to strengthen English-speaking confidence and performance among mixed-ability vocational students. Although students demonstrated enthusiasm during practical kitchen sessions, many became hesitant during English-speaking activities. When responding to questions, some relied on Malay or mixed both languages without organising their ideas clearly.

The issue was particularly relevant to students preparing for careers in culinary and bakery-related industries. These students may need to explain procedures, communicate with colleagues, respond to customers, and describe food-safety practices. Effective workplace communication therefore requires not only subject knowledge but also the ability to express ideas clearly and confidently.

Malay was incorporated into the intervention as a linguistic resource to support comprehension and participation while students gradually increased their use of English. However, the principal focus of the study was English-speaking confidence and selected English-speaking performance indicators.

The central research question was:

How can a structured bilingual-vlog and peer-feedback intervention support English-speaking confidence and performance among mixed-ability vocational students while using Malay as a scaffold?

TikTok Class was selected as the medium for purposeful communication because students were already familiar with short-video platforms. Students created bilingual vlogs related to Health and Environment topics, including food hygiene, kitchen safety, cross-contamination, biodegradable packaging, and waste management.

The videos were designed to encourage students to explain practical procedures, give reasons for their recommendations, and use relevant technical vocabulary. Students could rehearse and record multiple takes

before submission, while classmates provided feedback using a structured rubric aligned with the classroom speaking criteria.

The study focused on five areas:

1. Changes in students' self-rated confidence in speaking English for one to two minutes.
2. The use of planned Malay-to-English scaffolding during bilingual-vlog production.
3. Changes in selected teacher-rated speaking domains.
4. Students' experiences of repeated rehearsal, peer feedback, and short-video activities.
5. The differentiated teaching strategies used to support students with different levels of English proficiency.

The study combined these elements as a classroom intervention rather than examining TikTok as an isolated learning tool. Its purpose was to explore how recorded speaking practice, bilingual scaffolding, structured peer feedback, and differentiated support could be integrated into vocational English teaching.

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

Short-form Video and Vlogging for Speaking Practice

Recorded speaking tasks can change oral practice from a one-time classroom performance into a process in which learners plan, rehearse, review, and re-record their speech. This may be particularly helpful for learners who experience anxiety during live speaking, although video production can also create concerns about visibility, privacy, and evaluation.

Jin (2024) examined vlogging as a social-media-integrated activity among Korean learners of English as a foreign language. The study reported positive outcomes for speaking anxiety and willingness to communicate, alongside improvements in several speaking outcomes. However, the benefits were not consistent across all aspects of speaking proficiency. This suggests that vlogging may support some affective and performance-related outcomes without necessarily improving every language skill.

In a Malaysian university context, Chuah and Ch'ng (2023) examined TikTok voice-over challenges as English-speaking activities. Their study reported that students perceived the activities as useful for pronunciation, intonation, and motivation, while also identifying challenges associated with implementation. These findings provide a relevant local context for considering short-video activities as supplementary speaking practice. However, findings from university students cannot automatically be generalised to vocational college learners.

TikTok-specific literature also indicates that educational value depends on instructional design rather than on the short-video format alone. Jah et al. (2024) reviewed TikTok as a pedagogical tool for English-language learning and discussed both its educational opportunities and implementation challenges. Conde-Caballero et al. (2024) examined TikTok-based microlearning in higher education and highlighted the potential of short, familiar digital formats for supporting learning activities.

Taken together, these studies suggest that recorded speaking tasks and short-form videos may provide opportunities for practice, engagement, and reflection. Nevertheless, the platform itself should not be assumed to produce learning gains independently of task design, feedback, teacher support, and learner participation. In the present study, TikTok served as the medium for delivering the activities, while repeated rehearsal, structured feedback, and vocationally relevant content formed the main instructional components.

Structured Peer Feedback and Formative Assessment

Peer assessment can help learners understand performance criteria, evaluate examples, and use feedback to improve their own work. However, its effectiveness depends on the clarity of assessment criteria and the preparation learners receive before evaluating their peers.

Topping (1998) discussed the educational value of peer assessment in higher education and emphasised the importance of structuring the assessment process. Hattie and Timperley (2007) similarly explained that feedback is not automatically beneficial. Its value depends on the information provided, the learning goal, and the learner's ability to act on the feedback.

Weng et al. (2025), in a systematic review of mobile-assisted peer feedback for English-speaking proficiency, examined the opportunities and challenges associated with technology-supported feedback. Their review provides a basis for considering how digital tools may facilitate feedback and learner participation, while also highlighting the importance of feedback quality and access to technology.

In the present intervention, peer feedback was organised around a shared seven-domain rubric. Students were asked to identify one specific strength and one actionable suggestion for each review. This structure was intended to move peer comments beyond general statements such as "good job" and towards more useful observations about pronunciation, fluency, vocabulary, grammar, and delivery.

Peer ratings were used as formative evidence to support reflection and revision. They were not treated as interchangeable with teacher ratings because students and teachers may apply criteria differently. Any numerical relationship between peer and teacher scores would need to be calculated from verified participant-level data and interpreted according to the type of analysis conducted.

Bilingual Scaffolding in Vocational Language Learning

A planned movement between Malay and English can provide learners with a scaffold for expressing meaning before increasing their English output. García and Wei (2014) describe translanguaging as the flexible use of multilingual speakers' linguistic resources for learning and communication. From this perspective, learners' existing language resources can support meaning-making rather than being treated solely as obstacles to additional-language development.

In the present study, the planned Malay-to-English progression was an instructional strategy. Students initially used a higher proportion of Malay and gradually increased their English use across the vlog activities. The intended progression was approximately 70% Malay and 30% English in Week 3, 50% Malay and 50% English in Week 5, and 30% Malay and 70% English in Week 6.

This sequence was designed to help students establish the meaning of vocational concepts before expressing more of their ideas in English. For example, students could first discuss why food hygiene is important and then practise explaining the same concept using English terms such as "cross-contamination," "sanitation," and "food safety."

The planned use of both languages was therefore intended to support comprehension and participation while gradually increasing English output. However, the study did not separately measure Malay-speaking proficiency or establish whether the language proportions were achieved through a systematic coding procedure. Consequently, the bilingual approach should be interpreted as an instructional scaffold rather than evidence of improved competence in both languages.

Conceptual Framework and Research Gap

The intervention combines five connected elements: repeated video rehearsal, vocationally relevant speaking topics, planned Malay-to-English scaffolding, structured peer and teacher feedback, and differentiated support for learners with different proficiency levels.

The proposed instructional pathway is that repeated attempts provide opportunities to practise and reflect, while specific feedback helps learners identify areas for improvement. The vocational context gives students a clear communicative purpose, and bilingual scaffolding may help them express ideas before increasing their use of English. Differentiated materials, including sentence frames, vocabulary banks, and pronunciation practice, are intended to address differences in learner needs.

The outcomes examined in this study are self-rated speaking confidence and selected reported speaking-performance indicators. Peer comments, classroom observations, and brief interviews provide contextual information about how students experienced the intervention. These evidence sources can be considered together to develop a descriptive understanding of classroom practice, but they do not establish that any single intervention component caused the observed changes.

Although existing studies have examined TikTok, vlogging, and mobile-assisted feedback, further context-specific evidence is needed on how these approaches can be combined in vocational English-language learning. This study addresses that practical context by documenting a bilingual vlog and peer-feedback intervention involving Culinary Arts and Bakery–Pastry students at a Malaysian vocational college.

The study is limited to one cohort and does not include a comparison group. It therefore aims to describe classroom implementation and reported changes rather than isolate the causal effect of TikTok, bilingual scaffolding, rehearsal, or peer feedback individually.

Objectives

General Objective

To examine changes in English-speaking confidence and selected speaking-performance indicators among Semester 2 Culinary Arts and Bakery–Pastry students during a six-week bilingual-vlog intervention incorporating structured peer review.

Specific Objectives

1. To compare students' reported pre- and post-intervention confidence in speaking English for one to two minutes.
2. To implement staged bilingual vlogs using a planned Malay-to-English progression aligned with the Health and Environment theme.
3. To examine changes in selected teacher-rated speaking domains and describe patterns in peer feedback.
4. To explore students' perceptions of repeated rehearsal, bilingual-vlog activities, and peer feedback.
5. To describe how differentiated teaching strategies supported learners with different levels of English proficiency.

Target Group

Institution and Programme

The study was conducted at Kolej Vokasional Sandakan 2 and involved 20 Semester 2 students aged 17 from the Culinary Arts and Bakery–Pastry programmes. The participants comprised 10 Culinary Arts students and 10 Bakery–Pastry students.

The English syllabus for the semester focused on Health and Environment, including hygiene, cross-contamination, food waste, environmentally friendly packaging, mise en place, and sanitation routines. These topics provided opportunities to integrate English-speaking practice with students' vocational knowledge.

Learner Background and Technology Access

The students were primarily from Sandakan and Kinabatangan. The original classroom records indicated that students had access to personal smartphones and were familiar with short-video applications. This familiarity supported the feasibility of using TikTok Class for speaking activities. The class account was configured as private, with public comments disabled, to support a more controlled learning environment.

Malay was the dominant language used by many students in their daily communication, with some influence from local dialects. Their opportunities to practise English outside the classroom were limited. These circumstances informed the decision to incorporate bilingual scaffolding into the intervention rather than require students to communicate entirely in English from the beginning.

Mixed-Ability Groups

Based on the initial diagnostic task and teacher observations, the students were organised into three broad proficiency groups. These groupings were intended to guide differentiated instruction rather than serve as formal proficiency classifications.

Tier A: Lower-proficiency learners (approximately 5 students)

These students could generally follow simple instructions but often needed clear models and examples before attempting extended speech. Their learning needs included sentence frames, pronunciation practice for topic-specific vocabulary, and opportunities to rehearse short segments before delivering a longer explanation. They were also more likely to experience hesitation, long pauses, and over-reliance on written notes during speaking tasks.

Tier B: Intermediate learners (approximately 10 students)

These students could paraphrase familiar ideas and use some topic-specific vocabulary. They could generally sustain a short speaking turn but needed support with discourse markers, cohesive devices, vocabulary development, and the transition from planning an idea to expressing it orally. Their challenges included fragmented delivery, limited variation in intonation, and repeated use of familiar expressions.

Tier C: Higher-proficiency learners (approximately 5 students)

These students generally demonstrated greater independence in speaking and could develop examples related to the task. Their learning needs included more precise grammar, appropriate intonation, professional register, and maintaining focus when explaining a topic. Some could speak relatively fluently but needed support in varying their intonation and selecting vocabulary accurately.

The three groups were used to guide the level of scaffolding provided during the intervention. The grouping was based on classroom diagnostic evidence and teacher judgement; it should not be interpreted as an independently validated classification of students' English proficiency.

Summary of Learner Needs

The initial classroom observations identified four main learning needs. First, students required repeated speaking opportunities to reduce their dependence on one-time performance. Second, they needed an authentic audience to encourage preparation and sustained effort. Third, they required clear assessment criteria to understand the characteristics of effective speaking. Finally, bilingual scaffolding was intended to help them establish meaning in Malay before increasing their English output.

The vocational context also informed the choice of speaking topics. Culinary Arts and Bakery–Pastry students are expected to explain hygiene procedures, identify allergens, justify packaging choices, and communicate safety instructions. The intervention therefore connected speaking practice with practical situations relevant to their future workplace responsibilities.

Implementation of the Study

This study adopted a classroom action-research approach to examine the implementation of bilingual vlogging and structured peer feedback in English-speaking activities. The intervention was conducted over six weeks and involved a sequence of problem identification, analysis, action planning, implementation, and reflection. Quantitative information was obtained from classroom speaking assessments, questionnaire responses, and peer-review records. Qualitative information was drawn from classroom observations, peer comments, and brief student interviews.

The study focused on documenting classroom practice and describing reported changes during the intervention. Because the study involved one class without a comparison group, the design was not intended to establish the independent causal effect of TikTok or any individual component of the intervention.

Problem Survey and Baseline Assessment

Diagnostic Oral Task

During Week 1, students completed a brief diagnostic oral task. Each student selected one prompt and was asked to speak for approximately one minute.

The prompts were:

1. Explain why hand hygiene is important before handling pastry dough.
2. Describe two ways to reduce food waste in the kitchen.
3. Explain how cross-contamination can be avoided when preparing chicken and salad.

The diagnostic task was used to identify students' initial speaking difficulties and inform the differentiated support provided during the intervention. The original quick-assessment rubric covered five domains: pronunciation and intonation, fluency, thematic vocabulary, spoken grammar, and delivery.

Classroom observations indicated that students differed in their speaking needs. Some students experienced long pauses and difficulty pronouncing topic-specific vocabulary, while others could communicate their ideas but needed support with intonation, grammatical accuracy, or professional delivery.

The diagnostic task was formative and brief. It was not identical to the final rehearsed vlog assessment, which was conducted under different conditions and used a broader set of assessment domains. Consequently, the two assessments cannot automatically be treated as equivalent measures of speaking performance.

Pre-Intervention Questionnaire

A five-item questionnaire using a five-point Likert scale was administered during Week 1. The items addressed students' confidence in speaking English for one to two minutes, ability to speak without reading, comfort with TikTok Class, perceived usefulness of peer feedback, and understanding of the planned Malay-to-English transition.

These items covered different aspects of the learning experience. The confidence-related item was distinguished from the items concerning platform comfort, feedback usefulness, and understanding of the bilingual approach.

Preliminary Interviews

Brief interviews were conducted with six students representing the three proficiency groups. The interviews explored students' experiences of speaking activities, preferred forms of support, and expectations of the proposed intervention.

The initial responses informed the decision to provide opportunities for repeated recording, self-review, and the use of simple checklists.

Analysis of Initial Learning Needs

The information gathered during the problem-survey phase was considered in relation to four areas.

Affective needs: Students appeared more hesitant during live speaking activities than during practical classroom tasks. Repeated recording was introduced to provide additional opportunities for preparation and self-correction.

Linguistic needs: Students needed support with topic-specific vocabulary, pronunciation, grammatical accuracy, and the development of connected speech.

Sociolinguistic needs: Malay was an important language resource for many students. A planned Malay-to-English progression was introduced to support comprehension while encouraging increased English output.

Pedagogical needs: The intervention incorporated short speaking tasks, explicit assessment criteria, differentiated materials, and opportunities for peer and teacher feedback.

These observations informed the design of the bilingual vlog activities. They were treated as classroom-based evidence of learning needs rather than as independently measured psychological or linguistic variables.

Intervention Design

Platform and Privacy

The intervention used a private TikTok Class account managed by the teacher. Public comments were disabled, and access was limited to the intended class participants. Official assessment records and comments were maintained separately using Google Forms and Google Sheets.

Students were offered alternatives to appearing directly on camera. Where appropriate, they could submit a voice-over or a video showing the relevant practical activity without displaying their faces. These arrangements were intended to support participation while addressing privacy concerns.

Bilingual Vlog Tasks

Students prepared short videos of approximately one to two minutes on topics related to the Semester 2 Health and Environment theme. The topics connected English-speaking practice with vocational knowledge and included:

- Hygiene practices to prevent food contamination.
- The use of biodegradable and plastic packaging in a bakery.
- Kitchen practices for reducing food waste.
- The purpose and correct use of colour-coded chopping boards.

Students were encouraged to explain practical procedures and give reasons for their recommendations. This approach was intended to make speaking activities more relevant to their vocational studies.

Planned Malay-to-English Progression

The intervention used a planned progression in the proportion of Malay and English in students' vlog presentations:

- Week 3: Approximately 70% Malay and 30% English.
- Week 5: Approximately 50% Malay and 50% English.
- Week 6: Approximately 30% Malay and 70% English.

The planned progression was intended to provide initial linguistic support while encouraging greater use of English as students became more familiar with the tasks and vocabulary. These proportions represented instructional targets.

Differentiated Support

Support was adjusted according to the three proficiency groups.

For Tier A, the teacher provided sentence frames, short model scripts, pronunciation drills, and opportunities to practise target words. Prompt cards were permitted during the earlier activity, with the intention of reducing dependence on written prompts by the final week.

For Tier B, students received vocabulary lists and examples of discourse markers such as “firstly,” “moreover,” “however,” and “as a result.” Short speaking drills were used to encourage students to express ideas more continuously and reduce unnecessary pauses.

For Tier C, activities focused on intonation, emphasis, professional register, and concise explanations supported by reasons or examples. Students were encouraged to communicate clearly and appropriately for a workplace audience.

The differentiated materials were intended to respond to students' varied needs while maintaining common learning objectives across the class.

Structured Peer Review

Students reviewed at least two classmates' videos during each planned peer-review round, using a seven-domain rubric rated on a five-point scale. The domains were:

1. Clarity and pronunciation.
2. Fluency.
3. Vocabulary and thematic terms.
4. Spoken grammar.
5. Bilingual use and code-switching.
6. Content relevance.
7. Confidence and delivery.

Each review required one specific positive comment and one actionable suggestion. The teacher provided annotated examples to demonstrate the difference between general praise and feedback linked to identifiable features of speaking performance.

Peer assessment was intended primarily as a formative activity that encouraged students to listen critically, identify performance criteria, and reflect on their own speaking. Peer scores were not assumed to be interchangeable with teacher scores.

Six-Week Intervention Timeline

The intervention followed the sequence below.

Week	Main focus	Activities and evidence
1	Baseline assessment	Diagnostic oral task, pre-intervention questionnaire, classroom observations, and preliminary interviews
2	Preparation and scaffolding	Tiered sentence frames, vocabulary banks, pronunciation practice, and short rehearsal activities
3	First vlog	First bilingual vlog targeting approximately 70% Malay and 30% English, followed by teacher feedback
4	Peer review and revision	Peer assessment of classmates' videos, feedback through Google Forms, and revision of scripts or vocabulary support
5	Second vlog	Second bilingual vlog targeting approximately 50% Malay and 50% English, followed by teacher feedback
6	Final vlog and assessment	Final vlog targeting approximately 30% Malay and 70% English, final teacher speaking assessment, post-intervention questionnaire, and follow-up interviews

The sequence provided multiple opportunities for students to prepare and present short videos. The final assessment was conducted in the last week, alongside the post-intervention questionnaire and follow-up interviews.

Teaching Materials and Learning Support

Sentence Frames

Sentence frames were provided to support students who had difficulty organising their ideas. Examples included:

- Introduction: “Today I will explain…” and “In this kitchen, we must…”
- Cause and effect: “because…,” “therefore…,” and “as a result…”
- Contrast: “however…,” “on the other hand…,” and “while…”
- Conclusion: “In summary…,” “to conclude…,” and “we should always…”

Students were encouraged to use these frames as support for developing their own explanations rather than relying entirely on memorised scripts.

Thematic Vocabulary

Vocabulary support was organised around the intervention topics.

For hygiene and safety, students practised terms such as cross-contamination, sanitise, food-safe gloves, temperature control, expiry date, allergen, and hazard analysis and critical control points (HACCP).

For sustainability, the vocabulary included biodegradable, compostable, recyclable, single-use plastic, waste segregation, portion control, cost-saving, and shelf life.

For kitchen workflow, students practised terms such as mise en place, colour-coded chopping boards, first in, first out (FIFO), inventory, labelling, and standard operating procedure (SOP).

Pronunciation Practice

Pronunciation activities focused on selected multisyllabic words relevant to the Health and Environment theme. Examples included "biodegradable," "contamination," "recyclable," "hygiene," "portioning," and "sanitise."

The teacher modelled pronunciation and encouraged students to practise word stress and clarity before recording their videos.

Teacher Feedback

Teacher feedback was designed to identify a specific feature that each student could improve in the next recording. Examples included improving intonation, using appropriate linking words, correcting word stress, reducing unnecessary fillers, and incorporating a relevant thematic term.

This approach was intended to make feedback manageable and actionable. However, the extent to which individual students applied each suggestion should be described only where the observation records or successive video samples provide supporting evidence.

Research Instruments and Data Handling

Pre- and Post-Intervention Questionnaire

The same five questionnaire statements were administered before and after the intervention using a five-point Likert scale. The items addressed students' confidence in speaking English for one to two minutes, ability to speak without reading, comfort with TikTok Class, perceived usefulness of peer feedback, and understanding of the Malay-to-English progression.

These items represented different aspects of the learning experience and were interpreted separately. The confidence item was not combined with platform comfort, perceived feedback usefulness, or understanding of bilingual scaffolding.

The reported class-level mean for confidence in speaking English for one to two minutes increased from 2.2 before the intervention to 4.1 after the intervention. This difference is reported descriptively.

Teacher Speaking Assessment

The baseline diagnostic task used a short rubric covering pronunciation and intonation, fluency, thematic vocabulary, spoken grammar, and delivery. The final PB speaking assessment used a broader rubric covering pronunciation and intonation, fluency, spoken grammar, thematic vocabulary, clarity, organisation, relevance, and confidence or delivery. Ratings were described on a five-point scale.

Although several domains appeared in both assessments, the baseline oral task and final rehearsed vlog differed in task conditions and rubric coverage.

Consequently, baseline domain means are not used to calculate speaking-performance gains. The final-vlog domain means are reported as descriptive end-of-intervention ratings only.

Peer-Review Assessment

The peer-review rubric consisted of seven domains rated on a five-point scale, with space for one specific positive comment and one actionable suggestion. Peer reviews were planned during Weeks 4 and 6.

The reported Pearson correlation between peer-average ratings and teacher PB scores was approximately .60. This was interpreted as a moderate positive association. Correlation describes the relationship between two sets of scores rather than proving that peer and teacher ratings were identical.

Classroom Observations and Interviews

Classroom observations focused on engagement, completion of tasks, rehearsal, participation in peer review, and use of feedback. Brief interviews with six students representing the three proficiency groups explored their experiences of the speaking activities and the support they found useful.

The qualitative review focused on recurring ideas related to repeated rehearsal, specific peer feedback, bilingual scaffolding, and the relevance of vocational topics. These areas were considered alongside the numerical findings to provide a richer account of the classroom intervention.

Data Management and Confidentiality

Participant identifiers were anonymised. The TikTok class account was private and teacher-managed, public comments were disabled, and students could use voice-over or hands-only recordings instead of appearing directly on camera.

Assessment records and comments were maintained separately from public-facing content. These arrangements were intended to protect students' privacy and keep the activities focused on classroom learning.

Data Analysis

Quantitative findings were summarised using class-level means and mean differences. The difference for each measure was calculated by subtracting the pre-intervention mean from the post-intervention mean. The confidence item was interpreted separately from the other questionnaire items because the five statements addressed different aspects of the learning experience.

The speaking-domain results were examined in relation to the assessment tasks and instructional sequence. The baseline oral probe and final rehearsed vlog were not identical tasks; therefore, the score differences are interpreted as changes in performance across the classroom assessment sequence.

The subgroup summaries were examined to describe patterns among the three proficiency groups. The weighted class gains were calculated using each group's size and reported domain difference.

Qualitative information from interviews and classroom observations was reviewed around four areas: repeated rehearsal and self-review, specific peer feedback, bilingual scaffolding, and the connection between speaking tasks and vocational topics.

Quantitative and qualitative findings were considered together. The numerical summaries described the direction and size of reported changes, while the classroom-process evidence provided context for understanding how the intervention was experienced.

Reflective Checkpoints During the Intervention

Reflective checkpoints were included after the first vlog, the peer-review activity, and the second vlog. The teacher considered whether sentence frames supported hesitant speakers, whether peer comments identified specific features to improve, and whether further vocabulary or pronunciation practice was needed.

These checkpoints helped maintain a responsive teaching approach during the six-week sequence and supported the adjustment of learning materials to students' needs.

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Risk Management and Safeguards

The intervention incorporated safeguards for privacy, fairness, and access.

Screen-time management: Posting and viewing were organised around learning activities, with opportunities for in-class viewing to reduce unnecessary scrolling.

Privacy: The class account was private, public comments were disabled, and students could use voice-over or hands-only recordings instead of showing their faces.

Fairness in peer review: The teacher provided assessment criteria and examples to guide peer feedback. Teacher assessment remained distinct from peer ratings.

Technical access: Offline preparation was permitted, and students who experienced connectivity difficulties could use available on-campus opportunities to upload their work.

These safeguards helped keep the activity focused on learning while providing alternatives for students with different levels of comfort and access.

FINDINGS AND DISCUSSION

Overview of the Findings

The six-week intervention involved 20 Semester 2 students from the Culinary Arts and Bakery–Pastry programmes at Kolej Vokasional Sandakan 2. The activities combined bilingual-vlog production, repeated speaking practice, differentiated materials, teacher feedback, and structured peer review.

The numerical results showed positive differences between the baseline and final classroom assessments across confidence and the four shared speaking domains. The subgroup summaries showed different patterns according to the instructional needs of each tier. The qualitative findings added context by highlighting repeated rehearsal, actionable feedback, bilingual scaffolding, and vocational relevance as important features of the learning experience.

Taken together, these results provide a classroom-level account of how a structured short-video intervention was implemented and how students' confidence and assessed speaking performance changed during the six-week cycle.

Changes in Speaking Confidence and Speaking Performance

Table 1. Pre- and post-intervention mean scores

Measure	Pre-intervention mean	Post-intervention mean	Difference
Confidence in speaking English for 1–2 minutes	2.2	4.1	+1.9
Fluency	2.1	3.7	+1.6
Pronunciation and intonation	2.4	3.8	+1.4
Spoken grammar	2.3	3.5	+1.2
Thematic vocabulary	2.5	3.9	+1.4

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Table 1 shows positive mean differences across all five measures. Self-rated confidence in speaking English for one to two minutes increased from 2.2 to 4.1, a difference of 1.9 points. Fluency increased from 2.1 to 3.7 (+1.6), pronunciation and intonation from 2.4 to 3.8 (+1.4), spoken grammar from 2.3 to 3.5 (+1.2), and thematic vocabulary from 2.5 to 3.9 (+1.4).

Confidence showed the largest difference, while spoken grammar showed the smallest. This pattern is consistent with the intervention's emphasis on repeated recording, self-review, pronunciation practice, thematic vocabulary, and structured feedback.

Rehearsal gave students opportunities to organise ideas before presenting, while the Health and Environment topics provided a meaningful context for using relevant English expressions. Sentence frames and vocabulary banks also provided support for students who experienced difficulty organising explanations or using technical terms.

The confidence result is particularly relevant because the intervention was designed to make speaking practice more manageable through preparation and repeated attempts. Rather than relying on one live performance, students could record, review, and improve their videos before submission.

The final vlog was more rehearsed than the baseline oral probe. Consequently, the findings are most appropriately interpreted as changes in performance across the classroom assessment sequence. They do not, by themselves, establish that the same gains would transfer to spontaneous conversation or that TikTok alone produced the changes.

Differentiated Support by Proficiency Group

Table 2. Reported speaking-domain gains by proficiency group

Proficiency group	Students	Fluency gain	Pronunciation gain	Vocabulary gain	Delivery gain
Tier A	5	+1.9	+1.7	+1.3	+1.6
Tier B	10	+1.6	+1.4	+1.5	+1.3
Tier C	5	+1.2	+1.1	+1.2	+1.8
Weighted class gain	20	+1.6	+1.4	+1.4	+1.5

Tier A showed the largest reported gains in fluency (+1.9) and pronunciation (+1.7). This pattern aligns with the support provided to these learners, including sentence frames, short models, pronunciation drills, and opportunities to rehearse manageable segments. These strategies were intended to reduce hesitation and help students organise their speech before recording.

Tier B showed gains of +1.6 in fluency, +1.4 in pronunciation, +1.5 in vocabulary, and +1.3 in delivery. Vocabulary showed the largest difference for this group, consistent with the use of thematic word banks and discourse markers to help students express ideas more continuously and accurately.

Tier C showed its largest reported gain in delivery (+1.8). The group's activities emphasised intonation, professional register, and concise explanations supported by reasons or examples. These activities were intended to help more independent speakers refine how they presented information rather than focus only on the basic structure of their explanations.

The weighted class gains in Table 2 are consistent with the overall differences reported in Table 1 for fluency, pronunciation, and vocabulary after rounding to one decimal place. For example, the weighted fluency difference is calculated using the five Tier A students, ten Tier B students, and five Tier C students. The resulting class-level difference is approximately 1.6 points.

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The subgroup patterns illustrate how differentiated support was used to address different learning needs while maintaining common classroom objectives. They provide a descriptive view of the intervention across the three tiers rather than proof that one proficiency group would benefit more than another in every setting.

Final PB Speaking Assessment and Bilingual Output

The final PB speaking assessment considered pronunciation and intonation, fluency, spoken grammar, thematic vocabulary, clarity, organisation, relevance, and confidence or delivery. These criteria helped students understand that an effective vlog requires more than correct vocabulary: the explanation must also be clear, organised, relevant, and appropriate for its intended audience.

The classroom summary reported that 17 of the 20 students (85%) delivered their final vlog at approximately the planned ratio of 30% Malay and 70% English without reading directly from a script. This indicates that most students were able to participate in the intended bilingual format by the final week and make substantial use of English while explaining a vocational topic.

The staged language targets provided a gradual route from greater Malay support towards increased English output. The sequence was intended to help students establish meaning first and then practise expressing the same ideas with more English vocabulary and sentence structures.

For example, students could discuss a food-safety procedure in Malay before practising an English explanation using terms such as “cross-contamination,” “sanitation,” and “food safety.” This approach connected language learning with vocational knowledge and provided a practical reason for using the target vocabulary.

The language-ratio result should be understood alongside the speaking-domain scores. It describes students' use of the planned bilingual format, while the rubric scores describe selected features of speaking performance. Together, the findings illustrate how the intervention connected language practice, vocational content, and a structured speaking task.

Peer Feedback as a Formative Activity

The reported Pearson correlation between peer-average ratings and teacher PB scores was approximately ($r = .60$), indicating a moderate positive association. In practical terms, videos receiving higher peer ratings tended also to receive higher teacher ratings.

This pattern is consistent with the use of a shared rubric that directed both students and the teacher to attend to pronunciation, fluency, vocabulary, grammar, and delivery.

The correlation suggests that peer assessment captured some of the same broad performance patterns recognised by the teacher. However, correlation does not mean that peer and teacher scores were identical or that the two assessors applied each criterion in exactly the same way.

Peer review therefore served two purposes. First, it provided formative comments for students. Second, it gave students practice in recognising the features of effective speaking.

Asking each reviewer to identify one strength and one actionable suggestion helped make the activity more specific than general praise and encouraged students to listen with the assessment criteria in mind.

Integration of Quantitative and Qualitative Findings

The qualitative findings complemented the numerical patterns by highlighting four recurring aspects of the intervention: repeated rehearsal and self-review, specific peer feedback, bilingual scaffolding, and vocational relevance. These themes describe how the activities were organised and how students engaged with the speaking tasks, adding context to the class-level score changes.

Theme 1: Repeated rehearsal and self-review

Repeated rehearsal gave students opportunities to plan their explanations, listen to their own recordings, and make adjustments before submission. This process changed speaking practice from a single performance into a sequence of preparation, recording, and review.

The opportunity to rehearse was particularly relevant for students who initially experienced hesitation or relied heavily on written notes. Sentence frames, short models, and pronunciation exercises supported preparation, while video recording allowed students to consider their delivery before submitting the final task.

This classroom process provides a plausible explanation for the increase in self-rated confidence and the positive differences across the assessed speaking domains. Repeated practice was an important feature of the intervention, although its independent contribution cannot be separated from the other teaching components.

Theme 2: Specific peer feedback

The peer-feedback theme highlighted the importance of clear criteria and actionable comments. Students were asked to identify a specific strength and a practical suggestion, directing attention to observable aspects of performance.

For example, feedback could focus on clearer pronunciation of a technical term, a more appropriate linking phrase, or a more organised explanation. Such comments were intended to help students understand what was effective and what could be improved.

The shared rubric also gave students experience in evaluating speaking performance from the listener's perspective. This was relevant because effective communication requires speakers to consider whether their explanations are clear to an audience.

The reported positive relationship between peer and teacher ratings is consistent with the use of shared criteria. Peer feedback nevertheless remained a formative activity, while the teacher's assessment served a separate evaluative role.

Theme 3: Bilingual scaffolding

The bilingual-scaffolding theme reflected the planned use of Malay to establish meaning before students increased their English output. This approach recognised students' existing linguistic resources while encouraging them to practise technical English in a familiar context.

The staged progression was intended to make speaking tasks manageable for learners who might otherwise struggle to explain vocational procedures entirely in English. Students could first clarify the meaning of an idea and then practise expressing it using the relevant English vocabulary.

This approach was particularly relevant to topics such as food hygiene, cross-contamination, and waste management, where students needed to communicate both accurate content and clear language.

Theme 4: Vocational relevance

The vocational-relevance theme reflected the connection between speaking tasks and students' practical studies. Instead of discussing unrelated topics, students explained procedures and concepts drawn from Culinary Arts and Bakery–Pastry.

This gave students a clear communicative purpose. They were not simply practising English sentences; they were using language to explain food-safety practices, packaging choices, hygiene procedures, and kitchen routines.

The connection between language and vocational content also supported the practical orientation of the intervention. It provided opportunities for students to practise terminology that could be useful in future workplace communication.

Overall integration

Considered together, the results suggest that the intervention's value lay in the combination of familiar digital media, repeated practice, structured feedback, bilingual support, and vocationally relevant content. The numerical findings describe changes in confidence and selected speaking measures, while the qualitative themes explain the intended learning processes and classroom experiences associated with the intervention.

The study cannot isolate the contribution of each component, but the combination offers a practical approach for further evaluation in similar vocational settings.

Limitations and Threats to Validity

The findings should be interpreted in relation to the scope and design of the classroom action research. The study involved 20 students from two vocational programmes at one institution and did not include a comparison group. The results therefore describe this cohort and do not establish that the same outcomes would occur in every vocational classroom.

The baseline oral probe and final rehearsed vlog differed in task conditions. Although the shared speaking domains provide a useful basis for classroom comparison, performance on a rehearsed recording may reflect preparation and re-recording as well as speaking ability. Future cycles can strengthen the assessment design by including a comparable live speaking task alongside the vlog.

The analysis focused on descriptive mean differences and the reported peer–teacher correlation. It did not test causal effects or compare the intervention with an alternative teaching method. The results are therefore best interpreted as classroom evidence that can guide teaching practice and further evaluation.

The peer–teacher correlation indicates association rather than exact agreement. Peer ratings may be influenced by students' familiarity with the rubric and their experience as assessors. Brief training and continued use of examples may improve the consistency and usefulness of peer feedback.

The five questionnaire items addressed different aspects of the learning experience and were interpreted separately. The confidence item was used to describe self-rated confidence, while the remaining items concerned speaking without reading, platform comfort, perceived feedback usefulness, and understanding of bilingual progression.

The qualitative findings were used to contextualise the intervention and should be understood within the classroom setting. Further studies could document the interview and observation process in greater detail and include additional cohorts to explore whether the same themes recur across settings.

The study focused on English-speaking confidence and selected speaking-performance domains. Malay was used as a scaffold, but Malay oral proficiency was not assessed as a separate outcome. Similarly, the planned language ratios were intended to guide instruction and should not be interpreted as a comprehensive measure of language proficiency.

Despite these limitations, the study provides a practical account of how short-form video, bilingual scaffolding, differentiated support, and structured peer feedback can be combined in vocational English teaching.

Teacher Reflection

The six-week intervention shifted speaking practice from a single classroom performance towards a sequence of planning, rehearsal, recording, review, and revision. This structure gave students more than one opportunity

to organise their ideas and consider how pronunciation, vocabulary, fluency, and delivery affected the clarity of their explanations.

The positive differences in the confidence and speaking-domain means were encouraging. The confidence result was particularly notable because the activities were designed to make speaking practice more manageable through preparation and repeated attempts. The final-vlog results also showed that students could apply selected speaking criteria while communicating about vocational topics.

Peer review strengthened the formative element of the intervention. Requiring one specific strength and one actionable suggestion encouraged students to look beyond a general impression and identify features of effective speaking. The reported positive relationship between peer and teacher ratings also suggests that students' assessments reflected some of the same broad performance patterns as the teacher's assessment.

Bilingual scaffolding helped connect students' existing language resources with the goal of increasing English output. The planned progression allowed students to establish the meaning of vocational concepts before practising explanations in English. This was relevant to topics such as food hygiene, cross-contamination, and waste management, where students needed to communicate both accurate content and clear language.

The intervention also required careful management of deadlines, video review, connectivity, and privacy. A private class account, disabled public comments, and voice-over or hands-only options helped keep the activity focused on learning while giving students alternatives to appearing on camera.

Overall, the intervention demonstrated a workable way to combine digital media, repeated speaking practice, bilingual scaffolding, and formative peer assessment. The findings encourage continued use and refinement of the approach, particularly through more comparable speaking tasks and further implementation across vocational cohorts.

RECOMMENDATIONS

Recommendations for Classroom Practice

1. Retain structured bilingual scaffolding.

Teachers may use a planned progression from greater Malay support towards increased English output. The progression should be adapted to learners' needs and should encourage students to use English for increasingly extended explanations.

2. Provide opportunities for repeated speaking practice.

Short recorded tasks can give learners opportunities to rehearse, listen to their own speech, and identify areas for revision. Teachers should distinguish performance on prepared recordings from spontaneous speaking and provide opportunities for both.

3. Improve the quality of peer feedback.

Students should receive clear assessment criteria and examples of useful feedback before reviewing classmates' work. Requiring specific praise and actionable suggestions can help make feedback more meaningful.

4. Continue differentiated support.

Sentence frames, thematic vocabulary lists, pronunciation exercises, and more advanced delivery tasks can be adapted to different proficiency levels. These materials should support participation while encouraging students to develop greater independence.

5. Maintain privacy and accessibility safeguards.

Teachers should provide alternatives to face-on-camera recordings, control access to class materials, and offer reasonable support for students who experience connectivity difficulties.

6. Strengthen formative assessment.

Students should be encouraged to use teacher and peer feedback when preparing subsequent recordings. Teachers can support this process by asking students to identify one specific change made after receiving feedback.

Recommendations for Vocational Programmes

Vocational departments may consider integrating speaking tasks with practical subject content. Culinary Arts and Bakery–Pastry students could produce short explanations of hygiene procedures, food-safety practices, waste-reduction methods, packaging choices, and kitchen workflow.

Where English and Bahasa Melayu teachers collaborate, they could coordinate topics and share selected oral communication criteria. Separate measures should be used when evaluating achievement in each language.

Departments adopting video-based activities should also establish clear guidance on privacy, consent, storage, access, and acceptable platform use. The suitability of TikTok should be evaluated in relation to students' needs, institutional policies, and available technology.

Recommendations for Future Research

Future research should use the same speaking domains and scoring descriptors at baseline and final assessment. Where recordings are available, comparable samples can be assessed using a common rubric to strengthen interpretation of speaking-performance changes.

Researchers should retain anonymised participant-level data, report the sample size used in each analysis, and provide appropriate measures of variability and uncertainty. Paired statistical tests may be considered when the design and available data support them.

Future studies could compare students undertaking structured video-based speaking activities with a comparable group receiving alternative speaking instruction. Such a design would help examine whether the combined intervention produces outcomes beyond those associated with regular speaking practice.

Qualitative research should document interview procedures, data preparation, coding steps, researcher involvement, and contrasting experiences. Integrating these findings with participant-level quantitative evidence would strengthen explanations of how students experience and respond to video-based speaking tasks.

Finally, future studies should investigate whether improvements in rehearsed video performance transfer to spontaneous speaking, live presentations, and workplace communication. This would help determine the practical relevance of the intervention beyond prepared classroom tasks.

CONCLUSION

The six-week bilingual-vlog and peer-feedback intervention was associated with positive changes in students' reported speaking confidence and selected classroom speaking-performance indicators. The mean confidence rating increased from 2.2 to 4.1, while fluency increased from 2.1 to 3.7, pronunciation and intonation from 2.4 to 3.8, spoken grammar from 2.3 to 3.5, and thematic vocabulary from 2.5 to 3.9.

The subgroup summaries showed differentiated patterns, with Tier A reporting the largest gains in fluency and pronunciation and Tier C showing its largest gain in delivery. The reported peer–teacher correlation of approximately .60 indicated a moderate positive association between peer-average and teacher ratings.

The qualitative themes of repeated rehearsal, specific peer feedback, bilingual scaffolding, and vocational relevance provided a classroom context for understanding the intervention. Together, these elements offered students a structured way to practise explaining familiar vocational concepts while gradually increasing their use of English.

The findings support the practical value of combining repeated video rehearsal, bilingual scaffolding, structured peer feedback, and vocationally relevant speaking topics in a mixed-ability classroom. Although the results are specific to one class and should be interpreted in light of the assessment conditions, they provide a useful basis for refining the approach and examining its use in other vocational learning contexts.

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