Impact of Vlogging-Based Activities as a Pedagogical Strategy on Students' Content and Speaking Skills in Higher Education

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ABSTRACT

The study was conducted to determine the impact of vlogging-based activities on the content skills and speaking skills of BEED students enrolled in Purposive Communication as a basis for crafting vlogging-based activities as a pedagogical strategy. A quasi-experimental method using a two-group design was employed with 89 respondents. The control group consisted of 44 respondents who received traditional instruction, while the experimental group comprised 45 respondents who received the vlogging-based intervention. Content skills were assessed using an adopted multiple-choice test, while speaking skills were evaluated through an impromptu speech using an adopted speaking skills assessment rubric. Frequency, percentage, mean, composite mean, the Wilcoxon Signed-Rank Test, and the Mann–Whitney U Test were used to analyze the quantitative data. The Focus Group Discussion (FGD) data were analyzed thematically. Both groups improved in content skills from Satisfactory to Very Satisfactory and in speaking skills from Fairly Satisfactory to Satisfactory. Significant pretest-posttest differences in content skills were found in both groups across all five content areas. For speaking skills, the experimental group demonstrated significant improvement in all five components, while the control group showed significant improvement only in pronunciation. Comparison of mean gain scores revealed significant differences between the control and experimental groups in four of the five content areas, namely, Elements of Communication, Models of Communication, Culturally Sensitive and Bias-Free Language, and Public Speaking. In speaking skills, significant differences were found in fluency, grammar, and organizational skills, while no significant differences were found in pronunciation and vocabulary. The FGD yielded three emergent themes: Speaking Skills Improvement, Content Mastery, and Gaining Confidence. Overall, the results showed that vlogging-based activities significantly improved students' content skills and speaking skills.

Keywords: vlogging-based activities, content and speaking skills, quasi-experimental design, purposive communication, higher education

INTRODUCTION

The advent of the 21st century has ushered in a digital age where communication, learning and self-expression are increasingly mediated by technology. Speaking proficiency can be enhanced through interactive and video-based learning activities using authentic and diverse language input from YouTube and other online multimedia resources beyond the classroom (Saed et al., 2021). Systematic reviews have shown that there is a need to align digital technologies with teachers' pedagogical beliefs and teaching methods when using technology to teach students (Borte et al., 2023; Tondeur et al., 2017). Vlogging is a new technology-based approach to learning language. Biel & Gatica-Perez (2010) define a vlog as a video element that provides a series of online broadcasts that allows individuals to create and upload content. A vlog is a collection of videos that can be used as a means of communication.

Previous studies have supported the effectiveness of vlogging activities in developing content and communication competencies in students. According to Chen & Hashim (2022), vlogging enables students to produce and convey meaningful messages via authentic communication tasks. Likewise, Sadaf et al. (2024) pointed out that vlogging facilitates the active engagement of students and meaningful content creation. Hassan (2023) also found that vlogging facilitates language learning and content learning by shifting instruction from

passive information sharing to collaborative and inquiry-based learning experiences. These results suggest that vlogging can have a significant effect on the development of students' content skills.

Safitri & Khoiriyah (2017) concluded that the advantages of vlogging outweighed the disadvantages of the method, and that the use of vlogs helped students improve their speaking skills. Vlogging as a modern pedagogical approach provides an engaging and real environment for students to practice speaking in English by organizing, presenting and sharing their ideas in video format (Combe & Codreanu, 2016). Maulidah (2018) stated that vlogging can significantly improve students' speaking ability. Although digital media's popularity in education has grown, few studies have investigated vlogging's role in developing university students' speaking skills.

In many contexts, students in higher education still have a hard time developing effective speaking skills, especially in formal and academic settings. In a study on communication skills challenges among first-year university students, Chishiba & Mukuka (2024) found that students encountered major communication barriers that affected their social integration and academic performance. These challenges also exist in the Philippine context, as the study of Sandigan (2018) demonstrated that Filipino college students are still experiencing persistent problems with the English language. Separa et al. (2020) discovered that Filipino college students encounter situational speaking challenges associated with fluency, time constraints, the communication process, academic task expectations, variations in social status, and public speaking.

First-year Bachelor of Elementary Education (BEED) students at Negros Oriental State University–Guihulngan Campus are still experiencing significant challenges in developing their communication proficiency. Despite the students' interest in digital platforms and their frequent engagement with them, they still struggle to develop their speaking skills in the Purposive Communication course. In particular, the students have difficulty organizing their ideas clearly, maintaining fluency, and communicating confidently in academic speaking tasks. These challenges highlight a clear need to develop more effective, responsive, and technology-integrated pedagogical strategies to enhance students' content development and speaking proficiency.

As future educators, BEED students must develop their ability to deliver ideas confidently and clearly in English since they will be the foundation of English language learning for young students. Riadil (2020) stated that speaking is a strong indicator of English mastery since it is a reflection of the ability to use the language for real communication. This study advocates a technology-based approach to improving students' learning and communication abilities through the integration of vlogging into content and speaking instruction. Thus, this study determined the effects of vlogging activities on the content skills and speaking skills of the Bachelor in Elementary Education at Negros Oriental State University-Guihulngan Campus. Ultimately, the findings of this research served as the basis for crafting targeted vlogging-based instructional activities.

Based on this background, the present study focuses on the use of vlogging-based activities in developing the content skills and speaking skills of BEED students in Purposive Communication. This study specifically addresses three research questions:

i. What is the level of the respondents' content skills and speaking skills before and after the use of vlogging-based activities?

ii. Are there significant differences in the respondents' content skills and speaking skills before and after the use of vlogging-based activities and in the mean gain scores of the control and experimental groups?

iii. What are the respondent's learning experiences in using vlogging-based activities in purposive communication instruction?

LITERATURE REVIEW

Content Skills

The student's ability to understand, organize, and produce adequate knowledge of subject matter using language. Content knowledge is closely related to communicative competence in language learning. Language students

are expected to use language accurately but also in a way that allows them to express meaningful ideas clearly. Content-Based Instruction (CBI) stresses that language acquisition is more effective when students are exposed to meaningful content, allowing them to learn both language and content simultaneously. Similarly, Content and Language Integrated Learning (CLIL) suggests that integrating subject content and language instruction supports the development of students' academic language, including speaking and vocabulary use (Coyle et al., 2010). Learning the content deeply helps students develop ideas in a more logical way and communicate them better in academic writing.

According to Muaña (2023), students reached a "very good" level of overall performance in Purposive Communication, indicating that the students had a thorough grasp of the content. Moreover, empirical research shows that students obtain satisfactory to excellent results in purposive communication courses, which indicates that they have sufficient content knowledge and skills for academic communication. Moreover, research shows that involving students in meaningful content improves their speaking performance since it provides an opportunity for students to organize their ideas, establish coherence, and use language in context to improve their fluency and communicative competence (Dalton-Puffer, 2011).

Speaking Skills

Speaking skill is the ability to speak, express or exchange thoughts using language (Devana, 2020). Students can express themselves in a creative and imaginative way and interact with others to achieve certain goals or to express their opinions, their intentions, their hopes and their viewpoints. Speaking skills are the skills of producing sounds and expressing ideas and feelings through speech. According to Hijriati (2019), speaking is the most important of the four language skills. It is also believed to be one of the most challenging skills that language students face, as it involves both the inflection and derivation of words. With the mastery of speaking skills, students are able to speak English fluently and communicate effectively with their interlocutors. It helps the EFL students to build their careers on their respective field (Amira & Amri, 2022).

Speaking is defined by Reyad (2020) as a dynamic and interactive process of creating meaning in which speakers actively construct meaning together by producing, receiving, and processing information. Speaking is one of the most important of all the productive skills because of its importance in the classroom. When students talk or converse, they can express their ideas and feelings about a certain topic and also receive feedback from other people. Students can share knowledge and improve their understanding of the material by interacting with each other during class activities.

Speaking is a complex productive skill that involves the simultaneous production of utterances by a learner and the interpretation of those utterances for their meaning. Speaking is thus a very challenging skill for second-language students to master, due to the blend of linguistic and psychological impediments. Many researchers agree that speaking is an essential component of language acquisition; however, many EFL/ESL students still have difficulty mastering effective speaking skills despite the growing interest in speaking instructional methods. Many ESL/EFL students have problems with vocabulary use, pronunciation, grammar production and fluency. Psychological barriers to speaking are things like anxiety and fear of mistakes. Self-confidence and perceived competence were also related to oral communication behaviors.

As previously mentioned, speaking allows the students to practice several areas of oral proficiency, such as fluency, grammar, vocabulary, pronunciation and organization. Some of these characteristics have been briefly touched on earlier in the discussion and will be expanded on here. Kormos & Dénes (2004) describe fluency as the ability to speak without hesitating or pausing too much. Measures of fluency typically involve assessment of speech rate (number of stressed syllables per unit of time) or measures of the number of stressed syllables contained in a unit of time. Grammar is a language's structure and system. English grammar and pronunciation are closely related; knowledge of the order of words, of the inflection and derivation of words, supports the grammar and contributes to the meaningful features of the English language. Grammar involves two types of knowledge, declarative knowledge or knowledge of language rules and procedural knowledge or the ability to use those language rules in communication (Richards & Schmidt, 2010). Vocabulary is the total number of words which students use to express themselves. This includes single words (lexemes), multiword expressions such as compounds and phrasal verbs and idioms that have meanings beyond those of the individual words (Nation,

2015). Pronunciation is the way students pronounce words to make them understandable to others. Throughout the course, students employ organizational skills to sequence their ideas and thoughts in a logical order that produces messages that are coherent. These sequences are normally arranged as description, comparison, cause-and-effect or problem-solution (Ramos, 2020).

Overall, speaking is an important productive skill in language learning, as it offers students the way to involve themselves in real and meaningful communication. Participation in class activities and interaction with teachers and peer students are able to express their ideas and feelings and participate in real communication using authentic language models which will improve their overall communicative competency.

Vlogging

A video-based task allows students to create content based on what they have learned. This enables the learner to reflect on the way in which they delivered the message. The use of digital video also creates an environment that motivates the student to participate in the course because it allows them to be creative while using the target language in real life. This approach is a perspective that is supported by studies. Fadillah et al. (2024) stated that YouTube's vlogs increased students' speaking motivation and communication involvement. In addition, Setyawati & Husna (2025) mentioned that the interactive and reflective vlogging-based activities enhanced students' participation in oral communication. Jin (2024) and Choi & Sinwongsuwat (2024) validated that the employment of vlogs as a tool to improve speaking proficiency and readiness to communicate was successfully achieved.

Students can make videos to practice speaking on a continuous basis, reflect on how they are doing, and assess themselves to make adjustments. Indriyanti & Ulfa (2024) found that the use of vlogs in teaching English enhanced learner fluency, pronunciation, and confidence toward English speaking because of the continuous engagement in practice and performance-based assignments. Likewise, Zhang (2026) found that the vlog environment works well to improve students' communication ability in general and has significant effects on fluency, lexical choice, and emotional expression through repetitive video recordings. To summarize, both studies offer evidence that the use of vlogs provides the best way to promote ongoing and self-regulated language learning through continuous practice and reflective learning processes.

Vlogs are a communicative and constructivist way of learning, as students build their own knowledge through interaction and language creation. Vlogs, as a non-traditional setting, can ease the pressure on students, decrease the student's anxiety of public speaking, and boost their self-confidence (Fitriany, 2025). Likewise, Chen & Hashim (2022) found that vlogs are a good platform for ESL students to improve their overall performance in all aspects of oral communication, including grammar, content, fluency, and vocabulary. Furthermore, Chen & Hashim (2022) found that students improved in all communication except pronunciation and concluded that vlogs alone may not be sufficient for students to develop phonologically and need additional pronunciation-focused instruction. The researchers noted that the public nature of vlogs may make many students feel uneasy or uncomfortable. However, the use of vlogs was considered a very useful and interesting way to improve the quality of the students' speaking skills.

Theoretical Framework

This study is anchored on George Siemen's Connectivism Theory (2005) and Merrill Swain's Output Hypothesis Theory (2011). The theory of Connectivism, developed by Siemens (2005), explains learning as a process that occurs through interconnected networks of people, digital tools, and information. Knowledge can exist outside the individual, making the ability to access, evaluate, and utilize information from different sources essential. Connectivism emphasizes technology, collaboration, autonomy, digital literacy, and lifelong learning within dynamic information networks (Corbett & Spinello, 2020; Goldie, 2016; Smith, 2022). Studies support its application to language learning. Ilyas & Asgher (2024) found that a Connectivist Learning Approach significantly improved ESL students' writing skills, including content generation, organization, vocabulary, grammar, and mechanics.

Similarly, Mohammedeen et al. (2023) reported improvements in students' communicative writing skills through a connectivist-based program, demonstrating the potential of networked learning in language education. In this study,

vlogging represents a Connectivist Learning Environment (CLE) in which students use digital technology to communicate, share ideas, and create knowledge. Through planning, recording, and publishing videos, students actively engage in networked learning and develop autonomy and communication skills. This application is supported by Gündüz (2017) who emphasized the role of social media platforms such as YouTube in promoting active learning, self-expression, and communication. Thus, Connectivism provides a theoretical basis for using vlogging-based activities to develop students' content and speaking skills in a digitally oriented learning environment.

The study is further anchored on Swain's Output Hypothesis (2011), which explains that producing language extends learners' linguistic repertoire as they attempt to express meaning accurately and appropriately. Language output serves three main functions: (1) the noticing or triggering function, which makes learners aware of gaps in their developing interlanguage; (2) the hypothesis-testing function, which allows learners to test new linguistic forms and structures; and (3) the metalinguistic or reflexive function, which encourages learners to consciously evaluate and reflect on their language use. Through spoken, written, and modern forms of language production, such as video blogging, students can notice linguistic gaps, test their developing assumptions about the target language, and critically evaluate their knowledge. Output therefore encourages learners to use available linguistic resources to communicate their intended meanings clearly, coherently, and accurately.

The study of Sudrajat (2021), which employed Swain's Output Hypothesis, found that language-output-based tasks significantly improved students' writing accuracy, demonstrating the value of producing language in developing accurate language forms. The Output Hypothesis emphasizes that language acquisition is enhanced when learners are required to produce language and find ways to communicate their intended messages, particularly when communication difficulties or gaps occur. It does not diminish the importance of input but complements input-based theories by emphasizing that both input and output are necessary for successful language acquisition (Izumi & Bigelow, 2000). In this study, students practice creating content through vlogging, transforming input into meaningful and goal-oriented output. Through repeated production of spoken language, vlogging provides opportunities for students to practice, evaluate, and improve their speaking performance.

METHODOLOGY

Research Design

The study employed a quasi-experimental method with a two-group design. The study involved two groups: the experimental group and the control group. The experimental group was exposed to vlogging-based activities as a pedagogical strategy, while the control group was taught using the traditional instruction without the use of vlogging. To assess the students' proficiency level, content skills were measured using an adopted multiple-choice test based on the lessons in Purposive Communication. On the other hand, speaking skills were assessed through an impromptu speech based on the course lessons and were evaluated using an adapted speaking skills assessment rubric focusing on fluency, pronunciation, grammar, vocabulary, and organizational skills.

After the intervention, a Focus Group Discussion (FGD) was conducted among selected respondents from the experimental group to explore their experiences with vlogging-based activities. This was conducted to further gather insights on their engagement and interaction with the activity.

- Population and Sample

Table 1: Respondents' Demographic Profile

Respondents	**Frequency**	**Percentage**
Control Group	44	49%
Experimental Group	45	51%
Total	**89**	**100%**

The respondents of the study were first-year students in the Bachelor of Elementary Education (BEEd)–General Curriculum program enrolled in GE 5–Purposive Communication at Negros Oriental State University–Guihulngan Campus. The study utilized a quasi-experimental design involving two intact class sections. As shown in Table 1, there were 44 respondents in the control group, comprising 49% of the total respondents, while 45 respondents constituted the experimental group, comprising 51%. In total, 89 respondents voluntarily participated in the study. Both class sections were heterogeneous in terms of students' abilities and baseline characteristics. The similar descriptive pretest results indicate that the two groups had comparable baseline performance prior to the implementation of the vlogging-based intervention.

- Instrument

The survey questionnaire collected data on the respondents' demographic profile, such as age, gender, social media platform used, availability of gadgets, and internet connectivity. Demographics of respondents were collected through a survey questionnaire that allowed the researchers to assess the effects of prior familiarity with technology on the effectiveness of the vlog interventions.

A multiple-choice test adapted from Africa (2018) was used to measure the content skills of the respondents in Purposive Communication. The instrument covered five lessons: Elements of Communication, Models of Communication, Communication Ethics, Culturally Sensitive and Bias-Free Language, and Public Speaking. Each lesson consisted of 20 multiple-choice questions to maintain a balanced number of questions across all lessons, resulting in a total of 100 items. The test was administered before and after the implementation of the vlogging-based activities to determine changes in the content skills of the respondents. The assessment was interpreted using a five-level descriptive rating scale: Did Not Meet Expectations (DNME), Fairly Satisfactory (FS), Satisfactory (S), Very Satisfactory (VS), and Outstanding (O), based on the respondents' scores and corresponding percentage ranges. This rating scale was used to describe the level of content skills of the respondents in the pretest and posttest. The content-skills test was adopted from Africa (2018), from which the test items, content coverage, and scoring procedure were retained. The instrument was used based on its established validity and reliability as reported in the original study.

The researcher utilized the adopted "Speaking Skills Assessment Rubric" by Yürük & Yılmaz (2025) which assessed the five major speaking skills indicated in the "Statement of the Problem": Fluency, Grammar, Pronunciation, Vocabulary and Organizational Skills. The assessment tool was based on a 5-point performance scale (Needs Improvement, Fairly Satisfactory, Satisfactory, Very Satisfactory, Outstanding) with point values of 1, 2, 3, 4, and 5, respectively. To increase reliability and maintain consistency in measuring student skill improvement, this rubric was used in an identical fashion on the pretest and the posttest.

To gather qualitative information about the respondents' experiences in utilizing vlogging-based activities, a Focus Group Discussion (FGD) was conducted with 10 purposively selected respondents out of the 45 respondents in the experimental group after the five-week intervention. The respondents were selected based on their direct participation in the vlogging-based activities and their willingness to share their experiences during the discussion. Conducting the FGD after the intervention allowed the respondents to reflect on their experiences in using vlogging as part of their classroom activities and describe their perceived experiences in relation to their speaking skills, content learning, and confidence. The FGD responses were analyzed thematically to identify recurring ideas and patterns emerging from the respondents' accounts. The researcher reviewed the responses repeatedly, identified and coded significant statements, and grouped similar codes according to shared meanings and experiences. Through this process, three major themes emerged from the respondents' responses: Speaking Skills Improvement, Content Mastery, and Gaining Confidence While Using Vlogging. These themes were derived from the respondents' actual responses after the FGD rather than being established as themes before the discussion. Representative quotations were selected to illustrate each theme and were identified using participant codes to maintain confidentiality. The emergent themes provided qualitative support for and further explanation of the quantitative findings on the respondents' content and speaking skills.

- Data Collection and Data Analysis

Prior to the data gathering, the researcher secured written consent from the Campus Director of Negros Oriental State University-Guihulngan Campus to conduct the study. The researcher also conducted an orientation before the implementation of the vlogging-based activities. The orientation included an explanation of the study and an assurance of the confidential nature of the data collected. The respondents were explicitly informed that all data would be used solely for the purposes of the study. The recorded videos were treated as personal data under Republic Act No. 10173, or the Data Privacy Act of 2012. All video recordings were stored in a folder accessible only to the researcher and designated raters. The videos were reviewed for evaluation and were permanently deleted after the completion of the study.

The students enrolled in GE 5 – Purposive Communication were assigned to the control and experimental groups based on their existing class sections. Both sections were heterogeneous in terms of students' abilities and characteristics. The control group comprised 44 respondents (49%), while the experimental group comprised 45 respondents (51%).

To obtain data on the respondents' age, gender, social media platform used, availability of gadgets, and internet connectivity, the respondents completed a survey questionnaire.

For content skills, both the control and experimental groups were administered a multiple-choice test in Purposive Communication as the pretest and posttest instruments. The test was adopted from Africa (2018) to assess the respondents' content knowledge and understanding. The pretest served as a baseline measure of the respondents' prior knowledge before instruction, while the posttest was used to determine the extent of improvement in content skills following the instructional intervention.

For speaking skills, both the control and experimental groups were assessed during the pretest and posttest phases through an impromptu speech. Each participant was tasked to deliver a 2–3-minute impromptu speech. During the intervention, the experimental group also created five vlogs, which were rated by the designated raters. The impromptu speeches and vlog outputs were evaluated by three raters to ensure objective and reliable assessment of the respondents' performance. The panel of raters consisted of one full-fledged Ph.D. in English, one Ph.D. in English (ongoing), and one full-fledged Ph.D. in Educational Management. The raters used the Speaking Skills Assessment Rubric to evaluate the respondents' performance in the key components of speaking skills. The pretest established the respondents' baseline speaking ability, while the posttest determined the extent of improvement in speaking skills following the instructional treatment.

After the pretest, the control and experimental groups received the same lectures and discussions on the lessons covered in Purposive Communication during their scheduled class periods. The vlogging-based intervention was integrated into the regular instructional process of the experimental group rather than being conducted as a separate activity. After each lesson, the experimental group were given an on-the-spot vlogging task directly related to the lesson content. The teacher provided the topic or task, explained the content and speaking requirements, and allowed the students time during the class period to prepare, record, and complete their vlogs. Each vlog served as an application of the concepts discussed in the corresponding lesson. The students organized the information they learned and communicated it orally through a 2–3-minute video.

Before the implementation of the activities, the experimental group was oriented on the purpose and procedures of the vlogging intervention, including the speaking skills assessment rubric, required video duration, recording guidelines, and submission procedures. During the five-week intervention period, the students produced five vlog outputs related to the assigned lessons or communication topics. The students individually recorded their vlogs and uploaded the completed videos through a Google Drive link for evaluation and monitoring. This process allowed the students to integrate the vlogging activities into the sequence of lessons by applying the concepts presented in the lectures and discussions through oral language production. Meanwhile, the control group was taught the same lessons through traditional instruction without the vlogging-based activities.

Lastly, the experimental group participated in a Focus Group Discussion (FGD) to describe their learning experiences with the vlogging activities. The qualitative findings resulted in three emergent themes: speaking skills improvement, content mastery, and gaining confidence.

After the data gathering, the quantitative data were tabulated and analyzed using SPSS. Frequency, percentage, and composite mean were used to summarize the data. The Wilcoxon Signed-Rank Test was used to determine significant differences between pretest and posttest scores within groups, and the Mann-Whitney U test was used to determine significant differences between the control and experimental groups. The FGD data were transcribed, coded, categorized, and analyzed thematically, resulting in themes related to speaking skills improvement, content mastery, and gaining confidence.

Table 2: Implementation Matrix

Week	Lesson	Implementation Activities	Vlogging Instructions	Time Frame
Week 1	Pre-Implementation	1. Orientation 2. Answer the Research Questionnaire 2. Pretest (Multiple Choice Test) 3. Participate in the Pretest (Impromptu speech)	No Vlog	1 hour & 30 min. Multiple Choice Test 2–3 minutes Impromptu Speech
Week 2	Elements of Communication	1. Discussion 2. Vlog 1: Exploring the Elements of Communication	1. Identify the elements of communication (sender, encoding, message, channel, receiver, decoding, feedback, noise, and context). 2. Explain each element briefly in your own words. 3. Present one real-life communication situation and show how each element is involved. 4. Provide meaningful insights. 5. Do NOT read a script. 6. Follow introduction–body–conclusion format.	2–3 minutes vlog output
Week 3	Models of Communication	1. Discussion 2. Vlog 2: Applying Communication Models in Real-Life Situations	1. Discuss the different communication model. 2. Provide real-life examples. 3. Provide meaningful insights. 4. Do NOT read a script. 5. Follow introduction–body–conclusion format.	2–3 minutes vlog output
Week 4	Communication Ethics	1. Discussion 2. Vlog 3: Explaining Ethical Communication and Its Principles	1. Define ethical communication 2. Explain the four ethical principles of communication 3. Discuss the 9 Principles of effective communication	2–3 minutes vlog output

			4. Provide meaningful insights. 5. Do NOT read a script. 6. Follow introduction–body–conclusion format.	
Week 5	Culturally Sensitive and Bias-Free Language	1. Discussion 2. Vlog 4: Identifying and Correcting Biased Language	1. Present 3 biased statements. 2. Correct each statement. 3. Explain why the corrected form is appropriate. 4. Speak naturally and clearly. 5. Provide meaningful insights. 6. Do NOT read a script. 7. Follow introduction–body–conclusion format.	2–3 minutes vlog output
Week 6	Public Speaking	1. Discussion 2. Vlog 5: Explaining Public Speaking and the Types of Speech	1. Define public speaking 2. Explain the different types of speech 3. Provide meaningful insights. 4. Do NOT read a script. 5. Follow introduction–body–conclusion format.	2–3 minutes vlog output
Week 7	Post-implementation	1. Posttest (Multiple Choice Test) 2. Participate in the Posttest (Impromptu speech)	No Vlog	1 hour & 30 min. Multiple Choice Test 2–3 minutes Impromptu Speech
Week 8	Data Analysis			

RESULTS AND DISCUSSION

Levels of Content and Speaking Skills of Respondents' Before and After the Intervention

Table 3: Results of the Pretest and Posttest Content Skills of the Control and Experimental Groups

Variables	**Control Group**				**Experimental Group**			
	Pretest		**Posttest**		**Pretest**		**Posttest**	
	Ave	**Des.**	**Ave**	**Des.**	**Ave**	**Des.**	**Ave**	**Des.**
Elements of Communication	10.39	S	15.66	VS	9.58	S	17.02	VS
Models of Communication	10.25	S	15.82	VS	9.96	S	16.69	VS

Communication Ethics	10.18	S	15.93	VS	10.07	S	16.58	VS
Culturally Sensitive and Bias-Free Language	9.98	S	16.18	VS	9.29	S	17.16	VS
Public Speaking	10.18	S	16.52	VS	9.29	S	17.42	VS
Composite Mean	**10.20**	**S**	**16.02**	**VS**	**9.64**	**S**	**16.97**	**VS**

Table 3 shows that both the control and experimental groups demonstrated satisfactory performance across all content areas during the pretest, indicating comparable levels of prior knowledge before the implementation of the intervention. In the posttest, both groups improved to the very satisfactory level across all content areas. The control group obtained posttest means ranging from 15.66 to 16.52, while the experimental group obtained higher posttest means ranging from 16.58 to 17.42. Among the experimental group, the highest posttest mean was recorded in Public Speaking (17.42), followed by Culturally Sensitive and Bias-Free Language (17.16) and Elements of Communication (17.02). These results show improvement in students' content performance after the intervention.

The composite mean further demonstrates the improvement of both groups. The control group increased from 10.20 (S) in the pretest to 16.02 (VS) in the posttest, representing an increase of 5.82 points. Meanwhile, the experimental group increased from 9.64 (S) to 16.97 (VS), representing a larger increase of 7.33 points. Thus, based on the descriptive results, the experimental group demonstrated greater improvement in overall content performance than the control group. However, the difference in improvement should be supported by the appropriate inferential statistical test before concluding that the vlogging-based activities were statistically more effective.

Table 4: Results of Pretest and Posttest Speaking Skills of the Control and Experimental Groups

Variables	**Control Group**				**Experimental Group**			
	Pretest		**Posttest**		**Pretest**		**Posttest**	
	Ave	**Des.**	**Ave**	**Des.**	**Ave**	**Des.**	**Ave**	**Des.**
Fluency	2.41	FS	2.52	FS	2.53	FS	3.09	S
Grammar	2.25	FS	2.36	FS	2.27	FS	2.91	S
Pronunciation	2.66	S	3.07	S	2.71	S	3.36	S
Vocabulary	2.41	FS	2.68	S	2.51	FS	3.07	S
Organizational Skill	2.64	S	2.66	S	2.67	S	3.13	S
Composite Mean	**2.47**	**FS**	**2.66**	**S**	**2.54**	**FS**	**3.11**	**S**

As shown in Table 4, both the control and experimental groups improved in all five speaking components from the pretest to the posttest; however, the experimental group demonstrated greater gains across all areas. For the control group, the mean scores increased from 2.41 to 2.52 in fluency, 2.25 to 2.36 in grammar, 2.66 to 3.07 in pronunciation, 2.41 to 2.68 in vocabulary, and 2.64 to 2.66 in organizational skill. Most components remained within the same descriptive rating, except pronunciation and vocabulary, which increased from Fairly Satisfactory to Satisfactory. In contrast, the experimental group increased from 2.53 to 3.09 in fluency, 2.27 to 2.91 in grammar, 2.71 to 3.36 in pronunciation, 2.51 to 3.07 in vocabulary, and 2.67 to 3.13 in organizational skill. All five components of the experimental group showed higher posttest means, with fluency and grammar moving from Fairly Satisfactory to Satisfactory. The composite mean of the control group increased from 2.47

(Fairly Satisfactory) to 2.66 (Satisfactory), representing a gain of 0.19, while the experimental group increased from 2.54 (Fairly Satisfactory) to 3.11 (Satisfactory), representing a gain of 0.57. This indicates that although both groups improved, the experimental group demonstrated greater overall gains in speaking performance.

The improvement in the control group can be attributed to the regular classroom instruction received during the study, while the experimental group received the same instruction supplemented by vlogging-based activities. The greater increases in the experimental group suggest that the vlogging activities provided additional opportunities for students to practice expressing ideas, organize their thoughts, and produce spoken English. The highest gain in the experimental group was observed in pronunciation, which increased from 2.71 to 3.36, followed by fluency, which increased from 2.53 to 3.09. These improvements indicate better performance in the students' ability to deliver spoken messages clearly and effectively. The relatively lower scores in some components also show that students continued to experience challenges in spontaneous English communication, particularly in fluency and grammar. Overall, the findings indicate that both groups improved their speaking skills, while the larger composite gain of the experimental group demonstrates greater improvement following the integration of vlogging-based activities.

Significant Differences in Respondents' Content and Speaking Skills Before and After the Intervention and in Their Mean Gain Scores

Table 5: Results of the Significant Difference in the Pretest and Posttest Content Skills of the Control and Experimental Groups

Groups	Parameters	Test	Median	P-value	Alpha	Decision	Inter-pretation
Control	Elements of Communication	Pretest	10.00	0.000	0.05	Reject Ho	Significant
		Posttest	16.00				
	Models of Communication	Pretest	10.00	0.000	0.05	Reject Ho	Significant
		Posttest	16.00				
	Communication Ethics	Pretest	10.00	0.000	0.05	Reject Ho	Significant
		Posttest	16.00				
	Culturally Sensitive and Bias-Free Language	Pretest	10.00	0.000	0.05	Reject Ho	Significant
		Posttest	16.00				
	Public Speaking	Pretest	10.50	0.000	0.05	Reject Ho	Significant
		Posttest	16.00				
Experimental	Elements of Communication	Pretest	10.00	0.000	0.05	Reject Ho	Significant
		Posttest	17.00				
	Models of Communication	Pretest	10.00	0.000	0.05	Reject Ho	Significant
		Posttest	17.00				
		Pretest	11.00	0.000	0.05	Reject Ho	Significant

	Communication Ethics	Posttest	16.00				
	Culturally Sensitive and Bias-Free Language	Pretest	9.00	0.000	0.05	Reject Ho	Significant
		Posttest	17.00				
	Public Speaking	Pretest	9.00	0.000	0.05	Reject Ho	Significant
		Posttest	18.00				

As presented in Table 5, the results revealed a statistically significant difference between the pretest and posttest performances of both groups across all five communication content areas. For the control group, median scores increased from 10.00–10.50 in the pretest to 16.00 in the posttest, with all p-values below .001. Similarly, the experimental group's median scores increased from 9.00–11.00 to 16.00–18.00, with all p-values below .001. Thus, the null hypothesis was rejected in all areas, indicating significant improvement in both groups' content performance. These results show that students in both groups developed greater understanding of the communication concepts covered in Elements of Communication, Models of Communication, Communication Ethics, Culturally Sensitive and Bias-Free Language, and Public Speaking following the instructional period.

The experimental group obtained higher posttest median scores than the control group in Elements of Communication, Models of Communication, Culturally Sensitive and Bias-Free Language, and Public Speaking, while both groups obtained a median of 16.00 in Communication Ethics. The largest improvement in the experimental group was observed in Public Speaking, which increased from 9.00 to 18.00, followed by Culturally Sensitive and Bias-Free Language, which increased from 9.00 to 17.00. These results indicate that both groups improved after instruction, while the higher posttest medians in most areas of the experimental group show greater improvement following the inclusion of vlogging-based activities. The findings suggest that the vlogging activities provided students with opportunities to engage with and apply communication concepts through the production of video outputs. This additional engagement may have supported their understanding and retention of the lesson content, particularly in areas involving the application of communication concepts such as culturally sensitive and bias-free language and public speaking. Overall, the results demonstrate improvement in content performance in both groups, with greater posttest performance observed in most areas among students who participated in the vlogging-based activities.

Table 6: Results of the Significant Difference in the Pretest and Posttest Speaking Skills of the Control and Experimental Groups

Groups	**Parameters**	**Test**	**Median**	**P-value**	**Alpha**	**Decision**	**Interpretation**
Control	Fluency	Pretest	2.00	0.260	0.05	Failed to reject Ho	Not Significant
		Posttest	2.00				
	Grammar	Pretest	2.00	0.358	0.05	Failed to reject Ho	Not Significant
		Posttest	2.00				
	Pronunciation	Pretest	2.00	0.004	0.05	Reject Ho	Significant
		Posttest	3.00				
	Vocabulary	Pretest	2.00	0.056	0.05		Not Significant

		Posttest	2.50			Failed to reject Ho	
	Organizational Skills	Pretest	3.00	0.904	0.05	Failed to reject Ho	Not Significant
		Posttest	3.00				
Experimental	Fluency	Pretest	2.00	0.000	0.05	Reject Ho	Significant
		Posttest	3.00				
	Grammar	Pretest	2.00	0.000	0.05	Reject Ho	Significant
		Posttest	3.00				
	Pronunciation	Pretest	2.00	0.000	0.05	Reject Ho	Significant
		Posttest	3.00				
	Vocabulary	Pretest	2.00	0.000	0.05	Reject Ho	Significant
		Posttest	3.00				
	Organizational Skills	Pretest	2.00	0.003	0.05	Reject Ho	Significant
		Posttest	3.00				

As shown in Table 6, the control group did not demonstrate statistically significant differences in fluency, grammar, vocabulary, and organizational skills, with p-values of 0.260, 0.358, 0.056, and 0.904, respectively, which were greater than the 0.05 level of significance. Thus, the null hypothesis was not rejected for these four speaking skill components. The median scores for fluency and grammar remained at 2.00 from pretest to posttest, corresponding to the Fairly Satisfactory level. Vocabulary increased slightly from a median of 2.00 to 2.50 but remained within the Fairly Satisfactory level, while organizational skills remained at 3.00, corresponding to the Satisfactory level. These results indicate that the observed changes in these four components were not statistically significant. However, pronunciation showed a statistically significant improvement, with the median increasing from 2.00 to 3.00 and a p-value of 0.004, resulting in the rejection of the null hypothesis. This improvement indicates that the respondents' pronunciation performance increased from Fairly Satisfactory to Satisfactory. Overall, the control group demonstrated statistically significant improvement only in pronunciation, while fluency, grammar, vocabulary, and organizational skills did not show significant pretest-posttest differences.

In contrast, the experimental group demonstrated statistically significant differences across all five speaking skill parameters: fluency, grammar, pronunciation, vocabulary, and organizational skills. All p-values were below the 0.05 level of significance, resulting in the rejection of the null hypothesis for every component. The median scores increased from 2.00 (Fairly Satisfactory) in the pretest to 3.00 (Satisfactory) in the posttest across all five parameters. The Fairly Satisfactory level indicates many mistakes, difficulty in being understood, and the need for much help or remedial support, whereas the Satisfactory level indicates adequate speaking performance, general comprehensibility, and generally good pronunciation and fluency, although occasional errors, slight miscommunication, and continued guidance remained. These statistically significant improvements demonstrate gains in fluency, grammar, pronunciation, vocabulary, and organizational skills following the use of vlogging-based activities. The activities provided respondents with opportunities to produce spoken English, express and organize their ideas, and practice their oral communication skills through video production. Overall, the experimental group demonstrated significant improvement across all five speaking skill components, compared with the control group, which showed significant improvement only in pronunciation.

Table 7: Significant Difference in the Mean Gain Scores of the Control and Experimental Groups in Content Skills

Parameters	Groups	Mean rank	P-value	Alpha	Decision	Interpretation
Elements of Communication	Control	36.10	0.001	0.05	Reject Ho	Significant
	Experimental	53.70				
Models of Communication	Control	38.83	0.024	0.05	Reject Ho	Significant
	Experimental	51.03				
Communication Ethics	Control	40.16	0.077	0.05	Failed to Reject Ho	Not Significant
	Experimental	49.73				
Culturally Sensitive and Bias-Free Language	Control	34.41	0.000	0.05	Reject Ho	Significant
	Experimental	55.36				
Public Speaking	Control	32.90	0.000	0.05	Reject Ho	Significant
	Experimental	56.83				

As reflected in Table 7, The results revealed statistically significant differences between the control and experimental groups in Elements of Communication, Models of Communication, Culturally Sensitive and Bias-Free Language, and Public Speaking, as indicated by p-values of 0.001, 0.024, 0.000, and 0.000, respectively, which were lower than the 0.05 level of significance. Thus, the null hypothesis was rejected for these four parameters. The experimental group obtained higher mean rank scores than the control group in all four areas, with mean ranks of 53.70 versus 36.10 for Elements of Communication, 51.03 versus 38.83 for Models of Communication, 55.36 versus 34.41 for Culturally Sensitive and Bias-Free Language, and 56.83 versus 32.90 for Public Speaking. These results demonstrate that the experimental group had significantly higher post-intervention content performance in these areas. The findings indicate that participation in the vlogging-based activities was associated with higher performance in understanding and applying communication concepts, particularly those involving communication elements, communication models, appropriate and bias-free language, and public speaking.

In contrast, no statistically significant difference was found between the two groups in Communication Ethics, with a p-value of 0.077, which was greater than the 0.05 level of significance. Therefore, the null hypothesis was not rejected for this parameter. Although the experimental group obtained a higher mean rank than the control group (49.73 versus 40.16), the difference was not statistically significant, indicating that the performance of the two groups in Communication Ethics was comparable. This result indicates that the vlogging-based activities did not produce a statistically significant difference between the groups in this particular content area. Overall, the experimental group demonstrated significantly higher performance than the control group in four of the five communication content areas, while Communication Ethics showed no significant difference between the groups.

Table 8: Significant Difference in the Mean Gain Scores of the Control and Experimental Groups in Speaking Skills

Parameters	Groups	Mean Rank	P-value	Alpha	Decision	Interpretation
Fluency	Control	36.31	0.000	0.05	Reject Ho	Significant

	Experimental	53.50				
Grammar	Control	35.76	0.000	0.05	Reject Ho	Significant
	Experimental	54.03				
Pronunciation	Control	51.52	0.177	0.05	Failed to Reject Ho	Not Significant
	Experimental	48.40				
Vocabulary	Control	40.59	0.089	0.05	Failed to Reject Ho	Not Significant
	Experimental	49.31				
Organizational Skills	Control	39.59	0.035	0.05	Reject Ho	Significant
	Experimental	50.29				

As reflected in Table 8, The results indicated statistically significant differences between the control and experimental groups in fluency, grammar, and organizational skills. For fluency and grammar, the experimental group obtained higher mean ranks than the control group, with mean ranks of 53.50 and 54.03, respectively, compared with 36.31 and 35.76 for the control group. Both p-values were 0.000, which were lower than the 0.05 level of significance; therefore, the null hypothesis was rejected. These results indicate that the experimental group demonstrated significantly higher performance than the control group in fluency and grammar. The higher performance in fluency indicates that the respondents were able to express their ideas with greater ease and continuity, while the higher performance in grammar indicates better use of appropriate sentence structures and grammatical forms. Organizational skills also showed a statistically significant difference, with the experimental group obtaining a higher mean rank than the control group (50.29 vs. 39.59) and a p-value of 0.035. Since the p-value was lower than 0.05, the null hypothesis was rejected, indicating significantly higher organizational performance among the experimental group. These findings demonstrate that the experimental group achieved significantly higher performance in fluency, grammar, and organizational skills than the control group.

In contrast, no statistically significant differences were found between the two groups in vocabulary and pronunciation. For vocabulary, the experimental group obtained a higher mean rank than the control group (49.31 vs. 40.59); however, the p-value of 0.089 was greater than the 0.05 level of significance. Thus, the null hypothesis was not rejected, indicating that the difference in vocabulary performance between the two groups was not statistically significant. Similarly, pronunciation showed no statistically significant difference, with the control group obtaining a slightly higher mean rank than the experimental group (51.52 vs. 48.40) and a p-value of 0.177. Therefore, the null hypothesis was not rejected, indicating that the two groups demonstrated comparable performance in pronunciation. Overall, the results revealed statistically significant differences in three of the five speaking skill components, fluency, grammar, and organizational skills while vocabulary and pronunciation did not show statistically significant differences between the two groups.

Learning Experiences of Respondents in the Utilization of Vlogging-Based Activities

Table 9 shows the emergent themes on students' learning experiences in the utilization of vlogging-based activities. The findings from the Focus Group Discussion (FGD) revealed three emergent themes. These themes reflect the experiences of how the vlogging-based activities supported their learnings in Purposive Communication.

Table 9: Learning Experiences in the Utilization of Vlogging-Based Activities

Emergent Themes on Students' Learning Experiences in the Utilization of Vlogging-Based Activities
Speaking Skills Improvement

Content Mastery
Gaining Confidence

- Speaking Skills Improvement

The respondents described their experiences as significantly improving their speaking skills through the use of vlogging activities. The process of planning, recording, and revising their videos enabled them to organize their thoughts more clearly and present ideas in a structured and coherent manner. Many students emphasized that repeated practice helped them become more conscious of their pronunciation, grammar, and overall clarity in speaking.

One respondent shared:

"At first, I was nervous to explain the lesson in English, but after I kept doing the vlogs, I was more confident and comfortable speaking in front of the camera and in class."

Another respondent shared:

"While creating my video, I also noticed that I made some errors in grammar and pronunciation; therefore, I created several versions of my video until I felt more confident when explaining the lesson."

Furthermore, a respondent mentioned:

"I did not know how to explain and expand the lesson well at the beginning, but after making a few videos, I learned how to introduce a topic, present each point step-by-step and conclude the discussion properly. While creating my video, I also noticed that I made some errors in my grammar and pronunciation; therefore, I created several versions until I felt more confident in my explanation."

These experiences highlight that vlogging provides students with opportunities for self-monitoring and improvement. Through repeated recording and reflection, respondents enhanced their ability to deliver content effectively. This is supported with the findings of Setyawati & Husna (2025) where students also reported that vlogging helped them improve their speaking organization and delivery through structured preparation and repeated recording.

- Content Mastery

Respondents also shared experiences that indicate improved understanding and mastery of lesson content as a result of vlogging activities. They explained that in order to present their assigned topics clearly, they needed to study, review, and fully understand the material. This process encouraged deeper engagement with the lesson and helped them retain important concepts. One respondent expressed:

"Prior to videotaping my vlog, I reviewed the lesson material because I wanted to describe the content of the lesson in a way that would make sense to others. Reviewing the material also gave me a much deeper understanding of the content than simply memorizing it."

The same experience was felt when another respondent said:

"Since I had to organize all of the information while producing my vlog, I actually learned the topic meaningfully, rather than simply memorize it."

A third respondent stated:

"When describing the lesson in my video, I began to realize that I truly understood it, since I was using my own words without relying on a script."

Mastery of the content to be discussed is crucial in delivering effective communication. When students understand the subject matter well, they can explain concepts more clearly and communicate their ideas more effectively. These experiences suggest that vlogging is not only a speaking activity but also an effective learning strategy. By requiring students to explain concepts in their own words, vlogging promotes active learning, critical thinking, and deeper comprehension, leading to improved content mastery.

- Gaining Confidence

Respondents highlighted experiences related to increased confidence as English speakers. Many reported that vlogging provided a less intimidating environment compared to traditional oral presentations, allowing them to practice speaking without immediate pressure from an audience. One respondent stated:

"Although I was initially nervous about explaining a lesson in English, over time I became more comfortable and self-assured as I continued making vlogs."

Another respondent shared*:*

"After watching my recorded videos, I recognized the growth and improvements that I made. As a result, I became more self-assured in teaching subjects in English and was no longer afraid of making mistakes."

Furthermore, a respondent mentioned:

"Because of vlogging, I feel like I can express my ideas better in English and I am not as shy as before."

These experiences are similar to the findings of Akbari (2020), which emphasized that self-confidence is deeply linked to academic achievement, personal well-being, and the quality of interpersonal relationships, among other dimensions of life. Therefore, a student's level of confidence plays a significant role in shaping their participation and overall progress in learning (Norman & Hyland, 2003, as cited in Akbari, 2020). As students regularly created and shared their vlogs, they developed a stronger sense of self-confidence by recognizing their growing ability to express themselves in English.

CONCLUSION

Based on the findings of the study, it is concluded that both the control and experimental groups demonstrated significant improvement in their content skills from pretest to posttest. Although both groups improved across the five content areas, the experimental group obtained significantly greater mean gain scores than the control group in four of the five content areas, namely, Elements of Communication, Models of Communication, Culturally Sensitive and Bias-Free Language, and Public Speaking. No significant difference between the two groups was found in Communication Ethics. In terms of speaking skills, the experimental group, which received the vlogging-based activities intervention, demonstrated significant improvement from pretest to posttest in all five components: fluency, grammar, pronunciation, vocabulary, and organizational skills. In contrast, the control group, which received traditional instruction, showed significant improvement only in pronunciation. Furthermore, the comparison of mean gain scores revealed significant differences between the two groups in fluency, grammar, and organizational skills, while no significant differences were found in pronunciation and vocabulary. These findings indicate that the vlogging-based intervention was associated with greater gains in selected speaking skill components, particularly fluency, grammar, and organizational skills.

The qualitative findings further showed that the respondents in the experimental group experienced the vlogging-based intervention as supportive of their learning. Three emergent themes were identified from the Focus Group Discussion: Speaking Skills Improvement, Content Mastery, and Gaining Confidence. The respondents described how preparing, recording, reviewing, and presenting their vlogs provided opportunities to practice spoken English, organize their ideas, improve their delivery, understand lesson content more deeply, and develop greater confidence in expressing themselves in English.

Overall, the findings provide evidence that integrating vlogging-based activities into Purposive Communication instruction can support improvements in students' content and speaking skills. While both groups improved during the study, the experimental group demonstrated significantly greater gains in several content and speaking areas. Thus, vlogging-based activities can be considered a viable pedagogical strategy for providing students with opportunities to apply communication concepts, produce spoken English, and engage in reflective learning through video-based activities.

RECOMMENDATION

Based on the results of the study, the proposed vlogging-based activities should be utilized and integrated into Purposive Communication instruction, as the study revealed that vlogging effectively enhances students' content skills and speaking skills. Therefore, teachers are encouraged to design structured and guided vlogging tasks to ensure that students are properly monitored and supported throughout the activities. It is recommended to use clear rubrics, guided topics, and constructive criticism to maximize students' learning outcomes and to foster more efficient skill development.

Educational institutions need to ensure that there is sufficient internet access and digital resources available to enable the effective implementation of technology-based learning strategies. Students are also encouraged to actively participate in vlogging activities to further hone their communication skills. Future research should be conducted with larger sample sizes and with the examination of other variables such as frequency of vlogging, type of content, and long-term effects of the intervention. Future studies should also investigate the use of vlogging-based activities in other subject areas to determine if they are effective in enhancing learning outcomes in general.

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