

A STUDY ON THE USE OF VIDEO BLOGGING TO IMPROVE SPEAKING SKILLS AMONG NON-ENGLISH-MAJOR FRESHMEN AT HANOI UNIVERSITY OF INDUSTRY

NGHIÊN CỨU VỀ VIỆC SỬ DỤNG BLOG VIDEO NHẪM NÂNG CAO KỸ NĂNG NÓI CHO SINH VIÊN NĂM THỨ NHẤT KHÔNG CHUYÊN TIẾNG ANH TẠI TRƯỜNG ĐẠI HỌC CÔNG NGHIỆP HÀ NỘI

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ABSTRACT

In an era of digital transformation in education, technologization is increasingly vital for developing English as a Foreign Language (EFL) speaking skills. Although digital tools in education have attracted widespread interest worldwide, limited research in Vietnam has examined how creating personal video content can support oral language development among students outside English-related disciplines. This article reports the impact of video blogging platforms on improving English-speaking proficiency for non-English majors at Hanoi University of Industry. A concurrent mixed-methods research design was used, including pre- and post-test assessments of speaking proficiency and surveys of students' attitudes. The study involved 100 first-semester students in four classes in the 2023-2024 academic year. Findings showed minimal improvement in participants' speaking abilities following the intervention, though survey results indicated high levels of student engagement and satisfaction. These results suggest a need for further research on how student-generated video content can support spoken English development at the tertiary level, offering insights for educational policy and language instructors on integrating instructional technology into language curricula.

Keywords: Video blogging, EFL, mixed-method research, non-English major students, student engagement.

TÓM TẮT

Trong bối cảnh chuyển đổi số giáo dục, việc ứng dụng công nghệ ngày càng khẳng định vai trò then chốt trong việc đổi mới phương pháp giảng dạy và nâng cao chất lượng học tập. Việc tích hợp công nghệ vào giảng dạy được xem là yếu tố quan trọng giúp nâng cao năng lực giao tiếp tiếng Anh cho người học không chuyên ngữ. Mặc dù công nghệ trong giáo dục hiện đại được sự quan tâm rộng rãi trên toàn thế giới nhưng số lượng nghiên cứu tại Việt Nam tập trung vào việc khai thác vlog như một công cụ hỗ trợ phát triển năng lực giao tiếp tiếng Anh cho sinh viên không chuyên vẫn còn hạn chế. Bài báo này báo cáo tác động của việc áp dụng phương pháp video blog đối với việc cải thiện năng lực nói tiếng Anh cho sinh viên không chuyên tại Trường Đại học Công nghiệp Hà Nội. Nghiên cứu sử dụng kết hợp đồng thời cả phương pháp định tính và phương pháp định lượng, bao gồm bài kiểm tra đánh giá kỹ năng nói trước và sau, cùng với khảo sát về nhận thức của sinh viên sau khi kết thúc quá trình tham gia nghiên cứu. Nghiên cứu được thực hiện với sự tham gia của 100 sinh viên thuộc bốn lớp ở học kì đầu tiên trong năm học 2023-2024. Mặc dù kết quả khảo sát cho thấy mức độ tham gia và sự hài lòng của sinh viên là khá cao nhưng không có sự cải thiện đáng kể nào về khả năng nói của người tham gia sau khi áp dụng phương pháp video blog. Những phát hiện này cho thấy cần có thêm các nghiên cứu khác về việc sử dụng video blog để cải thiện kỹ năng nói tiếng Anh ở bậc đại học, đồng thời cung cấp thông tin cho các nhà hoạch định chính sách giáo dục và giáo viên ngôn ngữ trong việc tích hợp công nghệ vào chương trình giảng dạy ngôn ngữ. Do đó, cần thêm các nghiên cứu về blog video để cải thiện kỹ năng nói tiếng Anh ở trình độ đại học để cung cấp thông tin cho chính sách giáo dục và giáo viên ngôn ngữ về cách đưa công nghệ hướng dẫn vào chương trình giảng dạy của họ.

Từ khóa: Video blog, EFL, phương pháp nghiên cứu hỗn hợp, sinh viên không chuyên, mức độ tham gia của sinh viên.

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1. INTRODUCTION

The cultivation of oral communication abilities holds significant value in university-level English instruction, as it equips learners with the competencies needed to thrive in both academic and career-oriented contexts. Effective communication allows people to clearly express their thoughts, ideas, and information, making it a valuable skill in professions ranging from business and academics to healthcare and public service. Although speaking remains a crucial component of language proficiency, numerous learners encounter obstacles in enhancing their oral abilities. These challenges often stem from low confidence, rare opportunities to engage in real communication, and restricted exposure to effective pedagogical approaches. The cultivation of effective speaking skills is crucial for success in both academic and professional environments. According to [1], students with strong English-speaking abilities are more likely to secure job opportunities and advance in their careers. However, many students, especially those in non-language majors, struggle with speaking skills due to anxiety, insufficient practice, and lack of appropriate instructional methods. In non-English-major classes at Hanoi University of Industry (HaUI), students who do not specialize in language studies are required to take speaking examinations as part of their academic journey. As a result, it is critical to address these issues and provide support systems tailored to the needs of this group. This review seeks to combine existing research, case studies, and theoretical frameworks on the effectiveness of using video blogging as an instructional method to improve speaking skills. This study aims to give educators and instructional designers insights that will help them integrate video blogging into their teaching. Finally, the goal is to provide non-English major freshmen with a useful and enjoyable way to improve their speaking skills in line with the needs of modern academia and professional situations.

In summary, this article highlights the need to tackle the specific issues that first-year non-English majors at HaUI have when improving speaking abilities, as well as the possibility of video blogging as an innovative and technology-driven solution. Educators can bridge the gap between traditional speaking methods and the digital competencies required in today's academic and professional contexts by leveraging video blogging capabilities.

2. LITERATURE REVIEW

In recent years, the integration of technology into education has resulted in novel skill development methodologies. A modern approach to language instruction involves integrating digital tools into educational environments to enhance English learning. Blogging, also known as weblogs or blogs, refers to a digital platform where individuals can create and share their personal reflections or experiences publicly via the internet [2]. In the context of EFL learning, blogs have emerged as effective tools for encouraging student participation and fostering meaningful interactions between learners and teachers [2]. Blogs encouraged active participation and helped create a more inclusive learning environment by ensuring every student had a fair chance to share their ideas [2]. Blogs were also useful. According to Munira [2], journals were most beneficial when students made it a habit to use them on a regular basis. Needless to add, if used correctly, vlogs could have a big impact on education [3]. In this context, scholars suggested that vlogs might be particularly beneficial for students enrolled in English teacher training programs, supporting their efforts to enhance communication skills in the target language [4]. The casual nature of video blogs enabled students to express their thoughts more freely, without placing too much emphasis on grammatical accuracy. Furthermore, it promoted confidence, independence, and fluency in front of cameras [5, 6]. The concept of vlogging and its application were closely related to the use of speech as a communication channel. Vlogging, a form of video-based content creation, has recently gained recognition as an effective instructional strategy. Video blogging leverages students' familiarity with digital tools to create engaging and context-rich content that enhances their speaking practice [7]. This is consistent with the concepts of multimedia learning, as defined by [8], in which the mixing of visual and audio aspects improves comprehension and retention. The speaking rubric was adapted from [9], which evaluates five dimensions: pronunciation, fluency, grammar, vocabulary, and content. The design of the questionnaire was informed by established theories related to attitude assessment [10, 11] and adapted from [12], who explored students' attitudes of vlogging in EFL contexts. The questionnaire used in this study was adapted from the instrument developed by [12], which explored students' attitudes

toward vlogging in EFL contexts. Several closed-ended and open-ended items were directly translated and localized from their original study. The questionnaire used in this study was adapted from [12], who developed a set of items to explore students' attitudes toward vlogging in EFL contexts. Specifically, several closed-ended and open-ended questions were directly taken and localized from their original instrument. In addition, the theoretical framework for attitude measurement was based on [10] and [11], which guided the design of Likert-scale items and the interpretation of student responses. The study utilized the 5-point Likert scale, first created by Likert in 1932, to assess attitudes. The questionnaire consisted of 20 items, including 16 closed-ended questions and 4 open-ended questions.

3. METHODOLOGY

3.1. Research design

A pretest-posttest experimental design was adopted in this study to examine how effective video blogging is in enhancing students' oral communication abilities. Survey questionnaires were employed alongside pre- and post-tests to better understand the participants' overall attitudes. The findings helped determine whether video blogging is an effective technique to develop students' speaking skills. This study aimed to explore how integrating video blogging as a teaching strategy influenced the enhancement of oral proficiency among first-year students at HaUI who were not majoring in English. Additionally, the study sought to collect the feedback and insights supplied by these students following their participation in the video blogging process for enhancing speaking skills. Consequently, this research was conducted to address the following research questions:

1. *In what ways does video blogging influence students' English-speaking skills?*

2. *What are students' attitudes towards the use of video blogs for the improvement of their speaking skills?*

3.2. The participants

The study involved 100 non-English major male students, all 18 years old, enrolled in four classes during the first term of the 2023-2024 academic year at Hanoi University of Industry (HaUI). These students were majoring in mechanical engineering technology, a field characterized by a notable gender gap. The male student ratio is 100%, corresponding to 100 male participants and

no females. The majority of participants began learning English at the age of 12, and their current proficiency level is estimated at the A2 level.

3.3. Data collection tools

The research utilized two primary instruments: tests and a survey questionnaire. The tests were administered twice before and after the experiments, during which participants recorded a one-minute video on a specified topic. Assessment criteria were adapted from the speaking scale in [9] and included five dimensions: (a) pronunciation, (b) fluency, (c) grammar, (d) vocabulary, and (e) content. Each criterion was scored on a 10-point scale, with a maximum of 2 points awarded per dimension. This rubric was selected due to its clarity, practicality, and prior application in EFL speaking research.

In addition, a survey questionnaire was developed, comprising a mix of factual, behavioral, and attitudinal questions. Most items employed an interval or ratio scale and were presented using a 5-point Likert scale, with response options ranging from (1) strongly disagree to (5) strongly agree, ensuring balanced distribution among the choices [10, 11]. The questionnaire included a total of 20 items: 16 closed-ended and 4 open-ended questions.

The questionnaire was administered online via Google Forms. The study's objectives were clearly communicated to the participants, who then voluntarily agreed to take part by giving their consent. Responses were collected anonymously to encourage honest feedback. The closed-ended items were analyzed quantitatively, while the open-ended responses were collected to identify the students' attitudes and experiences.

The speaking tasks were designed to reflect real-life topics and were scaffolded over eight weeks. Each week, students were assigned a specific topic (e.g., family, hobbies, daily routines) and were required to record a 1 - 1.5-minute video using the Padlet platform. The first video served as the pretest, while the eighth video was used as the posttest. All videos were submitted via Padlet, allowing for centralized collection and review.

The survey questionnaire was structured in two main parts. The first part gathered data on the study's effectiveness and anticipated limitations. The second part focused on students' perspectives regarding the impact of the study's application on their English-speaking

proficiency. The questionnaire items were adapted from Mandasari and Aminatun [12], who explored students' attitudes toward vlogging in EFL contexts.

4. RESULTS AND DISCUSSION

4.1. Exploring the Impact of Vlogging on University Learners' Oral English Proficiency

The effect of video blogging on students' English-speaking proficiency was examined using evaluation results from their eight recorded video submissions. The findings are illustrated in Figure 1.

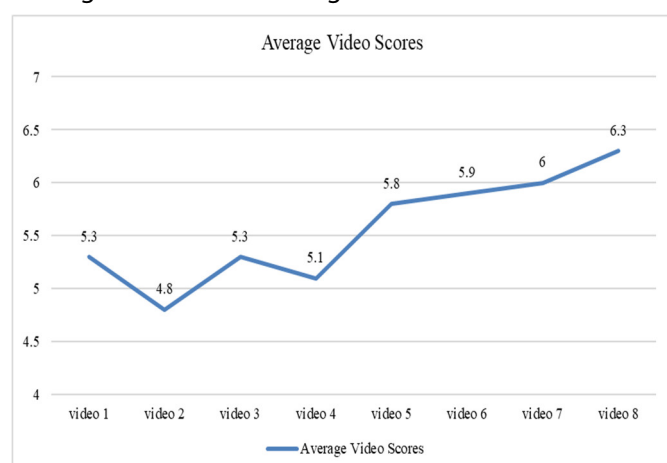


Figure 1. Trend score of 8 videos

As shown in Figure 1, students' speaking performance exhibited a modest upward trend over the eight video assignments. Despite an initial dip in the second video, scores gradually improved, suggesting increased familiarity with the task and growing confidence. This suggests that regular video blogging may contribute positively to speaking development, even within a short intervention period.

Although the study showed limited improvement in students' speaking content and confidence, the gains in pronunciation, vocabulary, and grammar were limited. This can be attributed to several factors related to the instructional design of the intervention. First, the video blogging tasks primarily emphasized content creation and self-expression, but did not include explicit instruction or practice in pronunciation or grammar. Students were not provided with structured pronunciation drills, grammar exercises, or vocabulary lists tailored to each topic. As a result, they lacked the necessary scaffolding to improve these sub-skills.

Second, the absence of teacher feedback on specific language features may have hindered students' ability to

self-correct. While students received general encouragement, they were not given detailed corrective feedback on their pronunciation or grammatical errors, which is essential for improvement in these areas.

Third, the short duration of the intervention (eight weeks) may not have been sufficient for noticeable gains in foundational language skills, especially for learners at the A1-A2 level. Pronunciation and grammar development typically require sustained, guided practice over a longer period.

Finally, the self-recorded nature of the tasks, while beneficial for confidence and autonomy, may have led students to prioritize fluency and creativity over accuracy. Without external evaluation, students may not have been aware of recurring language issues. Future studies should consider extending the duration, integrating guided vocabulary and grammar exercises, and providing targeted pronunciation feedback to maximize its potential for language skill development.

4.2. Students' attitudes towards the use of video blogs for the improvement of their speaking skills

Survey responses, both structured and open format, were collected and examined to provide deeper insights into the test results, particularly regarding how vlogging contributed to the improvement of learners' spoken English skills. All responses were presented in Table 1. Items used in this study were adapted from the instrument developed by Mandasari and Aminatun [12].

Table 1. Advantages of Using Video Blogging

	Agree	Disagree
1. Vlog increases my score in this subject.	84.4%	5.2%
2. I can easily finish my task.	80.5%	3.9%
3. I am happy learning English through vlog.	83.1%	3.9%
4. I am happy with the learning process that I have done.	87%	3.9%
5. Vlog creates an interesting learning process.	81.8%	3.9%
6. Vlog helps me to be an autonomous learner.	85.7%	1.3%
7. Learning English through vlog can be done anytime and anywhere.	83.1%	5.2%
8. Vlog helps me to be creative in finishing the tasks given by my lecturer.	84.4%	2.6%
9. Vlog gives me more time to talk.	85.7%	2.6%
10. Vlog leads me to be confident speaking in English.	80.5%	5.2%

11. Vlog leads me to have critical thinking.	81.8%	3.9%
12. Vlog gives me the chance to work in a group.	80.5%	3.9%

Table 1 highlights the advantages of video blogging, with a focus on feedback regarding the benefits of video blogging. A significant majority of participants provided positive responses about this approach, with 84.4% believing that it could enhance their English performance in class. Similarly, 83.1% of participants acknowledged that vlogging contributed to enhancing their ability to communicate orally in English, highlighting the strategy's effectiveness. The statement *"Vlog creates an interesting learning process"* resonated with participants, reflecting their excitement and a sense of novelty in their learning experience. This method effectively combined traditional education with information technology, enriching the learning process. Additionally, 83.1% of participants agreed with the statement *"Learning English through vlog can be done anytime and anywhere,"* emphasizing the adaptability and flexibility of video blogging. While this adaptability is promising, a minority of participants expressed disagreement, and the reasons for this are explored further in Table 2.

The statement *"Vlog helps me to be creative in finishing the tasks given by my lecturer"* was also endorsed by many participants, highlighting the innovative use of technology in teaching and knowledge transfer. Unlike traditional classroom methods, which often rely on pen-and-paper exercises, video blogging offers diverse opportunities for accessing and enhancing knowledge.

Statements 9 and 10 - *"Vlog gives me more time to talk"* and *"Vlog leads me to be confident speaking in English"* - received widespread agreement. By engaging in self-recorded speaking activities, participants could spend more time preparing before recording, which boosted their confidence and improved their English-speaking skills. These aspects are especially crucial for language learning, particularly in developing pronunciation and fluency.

Statement 12 revealed another interesting benefit of video blogging: an increase in group collaboration. During the study, participants often worked together, assisting each other with filming, discussing topics, preparing content, setting up phone techniques and camera angles, and even recording videos for one another. This collaborative approach not only fostered teamwork but also enhanced the overall learning experience.

Participants' perspectives on the use of video blogs to enhance speaking skills were drawn from their responses to the qualitative items included in the survey. Students unanimously agreed that vlogs significantly enhanced their ability to dedicate more time to practicing spoken English. One student remarked, *"Completely agree, yes, vlogs give us more time to talk."* Vlogs provided students with the flexibility to choose when and where to practice, liberating them from the constraints of scheduled class times.

By consistently practicing in front of a camera and critically analyzing their recorded footage, students were able to identify mistakes and gradually refine their speaking skills, fostering increased self-confidence. One participant shared, *"Using this video blog helps my speaking improve significantly."*

Moreover, students reported feeling more at ease and under less pressure when communicating through vlogs compared to speaking in front of a live audience. *"Helping us talk comfortably,"* one student emphasized, highlighting how this method allowed them to express their ideas freely. The opportunity to practice independently and share their opinions openly was a key factor in the students' improved confidence and speaking abilities.

In summary, the data gathered from close-ended and open-ended questions demonstrate the numerous benefits of video blogging in English language instruction, highlighting its adaptability, creativity, and ability to boost confidence and collaboration among learners.

Nevertheless, in addition to the aforementioned advantages, the participants encountered certain drawbacks while implementing the video blogging strategy over a three-month period.

Table 2. Disadvantages of Using Video Blogging

	Agree	Disagree
13. It takes more time to learn English using Vlog because I need to prepare all the things that I want to tell.	77.9%	6.5%
14. I don't have a good-quality camera. It hampers me a lot.	77.9%	3.9%
15. I feel depressed talking in front of the camera.	75.3%	11.7%

Table 2 highlights the drawbacks of video blogging, with a focus on feedback regarding the demerits of video

blogging. Table 2 used in this study was adapted from the instrument developed by [12].

Results from Statement 13 revealed a significant consensus: 77.9% of participants agreed with the statement, while only 6.5% disagreed. This slight divergence in opinion may indicate that a limited number of respondents did not view the preparation phase as particularly time-consuming. In fact, although preparing content before filming a vlog is complex, it is an extraordinarily useful skill for learning English. In addition, developing strategic planning and organizational skills through careful vlog preparation has significant benefits. Investing time in choosing a topic, researching materials, preparing ideas, and creating a clear script is not only a must but also an effective way to improve language skills. This careful preparation process can significantly improve English speaking and even writing skills. Therefore, by preparing English speeches in advance, students can use more accurate and appropriate content and vocabulary, improving their vocabulary and fluency.

Statement 14 indicated that 77.9% of the students believed that their blogging process would be impacted by the absence of a high-quality camera. Nevertheless, only 3.9% of respondents disagreed, indicating that a small number of individuals did not perceive the absence of a camera as a negative factor. Nevertheless, the majority of the participants had encountered this challenge from the outset. The illumination was a common misconception that many individuals had regarding the quality of camera images. Rather than filming their speeches in public locations, they had frequently done so at home. Filming in low-light environments could result in a decrease in image quality, as the lighting in domestic environments was typically inferior to that of public spaces such as parks or cafes. This issue was resolved when the researcher recommended locations for filming their speeches with more consistent illumination.

Statement 15 showed that 75.3% of students felt that speaking in front of a camera was quite stressful. However, 11.7% disagreed, which was clearly a minority group that did not consider speaking in front of a camera to be difficult. However, the majority of participants had encountered this obstacle from the very beginning. It could be said that students felt this way because they did not have enough confidence in their speaking ability and feared that others would judge their English-speaking

ability. Through these difficulties, applying video recording became more difficult and encountered more obstacles. However, through the first few videos, there was a group of students who used it as a springboard to improve their speaking ability as well as their self-confidence. They recognized their weaknesses and used the video recording method to overcome them.

4.3. Discussion

Several factors were identified in the studies [13] and [14] that could potentially improve the effectiveness of the video blogging method. In the studies by [13] and [14], students received immediate feedback from the teacher on pronunciation errors and how to improve. This helped students recognize and correct errors quickly. This was a key factor in significantly improving speaking skills. Additionally, increasing the duration and frequency of practice, as seen in the study [13], where university students recorded 6 videos in two months compared to 8 videos in three months, provided more opportunities for practice and refinement. Both studies [13] and [14] both emphasized that students work together, support each other during the video recording process, discuss the topic, and prepare the content. This creates a collaborative learning environment and helps students learn from each other. On the other hand, this study did not create a shared learning environment among students. Additionally, through public sharing, including posting speeches to YouTube [13], university students were encouraged to create better videos because they knew they would be publicly evaluated by many other students. By integrating these elements - providing continuous feedback, a shared work environment, open sharing, and effective use of technology - the studies of [13] and [14] achieved more positive results.

This study and a study conducted by Rojas Encalada and Arteaga Sarmiento [14] found that students had positive attitudes towards using video blogs (vlogs) or self-recorded videos (SRVs) to improve their English-speaking skills. In this study, university students expressed satisfaction and motivation in learning English through vlogging, noting that this method created an engaging learning process and increased their confidence in speaking English. Similarly, Rojas Encalada and Arteaga Sarmiento [14] found that 43.2% of students felt inspired when using SRVs and 48.1% strongly agreed that SRVs helped them improve their speaking skills. Both studies highlighted that participants viewed these

technologies as flexible and autonomous learning tools that allowed them to practice English anytime, anywhere. Additionally, university students enjoyed the creative aspects of video blogging in each study, which helped them prepare and present content more accurately. Additionally, the study confirmed that students believed that the device would be beneficial to their future careers, with 50.61% of individuals in [14]'s observation agreeing that SRV would help them achieve good results in their careers. These findings highlight the multifaceted benefits of vlogging and SRV in improving students' engagement, confidence, and authentic speaking ability in an EFL context.

5. CONCLUSION

The rapid advancement of information technology has transformed various aspects of life, including education, by meeting diverse human needs. Consequently, both educators and learners are urged to embrace contemporary and creative instructional approaches. The present research examined attitude and the effectiveness of using video blogging as a means to enhance students' oral communication abilities.

The findings indicate that, despite some challenges associated with the self-recording video method, students generally responded positively and were actively engaged with this instructional tool. Over the three-month study period, participants demonstrated improvement, with post-test scores exceeding their initial test results. These findings align with previous research [13] and [14], which highlighted the effectiveness of video blogging in enhancing students' speaking abilities. While participants faced initial difficulties with equipment and confidence, these issues were progressively resolved as they became more accustomed to the method, further supporting the potential of video blogging as a valuable resource for language learning.

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THÔNG TIN TÁC GIẢ

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