SYSTEMATICS REVIEW OF VLOGS INTEGRATION IN ELT

Ratu Ikrima Muzqia, Sifa Herawati, Nafan Tarihoran
UIN Sultan Maulana Hasanuddin Banten, Indonesia
221230041.ratu@uinbanten.ac.id, 221230048.sifa@uinbanten.ac.id,
nafan.tarihoran@uinbanten.ac.id

Abstract
The integration of vlogs in English Language Teaching (ELT) has gained significant attention due to their potential to increase student's motivation, engagement, and speaking proficiency. This systematic review synthesizes research findings on vlog-based learning and its impact on ELT. The research highlights the benefits of vlogging in fostering self-confidence, improving pronunciation, and creating an interactive learning environment. Despite these benefits, challenges such as technical limitations, speaking anxiety, and time constraints hinder effective implementation. Addressing these challenges through pedagogical strategies and institutional support is crucial to optimizing vlog-based learning. Future research should focus on innovative approaches to overcome these barriers and examine the long-term effects of vlogging on language learning outcomes.
Keywords: *Vlog, English Teaching, Video.*

INTRODUCTION

In the education aspect, technology plays an important role. It enables teachers and learners to carry out the learning process. English language learning in higher education has also dealt with technology. Many lecturers use some devices, such as mobile devices, as tools to support and facilitate teaching and learning environments. For example, the lecturer provides mobile and web-based applications to facilitate students with collaborative classroom activities as part of the teaching process. These mobile and web applications bring benefits for both lecturers and students. Instagram, a well-known mobile application, positively impacts students since it influences students' motivation, enggagement, and attitudes. (Mandasari et al.2020)

The emergence of vlogs (video blogs) as an innovative teaching tool has revolutionized the integration of digital media in language education. Vlogs offer a multimodal platform for English Language Teaching (ELT), allowing students to interact with real-world situations and authentic spoken language. In contrast to conventional methods, vlogs provide a dynamic and engaging learning experience customized to students' needs. Interest in using vlogs in ELT continues to increase among researchers and educators, driven by the ease of access to digital devices and internet connectivity (Dennehy et al., 2024).

According to (Sevy-Biloon et al., 2020), who researched Ecuador, there are three main points in pedagogy-related factors in English language teaching. Communicative Language Teaching (CLT) is where the teachers must introduce interesting topics that make learners

eager to know more. However, the reality in the classroom is quite different, where the teachers cannot attract learners' attention by appealing and challenging topics. Information and Communication Technologies (ICTs) are other factors that influence ELT.

This study focuses on the methodical use of vlogs in English language classes, highlighting how they promote self-directed learning and the growth of communicative competence. To guarantee that students actively engage in the language learning process rather than merely passively consuming content, this study attempts to investigate how vlog-based learning can be methodically incorporated into instructional design. The study looks into the educational benefits of vlogs, specifically in terms of improving ELT students' speaking, listening, and critical thinking abilities.

Based on the context described above, this systematic literature review aims to synthesize the existing literature on Vlog Integration in ELT among university students and the factors behind it. Therefore, the research questions in this study are: 1) How do vlogs affect students' motivation in English language learning? 2) What advantages do university students perceive in ELT through vlogs? 3) What challenges do university students face when using vlogs in English language learning?

LITERATURE REVIEW
Technology in English Language Teaching

Several theoretical frameworks that highlight the improvement of language learning through digital tools have influenced technology integration into English language teaching (ELT). Computer-Assisted Language Learning (CALL) is a framework investigating how computers can assist with language instruction. Carol A. Chapelle covers the implications of technology in second language acquisition in her book English Language Learning and Technology: Lectures on Applied Linguistics in the Age of Information and Communication Technology. It emphasizes how digital platforms can support personalized and interactive learning experiences (Chapelle, C. A. 2003).

Vlog in English Language Teaching

Integrating vlogs in English language teaching offers numerous benefits, including enhanced speaking skills, increased motivation, autonomous learning, and improved listening comprehension. Theoretical perspectives from CALL, Sociocultural Theory, and Constructivist Learning Theory support the effectiveness of vlogs in language education. While challenges exist, educators can implement strategies to optimize vlog-based learning, making English language instruction more engaging and effective (Nufus et al., 2024)

METHOD
Description of Sample

This study synthesizes data from several research articles from Google Scholar and ScienceDirect, focusing on using vlogs in English language teaching (ELT) for school students. The studies reviewed involved elementary, junior high, and high school

participants, with sample sizes varying depending on the research design. The selection process followed PRISMA guidelines, where studies were screened and included based on specific criteria. (Page et al. 2021) The studies reviewed primarily examined the effectiveness of vlogging in improving speaking skills, with participants typically assessed through pre-test and post-test evaluations, classroom observations, questionnaires, and performance-based tasks such as vlog creation. Sample demographics varied across studies, including age range, gender distribution, and English proficiency level, which are key factors in understanding the impact of vlog-based learning. By collecting and analyzing findings from multiple sources, this research provides a comprehensive perspective on how vlogging contributes to English language learning in various school environments.

Procedure

This study followed PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to systematically review research on using vlogs in English language teaching (ELT) for school students. The process involved four main stages: identification, screening, eligibility, and inclusion of relevant studies. At the identification stage, research articles were sourced from GoogleScholaar and ScienceDirect, using keywords such as vlogs in ELT, video blogging in language learning, vlogs for speaking improvement, and technology in ELT. The search was limited to peer-reviewed journal articles published in the last ten years to ensure the relevance of the findings (Gusenbauer & Haddaway, 2020). During the screening stage, duplicate records were removed, and titles and abstracts were reviewed to exclude studies that did not focus on implementing vlogging in school settings. Next, at the eligibility stage, full-text articles were assessed based on predetermined inclusion criteria: (1) studies involving school students (elementary to high school), (2) studies that explicitly examined the impact of vlogging on speaking ability, and (3) studies that reported quantitative or qualitative findings on learning outcomes. Exclusion criteria included studies focusing only on higher education, studies unrelated to speaking skills, and non-empirical papers such as opinion articles or theoretical discussions.

Findings from the reviewed studies were synthesized to provide a comprehensive understanding of how vlogs improve students' speaking skills in an ELT context. The selection process results are presented using a PRISMA flow chart, which outlines the number of records identified, screened, excluded, and included in the final analysis.

Study Selection Criteria

This systematic review examines recent empirical studies on using vlogs in English Language Teaching (ELT) for school students, following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. The inclusion criteria for selecting studies were: 1) Articles indexed in Google Scholar and ScienceDirect, ensuring peer-reviewed and credible sources. 2) Studies published in the last five years (2020 - 2024) to maintain relevance to current educational practices. 3) Studies that focused on school students (elementary to high school) as the target population. 4) Articles published in

English to ensure consistency in analysis. 5) Full-text empirical studies, including experimental, quasi-experimental, and qualitative research. The exclusion criteria included: 1) Studies involving university students or working professionals, as the focus is on school-aged learners. 2) Studies that do not specifically examine the impact of vlogs on speaking skills in ELT. 3) Review papers or meta-analyses, as this study synthesizes original empirical findings.

Following these criteria, studies were screened and selected using PRISMA guidelines, with duplicates removed and full-text articles assessed for eligibility. The selected studies provided diverse insights into the effectiveness of vlog-based learning, highlighting improvements in students speaking fluency, pronunciation, engagement, and motivation.

RESULTS AND DISCUSSION
Result

The results of this systematic review provide an overview of the impact of vlog integration in ELT based on studies published between 2020 and 2024. The findings are categorized into three main aspects: the effects of vlogs on students' motivation, the perceived benefits of vlogs in ELT, and the challenges encountered in their implementation.
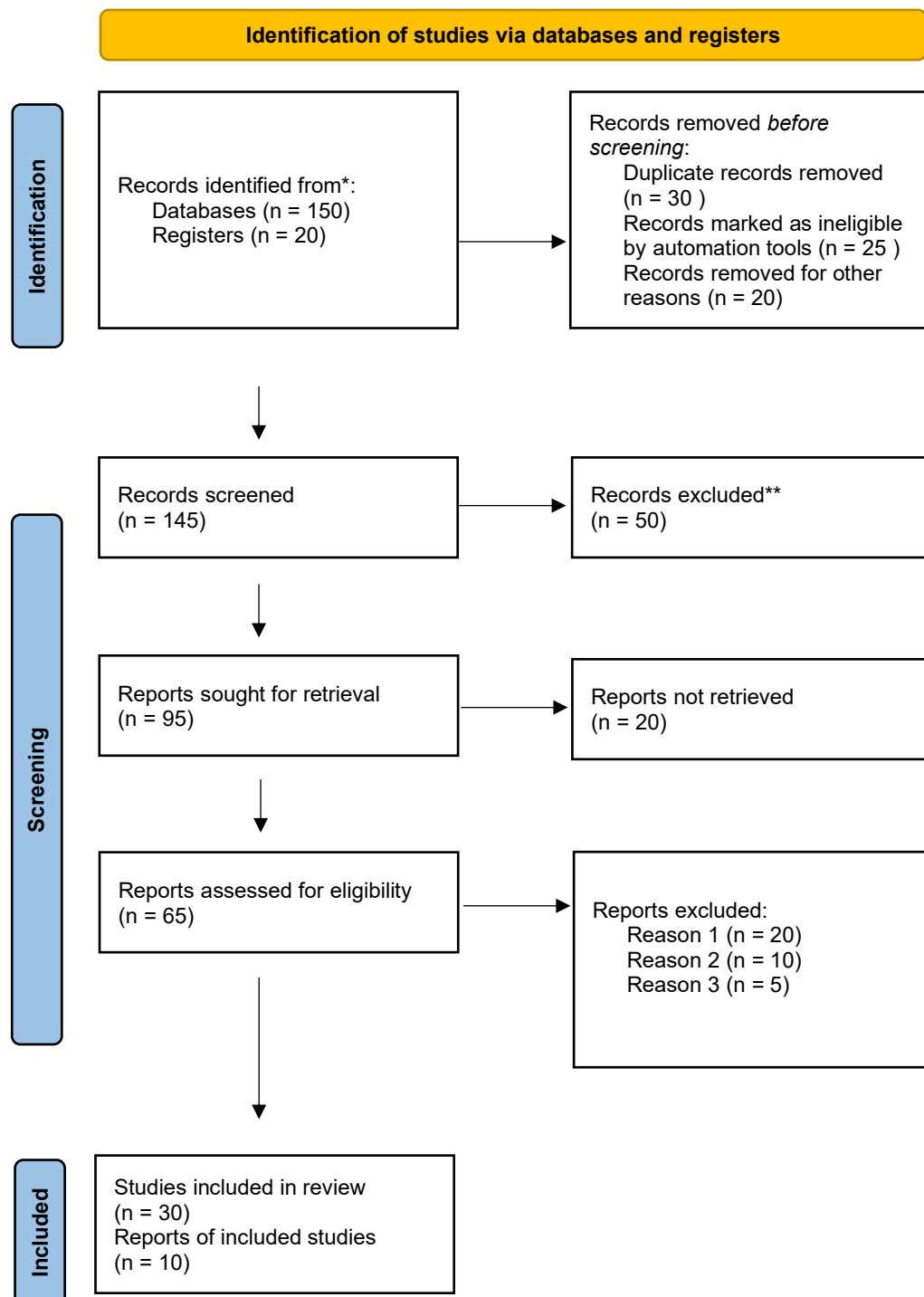
No	Author(s)	Year	Title	Journal	Methodology	Key Findings
1	Bui, T.H.	2022	English teacher's integration of digital technologies in the Classroom	Int. J. Educ. Res. Open	Systematic Review	Digital Teach enhances engagement but faces implementation barriers
2	Mandasari & Aminatun	2020	Improvin Student's Speaking Performance Through Vlog	J. Eng. Teach. Res.	Experimental	Vlog use significantly improves skills
3	Nguyen & Veer	2024	Why do people watch user-generated videos?	Int. J. Human-Computer Studies	Meta-Analysis	Entertaiment, Sosial Interaction. And Education drive video consumption
4	Tarmusi & Maghfiroh	2023	A literature study of using vlogs toward student's speaking achievement	ELTT Conference Proc.	Literature Review	Vlogs enhance confidence and vocabulary growth
5	Travers & Padilla	2025	Student's feedback on vlogging as an educational tool	TIJES	Qualitative Study	Vlogging fosters active learning and conceptual understanding

Discussion

Based on the data analysis using the PRISMA method, the integration of vlogs in English Language Teaching (ELT) has significantly enhanced students' learning outcomes. The findings suggest that vlogs can be an effective instructional tool for creating an engaging, interactive, and student-centered learning environment. This section discusses the implications of vlog-based learning by addressing the three research questions.

The Impact of vlogs on student's Motivation in English Language Learning

The findings suggest that vlogs increase students' motivation, particularly in speaking activities. Integrating vlogs in English language learning provides a more engaging and student-centered approach, allowing learners to participate actively in their learning

process. (Tarmusi & Maghfiroh, n.d.2024) Using vlogs significantly improved students' confidence and willingness to speak English, particularly in transactional interactions. The structured process of creating vlogs, including planning, scripting, recording, and editing, encouraged students to develop their speaking skills creatively and interactively (Suwanto, 2021). Highlighted that students who engaged in vlog-making exhibited higher motivation and enthusiasm in speaking activities. The ability to record, review, and improve their speaking performance in a low-pressure environment allowed students to overcome anxiety and become more confident in using English (Anrasiyana et al., 2022a), which suggests that motivation increases when students experience autonomy, competence, and relatedness in their learning. Creating vlogs gives students greater control over their learning process, fostering intrinsic motivation to improve their language skills. The use of project-based learning models, including vlogs, in English language learning from year to year (Yuvita, Y. et al., 2023)

Recent research has shown that using vlogs in English language learning can significantly increase student motivation. (Sime & Themelis, n.d.2023), This research states that user-generated video content contributes to increased student learning engagement and satisfaction. In addition, Bui (2022) found that the use of digital technologies, including vlogs, allows students to be more active in the learning process.

Furthermore, vlogs provide an interactive and authentic learning experience that enhances students' engagement. Implementing Vlog Task-Based Language Teaching (TBLT) in high school significantly improved students' speaking skills compared to traditional methods. The combination of task-based learning and vlog-making enabled students to engage more actively with the language, resulting in higher motivation and better learning outcomes (Virdaus et al., 2024).

Overall, these findings indicate that vlogs serve as a platform for self-expression and create an engaging and interactive learning environment that enhances students' motivation in English language learning. By incorporating vlogs into ELT, educators can provide students with a more authentic, interactive, and student-driven learning experience that fosters linguistic and digital literacy skills.

The Perceived Advantages of Vlogs in ELT

Integrating vlogs in English Language Teaching (ELT) provides numerous benefits that enhance students' language learning experiences. One of the primary advantages is the improvement of speaking fluency and pronunciation. Vlogging as an instructional strategy significantly enhanced students' verbal communication skills, particularly in pronunciation, vocabulary usage, and content organization (Medrano Loreto, n.d.-a). Emphasized that video blogging enables students to self-monitor and assess their speaking performance, allowing them to identify areas for improvement and refine their spoken English (Ummah, 2023). Several studies have proven that integrating vlogs in ELT greatly benefits students' speaking skills (Susyla & Jaya, 2023). Using vlogs in mathematics learning has a positive impact and can be adapted to language learning (Singgalen, 2024). YouTube videos as learning media and their impact on student motivation and learning outcomes, which is

relevant to the use of vlogs in an educational context.vlog (Nadhifah, I. et al., 2021) can significantly improve students' speaking performance based on the pre-test and post-test results in vlog-based learning (Mandasari et al., n.d.2020). Vlogs can improve fluency, grammatical accuracy, pronunciation, vocabulary, and content in EFL students' speaking skills (Febriyanti Nugroho & Anugerahwati, 2020). vlogs can enhance students' English learning experience through interactive content and self-paced exercises. (Dian & Paramita, 2023) Another significant benefit of vlogs in ELT is their role in developing students' digital literacy and technological skills. Highlighted that creating vlogs requires students to engage with various digital tools, such as video editing software and online content-sharing platforms, which helps them develop essential 21st-century skills (Manuel, 2024). who noted that using videos in ELT enhances students' ability to integrate multimedia elements, making learning more interactive and engaging (Fithrotul et al., 2024).

Vlogs improve speaking and digital literacy skills and promote collaborative learning. Students who worked in groups to create vlogs exhibited greater teamwork, problem-solving skills, and active participation in language learning.

Furthermore, students perceived vlogging as a fun and engaging activity that allowed them to interact meaningfully with peers, thereby fostering a more dynamic learning environment.

Moreover, vlogs contribute to students' self-confidence and motivation in learning English. Reported that students who engaged in vlog-making felt more confident in expressing their ideas, as the process of recording themselves multiple times before publishing the final version helped them become more comfortable with public speaking (Beti Lestari & Sumarni, 2021) that vlogs encourage self-reflection and self-awareness, as students can analyze their progress and improve their speaking skills over time (Medrano Loreto, n.d. 2022).

Furthermore, vlogs provide an authentic and meaningful language-learning experience. Unlike traditional oral presentations, vlogs allow students to use English in real-life contexts, making learning more relevant and engaging. Noted that video-based learning, including vlogs, provides a highly interactive platform that facilitates independent learning and encourages students to take ownership of their language development (Suhanto et al., 2024)

These findings suggest that vlogs offer multiple advantages in ELT, including improved speaking proficiency, digital literacy, collaborative learning, self-confidence, and authentic language use. Educators can create a more student-centered, interactive, and technology-enhanced learning environment that aligns with modern pedagogical practices by integrating vlogs into the curriculum.

Challenges Students in Using Vlogs for ELT

Despite the benefits of using vlogs in English Language Teaching (ELT), several challenges hinder their effective implementation in school settings. (Intelligence and Neuroscience, 2023) One of the main challenges is technical limitations, particularly access

to digital devices, internet connectivity, and video editing tools. (Nur et al., 2022) Students in schools with limited technological infrastructure often struggle to complete vlog assignments due to a lack of personal smartphones, laptops, or stable internet access (Anrasiyana et al., 2022). Some students were unfamiliar with video editing software, making it difficult to produce high-quality vlog content (Nufus et al., 2024). These technological barriers can create disparities in students' ability to engage with vlog-based learning effectively.

Another significant challenge is students' speaking anxiety and lack of confidence when recording themselves. Many students feel self-conscious about their pronunciation, grammar, and fluency, leading to multiple retakes and increased frustration. Some students were reluctant to participate in vlog activities due to fear of making mistakes or being judged by their peers (Setiawan & Novita, 2024). that students who were not accustomed to public speaking found it difficult to express themselves naturally on camera, resulting in hesitation and unnatural speech patterns. Time constraints also pose a challenge for school students engaging in vlog projects. (Im & Park, 2025) Unlike traditional speaking exercises conducted in class, vlogs require extra time for planning, scripting, rehearsing, recording, and editing. Noted that students often struggled to balance vlog assignments with their regular coursework, leading to rushed or incomplete submissions. Some students lost motivation when they encountered technical difficulties or time-consuming editing tasks.

Furthermore, the lack of clear guidelines and teacher support can affect students' success in vlog-based learning. When teachers did not provide detailed instructions on structuring a vlog or assessing students' performance, students became confused about what was expected of them. Without proper guidance, some students focused more on the technical aspects of vlogging rather than using it as a language-learning tool. To address these challenges, educators can implement several strategies. Providing training sessions on video editing, offering alternative submission formats for students with limited access to technology, and incorporating peer collaboration to reduce speaking anxiety can improve the effectiveness of vlog-based learning. Additionally, setting realistic deadlines and providing structured rubrics can help students manage their time better and understand performance expectations.

Overall, while vlogs offer a promising and engaging approach to enhancing English language learning for school students, overcoming these challenges is crucial for their successful implementation. By addressing technical, psychological, and instructional barriers, educators can create a more inclusive and effective learning environment that maximizes the potential of vlogs in ELT.

CONCLUSION

This systematic review has highlighted the significant impact of vlog integration in English Language Teaching (ELT). The findings show that vlogs serve as an effective tool to increase students' motivation, engagement, and speaking proficiency. Through vlog-

based learning, students can actively participate in language acquisition, develop confidence, and improve their pronunciation and fluency. In addition, vlogs provide an authentic and interactive learning experience, which fosters linguistic skills and digital literacy. Despite these advantages, technical limitations, speaking anxiety, and time constraints remain barriers to effective implementation. Addressing these challenges through appropriate pedagogical strategies and institutional support will be crucial to maximizing the benefits of vlog-based learning in ELT. Future research should explore innovative approaches to mitigate these challenges and further investigate the long-term effects of vlogging on language proficiency and learner autonomy.

REFERENCES

Anrasiyana, A., Sulistyaningsih, S., & Syakur, A. (2022a). Creating Vlog as Media in English Language Teaching (ELT): Teaching Speaking. *Jurnal Basicedu*, 6(2), 3055〰3064. https://doi.org/10.31004/basicedu.v6i2.2575

Beti Lestari, I., & Sumarni, W. (2021). Review Analysis of Video Blogging, Ethnoscience, and Social Media Literacy in the Era of the Industrial Revolution 4.0. *Thabiea : Journal of Natural Science Teaching*, 4(1), 33–49. http://journal.iainkudus.ac.id/index.php/Thabiea

Dennehy, D. P., Murphy, S., Foley, S., McCarthy, J., & Morrissey, K. (2024). Keeping Fit & Staying Safe: A Systematic Review of Women〰s Use of Social Media for Fitness. *International Journal of Human-Computer Studies*, 192. https://doi.org/10.1016/j.ijhcs.2024.103361

Dian, P., & Paramita, Y. (2023). *EDUKASIA: Jurnal Pendidikan dan Pembelajaran Penggunaan Teknologi dalam Pembelajaran Bahasa Inggris: Studi Kasus Implementasi Aplikasi E-Learning.* 4(2), 1799-1804. http://jurnaledukasia.org

English_Language_Learning_and_Technology. (n.d.).

Febriyanti Nugroho, W., & Anugerahwati, M. (2019). *Project-Based Learning: Enhancing EFL Students' Speaking Skills through Vlog.* http://journal.um.ac.id/index.php/jptpp/

Fithrotul, A., UIN Sultan Maulana Hasanudin Banten Serang, A., Navira UIN Sultan Maulana Hasanudin Banten Serang, A., Noviyanti Rahayu, N., & Indah UIN Sultan Maulana Hasanudin Banten Serang, S. (2024). THE USE OF VIDEOS AND ITS EFFECTIVENESS IN ELT: A SYSTEMATIC REVIEW. In *Indonesian Journal of Education (INJOE)* (Vol. 4, Issue 2).

Gusenbauer, M., & Haddaway, N. R. (2020). Which academic search systems are suitable for systematic reviews or meta-analyses? Evaluating retrieval qualities of Google Scholar, PubMed, and 26 other resources. *Research Synthesis Methods*, 11(2), 181-217. https://doi.org/10.1002/jrsm.1378

Im, J., & Park, G. Y. (2025). Vlogs as Korean College Students〰 Translanguaging Space. *STEM Journal*, 26(1), 29〰45. https://doi.org/10.16875/stem.2025.26.1.29

Intelligence and Neuroscience, C. (2023). Retracted: College English Multimodal Teaching Based on Digital Information Technology. *Computational Intelligence and Neuroscience*, 2023(1). https://doi.org/10.1155/2023/9871282

Mandasari, B., Aminatun, D., & Id, D. A. (n.d.-a). *Improving Students Speaking Performance Through Vlog.*

Manuel, M. J. M. (2024). Practices and Perspectives in Using Vlogs as Speaking Performance Assessment: A Proposed Assessment Tool. *International Journal of Multidisciplinary: Applied Business and Education Research*, *5*(7), 2499-2514. https://doi.org/10.11594/ijmaber.05.07.12

Medrano Loreto, M. (n.d.-a). Vlogging as Instructional Strategy: Improving English Oral Communication Skills of Generation Z Students: A Case Study. *Online) Rangsit Journal of Educational Studies*, *9*(1), 42-61. https://doi.org/10.14456/rjes.2022.4

Nufus UIN Sultan Maulana Hasanudin Banten, H., Hasanah, U., Waghfiliyana, A., Munjiah, M., & Tarihoran, an. (2024b). THE BENEFIT OF VLOGS INTEGRATION AND ITS EFFECTIVENESS IN TEACHING ENGLISH. In *Indonesian Journal of Education (INJOE)* (Vol. 4, Issue 2).

Nur, S., Makassar, U. N., Butarbutar, R., Musamus, U., Sri, M., Ardiningtyas, Y., Ypup, S., Andi, M., & Alimuddin, H. (2022). *A Systematic Review on Integrating MALL in English Language Teaching* (Vol. 9).

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ⬚ Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. In *The BMJ* (Vol. 372). BMJ Publishing Group. https://doi.org/10.1136/bmj.n71

Setiawan, R., & Novita, D. (2024). YouTube Implementation in Teaching English as a Foreign Language: A Review. *Pubmedia Jurnal Pendidikan Bahasa Inggris*, *1*(4), 12. https://doi.org/10.47134/jpbi.v1i4.687

Sime, J.-A., & Themelis, C. (n.d.). *Exploring Video Literacy and the Practice of Educators: Videos, Vlogs, Videoconferencing and Holographic Teleportation*. https://mooc.viliproject.eu

Singgalen, Y. A. (2024). KLIK: Kajian Ilmiah Informatika dan Komputer Understanding Digital Engagement through Sentiment Analysis of Tourism Destination through Travel Vlog Reviews. *Media Online)*, *4*(6), 2992-3004. https://doi.org/10.30865/klik.v4i6.1947

Suhanto, Rifai, M., Suprapto, Y., Harianto, B. B., & Rossydi, A. (2024). YouTube as Alternatif Media Learning in Vocational Education: A Systematic Literature Review. *Indonesian Journal of Educational Research and Review*, *7*(2), 442-454. https://doi.org/10.23887/ijerr.v7i2.78099

Susyla, D., & Jaya, S. (2023). *Digital Assessment in English Language Teaching (ELT): A Systematic Literature Review*. *7*(1). https://journals.unihaz.ac.id/index.php/edu-ling

Suwanto, S. (2021). *THE APPLICATION OF VLOG IN LEARNING ENGLISH* (Vol. 2, Issue 1).

Tarmusi, R. A., & Maghfiroh, A. (n.d.). A Literature Study of Using Vlogs Toward Students Speaking Achievement. In *Ana Maghfiroh|*.

Ummah, I. (2023). Using Vlogs as a Medium in English Language Teaching (ELT): Teaching Oral Communication. In *English Language Science and Applied English* (Vol. 1, Issue 1). https://ejournallarisa.academytlp.com/index.php/English

Virdaus, V. V., Rahmasari, A., & Rifa'i, S. (2024). Vlog Task-Based Language Teaching with YouTube Media in The Teaching Speaking for High School. *Journal of Development Research*, *8*(2), Process. https://doi.org/10.28926/jdr.v8i2.403