Enhancing Hospitality Students' Oral Communication Skills through Vlogging and Peer Feedback

Myla Medrano Loreto*

Language Center, Center of Business Administration and General Education, Dusit Thani College, Bangkok, 10250 Thailand

Article info

Abstract

This study aimed to 1) investigate the effectiveness of vlogging as an instructional strategy to improve hospitality students' oral communication skills and 2) explore students' perceptions of exchanging peer feedback in their vlogging assignments. A one-group pretest-posttest design was employed. A four-point scale presentation rubric and a reflection guide were the main research instruments utilized in this study. The 42 participants, enrolled in the Principles of Communication class in the first semester of the academic year 2021, produced four vlogs shared in a private Facebook group where they were assigned to exchange peer feedback. The first and last vlogs were assessed using the four-point scale presentation rubric. Paired samples t-tests yielded significant differences in the scores in nonverbal communication, verbal communication, and organization of content. Overall, the students registered the highest improvement in the organization of content. The most substantial improvements in the oral communication subskills were in the areas of purpose, enthusiasm, and composure. Analysis of the student's reflection papers revealed that the majority perceived the exchange of peer feedback as motivating, useful, and reflective, although reliability and students' attitudes were viewed as limitations. Vlogging can effectively address gaps in the hospitality students' lack of confidence, insufficient opportunities for practice, and lack of motivation and active participation in the improvement of their oral communication skills. It facilitates cooperative learning and learning through modeling and observation. The integration of vlogging as an instructional strategy to narrow gaps in other communication skills relevant to hospitality education is proposed.

Introduction

In the hospitality industry, effective speaking and writing in English are key competencies. These communication skills are part of the competency standard menu in the Common ASEAN Tourism Curriculum (CATC) for the six divisions of labor in the tourism and hospitality industry. The six divisions are front office, housekeeping, food and beverage production, food and beverage services, travel agencies, and tour operations. For each job title within these divisions,

English competency is a core component, specifically stating, "Speak English at a basic operational level" (ASEAN, 2018). Hospitality students are recognized for their proficiency in practical skills like food and beverage production and services, event management, and hotel operations. However, most students are better at performing tasks in areas such as the kitchen and housekeeping, and they tend to be more reserved, preferring to perform their tasks rather than communicate with guests (Noor, 2008).Several studies asserted that there is a deficiency when it comes to hospitality students' oral communication skills, especially in using English as a medium of instruction and communication. Studies by Rahim and Tazijan (2011), Prabhu and Wani (2015), and Noor (2008) similarly revealed discrepancies between the needs of the industry and the actual verbal communication skills of students. The lack of practice or the limited number of opportunities to practice outside class is highlighted as a common factor contributing to the low verbal communication of students, specifically student's speaking skills. Rahim and Tazijan (2011) found from their survey among student interns and hotel managers that interns are underexposed to communication tasks in the classroom and were not able to practice verbal communication skills that are required in the industry which include giving oral presentations. The majority of the student interns perceived that verbal communication skills are very relevant to their future employment. However, they assessed themselves to have low verbal communication ability. Prabhu and Wani (2015) gathered the perceptions of hoteliers, teachers, and students in India about the importance of English proficiency in the hospitality industry and the role of educators in enhancing students' proficiency. Findings of the study concluded that there is a deficiency in the skills of recent hospitality graduates specifically in the areas of fluency, confidence, and body language. Noor's (2008) investigation of the correlation between industry needs and students' language skills also concluded that students lack sufficient practice in presentation skills used in discussions, public meetings, and public speaking. Moreover, Chuenpraphanusorn's (2014) conducted a study to assess the English language needs of second-year undergraduate Thai hospitality students. Students perceived the need to learn speaking skills as "very important." The priority areas identified was group presentations or individual reports and projects in the classroom. Findings from the study of Loreto (2019) also indicated low verbal communication ability among first-year hospitality students in Bangkok, Thailand. Among the interpersonal communication skills assessed, students rated themselves the lowest in verbal communication. Participants explained that this is due to the limited exposure to the English language, lack of confidence, fear of rejection and correction, lack of opportunities to practice in class, and the Thai culture where respect is perceived to be demonstrated through passive listening and avoiding asking questions or expressing themselves when talking with elders or people in authority, like teachers. This is supported by an article by Yusica (2014) which presented the problems faced by Thai students in speaking English. Two of the related factors discussed were socio-cultural and psychological. The article mentioned the teacher-centered approach did not encourage students to practice the language. On the affective or psychological side, (Juhana, as cited in Yusica, 2014) explained how fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation, influence Thai students' speaking skills. In relation, the study of Ulla (2018) furthered that English language teaching is challenging to Thai students because of the students' lack of interest in the language and lack of exposure and support for an English-speaking environment.

Additionally, industry representatives who participated in Noor's (2008) study indicated that students in the hospitality sector have poor oral English communication abilities and suggested that students be exposed to more English. Similarly, Weber, Finley, Crawford, and Rivera (2009) asserted that strategies for developing soft skills that are essential to hospitality must be explored. One of the main drawbacks mentioned is the lack of practice time and opportunities for skill development in the classroom. During a focus group discussion among first-year students, participants identified several issues they believed were responsible for their poor verbal communication abilities, including low motivation, limited practice in the classroom, and lack of confidence (Loreto, 2019). According to Young and West (2018), students only receive a limited amount of high-quality speaking practice in the classroom. Watkins (2012) supported this assertion in his study claiming that even while students can communicate verbally in English, they still need to find opportunities to practice oral communication outside of the classroom rather than sitting quietly and passively completing their assignments. It is the responsibility of educators to help students understand that learning takes place not only

inside the classroom (Kongkerd, 2013). Establishing a genuine learning environment that students can access and utilize remains to be a challenge for teachers. This became more challenging when the Covid-19 pandamic forced in-person classes to be conducted virtually during the conduct of this study.

To augment the gap, there is a need for students to be immersed in more communicative activities (Noor, 2008; Rahim & Tazijan, 2011; Prabhu & Wani, 2015; Yasmin, Sarkar, & Sohail, 2016; Bury & Oka, 2017). Noor (2008) suggested more practice in presentation skills through discussions, meetings, and public speaking. The tasks should promote full utilization of the English language. Moreover, Yasmin, Sarkar, and Sohail (2016) stressed the need to foster autonomy through learning strategies to meet the demands of the industry for graduates with highly developed communication skills. They recommended hospitality courses incorporate components that focus on communication competencies. Moreover, they indicated that the use of innovation in teaching and learning among hospitality educators is an urgent matter. Hospitality students need to be motivated and guided to satisfy the standards of the industry (Prabhu & Wani, 2015). Wulandari (2019) noted the need for teachers to utilize media that have the capability to extend the opportunity for students to do extended practice and gain more exposure and not just rely on or depend on speaking activities during class hours. Prapphal (2003) underscored that language teachers need to change and equip themselves with modern technologies that can supplement and facilitate teaching. She recommended the use of more web-based projects and integrating computer skills as part of the directions in improving the English proficiency of Thai students.

The use of technology in the teaching and learning process is one of the advances that sought to close the English language learning gap. Social media is now being utilized as a teaching and learning tool in the education sector brought about by the integration of technology. Social media encourages communication between users who establish, share, and exchange knowledge inside online communities and networks. User-generated content (UGC) is shared, co-created, discussed, and modified by individuals and communities on highly interactive platforms made possible by mobile and web-based technology. It offers a channel for engaging in interpersonal, community, and organizational communication. Vlogging is one of the emerging media forms that uses UGC. Baran (2007) claimed that vlogging complements the learning needs of Generation Z students, who are accustomed to dynamic and participatory technology. Vlogging is seen as a new media production technique, a promising instructional tool, and a trend on the internet with a lot of potential applications in educational settings. Vlogging, being a media-based oral communication platform, can enhance both the amount and quality of language practice by increasing student awareness and offering more opportunities for speaking (Young & West, 2018). They also discussed how students could watch, listen to, and evaluate their own performance through video recordings. The problem of large class sizes, where students have few opportunities to practice speaking, can also be addressed by vlogging (Watkins, 2012).

The Sociocultural Theory by Vygotsky and the Social Learning Theory by Bandura are two learning theories that support the improvement of students' oral communication skills. While Bandura's Social Learning Theory, which eventually became Social Cognitive Theory, argues that behavior is learned from the environment through the process of observational learning, Vygotsky is best known for his concept of the Zone of Proximal Development (ZPD). ZPD is the gap between what a student can achieve on their own and what they can do in cooperation with more capable peers or with the assistance of someone more knowledgeable about the task at hand. The ability of a learner to become more reflective and capable of solving problems through peer interaction is within the scope of ZPD. When vlogging is used as an instructional strategy, the instructor or facilitator can create a classroom setting that optimizes students' capacity for peer interaction, discussion, teamwork, and feedback.

The Social Cognitive Theory can also be used to explain how students can improve their oral presentation skills through vlogs and peer feedback. Observational learning is a key concept in this theory. This is built on the idea that students can see or observe an ability displayed by someone else and then simulate that behavior. This is frequently demonstrated by behavior modeling. Students can successfully perform an activity if they witness a successful demonstration of the behavior. Better memory and skill performance can result from practicing and performing modeled patterns of behavior (Bandura, as cited in Hung & Huang, 2015). When it comes to enhancing their oral communication abilities, students can watch presentations in vlogs made by their peers, practice particular techniques, and learn

from the feedback from their peers. They can even apply the successful techniques they see in action by watching their classmates' vlogs. Vlogging can encourage autonomous learning, peer feedback, social modeling, or observational learning, and increase motivation in students (Hung & Huang, 2015).

Objectives

Anchored on these theories and previous studies, this study aimed to:

1. Investigate the effectiveness of vlogging as an instructional strategy to improve hospitality students' oral communication skills.

2. Explore students' perceptions of the exchange of peer feedback in their vlogging assignments.

Literature review

Use of vlogging as an instructional strategy

Jonassen, Grabinger, and Harris, as cited in Maldin, Reza, and Rezeki (2018) defined instructional strategy as the plan, method, or series of activities aimed at obtaining a goal. Instructional strategies are plans and techniques used by instructors to engage the learner and facilitate learning.

One of the emerging strategies used in teaching is vlogging. Video blogging or vlogging is the practice of capturing and sharing videos characteristically featuring a vlogger filming himself/herself. According to Young and West (2018), vlogging, as media-based oral communication, can increase the quantity and improve the quality of language practice by providing more opportunities for speaking and raising learner awareness. In their study, vlogging was identified as one of the effective asynchronous multimedia-based oral communication used to practice speaking outside the classroom. In the study of Hung and Huang (2015) among students in an English as a Foreign Language (EFL) class at a university in Taiwan, the most substantial improvement in the students' presentation skills was indicated in the areas of intonation, posture, introduction, conclusion, and purpose. Each student uploaded four vlogs of their presentation and exchanged peer feedback over 18 weeks. The first and last vlogs were rated by three qualified evaluators based on voice control, body language, content of presentation, and effectiveness. Watkins (2012) investigated how vlogging could be used to increase student speaking time in two universities in Japan. The study compared students in two universities in Japan. In both groups, students were able to develop

mastery of new vocabulary and grammar, decrease shyness, develop confidence and fluency. As students became more familiar with vlogging, their speech quality also improved. The respondents in the study of Taqwa and Sandi (2019) who were students enrolled in English for Tourism course also revealed that vlogging enabled them to gain confidence, express their identity, and improve their vocabulary. Through vlogging, students of catering and culinary management class had more time to practice English. Vlogging can also address the issue regarding large class size where students have limited opportunity to practice speaking (Watkins, 2012). Similarly, Young and West (2018) discussed that video recordings afforded students to watch, listen to, and assess their own performance. This increases students' self-awareness and identify areas they need to improve. Motivation influenced by vlogging leads to students' sense of achievement, self-expression, creating their best performance and reducing anxiety.

The related studies consistently revealed that vlogging has a significant effect in improving the speaking skills of students specifically in the areas of vocabulary, intonation, posture, organization of content, motivation, and developing confidence. As Young and West (2016) highlighted in their literature review, asynchronous multimedia-based oral communication like vlogs can develop the presentation and speaking skills and linguistic self-awareness of learners. It is also worthy to note that vlogging addressed the issues on limited practice in the classroom, the student's lack of confidence, and lack of motivation in learning and using English.

Assessing oral communication skills

One aspect of verbal communication is effective oral communication such as presentation skills. As explained in the study of Hung and Huang (2015), presentations are common and important part of students' university experience, so mastery of oral presentation skill is a crucial component in college students' learning. It involves three main areas which are the words spoken, the manner or way of saying the words and the use of nonverbal communication to reinforce the words spoken. According to Mehta and Mehta (as cited in Rahim & Tazijan, 2011), good oral communication refers to presentation, audience awareness, critical listening, and body language.

There are different instruments used to measure or assess presentation skills. Students' presentation skills were measured in a rating scale based on voice control (projection, pace, intonation, diction), body language

(posture, eye contact, gesture), content of oral presentation (introduction, body, conclusion), and effectiveness of topic choice, language use, vocabulary, and purpose (Hung & Huang, 2015). Ginkel et al. (2017) conducted a study to design an oral presentation rubric and test its validity within an expert group. The validated rubric consisted of 11 criteria using a five-point scale. These criteria were adopted from the widely accepted criteria in assessing presentations namely content, structure, interaction with audience, and delivery of presentation Similarly, Peeters, Sahloff, and Stone (2010) designed, implemented, and assessed a rubric to evaluate student presentations in a capstone course for pharmacy students. The main criteria for evaluation were nonverbal skills, verbal skills, visual aids, and content organization.

There are widely accepted rubrics in place to assess oral presentation skills of students. With the related studies presented, these criteria can be modified and adopted to be used appropriately to assess the presentation skills of students demonstrated in their vlogs. The most applicable criteria which were adopted for this study are use of verbal communication, use of nonverbal communication, and the organization of content.

Peer feedback in vlogs

Peer feedback pertains to "the use of learners as sources of information, and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats" (Liu & Hansen, as cited in Kunwongse, 2013).

Apart from self-expression through vlogging, respondents also experienced giving and receiving feedback by sharing their vlogs on video hosting sites. The feedback allowed the users to try again if the teacher, peers, or the student himself or herself found errors in the vlogs. Self-assessment and feedback from others encourage students to self-monitor their speaking ability (Watkins, 2012). Yeh, Tseng, and Chen (2019) published their study on the use of online feedback through video blogs in promoting the speaking performance of English and non-English majors in a university in Taiwan. The study revealed that the use of online peer feedback enhanced students' speaking performance significantly, with teacher guidance and scaffolding. In a similar context, another related benefit of vlogging is that it provides students with a sense of autonomy and reflection on his or her learning experience. They become more critical and reflective of

their own abilities (Akdeniz, as cited in Wulandari, 2019). Participants in the study of Wulandari (2019) claimed that posting vlogs on Instagram allowed them to identify their own weaknesses and find solutions to address their weaknesses. Baran (2007) furthered that vlogging helps students to realize what they know, what they learned, and what they can learn. Furthermore, Watkins (2012) identified a similar advantage. Through vlogging, students are encouraged to practice self-monitoring of their speaking ability prompting them to try again if they find errors, or after the teacher gives feedback.

Kunwongse (2013) enumerated that the benefits of peer feedback, if properly implemented, are boosting confidence, allowing students to be more independent and active learners, creating cooperative and collaborative learning, and enhancing critical thinking. Peer feedback also develops students' critical reflection, listening to and acting on feedback, assessing, and providing feedback on the work of others (Liu & Carless, 2006). On the other hand, several disadvantages were also put forward. Peer feedback activity was viewed to be time-consuming. Students also attached more value to teachers' feedback believing that teachers are more experienced and capable of giving quality feedback. Some students perceived that they could not give feedback properly. The next drawback is cultural, specifically pertaining to Asian students who are mostly collectivists and fear giving comments to avoid conflicts. Finally, some teachers were hesitant to share their responsibility of giving feedback to students. Moreover, Liu and Carless (2006) discussed some possible reasons for resistance to peer feedback and peer assessment. The four issues were reliability, perceived expertise, power relations, and time.

Research methodology

This study employed mixed methods research. Mixed methods research, as described by Creswell (2014) is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research. Both quantitative and qualitative research methods were used. Qualitative data consists of open-ended information that the researcher usually gathers through interviews, focus groups, and observations. On the other hand, quantitative research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. Quantitatively, a one-group pretest-posttest design was conducted to assess how vlogging

can improve the oral communication skills of hospitality students. Qualitatively, the participants wrote reflection papers following a set of guide questions.

Participants

The 42 participants were selected purposively. They were first-year students in the international program from a private college, enrolled in the subject, Principles of Communication, during the first semester of the academic year 2021. Principles of Communication is designed to equip students with key concepts and skills in public speaking which includes delivering oral presentations. Among the 50 total enrollees, 42 were able to complete the four vlogging assignments. Thirty-four students (80.95%) out of the 42 students turned in their reflection papers.

Research instruments

Scoring Rubric. The four-point scale for the scoring rubric was adapted from the standardized rubric on assessing presentation of Peeters, Sahloff, and Stone (2010). The three main criteria were nonverbal communication, verbal communication, and organization of content. Under each main criterion were specific subskills and performance descriptions of each rating from 1 to 4, 4 being the highest. For nonverbal communication, the subskills were eye contact, facial expression, use of notes, gestures, composure, and time management. The subskills for verbal communication were enthusiasm, articulation/pronunciation, rate of speech, volume, and vocabulary. For the organization of content, the subskills were purpose, introduction, body, and conclusion. The original standardized four-point scale presentation rubric included nonverbal skills, verbal skills, visual aids/handouts, and organization of content. The usability of the adopted scoring rubric was determined by pretesting or piloting the instrument with another group of students enrolled in the same subject in the semester preceding the semester when the study was conducted.

Reflection Paper Guide

The reflection paper guide was an expert-validated instrument with open-ended questions that are aimed to encourage participants to share their perceptions about exchanging peer feedback about their vlogging assignments. The content was validated by three experts and obtained a rating of 3.94/4 based on the content validation instrument.

Data collection

The researcher conducted an orientation for students about their participation in the study, the vlogging process, and delivering a good presentation using non-verbal communication, verbal communication, and organization of content. Guidelines for giving constructive feedback were also discussed. During the eight-week semester, students were given four vlogging assignments to be done outside the class. The time duration for each vlog was four to five minutes. Participants were also instructed to adjust their camera angle which showed half of their body while talking. There was a total of four vlogging activities. The four topics for each vlog were Vlog 1: My Communication World, Vlog 2: My Bucket List of Top Ten Dreams, Vlog 3: My Relationship Matters, and Vlog 4: Developing My Interpersonal Communication Skills. Each vlog assignment was linked to the topics covered in class and was included in the instruction plan designed and approved for the course at the beginning of the semester. Guide questions were provided for the creation of each assignment. Each vlog was shared in a private Facebook group where students were also assigned to exchange peer feedback based on a clear set of instructions.

The researcher rated the first and fourth vlogs produced and shared by the students using a four-point scale rubric. The four-point scale scoring rubric was adapted from the standardized rubric on presentation skills of Peeters, Sahloff, and Stone (2010). After the completion of the four vlogs, students wrote a reflection paper guided by the following questions: (1) What can you say about the exchange of peer feedback about your vlogs in our Facebook group? (2) Were the peer feedbacks helpful in improving your vlogs? (3) Why or why not? The reflection papers were collected online using Microsoft Forms and were submitted in Microsoft Teams.

Data analysis

The paired sample t-test was used to analyze the scores in the first and fourth vlogs. This determined whether there was a statistically significant difference in the scores for the three main criteria and specific subskills of nonverbal communication, verbal communication, and organization of content. The paired sample t-test, sometimes called the dependent sample t-test, is a statistical procedure used to compare two population means. The reflection papers about the perception of the exchange of peer feedback were manually coded and thematically analyzed. The reflections were analyzed thematically guided by Creswell's modified hierarchical approach in analyzing qualitative research. It emphasizes

analyzing and decoding patterns or themes from the collected data. As explained by Creswell (2014), themes are the data that appear as major findings or patterns that emerged from the discussions that are described in the scope under study and are relevant to the pre-defined research objectives.

Results

Profile of the participants

The participants were 42 first-year international program students enrolled in the subject, Principles of Communication, during the first semester of the academic year 2021. Most of the participants (92.86%) were enrolled in the Professional Culinary Arts Program and of Thai nationality (95.24%). More than half of the participants were male.

Table 1 Profile of the Participants

		Frequency	Percentage
Gender	Male	25	59.52
	Female	17	40.48
	Thai	40	95.24
Nationality	Korean	1	2.38
	Chinese	1	2.38
	Total	42	100.00

Effectiveness of vlogging in improving oral communication skills

Table 2 presents the overall results of the paired sample t-test for the main performance criteria and the subskills for each. Throughout the semester, students were required to create and share four vlogs. The scores for the first and last vlogs were statistically compared to determine significant differences in each of the three criteria of oral communication skills and their respective subskills.

Results of the paired sample t-test for the three main performance criteria illustrate that there is a significant difference in the overall scores in Vlogs 1 and 4 in nonverbal communication; $t(41) = -10.797$, $p = .000$, verbal communication; $t(41) = -14.650$, $p = .000$, and organization of content; $t(41) = -11.906$, $p = .000$. The paired sample T-test indicates that there were significant differences in the scores in nonverbal communication, verbal communication, and organization of content skills of students. These statistical results suggest that vlogging significantly improves the overall nonverbal communication, verbal communication, and organization of content skills of the respondents.

Results of the paired sample t-test for the scores in the subskills of nonverbal communication in Vlogs 1 and 4 show that there is a significant difference in all the subskills of eye contact, facial expressions, composure, gestures, notes, and time management. This proves the effectiveness of integrating vlogging as an instructional strategy to improve the nonverbal communication skills of students. Moreover, the most substantial improvements in nonverbal communication skills are composure, eye contact, and facial expressions.

Under verbal communication, the statistical test revealed significant differences in the Vlog 1 and 4 scores for enthusiasm, articulation, vocabulary, rate of speech, and volume. The highest improvements were yielded in the areas of enthusiasm, vocabulary, and rate of speech.

Results of the paired sample t-test for the subskills on the organization of content including purpose, introduction, body, and conclusion yielded a significant difference for all the specific subskills, with purpose and body registering the top two highest improvements.

Table 2 Paired sample t-test of the scores in nonverbal, verbal communication, and organization of content skills in vlogs 1 and 4

Skills	N	Mean	SD	t	Df	Sig (2-tailed)
Nonverbal, Verbal communication, and Organization of content						
Nonverbal	42	-.63500	.38114	-10.797*	41	.000
Verbal	42	-.74762	.33073	-14.650*	41	.000
Organization of Content	42	-.91667	.49898	-11.906*	41	.000
Nonverbal communication subskills						
Eye Contact	42	-.85714	.71811	-7.735*	41	.000
Facial Expressions	42	-.76190	.72615	-6.800*	41	.000
Composure	42	-1.19048	.50549	-15.263*	41	.000
Gestures	42	-.38095	.66083	-3.736*	41	.001
Notes	42	-.33333	.65020	-3.322*	41	.002
Time Management	42	-.28571	.80504	-2.300*	41	.027
Verbal communication subskills						
Enthusiasm	42	-1.07143	.74549	-9.314*	41	.000
Articulation	42	-.35714	.53289	-4.343*	41	.000
Vocabulary	42	-.88095	.59274	-9.632*	41	.000
Rate of Speech	42	-.76190	.57634	-8.567*	41	.000
Volume	42	-.66667	.61154	-7.065*	41	.000
Organization of content subskills						
Purpose	42	-1.52381	.80359	-12.289*	41	.000
Introduction	42	-.38095	.76357	-3.233*	41	.002
Body	42	-.90476	.79048	-7.418*	41	.000
Conclusion	42	-.85714	.95180	-5.836*	41	.000

*p < .05

Table 3 presents some of the quotes taken from the reflection papers of the participants. The themes that emerged from the analysis of the reflections were

Table 3 Participant perceptions of peer feedback from the reflection papers

Theme	Participant Quote
Usefulness	"I think that by exchanging my friends' opinions on Facebook, I can improve my communication skills more precisely, and my commenters will see changes or improvements in my skills." And for me, peer feedbacks are very important because I can improve and modify my vlog in the future. "I find that the feedbacks I've received has allowed me to improve on the qualities that I lack. Feedback helped me realized how fast I speak and I need to slow down."
Motivation	"Every time when my classmate comments and watch my vlog, I feel good because I put so much effort into it. I spend my time doing my best to make people understand and enjoy my vlog." "I feel really good to see all of the feedback all of my classmates always giving the positive energy by their comments."
Confidence	"As someone who is quite self-conscious, I appeared very stiff and emotionless in my first vlog. After some reflection, upon reading the feedback I had first received, I allowed myself to relax in front of the camera. The positive feedbacks about showing improvement in the following vlogs allowed me to feel more secure and comfortable." It's useful to me because I feel good when I read a good feedback because it shows that the work I put in my effort deserves to have a good feedback."
Reflection	"…it allows me to know my strengths and weaknesses…" "From classmate's feedback I used it to reflect my quality of work which part should I improve in the next assignments."
Reliability	"It (was) helpful but not that much since mostly the feedback are compliment or suggesting about the editing." "My colleagues' (classmates) feedback was helpful, but… (when) the professor talked about the video in class, I got a lot more feedback there." "The peer feedback they gave me only compliments so I didn't know my mistake."
Attitude	But there would be some things to consider...use words that are not too harsh." "…it made me angry and feel bad at the first vlog…but after that I think he wish well to me, he always gives good suggestion." "Receiving negative feedback, it was depressing." "…I'm kind of lazy to give the other feedback and I feel embarrassed sometimes that classmates watch my vlog."
Learning by Observation	"I watch my friends vlogs, good vlog and I learned in every style then I mix my style. I need to watch 4 or 5 members." "When I watch my friends…I bring it to improve myself…" "I watch P.17 because he always gives a feedback, he looks natural and friendly… I try to look friendly and natural, too." "I learn from his vlog about conclusion, I like his accent and speed of speaking, I like to speak like him because he speaks like a good speaker."

motivation, confidence, reflection, and the issues surrounding reliability and attitude. Participants also highlighted how they learned from observation through watching the vlogs of their classmates.

Perception on the exchange of peer feedback

Analysis of the reflection papers of the participants revealed their opposing perceptions regarding the exchange of peer feedback. Out of 42 participants, 34 submitted their reflection papers.For most of the participants (82.35%), peer feedback was regarded as useful and motivating. It boosted the participants' confidence and highlighted the strengths and weaknesses that helped improve their subsequent vlogs. The comments also allowed them to reflect on their skills and the quality of their work. Moreover, the comments gave them encouragement and affirmation. Another salient point shared about peer feedback was the opportunity to watch and learn from the vlog of their peers which helped them gather ideas as they prepared to create their vlog. On the other hand, a few participants (17.64%) had reservations about the usefulness of peer feedback. They were not comfortable with giving and receiving comments from their peers. Out of 34 participants, 5.88% expressed that they received all compliments and there were no suggestions for improvement. Moreover, four participants (11.77%) also registered hesitation in giving peer feedback and noted that using the right words was important to avoid offending peers. This included a participant who expressed that receiving negative feedback caused feelings of depression. Furthermore, they expressed that they were not confident that they could give reliable feedback. They perceived that the teacher's feedback was more useful.

Discussion

The findings of the study corroborate earlier research indicating that vlogging significantly enhances students' oral communication skills. The improvement in nonverbal communication specifically in the subskill of composure confirms the findings of Watkins (2012), Taqwa and Sandi (2019), and Young and West (2018) that vlogging enabled students to decrease shyness and develop confidence, among others. Other notable improvements in this study under nonverbal communication were the subskills of eye contact, facial expressions, gestures, use of notes, and time management.

In addition, the results are also parallel with the studies of Watkins (2012) and Taqwa and Sandi (2019) which revealed the improvement in the verbal communication subskill of vocabulary. Additional improvements in verbal communication obtained from this study were in the skills of enthusiasm, articulation, rate of speech, and volume. For the organization of content, improvement in the subskills of purpose, introduction, and conclusion validates the conclusion of Hung and Huang (2015). In this study, students also significantly improved the body or content of their speech in their vlogs. Figure 1 shows the top oral communication skills that vlogging can improve. Furthermore, the findings of this study address the argument raised by Weber, Finley, Crawford and Rivera (2009) claiming that it is necessary to explore communication skills that are vital to hospitality management and to investigate methods for the development of these skills. The results also ascertain the recommendation of Watkins (2012) that students be given more opportunities to practice oral communication outside the classroom instead of doing homework quietly and passively and Kongkerd's (2013) advice to help students realize that learning could also occur outside of the classrooms. Students become more self-aware and recognize their areas of improvement as a result. Students who are motivated by vlogging feel more accomplished, can express themselves, give their best work, and experience less anxiety.

According to the students, peer feedback can foster reflective thinking, encourage teamwork, and raise confidence. These findings are consistent with Kunwongse's (2013) research. This further validates Vygotsky's Zone of Proximal Development (ZPD). Peer feedback in vlogs creates an online community where learners engage with one another through sharing, watching, and commenting on each other's vlogs. Vlogging offers students a creative and authentic way to express themselves. Learning can occur when students interact with teachers, peers, and other experts, as proposed by Vygotsky. Exchange of peer feedback also demonstrates Bandura's concept of observational learning. The ability to observe effective oral communication in the vlogs of their peers provided the participants with the opportunity to apply those skills in their own vlogs. Through watching other people's vlogs and receiving feedback from peers, participants were able to practice their oral communication skills. According to Hung and Huang (2015), vlogging as a teaching strategy can encourage peer feedback, autonomous learning, social modeling, or observational learning, and increase motivation in students. However, Watkins (2012) also noted that one of the drawbacks of vlogging is the attitude of the students. These results are consistent with a study by Liu and Carless (2006), which examined the power dynamics, time, expertise, dependability, and expertise as potential causes of resistance to peer feedback. The students acknowledged

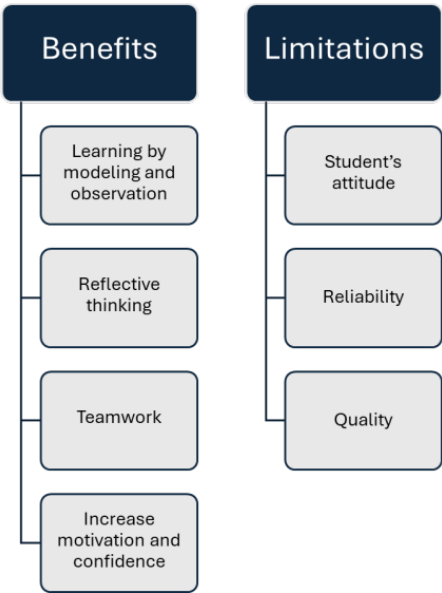**Figure 1** Oral communication skills improved through vlogging

Figure 2 Perceived benefits and limitations of peer feedback in vlogging

that they lacked confidence in their ability to provide accurate feedback. Some participants were uncomfortable in exchanging peer feedback, as Liu and Carless (2006) further clarified, which can be attributed to the Asian collectivist mindset and the reluctance to comment to avoid conflicts.

Figure 2 summarizes the benefits and limitations perceived by the students in the exchange of peer feedback in their vlogging assignments. Peer feedback exchanges should be properly facilitated and organized to optimize the advantages of this cooperative learning approach.

Vlogging is a new and diffusing technology that, as stated by Baran (2007), can improve learning environments by encouraging student engagement. The assignment of vlogging and the exchange of peer feedback align with the characteristics and requirements of Generation Z students, who thrive in a technologically advanced learning environment and value collaboration and feedback. Peer evaluation helps students become more adept at self-evaluation and reflection on their oral communication strengths and areas for development. Through peer feedback on the vlogs, the students were able to learn through observation and modeling. These advantages should prompt educators and instructional designers to appropriately adopt this emerging technology for digital native students, not only in communication courses but also in other disciplines. By doing so, hospitality students can develop their oral communication skills and demonstrate proficiency in both practical and communication skills.

Recommendations

The findings of this study highlight the potential of vlogging as a successful instructional strategy to improve confidence, offer more practice opportunities, and increase participation and motivation. Integration of vlogging as an instructional strategy in other courses, to narrow gaps in other communication skills relevant to hospitality education is recommended. The findings imply the significance of providing clear orientation, guidelines, and pointers to students, both in creating vlogs and exchanging peer feedback.

Similar research may be replicated with students from other programs, levels, and cultural backgrounds with a larger sample size. Additional studies with a larger sample size can be used as a springboard to develop a model or guideline on using vlogging effectively in improving oral communication skills. It is also recommended to assign two or more evaluators to assess the vlogs and employ other data collection methods like interviews and focus group discussions to further validate the results. Another possible area of future research could be further studies on peer feedback, specifically in terms of evaluating the value and quality of the comments.

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