

The Effects of Communicative Language Teaching Integrated with Vlogging on EFL Learners' English Speaking Skills

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Abstract

This study explored the effects of Communicative Language Teaching (CLT) integrated with vlogging activities on EFL learners' English speaking skills and their satisfaction with this instructional approach. The participants were 53 third- and fourth-year non-English major students at Chiang Mai Rajabhat University. Four CLT-based lesson plans integrated with vlogging activities were implemented over 16 instructional hours. Data were collected through a speaking ability pretest and posttest, along with a questionnaire examining students' satisfaction with the instructional approach, and were analyzed using descriptive statistics and a paired-samples t-test. The results revealed a statistically significant improvement in students' English speaking performance after the intervention, with the mean score increasing from 9.98 (SD = 3.32) on the pretest to 14.72 (SD = 3.05) on the posttest (out of a total score of 25). This improvement was further confirmed by a paired-samples t-test, which revealed a significant difference between the pretest and posttest scores, $t(52) = 19.40$, $p < .001$, Cohen's $d = 2.66$. Moreover, the questionnaire findings indicated high to highest levels of satisfaction with both the CLT-based learning and the use of vlogging. These findings suggest that integrating CLT with vlogging is an effective way to support the development of English speaking skills among EFL learners, particularly non-English major students with limited prior

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speaking experience. The study highlights the value of combining communicative language pedagogy with technology-enhanced speaking tasks to promote meaningful language use, learner engagement, and sustained speaking development among EFL learners.

Keywords

Communicative Language Teaching (CLT), vlogging, English speaking skills, EFL learners

Introduction

Speaking is an essential skill for effective communication in English across everyday situations, educational settings, and professional contexts. Proficiency in spoken English can enhance learners' academic achievement and career opportunities. This is particularly important in today's globalized world where English functions as an international language for communication (Rao, 2019, 66). Therefore, enhancing English speaking proficiency is especially important for learners of English as a foreign language, particularly those preparing for employment where communication fluency is often an essential requirement.

Recent international proficiency assessments indicate that the level of English speaking ability among Thai learners remains significantly low (EF Education First, 2025). Thailand obtained a speaking score of 377, corresponding to the "very low proficiency" level on the EF SET scale and below the global average. Such findings highlight the need for instructional strategies that improve oral communication skills among Thai EFL learners.

Although national assessments reflect limited speaking proficiency, similar challenges can be observed among individual learners. Many learners continue to struggle to develop effective speaking skills, often due to limited self-confidence, inadequate exposure to communicative practice, and insufficient ability to use English in real-life communication. Empirical findings reported by Boonyiam (2019, 52) indicated that students' lack of confidence in speaking English was largely associated with weak foundational English knowledge, restricted vocabulary, and a lack of experience in real-world communication. Similarly, Chaichana et al. (2016, 326-327) reported that the greatest difficulty in speaking English among hotel employees in Nan province was handling English telephone conversations. Furthermore, Hotekim and Taylor (2020, 24) revealed that employees in social media companies primarily

struggled with accent, stress, and pronunciation, along with additional problems related to grammatical accuracy, vocabulary use, and nonverbal communication.

The findings outlined above limit learners' progress in developing effective English speaking ability and are considered obstacles to their future communicative performance. As a result, many educators have increasingly explored instructional approaches to address these challenges, and Communicative Language Teaching (CLT) has been widely recognized as an effective approach for developing learners' speaking proficiency. This approach is based on the view that mastering grammatical rules alone is insufficient for successful language use, and that learners need to develop the ability to communicate meaningfully in the target language (Richards, 2006, 2-3). Accordingly, CLT aims to develop learners' ability to use language effectively and appropriately in authentic social interactions, with an emphasis on real-world language use. This contrasts with traditional language teaching methods, which often place greater emphasis on grammatical structures and vocabulary rather than communicative competence.

Previous research has demonstrated that CLT is effective in enhancing learners' English speaking ability. Studies by Al-Garni and Almuhammadi (2019, 81), Jannah and Bean (2024, 40), and Nisha (2024, 127) indicated that learners showed improvement in their speaking skills following instruction based on communicative principles. Overall, these results support the role of CLT in fostering learners' spoken English proficiency.

Building on the communicative principles of CLT, recent studies have increasingly examined the role of technology-supported speaking practices in language learning. Research suggests that technology-enhanced activities can provide learners with flexible opportunities for oral production while promoting confidence, fluency, and learner engagement (Usmani et al., 2025, 829). Similarly, studies on social media use in language learning have shown that these platforms can support speaking practice beyond the classroom, helping learners improve their speaking ability, build confidence, and reduce speaking anxiety (John & Yunus, 2021, 14).

Among various technological tools, vlogs (video blogs) have been increasingly adopted in language education as a means of encouraging spoken language production. Through vlog activities, learners can record and share ideas, opinions, and personal reflections. The use of vlogs enables learners to engage in speaking practice beyond classroom settings while also

allowing instructors and peers to provide feedback on learners' oral performance (Watkins, 2012, 196-197). Prior studies have shown that the integration of vlogs in language instruction can effectively enhance learners' English speaking proficiency (Mandasari & Aminatun, 2019, 253; Ersan et al., 2022, 5654; Saensin & Khlaisang, 2023, 79-80).

Although previous studies have demonstrated the effectiveness of CLT and vlogging in improving speaking skills, limited research has systematically examined how these approaches can be embedded into instructional processes, particularly within specific institutional contexts such as non-English major students at Chiang Mai Rajabhat University. In this context, learners generally have limited exposure to communicative English use, due to instructional conditions such as large class sizes and lecture-based instruction with less emphasis on oral communication. Accordingly, many learners demonstrate low speaking proficiency, lack confidence, and experience anxiety when using English for communication.

The participants in this study were enrolled in an English for Work course, which aims to prepare students for communication in workplace and professional contexts. However, learners often have insufficient opportunities to engage in meaningful spoken interaction and develop practical communication skills for real-world situations. Consequently, learners may remain underprepared to communicate effectively in authentic workplace and real-world contexts.

In response to these challenges, this study investigates the effects of integrating CLT with vlogging activities on learners' English speaking ability. By embedding vlogging within the presentation, practice, and production stages of CLT instruction, the study seeks to promote meaningful and contextually relevant speaking practice for EFL learners, particularly in relation to authentic communication in real-world contexts.

Objectives

1. To compare learners' English speaking ability before and after the implementation of a CLT approach integrated with vlogging activities
2. To investigate learners' satisfaction with a CLT approach integrated with vlogging activities

Review of Literature

Communicative Language Teaching

Communicative Language Teaching (CLT) has been defined and discussed by various scholars. For instance, Saengsin (2000, 77) defines CLT as an approach to language teaching grounded in various linguistic theories. These include Chomsky's theory, which emphasizes learners' understanding of the language system as a basis for effective language use, and Hymes' concept of communicative competence, which suggests that effective communication requires both knowledge of the language system and the ability to use language appropriately in social interaction. Saengsin (2000, 77) further notes that subsequent studies have elaborated communicative competence as comprising linguistic, sociocultural, discourse, and strategic competence. Drawing on these foundations, CLT emphasizes communication as both the means and the goal of language learning. Richards and Rodgers (2001, 172) describe CLT as an approach that emphasizes learning through communication, meaningful interaction, authentic language use, and the integration of language skills. Similarly, Littlewood (1981, 1-5) notes that CLT focuses not only on structural aspects of language but also on functional language use and learners' ability to use language appropriately in meaningful communicative situations. Richards (2006, 2-4) further explains that the goal of CLT is to develop learners' communicative competence through meaningful communication and interaction. Accordingly, CLT emphasizes learners' ability to use language effectively and appropriately in meaningful communicative situations.

According to Richards (2006, 8), although the Presentation, Practice, and Production (PPP) stages originally developed from the situational approach, they continue to be used in modified forms in contemporary communicative language teaching. Within this framework, new language is introduced in the presentation stage, practiced in controlled contexts, and subsequently used more independently in the production stage. Similar instructional sequence is also reflected in Saengsin's (2000, 82-83) discussion of communicative language teaching procedures. In the present study, this framework serves as a pedagogical basis for the incorporation of vlogging activities across instructional stages to support communicative language use.

English Speaking Skills in EFL Contexts

Speaking in a foreign language is a demanding skill that requires real-time language processing and production while coordinating multiple aspects, including pronunciation, vocabulary use, and grammatical knowledge, as well as managing interactional demands and producing speech with minimal hesitation (Alderson & Bachman, 2004, ix). Due to this complexity, speaking is often considered one of the most difficult skills for learners to develop.

Such difficulties are particularly evident in EFL contexts. Many learners continue to struggle with speaking due to insufficient foundational English knowledge, restricted vocabulary, and limited exposure to real-world communication, factors that may contribute to low speaking confidence (Boonyiam, 2019, 52). These issues are often reinforced by classroom practices that prioritize grammatical knowledge over communicative language use, leaving learners with limited opportunities to engage in spoken communication.

Given these challenges, developing speaking skills remains a crucial goal in language learning. Richards (2008, 2) notes that while speaking has long been emphasized, teaching approaches have shifted from earlier methods, including audiolingual and drill-based approaches that focus primarily on repetition and accuracy, toward communicative approaches that promote meaningful communication. Activities such as information-gap exercises and group interactions provide opportunities for learners to engage in authentic communication and develop their communicative competence. However, in many EFL contexts, such opportunities remain limited, highlighting the importance of instructional approaches that emphasize communication while promoting sustained and meaningful speaking practice.

Technology and Vlogging in Speaking Instruction

In recent years, technology has played an increasingly significant role in supporting language learning, especially in developing learners' speaking skills in EFL contexts. Technology-based platforms, such as social media and digital storytelling environments, enable learners to engage in flexible and repeated speaking practice beyond classroom time, fostering greater learner autonomy and sustained engagement. Previous studies have demonstrated that technology-mediated speaking environments can contribute to improvements in both speaking proficiency and learners' confidence in language use (Usmani et al., 2025, 829; John & Yunus, 2021, 14).

Within this context, vlogging (video blogging) has emerged as a technology-supported practice for speaking development. A vlog is essentially a video version of a blog and is commonly shared through digital and online platforms (Thompson & Weldon, 2022, 91-92). In language learning, Watkins (2012, 196-197) notes that vlogging provides learners with opportunities to practice speaking outside the classroom, which may help strengthen their vocabulary and grammatical knowledge while promoting fluency and confidence. By creating and reviewing their own vlogs, learners can engage in self-monitored speaking and become more aware of their pronunciation and grammatical accuracy. In addition, vlogs facilitate teacher and peer feedback, enabling learners to reflect on and improve their speaking performance.

Integration of CLT and Vlogging

Although vlogging has primarily been discussed as a tool for extending speaking practice beyond the classroom, its features also make it suitable for integration into communicative language instruction. Through video recording, vlogging provides opportunities for meaningful language production for communicative purposes, while self-reflection and teacher and peer feedback support learners' speaking development. Such aspects are consistent with the principles of CLT, which emphasize meaningful language use, learner interaction, and the ability to communicate appropriately in various contexts.

When integrated into the Presentation, Practice, and Production (PPP) sequence, vlogging can facilitate learning across various stages of instruction. Learners may first receive language input through vlog materials during the presentation stage, engage in guided communicative activities during the practice stage, and produce more independent spoken output through vlog creation during the production stage. In this way, vlogging provides opportunities for both classroom-based and out-of-class speaking practice, promoting sustained language use and participation in EFL contexts where opportunities for authentic spoken interaction are limited.

Assessment of English Speaking Skills in CLT and Vlogging Contexts

Assessment plays a crucial role in the evaluation of learners' speaking development, especially within communicative and technology-enhanced learning contexts. Harris (1988, 84-85) identifies pronunciation, grammar, vocabulary, fluency, and comprehension as fundamental components of speaking proficiency. Expanding on these criteria, Brown (2004,

172-173) also includes task performance as an important dimension of oral proficiency assessment, focusing on learners' ability to successfully complete communicative tasks in real-life situations, such as social interaction, routine activities, and professional communication. Related components have also been identified in the Thai EFL context, including fluency, pronunciation, vocabulary use, grammatical accuracy, and communication strategy (Phisutthangkoon, 2012, 33), further highlighting the importance of communication in speaking assessment.

In technology-enhanced speaking activities, particularly vlogging, assessment criteria commonly extend beyond traditional linguistic components to include aspects of performance and presentation. Previous studies have used criteria such as organization, fluency, pronunciation, vocabulary, and overall performance (Masofa & Rahmah, 2018, 172-173), while Manuel (2024, 2507-2508) highlights that effective vlog assessment should consider content relevance, creativity, presentation, language proficiency, fluency, and technical quality. These criteria capture both linguistic and communicative aspects of oral performance, demonstrating that vlogs can serve as comprehensive tools for evaluating speaking in technology-enhanced learning environments.

In this study, students' vlog speaking performances were assessed using the same rubric for both the pretest and posttest, focusing on fluency, pronunciation, vocabulary use, grammatical accuracy, and communicative effectiveness. The communicative effectiveness dimension measured students' ability to express ideas clearly, coherently, and appropriately while fully addressing the assigned task and topic. Although previous studies on vlog-based speaking activities sometimes include additional criteria such as creativity, organization, or technical quality, these elements were not incorporated in the present study. This decision was made to maintain consistency in measuring oral proficiency and to allow direct comparison between pretest and posttest results. By prioritizing core linguistic and communicative dimensions, the rubric aligns with communicative approaches to speaking assessment while providing a reliable basis for evaluating speaking development in both classroom and vlog-based contexts.

Related Studies

A number of studies have demonstrated that CLT supports learners' communicative language development, particularly in relation to speaking skills. Nisha (2024, 127) reported

that EFL students in Bangladesh showed a significant improvement in their speaking performance after participating in instruction based on CLT principles. This finding is in line with the study by Al-Garni and Almuhammadi (2019, 81), which found that students taught through CLT activities outperformed those receiving traditional instruction in speaking posttests. Similarly, Jannah and Bean (2024, 40) revealed that CLT-based instruction resulted in noticeable gains in learners' oral performance. In addition, Komol and Suwanphathama (2020, 45) reported that students perceived improvements in their listening and speaking abilities after engaging in CLT activities. Taken together, these findings highlight the pedagogical value of CLT as an effective approach for fostering communicative language development.

In addition to CLT, several studies have emphasized the role of vlogs as an effective technological tool for developing learners' speaking ability and affective factors. Mandasari and Aminatun (2019, 253) reported that vlog-based activities contributed to improvements in university students' speaking performance. Likewise, Ersan et al. (2022, 5654) found that the use of vlogs in speaking instruction increased learners' engagement in speaking activities and facilitated the development of their speaking skills. Jin (2024, 586) further revealed that vlog-based instruction improved EFL learners' speaking proficiency, particularly in vocabulary, fluency, comprehension, and task performance, while also reducing speaking anxiety and increasing learners' willingness to communicate. Wulandari (2019, 123) also reported that Instagram-based vlogs enhanced students' speaking performance in posttest results, while questionnaire findings indicated gains in fluency and vocabulary acquisition, as well as increased motivation and confidence in speaking. In the Thai context, Saensin and Khlaisang (2023, 79-80) found significant improvements in both English speaking skills and learner confidence among students who participated in mobile learning combined with reflective learning through vlogs. These results suggest that vlogging can provide a supportive and flexible environment that promotes both learners' speaking development and positive affective outcomes in EFL contexts.

Despite these findings, most previous studies have examined CLT and vlogging separately. However, limited research has explored how these approaches can be systematically integrated within instructional processes. In particular, limited attention has been given to how vlogging can be integrated into different stages of CLT instruction, including the presentation, practice, and production stages. This gap is especially relevant in the Thai

EFL context, where learners often have limited opportunities for communicative practice and may demonstrate low confidence in speaking English. Therefore, this study seeks to explore the implementation of vlogging activities within a CLT framework to support learners' speaking development and provide greater opportunities for meaningful speaking practice.

Conceptual Framework of the Study

This study integrates CLT with vlogging to improve EFL learners' English speaking skills. CLT serves as the main pedagogical approach, while classroom instruction follows the Presentation, Practice, and Production (PPP) sequence, which emphasizes learner participation, meaningful communication, and the use of language in authentic communicative contexts. Vlogging is incorporated as extended speaking practice inside and outside the classroom, providing input, guided activities, and opportunities for independent language use and reflection. During the presentation and practice stages, learners develop their understanding and accuracy of the target language through guided and controlled activities. In the production stage, learners independently plan, record, and share vlogs, applying their knowledge in authentic communicative contexts. The vlog creation process also facilitates self-reflection and peer feedback, which supports continuous improvement in speaking performance. The conceptual framework is shown below:

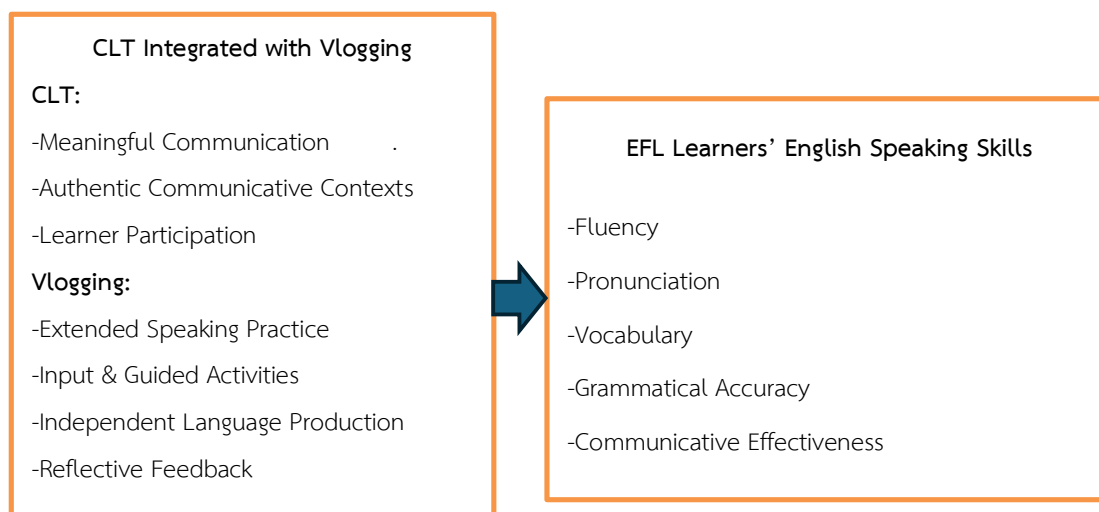


Figure 1: The research's conceptual framework

Note: CLT in this study follows three stages: Presentation, Practice, Production, as used in the lesson plans.

Research Methodology

Participants

The participants in this study were 53 third- and fourth-year non-English major students from Chiang Mai Rajabhat University enrolled in the English for Work course during the first semester of the 2025 academic year. The participants were selected from one of six sections, representing a total population of 274 students, using convenience sampling as they were readily accessible to the researcher. The sample included 29 males and 24 females from a variety of academic backgrounds.

Instruments

The research instruments comprised 1) lesson plans based on CLT principles integrated with vlogging activities, 2) a speaking ability test with an analytic scoring rubric, and 3) a satisfaction questionnaire.

1. Lesson Plans Based on CLT Principles Integrated with Vlogging Activities

Four lesson plans were designed based on CLT principles and integrated with vlogging activities. The lesson plans were developed in accordance with CLT and vlogging concepts, with consideration of the objectives and content of the ENG 1603 English for Work course. The selected instructional topics were carefully chosen to ensure their relevance to the course content and appropriateness for learners' proficiency level.

Table 1 Scope of Speaking Skill Instruction

Period	Topic	Objective	Language Functions
1-4	Resume	-Present personal resume information	-Describing personal information
5-8	Job Interview	-Perform job interview conversations	-Describing oneself in a job interview
9-12	In the Office	-Present job duties in a company	-Describing job duties
13-16	Taking and Leaving Messages	-Conduct telephone conversations	-Taking and leaving messages

Note: All instructional topics were implemented through vlog-based speaking tasks within the CLT framework.

The lesson plans consisted of four instructional units, each lasting four hours, and followed three instructional stages: presentation, practice, and production. These stages were based on the Presentation, Practice, and Production (PPP) instructional sequence (Richards, 2006, 8), and were implemented within a CLT framework in this study.

Presentation stage

Learners were introduced to the target language through vlog materials, which provided contextualized input to support their understanding of meaning, communicative use, and relevant grammatical structures.

Practice stage

Learners engaged in controlled activities, such as information-gap and role-play activities to develop accuracy, familiarity, and appropriate language use in communicative contexts. Teacher feedback was provided during whole-class, group, or individual activities.

Production stage

Learners applied their knowledge in meaningful, real-world contexts by planning and drafting vlog content with instructor guidance before independently producing vlogs outside the classroom. After uploading their vlogs to YouTube, learners viewed their peers' work and provided feedback before the following class session. Selected vlogs were later discussed in class to provide models for subsequent vlog tasks and support learner reflection based on the assessment criteria.

The lesson plans were evaluated for content validity by three experts in English language instruction and educational research using the Index of Objective Congruence (IOC). The resulting IOC value was 0.86, and the lesson plans were subsequently revised based on the experts' feedback. Following this, a pilot study was conducted with 59 third- and fourth-year non-English major students enrolled in the English for Work course during the second semester of the 2024 academic year. Further revisions were made prior to the main study.

2. A Speaking Ability Test with an Analytic Scoring Rubric

A speaking ability test (pretest and posttest) was developed to assess learners' speaking proficiency. The test consisted of two speaking tasks aligned with the study objectives

and was assessed by the same three experts for content validity using IOC. The overall IOC score was 0.87.

An analytic scoring rubric was also developed to assess five aspects of speaking ability: fluency, pronunciation, vocabulary, grammatical accuracy, and communicative effectiveness. The rubric emphasized communicative effectiveness in line with CLT principles by focusing on clarity of meaning, task completion, and successful communication while also addressing key linguistic components of speaking ability. Minor grammatical errors were considered acceptable when they did not interfere with clear and effective communication. The rubric was independently evaluated by the same three experts, resulting in an IOC value of 0.95. Both the speaking ability test and the analytic scoring rubric were revised according to the experts' feedback.

Subsequently, a pilot study was carried out with 59 third- and fourth-year non-English major students enrolled in the English for Work course during the second semester of the 2024 academic year to examine the feasibility and overall quality of the research instruments. To ensure scoring reliability, an inter-rater reliability analysis was conducted with a representative sample, demonstrating a high correlation coefficient of 0.95. Based on the findings of the pilot study, the research instruments were revised and refined before implementation.

3. A Satisfaction Questionnaire

A questionnaire was developed to investigate students' satisfaction with CLT and vlogging activities. It was divided into two parts. Part 1 consisted of 13 Likert-scale items designed to measure students' agreement with statements regarding various aspects of instructional activities, including the appropriateness of instructional content, content sequencing, instructional media, learner participation, speaking confidence, learning motivation, applicability of knowledge to real-life situations, and perceived improvement in English speaking ability. These items provided a comprehensive overview of students' experiences with the instructional activities. Responses in this section were recorded on a five-point agreement scale ranging from *strongly disagree* to *strongly agree*. Part 2 consisted of an open-ended question designed to obtain additional feedback from students after participating in CLT activities integrated with vlogging.

The questionnaire was evaluated by three experts (IOC = 1.00) and piloted with 59 third- and fourth-year non-English major students enrolled in the English for Work course during the second semester of the 2024 academic year. During this phase, the participants reviewed the questionnaire and provided feedback regarding its clarity and relevance. Based on the feedback, further revisions were made to improve overall quality of the questionnaire.

The questionnaire's reliability was further examined using Cronbach's alpha based on data obtained from the main study. The results showed a high level of internal consistency, with an overall reliability coefficient of 0.96.

Data Collection

The data collection for this study was conducted during the first semester of the 2025 academic year and lasted for 16 instructional hours. At the initial stage of the study, an orientation session was carried out to inform students about the research objectives and data collection procedures. Subsequently, participants took a speaking pretest to determine their initial speaking proficiency. The instructional intervention, developed based on CLT principles and integrated with vlogging activities, was then implemented. Upon completion of the semester, the students completed a speaking posttest and a questionnaire.

Data analysis

The data collected in this research were analyzed using a combination of qualitative and quantitative approaches. Students' pretest and posttest scores were analyzed using descriptive statistics (mean and standard deviation) and a paired-samples t-test to examine differences in English speaking ability before and after the instructional intervention. The effect size was calculated using Cohen's d to determine the magnitude of the treatment effect, with reference to Cohen's (1988, 40) criteria (0.20 = small, 0.50 = medium, and 0.80 = large). Moreover, responses from the questionnaire were analyzed using descriptive statistics (mean and standard deviation) to assess students' satisfaction with the instructional activities. The levels of satisfaction were interpreted according to the scale suggested by Ruangsuwan (1991, 138), with the following ranges: 4.50 – 5.00 = highest, 3.50 – 4.49 = high, 2.50 – 3.49 = moderate, 1.50 – 2.49 = low, and 1.00 – 1.49 = lowest. Qualitative data from the open-ended question were analyzed using content analysis to identify emerging themes, and the frequency of each theme was counted to highlight common patterns in students' feedback.

Research Results

Findings from the Speaking Ability Test

This section reports the results of the speaking ability pretest and posttest completed by 53 third- and fourth-year non-English major students at Chiang Mai Rajabhat University. The speaking ability test included two speaking tasks designed to measure students' English speaking ability based on the learning objectives of the research before and after participating in the intervention integrating CLT and vlogging activities. The findings are demonstrated in Table 2.

Table 2 Mean, Standard Deviation, and Paired-Samples t-test Results of Learners' English Speaking Ability Test (N=53)

Test	Mean Score (25 Points)	SD	t	df	Sig.(p)	Cohen's d
Pretest	9.98	3.32				
Posttest	14.72	3.05	19.40	52	< .001	2.66

As shown in the table, the mean score of the pretest was 9.98 (SD = 3.32), reflecting students' English speaking performance prior to the intervention. After engaging in activities based on CLT and vlogging, the mean posttest score increased to 14.72 (SD = 3.05) out of a total score of 25. The results of the paired-samples t-test revealed a statistically significant difference between the pretest and posttest scores, $t(52) = 19.40$, $p < .001$, with a large effect size (Cohen's $d = 2.66$). These findings suggest that the intervention had a positive impact on students' English speaking ability.

Findings from the Questionnaire

This section demonstrates the findings regarding participants' satisfaction with the learning activities conducted using CLT and vlogging. The questionnaire employed a five-point agreement scale ranging from *strongly disagree* (1) to *strongly agree* (5), and included one open-ended question. The results are outlined in Table 3.

Table 3 Mean, Standard Deviation, and Students' Satisfaction with CLT-based Learning Activities (N=53)

Item	Description	Mean	SD	Level
1	The CLT-based learning activities had appropriate content.	4.60	0.56	Highest
2	The CLT-based learning activities were well sequenced.	4.55	0.60	Highest
3	The CLT-based learning activities used appropriate teaching materials.	4.51	0.66	Highest
4	The CLT-based learning activities encouraged active participation from all students.	4.58	0.60	Highest
5	The CLT-based learning activities increased students' confidence in speaking English.	4.42	0.79	High
6	The CLT-based learning activities enhanced motivation and interest in learning English.	4.40	0.71	High
7	The CLT-based learning activities enabled students to apply knowledge to real-life situations.	4.53	0.63	Highest
8	The CLT-based learning activities helped improve students' English speaking ability.	4.42	0.71	High

Table 3 shows that the mean scores ranged from 4.40 to 4.60, reflecting that students expressed high to highest levels of satisfaction with the CLT-based learning activities. The highest mean score was recorded for the item concerning the appropriateness of the learning content (Mean = 4.60, SD = 0.56). This was followed by the students' perceived engagement through active classroom participation (Mean = 4.58, SD = 0.60), the effective sequencing of learning activities (Mean = 4.55, SD = 0.60), and the applicability of the learning content to real-life situations (Mean = 4.53, SD = 0.63). Students also reported a highest level of satisfaction regarding the use of appropriate teaching materials (Mean = 4.51, SD = 0.66).

Although slightly lower mean scores were observed, the aspects related to increased confidence in speaking English (Mean = 4.42, SD = 0.79), improvement in English speaking ability (Mean = 4.42, SD = 0.71), and enhanced motivation and interest in learning English (Mean = 4.40, SD = 0.71) were still rated at a high level of satisfaction. Taken together, the results reveal that the CLT-based learning activities were positively perceived by the students.

Table 4 Mean, Standard Deviation, and Students' Satisfaction with Vlogging (N=53)

Item	Description	Mean	SD	Level
1	Vlogging provided more opportunities to practice speaking English outside the classroom.	4.60	0.71	Highest
2	Students could learn speaking English from their own and others' vlogs.	4.51	0.77	Highest
3	Vlogging increased students' confidence in speaking English.	4.34	0.85	High
4	Vlogging enhanced students' motivation to learn English.	4.30	0.90	High
5	Vlogging effectively improved students' English speaking skills.	4.58	0.76	Highest

According to Table 4, students reported high to highest satisfaction with the use of vlogging, with mean scores between 4.30 and 4.60. The highest level of satisfaction was related to opportunities for practicing English speaking outside the classroom (Mean = 4.60, SD = 0.71), followed by students' perceptions of the effectiveness of vlogging in improving English speaking skills (Mean = 4.58, SD = 0.76), and learning from both their own and others' vlogs (Mean = 4.51, SD = 0.77). Although slightly lower mean scores were obtained, the aspects concerning increased confidence in speaking English (Mean = 4.34, SD = 0.85) and enhanced motivation to learn English (Mean = 4.30, SD = 0.90) were still evaluated at a high level of satisfaction. In general, the results suggest that vlogging was favorably perceived by the students as an effective learning tool that expanded opportunities for speaking practice, promoted learners' confidence and motivation, and enhanced their perceived speaking development.

Table 5 Overall Mean, Standard Deviation, and Students' Satisfaction with CLT-based Learning and Vlogging (N=53)

Item	Description	Mean	SD	Level
1	The CLT-based learning	4.50	0.66	Highest
2	The use of vlogging	4.47	0.80	High
Total		4.49	0.73	High

Table 5 indicates that students' overall satisfaction with both the CLT-based learning and the use of vlogging was at a high level (Mean = 4.49, SD = 0.73). The CLT-based learning approach obtained the highest mean score (Mean = 4.50, SD = 0.66), reflecting the highest level of satisfaction, while the use of vlogging was rated at a high level (Mean = 4.47, SD = 0.80). Overall, both instructional components were positively perceived by the students.

Apart from the responses recorded on a five-point agreement scale, with options from *strongly disagree* to *strongly agree*, an open-ended question was also included to allow students to provide additional feedback after participating in the CLT and vlogging activities. The responses are summarized as follows:

Table 6 Students' Perceptions of the Integration of CLT and Vlogging Activities

Item	Topic	N
1	Improvement in English speaking skills	12
2	Repeated practice through vlogging	8
3	Real-life application and future career use	8
4	Increased confidence in speaking English	7
5	Vocabulary and pronunciation development	4
6	Collaborative learning and peer support	4
7	Enjoyable and low-anxiety learning environment	4
8	Digital literacy and creativity	3

Note. Frequencies exceed the total number of participants because one response may reflect more than one theme.

Table 6 presents the themes derived from students' responses to the open-ended question regarding the benefits of the integration of CLT with vlogging activities. The most frequently reported theme was improvement in English speaking skills (N = 12). Repeated practice through vlogging (N = 8) and real-life application and future career use (N = 8) were also commonly mentioned. Increased confidence in speaking English was another notable topic (N = 7). Other topics included vocabulary and pronunciation development (N = 4), collaborative learning and peer support (N = 4), an enjoyable and low-anxiety learning environment (N = 4), and digital literacy and creativity (N = 3).

Overall, the qualitative data corroborate the quantitative findings, indicating that students perceived the integration of CLT and vlogging as beneficial for both linguistic development and affective factors.

Discussion

The findings of this study highlight the role of Communicative Language Teaching (CLT) as a key pedagogical approach in enhancing learners' speaking ability. The statistically significant improvement observed in students' English speaking performance is consistent with previous research demonstrating the effectiveness of CLT in improving speaking skills (Al-Garni & Almuhammadi, 2019, 81; Jannah & Bean, 2024, 40; Nisha, 2024, 127). From a pedagogical perspective, this improvement may be explained by the integration of CLT principles with vlog-based speaking activities, which together emphasized meaningful communication, learner interaction, and the use of language in authentic contexts (Richards, 2006, 2-4; Richards & Rodgers, 2001, 172). Through engagement in communicative and vlog-based tasks, students were encouraged to use language purposefully, contributing to improved speaking performance.

The results further illustrate how learners engaged with language in meaningful real-world situations. In particular, tasks involving job interviews and workplace communication allowed learners to apply English in professionally relevant contexts. This reflects the communicative orientation of CLT, which emphasizes learning through interaction and the meaningful use of language in authentic situations. Exposure to such tasks supported learners in using language more purposefully in workplace-related communication rather than focusing primarily on linguistic form alone.

Although the posttest mean score does not indicate a high level of overall speaking proficiency, this outcome should be interpreted within the context of the participants' background as non-English major students, who typically have limited exposure to English, few opportunities to use spoken English, and commonly experience speaking anxiety (Santiwatthanasiri, 2018, 1-2). Accordingly, the observed improvement can be considered meaningful developmental progress rather than evidence of immediate fluency or native-like performance.

While CLT served as the primary pedagogical foundation, vlogging played a complementary role in expanding speaking practice opportunities. Previous research has indicated that lecturers in EFL contexts often perceive large class sizes and limited instructional time as barriers to learners' participation in English-speaking activities (Xuan Mai et al., 2024, 15). These conditions highlight the importance of instructional approaches that

broaden opportunities for meaningful speaking practice beyond the classroom. In this study, vlogging not only increased opportunities for practice, but also helped address these structural classroom constraints. By extending out-of-class speaking tasks, learners were able to engage in more frequent, sustained, and individualized language production. This demonstrates the value of vlogging as a means of extending communicative engagement beyond the limitations of regular classroom instruction.

In addition to expanding opportunities for practice, vlogging in this study was systematically integrated within the instructional process. Specifically, vlogging activities were embedded across the presentation, practice, and production stages of instruction rather than being implemented as a standalone speaking task. As a result, vlogs fulfilled multiple pedagogical functions, including providing input, supporting guided practice, and facilitating independent production. This structured instructional design supported a more coherent learning process and provided systematic scaffolding for learners' speaking development. By adopting this approach, the study illustrates how vlogging can serve multiple instructional functions within a CLT-based learning environment.

Another important aspect reflected in the findings is the development of learners' reflective practice. Through the processes of planning, rehearsing, recording, and reviewing their vlogs, learners were actively involved in monitoring and refining their own performance. This engagement enabled them to identify their strengths and areas for improvement, reflect on their progress, and make adjustments over time. Such findings align with prior studies indicating that self-recorded videos encourage learners' reflection and awareness of their own performance (Ferdiansyah, 2016, 129), support self-monitoring (Watkins, 2012, 197), and promote self-assessment (Menggo et al., 2022, 292). These results suggest that the integration of vlogging within a CLT framework may support not only speaking practice, but also learners' reflective engagement with their own language development.

The findings also point to positive affective development, particularly in terms of increased confidence and lower perceived speaking anxiety. Evidence from both the questionnaire and open-ended responses suggests that learners felt more confident in using English and experienced a less stressful learning environment. These outcomes were associated with the structured and repeated speaking practice provided through the integration of CLT and vlogging. Such practice allowed learners to become progressively more

familiar and comfortable with spoken English. These results are consistent with earlier studies indicating that regular speaking practice promotes confidence and reduces anxiety (Mustakim et al., 2025, 55). In addition, previous research on vlog-based activities has suggested that such activities contribute to a less threatening learning environment (Jin, 2024, 586) and help strengthen learners' confidence in speaking (Saensin & Khlaisang, 2023, 79-80; Wulandari, 2019, 123). Overall, these factors contributed to learners' willingness to communicate in English.

Beyond affective factors, learners' perceptions offer additional insights into their learning experiences and engagement with the instructional approach. The high levels of satisfaction reported indicate that the instructional approach was viewed as engaging and supportive of their speaking development. Qualitative data from open-ended responses further revealed that learners particularly valued opportunities for repeated practice, real-life application, and peer interaction. Such experiences contributed to learners' positive perceptions of the instructional approach and their continued involvement in speaking activities. These findings are in line with existing literature suggesting that CLT promotes learner engagement through active participation and real-life communication (Putri, 2025, 8), while vlog-based activities can further support learners' involvement in speaking activities (Ersan et al., 2022, 5654). However, it is important to note that these perceptions reflect learners' experiences with the instructional approach rather than providing direct evidence of learning outcomes.

Conclusion

This study investigated the effects of integrating Communicative Language Teaching (CLT) with vlogging activities on the English speaking proficiency of EFL learners. The results indicated a significant improvement in learners' speaking performance following the instructional intervention, suggesting the effectiveness of the integrated approach in supporting speaking development. The findings also showed increased confidence, greater learner engagement, and more positive perceptions of speaking activities. Overall, the integration of CLT and vlogging offers a pedagogically appropriate approach for enhancing English speaking development in EFL contexts with limited opportunities for spoken interaction, particularly by promoting authentic and contextually meaningful communication.

Limitations and Recommendations

The instructional intervention in this study was conducted over a total of 16 instructional hours with non-English major students at a single university, which may limit the generalizability of the findings and the observation of long-term development. Moreover, the study focused on overall speaking performance without examining specific subskills such as fluency, pronunciation, vocabulary use, grammatical accuracy, and communicative effectiveness in detail. Future research is therefore recommended to investigate these dimensions more systematically, as well as to examine the long-term effects of integrating CLT with vlogging across different proficiency levels and educational settings.

In terms of pedagogical implications, language instructors are encouraged to integrate vlogging activities within CLT-based instruction to provide learners with additional opportunities for meaningful and repeated speaking practice. Such integration may help create a more supportive speaking environment that enhances learner confidence and engagement. At the curriculum level, structured opportunities for oral communication may be further strengthened by embedding technology-supported speaking tasks, guided reflection activities, and feedback opportunities within English language courses. In particular, the English for Work course may be expanded to include more authentic and workplace-related speaking tasks to enhance learners' opportunities for real-world communication.

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