



The Impact of Using Vlogs on Autonomous Learning and English-Speaking Proficiency: A Student Perspective from the Faculty of Education

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تأثير استخدام مقاطع الفيديو (فلوق) على التعلم الذاتي وإتقان التحدث: وجهة نظر الطالب في كلية التربية - طرابلس

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Abstract:

This study investigates Students' perspectives regarding the impact of video blogs (vlogs) on autonomous learning and English-speaking proficiency. The study was conducted at the Faculty of Education in Tripoli, where data was collected from 42 female EFL students through a questionnaire. The findings revealed that vlogs enhance learners' confidence in speaking and provide a low-pressure environment for practice. They also encourage vocabulary exploration and greater attention to grammatical accuracy. Despite challenges such as fear of criticism and certain technical difficulties, the majority of students perceived vlogs as a valuable tool for independent learning and for improving their speaking skills. These results highlighted the promising potential of vlogs in language education and strongly recommended their integration into curricula to promote oral practice.

Keywords: English as a Foreign Language (EFL), speaking proficiency, students' perspectives, vlogs, autonomous learning, self-correction, self-confidence, speaking skills.

المخلص:

تهدف هذه الدراسة إلى استقصاء أثر مدونات الفيديو (الفلوق) في تنمية التعلم الذاتي وتطوير مهارة التحدث من وجهة نظر طالبات اللغة الإنجليزية بكلية التربية في طرابلس. شملت العينة (42) طالبة، وتم جمع البيانات من خلال استبيان أظهر نتائج أن استخدام الفلوقات يساهم في تعزيز ثقة الطالبات بأنفسهن أثناء التحدث، ويوفر بيئة تدريب مريحة وخالية من الضغوط، كما يحفزهن على البحث عن المفردات المناسبة والانتباه إلى القواعد اللغوية. ورغم ما يواجهه الطالبات من بعض التحديات مثل الخوف من الانتقاد والصعوبات التقنية، فقد أجمعت الغالبية على أن الفلوقات تمثل أداة فعالة للتعلم المستقل وتطوير مهارات التحدث. وتبرز هذه النتائج الإمكانيات الواعدة لمدونات الفيديو في تعليم اللغة، مما يدعو إلى دمجها في المناهج الأكاديمية لتعزيز الممارسة الشفوية.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، الطلاقة الشفوية، المحادثة، آراء الطالبات، مدونات الفيديو، الفلوقات، التعلم الذاتي، التصحيح الذاتي، مهارات اللغة.

Introduction:

Education has undergone a major transformation in this era of digitalization, which led to the introduction of new and innovative learning tools. Among these recent innovations are video blogs (vlogs), which have become a growing trend in recent years. The use of social media and video blogs (vlogs) have become inevitable for the new generations. They have become the means in which people express their thoughts and share their life experiences; therefore, it is now very important to utilize such a commodity in teaching, especially for spoken English. Vlogs are interactive, engaging, and easily accessible, which makes them ideal for self-learning, self-correcting, as well as improving students' speaking confidence and fluency.

This study explores how vlogs can effectively promote both self-directed "autonomous" learning and spoken language development. It sheds light on the unique features that make vlogs appealing to students, such as real-life content, the ease of access, and the engaging format. Compared to traditional methods such as textbooks and classroom lectures, vlogs offer diverse perspectives, real-world experiences, and a flexible learning environment. This discussion is supported by many researchers, such as O'Dowd (2017) who highlighted the important role of digital tools in nurturing authentic language exposure and learner independence, and Zhang and Zou (2020), who explained the engaging and interactive nature of vlogs, which motivate students and improve their language proficiency. Moreover, the perceived informality and interactivity of vlogs nurture a sense of community and encourage students to take ownership of their learning (Sun & Li, 2018). Building on existing research that highlights the benefits of video-based learning, this study goes deeper into students' perspectives on the role of vlogs in improving their autonomous English language learning, self-correcting ability, and speaking confidence. The rise of such online virtual platforms offers the opportunity for both students and teachers to utilize vlogs for language practice outside the classroom. These online platforms offer a treasure of "online video diaries" which are filled with personal stories (Watkins & Wilkins, 2011). This immense resource can be utilized to increase students' speaking time, promote self-learning, and provide them with the opportunity to point out and fix their own mistakes.

Compared to the use of videos which is a popular tool in language learning, vlogs offer unique advantages. Researchers such as Harmer (2001) stresses the benefits of videos in exposing students to real "language-in-use," and familiarizing them with other language features including gestures, facial expressions, and other visual cues. Vlogs also promote cross-cultural awareness by exposing students to different cultures, accents, and real-life situations. He also stated that vlogs encourage 'creative expression', motivating students through content creation to share their own stories and explore topics of their own interests in a creative context. (Harmer, 2001).

Herring (2015) identifies vlogs as a 'rising trend in digital communication' with significant potential to improve listening and speaking skills. They allow learners to interact and use conversational English in informal settings outside the classroom. Additionally, Karmakar (2015) defines digital materials like vlogs as a valuable teaching resource, it allows teachers to create a dynamic student-centered approach that can bridge the gap between formal education and informal learning.

Vlogs nowadays are being recognized in language education as a valuable tool due to their capability of making learning enjoyable and interactive. Anyone, regardless of their geographical location or cultural background, can create and share vlogs, which leads to exposure to authentic English, various dialects, and accents. Vlogs also function as extensive listening materials featuring real-life conversations, personal stories, and information sharing. This versatility allows students to learn new vocabulary and structures by watching others' vlogs or practice speaking by creating their own. This self-monitored speaking activity is suitable for most language levels, it is a versatile tool that allows students to actively participate in language learning, and build their speaking confidence (Molyneaux et al., 2008).

This study focuses on exploring students' perspectives on using vlogs as a learning tool to improve their speaking skill, autonomous learning, and build their speaking confidence. It will present an analysis of their views and feedback after incorporating the creation of personal vlogs as a part of their listening and speaking course assignment.

Problem of the Study:

Despite the growing integration of video blogs (vlogs) into language learning and teaching, and despite their recognized potential to support learner autonomy and speaking proficiency, there remains a significant gap in research exploring how students in contexts such as the Faculty of education, where the use of digital tools are not widely adopted, perceive and experience the use of vlogs. Within the Faculty of Education in Tripoli, little is known about how learners accept and perceive vlogs as a tool for self-directed learning, self-correction, and building speaking confidence. This study addresses students' perceptions of the usefulness and practicality of vlogs as part of their extracurricular course

assignments. It also aims to identify the specific challenges students face when working on vlog-based tasks as part of their coursework.

Study Objectives:

This paper aims to explore the potential benefits of using vlogs as an out-of-class activity to improve students' speaking skill as a part of a listening and speaking course. The study was conducted by the researchers on a speaking 3 course offered by the English Department at the Faculty of Education in Tripoli. The paper's main objective is to explore students' opinion in whether creating vlogs can encourage their autonomous learning and self-correcting. Students were asked to create Vlogs about a day in their lives as an out of class assignment in order to help identify whether vlogs can contribute to their improvement in spoken language, and to explore any challenges or limitations they may encounter. By capturing the student's voice, the study seeks to shed light on the potential of vlogs as a learning tool, assess their impact on both self-directed learning and speaking proficiency, and contribute to the growing body of research on technology integrated language learning strategies.

Significance of the Study:

Since technology has become a crucial part of our daily routines, its use in almost all aspects of our lives has become inevitable. Teachers have incorporated computer technologies in their classes for many years now, and have adapted different techniques to cater to their students' needs. Therefore, this research will enable educators, especially those teaching English as a foreign language to obtain an insight into students' involvement and perception towards video blogging (vlogs) and to determine to what extent it helps students improve their listening and speaking skills from their point of view. The findings of this research will enable teachers to identify the effectiveness of using vlogs in teaching speaking and highlight the difficulties faced when using this method. The outcome of this research will help teachers encourage students' autonomous learning, and self-directed speaking improvement.

Study Questions:

This study intends to answer the following questions:

1. To what extent do students believe that Vlogs, as a self-learning tool, improve their English-speaking skills?
2. What are students' perspectives on the benefits of using vlogs to improve their autonomous learning and speaking confidence?
3. What are the obstacles and challenges students face while creating vlogs as a part of their speaking course assignment.

Review of Literature:

Vlogs or video blogs are a type of online video-based content that has become increasingly popular in recent years. They offer a unique means for people to share their thoughts and knowledge as well as to connect with others from all over the world. In the context of language learning, vlogs have emerged as a dynamic medium for language learning, combining visual, auditory, and linguistic elements to create authentic learning experiences. They offer unique exposure to real language, which helps facilitate language acquisition. Creating vlogs using the target language can improve speaking skills and promote self-directed learning. (Sun & Li, 2018; Harmer, 2001). In addition, vlogs offer the opportunity for students to listen to their spoken language and self-correct their own mistakes. It also requires students to learn a considerable amount of vocabulary on a particular topic to be able to create the vlog successfully. This review of literature digs into the existing research done to elicit students' perceptions on the use of vlogs as a self-learning tool in order to enhance speaking proficiency, and understand the challenged faced in the process.

- A. **Speaking skill:** According to (Brown, 2004), Speaking skill is the ability to effectively and efficiently use spoken language to communicate ideas, thoughts, and feelings in a clear, concise, and engaging manner within different contexts. This involves aspects like fluency, coherence, pronunciation, grammar, vocabulary, and appropriate use of non-verbal cues (Warschauer & Meskill, 2000). Vlogs if used as a course assignment, can help develop speaking skills by providing the opportunity to self-practice authentic spoken language in real contexts. Vlogs also provide the opportunity for self-correction after recording the material, which gives more room for self-learning.
- B. **Vlogs:** Vlogs (video blogs) are self-recorded videos that showcase real-life content, they are characterized by personal nature. It provides a platform for creators to share diverse content through video recordings (Sun & Li, 2018). If employed in language learning, vlogs can work as authentic language resources, exposing learners to everyday dialogues and different pronunciation patterns (Watkins, 2012). Watkins and Wilkins (2011) also emphasize that vlogs allow learners to be exposed to diverse accents, dialects, and cultural contexts, making Vlogs not only a valuable tool for improving listening comprehension but also a great means for gaining cultural awareness. Furthermore, the interactive nature of this self-recorded content encourages active participation from students, as they can pause whenever they want, rewind, and replay to check their content

and correct their mistakes. This self-paced learning approach is a great way to reinforce autonomous learning, enabling students to take control of their own spoken language improvement.

Benefits of Using Vlogs for Language Learning:

Several previous studies have suggested that vlogs can be of a great benefit for second language learners in several ways. Lestari (2019) for instance, observed improvements in student confidence and spoken fluency when they used vlogs as a speaking practice outside the classroom. He mentions that when students watch English-spoken vlogs, they are offered the chance to be exposed to a native language and various pronunciation models. Additionally, Sun and Li (2018) mentioned that when students record their own personal vlogs, it helps them boost their self-learning and self-correction, as well as encourage various content exploration, which lead to learning new vocabulary and different grammatical structures. The previous discussion leads to the conclusion that vlogs can greatly cater to individual learning needs and preferences, nurturing student engagement and learning motivation.

Related Studies

The use of vlogs in language learning has gained increasing attention in recent years, particularly for its potential to enhance both speaking proficiency and learner autonomy.

- **Rahimi and Fathi (2021)** conducted a study focusing on the impact of vlog creation on the speaking performance and autonomy of Iranian EFL learners. Over the course of eight weeks, students were assigned to film weekly video blogs reflecting on multiple topics. The results showed notable improvements in students' fluency, pronunciation, and self-confidence. More importantly, learners reported feeling more responsible for their learning, as they had to plan, write, and evaluate their own performance. The researchers concluded that the vlogging helped self-learning and self-correction which are key elements of autonomous learning by giving students more control over both the pace and content of their language learning (Rahimi & Fathi, 2021).
- **Sun (2019):** Similarly studies the role of vlog making in improving speaking skills among Taiwanese university students. Throughout a project that lasted the whole semester, students recorded short videos on both academic and personal topics. The study found that recording short videos in the form of vlogs helped students become more fluent and confident, it also increased their motivation to speak English outside the class. Sun emphasized that the self-paced nature of vlogging gave students time to reflect, practice, and revise their own speech, which reduced their anxiety and encouraged more natural language use. (Sun, 2019). Both these studies support the idea that vlogs are more than just a speaking activity. They offer a platform that empowers learners to take charge of their own language improvement in meaningful and personalized ways.
- **Maulidah (2017)** studied students' perception of vlogs as a tool to boost speaking ability. Her research, conducted in an Indonesian EFL context, concluded that students found vlogs enjoyable and less intimidating than traditional oral presentations. They felt more confident and autonomous when allowed to record and edit their speech before submission.

Limitations of Using Vlogs for Language Learning:

Despite the potential benefits of Vlogs in language learning, students of the Faculty of Education in Tripoli could face some difficulties and limitations. Recording Vlogs requires knowledge of a wide range of vocabulary and correct grammatical structures to be able to speak throughout the video, many students could find this daunting to do at first. Besides, the use of vlogs is still not very common in countries like Libya, therefore; some might face difficulty with the technical aspects of making the video, such as shooting various scenes, editing, and voice-over recording. Baylen & D'Alba (2015) for example, mentioned that students could face obstacles when recording their Vlogs due to vocabulary limitations and "potential errors" in their spoken language. They claimed that since vlogs are created by non-experts or casual users, they may contain grammatical mistakes, incorrect pronunciation, or inaccurate language use. When making a vlog, various scenes need to be taken through an extended period of time before being able to combine them together, therefore, students find vlogs tiring and time-consuming. These limitations suggest that vlogs in some cases are not suitable for all students, since some can face challenges in different learning contexts.

Gaps in Literature:

While the use of video blogs (vlogs) has recently gained considerable attention in language teaching and learning, there is still limited understanding of how students in less digitally integrated environments, such as the Faculty of Education in Tripoli, perceive vlogs as part of their learning process. Despite the growing integration of digital tools in education, the perception of students remains unexplored. In contexts like Libya, little is known about how students perceive vlog-based tasks, how they view their usefulness for language development, and what challenges they encounter when such tools are introduced into their coursework.

Participants of the Study:

The Libyan Faculty of Education in Tripoli was the context for this study. The number of participants was 42 female students enrolled in the third and fourth semesters in the English Department. Their age was between 20-22 years old. The student's English language proficiency ranged between lower to upper intermediate. All students used their mobile phones and internet connections, as well as video editing apps of their choice for the given task. Students were given the task of recording a personal vlog that tells the story of their daily routines. It was considered a speaking assignment for their term's final assessment.

Study Design:

In order to answer the previously proposed questions, this study attempts to obtain a detailed understanding of students' perceptions of using vlogs to improve their autonomous learning, self-correction, and their speaking skills. To achieve this; both the quantitative and qualitative approaches are utilized to gather and analyze data. "Quantitative research is a systematic process of collecting and analyzing data that is expressed in numerical terms. It is used to describe, explain, and predict phenomena. (Bryman, 2016, p. 8). The required data for this paper was collected through a questionnaire designed to elicit the students' honest opinion on the topic. The questionnaire was handed to the participating students in listening and speaking 3 courses. Students were asked to answer a number of guided questions after they have worked on, finalized, and presented their vlogs in the class for their final assessment. Few open-ended questions that require free-form responses, along with teacher's notes from the class observation (which was done when students presented their vlogs in class), will be discussed qualitatively in a non-numerical format.

Study Tool:

The data needed for this research was collected through a questionnaire which is according to Gustafsson, is "a standardized set of questions that are asked to a group of respondents in order to collect data" (2016:8).

A total of 16 closed and open-ended questions were used in the questionnaire. The structure was divided into three parts: the first is a student's profile, followed by the closed-ended questions, and lastly, the open-ended questions in which they could include their opinions and recommendations. It was submitted to the participants through Google form. The participating students had to answer questions related to using vlogs and their perception of their effectiveness in improving their speaking skills, self-confidence, and autonomous learning. They also had to answer some questions regarding the limitations and obstacles they might have faced while working on their vlogs. When the questions were answered, the results were subsequently analyzed to point out students' perception on using Vlogs for self-learning as a part of their speaking course assignments.

Validity:

The researchers prepared a validation rubric to make it possible to assess the vlogs submitted by the students before final assessment. The rubric had few points that students' Vlogs had to cover to ensure that they meet certain criteria and of an accepted quality and content. These points included descent use of spoken language and correct use of vocabulary and grammar. The students' vlogs were checked for content and quality before the final submission. Once the vlogs covered the points mentioned in the rubric and were approved; student became eligible to fill out the questionnaire.

Data Collection:

To achieve the aims of this paper, and to collect the required data, the researchers utilized an online questionnaire. The primary data for this study comes from the students' answers to the questionnaire in which they had to answer several closed-ended and open-ended questions to share their perspective on the use of vlogs and their role in enhancing self-learning and speaking skills. First, students were asked to create vlogs in which they show their daily routine or a special day in their life in a video format with voice-over. This task was given as an assignment during their Listening and Speaking course. After being assessed by the teacher, only the vlogs that met the criteria outlined in the pre-designed rubric, ensuring both language quality and filming standards, as well as appropriate content and well-organized ideas, were considered eligible for the questionnaire. The questions of the questionnaire were created to suit the researcher's need to investigate students' perceptions of the use of vlogs and highlight the limitations and obstacles they have encountered, while filming their vlogs.

Data Analysis Procedures:

This research employs both qualitative and quantitative methods. The collected data was analyzed using Mckernan's (1996) in Burns (1999:157-160) five steps of data analysis which are summarized **as follows:**

1. **Assembling the Data:** collecting the required data was performed using a questionnaire which was distributed online using google forms to study students' perceptions and views on the role of using vlogs in developing their autonomous learning and speaking skills. This was done after using

a well-designed rubric to filter content and correct language used in vlogs before final submission. Only those who met the criteria in the rubric were eligible to answer the questionnaire.

- 2. Coding the Data:** In this stage, the collected data was revised, categorized, and organized, to be able to simplify, document and analyze the data. Irrelevant content or wrong use of language will be filtered at this stage.
- 3. Comparing the Data:** This was done in order to study the differences and similarities between the collected data in order to analyze and obtain the required results.
- 4. Building Interpretations:** At this stage, data was thoroughly processed and analyzed, compared, explained, and interpreted to understand students' perception on the topic.
- 5. Reporting the Outcomes:** This is the final stage of data analysis in which the conclusion of the research is presented in a way that answers the study's questions. And meets the objectives proposed in this research.

Data Analysis:

This study is exploratory in nature and aims to document students' perceptions and experiences after integrating vlogs into their coursework. The primary objective is to elicit qualitative feedback and self-integrated outcomes, therefore, the data collected from the participants was analyzed to evaluate their perceptions, experiences, and attitudes toward using vlogs as a tool for learning and improving English speaking skills. The analysis is divided into thematic sections based on the survey questions, and the results are presented using descriptive statistics.

- 1. Comfort Level Speaking in Front of a Camera:** Participants were asked how comfortable they were speaking in front of a camera prior to the course assignment. **The responses were as follows:**

1. How comfortable were you speaking in front of a camera before this course assignment?			
Very Comfortable	Neutral	Somewhat Comfortable	Somewhat Uncomfortable
14.3%	32.2%	21.4%	32.1%

This indicates that while a significant portion of participants (32.2%) felt natural or very comfortable, an equal percentage (32.1%) experienced some kind of discomfort, highlighting an almost equal division in initial confidence levels.

- 2. Familiarity with Using Vlogs for Learning:** When asked if they had used vlogs before for learning any other subjects, **the answer was as follows:**

2. Have you ever used vlogs for learning any subject?	
YES	NO
75.9%	24.1%

This suggests that the majority of participants were already familiar with vlogs as a learning tool, and have previously used them in their studies. This may have influenced their ease and smoothness of using them for speaking practice.

- 3. Frequency of Using Vlogs for Language Improvement:** Participants were asked how often they used vlogs to improve their language skills:

3. Do you usually watch vlogs as a learning tool to improve your language?				
Always	Frequently	Sometimes	Rarely	Never
27.6%	20.7%	34.5%	13.8%	3.4%

The data shows that while a significant portion (48.3%) used vlogs regularly (always or frequently), a larger group (34.5%) only engaged with them occasionally, indicating a difference in usage patterns.

- 4. Perceived Benefits of Using Vlogs for Learning:** After experimenting with vlogs as a learning tool, participants identified several benefits of using vlogs for learning:

4. What are the main benefits you see in using vlogs for learning in general?				
More engaging and interesting than traditional learning	Allows for personalized learning style	Offers diverse perspectives and explanations	Provide easy access to learning materials	Other
65.5%	44.8%	17.2%	24.1%	13.8%

The majority of participants (65.5%) emphasized the engaging and personalized nature of vlogs (44.8%), reinforcing their potential as an effective learning tool.

5. **Use of Vlogs for Speaking Practice:** When asked if they had used vlogs before as a speaking practice, the answers were as follows:

5. Have you ever used vlogs for learning any subject?	
Yes	No
48.3%	51.7%

This near-even split suggests that while many participants recognized the value of vlogs for speaking practice, a significant portion had not yet experienced them for this purpose.

6. **Types of Vlogs Used:** Among those who used vlogs for speaking practice:

6. What types of vlogs do you usually use?			
Educational	Personal reflections and entertainment	Review vlogs	Social media
17.6%	52.9%	5.9%	23.5%

The preference for personal reflections and entertainment vlogs (52.9%) indicates that participants gravitated toward content that was personal, authentic and engaging.

7. **Benefits of Using Vlogs for Speaking Practice:** Participants identified several benefits of using vlogs for speaking practice:

7. What are the main benefits you see in using vlogs for learning in general?				
Builds confidence in speaking English	Provides room for innovation and creativity	Allows for self-assessment and improvement	Provides an opportunity to practice speaking without pressure	Other
84.2%	27.6%	55.2%	75.9%	3.4%

The overwhelming majority (84.2%) highlighted confidence-building as the primary benefit, reinforcing the great potential of vlogs as a tool for speaking improvement.

8. **Challenges in Using Vlogs for Speaking Practice:** Participants also mentioned a few challenges associated with using vlogs:

8. In your opinion, what are the main challenges in using vlogs for speaking practice?				
Fear of judgment and negative feedback	Lack of motivation and consistency	Difficulty receiving feedback and corrections	Technical difficulties with recording and editing	Other
53.6%	7.1%	32.1%	46.4%	10.7%

The fear of judgment, negative feedback (53.6%), and technical difficulties (46.4%) were the most significant obstacles faced by students in using vlogs. Whereas only 7.1% mentioned lack of motivation and consistency as an obstacle.

Belief in Vlogs as a Tool that helps their Independent Learning

By answering the following question:

Do you believe creating vlogs helped you learn English more independently? Why or why not?

All participants (100%) agreed that creating vlogs helped them learn English more independently in a creative manner. **Because it offers:**

- Active use of the language.
- Opportunities for self-correction and improvement.
- An opportunity to enrich vocabulary and improve pronunciation.
- Increased motivation and creativity.

However, some students noted that creating vlogs required significant effort and good photography and videography skills, while most of them emphasized its benefits in self-learning and the power of repeated practice in memorizing vocabulary and recalling structure.

9. **Impact of Vlogs on Speaking Skills:** Participants reported in which way creating vlogs helped improve their speaking skills:

10. How did creating vlogs help you practice and improve your speaking skills?				
I had to think about how to express myself clearly and concisely	I received feedback from viewers on my pronunciation and grammar.	I practiced speaking on a variety of topics.	I gained confidence in speaking English in front of others.	Other
58.6%	37.9%	31%	20.7%	13.8%

The data highlights the role of vlogs in nurturing clarity, feedback, and confidence in speaking. The majority 58.6% believed that vlogs helped them think about and learn to express themselves clearly and concisely. 37.9% said that receiving feedback helps them correct their pronunciation and grammar. 31% think Vlogs allow them to learn to speak about a variety of topics and acquire the needed vocabulary. The remaining proportion of 13.8% think it helps their confidence when playing their videos in front of others.

10. **Impact of Vlogs on Vocabulary and Grammar:** Participants also noted how vlogs helped them learn new vocabulary and grammar:

11. How did creating vlogs help you learn new vocabulary and grammar		
I had to research new words and expressions to use in my vlogs	I paid more attention to my grammar and sentence structure.	I received feedback from viewers on my vocabulary and grammar.
79.3%	55.2%	27.5%

The majority (79.3%) emphasized the active learning process involved in creating vlogs, as they had to search for new vocabulary and expressions to use in their vlogs.

A nearly similar number of 55.2% mentioned that using vlogs made them pay more attention to the use of correct grammar. Whereas the minority of 27.5 % thought receiving feedback help them point their flaws.

11. **Feedback on Vlogs:** When asked about the usefulness of feedback received on their vlogs by their teacher or peer students:

12. Did you receive any feedback on your vlogs from your instructor or peer students? If so, how helpful was the feedback?				
Very helpful	Helpful	Neutral	Not helpful	Not helpful at all
24.1%	20.7%	20.7%	6.9%	27.6%

The mixed responses suggest variability in the quality and usefulness of feedback provided.

12. **Perception of Vlogs as a Valuable Tool:** Participants were asked if they believed vlogs could improve autonomous learning and speaking skills:

13. Do you think vlogs could be a valuable tool for improving your autonomous learning and speaking skills?				
Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
34.5%	41.4%	13.8%	6.9%	3.4%

The majority (75.9%) viewed vlogs positively, indicating strong potential as a learning tool.

13. **Interest in University-Specific Vlogs:** When asked if they would be interested in using vlogs designed for university students:

14. Would you be interested in using vlogs specifically designed for university students?

Yes	No
72.4%	27.6%

This high level of interest (72.4%) suggests a demand for tailored vlog content.

Desired Topics and Formats:

Participants expressed interest in vlogs covering:

- Daily routines, time management, and skincare.
 - School activities, sports, and campaigns.
 - Travel, introversion, and healthy eating habits.
- These topics reflect a desire for personal, real life and practical content.

Recommendation of Vlogs for Other Learners:

All participants agreed that vlogs are an effective tool for English language learners.

Key reasons included:

- Authentic language practice, and context-rich learning.
- Engagement and motivation.
- Opportunities for feedback and self-improvement.
- Flexibility and creativity.

While some students may be more focused on content than learning new things, vlogs can be beneficial and different from traditional learning methods. Vlogs can help students speak quickly and fluently, and they can help them discover new English vocabulary. Despite some challenges, vlogs are an enjoyable learning tool that can help students improve their speaking while learning with pleasure.

Discussion:

The findings of the data analysis support previous research indicating that vlogs can enhance speaking proficiency and learner autonomy. It aligned with the notion that vlogs are a promising tool for enhancing both autonomous learning and speaking proficiency. This was also found to be true among Libyan university students. The data collected from the questionnaire support the view that vlogs offer a dynamic and student-centered method to language learning.

One of the most significant findings is that 84.2% of the students said that vlogs helped them boost their confidence when speaking English. This aligns with Sun and Li's (2018) argument that vlogs offer a relaxed environment for practicing speaking. Similarly, Sun (2019) emphasized that creating vlogs helps reduce learners' anxiety by allowing them to plan, revise, and correct themselves at their own pace. Creating vlogs as shown by the collected data, helped students pay more attention to language form and structures. For example, 79.3% of the students stated they had to look for new vocabulary to use in their vlogs, while 55.2% mentioned paying more attention to grammar and sentence structure. These findings support Harmer's (2001) claim that when students are actively involved in language, rather than passively receiving it, they become more engaged in the process of learning. About 75.9% of the participants said that vlogs helped them practice speaking without pressure, which is an essential aspect of fluency development. Similarly, Sun (2019); Rahimi and Fathi (2021) highlighted that vlogs have anxiety-reducing effects and can motivate learners to speak more frequently and naturally. Despite being a powerful tool in language learning, using vlogs comes with challenges. Over 53% of participants experienced fear of judgment, and 46.4% mentioned technical difficulties while recording and editing their vlogs. These findings show that while vlogs are beneficial, they have limitations. This supports Baylen & D'Alba's (2015) view that new vlog creators may face cognitive overload or anxiety due to technical difficulty and performance concerns.

Finally, it is important to note that 100% of participants agreed that vlogs are an important tool for Libyan language learners. The level of interest (72.4%) in university-specific vlogs also confirms that learners prefer relevant and practical content. This can bridge the gap between educational instructions and personal expression, creating a rich space for self-directed learning and, and interactive environment where Learners can develop and nurture their speaking skills. By integrating quantitative and qualitative findings, the analysis offers a comprehensive perspective. While numerical data revealed significant associations between vlog usage and speaking confidence, qualitative data highlighted that some students continued to experience anxiety despite frequent vlog use. This mixed-methods approach underscores the complexity of students' experiences and suggests that both technical proficiency and psychological factors play important roles in the effectiveness of vlogs as a learning tool.

In conclusion, vlogs when used as part of the curricula can significantly enhance speaking proficiency and learner autonomy by offering exposure to authentic language, and the opportunity for self-correction. While certain technical and emotional drawbacks must be addressed, the overall

student response suggests that adding vlogs into language curricula could be a powerful strategy for modern language education in Libya where oral practice opportunities are usually limited.

Conclusion:

Based on the data collected from students (enrolled in listening and speaking 3 course) in the English department at the Faculty of Education. The analysis of the data collected from the questionnaire reveals that vlogs are perceived by the Libyan students who took part of the study as an engaging and effective tool for improving English speaking skills. It definitely comes with challenges, especially if it is the students' first time recording themselves, yet it has many benefits, such as increased confidence in one's performance, overcoming shyness caused by speaking in front of other students. The personalized learning experience they can offer is exquisite, as students can freely choose what to record and what to say as a voice-over. Because students are able to repeat the process and record as many times as they need to in order to correct their mistakes, Vlogs proved to be a great tool for self-assessment. After filming and recording their voice over, students were able to spot and correct their own mistakes, before submitting the final version. However, some students mentioned few challenges such as fear of judgment by their classmates when the vlogs were played in class, and others faced technical difficulties. The high level of interest in university-specific content vlogs shown by the participants indicates the need for tailored content to meet students' needs. Overall, vlogs represent a promising avenue for autonomous language learning, and self-assessment, which can greatly improve the learning experience of spoken language. If applied as a part of speaking courses in the speaking curriculum at the Faculty of Education, it can offer a great learning tool with promising results. However, the study is limited by its small sample size and reliance on self-reported data. Future research should explore the long-term impact of vlogs on language development and investigate strategies to overcome technical barriers. Educators are encouraged to provide scaffolding and support to maximize the benefits of vlog-based assignments.

Recommendation:

Based on the findings of this study regarding the impact of vlogs on autonomous learning and English-speaking proficiency among EFL students at the Faculty of Education, the following recommendations are proposed:

1. **Integration of Vlogs into Curriculum:** Educators should seek to incorporate vlogs as a regular component of English language courses, especially in speaking and listening modules. Vlogs provide authentic opportunities for students to practice spoken English in a low-pressure, engaging environment. Structured vlog assignments should be designed to align with course objectives, ensuring that students have clear guidelines and assessment rubrics.
2. **Fostering a Supportive Learning Environment:** Constructive feedback should be emphasized to encourage a positive classroom environment and to minimize the fear of judgment. Educators should allow multiple drafts and revisions of vlog assignments, enabling students to reflect on and improve their mistakes through self-assessment and peer/instructor feedback. Informative assessment should be implemented through regular feedback on students' vlogs, focusing on both language accuracy and communicative effectiveness.
3. **Personalization and Student Choice:** Educators should allow students to select vlog topics that are personally meaningful or relevant to their interests. This increases motivation and engagement, as reflected in the study's findings. They should also encourage creativity and authenticity in vlog content, supporting students in expressing themselves naturally and confidently.
4. **Addressing Challenges and Limitations:** Identify and address technical difficulties by ensuring access to necessary resources (e.g., smartphones, editing software, stable internet). Provide additional support for students who experience anxiety or lack confidence in speaking, such as small group practice or one-on-one coaching.

Future Research:

Future research should involve a larger and more diverse sample of students to gain a deeper understanding of the significance and impact of vlogs on autonomous learning and speaking proficiency. Additionally, further studies are needed to explore the effects of vlogs on other language skills, such as listening comprehension, vocabulary acquisition, and intercultural competence.

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