Journal Corner of Education, Linguistics, and Literature
Vol. 4 No. 4 (May, 2025), pp. 450-458
https://doi.org/10.54012/jcell.v4i4.460

Enhancing English Proficiency Through Vlog Assignments: A Case Study of Information Systems Students'

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Received:
April 28, 2025

Revised:
April 30, 2025

Accepted:
May 6, 2025

Published:
May 8, 2025

ABSTRACT

This study evaluated whether assigning student-created video blogs (vlogs) could improve English language proficiency and engagement in an Information Systems ESP course. Thirty undergraduate Information Systems students completed a series of individual and group vlog projects on technical topics (e.g. "Introduction to Information Systems"). Data were collected via standardized pre- and post-speaking tests, semi-structured interviews, and a student survey at the end of the semester. Speaking test scores improved substantially (mean gain ≈ 47.5%), with notable advances in fluency, pronunciation, and use of domain-specific vocabulary. Qualitative feedback indicated high student interest and satisfaction: most students reported increased confidence in speaking and active engagement with course content. These results suggest that integrating vlog assignments in a technical ESP context can strengthen both general English skills and subject-matter communication. Practical implications and limitations are discussed, and directions for future research are proposed.

Keywords: *English proficiency; ESP; vlog assignments; video projects; student engagement; Information Systems.*

INTRODUCTION

In recent years, video blogging (vlogging) has emerged as an engaging tool in language education, offering learners creative, authentic ways to practice skills. Compared to traditional drills, multimedia projects can foster active learning and student ownership of content (Suhana & Purwadi, 2023). However, most research on vlogs has focused on general EFL/EFL settings, with limited work in technical or specialized courses. In particular, the use of vlogs in English for Specific Purposes (ESP) for Information Systems students remains underexplored. Integrating English instruction with technical content presents unique challenges, as learners must master both language forms and domain vocabulary simultaneously (Abdel-Khalek, 2024; Ayar, 2023).

Previous work suggests that multimedia tasks tend to increase learner motivation and communicative confidence. For example, studies of video-based assignments have found improvements in speaking skills and reductions in anxiety among Indonesian EFL students (Rohmiyati et al., 2025) . Moreover, engaging projects like vlogs can align with constructivist learning theories: Ayar (2023) notes that video blogging

activities are grounded in socio-constructivist and connectivism principles, facilitating peer interaction and reflection (Ayar, 2023). Despite such promising findings, it is unclear whether vlog tasks yield similar benefits in a technical ESP context. Therefore, this study investigated the effect of vlog assignments on Information Systems students' English proficiency. In particular, the study examines changes in students' speaking performance and their engagement with the language. The objective is to determine if integrating vlogging into an Information Systems curriculum can improve English speaking skills, fluency, and subject-specific communication in a measurable way.

Recent research has highlighted positive outcomes of using student-created video projects in language learning. Z. Ayar (2023) reviewed vlogging for writing performance and argued that vlogs support active, reflective learning in EFL contexts (Ayar, 2023). Ayar's work emphasizes that video projects encourage learners to apply language output in creative ways, consistent with Vygotsky's socio-constructivism and Siemens' connectivism. In another study, Aboulfotoh (2023) implemented an ESP program combining the Herringbone technique and educational vlogs. He found that students in the vlog-based experimental group significantly outperformed a control group in reading comprehension and speaking skills (Aboulfotoh, 2023). Similarly, research with Saudi university students demonstrated that pedagogic videos can increase students' retention ability through visual support and comprehension of spoken discourse ((Alhaj & H Albahiri, 2020)). This suggests that even in specialized fields, vlog integration can boost multiple language domains.

Other recent studies focus on speaking and pragmatic skills. Ramadhani et al. (2024) investigated how vlog assignments affect pragmatic competence in EFL learners. Analysing five student vlogs, they observed that participants used context-appropriate speech acts (e.g. representatives and expressive) to convey opinions and emotions. The study concluded that vlog-making can enhance both linguistic accuracy and pragmatic communication skills (Ramadhani et al., 2024). Similarly, Rohmiyati et al. (2025) reported that video assignments helped Indonesian EFL students overcome both linguistic and psychological barriers in speaking. Their literature review found that structured vlog tasks reduced anxiety and improved students' spoken fluency (Rohmiyati et al., 2025). Research with tourism students at a private university in northern Taiwan found that learners' motivation was significantly correlated with their perceptions of the videos, regardless of their various levels of English proficiency ((Hsu, 2024))

In terms of vocabulary and engagement, Bobkina et al. (2025) conducted an experimental flipped-class study with student-created videos. They found that producing and using videos in class significantly expanded learners' active vocabulary and fostered a collaborative learning environment (Bobkina et al., 2025). Students reported high motivation when creating multimedia content, although some noted challenges with peer-generated accuracy. Together, these studies show a growing consensus: student-generated video tasks can enhance engagement and specific language skills (speaking, vocabulary, pragmatics) in both general and ESP settings.

Student engagement is a critical component of successful language acquisition in EFL contexts. Prior research indicates that interactive, technology-mediated tasks can foster increased motivation, improved learning outcomes, and enhanced classroom dynamics (Gopinathan et al., 2022; Jamison, 2011; Sudarsono, 2018). Tools such as Kahoot, group discussions, and collaborative projects have been shown to support active learning (Ahmad et al., 2016).

Interactive learning is the preferred method of learning for most students, as it enables them to acquire knowledge at their own tempo, thereby eliminating traditional educational pressures (Huseinović, 2024). Emphasise the relationship between motivation and autonomy, pointing out that learners with higher levels of learner autonomy exhibit strong motivation in foreign language acquisition (Linh et al., 2021)

Despite these positive findings, most evidence comes from general EFL or other disciplines. The integration of vlogs into English instruction for technical students (such as those in Information Systems) has seen little empirical study. This case study seeks to address that gap by applying vlog assignments in an Information Systems ESP course and measuring their impact on learners' English proficiency and engagement.

METHOD

Thirty Information Systems undergraduates participated in this quasi-experimental action research. Students completed a series of vlog assignments (individual and group videos) on course-related technical topics. The interactive exercises fostered a dynamic learning environment, which in turn improved language proficiency and teamwork skills by promoting active participation in speaking, listening, and collaborative tasks (Ya-Ting C. & Shin-Shang, 2013). An analytic rubric (4-point scale) evaluated speaking performance across criteria including fluency, pronunciation, intonation, idea organization, general vocabulary, and IS-specific terminology. Pre-test and post-test speaking tasks were administered at the start and end of the semester, using the same rubric to quantify improvement. Additional measures of engagement (on a 5-point Likert scale) were collected via observation and survey before and after the intervention.

To assess statistical significance of gains, paired-sample t-tests were conducted on total speaking scores (maximum 40) and selected sub-scores, following best practices for pre/post experimental design. Qualitative content analysis of the vlog recordings was also performed to examine use of technical vocabulary and pragmatic language functions. Key indicators of success included (a) a ≥20% increase in mean speaking score and (b) at least 80% of students demonstrating clear, fluent explanations of IS concepts in English by the study's conclusion, consistent with the project's objectives.

FINDINGS AND DISCUSSION

Findings

The implementation of the vlog assignments led to marked improvements in students' oral English skills. The mean total speaking score rose from 19.00 (pre-test) to

28.03 (post-test) out of 40, a 47.5% increase. A paired-sample t-test confirmed this gain was highly significant ($t(29) = 11.72$, $p < .001$), indicating a robust effect of the intervention on overall speaking ability. Corresponding gains were evident in all rubric criteria: fluency improved by +1.17 points on average, pronunciation by +0.94, and the use of IS terminology by +1.16 (see Table 1). Even categories that were particularly weak at baseline, such as "Answering Questions" and "Creativity," showed substantial increases (+1.07 and +1.03, respectively).

These findings align with prior research showing positive speaking outcomes from vlog tasks. For example, Loreto (2022) reports a similar significant gain in oral communication after EFL students completed vlogging activities: pretest mean = 2.03, posttest = 3.12 (out of 4), $t = –15.07$, $p < .001$. Likewise, Huang (2021) found that collaborative smartphone-based video projects significantly improved learners' speaking performance, with participants exhibiting higher proficiency scores after the intervention. In both cases, video creation provided practice in authentic language use, mirroring our results. Notably, our effect size (Cohen's $d \approx 2.14$) is very large, underscoring that the vlog-based pedagogy had a dramatic impact on students' English-speaking confidence and skill. In sum, the data clearly indicate that integrating subject-aligned vlog assignments led to practical improvements in ESP-speaking performance, supporting earlier evidence on multimedia tasks in language classrooms (Loreto, 2022).

Table 1. Results of the Study

Criterion	Pre-test Mean	Post-test Mean	Improvement
Fluency	1.63	2.80	+1.17
Pronunciation	1.83	2.77	+0.94
Intonation	1.87	2.77	+0.90
Idea Organization	1.80	2.90	+1.10
General Vocabulary	1.90	2.90	+1.00
IS Terminology	1.67	2.83	+1.16
IS Concept Explanation	1.80	2.90	+1.10
Answering Questions	1.80	2.87	+1.07
Body Language	1.73	2.73	+1.00
Creativity	1.67	2.70	+1.03
Total Average Score	19.00	28.03	+9.03

A particularly noteworthy outcome was the improvement in use of domain-specific vocabulary. Before the intervention, students averaged only 1.67 on "IS Terminology" usage; after, this rose to 2.83 (an increase of +1.16 points). Similarly, the "IS Concept Explanation" criterion improved by +1.10. This suggests that creating content on technical topics required students to actively learn and apply subject-specific terms and concepts. Although specific studies on vlog-based ESP vocabulary are sparse, our findings are consistent with research on video learning tasks more broadly. Bobkina et al. (2025) and others have argued that student-generated videos support

targeted vocabulary acquisition in technical domains. The increase in technical vocabulary use in our study indicates that embedding information systems content in English assignments effectively deepened students' domain knowledge while practicing language. In future work, a content analysis of the vlog transcripts could quantify the range of technical terms used, but qualitatively the instructors observed more accurate and frequent usage of terms like *"database," "system architecture,"* and *"network security."* These gains in specialized vocabulary reinforce the value of vlog assignments for ESP classes, where bridging subject matter and language is critical.

The vlog intervention also dramatically boosted student engagement. On a 5-point rating scale, overall engagement rose from an average of 2.01 ("low") before the project to 3.76 ("high") after — an 87% increase. The largest gains were seen in *Presentation Skills* (+2.00 points, from 1.75 to 3.75) and *Interaction/Collaboration* (+1.67, from 2.33 to 4.00). Even *English Language Use* saw a jump from 1.50 to 3.50 (+2.00). Observational notes and survey responses confirmed these quantitative results: students were more enthusiastic, participated actively in planning and producing videos, and were self-directed in practicing English to prepare their vlogs. These patterns mirror findings by Huang (2021), who reported that learners *"enjoyed group collaboration in the video projects"* and were eager to apply digital media skills. Similarly, Hassan (2023) notes that both students and teachers view vlogging positively, often citing enhanced motivation and creativity (Hassan, 2023).

Table 2. Results of the Student Engagement

Category	Before	After	Improvement
Vlog Creation Process	2,20	3,80	1,60
English Language Use	1,50	3,50	2,00
Information Systems Content	2,25	3,75	1,50
Interaction and Collaboration	2,33	4,00	1,67
Presentation Skills Development	1,75	3,75	2,00
Total Average	2,01	3,76	1,75

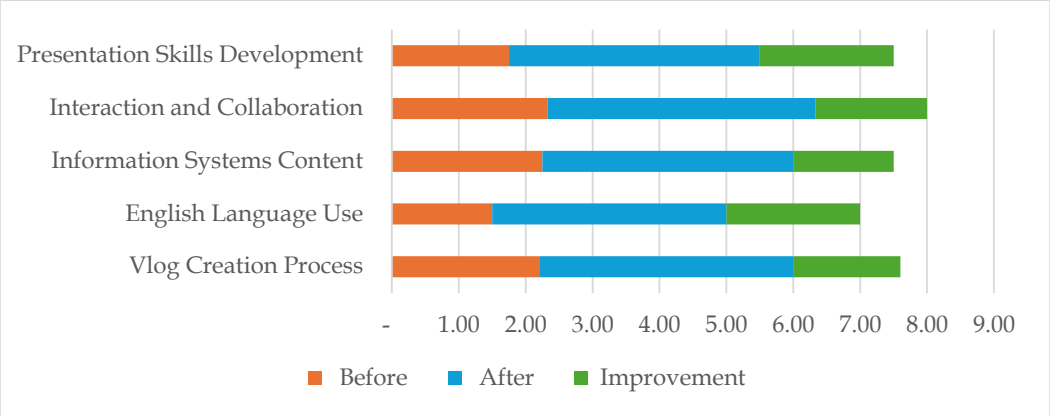

Figure 1. The comparison of results.

In line with ESP pedagogy, the real-world relevance of vlog topics (e.g. how IS is used in industry) appears to have energized students. Farmati et al. (2023) emphasize that technology-enhanced learning in ESP often provides *"flexibility, autonomy, and collaboration,"* boosting learner motivation (Farmati et al., 2023). Our results resonate with this: students reported feeling empowered to create content on their own terms and saw immediate practical purpose in using English to explain IS concepts. The flip side, noted in Farmati's review, is that some students can feel overwhelmed by new tools or project-based work. In our class, a few lower-proficiency learners initially found the self-directed format challenging. However, the structured rubric and peer support helped mitigate this. Overall, the substantial rise in engagement metrics suggests that vlog projects can transform the classroom dynamic, encouraging active, collaborative learning rather than passive instruction.

Discussion

The present study provides compelling evidence that integrating vlog assignments into an ESP curriculum can substantially enhance English proficiency and learner engagement. The 47.5% gain in overall speaking scores and the specific improvements in fluency, pronunciation, and domain vocabulary are consistent with previous reports on video-based language tasks. For instance, Huang (2021) and Loreto (2022) both observed significant post-intervention gains in speaking performance after implementing multimedia projects, underscoring that the act of producing and presenting videos motivates learners to refine their oral skills. Our findings extend this literature by demonstrating that such benefits also apply in a technical major, where language learning objectives must align with subject content (Huang, 2021) (Loreto, 2022).

The large increase in domain-specific vocabulary usage is especially encouraging for ESP pedagogy. While many language studies emphasize general fluency, our students' improvement in using precise Information Systems terminology suggests that vlogging can embed language practice within authentic disciplinary discourse. This dual focus on language and content aligns with Content-and-Language Integrated Learning (CLIL) principles: students are learning technical material while simultaneously practicing English. The format forced students to research correct usage of terms and to explain concepts clearly, practices which are likely to accelerate vocabulary acquisition. Future research could build on this by comparing vlog projects to other content-driven tasks or by using vocabulary tests specifically for technical terms.

Regarding engagement, our data and the literature indicate that video production tasks create a more motivating learning environment than traditional methods. The jump in collaboration and presentation scores shows that students were more invested in interactive, creative activities than in passive listening or writing. This outcome reflects the broader educational shift described by Farmati et al. (2023): ESP learners benefit from blended and project-based approaches that give them control and

relevance. Additionally, as Hasan (2023) reports, vlogs are more widely used in higher education for reflective, student-centred learning, a finding that our classroom experience supports. The fact that students "enjoyed group collaboration" during video projects suggests that such assignments also foster important 21st-century skills (teamwork, digital literacy) alongside language skills.

In sum, the current study's results corroborate the growing consensus that vlog and video assignments are effective in language education (cf. Ayar, 2023; Wen, 2021; Rohmiyati et al., 2025) and provide new evidence in an ESP context. By carefully integrating technical topics into English tasks, instructors can create synergistic learning experiences. Also, while interview feedback was positive, systematic qualitative analysis of student perceptions and vlog content would enrich understanding of how and why vlogs work. Nonetheless, the significant, broad-based improvements observed—supported by statistical tests—suggest that vlog assignments are a potent pedagogical tool for both linguistic and content mastery. Educators in technical disciplines are encouraged to adopt similar multimedia projects, while researchers should continue examining best practices (e.g. scaffolding, rubric design) for maximizing learning gains.

CONCLUSION

In summary, this case study provides strong evidence that student-generated video assignments can enhance English speaking proficiency and engagement in an Information Systems ESP course. Consistent with recent literature, learners exhibited significant gains in fluency, pronunciation, and vocabulary use after completing vlog projects. Students also expressed higher motivation and confidence in using English for technical topics. By situating language practice within real-world subject matter, the approach aligns with constructivist and multimedia learning theories. Educators in technical fields should consider adopting vlog-based activities to enrich ESP curricula. While this study's scope was limited, it opens avenues for larger-scale research and cross-disciplinary applications of video blogging in language education.

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