

Exploring Bangladeshi Tertiary Students' Use of Vlogs for Learning English

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partial fulfillment of the requirements for the degree of
MA in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

None of the data presented in this study is plagiarized in any manner. Moreover, all the Participants of the study have provided their consent prior to the data collection process. In Addition, the researcher has used pseudonyms to maintain the confidentiality of the participants.

Abstract

This study explores the impact of vlogging on English learning among tertiary-level students in Bangladesh and examines how students utilise vlogging to enhance their language skills. A qualitative phenomenological approach was adopted, selecting six students from private universities in Bangladesh. The students participated in semi structured interviews and data were collected through zoom. The findings reveal that vlogging positively influences English language learning by enhancing speaking fluency, vocabulary usage, and overall confidence. The students reported that creating vlogs encouraged them to practice English regularly, reflect on their language errors, and receive constructive feedback from peers. Some students noted initial difficulties in organising content and expressing ideas clearly in English but gradually improved through repeated practice. The participants emphasised that vlogging also increased their motivation to learn English and made language practice more enjoyable. This research highlights the potential of vlogging as an effective tool for language development and offers insights into strategies students can adopt to strengthen their English proficiency, fostering more engaging and interactive learning experiences in higher education not only in an ESOL context as Bangladesh but also around the world.

Key words: Vlog, ESOL Context, Non-Native English Speakers

Dedication

I want to dedicate this work to my parents who have sacrificed their own comfort and wishes for my success, happiness and well-being.

Acknowledgement

First of all, I would like to thank Allah for giving me the opportunity to complete my M.A thesis.

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List of Acronyms

ESL English as a Second Language

EFL English as a Foreign Language

VLOG Video Blog

Glossary

Vlog

A video blog; digital content in video format that documents experiences, tutorials, or reflections, often shared on platforms like YouTube.

ESL/EFL Learners

Individuals learning English as a second language (ESL) or as a foreign language (EFL).

Chapter 1

Introduction

1.1 Background of the Study

The rapid advancement of digital technology has significantly influenced education worldwide, especially in the area of language learning. One of the emerging trends in English language instruction is vlogs (video blogging), which allows learners to create and share spoken content on digital platforms such as YouTube and Instagram. This method offers non-native students an opportunity to practice speaking English in a real-world context, enhancing skills such as pronunciation, fluency, and self-confidence. Countries such as Malaysia, South Korea, and Thailand have reported positive outcomes from integrating vlogs into language learning environments. Studies have shown that vlogs encourage learner motivation, reduce speaking anxiety, and promote a more interactive and student-centered approach to English language learning (Choi & Sinwongsawat, 2024; Hamzah & Jawing, 2025; Jin, 2024). The role of vlogs in language education is not only gaining attention internationally but is also becoming relevant in the context of Bangladesh's higher education system. English remains a crucial medium for academic success and professional advancement in Bangladesh, yet many tertiary-level students continue to struggle with spoken English due to limited practice opportunities and traditional teaching methods. Although Bangladeshi non-native students are highly engaged with social media platforms, the use of vlogging as a pedagogical tool in formal education remains underdeveloped. As access to smartphones and the internet becomes more widespread across the country, the potential for using digital tools such as vlogging to improve English language skills is increasing. However, despite growing interest, many students lack structured guidance on how to use such tools effectively for academic

purposes, and educators often face challenges in implementing new digital strategies in conventional classroom settings (Rahman, 2019).

The integration of vlogging in English language instruction has become a subject of growing interest in Bangladesh, especially as institutions begin to recognize the need for more interactive and practical approaches to language learning. Drawing inspiration from successful global practices, some universities in countries like the United States (Werner, 2018), South Korea (Jin, 2024), and Malaysia (Andiappan & Seng, 2022) have adopted vlogging as part of their curriculum to enhance student engagement and oral proficiency. However, various barriers such as lack of teacher training, technological limitations, and cultural hesitation toward public speaking on digital platforms continue to slow progress.

1.2. Importance of Vlogs in English Learning

In today's globalised and competitive world, the ability to communicate effectively in English is a crucial asset. Vlog, or video blogging, has become an innovative educational tool that holds great potential for enhancing English communication. It encourages students to engage with the language in a creative, practical, and meaningful way. Through the process of creating video content, learners are not only practising spoken English but also developing key skills such as pronunciation, fluency, organisation of thoughts, and digital literacy (Anggraeni, Rachmijati & Apriliyanti, 2020; Ab Manan & Alias, 2012). This hands-on, performance-based activity fosters active learning and helps build students' confidence in using English for real-life communication, which is often lacking in traditional classroom settings (Ab Manan & Azizan, 2022). Vlog allows non-native students to express their ideas, opinions, and experiences in English, making language learning more personalised and relevant. It also promotes learner autonomy, as students must plan, script, record, and sometimes edit their content. This process encourages self-reflection and critical thinking,

enabling students to assess their language use and track their own progress over time (El-Garawany, 2017). Furthermore, sharing vlogs with peers or on social platforms adds an authentic audience, motivating students to produce quality content and communicate clearly (Wulandari, 2019).

1.3. Usefulness of Vlogs for Learning English

To fully **benefit** from vlogs, it is important for educators and non-native students to work collaboratively. Educators should guide students on how to structure their videos, use appropriate language, and provide constructive feedback. At the same time, students should be encouraged to view vlogs not just as a fun activity, but as an opportunity to improve their language skills and digital competence. By integrating vlogs into English language education, institutions can create a more engaging, interactive, and skill-oriented learning environment that prepares students for real-world communication and professional success. Infact, the public nature of vlog encourages students to take greater ownership of their language production, leading to increased motivation and effort in planning, rehearsing, and refining their spoken output (Hasanah & Prasetyo, 2023). Moreover, the iterative process of scripting, recording, and editing videos fosters critical thinking and self-assessment skills, as learners actively reflect on their language use and content clarity (Putra & Rizki, 2023). Vlog also allows for personalisation and creativity, giving students the freedom to select topics that interest them, which in turn enhances intrinsic motivation (Yuniarti, 2024). Additionally, Wulandari and Mandasari (2025) observe that social media has revolutionised communication in the 21st century, and its role in education continues to expand. In many contexts, especially ESOL (English for Speakers of Other Languages) learning environments, platforms such as YouTube, Facebook, and WhatsApp are now used to supplement or even replace traditional language instruction methods. Among these tools, vlog has emerged as an

innovative strategy to engage learners, develop oral communication skills, and foster creativity and confidence in language use.

1.4 Statement of the Problem

At present, tertiary-level students are increasingly encouraged to engage with diverse learning methods that enhance their language skills, particularly in English language learning (Suyadi, 2021). Among these methods, vlog has emerged as a dynamic and interactive tool that allows non-native students to practice and demonstrate their English proficiency through spoken and visual content creation (Bozok, 2023). Ideally, the use of vlogs in English language learning promotes not only linguistic competence but also creativity, confidence, and critical communication skills (Carroll, 2020; McCabe, 2024). The integration of vlogs into academic settings aligns with contemporary educational goals of fostering student engagement, authentic language use, and digital literacy (Gullifer & Tyson, 2024). This approach encourages non-native students to actively participate in their learning process, which is essential for both academic achievement and future professional success (Pennycook, 2021).

However, despite its potential benefits, the impact of vlogs on English language learning among tertiary-level students in Bangladesh remains underexplored (Breen & Maassen, 2020). Many students face challenges such as limited access to technology, lack of confidence in speaking English, and insufficient guidance on how to effectively use vlog as a learning tool (Larkham & Shale, 2022). These challenges can hinder the optimal use of vlog for language development, limiting its effectiveness in improving students' communication skills and overall language competence (Montalbano, 2020). Moreover, there is a need to understand how non-native students perceive the role of vlogs in their English language learning journey, including its impact on their motivation, creativity, and confidence (Carter, 2021). The rapid expansion of digital media and the growing presence of social platforms

provide a unique opportunity to integrate vlog into educational practices, but this requires careful examination of the factors that influence its successful implementation (Pecorari, 2023).

Despite growing research on digital tools in education, there is limited understanding of how tertiary students engage with vlogs for English language learning. Vlogs, combining visual and auditory elements, offer interactive opportunities to improve listening, speaking, and comprehension skills, while fostering greater confidence in English communication. However, their effective use relies on students' digital literacy, motivation, and perceptions of these resources. This study therefore investigates how Bangladeshi tertiary-level students use vlogs and how they perceive their value in learning English in an ESOL context. Findings from this research may inform English teachers in Bangladesh on integrating vlogs into teaching practices, promoting interactive, technology-enhanced learning environments.

1.5 Central Research Objective

To explore how Bangladeshi tertiary-level students learn English and their perceptions regarding the use of vlogs.

1.6 Research Questions

1. How do Bangladeshi tertiary level students learn English through vlogs?
2. What perception they have regarding using vlogs for language learning?

1.7 Scope of the Study

This study examines the use of vlogs as a digital learning tool to support English language development among tertiary-level students in Bangladesh. It explores how students perceive,

engage with, and benefit from creating vlogs, focusing on their impact on oral communication, vocabulary development, fluency, confidence, and learner autonomy.

A qualitative research approach is employed to gain in-depth insights into students' experiences. Data were collected through semi-structured interviews, focus group discussions, and analysis of student-created vlogs, enabling the study to capture students' voices and personal reflections rather than relying solely on test scores or quantitative measures.

The participants include six students from different universities, representing both Bachelor's and Master's level programs, a balance of male and female students, and diverse regional and linguistic backgrounds. For example, participants include Sabika, Ayesha, Maria, Joy, Nabila, and Ahad. This diversity provides a broad perspective on how Bangladeshi students engage with vlog-based learning tasks.

While most English instructors at these institutions are non-native speakers, this study focuses on students' experiences and perceptions of using vlogs in their learning. Highlighting the Bangladeshi context is important to understand the realities of EFL education in the country, including how digital tools are adopted and adapted in local classrooms. Although the findings are specific to this context, the insights may be relevant to other EFL settings in non-Western countries with developing digital infrastructure.

1.8 Limitations of the Study

While conducting the study, the researcher encountered several limitations. Efforts were made to address these challenges to the best of her ability. One major limitation was the hesitancy of some participants to take part in interviews that would be recorded. Many interviewees were initially reluctant to participate upon learning that the sessions would be

recorded. However, after the researcher assured them that their identities would remain confidential and that pseudonyms would be used in the study, they became willing to participate. Another limitation was the difficulty in scheduling interviews. Finding suitable times for participants proved challenging, as time constraints were a significant issue for many potential interviewees.

1.9 Significance of the Study

This study contributes to the growing body of research on technology-enhanced language learning by exploring the under-researched area of vlogs as an educational tool in the Bangladeshi context. It provides valuable insights into how vlog can support English language development, particularly in improving students' speaking confidence, creativity, and learner autonomy. The findings are especially significant for language educators, curriculum designers, and institutional policymakers who are seeking innovative approaches to engage students in communicative language practices.

By highlighting students' experiences and the challenges they face in using vlogs for language learning, the study offers practical recommendations for integrating vlogs into English language classrooms. It also emphasises the importance of teacher support and digital literacy training in maximizing the effectiveness of such tools. Furthermore, this research has broader implications for other non-native English-speaking countries where students may benefit from alternative, student-centered approaches to language instruction.

The qualitative methodology used in this study also provides a framework for future researchers interested in exploring the intersection of digital media and language education. Overall, the study promotes a more inclusive and engaging model of English language learning, aligned with 21st-century skills and technological advancements.

1.10 Definition of Key Terms

Vlog

Vlog, or video blogging, is the practice of creating and sharing video content online to express personal thoughts, narrate experiences, or deliver information. In the context of language learning, vlog involves students recording themselves speaking English, often as part of classroom assignments or self-directed learning tasks (Choi & Sinwongsuwat, 2024). Vlog helps learners practice speaking fluency, pronunciation, and communication skills in an engaging and interactive way. This study focuses on vlog as a digital tool used by tertiary-level students in Bangladesh to enhance their English language proficiency.

ESOLContext

ESOL (English for Speakers of Other Languages) context refers to educational settings or environments where English is taught to learners whose first language is not English. In this study, the ESOL context focuses on Bangladeshi tertiary-level institutions, where students engage in learning English for academic, professional, or social purposes (Brown, 2020). Understanding the ESOL context provides a foundation for exploring how digital tools, such as vlogs, can be effectively integrated into English language learning in Bangladesh.

Non-NativeEnglishSpeakers

Non-native English speakers are individuals whose first language is not English and who are learning English as an additional language. In this study, the term refers to Bangladeshi tertiary-level students who engage in learning English and using digital tools, such as vlogs, to improve their language proficiency, communication skills, and overall fluency (Jenkins, 2007).

Identifying learners as non-native English speakers highlights the specific linguistic and educational needs that vlogs can address in improving English language acquisition.

Chapter 2

Literature Review

INTRODUCTION

This chapter also addresses the existing gap in the literature regarding how vlogs specifically functions as a learning tool within the Bangladeshi education system. While several international studies highlight the benefits of vlogging in enhancing student motivation, fluency, and classroom engagement, few studies investigate its practical use in developing countries where challenges such as infrastructure, training, and digital access are prevalent.

To address these issues, this chapter is divided into three main parts:

- **Part 1: Social Media and Its Role in Education** explores the definition and educational potential of social media, along with its advantages and limitations in classroom settings.
- **Part 2: Using Vlog in Teaching and Learning** introduces vlog as a pedagogical tool, outlines its features, and highlights both its benefits and implementation challenges.
- **Part 3: Bangladesh Context** provides an overview of Bangladesh's education system, the current usage of social media and vlog in schools, and examines the specific opportunities and constraints within its digital learning landscape.

Part 1: Social Media and Its Role in Education

Often, the terms social media, digital platforms, and online communication are used interchangeably when discussing modern educational tools. For the convenience of discussion, this study treats social media and digital platforms as overlapping concepts and uses the term social media to refer to all internet-based tools and applications that facilitate communication, content sharing, and collaboration in educational settings in Bangladesh.

2.1.1 The Concept of Social Media

Social media has emerged as a powerful digital phenomenon, reshaping the way individuals interact, access information, and engage with the world. Within the realm of education, social media is increasingly acknowledged as a transformative tool that fosters collaboration, self-expression, and connectivity in and beyond the classroom. Isnaiyah et al. (2024) define social media as a participatory space where learners can co-construct knowledge and build communities of practice. Similarly, Wulandari and Mandasari (2025) emphasise its motivational influence, particularly in online learning environments, where students demonstrate greater participation and engagement. Fitria (2022) views social media as a bridge between learners' academic and personal spheres, facilitating informal learning opportunities that complement formal instruction. Echoing these claims, Loreto (2022) notes that today's learners respond more actively to dynamic and visual learning platforms.

Moreover, social media platforms such as YouTube, Instagram, and TikTok have evolved into powerful micro-learning environments, enabling the dissemination of educational content in engaging and digestible formats. As argued by Putra and Rizki (2023), these platforms promote multimodal learning, catering to diverse learning styles and fostering digital literacy. Instructors and institutions are also leveraging social media to extend the classroom experience, enabling asynchronous discussions, peer feedback, and real-time collaboration (Hasanah & Prasetyo, 2023). Furthermore, social media supports learner autonomy and agency by providing students with the tools to curate, share, and reflect on their own learning journeys. Social media is often reduced to a collection of apps and websites; in educational contexts it represents a complex digital ecosystem that supports learner autonomy, peer feedback, and real-time communication. As such, this study adopts a broad understanding of social media as a set of online tools that facilitate educational

interaction, content creation, and the distribution of knowledge across formal and informal learning spaces.

2.1.2 Advantages of Using Social Media in Education

The pedagogical affordances of social media in education are well-documented across recent literature. One prominent advantage is the facilitation of communication and collaboration among learners, irrespective of geographical boundaries. Pratama (2025) found that integrating social media into language classrooms increased students' speaking fluency and spontaneity, as learners were encouraged to interact in real-life digital contexts. Similarly, Isnaiyah et al. (2024) argue that the affordances of social media promote learner autonomy, allowing students to take control of their own learning trajectories through self-publishing and content sharing. Fitria (2022) identifies platforms like YouTube and WhatsApp as key tools that provide flexible, accessible, and peer-supported learning experiences outside of class time.

In particular, YouTube offers a vast repository of educational videos, tutorials, and lectures, allowing learners to revisit content at their own pace, which reinforces comprehension and retention (Anderson & Jiang, 2023; Fitria, 2022). It also enables educators to create personalised content tailored to their learners' needs, making abstract or difficult concepts more digestible through visual and auditory support (Rahmawati & Nugroho, 2024). According to Pratama (2025), such multimodal delivery is especially effective in language and STEM education, where learners benefit from dynamic demonstrations and real-life examples. WhatsApp, on the other hand, supports real-time communication and fosters informal learning through group chats, quick question-and-answer exchanges, and peer feedback (Isnaiyah et al., 2024). It enhances learner engagement by providing a familiar, low-pressure digital space for academic discourse (Wulandari & Mandasari, 2025). Moreover, it

helps maintain social and emotional connection among peers, especially in remote or hybrid learning environments (Yuniarti, 2024). As noted by Hasanah and Prasetyo (2023), both platforms contribute significantly to learner motivation, collaboration, and autonomy, making them valuable tools in contemporary digital pedagogy. It is important to recognise that social media does not replace traditional instruction, but rather augments it. By enabling real-time communication, content curation, and collaborative learning, social media encourages the development of 21st-century skills, such as digital literacy, creativity, and global awareness.

2.1.3 Challenges of Using Social Media in Education

Despite its pedagogical potential, social media in education also presents several challenges that must be addressed. Loreto (2022) warns that students often face cognitive overload or distractions when navigating the entertainment-rich environment of social platforms, which may lead to decreased academic focus. Wulandari and Mandasari (2025) further point out that teachers frequently lack institutional support or training to effectively integrate social media into their lesson plans, leading to inconsistent or superficial use. Isnaiyah et al. (2024) draw attention to the digital divide, noting that limited access to devices, reliable internet, and digital literacy particularly affects students in underserved communities. Pratama (2025) also highlights issues related to data privacy, cyberbullying, and the blurred boundary between personal and academic spaces. Another significant challenge lies in maintaining academic integrity. Social media can facilitate plagiarism or unauthorised collaboration, especially when students share answers or solutions in private groups or messaging apps (Kusuma & Hartini, 2023). Moreover, the use of informal language and communication styles common on social platforms may negatively impact students' academic writing and professionalism (Zhou & Tan, 2024). These challenges underline the need for thoughtful implementation and policy support in using social media as an instructional tool. Without adequate infrastructure

and teacher preparedness, the use of social media may fail to produce its intended learning outcomes.

Part 2: Using Vlogs in Teaching and Learning

Vogging is considered not only as a digital product but also as a process-oriented learning task, where learners engage in scripting, rehearsing, recording, and reviewing their work. These stages offer opportunities for reflection, self-evaluation, and metacognitive awareness, all of which are central to communicative competence. Beyond language development, vlog nurtures digital literacy, presentation skills, and creative expression—skills that are essential in 21st-century learning. It transforms the learner from a passive recipient of knowledge to an active content creator and communicator.

2.2. 1 Vlog and Its Features

The advent of digital media has brought new instructional possibilities to language education, and **vlog**, or video blogging, is increasingly recognized as a powerful multimodal learning tool. In the educational domain, vlog involves learners creating and publishing self-recorded video content to express their ideas, narrate experiences, or reflect on academic topics. Fitria (2022) defines vlog as a creative avenue that fosters narrative thinking, learner voice, and engagement. Loreto (2022) emphasises that the visual and performative nature of vlog resonates well with Generation Z learners who thrive in digital, fast-paced environments. According to Pratama (2025), vlog helps students articulate their thoughts more freely, as the informal format often reduces the anxiety associated with traditional speaking tasks. Isnaiyah et al. (2024) further explain that vlog supports multimodal literacy—the ability to communicate across modes like audio, video, and text—making it a valuable supplement to conventional literacy practices. Additionally, Wulandari and Mandasari (2025) observe that students' confidence in using English improves significantly when they engage in vlog

activities on social media, as these platforms provide an authentic audience and purpose for communication.

The public nature of vlogs allows learners to access authentic language input, exposing them to natural speech, diverse accents, and contextualized vocabulary, which can enhance listening comprehension and support language acquisition (Huang & Hung, 2022; Chen, 2021). Watching vlogs also promotes learner autonomy, as students can select content that aligns with their interests and proficiency levels, fostering motivation and active engagement (Lee, 2023). Moreover, vlogs provide opportunities for modeling language use, enabling learners to observe pronunciation, discourse patterns, and communicative strategies, which supports oral and written skill development through imitation and reflection (Nguyen, 2022). In ESOL contexts, platforms such as YouTube, Facebook, and WhatsApp are increasingly used to supplement traditional classroom instruction, offering learners access to a wide range of authentic and interactive materials (Hsu & Ching, 2018). By engaging with vlogs as viewers, learners can develop listening skills, expand vocabulary, improve comprehension, and gain confidence in using English in real-life situations, making vlogs an effective tool for supporting language learning outside the classroom.

2.2.2 Pedagogical Benefits of Vlogs for Learners

Vlogs provide significant benefits not only for learners who create content but also for those who watch vlogs as part of their learning process. Viewing vlogs exposes learners to authentic language input, including varied accents, natural speech patterns, and contextualized vocabulary, which can enhance listening comprehension and improve overall language proficiency (Huang & Hung, 2022; Chen, 2021). Regular exposure to vlogs helps learners internalize expressions and sentence structures, supporting vocabulary acquisition and oral fluency even without producing content themselves.

Watching vlogs also promotes learner autonomy and motivation, as students can select videos that match their interests and learning needs. This self-directed engagement encourages active learning, sustained attention, and intrinsic motivation (Lee, 2023). Moreover, observing peers or proficient speakers in vlogs allows learners to model language use, pronunciation, and discourse strategies, which supports skill development through imitation and reflection (Nguyen, 2022).

In addition, many vlogs include interactive components such as comment sections, discussion prompts, or embedded quizzes, enabling learners to engage socially and critically with content (Hsu & Ching, 2018). These interactions foster comprehension, critical thinking, and collaborative learning, even when learners are not producing their own videos.

While creating vlogs supports speaking, creativity, and self-assessment, watching vlogs offers complementary benefits: improved listening skills, vocabulary growth, learner autonomy, motivation, and exposure to authentic language in real-world contexts. Understanding how learners engage with vlogs as viewers is therefore crucial for designing effective ESOL teaching strategies.

2.2.3 Challenges in Using Vlogs for Education

Despite its benefits, integrating vlogs into the curriculum also entails several challenges. Loreto (2022) points out that speaking on camera can induce anxiety or self-consciousness in some students, particularly those not accustomed to public speaking. Wulandari and Mandasari (2025) note practical barriers such as lack of access to editing tools, recording equipment, or stable internet—especially in resource-limited settings. Isnaiyah et al. (2024) caution that vlog, if not well-structured, may lead to surface-level engagement or off-topic performances. In such cases, students may focus more on the entertainment value of their

videos than on linguistic or academic content. Furthermore, Pratama (2025) identifies teacher workload as a considerable concern, as assessing student-generated video content requires more time, technological familiarity, and nuanced rubrics than traditional assignments. Thus, while vlog holds considerable pedagogical promise, its successful implementation depends on thoughtful planning, digital infrastructure, and teacher training. Technical glitches and software incompatibility can further complicate the process, especially in institutions without dedicated IT support or up-to-date infrastructure. Students may face difficulties in uploading, editing, or formatting videos correctly, which can hinder timely submissions and increase frustration (Marquez, 2022). Finally, integrating vlogs meaningfully requires clear pedagogical frameworks and learning objectives. Educators need training and resources to design effective prompts, provide constructive feedback, and align vlog activities with curriculum goals (Nababan & Rizki, 2023).

Part 3: Bangladesh Context

This section provides an overview of the education system in Bangladesh and explores how digital tools like social media and vlogs are being used in educational settings. It also examines the opportunities and challenges faced by the country's digital learning landscape. Understanding these aspects is important to grasp how technology is shaping education in Bangladesh and what factors influence its effective use across different regions and communities.

2.3.1 Overview of the Education System in Bangladesh

Bangladesh has made commendable progress in increasing access to education, especially at the primary level. The government's commitment to free and compulsory primary education has significantly increased enrolment rates across the country. The National Curriculum and Textbook Board (NCTB) play a vital role in this expansion by distributing free textbooks and

maintaining a uniform curriculum across government and many non-government institutions (Rahaman, Habib, & Wahiduzzaman, 2024). The education system in Bangladesh is structured into several levels. Children typically begin with pre-primary education before entering the formal system at Grade 1. Primary education covers Grades 1 to 5, followed by junior secondary (Grades 6 to 8) and secondary education (Grades 9 to 10), after which students sit for the Secondary School Certificate (SSC) examination. Those who continue enter higher secondary education (Grades 11 to 12), culminating in the Higher Secondary Certificate (HSC) examination, which is required for university admission (Hasan et al., 2024). In addition to the general stream, two alternative pathways exist: vocational education and madrasa education. Vocational education provides practical training for employment and is gaining recognition for its potential to reduce youth unemployment (Islam, Rahman, & Nahar, 2024). Meanwhile, the madrasa system offers both religious and general education, operating under the supervision of the Bangladesh Madrasa Education Board. Madrasas are particularly important in rural areas and among socio-economically disadvantaged groups (Shah, Shahidullah, & Sultana, 2024). Despite notable progress in enrolment and textbook distribution, persistent challenges remain. Significant disparities exist between urban and rural areas, especially in terms of access to digital learning resources, qualified teachers, and school infrastructure (Rahaman et al., 2024). Studies also reveal unequal learning outcomes among children from different socio-economic backgrounds, highlighting the need for targeted interventions (Shah et al., 2024). The digital divide was particularly evident during the COVID-19 pandemic, which exposed infrastructural limitations in remote education delivery systems (Hasan et al., 2024). In summary, while Bangladesh has achieved near-universal access to primary education and expanded its education system across multiple streams, equity and quality remain pressing concerns. Addressing regional and socio-economic disparities is essential for ensuring inclusive and equitable education for all.

2.3.2 Social Media Usage and Vlogs in Bangladeshi Education

Following the structural overview of Bangladesh's education system presented in the previous section, this chapter now turns to the evolving role of digital tools—particularly social media and vlogs in educational contexts. As Bangladesh increasingly embraces technology across sectors, the use of social media platforms and student-created video content (vlog) is emerging as a novel yet underutilized educational strategy. Although these tools are often used informally, they have the potential to enrich learning experiences, particularly in language acquisition, creative expression, and learner autonomy (Islam & Sakib, 2024; Huda, 2024). In the Bangladeshi context, social media usage among students has become widespread. Platforms such as Facebook and YouTube are not only sources of entertainment but also function as informal learning environments. According to Islam and Sakib (2024), students at the University of Dhaka frequently use these platforms to access educational content, participate in group discussions, and share academic materials. This shift indicates a growing recognition of the educational value of social media, even in the absence of formal integration into curricula. Nonetheless, concerns regarding the quality and credibility of digital content remain prevalent (Ahmed & Ahsan, 2024). Vlog, or video blogging, extends the utility of social media by offering a platform where students can engage in reflective and creative learning. Although not yet fully institutionalised in the Bangladeshi classroom, vlog allows learners to develop speaking skills, express ideas visually, and participate in collaborative learning. Huda (2024) argues that the use of multimedia in education promotes motivation and engagement, especially in low-resource environments where traditional learning materials may be limited.

Vlog supports multimodal communication, offering an inclusive learning strategy that accommodates different learning styles and literacy levels (Islam, Rahman, & Nahar, 2024).

Despite its potential, the integration of vlogs into formal teaching and learning in Bangladesh remains largely unexplored. Ahmed and Ahsan (2024) highlight several barriers, including the lack of teacher training, absence of assessment guidelines, concerns over content quality, and issues related to digital literacy. These limitations underscore the gap between technology availability and its pedagogical application. While many students are comfortable using digital tools, the lack of institutional support and policy direction restricts vlog from being a scalable educational solution (Hasan, Hossain, Nayem, & Haque, 2024). The necessity for systemic change is echoed by Hasan et al. (2024), who advocate for the development of a sustainable digital transformation framework spanning primary to tertiary education. Their research emphasizes that without a coherent national strategy, innovations such as vlogs risk remaining fragmented and inequitable. Complementing this perspective, Islam et al. (2024) stress the critical importance of action research and teacher professional development programs that equip educators with the pedagogical skills needed to integrate digital tools effectively in classrooms. Their work underscores that successful digital integration depends heavily on teacher readiness and continuous capacity building (Islam, Rahman, & Nahar, 2024). In summary, social media and vlogs represent significant opportunities for enhancing student engagement, particularly in language learning and self-expression. However, without structured support, their use remains inconsistent and informal. To maximise their educational impact, it is necessary to develop formal guidelines, incorporate vlogs into teacher training programmes, and create assessment criteria aligned with curricular goals. Establishing a comprehensive digital education framework that integrates these elements will be essential for transitioning vlog from an optional activity to an integral pedagogical strategy. The following section will examine the institutional and policy-level challenges that need to be addressed to mainstream digital tools like vlog in Bangladesh's education system.

2.3.3 Opportunities and Challenges in the Digital Landscape

The digital learning landscape in Bangladesh presents both promise and challenges. On one hand, Hasan, Hossain, Nayem, and Haque (2024) highlight that digital tool such as vlogs can serve as powerful platforms for reflective learning, enabling students to take greater control of their academic progress. Similarly, Islam, Rahman, and Nahar (2024) said that with appropriate teacher training and institutional support, digital tools have the potential to overcome the limitations of rote-based teaching prevalent in Bangladesh. However, while urban schools benefit from digital smart boards and reliable internet connectivity, rural schools often lack fundamental infrastructure like electricity, access to devices, and necessary training. Addressing this, the National Curriculum and Textbook Board (n.d.) stresses the importance of policy-level interventions to bridge this digital divide and ensure equitable learning opportunities across the country. Consequently, realising the full potential of vlog and similar digital tools in Bangladesh requires a systemic approach that integrates technological accessibility, ongoing teacher development, and culturally relevant pedagogical strategies (Hasan et al., 2024). Looking ahead, the government's Digital Bangladesh 2050 vision envisions a digitally empowered society where multimedia classrooms become the norm, providing interactive and engaging learning environments across all regions of the country. This vision includes widespread access to ICT infrastructure, digital content, and teacher capacity-building to leverage multimedia resources effectively. Multimedia classrooms, equipped with video lessons, animations, and interactive digital tools, offer significant opportunities to cater to diverse learning styles, improve student engagement, and foster critical thinking (Huda, 2024; Hasan et al., 2024).

Nevertheless, several challenges persist in achieving this vision. Rural schools often face issues such as limited electricity, poor internet connectivity, and a lack of digital devices,

which restrict students' and teachers' ability to participate fully in digital learning environments. Additionally, many educators require continuous professional development to effectively integrate digital tools like vlogs into their pedagogical practices (Islam et al., 2024). Furthermore, there are concerns about the quality and credibility of educational content available on social media platforms, making teacher guidance and content curation essential (Ahmed & Ahsan, 2024). In terms of opportunities, vlog stands out as a particularly promising tool for Bangladesh's education system. Vlogs enable students to document and reflect on their learning processes, develop digital literacy skills, and engage creatively with academic content. They also allow teachers to create personalized and culturally relevant video lessons that can be reviewed by students anytime, supporting self-paced learning (Islam & Sakib, 2024). Additionally, platforms like *Shikhhok Batayon* facilitate the sharing of digital resources among educators, helping to build a collaborative digital teaching community under the Digital Bangladesh initiative (Hasan et al., 2024; National Curriculum and Textbook Board, n.d.). Ultimately, to unlock the full potential of digital learning tools such as vlogs and multimedia classrooms in Bangladesh, a comprehensive and inclusive strategy is vital. This strategy must expand technological infrastructure, prioritize teacher development, and tailor pedagogical approaches to local cultural and educational contexts. Such an approach aligns with the broader goals of the Digital Bangladesh 2050 vision and promises to transform educational access and quality for all learners (Rahaman, Habib, & Wahiduzzaman, 2024; Shah, Shahidullah, & Sultana, 2024).

Research Gap

The existing scholarly literature on digital tools in education, particularly the use of social media and vlog, has highlighted their role in enhancing language learning, learner engagement, and digital literacy (Fitria, 2022; Pratama, 2025; Wulandari & Mandasari,

2025). Several studies have shown how vlog improves students' speaking fluency, motivation, and confidence by offering an informal, student-centred platform for expression (Loreto, 2022; Isnaiyah et al., 2024; Wulandari & Mandasari, 2025). However, much of this research has been conducted in technologically advanced or native-English-speaking contexts, where institutional support, infrastructure, and teacher readiness are relatively well developed (Hasanah & Prasetyo, 2023). While these studies often focus on the product of vlogs (such as fluency or performance), little attention has been given to how the *process* of vlogging—planning, scripting, rehearsing, recording, and reflecting can support English language development, especially among ESOL learners. In particular, how students engage in higher-order thinking while creating vlogs and whether they are able to transfer the ideas and language developed during vlog into academic tasks like writing and speaking remains underexplored.

To date, few studies have examined the impact of vlog in under-resourced educational contexts, such as Bangladesh, where social media tools are widely used by students for informal learning, but are not formally integrated into English language instruction (Islam & Sakib, 2024). The Bangladeshi context presents unique challenges, including limited infrastructure in rural areas, digital literacy gaps, and a lack of structured teacher training and assessment models for incorporating digital tasks into curricula (Ahmed & Ahsan, 2024; Hasan et al., 2024). Despite the government's vision for *Digital Bangladesh 2050*, which advocates for multimedia classrooms and nationwide digital access, its implementation is uneven and context-dependent (Huda, 2024; National Curriculum and Textbook Board, n.d.). Despite the growing popularity of digital media in language education, there remains a notable gap in research on how vlog can enhance English language learning among tertiary-level students in Bangladesh. Specifically, limited attention has been given to how students engage with vlogs as a tool for developing their language skills, and how they perceive the

effectiveness of this medium for learning English. Therefore, this study aims to explore the impact of vlog on English language learning among tertiary-level students in Bangladesh. It investigates how students learn English through vlogs and examines their perceptions of using vlogs as a language learning resource. By addressing these questions, the study seeks to provide insights into the potential of vlog as an engaging, multimodal approach for improving English proficiency in the Bangladeshi higher education context.

2.4. The Conceptual Framework of the Study

The conceptual framework for this study (see Figure 2.1) is grounded in Constructivist Learning Theory and Multimedia Learning Theory (Mayer, 2005; Vygotsky, 1978), which emphasize that learning occurs through active engagement with authentic, multimodal content. In particular, Vygotsky's sociocultural theory highlights that learning is mediated through social interaction, and learners construct knowledge when guided by more knowledgeable others. In this study, interaction is operationalized through engagement with vlog content, which provides scaffolded exposure to authentic English, supporting language development and cultural understanding.

The framework consists of three interconnected components: (1) Vlog Usage, (2) Interaction and Engagement, and (3) Learning Outcomes and Learner Perceptions.

The first stage is the use of vlog for English learning. Vlogs serve as innovative, technology-mediated tools for English learning. They provide authentic linguistic and cultural input through auditory, visual, and textual modes. Key characteristics include, Frequency of exposure, Types of vlogs (educational, lifestyle, travel, commentary), Modes of engagement: watching, commenting, mimicking, note-taking. Vlogs are not passive resources; they

provide the first point of interaction with language that is slightly beyond learners' current proficiency.

The next stage is interaction and engagement (Mediating Process). Engagement with vlogs represents interaction in the Vygotskian sense. According to Vygotsky, learners construct understanding through socially and cognitively mediated engagement. In this study, students interact with vlog content in the following ways: Listening closely to pronunciation and intonation, Imitating vloggers' speech and expressions, Taking notes on new vocabulary and cultural cues, Repeating phrases and practicing comprehension. This process provides scaffolded learning, allowing students to operate within their Zone of Proximal Development (ZPD), where tasks are achievable with guidance or structured input. The entertaining and culturally rich nature of vlogs also promotes motivation, curiosity, and enjoyment, aligning with Constructivist principles that learners construct meaning from personally relevant content.

The last stage is learning outcomes and learner perceptions. Through this interaction, students achieve: Language outcomes that improved vocabulary, listening comprehension, and speaking fluency. Learner perceptions mentioned usefulness, confidence, motivation, and awareness of global cultures.

In summary, This revised framework highlights that vlog-based learning is an interactive, scaffolded process. Students actively engage with authentic content, construct knowledge, and internalize language within their ZPD. By explicitly integrating Vygotsky's concept of interaction, the framework clarifies how technology-mediated engagement can support meaningful language learning *(See Figure 2.1 for a visual representation of the conceptual framework.)*

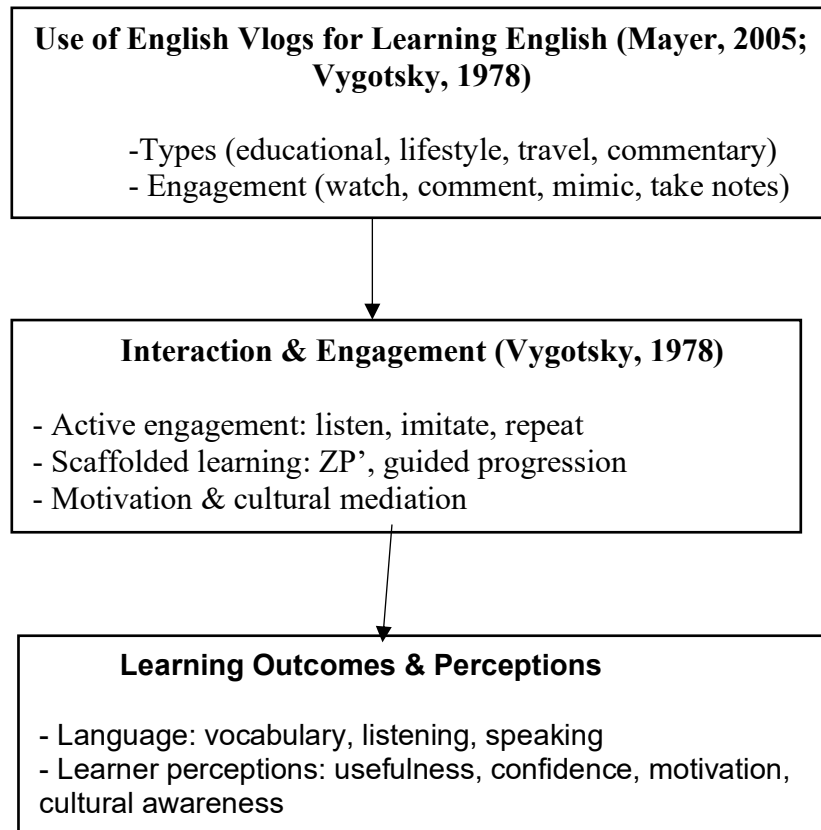


Figure2.1. The Conceptual Framework of the Study

Chapter 3

Methodology

3.1. Introduction

This chapter outlines the research methodology employed in investigating the impact of vlogs on English learning among tertiary-level students in Bangladesh. As mentioned in Chapter One, the primary aim of this study is to explore how students use vlogs to improve their English language skills and their perceptions regarding this method. The first research question seeks to identify how Bangladeshi tertiary-level students learn English through vlogs. The second research question investigates their perceptions and attitudes toward using vlogs for language learning. This chapter also explains the rationale behind choosing a qualitative case study approach, the process of selecting participants, data collection procedures, and the steps taken to ensure the study's trustworthiness.

3.2 The Qualitative Paradigm and its Philosophical Assumptions

In qualitative research, the methodology design is grounded in philosophical assumptions that guide the researcher's choice of paradigm. For this study on vlog and English language learning among tertiary-level students, the researcher has adopted the interpretive paradigm, one of the qualitative research paradigms, to explore students' experiences and perceptions of learning English through vlogs. The interpretive paradigm emphasises understanding people's experiences, beliefs, and ideas, as it views the world as being continuously shaped by individual experiences and perceptions (Slawek, 2018).

The focus of this research is to examine how students learn English through vlogs (RQ1) and their perceptions regarding the effectiveness of vlogs as a language learning tool (RQ2). The

interpretive approach allows the researcher to uncover diverse perspectives, as each student's experience of using vlogs may differ depending on their language proficiency, digital literacy, educational background, and personal motivation. By utilizing this paradigm, the researcher aims to gain insights into the varied attitudes and behaviors of students related to vlogs for English language learning.

The following table (adapted from Creswell, page number 17) outlines the philosophical assumptions underlying this study, providing a clear framework for understanding the research approach and its alignment with the interpretive paradigm:

Table 3.1: The Philosophical Assumptions of the Study

Research paradigm	Philosophical assumptions				
Interpretivism	Ontological Multiple Subjective Views of Participants	Epistemological Knowledge is based on abstract descriptions of meanings and constituted through a person's lived experience	Axiological Researcher's values and biases are discussed along with participant's interpretations.	Rhetorical Third person point of view has been used.	Methodological Qualitative Phenomenology

Creswell (2007) suggested that ontological assumptions refer to how reality is defined by participants. In the context of this study, the researcher is interested in understanding how students perceive and experience learning English through vlogs. Semi-structured interviews are used to explore students' experiences with vlogs (RQ1) and their perceptions of its usefulness and effectiveness as a learning tool (RQ2). Epistemological assumptions refer to how the researcher connects with participants to construct knowledge. In this study, the researcher engaged with participants before the interviews to establish rapport, ensuring that

students felt comfortable sharing their experiences and opinions. This interaction is essential for fostering trust and encouraging openness during data collection. The axiological assumption involves recognising that the researcher's values may influence data interpretation. Efforts were made to minimise bias during analysis, and the researcher's role has been clearly stated to maintain transparency and a reflective approach (please see section 3.4 below). The rhetorical assumption is based on adopting a third-person point of view in presenting findings, which helps maintain objectivity. Finally, the study follows a qualitative approach, as this methodology aligns with the aim of exploring the subjective experiences and perceptions of students using vlogs for English language learning. The methods used to conduct this study, including data collection and analysis, are elaborated in the following sections.

3.3 Research Design

The researcher developed the research design for this study by considering previous literature on digital media and language learning, as well as the research questions. This study follows the interpretive paradigm, which describes understanding the interpretations of different individuals regarding their own experiences (Jansen, 2023). In this study, the interviews were conducted and analysed by the researcher. To achieve this, the researcher has chosen a qualitative phenomenological approach. This approach allows an in-depth exploration of participants' lived experiences with vlog, providing rich insights into their learning processes, strategies, and personal reflections on using vlogs to improve English language skills. The research design for this study is detailed in the following sections of this chapter.

3.3.1 Phenomenology

According to Burns and Peacock (2019), a phenomenological approach is used to understand various aspects of a phenomenon based on participants' experiences. The main purpose of phenomenology is to answer the "what" and "how" of human experiences (Neubeuer et al., 2019). Phenomenological studies are particularly useful for understanding the opinions and lived experiences of individuals regarding a specific phenomenon. In this study, the phenomenological approach has been adopted to explore the experiences of tertiary-level students in Bangladesh regarding learning English through vlogs. The researcher aims to uncover how students interact with vlogs, what strategies they use to improve their language skills, and how they perceive the usefulness and effectiveness of vlogs in their language learning journey. This approach enables a detailed understanding of the subjective experiences of students, highlighting both the benefits and challenges they encounter while learning English through this digital medium.

3.4 The Researcher's Role

The researcher of this study is currently pursuing a Master's in Education at a private university in Bangladesh. I aspire to contribute to enhancing English language learning practices in higher education after completing her studies. With the growing popularity of digital media, particularly vlogs, as informal and engaging tools for language learning, the researcher aims to investigate how tertiary-level students in Bangladesh use vlogs to learn English and their perceptions of this approach. Although previous research has explored digital media and language learning, limited studies have focused on the specific role of vlogs in improving English language skills among Bangladeshi tertiary students. The researcher believes that understanding students' experiences and perceptions regarding vlogs can provide insights into effective strategies for integrating digital resources into language

learning. In addition to collecting and analysing data, the researcher maintained a neutral stance, focusing on creating a supportive environment that encourages honest and reflective feedback. To ensure the credibility and trustworthiness of the study, procedures such as inter-rater reliability, member checking, and triangulation of data sources were employed during the data collection and analysis processes.

3.5 Setting

This study is set in a private university in Bangladesh. The institution was selected due to its diverse student population, representing various regions, educational backgrounds, and levels of exposure to digital technologies. The university offers a wide range of academic programs, making it an appropriate site for exploring how students engage with vlogs as a tool for learning English. The increasing use of digital media in education, including vlogs, highlights the importance of understanding its impact on language learning. This university provides a suitable context for investigating how students use vlogs to enhance their English skills and the perceptions they hold regarding its usefulness. The primary aim of this study is to explore the experiences of Bangladeshi tertiary students in learning English through vlogs, focusing on the strategies they employ, the challenges they face, and the benefits they perceive from this method.

3.6 Selecting the Participants

Selecting participants is a crucial step in any study to ensure that the data collected is relevant and meaningful. In this study, the researcher utilised the snowball sampling technique to identify and recruit participants. This method involves one participant referring the researcher to other potential participants who meet the study criteria (Naderifar et al., 2017). Snowball sampling is particularly suitable for exploring experiences with specific practices, such as

using vlogs for English language learning, as it helps locate participants who actively engage in or are familiar with the phenomenon.

Criteria for Selecting Participants:

- Participants must be tertiary-level students in Bangladesh.
- Participants must have experience using vlogs to learn English.
- Participants must be willing to share their perceptions and learning experiences openly.

Participants' Profile

Participants' Name	Age	Level of study	Gender	Institution
Sabika	25	Masters	Female	North South University
Ayesha	26	Masters	Female	BRACU
Maria	21	Bachelor's	Female	BRACU
Joy	22	Bachelor's	Male	Daffodil International University
Nabila	22	Bachelor's	Female	North South University
Ahad	21	Bachelor's	Male	North South University

3.7 An Overview of Data Collection Procedures

To investigate the impact of vlogs on English language learning, this study collected data exclusively through interviews with tertiary students. Semi-structured and focus group interviews were conducted via Zoom, providing opportunities to explore students' experiences, perceptions, and strategies when engaging with vlogs as a learning tool (Jamshed, 2014).

Interviews were chosen as the sole data collection method because they allow for in-depth exploration of participants' perspectives and enable the researcher to ask follow-up questions, clarify responses, and capture nuanced insights. Conducting interviews online via Zoom also allowed for flexibility in scheduling and ensured a safe and accessible environment for participants.

All data collected through interviews are crucial for developing a comprehensive understanding of students' experiences with vlog-based learning and for answering the research questions of the study. The following sections provide details on the procedures for conducting the interviews, including participant selection, interview protocol, and techniques for recording and transcribing the data for systematic analysis.

3.7.1 Semi-Structured Interviews

Interviews are widely used in research as a method for collecting data. There are several types of interviews, including structured, semi-structured, in-depth, focus group, and oral history interviews (Muratovski, 2019). In this study, the semi-structured interview format was selected due to its flexibility in creating a conversational environment that encourages participants to share their thoughts in detail. Unlike a structured interview, which strictly follows predefined questions, a semi-structured interview allows the researcher to explore topics based on the responses of the interviewees, ensuring a more natural and open conversation. This interview also helps to minimize interviewer bias, as it allows the researcher to ask follow-up questions without influencing the participant's responses. Such an approach is particularly important in the context of exploring sensitive topics like vlog, where students may feel uncomfortable or defensive. Through this method, participants' subjective theories based on their individual knowledge, assumptions, and beliefs about vlogs are reconstructed and explored in-depth (Scheele & Groeben, 2020). By focusing on these

individual perspectives, the semi-structured interviews will provide valuable insights into the underlying factors that contribute to vlog among tertiary level students.

3.7.1.1 Designing the Interview Protocol

According to Castillo (2016), the study adopted a set of interview protocols adapted from the Interview Protocol Refinement (IPR) framework, with an additional step incorporated into the process (as cited in Leong & Hamdan, 2024). The interview protocols are mentioned below;

Phase 1: Set up preliminary questions based on literature review

Phase 2: Ensuring interview questions align with research questions

Phase 3: Constructing an inquiry- based conversation

Phase 4: Receiving feedback on interview protocols

Phase 5: Piloting the interview protocol (page number, 3020)

3.8 Data Analysis Framework

For analysing students' interviews, the audio recording of the interview will be transcribed. The transcriptions were then coded with the seven-column coding template (Ahmad, 2017). The research findings are arranged through a data analysis framework based on the research questions and source of data. As this research is conducted through a semi-structured interview, the researcher has adopted qualitative thematic analysis. According to Nowell et. Al (2017) rigorous and relevant thematic analysis is necessary for the credibility of the research process (as cited in Maguire & Delahunt, 2017). As interviews have been conducted for the findings of this research, a six-phase guide or thematic analysis framework by Braun

and Clarke (2006) has been used in this research (as cited in Maguire & Delahunt. 2017). The steps are:

Step 1: Become familiar with the data

Step 2: Generate initial codes

Step 3: Search for themes

Step 4: Review themes

Step 5: Define theme

Step 6: Write-up (p. 3554).

Through this framework, the interviews have been transcribed and organized in a systematic way. Then, the data have been arranged according to the themes that have been found from these interviews.

3.8.1 Analysing Interviews

The researcher has recorded the interviews and later on transcribed the interviews. Next, the Seven column template (Ahmad, 2017) has been followed for open coding and in vivo coding. Two coding cycles have been used. In the first coding cycle, the researcher has coded the entire transcribed interview of each of the participants. In the next coding cycle, the prominent codes have been selected. Lastly, the codes have been analyzed for generating themes and the research questions have been answered through the interpretations of those themes.

3.9 Ethical Considerations

The ethical issues of conducting the current study were carefully considered before proceeding with the data collection procedures. On the first day of the research sessions, the

participants were asked to read the "informed consent form" thoroughly (Appendix A) and sign it. The consent form outlined the key stages of the study, including the nature of the interviews and data collection, and the participants' responsibilities throughout the research process. It also clearly informed the participants that their responses during interviews and surveys would be recorded for analysis purposes. The participants were assured that their privacy would be upheld, and in accordance with this commitment, pseudonyms were used to maintain confidentiality throughout the study.

3.10 Trustworthiness of the Study

A qualitative study becomes trustworthy and credible if the researcher takes a few steps in hand. For instance, the researcher must explore previous studies to find a way to make his or her research worthy of gaining the trust of other scholars in the field (Angen, 2020) or to put in a quantitative way of saying, to make his research “valid”. While validity helps to ensure if the tools, processes and data are answering the research questions appropriately (Leung, 2015), the term reliability refers to the consistency of the study’s procedures which will bring the same outcomes if carried out in another setting. The researcher used the procedures of intra-coder and inter-coder reliability, along with inter-rater reliability. The researcher had taken all the above steps to establish credibility, transferability, dependability and conformability that helped towards gaining trustworthiness of the study. Next, for member checking, the researcher has emailed participants transcriptions of their own interview session in order to let them see how their opinions are presented in the findings. The researcher has included a sample of this member checking process in the Appendix F of this research.

Chapter 4

Results and Discussion

4.1 Introduction

The primary objective of this study was to explore how Bangladeshi tertiary-level students learn English through vlogs and to examine their perceptions regarding the effectiveness of vlogs as a language-learning tool. This chapter presents the findings derived from thematic analysis of follow-up interviews conducted with tertiary-level students. The analysis addresses the following research questions:

1. How do Bangladeshi tertiary-level students learn English through vlogs?
2. What perceptions do they have regarding the use of vlogs for language learning?

The chapter is divided into two major sections. The first section discusses how students engage with vlogs and the strategies they employ to learn English. The second section focuses on students' perceptions of vlogs, including perceived benefits, motivation, and challenges associated with learning English through vlog platforms.

4.2 Section One: Bangladeshi Students English Learning Experience Through Vlogs

Thematic analysis of the interview data revealed several key themes related to how students learn English through vlogs. These include: exposure to authentic language use, development of listening and speaking skills, vocabulary acquisition, learner autonomy, and informal learning strategies, **global** english varieties, development of digital literacy, contextual

learning through visual support, and the role of time investment and consistency in informal learning.

4.2.1 Exposure to Authentic and Real-Life English

One of the most prominent themes emerging from the interviews was students' exposure to authentic, real-life English through vlogs. Participants emphasized that vlogs allow them to observe how English is naturally used in everyday contexts, which differs significantly from textbook-based learning.

Sabika explained her preference clearly:

I like watching vlogs in English because it helps me how people actually speak and I get to learn new phrases and hear different accents, which is really helpful. (DU SAB 12)

She further highlighted the authenticity of vlogs by stating:

Vlogs show real, everyday English—much more natural than what you usually find in textbooks. (DU SAB 42)

Other participants echoed similar views. Ayesha emphasized the value of real-life language exposure, noting:

Listening has improved the most. I also feel more confident speaking because I hear real-life English usage. (DU AY 18)

Likewise, Nabila pointed out that vlogs offer language examples beyond formal materials:

I often use vlogs to support classroom learning, especially when I want examples beyond textbooks. (DU NA 22)

These responses indicate that vlogs function as a bridge between classroom English and real-world communication. This finding aligns with Wulandari and Mandasari (2025), who argue that exposure to authentic language contexts enhances learners' communicative competence by familiarizing them with pragmatic use, discourse patterns, and sociolinguistic variation. Similarly, Hasanah and Prasetyo (2023) highlight that social media-based content provides learners with contextualized language input that mirrors everyday interaction. Moreover, Fitria (2022) emphasizes that authentic multimedia input allows learners to internalize language structures implicitly, rather than memorizing isolated forms. Loreto (2022) further argues that visual and narrative-driven platforms such as vlogs support meaning-making by situating language within cultural and situational contexts. Thus, the participants' experiences reinforce the view that vlogs promote functional and communicative language learning, particularly valuable in EFL contexts where exposure to natural English is otherwise limited.

4.2.2 Improvement of Listening Skills and Pronunciation

Another major theme was the development of listening skills through regular exposure to English vlogs. The participants repeatedly identified listening as the skill that improved the most due to watching vlogs.

Sabika stated:

My listening skills have definitely improved the most. I also picked up a lot of slang and informal expressions. (DU SAB 18)

She also described her active engagement with vlog content:

I pay attention to new words and expressions, and sometimes I'll pause the video to repeat what they said. (DU SAB 14)

Similarly, Maria reported improvements in both listening and speaking through imitation and repetition:

My listening and speaking skills have improved the most. I also feel more confident using informal English expressions. (DU MA 18)

Nabila also highlighted increased comprehension of varied speech styles:

My listening and speaking skills have improved the most. I feel more comfortable understanding different speaking styles now. (DU NA 18)

These findings corroborate Pratama's (2025) conclusion that vlog enhances listening fluency by exposing learners to natural speech rates, accents, and intonation patterns. The participants' use of repetition, pausing, and imitation reflects what Fitria (2022) identifies as effective listening strategies in multimedia-supported learning environments. Additionally, Putra and Rizki (2023) argue that audiovisual input strengthens phonological awareness because learners can simultaneously observe mouth movement, facial expressions, and contextual cues. Anderson and Jiang (2023) further note that repeated exposure to authentic spoken input improves learners' ability to process speech automatically rather than translating word by word. Therefore, vlogs not only improve listening comprehension but also support pronunciation development and overall oral fluency.

4.2.3 Vocabulary Development and Informal Language Use

Participants also reported learning new vocabulary, slang, and informal expressions through vlogs. Unlike formal classroom instruction, vlogs introduced them to conversational English used in social and cultural contexts.

Sabika noted:

“I’ve picked up a lot of slang and informal expressions, which help me when I’m talking to others in English.” (DU SAB 18)

Maria similarly emphasised increased familiarity with informal language:

“I feel more confident using informal English expressions.” (DU Ma 18)

Ayesha also pointed out how vlogs helped her understand casual conversation better:

“I can speak more naturally and understand informal conversation better.” (DU AY 20)

These findings strongly support Loreto’s (2022) assertion that digital platforms expose learners to contemporary language forms that are often absent from traditional curricula. Hasanah and Prasetyo (2023) similarly argue that social media provides access to discourse features such as idiomatic expressions, fillers, and pragmatic markers, which are crucial for natural communication. Furthermore, Rahmawati and Nugroho (2024) highlight that vocabulary acquired through contextualized multimedia input is more memorable than vocabulary learned through rote memorization. Pratama (2025) also notes that exposure to informal registers helps learners navigate real-life interactions more confidently, particularly in social and professional settings. Consequently, vlogs serve as an effective supplementary resource that expands learners’ lexical repertoire while improving pragmatic competence.

4.2.4 Learner Autonomy and Self-Directed Learning

The data also revealed that learning through vlogs encourages learner autonomy. Sabika described how watching vlogs does not feel like a formal learning task but rather an enjoyable activity:

“Sometimes vlogs show how English is actually used in everyday life so I don’t even feel like I’m studying.” (DU Sa 16)

She further explained how vlogs complement classroom learning:

“I’ll often watch vlogs on topics we’re learning about in class.” (DU Sa 22)

Maria expressed a similar sense of autonomy and motivation:

“I enjoy learning in a fun way. Seeing my skills improve and being able to understand content I couldn’t before keeps me motivated.” (DU Ma 24)

Nabila also highlighted independent engagement with content:

“The motivation comes from enjoying the content and seeing gradual improvement in my understanding and pronunciation.” (DU Na 24)

These findings align closely with Isnaiyah et al. (2024), who argue that social media-based learning environments promote autonomy by allowing learners to control content selection, learning pace, and repetition. Yuniarti (2024) further emphasizes that enjoyment and personal relevance play a critical role in sustaining learner motivation in informal learning contexts. Additionally, Loreto (2022) notes that when learners perceive activities as voluntary rather than obligatory, they are more likely to engage deeply and persist over time. This supports the view that vlogs foster intrinsic motivation and lifelong learning habits. By enabling students to independently explore language content aligned with their interests and academic goals, vlogs function as a catalyst for self-directed learning beyond the classroom.

4.2.5 Exposure to Diverse Accents and Global English Varieties

Another emerging theme was students' exposure to diverse English accents and global varieties through vlogs. Participants noted that unlike classroom listening materials—which often prioritize standardized or native-speaker models—vlogs introduce them to English spoken by individuals from varied cultural, regional, and linguistic backgrounds.

Sabika explained:

“I hear different accents in vlogs, and at first it’s hard, but over time I start understanding them better.” (DU Sa 12)

Other participants similarly acknowledged this challenge and gradual adaptation. Nabila stated:

“Yes, especially when the speaker talks very fast or has a strong accent.” (DU Na 34)

Ayesha also highlighted accent-related difficulty:

“Yes, especially if they have regional accents or speak very quickly.” (DU Ay 34)

Maria echoed this concern:

“Yes, especially if they have strong regional accents or speak very quickly. It can be hard to catch every word.” (DU Ma 34)

Despite these initial challenges, sustained exposure enabled learners to adjust their listening strategies and develop greater tolerance for variation in pronunciation and speech patterns.

This aligns with Pratama (2025), who argues that exposure to multiple English varieties enhances learners' adaptability in global communication contexts. Similarly, Putra and Rizki

(2023) contend that social media platforms reposition English as a global lingua franca rather than a monolithic standard, allowing learners to engage with authentic and pluralistic language use. In the Bangladeshi context, where learners are more likely to encounter English as a contact language rather than a native one, such exposure is particularly valuable in developing intercultural communicative competence.

4.2.6 Development of Digital Literacy

Beyond linguistic gains, participants indirectly developed digital literacy and multimodal communication skills through their engagement with vlogs. Navigating vlog platforms required learners to select content, interpret visual and auditory cues, and integrate spoken language with contextual information.

Sabika noted:

“Sometimes I understand the meaning from their expressions or actions, even if I don’t catch every word.” (DU Sa 30)

Maria similarly observed:

“Even when I don’t understand everything they say, watching their actions and expressions helps me understand the message.” (DU Ma 34)

Ayesha emphasised visual interpretation:

“If I don’t know the slang, I try to understand from how they act or react.” (DU Ay 30)

Nabila reinforced this strategy:

“I often guess meaning from context and visuals when the language is difficult.” (DU Na 16)

These responses demonstrate learners' reliance on multiple semiotic resources—visuals, gestures, tone, and situational context—to construct meaning. This finding strongly supports Isnaiyah et al. (2024), who conceptualize such skills as *multimodal literacy*, an essential competence in digital learning environments. Moreover, Putra and Rizki (2023) emphasize that social media-based learning enhances digital literacy by engaging learners in meaning-making across modes. In line with Bangladesh's broader digital education goals, these findings suggest that vlog consumption contributes to learners' preparedness for technology-mediated communication.

4.2.7 Learning Through Observation and Imitation

Another prominent theme was students' tendency to learn English through observation and imitation while watching vlogs. Participants described carefully observing vloggers' pronunciation, intonation, sentence structure, and expressions, then attempting to replicate these features.

Sabika explained:

"Sometimes I repeat what they say to try to sound like them, especially how they pronounce words." (DU Sa 14)

Maria reported a similar practice:

"I mimic the way vloggers speak and replay parts I don't understand." (DU Ma 16)

Ayesha noted:

"I focus on the expressions they use and try to imitate their tone." (DU Ay 16)

Nabila added:

“I pay attention to key phrases and common expressions, and I try to use them later.” (DU Na 16)

These findings align with Fitria (2022), who emphasizes that multimedia-based imitation enhances pronunciation accuracy and spoken fluency. Likewise, Pratama (2025) argues that observing authentic speakers in meaningful contexts is more effective than scripted classroom dialogues. From a vlog perspective, this mirrors Loreto’s (2022) assertion that visual and performative media resonate strongly with contemporary learners, enabling naturalistic language acquisition through repeated exposure and imitation.

4.2.8 Contextual Learning Through Visual Support

Participants also highlighted the importance of visual elements in vlogs for supporting comprehension. Unlike audio-only resources, vlogs provide rich contextual cues through facial expressions, gestures, settings, and actions.

Sabika stated:

“Even if I don’t understand every word, I can guess the meaning from what they are doing.”
(DU Sa 30)

Ayesha shared a similar view:

“Watching what they do helps me understand even if the words are difficult.” (DU Ay 30)

Maria added:

“Their body language and expressions help me understand the message.” (DU Ma 34)

Nabila confirmed:

“I usually understand better when I see what is happening in the video.” (DU Na 16)

This multimodal input reduces cognitive load and supports contextual inference, especially for learners with limited vocabulary. Isnaiyah et al. (2024) stress that visual scaffolding plays a crucial role in meaning-making within digital learning environments. Additionally, Rahmawati and Nugroho (2024) argue that visual-auditory integration makes abstract language input more accessible. In low-resource contexts like Bangladesh, where formal exposure to spoken English may be limited, such contextual support is particularly significant.

4.2.9 Strategic Use of Subtitles, Note-Taking, and Repetition

Another theme that emerged was learners’ strategic engagement with vlog content. Participants actively paused videos, replayed segments, used subtitles, and took notes to support comprehension and retention.

Sabika explained:

“I pay attention to new words and expressions, and sometimes I’ll pause the video to repeat what they said.” (DU Sa 14)

She further added:

“It would be super helpful if vlogs had subtitles for the tougher words or phrases.” (DU Sa 44)

Maria similarly stated:

“Subtitles for difficult words and explanations of slang would make them more effective.” (DU Ma 44)

Nabila emphasized:

“Subtitles and clearer pronunciation would make vlogs more effective for learning.” (DU Na 44)

These practices reflect strong metacognitive awareness, as learners consciously regulate their learning processes. Fitria (2022) confirms that repetition, note-taking, and subtitle use significantly enhance vocabulary retention and pronunciation accuracy. Furthermore, Anderson and Jiang (2023) highlight that the ability to control pace and replay content is a key advantage of YouTube-based learning, supporting self-directed and autonomous learning behaviors.

4.2.10 Time Investment and Consistency in Informal Learning

Finally, the findings revealed that consistent time investment plays a critical role in maximizing the benefits of vlog-based learning.

Sabika stated:

“I watch English vlogs every day.” (DU Sa 6)

“I’d say about 5 to 7 hours a week, depending on my schedule.” (DU Sa 26)

Other participants reported similar habits:

“About 4–6 hours per week.” (DU Ma 26)

“Around 3–5 hours per week.” (DU Ay 26)

“I usually spend around 2 to 4 hours per week.” (DU Na 26)

Such sustained exposure allows learners to encounter recurring language patterns, fostering automaticity and fluency. Pratama (2025) emphasizes that frequent interaction with authentic

input strengthens listening fluency over time. This also resonates with Wulandari and Mandasari (2025), who note that habitual engagement with social media enhances learner motivation and persistence. In line with Fitria's (2022) view of social media as a bridge between formal and informal learning, these findings suggest that vlogs effectively integrate English learning into learners' everyday routines.

4.3 Section Two: Students' Perceptions of Using Vlogs for Language Learning

This section explores students' perceptions of using vlogs for English language learning. The themes identified include motivation, confidence building, social influence, and perceived challenges.

4.3.1 Motivation and Enjoyment in Learning

Motivation and enjoyment emerged as key benefits of using vlogs for English learning. Participants described how interest-driven content and visible improvement in skills encouraged engagement.

Sabika stated:

"What keeps me motivated is seeing how much my listening and speaking improve. Additionally, the content is really interesting." (DU Sa 24)

Nabila claimed:

"Watching vlogs that I choose myself makes learning more fun, and I feel proud when I notice improvement in my English." (DU Na 32)

Ayesha emphasized:

"I enjoy watching English vlogs because they are entertaining, and learning feels less like a task and more like a hobby." (DU Ay 32)

Maria stated:

"I feel motivated when vlogs show things I like, like travel or food, and I realize I'm learning English without even noticing." (DU Ma 32)

These findings align with Wulandari and Mandasari (2025), who found that learner-selected digital content increases intrinsic motivation. Similarly, Yuniarti (2024) highlights that interest-driven content sustains long-term engagement. Fitria (2022) claims that social media bridges academic and personal spheres, fostering informal learning, and Isnaiyah et al. (2024) argue that participatory spaces in social media allow learners to co-construct knowledge, enhancing enjoyment and motivation. Together, these results suggest that vlogs foster learning environments where intrinsic motivation is amplified by personal interest and active engagement.

4.3.2 Increased Confidence in Speaking English

Students claimed that watching and engaging with vlogs improved their confidence in speaking English.

Sabika stated:

"Watching vlogs has helped me to get more comfortable with speaking English." (DU Sa 20)

Nabila claimed:

"Listening to vloggers every day makes me feel more confident to speak, even if I make mistakes." (DU Na 34)

Ayesha emphasized:

"I feel less nervous talking in English now because I hear how people naturally speak in vlogs." (DU Ay 34)

Maria stated:

"Seeing real people talk in English motivates me to try speaking, and I feel more confident each time." (DU Ma 34)

These observations are supported by Pratama (2025), who claims that vlog reduces anxiety in speaking tasks. Loreto (2022) emphasizes that informal digital media allows learners to practice without fear of immediate evaluation. Wulandari and Mandasari (2025) note that learner-generated content increases ownership and confidence, and Fitria (2022) states that vlogs enable reflective learning and self-assessment, enhancing oral competence.

Collectively, this suggests that vlogs provide a safe and authentic environment that supports learners in building speaking confidence.

4.3.3 Influence of Peers and Socio-Cultural Context

Participants emphasized that peer interaction and socio-cultural factors influenced their engagement with vlogs.

Sabika stated:

My friends often share interesting vlogs with me, and we'll talk about them. (DU Sa 40)

Nabila claimed:

"Classmates often recommend vlogs, and discussing them motivates me to watch more and learn." (DU Na 40)

Ayesha emphasized:

"I often watch what my friends suggest, and it encourages me to learn new phrases and expressions." (DU Ay 40)

Maria stated:

"Peers play a big role. When my friends talk about vlogs, I feel inspired to watch and learn too." (DU Ma 40)

These experiences echo findings by Islam and Sakib (2024), who emphasize peer interaction as a driver of engagement. Fitria (2022) claims that social media fosters collaborative spaces that connect learners' personal and academic spheres. Loreto (2022) observes that culturally relevant digital content increases learner motivation, and Hasanah & Prasetyo (2023) note that digital peer interaction supports language practice and self-directed learning. Together, these results suggest that social and cultural dynamics play a crucial role in shaping students' learning through vlogs.

4.3.4 Challenges of Learning Through Vlogs

Participants highlighted challenges in learning through vlogs, including fast speech, unfamiliar accents, and entertainment-related distractions.

Sabika stated:

"Sometimes the vocabulary is too difficult, or the vloggers talk really fast." (DU Sa 30)

Nabila claimed:

"Especially when the speaker talks very fast or has a strong accent. I don't always catch everything." (DU Na 34)

Ayesha emphasized:

"If the video is very funny or dramatic, I get distracted. Also, some vloggers speak too quickly." (DU Ay 32, 34)

Maria stated:

"Strong accents or rapid speech make it hard to follow, and funny parts can distract me from learning." (DU Ma 32, 34)

Literature supports these points. Loreto (2022) claims that entertainment-rich social media can lead to cognitive overload and distraction. Wulandari and Mandasari (2025) emphasize the need for structured guidance to prevent superficial engagement. Kusuma & Hartini (2023) highlight digital literacy and access issues, while Pratama (2025) notes that informal platforms can blur academic boundaries, affecting focus. These findings suggest that vlog, despite its advantages, requires careful integration and guidance to prevent distraction and ensure effective learning.

4.3.5 Perceived Accessibility and Flexibility of Learning through Vlogs

Students emphasized the flexibility of learning through vlogs but also highlighted access-related inequities.

Sabika stated:

"I can watch vlogs anytime, pause them, replay them, or skip parts depending on what I need." (DU Sa 26)

Nabila claimed:

"I like that I can learn at my own pace. It's convenient and fits my schedule." (DU Na 36)

Ayesha emphasized:

"Vlogs are flexible; I can watch them whenever I have time, which is great compared to rigid classroom schedules." (DU Ay 36)

Maria stated:

"Not everyone has good internet or devices, so some students can't access vlogs as easily as I can." (DU Ma 36)

These experiences align with Fitria (2022), who claims social media supports self-paced and personalized learning. Hasan et al. (2024) note that infrastructural disparities create digital inequities. Isnaiyah et al. (2024) emphasize access to devices and connectivity for equitable learning, and Pratama (2025) highlights that learner autonomy increases when students control engagement with multimedia content. Together, these findings suggest that vlogs provide flexible learning opportunities, but equitable access must be ensured.

4.3.6 Awareness of Limitations and Need for Guidance

Participants demonstrated an awareness that vlogs alone may not be sufficient for effective language learning without guidance. While they appreciated vlogs as supplementary tools, they emphasized the importance of instructional support.

Sabika suggested:

"It would be helpful if vloggers explained some slang or if teachers guided us on which videos are good for learning." (DU Sa 44)

Nabila emphasized:

"Subtitles, clearer pronunciation, and shorter videos focused on specific language skills would make vlogs more effective for learning." (DU Na 44)

Ayesha stated:

"Subtitles would help a lot. It would also be useful if vloggers explained difficult words or expressions and made shorter, focused videos for learning." (DU Ay 44)

Maria claimed:

"Subtitles for difficult words, explanations of slang, and shorter, focused videos would make them more effective for learning." (DU Ma 44)

These insights indicate that learners perceive vlogs as most effective when combined with structured guidance. Loreto (2022) cautions that social media-based learning may remain superficial if clear learning objectives and instructional support are absent. Hasanah and Prasetyo (2023) argue that teacher mediation—such as recommending channels, setting tasks, or providing follow-up activities—can transform vlogs from entertainment into effective instructional resources. Pratama (2025) emphasizes that scaffolding and guided support reduce cognitive overload and promote deeper learning. Similarly, Isnaiyah et al. (2024) note that explicit guidance helps learners navigate multimodal content, enhancing comprehension and retention.

4.3.7 Perceived Relevance to Academic and Professional Goals

Participants expressed that learning English through vlogs is relevant to both academic performance and future professional ambitions.

Sabika highlighted:

"Knowing English is very important for higher studies and good jobs, so learning it through vlogs really helps me." (DU Sa 28)

Nabila stated:

"Learning English through vlogs helps me practice for exams and for future work, which makes it really useful." (DU Na 28)

Ayesha claimed:

"Watching English vlogs prepares me for communication in university and professional settings." (DU Ay 28)

Maria emphasized:

"I feel like vlogs teach me language skills that are important for my career and further studies." (DU Ma 28)

These reflections suggest that students view vlogs not merely as entertainment but as instruments aligned with long-term goals. Islam and Sakib (2024) argue that English proficiency in Bangladesh is closely linked to social mobility. Fitria (2022) notes that social media bridges learners' academic and personal spheres, creating informal learning opportunities that complement formal instruction. Pratama (2025) emphasizes that perceiving learning as relevant to future goals enhances motivation and persistence. Wulandari and Mandasari (2025) add that learner agency in digital platforms supports goal-directed practice, particularly in language learning. Collectively, these studies reinforce the value of vlogs as tools for goal-oriented, autonomous learning.

4.3.8 Preference for Informal and Low-Anxiety Learning Environments

Participants highlighted the low-pressure, informal nature of vlogs as a key factor in their learning experience, enabling private, self-paced engagement without fear of judgment.

Sabika stated:

"When I watch vlogs, there's no pressure. I can learn without feeling nervous or judged."
(DU Sa 20)

Nabila emphasized:

"I like that I can watch vlogs by myself without worrying about making mistakes in front of the class." (DU Na 20)

Ayesha claimed:

"Learning with vlogs feels relaxed and fun. I don't feel nervous about speaking or misunderstanding something." (DU Ay 20)

Maria stated:

"I enjoy watching vlogs because I can pause, repeat, or ignore parts without feeling judged." (DU Ma 20)

These comments illustrate that learners value the psychological safety afforded by vlogs.

Pratama (2025) notes that informal digital learning lowers affective filters, supporting comprehension and retention. Loreto (2022) argues that reduced anxiety enhances learner confidence and encourages experimentation with language. Isnaiyah et al. (2024) highlight that multimedia platforms provide safe spaces for peer interaction and self-expression.

Wulandari and Mandasari (2025) emphasize that low-pressure environments foster intrinsic motivation, creativity, and repeated practice. Overall, the data suggest that vlogs offer learners a supportive, stress-free context that facilitates language development.

4.3.9 Perceived Need for Pedagogically Enhanced Vlog Content

Participants recommended that vlogs include instructional features such as subtitles, slower speech, and focused topics to improve learning outcomes.

Sabika emphasized:

"It would be super helpful if vlogs had subtitles for the tougher words or phrases. If the

vloggers slowed down a bit and explained some slang, that would make it way easier to learn." (DU Sa 44)

Nabila claimed:

"Shorter videos with clear pronunciation and subtitles would make learning from vlogs more effective." (DU Na 44)

Ayesha stated:

"Subtitles and explanations of difficult words would make it easier to understand and learn from vlogs." (DU Ay 44)

Maria emphasized:

"Focused vlogs that explain slang or hard words, and have subtitles, help me learn much faster." (DU Ma 44)

These observations indicate that learners value a balance between authenticity and instructional clarity. Loreto (2022) warns that authentic digital content without pedagogical adaptation can overwhelm learners. Hasanah and Prasetyo (2023) suggest that guided video tasks enhance language acquisition. Pratama (2025) emphasizes that multimodal support—including visual, textual, and auditory cues—improves comprehension and reduces cognitive load. Rahmawati and Nugroho (2024) argue that instructional design in video learning increases focus, retention, and engagement. Collectively, these studies support the integration of pedagogical scaffolding within vlog-based learning to maximize effectiveness.

4.3.10 Perceived Inequality in Access to Vlog-Based Learning

Participants expressed concern that unequal access to devices and internet connectivity limits the usefulness of vlogs for some students.

Sabika stated:

"Not everyone has good internet access or the right devices to watch videos. I think it can be hard for some people to use vlogs as a learning tool because of that." (DU Sa 36)

Nabila claimed:

"No, not all students have equal access because of internet limitations or lack of suitable devices." (DU Na 36)

Ayesha emphasized:

"No, not everyone has reliable internet or devices, which makes it hard for them to use vlogs for learning." (DU Ay 36)

Maria stated:

"Not everyone has good internet or devices, so it can be difficult for some students to use vlogs as a learning resource." (DU Ma 36)

These insights highlight the digital divide in Bangladesh. Islam and Sakib (2024) identify unequal access to technology as a major barrier. Wulandari and Mandasari (2025) note that rural and socio-economically disadvantaged learners often face infrastructural challenges. Isnaiyah et al. (2024) emphasize that without reliable access, digital learning tools cannot achieve their full potential. Hasan et al. (2024) advocate for institutional support and inclusive policies to ensure equitable participation in technology-enhanced education. These findings underscore the need for systemic measures to address access inequalities and support all learners in digital learning contexts.

Chapter 5

Conclusion

5.1 Introduction

This concluding chapter summarises the key findings of the study on the impact of vlogs on English language learning among tertiary-level students in Bangladesh. The study aimed to investigate how vlog influences students' language development and explores the strategies they use to enhance their English skills through digital content creation. By examining the role of vlogs in learning, the study provides valuable insights into innovative approaches for improving English proficiency in higher education.

5.2 Contributions of the Study

5.2.1 Implications for Knowledge

This research contributes to the growing body of knowledge regarding technology-assisted language learning in Bangladesh. While previous studies have examined digital learning tools in Western contexts, few have focused specifically on vlogs as a language learning medium in Bangladesh. The study highlights how vlog supports language acquisition by improving speaking fluency, vocabulary usage, and confidence. It also sheds light on the personal and institutional factors that influence students' engagement with vlog, such as motivation, access to technology, and opportunities for feedback.

5.2.2 Implications for Pedagogy

The findings of this study suggest that vlog can be an effective pedagogical tool for enhancing English language learning. Educators in Bangladesh can integrate vlog assignments into the curriculum to provide students with authentic, interactive opportunities to practice English. Teachers should offer guidance on content creation, organisation of ideas,

and language accuracy while encouraging creativity and self-expression. Structured feedback and peer review can further enhance students' learning experiences, promoting both confidence and competence in English communication. These insights can inform future educational policies and initiatives aimed at promoting technology-mediated language learning, supporting a generation of students who are confident and competent English communicators.

5.2.3 Implications for Theories

The vlog-based tasks of the study are a combination of authentic input and multimodal engagement because students sometimes lack sufficient exposure to real-world English. Here, vlogs provide visual, auditory, and contextual cues that help students notice language patterns, imitate expressions, and reflect on meaning from multiple perspectives (Mayer, 2005; Vygotsky, 1978). In addition, the tasks were designed so that students have both the chance of learning collaboratively through commenting and discussing vlog content and individually through note-taking, summarizing, and practicing expressions (Mayer, 2005). This allowed students to grow as autonomous and reflective learners as they decide which strategies or language features to adopt in their own speaking and writing (Vygotsky, 1978; Mayer, 2005). If teachers employ either only passive vlog watching or only isolated exercises without authentic input, sometimes it is difficult to trace whether students are actively constructing understanding. That is why the study proposes a combination of both authentic, multimodal input and guided individual reflection sequentially, aligning with Constructivist Learning Theory (Vygotsky, 1978) and Multimedia Learning Theory (Mayer, 2005).

5.2.4 Implications for Society

This study demonstrates the benefits of qualitative research in understanding innovative language learning practices. Through in-depth interviews, detailed data were gathered on students' experiences, challenges, and perceived improvements in English proficiency. Students are fluent in English through vlogs. When these people are traveling or migrating for other countries, they use English and they know other countries cultures around the worlds and social mobility is enhanced to use of vlogs the practice of English.

5.2.5 Recommendations

- Based on the findings, the following recommendations are proposed:
- Educational institutions in Bangladesh should encourage the integration of vlogs and other digital content creation tools into English language curricula to enhance student engagement and language practice.
- Teachers should provide clear guidance on effective vlog techniques, including planning content, organising ideas, and ensuring language accuracy.
- Assignments should foster creativity and authentic communication, allowing students to practice English in real-world contexts rather than relying solely on traditional written tasks.
- Institutions should provide technical support, workshops, and peer feedback mechanisms to help students improve their vlog skills and language proficiency.
- Students should be encouraged to engage with vlog as a regular practice for language improvement, reflecting on their progress and learning from feedback to enhance their communicative abilities.

By implementing these measures, educational institutions can create dynamic, technology-enhanced learning environments that support English language development, foster learner autonomy, and promote lifelong language learning skills.

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Appendix A

LETTER OF CONSENT FOR PARTICIPANTS

Dear participants,

My name is Athoy Alam Asa. Currently, I am pursuing my master's in BRAC University, Bangladesh.

My research topic is "Exploring Bangladeshi Tertiary Students' Use of Vlogs for Learning English ". The main aim of this study is to explore how students use of plagiarism in Assignments in Bangladesh.

Research Participation Consent Form

Please read the following statements and write (Yes/No) in the box.

1. I have read the description and understood the information _____
2. My participation is voluntary and I feel free to withdraw at any time _____
3. I agree to take part in the messenger conversation _____
4. I agree to take the messenger conversation screenshot _____
5. The researcher has my permission to contact me through the following phone number or email address for any clarification after the completion of data collection _____

.....

Name Signature

Date

Phone No.

Email address:

APPENDIX B

INTERVIEW QUESTIONS FOR PARTICIPANTS

Data for answering research questions 1 and 2 were collected by interviewing the participants.

Interview Questions (IQs)	Background Info	RQ1	RQ2
1. What is your current field of study and level of education?	X		
2. How long have you been learning English as a second language?	X		
3. How often do you watch English vlogs?	X		
4. What do you understand by vlog?	X		
5. What types of vlogs do you usually watch?	X		
6. Why do you prefer watching vlogs in English?	X		
7. How do you usually learn or practice English while watching vlogs?	X		
8. What strategies do you use when watching vlogs to learn English?		X	
9. Which language skills have improved most through vlogs?		X	
10. Do you believe watching vlogs has improved your English communication		X	

skills?			
11. Have you ever used vlogs as a supplement to your classroom learning?		X	
12. What motivates you to continue learning English through vlogs?		X	
13. How much time per week do you spend watching English vlogs for learning purposes?		X	
14. Are there any socio-cultural factors that affect your attitude toward learning through vlogs?		X	
15. What strategies do you use when watching vlogs to learn English?		X	
16. How effective do you find vlogs compared to traditional classroom learning?			X
17. What do you enjoy most about learning English through vlogs?			X
18. Are there any disadvantages or limitations to learning through vlogs?			X
19. How do vlogs make you feel about your English learning journey?			X
20. Do you think vlogs help increase your confidence in speaking or understanding English?			X
21. How do you think teachers or universities could integrate vlogs into English teaching?			X

22. Is there anything else you would like to share about your experience learning English through vlogs?			X
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APPENDIX C

SAMPLE INTERVIEWS OF PARTICIPANTS

Notational Conventions of the Interview Transcripts

Notation	Meaning
1. DU	Discourse Unit
2. I	Interviewer
3. []	For showing action [Laughs]
4. ,	Small pause
5. ...	Long pause (if in the middle of the sentence) Incomplete sentence (if at the end of sentence)
6. Umm/uh	Hedging in speech
7. DU SAB 22	DU <space> student name's first three alphabets <space> DU number DU SAB 22 refers to Sabika's DU number 22.

Interview of Participant Sabika

DU	Participant	Questions and Answers
1	I	13 November, 2025. Can I start the interview? Do you have any problem to share the information? What is your current field of study and level of education?
2	Sa	Yes. No. I am a Master's student of ELT.
3	I	How long have you been learning English as a second language?
4	Sa	I've been learning English for 20 years.
5	I	How often do you watch English vlogs?
6	Sa	I watch English vlogs every day.
7	I	What do you understand by vlog?
8	Sa	A vlog is a video where people share their life, thoughts, or tips.
9	I	What types of vlogs do you usually watch?
10	Sa	I mostly watch travel vlogs, lifestyle vlogs and educational videos.
11	I	Why do you prefer watching vlogs in English?
12	Sa	I like watching vlogs in English because it helps me how people actually speak and I get to learn new phrases and hear different accents, which is really helpful.
13	I	How do you usually learn or practice English while watching vlogs?
14	Sa	I pay attention to new words and expressions, and sometimes I'll pause the video to repeat what they said. I also like to take notes or try to pronounce how they utter the words.
15	I	What strategies do you use when watching vlogs to learn English?
16	Sa	Honestly, I feel connected when I watch vlogs. Sometimes vlogs show how English is actually used in everyday life so I don't even feel like I'm studying.

17	I	Which language skills have improved most through vlogs?
18	Sa	My listening skills have definitely improved the most. I also picked up a lot of slang and informal expressions, which help me when I'm talking to others in English.
19	I	Do you believe watching vlogs has improved your English communication skills?
20	Sa	Yes, for sure! Watching vlogs has helped me to get more comfortable with speaking English. It's also helped me understand how people talk in real situations, so I feel more confident using it.
21	I	Have you ever used vlogs as a supplement to your classroom learning?
22	Sa	Yeah, all the time. I'll often watch vlogs on topics we're learning about in class, and sometimes teachers even suggest videos to help us.
23	I	What motivates you to continue learning English through vlogs?
24	Sa	I think what keeps me motivated is seeing how much my listening and speaking improve. Additionally, the content is really interesting. I just enjoy it.
25	I	How much time per week do you spend watching English vlogs for learning purposes?
26	Sa	I'd say about 5 to 7 hours a week, depending on my schedule. Sometimes more, sometimes less.
27	I	Are there any socio-cultural factors that affect your attitude toward learning through vlogs?
28	Sa	Yeah, for sure. In my country, knowing English is really important for getting ahead in school and work. I'm influenced by global culture and lots of the vloggers I follow speak English, so I get inspired to keep learning.
29	I	What challenges do you face while learning English through vlogs?
30	Sa	Sometimes the vocabulary is too difficult, or the vloggers talk really fast, which makes it hard to keep up. It can be frustrating if I don't catch everything.
31	I	Do you ever get distracted by entertainment aspects of vlogs?
32	Sa	Definitely! Sometimes I get so enveloped in the entertainment side of it that I

		forget to focus on learning.
33	I	Do you find it difficult to understand vloggers' accents or speech speed?
34	Sa	Yeah, it's a bit tricky sometimes, especially if the vlogger has a strong accent or speaks super fast. It can be hard to understand everything they say.
35	I	Do you think all students have equal access to vlogs for English learning?
36	Sa	No, not everyone has good internet access or the right devices to watch videos. I think it can be hard for some people to use vlogs as a learning tool because of that.
37	I	Have your teachers encouraged using vlogs as part of language learning?
38	Sa	Some teachers have encouraged it, and they even recommend certain channels. But other teachers still prefer to stick to traditional teaching methods, which isn't always as fun.
39	I	Do your classmates or peers influence your use of vlogs for learning English?
40	Sa	For sure! My friends often share interesting vlogs with me, and we'll talk about them, which motivates me to watch more and learn from them.
41	I	Do you think vlogs expose you to real-life and authentic English?
42	Sa	Absolutely! Vlogs show real, everyday English—much more natural than what you usually find in textbooks.
43	I	In your opinion, what can make vlogs more effective for English language learning?
44	Sa	It would be super helpful if vlogs had subtitles for the tougher words or phrases. If the vloggers slowed down a bit and explained some slang, that would make it way easier to learn. Also, shorter videos focused on specific things would be great for learning more efficiently.
45	I	Okay. Thank you for the interview.

Interview of Participant Maria

DU	Participant	Questions and Answers
1	I	13 November, 2025. Can I start the interview? Do you have any problem to share the information? What is your current field of study and level of education?
2	Ma	Yes. No. I am a Bachelor's student of ELT.
3	I	How long have you been learning English as a second language?
4	Ma	I've been learning English for 12 years.
5	I	How often do you watch English vlogs?
6	Ma	I watch English vlogs almost every day, especially in the evenings.
7	I	What do you understand by vlog?
8	Ma	A vlog is a video blog where people share their daily life, experiences, or give advice on different topics.
9	I	What types of vlogs do you usually watch?
10	Ma	I mostly watch educational vlogs, travel vlogs, and language learning channels.
11	I	Why do you prefer watching vlogs in English?
12	Ma	Watching vlogs in English helps me understand how native speakers talk naturally, and I get exposed to different accents and vocabulary.
13	I	How do you usually learn or practice English while watching vlogs?
14	Ma	I listen carefully to new words and expressions, pause to repeat sentences, and sometimes take notes. I also try to use new phrases in my own speaking.
15	I	What strategies do you use when watching vlogs to learn English?
16	Ma	I focus on vocabulary and pronunciation, mimic the way vloggers speak, and replay parts I don't understand. I also discuss interesting videos with friends.

17	I	Which language skills have improved most through vlogs?
18	Ma	My listening and speaking skills have improved the most. I also feel more confident using informal English expressions.
19	I	Do you believe watching vlogs has improved your English communication skills?
20	Ma	Yes, definitely. I feel more comfortable speaking English, and I can understand conversations in real-life situations better.
21	I	Have you ever used vlogs as a supplement to your classroom learning?
22	Ma	Yes, I often watch vlogs related to topics we study in class, which helps me understand them better and remember vocabulary.
23	I	What motivates you to continue learning English through vlogs?
24	Ma	I enjoy learning in a fun way. Seeing my skills improve and being able to understand content I couldn't before keeps me motivated.
25	I	How much time per week do you spend watching English vlogs for learning purposes?
26	Ma	About 4–6 hours per week, depending on my schedule.
27	I	Are there any socio-cultural factors that affect your attitude toward learning through vlogs?
28	Ma	Yes, in my country English is important for education and career opportunities. I'm also inspired by global culture and online influencers who speak English.
29	I	What challenges do you face while learning English through vlogs?
30	Ma	Sometimes the vloggers speak too fast or use slang I don't know, which makes it hard to follow. Some topics are also too advanced for me.
31	I	Do you ever get distracted by entertainment aspects of vlogs?
32	Ma	Yes, sometimes I get caught up in funny or dramatic content and forget to focus on learning.
33	I	Do you find it difficult to understand vloggers' accents or speech speed?

34	Ma	Yes, especially if they have strong regional accents or speak very quickly. It can be hard to catch every word.
35	I	Do you think all students have equal access to vlogs for English learning?
36	Ma	No, not everyone has good internet or devices, so it can be difficult for some students to use vlogs as a learning resource.
37	I	Have your teachers encouraged using vlogs as part of language learning?
38	Ma	Some teachers recommend it, especially for listening practice, but many still rely on textbooks.
39	I	Do your classmates or peers influence your use of vlogs for learning English?
40	Ma	Yes, friends often suggest interesting videos, and we discuss them, which motivates me to watch more and learn.
41	I	Do you think vlogs expose you to real-life and authentic English?
42	Ma	Absolutely! Vlogs show natural conversation and expressions that aren't in textbooks.
43	I	In your opinion, what can make vlogs more effective for English language learning?
44	Ma	Subtitles for difficult words, explanations of slang, and shorter, focused videos would make them more effective for learning.
45	I	Okay. Thank you for the interview.

APPENDIX D

SAMPLE OF CODING TEMPLATE BY THE RESEARCHER

Research Question1: How do Bangladeshi tertiary level students learn English through vlogs?

Coding of Sabika's interview						
Interview Question (1)	Subordinate key word of question (2)	Subordinate main point from Conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as key word(s) (5)	Frequency of Occurrence (6)	Ordering of discourse Unit (7)
What strategies do you use when watching vlogs to learn English?	*Strategies used	*Learns through real-life English	"Honestly, I feel connected when I watch vlogs. Sometimes vlogs show how English is actually used in everyday life so I don't even feel like I'm studying."	*Real-life communication	1	DU SAB 16
Which language skills have improved most through vlogs?	*Skills improved	*Listening improved *learned informal expressions	"My listening skills have definitely improved the most. I also picked up a lot of slang and informal expressions, which help me when I'm talking to others in English."	*Listening *Informal expressions	1 1	DU SAB 18
Do you believe watching vlogs has improved your English communication skills?	*Communication *Improvement	*More comfort Speaking *Confidence * Real Life Situation or Communication	"Yes. For sure! Watching vlogs has helped me to get more comfortable with speaking English. It's also helped me understand how people talk in real situations, so I feel more confident using it."	*Comfort speaking *Confidence * Real Life Situation or Communication	1 1 1	DU SAB 20

Have you ever used vlogs as a supplement to your classroom learning?	*Use as supplement	*Uses vlogs to reinforce lessons *Teacher suggestions	“Yeah, all the time. I’ll often watch vlogs on topics we’re learning about in class, and sometimes teachers even suggest videos to help us.”	*Pedagogical scaffolding *Teacher-recommended materials	1 1	DU SAB 22
What motivates you to continue learning English through vlogs?	*Motivation	*Improvement in skills *Enjoyment of content	“I think what keeps me motivated is seeing how much my listening and speaking improve. Additionally, the content is really interesting. I just enjoy it.”	*Improvement *Enjoyment	1 1	DU SAB 24
How much time per week do you spend watching English vlogs for learning purposes?	*Time spent	*5–7 hours per week	“I’d say about 5 to 7 hours a week, depending on my schedule. Sometimes more, sometimes less.”	*Weekly time	1	DU SAB 26
Are there any socio-cultural factors that affect your attitude toward learning through vlogs?	*Socio-cultural influence	*Cultural expectations *Global exposure motivates	“Yeah, for sure. In my country, knowing English is really important for getting ahead in school and work. I’m influenced by global culture and lots of the vloggers I follow speak English, so I get inspired to keep learning.”	*Cultural expectations *Global exposure	1 1	DU SAB 28

What challenges do you face while learning English through vlogs?	*Challenges faced	*Difficulty understanding *Fast speech *Complex vocabulary creates frustration	“Sometimes the vocabulary is too difficult, or the vloggers talk really fast, which makes it hard to keep up. It can be frustrating if I don’t catch everything.”	*Difficult vocabulary *Fast speech *Frustration	1 1 1	DU SAB 30
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Research Question 2 : What perception they have regarding using vlogs for language learning?

Coding of Sabika’s interview						
Interview Question (1)	Subordinate key word of question (2)	Subordinate main point from Conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as key word(s) (5)	Frequency of Occurrence (6)	Ordering of discourse Unit (7)
Do you ever get distracted by entertainment aspects of vlogs?	*Entertainment distraction	*Gets distracted	“Sometimes I get so enveloped in the entertainment... I forget to focus on learning.”	*Distracted	1	DU SAB 32
Do you find it difficult to understand vloggers’ accents or	*Speed difficulty	*Hard to understand	“Strong accent... speaks super-fast... hard to understand everything.”	*Understanding difficulty	1	DU SAB 34

speech speed?						
Do you think all students have equal access to vlogs for English learning?	*Access inequality	Not all have access	“Not everyone has good internet or devices.”	*Unequal access	1	DU SAB 36
Have your teachers encouraged using vlogs as part of language learning?	*Teacher encouragement	*Some encourage, some don't	“Some teachers recommend channels... others prefer traditional methods.”	*Mixed teacher support	1	DU SAB 38
Do your classmates or peers influence your use of vlogs for learning English?	*Peer influence	*Peers motivate use	“Friends share vlogs... talk about them... motivates me to watch more.”	*Peer motivation	1	DU SAB 40
Do you think vlogs expose you to real-life and authentic English?	*Authentic English	*Shows real everyday English	“Absolutely! Real, everyday English... more natural than textbooks.”	*Authentic exposure	1	DU SAB 42
What can make vlogs more effective for English language learning?	*Improving vlog learning	*Need subtitles	“Helpful if vlogs had subtitles... slowed down... explained slang... shorter videos.”	*Enhanced learning features	1	DU SAB 44

APPENDIX E.1

RATING FOR STUDENTS' INTERVIEW BY RATER 1

“Exploring Bangladeshi Tertiary Students’ Use of Vlogs for Learning English ”.

Please respond to the following themes by choosing “Agree” or “Disagree”. You can also suggest new themes on the comment’s column:

Research Question 1: How do Bangladeshi tertiary-level students use English vlogs to learn English?						
Theme	Main ideas	Discourse unit	Verbal support	Inter-rater		Comment/Suggestion
				Agree	Disagree	
*Watching Vlogs supports for learning English	*Regular engagement with English vlogs	(DU SAB 6) (DU NA 26)	“I watch English vlogs every day.” “2–3 times a week.”		/	
*Strategies to use vlogs	*Pausing, *Repeating/ replying,	(DU SAB 14) (DU MA 16)	“I pause the video to repeat.” “I replay parts I don’t understand.”	/	/	
*Vocabulary Learning	*Learning new words *Expressions	(DU SAB 14) (DU NA 18)	“I pay attention to new words.” “I focus on key phrases.”	/	/	
*Pronunciation Practice	*Imitation *Repetition	(DU AY 14) (DU MA	“I repeat sentences out loud.” “I try to mimic how they	/	/	

		16)	speaking.”			
*Classroom Supplement	*Vlogs support textbook learning *Teachers’ Recommendation	(DU MA 22) (DU SA 22)	“I watch vlogs on topics from class.” “Teachers suggest videos.”	/ /		
*Peer Interaction	*Sharing and discussing vlogs with peers	(DU SA 40) (DU NA 40)	“My friends share interesting vlogs.” “We discuss them.”	/ /		
*Motivation Through Content	*Enjoyment encourages learning	(DU SAB 24) (DU NA 24)	“I just enjoy it.” “It doesn’t feel like studying.”	/ /		

Appendix E. 2

Inter Rater Reliability Calculation for Students Interviews Calculation for Inter Rater Reliability

	Percentage of agreement (Total number of agreement/Total number of responses) x100
Inter-rater 1:	(8/10) x100 =80.00%

Appendix F

A screenshot of the email that one of the participants sent the researcher after checking her own interview is given below.

