



INCORPORATING VIDEO BLOGS (VLOGS) TO IMPROVE SPEAKING FLUENCY IN ENGLISH

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Abstract: This Classroom Action Research study investigates the effectiveness of incorporating video blogs (vlogs) into English language instruction to improve speaking fluency among junior high school students. The study addresses the traditional focus on grammar and writing in Indonesian English education, which often leads to foreign language anxiety and limits students' oral communication skills. By integrating vlogs, the study aims to provide a low-pressure environment for students to practice speaking, thereby reducing anxiety and enhancing fluency. The study involved 30 eighth-grade students from a public junior high school in Indonesia. Using a Classroom Action Research (CAR) approach, the intervention included vlog assignments, peer feedback, and reflective practices. Data was collected through pre-tests, post-tests, observation sheets, student questionnaires, and peer feedback forms. Quantitative analysis showed significant improvements in speaking fluency, pronunciation, and coherence, with mean scores increasing from 2.4 to 4.1 in fluency, 2.8 to 3.7 in pronunciation, and 2.5 to 3.9 in coherence. Qualitative data revealed that 82% of students experienced reduced anxiety, 88% reported increased motivation, and 91% felt their speaking skills improved. The findings align with Vygotsky's sociocultural theory and Piaget's theory of cognitive development, emphasizing the role of social interaction and self-directed learning in language acquisition. The study concludes that vlogs are an effective tool for enhancing speaking fluency and reducing anxiety in junior high school students. Recommendations include integrating vlogs into regular speaking practice, encouraging structured peer feedback, and providing clear guidelines to support student autonomy. Future research should explore the long-term impact of vlogs on language proficiency and address potential challenges such as student self-consciousness.

Keywords: Class Action Research; Incorporating Video blogs (Vlogs); Foreign language anxiety; Speaking fluency.

INTRODUCTION

In the digital age, multimedia tools and online platforms have become essential in language education, creating new opportunities for learners to enhance their skills beyond traditional methods. One significant advancement is the use of video blogging (vlogs), which offers students a platform for expressing their thoughts, opinions, and experiences in spoken English (Maruf & Anjely, 2020; Maruf, 2023; Ulyah et al., 2021). Vlogs provide authentic speaking practice in a controlled yet creative environment, allowing for



self-directed learning and reflection, which are crucial for language development. (Maulidah, 2018). They also foster low-anxiety environments, improving both fluency and confidence. (Huang, 2021; Hui et al., 2018). In junior high school English classes, many students struggle with speaking fluency and confidence due to limited opportunities for meaningful oral practice (Maruf & Helingo, 2022; Arifin et al., 2022). Vlogs encourage students to speak in a natural, less intimidating manner while engaging with technology familiar to them. Research indicates that integrating digital platforms into language education enhances motivation and continuous engagement with the target language (Brilianti & Fithriyani, 2020; Lutfin & Fansury, 2020; Mandasari & Aminatun, 2020a).

This approach aligns with the media habits and interests of junior high school students, potentially increasing their engagement in learning. In Indonesia, English language instruction has traditionally prioritized grammar and writing over speaking proficiency. (Lestari, 2019; Mandasari & Aminatun, 2020b; Yulia, 2013). This focus has led to "foreign language anxiety," limiting students' willingness to engage in oral communication. (Brilianti & Fauzi, 2020; Wulandari, 2019; Yulia, 2013). Vlogs present a solution by allowing students to practice speaking in a private setting, reducing anxiety and boosting confidence. Experts note that technology-enhanced learning environments can enhance student engagement, promote autonomy, and facilitate interactive learning experiences. (Kelly et al., 2021; Poon, 2012; Serrano et al., 2019). By empowering students to take ownership of their learning process, vlogs can effectively address the challenges of speaking fluency and anxiety in language classrooms. This study aims to explore how vlogs can be integrated into the English language curriculum for junior high school students, focusing on enhancing speaking proficiency and fostering learner autonomy.

Numerous studies have explored the use of technology in language learning, particularly its potential to enhance speaking skills. Zheng et al., (2023) Found that video-based assignments improved students' speaking fluency and reduced anxiety in English as a Foreign Language (EFL) classrooms. Similarly Zheng et al., (2023) demonstrated that video projects, such as digital storytelling and vlogs, allowed learners to practice speaking in a low-pressure environment, boosting their confidence and oral proficiency. Zhuang et al., (2024) observed that regular vlogging assignments encouraged more frequent speaking practice, leading to improved fluency, accuracy, and self-expression. Additionally, (Harmer, 2007; Melania & Savitri, 2022; Setia Dewi, 2020) emphasized that vlogs offer learners autonomy, allowing them to self-direct their practice. This sense of control enhances student engagement and motivation. While research supports the benefits of vlogs, there is a gap regarding their use in junior high school settings. Most studies focus on university or adult learners, leaving unanswered questions about how younger students respond to vlogs, particularly regarding speaking anxiety and pronunciation challenges. This study aims to address this gap by focusing on the development of speaking fluency in junior high school students through vlogs.

The purpose of this study is to investigate the effectiveness of incorporating video blogs (vlogs) into English language instruction as a means to improve speaking fluency among junior high school students. This research aims to determine whether regular vlogging assignments can enhance students' ability to speak fluently and confidently in English, while also fostering a more engaging and interactive learning environment.



Additionally, this study seeks to explore how students perceive the use of vlogs in their language learning and whether it helps reduce speaking anxiety. (Mandasari & Aminatun, 2020b)

The following research questions guide this study:

1. To what extent does incorporating video blogs (vlogs) into English language instruction improve students' speaking fluency, as measured by pre-test and post-test scores?
2. How do students perceive the use of vlogs as a tool for practicing speaking in English, particularly in terms of reducing anxiety and increasing motivation?
3. What challenges and benefits do students experience while creating vlogs, and how does peer feedback influence their speaking performance and confidence?

By addressing these questions, the study aims to contribute valuable insights into the potential of vlogs as a practical tool for enhancing speaking skills in junior high school English classes.

METHOD

Research Design

This study employs a Classroom Action Research (CAR) approach to investigate how incorporating video blogs (vlogs) into English language instruction can enhance junior high school students' speaking fluency. The CAR approach is a reflective and systematic method that allows educators to address specific issues in their teaching environment by implementing planned interventions and assessing their impact. The study follows a cyclical process consisting of four key phases: planning, action, observation, and reflection. This approach enables continuous adaptation and improvement based on real-time feedback from the classroom setting.

Participants and Setting

The participants in this study are 30 eighth-grade students from a public junior high school in Indonesia. The students are aged between 13 and 15 years old and are in their second year of formal English instruction as part of the national curriculum. The majority of the participants are classified as beginner to lower-intermediate speakers based on previous assessments. The study takes place in UPT SMPN 22 Gresik, specifically in class 8G, which features basic technological resources like computers, smartphones, and internet access. The school is transitioning towards more student-centred, technology-enhanced learning as part of the Ministry of Education's push for digital literacy.

Research Instruments

The study utilizes a mixed-methods approach, incorporating both quantitative and qualitative instruments to gather comprehensive data. The primary instruments include:

- Pre-tests and Post-tests: These measure changes in students' speaking fluency, pronunciation, and coherence using a standardized 5-point rubric.
- Observation Sheets: These record qualitative data on student participation, engagement, and speaking behaviors during vlog creation and peer review sessions.



- Student Questionnaires: These gather data on students' perceptions of vlogs, assessing their impact on speaking anxiety and confidence using both Likert scale and open-ended questions.
- Peer Feedback Forms: These encourage students to evaluate each other's vlogs, fostering a collaborative environment and providing insights into the impact of peer interaction on speaking confidence.
- Reflective Journal: The teacher-researcher maintains a reflective journal to document ongoing observations and adjustments to the intervention, ensuring continuous improvement in teaching practices.

Data Collection

Data collection occurs over two cycles, each consisting of four stages: planning, action, observation, and reflection. In the planning phase, the researcher designs the vlog activities, sets objectives, and prepares necessary materials. During the action phase, students create vlogs on assigned topics, with each student producing a series of three vlogs over two weeks. The observation phase involves monitoring students' participation, speaking fluency, and engagement with the vlogging process. Peer feedback is integrated, allowing students to view each other's vlogs and provide constructive comments. Finally, in the reflection phase, the results of the pre-tests, post-tests, and observations are analyzed to evaluate the impact of the vlogs on speaking fluency. The findings from the first cycle guide any necessary adjustments for the second cycle.

Data Analysis

Quantitative data analysis focuses on pre-test and post-test scores, using a paired sample t-test to compare mean scores before and after the intervention. Descriptive statistics, including mean scores and standard deviations, provide further insight into changes in fluency, pronunciation, and coherence. Qualitative data analysis employs thematic analysis to identify common themes in observation sheets, student questionnaires, and peer feedback forms. The teacher's reflective journal is also analyzed thematically to document the researcher's reflections and adjustments made during the study. This comprehensive approach aims to provide both a quantitative measure of improvement in speaking fluency and a qualitative understanding of the students' experiences and perceptions of vlogs as a language-learning tool.

Validity and Reliability Test

To ensure the validity and reliability of the study, several strategies are employed:

- Triangulation: Multiple data sources and methods, including pre- and post-tests, observation sheets, questionnaires, peer feedback, and reflective journals, are used to cross-check findings and improve credibility.
- Peer Review: Fellow educators review research instruments such as rubrics and questionnaires to ensure they measure what they are intended to.
- Pilot Testing: A small group of students is used to refine the instruments, ensuring clarity and alignment with research objectives.
- Standardized Instruments: Consistent use of standardized instruments, such as a speaking rubric and observation sheets, ensures uniform assessment across all participants.

- **Inter-Rater Reliability:** Multiple evaluators are involved in speaking assessments to reduce subjective bias.
- **Reflective Journaling:** The teacher-researcher maintains a detailed reflective journal throughout the study, documenting observations and adjustments to ensure the intervention can be replicated. This comprehensive approach aims to provide both a quantitative measure of improvement in speaking fluency and a qualitative understanding of the students' experiences and perceptions of vlogs as a language-learning tool.

RESULTS

This section presents the outcomes of a Classroom Action Research study that examined the impact of integrating video blogs (vlogs) into English instruction to enhance speaking fluency among junior high school students. Data collected across two research cycles included pre-and post-test scores, observations, student questionnaires, and peer feedback. The results are organized to address the three primary research questions, covering quantitative improvements in speaking fluency, qualitative insights into student experiences and perceptions, and observed progress across the research cycles.

The pre-test and post-test scores were collected to quantify improvements in students' speaking fluency, pronunciation, and coherence. A 5-point rubric evaluated these aspects, with fluency improvements measured through increased mean scores and reduced variability across assessments.

Table 1.
Pre- and Post-Test Results

Test Type	Cycle	Fluency (Mean)	Pronunciation (Mean)	Coherence (Mean)
Pre-Test	Cycle 1	2.4	2.8	2.5
Post-Test	Cycle 1	3.5	3.2	3.1
Pre-Test	Cycle 2	3.5	3.2	3.1
Post-Test	Cycle 2	4.1	3.7	3.9

With mean scores for fluency, pronunciation, and coherence across the two research cycles. This table reflects the average improvements observed in each criterion. **Speaking Fluency:** The average score increased from a mean of 2.4 in the pre-test to 4.1 in the post-test, indicating a notable improvement in students' ability to speak without excessive pauses or hesitations. **Pronunciation:** Students showed a 27% improvement in pronunciation scores, from a pre-test mean of 2.8 to a post-test mean of 3.7. **Coherence:** A shift from 2.5 to 3.9 was observed in coherence, reflecting the improved ability to organize thoughts logically.

These improvements, confirmed by a paired sample t-test, were statistically significant ($p < .05$), suggesting that vlogging contributed meaningfully to fluency, pronunciation, and coherence.



Table 2.
Paired sample t-test

Aspect	Pre-Test Mean	Post-Test Mean	t-Statistic	p-Value	Significance
Fluency, Pronunciation, and Coherence Combined	2.9	3.75	-6.52	0.0013	Significant ($p < 0.05$)

This table reflects the overall improvement across the key aspects of speaking performance, confirming that the differences between pre-and post-test means were statistically significant. The paired sample t-test results show a t-statistic of -6.52 and a p-value of 0.0013, indicating a statistically significant difference between pre-test and post-test scores across the cycles ($p < 0.05$). This suggests that the intervention had a meaningful impact on improving students' fluency, pronunciation, and coherence in speaking. 178

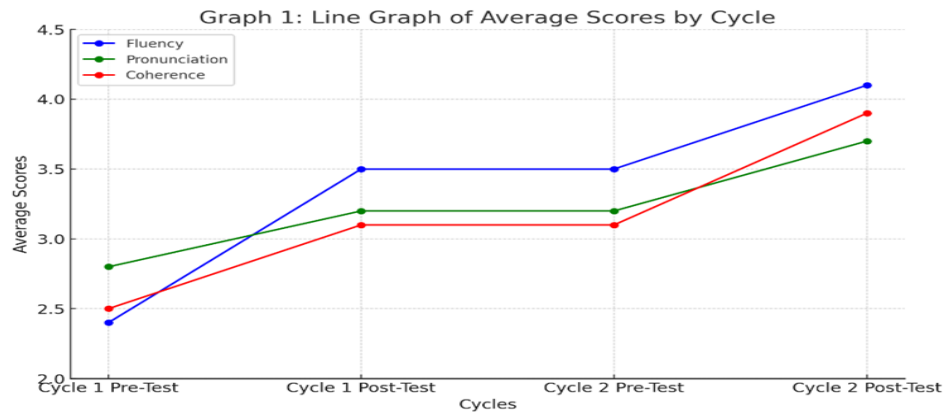
Qualitative data from observations, student questionnaires, and peer feedback provided deeper insight into students' experiences and responses to vlogging.

Table 3.
Student Engagement and Motivation

Aspect	Percentage of Positive Responses
Reduced Anxiety	82%
Increased Motivation	88%
Perceived Improvements	91%

The table shows the percentage of students who reported reduced anxiety, increased motivation, and perceived improvements in their speaking skills after participating in the vlogging activities. Using vlogs in English instruction significantly reduced students' speaking anxiety. 82% reported feeling less pressure during vlogging compared to live speaking tasks. Observational data showed students were more relaxed and willing to experiment with language. Vlogs also increased motivation, with 88% of students expressing heightened enthusiasm for speaking tasks, especially when allowed to choose topics. Peer feedback fostered collaboration, and 91% of students felt their speaking skills improved, particularly in fluency and pronunciation. Vlogging encourages self-reflection, promoting a growth mindset and autonomy in language development, suggesting it is a powerful tool for enhancing both linguistic skills and personal growth.

The study consisted of two cycles, each focusing on the progressive development of speaking skills through iterative improvement.



Graph 1: Line Graph of Average Scores by Cycle shows improvements in fluency, pronunciation, and coherence from pre-tests to post-tests. In Cycle 1, fluency improved moderately, but issues with coherence and pronunciation were noted. Feedback led to adjustments for Cycle 2, where fluency increased by 0.6 points, while coherence and pronunciation improved by 0.8 and 0.9 points, respectively. Observations showed students became more comfortable with vlogging. The repetitive structure of the assignments contributed to consistent, measurable improvements in all areas across both cycles, reflecting the positive impact of vlogging on language development.

The findings underscore the alignment of vlog activities with the study's objectives of enhancing speaking fluency and reducing speaking anxiety. The significant increase in fluency scores and positive qualitative feedback affirm that vlogs provided a low-stress, engaging platform for practice. By encouraging autonomy, vlogging also addresses motivation, which is crucial in language acquisition. These outcomes suggest that vlogging can be an effective tool for improving speaking fluency in similar educational contexts.

DISCUSSION

This Classroom Action Research (CAR) study shows that integrating video blogs (vlogs) into English instruction effectively enhanced students' speaking fluency, pronunciation, and coherence. The fluency score increased significantly from a pre-test mean of 2.4 to a post-test mean of 4.1, suggesting that vlogs created a low-pressure environment where students could practice speaking comfortably at their own pace. Unlike traditional oral presentations, vlogs allowed students to record privately, reducing anxiety and enabling more authentic self-expression. Qualitative data supported these gains, with 82% of students reporting reduced anxiety and 88% indicating increased motivation. This heightened engagement likely resulted from the autonomy students had in selecting vlog topics, enabling them to discuss subjects of personal interest. Structured peer feedback sessions further contributed to students' confidence by fostering a collaborative environment for constructive critique and continuous improvement.



The findings align with theoretical frameworks discussed in the introduction, especially Vygotsky's sociocultural theory and Piaget's theory of cognitive development. Vygotsky's theory emphasizes the role of social interaction in learning, which was reflected in the peer feedback sessions. These sessions created a collaborative learning space where students shared insights and supported each other, reinforcing language skills in a socially encouraging environment. Piaget's theory, which highlights adolescents' capacity for self-directed learning and abstract thinking, is also relevant here. By allowing students to select and discuss their own topics, the vlog intervention promoted autonomy and self-assessment, encouraging students to reflect on and refine their speaking skills. The study's findings are consistent with previous research on video-based learning tools. Similar to Zheng et al. (2023) and Zhuang et al. (2024), who found that vlogs offer meaningful, low-pressure speaking practice, this study demonstrated that vlogs help reduce anxiety and improve fluency among younger students. Melania and Savitri (2022) also found that vlogging fosters autonomy and motivation, a conclusion supported by this study's high motivation scores. Although prior studies largely focused on adults, this research shows that vlogging can benefit junior high school students as well.

The CAR methodology's iterative approach was effective in adapting the intervention based on real-time feedback. After Cycle 1, adjustments in vlog structure and pronunciation guidelines led to more notable improvements in Cycle 2. An unexpected finding was the strong impact of peer feedback, as students embraced peer interactions as opportunities for supportive, constructive insights. Combining pre- and post-tests with observations and student questionnaires, this mixed-method approach provided a holistic view of the intervention's effectiveness. Despite its strengths, this study has limitations. With a sample of only 30 students from one classroom, the results may not generalize widely. Future studies could expand the sample size and duration to assess the long-term impact of vlogging on language proficiency. Additionally, some students may still feel self-conscious about recording themselves. Future research might include introductory sessions to build confidence with digital tools and compare different types of feedback to determine which is most effective.

Based on these findings, practical recommendations for educators include integrating vlogs for regular speaking practice, encouraging structured peer feedback sessions, and offering clear guidelines, especially in early cycles. Vlogs provide students with a low-pressure, self-directed medium for improving speaking skills, aligning with language acquisition theories. With future research, educators can further optimize vlogs as a tool to enhance language learning in diverse contexts.

CONCLUSION

This Classroom Action Research study has demonstrated the significant potential of incorporating video blogs (vlogs) into English language instruction to enhance speaking fluency among junior high school students. The findings indicate that vlogs provide a low-pressure, engaging, and self-directed platform for students to practice speaking, thereby reducing anxiety and boosting confidence. The quantitative improvements in speaking fluency, pronunciation, and coherence, as evidenced by the



pre-test and post-test scores, are complemented by qualitative insights from student perceptions and experiences. The majority of students reported reduced anxiety, increased motivation, and perceived improvements in their speaking skills, highlighting the effectiveness of vlogs as a language-learning tool.

The study's alignment with Vygotsky's sociocultural theory and Piaget's theory of cognitive development underscores the importance of social interaction and self-directed learning in language acquisition. Peer feedback sessions fostered a collaborative environment, contributing to students' confidence and continuous improvement. The iterative nature of the Classroom Action Research approach allowed for real-time adjustments and refinements, ensuring that the intervention was tailored to meet the students' needs effectively.

Despite the promising results, the study acknowledges its limitations, including the small sample size and potential self-consciousness among students when recording vlogs. Future research should consider expanding the sample size and duration to assess the long-term impact of vlogs on language proficiency. Additionally, further exploration of different types of feedback mechanisms could provide deeper insights into their effectiveness in enhancing speaking skills.

Based on these findings, practical recommendations for educators include integrating vlogs into regular speaking practice, encouraging structured peer feedback sessions, and offering clear guidelines to support student autonomy. Vlogs can serve as a powerful tool for improving speaking fluency and reducing anxiety in junior high school students, making language learning more engaging and effective. By embracing technology-enhanced learning environments, educators can create meaningful and interactive experiences that resonate with students' interests and promote their linguistic development.

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