

Harnessing Digital Media in Education: A Comparative Study of Vlogging and Blogging for Enhancing Student Engagement and Learning Success

Madya Asgher¹ and Falak Naz²

Abstract

This study investigates the impact of vlogging and blogging on student engagement and learning outcomes, focusing on their effectiveness as digital educational tools. Using a qualitative approach, semi-structured interviews were conducted with five students from two private universities. The analysis reveals that vlogging significantly enhances student motivation, comprehension, and engagement due to its dynamic multimedia format, which integrates both visual and auditory elements. In contrast, while blogging was appreciated for its depth and ease of reference, it was often perceived as less engaging due to its text-heavy nature. The findings suggest that vlogs are more effective at sustaining student interest and improving learning experiences, whereas blogs support reflective thinking and deeper exploration of topics. Further research is recommended to explore how both platforms can be optimized to enrich educational practices across different learning contexts.

Keywords: vlogging, blogging, student engagement, learning outcomes, qualitative research, thematic analysis, digital education

Introduction

Our communication has evolved due to the development of global computer networks and the World Wide Web (Caze, 2017). As multimodal communicators, we use wireless gadgets like smartphones, tablets, laptops, and gaming systems (Ng, 2011; Hungerford-Kresser et al., 2012). These gadgets enable us to interact through a variety of multimedia applications, channels, programs, and games. This has brought about a fundamental change in society. Digital literacy is

¹⁻² Department of English, University of Management and Technology, Lahore – Pakistan

essential to comprehend and communicate this information appropriately (Liu, 2016) as it has led to global and widespread changes in social interaction, introducing new traditions, symbols, and dialects. YouTube reports that over one billion educational videos are seen daily (YouTube, 2021). Additionally, the number of specialized learning channels that are posted on the site is rising (Tadbier & Shoufan, 2021). Blogging and vlogging are two popular channels for educational engagement in the digital era. However, little is known about how effective they are in supporting learning objectives. Both text-based blogging and video blogging have gained popularity. It is crucial to critically examine blogging and vlogging as forms of literacy and understand their reasons for existence.

Each media offers distinct advantages: blogging enables the exchange of in-depth, written material, while vlogging provides an immersive, visual instructional experience. For educators and curriculum designers looking to utilize digital technologies for maximum educational impact, it is imperative to comprehend how various platforms compare in terms of improving student learning results. The essential component that allows individuals to connect with this period is digital literacy. If we use technology to facilitate the process, learning a foreign language will be a lot simpler. Speaking becomes one of the key abilities to teach when teaching English. Fluency in English communication is the goal of speaking skill development for learners. In the opinion of Guo (2013), speaking is one of the English language abilities that students tend to neglect the most. According to Tajizan et al. (2012), students fear making errors, being teased, and lacking confidence. It also takes time to practice speaking in class. Fewer students participate in speaking classes. To present the necessity of critically examining blogging and vlogging as a type of literacy, it is important to consider the reasons behind these media's existence.

With multimedia components, vlogging enables lively, visual presentations that can demystify difficult ideas and hold students' attention. Videos that appeal to both visual and aural learners can incorporate narration, animations, and demonstrations. Video content's interactive features can improve student retention and engagement while also increasing accessibility and enjoyment of the learning process. Nevertheless, less research has been done on how vlogging affects learning outcomes in comparison to conventional blogging.

Contrarily, blogging places a strong emphasis on text that is comprehensive and facilitates topic investigation. It promotes intellectual curiosity, reflective thinking, and writing-based understanding expression among learners. Blogs are instantly reviewed again, and writing and reading might help you retain what you've learned. Notwithstanding these benefits, research on the relative efficacy of blogging versus vlogging in various educational situations is imperative. Vlogs are one of the numerous cutting-edge tools that are, according to Moon and Lim (2013), "best appreciated in the discipline of education in general and foreign language education" because of their distinctive features (p. 122).

Difference between blogging and vlogging

Parameters	Blog	Vlog
Purpose	Blogs are mainly used for publishing written articles, not videos.	Vlogs are mainly used for sharing videos.
Hosting	Blogs are mostly hosted on websites, such as Blogger, WordPress, Drupal, Joomla, Tumblr, Weebly, Wix etc.	Vlogs are primarily hosted on video platforms like Dailymotion, Vimeo, Facebook, and Joomla.
Commencement Year	Blogging began around 1990 and gained popularity in 2003 with increased internet accessibility.	The concept of vlogging emerged on the internet around the year 2000. However, it did not gain widespread attention until 2004, when there was a growing preference for video content.
Maintenance Cost	Maintaining a blog can be cost-effective, as it requires only web hosting fees for operation. Additionally, opting not to purchase a domain enables free hosting of the blog.	Hosting a vlog can be achieved at either no cost or at a modest expense. However, the acquisition of high-quality equipment, such as a camera, tripod, or microphone, may entail significant expenditure.

Streaming	An online event cannot be transmitted through a blog.	By leveraging a vlog, we can seamlessly stream an online event, thereby enabling the creator to gain rapid popularity among previously untapped audiences.
Number of Visitors	The blog receives fewer new and returning visitors compared to other blogs.	A vlog attracts a greater number of visitors due to its extensive reach.
Creation of Content	Content writing is essential for creating an engaging and captivating blog. Additionally, the publisher must incorporate appealing imagery to keep the reader's interest and prevent them from navigating away.	One can create a great vlog by using engaging phrases, interactive dialogue, selecting relevant images, using appropriate facial expressions, and adjusting the tone of voice to suit the content to be shared. Video creation enhances students' understanding of the subject matter, improving learning and retention (Mayer, 2014).

To improve teaching tactics and practices, this study critically examines how blogging and vlogging, as forms of digital literacy, influence student engagement and learning out-comes. By analyzing student experiences with these platforms, this research will contribute to a deeper understanding of how digital tools can be leveraged to improve educational practices, particularly in enhancing speaking skills and overall comprehension.

Theoretical Framework

The theoretical framework underpinning this study is built upon a synthesis of various theories of learning and engagement. Its purpose is to examine the influence of distinct digital content formats, specifically vlogs and blogs, on student learning outcomes and engagement. This framework amalgamates cognitive load theory, multimedia learning theory, social constructivism, and self-determination theory to comprehensively comprehend the variables impacting student engagement with vlogging and blogging platforms.

Working through trigonometry word issues, Sweller realized that pupils seemed less cognitively overloaded when they had an example to refer to while answering the problems (Sweller, 1988). This led to the development of his cognitive load hypothesis. Sweller cites multiple problem-solving trials in which students performed better when the issues' objectives were made simpler to characterize what he termed "cognitive processing load" (Sweller, 1988, p. 263). According to Mayer's (2001) multimedia learning theory, learning occurs more efficiently when combining words and images. This approach emphasizes how incorporating various media formats can improve comprehension and memory. The motive underlying people's decisions made independently of outside influences is the main emphasis of self-determination theory (Deci & Ryan, 1985). It distinguishes between inspiration from outside sources and motivation from within. The study will evaluate the effects of blogging and vlogging on students' engagement and desire to interact with course material. These variations in motivation and how they affect learning outcomes will be investigated in this study.

Content Format (Vlogs vs. Blogs)

- > Cognitive Load (Extraneous, Germane) --> Learning Outcomes
- > Multimedia Usage --> Engagement --> Learning Outcomes
- > Social Interaction --> Engagement --> Learning Outcomes
- > Motivation (Intrinsic, Extrinsic) --> Engagement --> Learning Outcomes

The research combines these theories to reveal how various content formats influence educational experiences and engagement among students. The results of this study will enhance our understanding of digital learning environments and guide the development of better communication skills and educational materials.

Review of the Literature

By offering a variety of tools to improve student engagement and learning outcomes, the emergence of online resources in education has drastically changed the nature of education. Most of the studies have been done either on blogging or vlogging, but very few compare them directly, also the researchers may not fully investigate the factors affecting their engagement. With an emphasis on their effects on student learning outcomes, engagement, and overall effectiveness, this literature review will look at the research that has already been done on vlogging and blogging as instructional media.

Educational videos for learning have a long history, dating back to the early days of motion pictures. Researchers have been examining the use of instructional films for learning since the 1920s (Wehberg, 1938). In the current highly digitalized and Internet-connected classroom environment, the nature of using videos for learning has evolved significantly. Previously, videos were teacher-controlled, one-way activities delivered through TV, VHS, and DVDs, with students as passive recipients of information. However, today's learning environment includes self-selected, interactive, and user-generated videos from platforms such as YouTube or other specialized digital pedagogical platforms (Köster, 2018). This transformation reflects a shift from traditional, teacher-centered learning to a more interactive, learner-driven approach.

Teachers must employ caution when incorporating multimedia into their lessons due to the increasing acceptance of Web 2.0 technology. Blended learning is described as the "thoughtful integration of live classroom instruction with online learning sessions" by Garrison and Kanuka (2004) (p.96). This definition should include the usage of YouTube in the classroom, but it's also important to consider the purpose of integrating technology with in-person learning. A homogeneous and harmonic blend of the two should be achieved by their complementary qualities. A course that randomly adds videos won't benefit from learning in the same manner as one that genuinely applies Blended Learning Theory.

According to Bajracharya (2016), traditional media including newspapers, publications, poster boards, the radio, and TV have been used in teaching and learning. Printed content and radios are thought to be among the most affordable and user-friendly options. TV and other electronic media are also widely used in classrooms. As a result, when teaching speaking, English teachers need to enhance their medium. Teachers can encourage learners to engage in communicating in English more than normal by getting their attention but improving speaking skills requires both (Rohaniyah & Rijal, 2020). The author's research will center on how students might use media like Vlogs to improve their speaking abilities. Video blogging is therefore recommended in public speaking seminars, according to Rakhmanina & Kusumaningrum (2017), who also noted that vlogs are one of the mediums that are good for learning to speak. The communication, self-control, socialization, cognitive consciousness, and motivation of the student are all improved by this strategy. This indicates that students with high levels of motivation can benefit greatly from using the video blogging technique. Although students may

watch, learn, and rehearse after seeing how to produce something or do anything via that video, it renders teaching English enjoyable (Harefa, 2020). Consequently, vlogs are a useful instructional tool for speaking in the classroom.

Video blogging, or vlogging, has become popular as a means of instruction because of its interesting and dynamic structure. Studies show that by accommodating different learning types, especially auditory and visual learners, vlogging can greatly improve student learning. Pappas (2015) asserts that through illustrations and narrative, movies can help students understand complicated concepts more easily and enjoy learning more. Knowledge retention and understanding can also be improved by the incorporation of digital components in vlogs, such as animations and interactive material (Kay, 2012). Several studies have demonstrated the benefits of vlogging for students, including Koushik and Park (2016), who found that students who interacted with educational content through vlogs expressed greater interest and enjoyment than those who engaged in conventional written materials. Vlogging also promotes active engagement and cooperation because it allows students to make their videos and share them with other learners, which fosters a sense of belonging and collaborative learning (Borup, West, & Graham, 2012).

In educational contexts, blogging has long been utilized as a method for knowledge exchange and reflective thinking. Blogs give students a place to write about what they have learned and enable thorough subject investigation. According to research by Williams and Jacobs (2004), blogging can improve reflective learning and reasoning skills since it forces students to write about their ideas and conduct thorough evaluations of the material they encounter. Blogging's asynchronous format encourages independent learning by letting learners interact with the material at their preferred speed. As students return and evaluate their blog entries, studies have shown that blogging can enhance writing abilities and information retention (Ellison & Wu, 2008). Furthermore, blogs offer feedback and conversation between students and teachers through the ability to remark on postings, which promotes a collaborative learning environment (Deng & Yuen, 2011).

English typically pertains to students studying general English in their native countries or as temporary visitors in English-speaking countries. This highlights the significance of learning English as a primary subject in school (Harmer, 2007, p. 14).

Brandle defines ability as the state of being capable; having the power or skill to do or act in any situation; being competent in any job or area of activity, emanating from possessing the necessary capacity, skill, resources, or other qualifications. It implies that ability is an individual's capacity to accomplish a task or perform an action. Speaking, according to Brindley, is the verbal skill employed to articulate one's comprehension, accurately convey intended meanings using an adequate vocabulary, use language appropriately in various contexts, and engage fluently with other speakers. Moreover, speaking is a skill that entails being able to understand and communicate with others. Finnochiaro and Brumfit suggest that speaking involves verbally expressing thoughts, opinions, and emotions through discussion or conversation. Therefore, speaking is the skill of developing language and conveying one's thoughts (Brandle, R. 2020).

Though there aren't many comparison studies on the efficacy of blogging and vlogging in educational settings, each provides unique benefits. The choice of media, however, may have a big influence on learners' participation and academic results, according to the data that is currently available. In research published in 2010, Wang and Woo, for instance, examined the usage of conventional written resources in the college environment vs video pod-casts, which are a type of vlogging. The results showed that based-on-text resources were more appropriate for thoughtful deliberation and thorough investigation, whereas video pod-casts were more successful in raising learner's interest and interaction. Like this, Hsu, Ching, and Grabowski's (2014) study examined the relative merits of blog versus vlog learning in a distance-learning program. While learning results were enhanced by both types, the study indicated that video-based learning was more successful in raising student participation and fulfillment. On the other hand, blogging instruction offered superior chances for creative and reflective thinking.

As the utilization of digital platforms for educational purposes continues to expand, there is a growing need to comprehensively assess the effectiveness of blogging and vlogging in enhancing student learning outcomes. Despite prior studies highlighting the advantages of visual learning and online interaction tools, there remains a lack of in-depth understanding regarding the specific impact of blogging and vlogging on student engagement and academic achievement. This necessitates a closer examination of the subtle differences between these two mediums to gain deeper insights into their educational benefits.

Methodology

❖ Research Design

This study uses a qualitative research approach to investigate and compare the learning outcomes and student engagement who interact with instructional information through vlogging versus blogging. Semi-structured interviews will be used as the main technique of data gathering, and thematic analysis will be employed for analysis. Five participants for this study were selected from 2 private universities (UMT & USKT) located in Sialkot. The students at the undergraduate level both male and female were chosen randomly to ensure a diversity of viewpoints. To offer an in-depth overview of the engagement level and learning objectives related to vlogging and blogging, participants will be selected from distinct academic fields. An interview questionnaire was adapted and created with ten statements to gauge how vlogs and blogs influence students' engagement regarding learning outcomes (See Table 1).

❖ Data Collection

The researcher employed two methods of data collection—student interviews and observation—to meet the study's objectives. The core data was obtained through observations and interviews conducted by the researcher with students to learn about their opinions and tactics on using video blogs to enhance communication skills. According to Bogdan and Biklen (1998), “an interview is defined as a purposeful conversation, typically between two individuals, but at times involving more, which is guided by one person to gather information from the other” (p. 93). Purposive sampling is employed to ensure a diverse representation of individuals from various educational fields during the participant recruitment process. Semi-structured interviews, allow for flexibility in question language and sequence and protocol amendments (e.g., extra questions and probes directed at certain people, as needed) (Cress-well, 2007). Open-ended questions will be utilized during the 35-45-minute interviews to gain deeper insights into each participant's experiences, perspectives, and engagement with vlogging and blogging platforms. One of the study tools the researcher employed is the list of interview questions, displayed in Table 1.

Table 1

Interview Questions

No	Items	Interview Questions
1		How do you usually interact with virtual learning materials (blogs, vlogs, etc.)?
2	Usage of vlogs and blogs	Could you explain a current instance in which you used a blog or vlog for academic purposes?
3		Which elements of blogging or vlogging do you think are most interesting or beneficial for learning?
4	Engagement and Learning outcomes	In what ways have you found that blogging and vlogging changed the way you understood the subject?
5		Do you have any difficulties when using vlogging or blogging platforms?
6		How do you communicate with teachers and other students using these sites?
7		Regarding instructional content, which do you prefer: blogs or vlogs? Why?
8		
9		

10	<p>In your opinion, how do blogs and vlogs enhance your motivation to learn?</p> <p>Could you provide an instance where a blog or vlog significantly influenced your learning outcome?</p> <p>In your opinion, how may vlogs and blogs be used in teaching more effectively?</p>
----	--

Note: Adapted from "Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students' Perspective" by Lestari, N. (2019). *International Journal of Academic Re-search in Business and Social Sciences*, 9(1), 915–925.

❖ Data Analysis

After getting the information, the researcher analyzes and interprets the data. In the process of data analysis researcher uses a qualitative research method to process the interview transcripts and observations using thematic analysis. The researcher uses McKernan's five steps for data analysis to examine the data. Collecting the data, coding it, comparing it, developing an interpretation, and publishing the results are those phases. The data analysis procedure is as follows:

- The researchers gathered information through observations and interviews to understand students' perceptions and approaches to the usage of video blogs to enhance speaking abilities.
- The data was organized by the researcher. By choosing, concentrating, stream-lining, and altering the data, the researcher minimized and structured the data in this step. To improve result visibility, the data was categorized and segment-ed by topics. The categorization themes can be found in Table 2.
- To identify trends and differences in the data, the researcher compared the data. This is accomplished by presenting the data as a table, an image, and a narrative prose.

- After the third stage of data classification into themes, the researcher examined the data and used data analysis to examine students' attitudes toward and approaches to learning English pronunciation using vlogs and blogs.
- The researcher ended the investigation and presented the findings in response to the research objectives.

Table 2

Categorization of themes

<u>Code</u>	<u>Themes</u>
EI	Engagement and Interest in using vlogs and blogs
LE	Learning Effectiveness of using vlogs vs blogs
CP	Challenges and Preferences of using vlogs vs blogs
SEP	Students' Experience, and Perception of using vlogs and blogs

Findings and Discussions

Qualitative data was gathered by conducting semi-structured interviews with under-graduate students at a private university in Sialkot. Through thematic analysis, several key themes emerged that provided insight into student participation and the learning objectives of blogging and vlogging. The findings of this study will be discussed in the following discussions. As indicated in Table 3, in this section the researcher offers the interview code, which is utilized to identify the interview data.

Table 3

Interview Codes

No	Code	Definition
1	Int/S1, S2, S3, S4, S5/EI	'Int' (for Interview) means the data gathered from the interview, 'S1/S2/S3/S4/S5' for students 1,2,3,4,5, and 'EI' is the theme, Engagement, and Interest in using Vlog and Blog.

2	Int/S1, S2, S3, S4, S5/LE	'Int' (for Interview) means the data gathered from the interview, 'S1/S2/S3/S4/S5' for Students 1,2,3,4,5, and 'LE' is the theme, Learning Effectiveness of using VLOG VS Blog
3	Int/S1, S2, S3, S4, S5/CP	'Int' (for Interview) means the data gathered from the interview, 'S1/S2/S3/S4/S5' for respondent 1,2,3,4,5, and 'CP' is the theme, Challenges, and Preferences on using Vlog vs Blog
4	Int/S1, S2, S3, S4, S5/SEP	Int' (for Interview) means the data is gathered from the interview, 'S1/S2/S3/S4/S5' for students, 1,2,3,4,5, and 'SEP' is the theme, Student's Experience and perception on using Vlog vs blog

Note: Adapted from "Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students' Perspective" by Lestari, N. (2019). *International Journal of Academic Re-search in Business and Social Sciences*, 9(1), 915–925.

The interview technique is used alongside questions concerning the pros and cons that students get from using vlogs and blogs. To get the proper responses, face-to-face inter-views were conducted with the participants and interviews were recorded using a mobile phone voice recorder and then transcribed. The results of the interview are compiled below.

❖ **Student Interviews and their Transcriptions**

Int: How do you usually interact with virtual learning materials (blogs, vlogs, etc.)?

S1: I frequently use virtual learning materials when I need additional clarification on an educational topic or want advice on an issue. When following the latest news, I often turn to virtual learning materials to fully understand the political and historical context in a way that I understand best. (E1)

S2: When it comes to virtual learning materials like blogs and vlogs, I usually interact with them by reading blogs or watching vlogs that cover topics related to my studies. (EI)

S3: I usually interact with virtual learning material when I skip my classes or am unable to understand my teacher. I simply put the topic on the internet and prefer to watch a relevant video that can clear my doubts and add to my knowledge about that topic. (EI)

S4: In this digital era, everyone prefers to interact with virtual learning material instead of reading books, and I do so. I usually find these tools helpful in my educational context, especially vlogging I feel more interested in learning the material regarding my subject studies compared to blogging because reading blogs can be more time-consuming and understand the meaning of the text. (EI)

Int2: Could you explain a current instance in which you used a blog or vlog for academic purposes?

S1: When writing a research proposal, I used blogs or written platforms to obtain well-cited information. When trying to understand the scientific material better for myself so that I can explain it in my own words, I first used videos with visual and auditory aids to understand the material easily. Although it may have been faster to simply read about the material, it was more efficient and better for my comprehension to watch a vlog on the content instead. (LE)

S2: Recently, I was studying for a history exam, and I came across a blog that detailed the events leading up to a significant historical event. It provided a different angle that helped me understand the context better and was helpful for my exams. (LE)

S3: Recently I was unable to grasp what a dialect is, so I opened YouTube and searched 'what is dialect' and watched some of the relevant videos. The person in the video taught so well that I immediately grasped the idea. (LE)

S4: Yes, in recent last days, I have been writing my research article on English literature topic. I was having difficulty writing the paper because I wasn't clear about writing steps, so I just started seeing videos on better writing strategies and it also helped in improving my writing skills as well as communication skills. (LE)

Int3: Which elements of blogging or vlogging do you think are most interesting or beneficial for learning?

S1: Vlogging is beneficial for learning as it provides a visual and auditory modality that can help understand a topic more easily. When you are learning with visual demonstrations that also have audio, you tend to learn more difficult topics more easily, and you can recall the information you learned better. Although blogging can give you substantial, well-written content on a topic, vlogging adds a more personal component. (SEP)

S2: I think that Visual Audio elements make Difficult topics easier and more helpful to understand. The use of graphics, animations, and real-life examples in vlogs, and the detailed explanations in well-written blogs, really enhance my learning experience. (LE)

S3: The way they present the knowledge in different parts and relate one part with the other one, they use different pictures and slides to grab the audience's attention and they try to make the clip as short and meaningful as they can, so the audience doesn't lose interest. (SEP)

S4: In my opinion, blogging can help individuals' well-written content and better understanding of the text but vlogging can be more beneficial for learning as we students find it more convenient to see the visuals and listen to them carefully so the more you are interested quickly you can learn the language. (EI)

Int4: In what ways have you found that blogging and vlogging changed the way you understood the subject?

S1: Blogging allowed me to have a deeper understanding of an issue by compiling multiple, evidence-based resources on one topic that was well referenced and cited. As a visual and auditory learner, vlogging allowed me to understand a topic quicker as it was simply more engaging and took less time to understand. (SEP)

S2: Blogging and vlogging have changed the way I understand subjects by presenting information more engagingly and interactively. (EI)

S3: Vlogs and blogs are helpful; through vlogs, we can visualize the topic of a particular subject and through the blog, we can grasp some theoretical data which helps us in making the drafts. (LE)

S4: Vlogs and Blogs are helpful in educational learning; through vlogs, I can understand the subject more engagingly as I'm able to see the real pictures and listen to the sounds which helps me to better understand the accent and pronunciations but through blogs, I can only read the text and understand the meaning from the dictionary. (CP)

Int5: Do you have any difficulties when using vlogging or blogging platforms?

S1: No, as someone who has full access to both platforms, I do not face any difficulties. However, I can see how people who have less access to the internet can struggle to get access to certain vlogging platforms. Certain blogs may also require a subscription, which some people cannot afford. (CP)

S2: Sometimes, I face challenges in finding reliable and accurate content on vlogging or blogging platforms. It's essential to double-check the sources and ensure the information aligns with what I'm studying to avoid any misunderstandings. (CP)

S3: No, I didn't find any difficulty because I'm aware of technology and I can use it well when it comes to finding knowledge about a subject matter. (SEP)

S4: Not at all, it's fine using these platforms for me without any difficulty, but sometimes there is a bad network problem in some of our rural areas. (CP)

Int6: How do you communicate with teachers and other students using these sites?

S1: Vlogs and blogs both allow you to comment and share feedback on the material so that it is visible to everyone. Vlogs may be more personal and engaging than blogs, which tend to be more formal in the setting. (CP)

S2: By using vlogs and blogs, I can interact with teachers and other students by commenting on their posts, as well as asking questions. It creates a virtual classroom environment where discussions and collaborations can take place outside of traditional classroom settings. (SEP)

S3: By using these sites, I can communicate well with my teachers and fellows because after watching and reading them I always come up with new questions and ide-as. I discuss them with my mentors and fellows, and we share different notions. (LE)

S4: Using the sites, allows me to ask questions and give feedback by communicating with teachers and other students. I can also communicate in the comment sections which is more enjoyable and interactive. (EI)

Int7: Regarding instructional content, which do you prefer: blogs or vlogs? Why?

S1: As a visual and auditory learner, I prefer to be instructed on content through vlogs. I process and retain information better when it is taught to me with visual and auditory aids. It is more engaging than simply sitting and reading material independently. (SEP)

S2: I appreciate both blogs and vlogs for different reasons. Blogs are great for in-depth explanations and detailed information, while vlogs provide a more visual and engaging way to learn. Depending on the topic, I choose the format that suits my learning style best. (LE)

S3: For instructional content, I would prefer vlogs because students will not get bored and will easily grasp the knowledge. Some students are not fond of reading so they can easily get bored while reading blogs. (CP)

S4: For instructional content, I will prefer vlogs to blogs because vlogs are a more engaging way to grab the meaning and understand the idea, on the other hand, blogs can be boring just reading the same context, but the more u read get better understand the grammar. (LE)

Int8: In your opinion, how do blogs and vlogs enhance your motivation to learn?

S1: Vlogs make learning more enjoyable by adding other personal components by connecting more deeply with the audience. Visual aids can be pleasing to the eye and more enjoyable than simply looking at black text on white paper. Vlogs tend to be relatable too and often make references that the audience can understand and connect to. (EI)

S2: Blogs and vlogs enhance my motivation to learn by making the learning process more enjoyable and interactive. (EI)

S3: Because they provide new insights and different perspectives in some vlogs the vloggers also pose some questions which is an interesting thing to do when you finally complete a video. (CP)

S4: Vlogs and blogs both enhance my motivation to learn a language because through vlogs it is like interacting personally with the person and motivating me to communicate better and fluently without hesitation. (EI)

Int9: Could you provide an instance where a blog or vlog had a major influence on your learning outcome?

S1: Absolutely! There are many vlog series on English and other concepts that I found incredibly helpful. The visual demonstrations and real-world applications made the topics easier to understand, leading to a significant improvement in my understanding and performance in my English subject. (LE)

S2: In my BS I usually studied with vlogs by listening to the summaries and critical analysis of some topics and afterward I performed well in my exams, and I got motivated to use vlogs for study. (EI)

S3: Using a vlog was especially useful for me when I needed feedback from peers on a research presentation for a conference. I was struggling to formulate a strong thesis but after much discussion and practicing presenting my project on a video platform to my peers, I had the confidence to do well. We shared our expertise, and I was more comfortable with presenting my research after rehearsing with peers. (LE)

S4: Of course, vlogs have had a major influence on me my throughout learning career they always helped me in my studies and every time I got motivated by using vlogs compared to blog as it is more time-consuming read the paragraphs for hours and understand the meanings from dictionaries. (LE)

Int10: How may vlogs and blogs be used in teaching more effectively, in your opinion?

S1: Vlogs are a great way to give students another way of learning that is more fun and engaging. They can be personalized and edited to cater to a certain audience, so it is more relatable and interactive. Both platforms can be used to facilitate engagement and discussion among students. Some students who struggle to participate and engage with the content in person might prefer online platforms like vlogs and blogs. (EI)

S2: Vlogs and blogs can be used in teaching more effectively by using them in classrooms and giving lessons. Also, they can provide additional explanations, and real-life examples that cater to different learning styles, making the learning experience more comprehensive for students. (SEP)

S3: Give students some vlogs or blogs to watch at home and then discuss them in class. (CP)

S4: Vlogs can be another learning strategy for teachers to use in the classrooms it will be more engaging, fun, and quick learning for the students. (EI)

Student reports indicate several factors influencing student engagement and interaction, as well as perceived advantages and disadvantages of vlogging and blogging engagement among students regarding learning outcomes as vlogs are more convenient for learning than blogs. The visual and audible elements of vlogs make them particularly engaging, enhancing the dynamic and enjoyable aspects of the learning process. Vlogs are beneficial for improving pronunciation, understanding the English accent, expanding vocabulary, and learning idioms used by the speaker. As technology becomes an essential part of daily life, it is increasingly accessible to the average person, making it easier for everyone to benefit from technological advancements. YouTube, one of the major platforms for video blogs, enables viewers to access content anytime and anywhere. Additionally, students not only use vlogs and blogs for educational purposes but also for entertainment.

Accordingly, the previously mentioned disadvantages and challenges with using vlogs and blogs can be resolved. When it comes to learning, most students said they preferred vlogs to blogs. Some students did point out that blogs might be more practical for extensive study and fast access but while reading we need to see a dictionary to understand the meaning of the text and they can get bored if they are

not fond of reading. On the other hand, students argue that having reliable Wi-Fi to handle unreliable internet connections may be the solution. Consequently, the audience must possess a strong grasp of modern digital literacy. It is beneficial and aids in separating the accurate information from the false. Every day, a ton of excellent and terrible content is updated, but we must be chosen viewers.

Students reported some advantages regarding learning outcomes that watching vlogs made difficult ideas easier for them to understand. It was believed that having both spoken explanations and visual assistance was a big benefit. Many factors impact student engagement and learning through vlogs and blogs such as interactivity, accessibility, and personalization. I employed textual channels such as blogs to get credible material for my research proposal. I first watched films with visual and audio aids to help me grasp the scientific content so that I could describe it in my own terms. This helped me absorb the information more quickly. Watching a video on the subject was more effective and improved my comprehension even though reading about the issue might have been quicker.

Conclusion

To conclude, it can be said that utilizing vlogs for academic purposes is beneficial for helping students develop their educational material and language learning skills as compared to blogs because many benefits outweigh the drawbacks, and any problems can be anticipated and resolved by each student. It also enhances the students' extended speaking practice and engagement outside the classroom, teachers should use vlogs in their traditional speaking exercises as an additional tool. Additionally, vlogs can provide students with a wealth of information regarding vocabulary, grammar, pronunciation, accent, and cultural awareness. Students can therefore view videos that suit their needs to continue honing their learning skills. This qualitative study aims to investigate how blogging and vlogging compare in terms of improving student engagement and learning outcomes. Vlogs and blogs are preferred for learning due to their visual and audible elements, which enhance the dynamic and enjoyable aspects of the learning process. They are beneficial for improving pronunciation, understanding English accents, expanding vocabulary, and learning idioms. However, students may find blogs more practical for extensive study and fast access, but they may get bored if they don't enjoy reading. Reliable Wi-Fi is essential for navigating unreliable internet connections. Vlogs make difficult ideas easier to understand, with both spoken explanations and visual

assistance. Factors such as interactivity, accessibility, and personalization impact student engagement and learning through these platforms. However, the usage of vlogs should also examine the "general aspect of the vlogging tasks," which may not be appropriate for some student personalities.

❖ **Limitations and Recommendations of The Study**

This study has several limitations, including the small sample size of five students from two private universities, which limits the generalizability of the results. Using a combination of different approaches may provide a more comprehensive understanding of the re-search questions. The study only focused on one private university in Sialkot. Future research should involve a larger, more diverse sample of students across different academic fields and institutions. Additionally, it would be valuable to explore psychological and motivational factors influencing students' engagement with vlogs and blogs. Understanding these factors could help educators and curriculum designers optimize the use of digital platforms in education, ensuring they cater to various learning styles and enhance both student engagement and learning outcomes effectively.

References

- BBC (2019). World Wide Web turns 30: Facts you did not know. News round. Accessed 10-3-19.
- Borup, J., West, R. E., & Graham, C. R. (2012). Improving online social presence through asynchronous video. *The Internet and Higher Education*, 15(3), 195-203.
- Bradley, R. (2020, February 19). Ability: Definition and Meaning. Retrieved from https://www.wordnik.com/words/ability?_e_pi_=7%2CPAGE_ID%2C5984741007
- Caze, S., (2017). Changing Classroom Practice Through Vlogs and Blogs. *Literacy learning The Middle Years*. 25:1, 16-27.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer.
- Deng, L., & Yuen, A. H. K. (2011). Towards a framework for educational affordances of blogs. *Computers & Education*, 56(2), 441-451.
- Ellison, N. B., & Wu, Y. (2008). Blogging in the classroom: A preliminary exploration of student attitudes and impact on comprehension. *Journal of Educational Multimedia and Hypermedia*, 17(1), 99-122
- Harmer, J. (2007). *The practice of English language teaching*. Edinburg: Pearson Education Limited. Higher education. *Internet and Higher Education* 30. 44-53
- Hsu, H. Y., Ching, Y. H., & Grabowski, B. L. (2014). Web 2.0 applications and practices for learning through collaboration. *International Journal of Technology in Teaching and Learning*, 10(2), 181-196.
- Jones, R. (1989). *Speaking and listening*. London, John Murray Publishers Ltd, 14.
- Kay, R. H. (2012). Exploring the use of video podcasts in education: A comprehensive review of the literature. *Computers in Human Behavior*, 28(3), 820-831.
- Köster, J. (2018). *Video in the age of digital learning*. Springer. <https://doi.org/10.1007/978-3-319-93937-7>
- Koushik, R., & Park, S. (2016). The impact of vlogs on student motivation and learning out-comes in higher education. *Journal of Educational Technology Development and Ex-change*, 9(2), 45-58.
- Lestari, N. (2019). Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 915-925. DOI: 10.6007/IJARBS/v9-i1/5490
- Liu, M., (2016) *Blending a class video blog to optimize student learning outcomes*
- Mayer, R. E. (2001). *Multimedia learning*. Cambridge University Press.
- McKernan, J. (2006). *Curriculum action research: a handbook of method and resources for the reflective practitioner*. Routledge
- Ng, W., (2012), Can we teach digital natives' digital literacy? *Computers & Education*. 59:1065-107
- Pappas, C. (2015). The benefits of using video in e-learning. *eLearning Industry*. Retrieved from <https://elearningindustry.com/benefits-of-video-in-elearning>
- Sweller, J. (1988). Cognitive load during problem-solving: Effects on learning. *Cognitive Science*, 12(2), 257-285.
- Wang, Y., & Woo, H. L. (2010). Systematic planning for ICT integration in topic learning. *Educational Technology & Society*, 10(1), 148-157.
- Wehberg, H. (1938). Some recent developments in the educational film field. *The Journal of Educational Sociology*, 12, 163-166. <https://doi.org/10.2307/2261883>

Williams, J. B., & Jacobs, J. (2004). Exploring the use of blogs as learning spaces in the higher education sector. *Australasian Journal of Educational Technology*, 20(2), 232-247.

YouTube (2021). Starting an educational channel on YouTube. Accessed February 23, 2021. <https://creatoracademy.youtube.com/page/lesson/edu-channel-start?cid=educational-channel&hl=en>

Article Information:

<i>Received</i>	5-Sept-2024
<i>Revised</i>	22-Nov-2024
<i>Accepted</i>	10-Dec-2024
<i>Published</i>	15-Dec-2024

Declarations:

Authors' Contribution:

- All authors **Conceptualization, and intellectual revisions. Data collection, interpretation, and drafting of manuscript**
- The authors agree to take responsibility for every facet of the work, making sure that any concerns about its integrity or veracity are thoroughly examined and addressed

• **Conflict of Interest:** NIL

• **Funding Sources:** NIL

Correspondence:

Madya Asgher

madyaasghero51@gmail.com
